

FRIENDSHIP

CHRISTIAN SCHOOL

ACADEMIC HANDBOOK



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Non-discrimination policy: Friendship Christian School admits students of any race, color, national, or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school.

Rev. 08/19/2022

MISSION:

Friendship Christian School seeks to provide an excellent educational experience from a biblical worldview in order to produce the next generation of well-rounded servant leaders.

VISION:

Friendship Christian School will be a compassionate community where knowledge is pursued with excellence, where faith is rooted in Christ, and where character is exemplified through service. We are dedicated to creating a caring and nurturing environment, producing lifelong learners, creating disciples of Christ and enriching students' lives.

CORE VALUES: (Based on the premise that the Scriptures are the supreme and final authority for faith and practice)

- Community—creating a caring and nurturing environment by
 - fostering interactive, supportive partnerships with the home
 - securing a faculty of Christlike, committed mentors who will nurture, challenge, and equip students
 - encouraging student leadership throughout the student body
- Knowledge—producing lifelong learners by
 - offering a comprehensive academic foundation from a biblical worldview for students at various ability levels
 - developing critical thinking skills in our students
 - equipping students to effectively apply acquired knowledge
 - preparing students for the ever-changing challenges of the 21st century
- Faith—creating disciples by
 - assisting students in developing a personal relationship with Jesus Christ
 - teaching students to articulate the biblical foundations of the faith
 - enhancing spiritual growth through mentoring
 - providing missions opportunities that will impact others for Christ
- Character—enriching students' lives by
 - developing excellence in fine arts
 - fostering an environment of physical well-being through a variety of athletics
 - offering opportunities to serve the community

ACCREDITATION, QUALIFICATIONS AND MEMBERSHIPS:

- FCS is accredited on two levels:
 - Regional Level—AdvancEd
 - National Level – Association of Christian Schools International (ACSI)
- Our teachers hold various degrees and are certified through the Association of Christian Schools International.
- We hold membership in the Association of Christian Schools International, North Carolina Independent School Athletic Association (NCISAA), and the National Honor Society.
- Friendship Christian School meets the standards set forth by the Fire, Health and Safety Departments of the State of North Carolina.

EDUCATIONAL PHILOSOPHY

PHILOSOPHY OF THE CHRISTIAN SCHOOL:

Christian education begins with the premise that all truth is God's truth. God has revealed the truth about Himself in the scriptures. We discover truth about His creation as we diligently study the natural world and the intangible truths within creation. A high quality, rigorous curriculum is provided with a sense of high expectations, in order to encourage the students to develop their God-given gifts to the fullest. The curriculum is supplemented with many extra-curricular activities such as fine arts, choir, band, drama, computer, athletics, etc. The three institutions of the home, church, and school should be consistent in their philosophy and what they teach. Deuteronomy 6:5-7 makes it clear that the truths of God should not only be taught at home but also wherever the child goes.

PHILOSOPHY OF THE FACULTY:

It is only through the teaching of Christians that spiritual morals can be taught. If the greatest need of man is redemption, then redeemed people need to be teaching it. An unredeemed person obviously does not see the need of a Savior. According to Matthew 28, it is the Christian teacher who is given all authority to teach the Truths of the Word. It is key that this teaching be consistent with the Word of God. In order for this to occur, the work of the Holy Spirit must be acknowledged. A teacher must be in communion with Christ in order to relay the Truths to the students. It is a fact that is inescapable; the world view of the teacher, in so far as he is effective, gradually conditions the world view of the pupil. It is vital that a teacher have a Christian worldview. The gift of teaching requires the teacher to tell others about the Bible and then to live the contents of the Bible in his/her life for others to see. Because of these facts, we only employ Christian teachers with the same philosophy as Friendship Baptist Church.

PHILOSOPHY OF THE CURRICULUM:

The goals of curriculum will be put into four categories: Word-centered, Bible-integrated, pupil-related and socially-applied.

- Word-centered -The foundation of curriculum must be the Word of God. The Written Word (Bible) and the Living Word (Jesus Christ) must be brought together in order to lead students to develop Christian maturity. By knowing that all truth is God's truth, we have the authority to speak the truth in all classes.
- Bible-integrated – We must apply Biblical principles to every area of the curriculum. In order to develop the whole student, we must make the Bible relate to every area of one's life.
- Pupil-related – The goal has to be that a student will develop to one's fullest potential in one's walk with Christ. This goal is based on the following facts. 1) Each student is a specially, created individual uniquely made in God's image and needs to be taught as such. 2) We must provide nurturing for each child to become all that God intended for that child. 3) Each student develops at a different level and we need to reach each one's needs at his/her level. 4) Our methods need to reflect these unique learning processes and have a variety that will reach each student.
- Socially-applied – Our curriculum must view the world, national, and community needs and issues and be able to make them relevant to the students.

SPIRITUAL AND EDUCATIONAL OBJECTIVES:

- To teach so that each student will come to a saving knowledge of Jesus Christ
- To teach so that each student will make a personal commitment to Jesus Christ in his walk of Bible reading, prayer, church attendance, witness, and active Christian service
- To teach so that each student will understand the Bible is the infallible Word of God; the Bible is a practical guide to life and living; and the Bible is the basis of all morals, values, and standards of a Christian's life
- To teach so that each student will have an understanding that Jesus Christ is central in all areas of life and to follow His example of servanthood
- To teach so that each child learns to stand alone, if necessary, to protect their Christian convictions
- To teach so that each student will apply the principles of faith, and purpose to yield himself to God in submission and obedience to His will as revealed in the Bible on a daily basis
- To teach so that each student will understand it is not in his natural energy but through new life in Christ that he can accomplish his learning
- To teach so that each student will have a thorough instruction in the arts and sciences that he might develop to the glory of God, spiritually, socially, mentally and physically
- To teach so that each student will develop a keen understanding of the fundamentals of God's creation, including all of the academic studies
- To teach so that each student will work effectively with perseverance to reach his full potential
- To teach so that each student will develop within himself an understanding of how to think and to apply oneself
- To teach so that each student will develop in himself the proper attitudes, ideals, habits, knowledge and skills which are necessary preparations for life
- To teach so that each student will have the kind of experiences that will make him a credit to Christ, his church, his community, his nation and himself
- To teach so that each student will develop within himself self-respect, an effective attitude of self discipline and responsibility
- To teach so that each student will develop proper relational skills with his teachers, classmates, and family

GENERAL MATERIAL

ACADEMIC PROBATION

- Purpose: Student grades are reviewed quarterly to identify the possible failure of a student. Teachers and parents work together (with administration, if necessary) to create a viable, tangible solution for the struggling student.
- Criteria: Academic probation should be initiated at the discretion of the respective teacher in concert with the administration and will follow these steps:
 - Student is earning a D or F in any subject (Math, Science, History, English, H.S. Spanish and Bible).
 - The teacher will notify the parents of the academic probation via email.
 - At the administration's discretion, a conference may be held with the parent, student, and teacher in regard to academic probation.
 - Guidelines or contracts for student success may be drafted. If so, these need to be signed by student, parent, and teacher.

ACHIEVEMENT TESTING

- Friendship Christian School has a detailed program of testing to measure the students' abilities and progress. The results of the testing are also used to aid the teachers and administration in improving the curriculum. Test results are kept in each student's cumulative folder. Check the school calendar for the exact testing dates.
- Grade Test Administered
 - Kindergarten – 8th grades Iowa Test of Basic Skills (*Spring Semester*)
 - Kindergarten - 8th grades CogAT (*Spring Semester*)
 - 9th grade PreACT (*Spring Semester*)
 - 10th grade PreACT (*Spring Semester*)
 - 11th grade PSAT in October, ACT*, SAT (*Optional*)
 - 12th grade ACT* (*Required*), SAT (*Optional*)

*The ACT is a required competency test for graduation from FCS with a college prep high school diploma. A senior must receive a composite score of 13. If a student has a certified learning disability, the giving of a diploma will be reviewed on an individual basis. Seniors not attaining the 13 score may receive a General Track high school diploma instead.

BIBLE

In order to maintain continuity in the classroom during teaching, quizzing and testing, FCS has chosen to use the King James Version of the Bible (KJV) for all public reading, teaching, and memorization for chapel and Bible classes. For personal and comparative study purposes, we encourage the use of other faithful translations – not paraphrases. Our goal is to arrive at the precise meaning of the underlying text, regardless of which version most closely approximates it.

COMPUTER / INTERNET USE

- It is expected that each user will follow the guidelines of the school system as to rights, responsibilities, and consequences of inappropriate use of computers and the Internet.
- The computer system is made available to students to further their education. Internet access is filtered and strictly monitored.
 - Information acquired over the Internet is at the user's risk and must be verified for accuracy. Friendship Christian School does not control, and thereby cannot guarantee, the quality of the information provided.
 - FCS reserves the right to examine, copy, or delete any files that may be held on its computer systems and to monitor any Internet sites visited. Failure to adhere to FCS

from Friendship Christian School.

CONTACTING THE TEACHERS

The preferred way to get in touch with a teacher is via email. A list of email addresses is available on the school's FACTS website. Your call or email will be returned as soon as convenient. Be considerate at all times of your child's teacher and his/her time away from school. Please do not discuss school business with them at ballgames or at church, if at all possible. Teachers' home and cell phone numbers are not given out to anyone. Please do not attempt to call them at home unless it is an emergency. You may leave a message for them at the office.

EARLY DISMISSALS

Early dismissals will be granted, and the student will be allowed to leave early only when prior arrangements have been made for doctor's appointments, etc. and a note with the time of dismissal signed by parents is sent to school on the day he is to leave early. We ask that parents check with the school before taking children out of school so that work can be completed beforehand. Students who miss any part of Bible or chapel are marked absent for exam exemption purposes.

FACTS

- FCS uses FACTS as a way to share lesson plans, homework and grades. This access is a password protected portion of FACTS Parent Portal. Parents are encouraged to check their child's status frequently and are able to access the following:
 - Attendance
 - Daily Grades
 - Progress Reports
 - Report Cards
 - Transcripts
 - Lesson Plans
 - Homework
 - Missing Assignments
 - Discipline
 - Calendar

FIELD TRIPS/CLASS TRIPS

- Field trips are enjoyed throughout the year to provide extracurricular learning opportunities for the students.
- A general permission form is signed by all parents at registration. This permission form will cover the following field trips:
 - 6th grade – North Carolina Zoo
 - 7th grade – North Carolina Aquarium at Fort Fisher, NC Battleship
 - 8th grade – Williamsburg, Virginia
 - 9th grade – Portsmouth, Virginia
 - 10th grade – Creation Museum, Ark Encounter
 - 11th grade – Washington, DC
- These educational field trips will have assessments attached to them. Students are expected to attend. Student requests to not attend are subject to administrative approval. Approved students who do not attend the field trip will be given alternate assignments for completion and grading. Students not approved to not attend the field trip and who still do not attend will receive a zero for the field trip assignment and unexcused absence(s).
- For other field trips, a specific form will come home before the actual trip takes place. Written permission forms must be signed by parent or guardian and returned to the teacher before a

- student goes on a trip. Verbal consent will not be accepted.
- Chaperones (Kindergarten-8th grades) must observe the school dress code and standards of conduct. Guest chaperones do not attend high school field trips.
- Chaperones must complete the necessary paperwork as outlined by the teacher or the administration prior to attending the field trip. Chaperones who do not complete the required paperwork will not be allowed to participate in the field trip.
- Siblings are not permitted to attend educational field trips.
- Athletic and Fine Arts group trips do not require a separate permission form. The blanket permission form signed at registration covers these trips.
- Electronic devices may not be taken on field trips, class trips or athletic trips (unless approved by the administration for extended trips). Headphones/earbuds are not permitted. Students in middle and high school are allowed to take a cell phone, but it is only to be used for pictures/recording parts of the trip and emergencies. Usual school policy applies in reference to appropriate use.
- FCS recognizes the tremendous responsibility of its faculty and students to be examples of Christ through their testimony on and off campus; therefore, students who have failed to meet the behavioral standards established on campus may forfeit the right to participate in class field trips. Middle and high school students who have multiple detentions or a suspension may not be allowed to participate.

GRADING SCALE (K-12)

Letter Grade	Percent	Rating
A	90-100	O--Outstanding
B	80-89	S--Satisfactory
C	70-79	*N--Needs Improvement
D	65-69	*U--Unsatisfactory
F	64 & below	*F--Failing
I	0	Incomplete

- Incomplete indicates that an insufficient amount of work was completed to receive a letter grade. Unless otherwise established by the teacher, incomplete work must be accomplished within one week of the previous grading period or a zero will be recorded. Work is subject to late penalties.
- In order to earn Honor Roll, students must earn a final mark of Outstanding or Satisfactory in all classes that are graded on the O, S, N, U rating scale.

HOMEWORK

- Homework is given for reinforcement, remediation, and special projects.
- General guidelines for homework are available from individual teachers. Time spent on assignments may vary depending upon the student's academic strengths and motivational level.
 - K – 2nd grades - 5 - 20 minutes depending on grade level
 - 3rd – 5th grades - 20 to 40 minutes depending on grade level
 - 6th - 8 grades - 90 minutes
 - 9-12 grades - 90-120 minutes or up to about 30 minutes per subject

- Honors and Dual Credit classes should expect additional work.
- Homework is assigned on Monday, Tuesday, Thursday, and Friday nights. If homework is scheduled for students on Wednesday (rare occasion due to schedule), students are usually given a week's notice in order to make adequate preparation.
- Homework is not assigned over extended vacations (Thanksgiving, Christmas, Easter, etc.).
- Homework modifications are usually made on days when special school functions take place and when special meetings at Friendship Baptist Church are scheduled for the evening.
- Teachers will use FACTS to facilitate communication regarding assignments, tests, quizzes and special school functions. Teachers may also use Google Classroom and a class syllabus.
- Homework should meet the guidelines and expectations of the classroom teacher.

HONOR ROLLS

- Students who have all A's, A's/B's, or all B's in all of their courses are listed on the respective honor rolls. These are the grades calculated at the end of each grading period, not individual tests and quizzes. Students earning these awards are recognized at the end of the year.
- Students can receive no "N's or U's" for final grades in elective classes and be considered for an honor roll placement.
- Other awards are given in the classroom prior to dismissal on the last day of school.

MAKEUP WORK

- When a student is absent, he is still responsible for homework. Assignments are due on the date previously assigned.
- Students should check FACTS and check with the teacher and/or his peers for details on missed assignments.
- Students who plan to miss school will need to work ahead to make sure all assignments are submitted on time (or early).

UNEXCUSED ABSENCES

- Should a student know that he is going to be absent and that it will be unexcused, he should go to each of his teachers and make arrangements for all tests, quizzes, and assignments to be made up prior to the absence. At the discretion of the teacher, the student may be given an extension and be allowed to complete his makeup work on the first day back from the absence. Communication is the key, and it is each student's responsibility to personally communicate with his teachers.
- Students must make up all missed assignments as designated by the teacher. Grades are automatically deducted seven points if the absence is unexcused or the child does not return with a note. Grades then follow the chart for excused absence course make up listed below.

EXCUSED ABSENCES

- Students will be given one day to make up school work for every day that they are absent from school, excluding the actual day they return to school if they return with an excused note. Any child that does not bring in a note the day that they return will be required to make up all work that day or take the seven point deduction. Teachers may use discernment and give an extension in unusual circumstances, especially if they know that a student has much work to make up and additional tests to take.
- If a student misses a test due to a music lesson, drama rehearsal, field trip, etc., the student must make arrangements personally with each teacher to make the test up that very same day. He must take the test that day if it works in the teacher's schedule to do so.
- If a student misses his deadline on makeup work and tests, it is now considered late and unexcused. Here is the policy that students will abide by:
 - Days past the deadline Penalty (deducted after the work is graded)
 - 1 Day - 10 points

- 2 Days - 20 points
- 3 Days - 30 points
- 4 Days - 40 points
- 5 Days - 50 points
- 6 Days - 0% will be given as the grade
- Example: A student is out for three days due to sickness. During this time, he misses a quiz in history. He returns to school on Friday. He gets 3 days (Monday, Tuesday, Wednesday) to make up the work without any penalty. The student, however, does not make the quiz up until Thursday. (He is one day over the deadline.) His actual score on the quiz is an 81. Since he is 1 day past the deadline, 7 points will be subtracted, lowering the grade to 74.
- Students arriving late or leaving early are required to take whatever tests were given that day before he leaves school for the day. He must talk with the teacher to schedule a time to take it. The teacher may choose to give it the next day. Example: A test is given 1st period and John gets to school 3rd period. He must take the test that day before he leaves school. It is his responsibility to contact the teacher. Let's say he waits and takes it the next day; it would be considered one day late and 7 points would be subtracted from his actual grade. If he waits 3 days before finally remembering, 21 points would be subtracted. It is the student's (not the teacher's) responsibility to schedule test/quiz make up times.
- Students may not choose whether to take the assessment (or complete the assignment) on the assigned day or take the 7-point penalty. Any student refusing to take/complete an assignment or assessment on the assigned date will earn a zero for that assignment or assessment.

PERSONAL TRIPS

- Families are encouraged to plan family vacations during non-school times. However, if the student must be out of school for personal trips, parents should make arrangements with the teacher prior to the trip for the scheduling of make-up class work, homework, and tests.
- Permission is to be received 5 days in advance if it is to be excused. Students should obtain a Pre-planned Absence form from the office or school website. Students should take this form to their teacher(s) to complete and then turn it into the office. If permission is not granted, assignments may be deducted 7 points. Remember that a student, grades 6 -12, having more than 10 absences per year, excused or unexcused cannot be exempt from exams.
- Students leaving school early for a planned reason must communicate with the teacher in advance in order to avoid academic penalties.

PLAGIARISM

- Plagiarism in any form is considered cheating and may result in the following discipline: grade reduction on work, 3-4 demerits, and after school detention.

REPORT CARDS

- An email is sent to notify families when report cards are available. All outstanding tuition and fees must be paid before a student's final report card is issued. Report cards may be held and FACTS access denied at the discretion of the administrator if accounts are outstanding at the end of the 1st, 2nd, and 3rd quarters. Students leaving the school during the school year for any reason must have all tuition, fees, and fines paid through the semester they withdraw prior to report cards being distributed or having permanent records transferred to another institution.

SPECIALIZED LEARNING CENTER (SLC)

Friendship Christian School recognizes the value of all individuals as “fearfully and wonderfully made” by God (Psalm 139:14). With this in mind, Friendship Christian School’s Specialized Learning Center is

committed to partnering with the home to develop the spiritual and academic growth of all students.

ACADEMIC SUCCESS CENTER (ASC)

- The Academic Success Center is designed to assist students who have a documented learning disability, ADHD, or a processing deficit. While these students have the potential to learn, they may struggle to reach their potential in a regular classroom. This program supplements and reinforces classroom instruction for students who are enrolled in the ASC.
- The goal of the program is to encourage students who may have become frustrated with learning by helping them realize their true potential. We do this by recognizing their strengths and giving them the tools they need to gain success in areas of weakness. Students are carefully nurtured and encouraged, but also challenged to develop strong study and work habits.
- Resources for students in 3rd-8th grades:
 - Small group resource classes are generally available for students who need additional help to catch up to grade level or who would benefit from a small group environment with a teacher who specializes in teaching students with learning disabilities, ADHD, and processing deficits. Classes generally offered are Resource Math and Resource English. These take place at the same time as the regularly scheduled grade level classes in those subjects. Students are assessed and grouped according to ability.
- Additional resources for students in 6th-12th grades:
 - Tutorial Study Hall is available to students with a current Individualized Student Plan (ISP). Tutorial Study Hall is geared to help these students who can keep up in the regular classroom but need daily assistance with study skills, organization, additional time for test-taking, and occasional reteaching of material. Middle school students who are enrolled in English or Math Resource classes may also enroll in Tutorial Study Hall for assistance with their other courses.
- After a child has been approved and scheduled for the Academic Success Center, the cost of the program will be added to the student's annual tuition and distributed according to the desired payment plan.
- Only students who are enrolled in either a resource class and/or Tutorial Study Hall are eligible for an ISP, generated by the school. This ISP is an analysis and summary of the student's strengths and weaknesses based on testing done by a licensed psychologist and the yearly testing done by the ASC teachers. The ISP team (SLC Director, regular classroom teacher, ASC teacher, and parents) would discuss and agree upon any necessary accommodations and modifications for all regular classes that the student takes.
- Students who are not enrolled in one or more ASC resource classes will not be given an ISP, and therefore will not have special accommodations and/or modifications.
- Based on the courses that are successfully completed, these students (9th-12th grade) would be eligible for either a General Course of Study or a College Prep Course of Study.

FOCUS LEARNING CENTER (FLC)

Friendship Christian School is unique in that we accept students who have intellectual disabilities, Autism, Down syndrome, etc... Students will receive core class instruction in small resource classes targeted to their specific learning needs. Students will participate in elective classes as well as inclusion opportunities throughout the day. Students in the 6th grade may enter the Focus Learning Center which concentrates on general academics and life skills. Careful planning and review of the students' past academic performance and current cognitive and achievement levels will assist in making this decision. Students enrolled in the FLC program will participate in the independent living skills program which includes a working coffee shop, opportunities to learn gardening skills in the FLC garden, basic household management skills including cooking and baking, laundry, and other important life – management skills. These students would be eligible to receive a diploma in an Occupational Course of Study. The tuition for this program is listed under the Focus Learning Center on the Tuition and Fee Form.

STUDENT AND CUMULATIVE RECORDS

- All student records are confidential and kept in the office. Teachers use discretion in reviewing a student's record. When a student withdraws during the year, a withdrawal form must be completed. A request for transfer of record must be completed by a parent or guardian before official records are released to the other school. An unofficial transcript or report card of a student's grades should be obtained from FACTS by the parent.
- When transferring at the end of the year, requested records and transcripts will be released when a student's tuition and/or fees account is paid in full. Another school must request official records to be released to that school.

SUMMER READING

- Students in all grades are encouraged to continue reading over the summer. Independent reading not only provides enjoyment for students and broadens their experiences, but more importantly improves their comprehension ability.
- Summer reading may be required for some high school honors English classes or by other courses, as needed. Teachers will communicate directly with students about this.

TESTING POLICY

- Elementary classes: teachers will send home a testing schedule in your weekly newsletter for advance preparation. Students usually do not have more than 2 tests per day and usually do not have tests on Thursdays. Changes in assigned tests will be communicated to the parent.
- Middle and High School classes: Teachers may give tests at their discretion on any day of the week but must sign up on the scheduling Google doc to reserve the day. There will not be more than two tests administered per grade level on any given day.
- Because of vacation days and school closings, tests may occur on unassigned days. If tests are scheduled for students on unassigned days (rare occasions due to scheduling issues), teachers will communicate the new test date in advance. In the event of weather or unforeseen closings, teachers may give missed tests on the next available school day. Teachers will communicate in advance with students, parents, and administration.

TEXTBOOKS AND SUPPLIES

- Textbooks and supplementary books will be provided to each student. These books are the property of FCS and must be taken care of properly, including appropriate protective covering. Deliberate mutilation or defacing, or loss of any of these materials will result in full replacement price being assessed to the parents or legal guardian. Students may retain possession of consumable books.
- Certain books will require the student to cover the book to protect it for future use. The teachers will inform the students of which books need covered.
- Supplies are not furnished by FCS. Students are required to provide their own pencils, pens, paper, notebooks, and other such supplies and materials that may be required from time to time for individual teachers. Some classes may require the purchase of calculators, novels, art materials, etc.

ELEMENTARY SECTION (Kindergarten 4-5th Grade)

ATTENDANCE

- If an elementary student is absent more than twenty days during the year, his promotion to the

next grade is jeopardized. Absences in excess of 10 per semester may result in extra outside of normal school day tutoring (\$20/half hr, \$30/ hr fee) or summer tutoring (fee).

- When a prolonged illness is documented by a physician, the administration will make the final decision as to whether or not a student will pass or fail. Still, in order to be promoted or to receive credit, the student may need to attend a number of sessions of summer school.
- The administration reserves the right to determine the type and quantity of remediation that will be required for promotion to the next grade.

CURRICULUM

- Elementary grades utilize curriculum from two well-established Christian publishers, Abeka and BJU Press. Each grade's Scope & Sequence can be viewed by selecting the publisher.
 - Pre-Kindergarten 4 - [Abeka](#) (all subjects)
 - Kindergarten 5 - [Abeka](#) (all subjects)
 - 1st Grade - [Abeka](#) (all subjects)
 - 2nd Grade - [Abeka](#) (History, Penmanship, Science), [BJUPress](#) (Bible, English, Math)
 - 3rd Grade - [BJUPress](#) (all subjects)
 - 4th Grade - [BJUPress](#) (all subjects)
 - 5th Grade - [BJUPress](#) (all subjects)

ELECTIVES

- Elementary grades participate in daily elective periods for enrichment.
 - Art
 - Band (5th Grade)
 - Choir
 - Music
 - Physical Education

GRADING

- Elective classes are graded according to the teacher's stated criteria using Outstanding, Satisfactory, Unsatisfactory, and Needs Improvement as the grades.
- The majority of all core classes are graded according to the following format: (# of tests x 60%) + (# of quizzes x 40%) = Quarter grade
 - *Teachers enter homework and projects in different ways
 - $(1^{\text{st}} \text{ Q} \times 50\%) + (2^{\text{nd}} \text{ Q} \times 50\%) = \text{First Semester}$
 - $(3^{\text{rd}} \text{ Q} \times 50\%) + (4^{\text{th}} \text{ Q} \times 50\%) = \text{Second Semester}$
 - $(\text{First Semester} \times 50\%) + (\text{Second Semester} \times 50\%) = \text{Final Grade}$

KINDERGARTEN GRADUATION

At the close of each school year, we recognize the accomplishments of our kindergarten students as they display their academic skills, musical talents, and memorized selections. At the close of this assembly, our kindergarten students will receive their diplomas.

PROMOTION

A child must show consistent achievement and performance in his main academic courses to be promoted to the next grade. Students performing below average or failing main academic courses should have summer tutoring or attend summer school to determine placement for the fall. The administration reserves the right to make the final decision regarding promotions or retentions.

PROMOTION GUIDELINES

Students must pass all major academic subjects before being promoted to the next grade level. Major subjects include English, Math, Science, Literature, and Social Studies. No more than 2 subjects that are failed may be made up in summer school. If a student makes more than 2 F's or 3 D's in major subjects for the yearly average, the student is required to repeat the grade.

TARDINESS

- Excessive tardies will place the student's promotion in jeopardy. Five tardies per quarter translates to a missed school day for promotion purposes.
- Tardies to school disrupt the teacher's lesson and distract the children unnecessarily; therefore, parents of students in K-5th grades will receive a note from the teacher once the child has reached six tardies. If a child's attendance reaches 11 tardies, the parents will receive communication from the office. If the child continues to be tardy to school, it may affect the student's enrollment.

MIDDLE SCHOOL SECTION (6th Grade – 8th Grade)

ACADEMIC AND PERSONAL ACHIEVEMENT

- Acknowledgment of achievement within the school is made in the following ways:
 - Honor Rolls
 - Highest Average and/or Most Improved by Subject
 - Sports Awards
 - Fine Arts Awards

ACCELERATED MATH PROGRAM

- This program will enable students to take college level math courses during their junior/senior years at FCS. The math course sequence would be as follows:
 - 7th Grade - formal evaluation of understanding and ability at the end of the year
 - 8th Grade Algebra I
 - 9th Grade Honors Geometry
 - 10th Grade Honors Algebra II
 - 11th Grade Honors Precalculus (with Dual Credit option)
 - 12th Grade Calculus (with Dual Credit option)
- The same minimum averages apply in the Accelerated Math program as in other "Honors" courses. The criteria used by the Honors Placement Committee to enroll a student in the program as a 7th grader are:
 - Teacher recommendations
 - Overall GPA no less than 3.00
 - Grades in math during 5th and 6th grades of A or high B
 - Above average Iowa Test scores
- Having a grade of an F, D, or C (without teacher recommendation to move forward and probable summer tutoring) would cause the student to repeat the math class the following year and lose the honor track option.

ADDING AND DROPPING ELECTIVE COURSES

- Students have two weeks after the first day of school to decide whether to keep/change/drop an elective course (band, choir, art, advanced PE). Changes/drops are not permitted after this time unless deemed necessary by administration.

ATTENDANCE

- It is important that a student be regular in attendance to gain the most from school. A student that misses 10 days in a single semester or 20 days during the entire school year in any class may jeopardize their promotion to the next grade. Whether the absences are excused or unexcused does not change the promotion ruling.
- Any student missing more than ten periods per semester in any class for any reason may not receive credit for that class even if all his grades are passing. He/she may be required to attend and complete a summer remediation program (fee) or an extended day program to make up time and content missed (hour for hour), at the additional cost of \$20/half hour and \$30/hour.
- Extracurricular: If a student is absent from school immediately prior to or following any school activity, that absence may be interpreted as unexcused. This applies specifically to any student

who is absent in the morning following participation in any activity the previous night, or any student who is absent the afternoon (day) prior to an activity that evening. A student involved in athletics, fine arts, or extracurricular activities may not participate in that activity (practice, game, or event) if he is absent the day of the activity. In order to be eligible to participate, a student must be in school four periods.

CLASS TIME REQUIREMENTS

- The school day consists of eight class periods. Classes meet for 36 weeks (4 quarters/full year).

COURSE PLANNING GUIDE: (Any courses listed are tentative, and therefore, subject to change.)

- Fine Arts Electives
 - Choir
 - Band
 - Art
- Enrichment Electives
 - Life Skills
 - Physical Education
 - Spanish
 - Speech
 - STEAM
 - Technology

Suggested Schedule for Students

Curriculum for each academic subject may be viewed using the link associated with the course title.

6th Grade	7th Grade	8th Grade
Bible		
English 6	English 7	English 8
History 6	History 7	History 8
Math 6	Math 7	Math 8/H Math 8
Science 6	Science 7	Science 8

EXAMS

- Exam periods generally occur at the end of each semester for each subject. FCS does not send home the exams. Students are not permitted to take exams from the classroom. If a parent would like to see an exam, he can make an appointment with the teacher to see the exam and discuss the student's progress.
- Students in 6th-8th grades may be exempt from exams at the end of the year (not semester exams) by averaging an A for the entire year and meeting the minimum absence requirement for each class.
- The teacher will inform the student of his exam status one week prior to the exam.
- A student may miss no more than 10 days (for 5-day-per week classes) in a class for a student to remain exempt. Attendance for classes meeting fewer than 5 days per week (mainly high school classes) will be prorated accordingly (i.e. 3-day-classes/6 absences). No exceptions will be made to this policy.
- Exempt days include both excused and unexcused. Also, 5 tardies to that class will equal one day absent in that class. Students cannot be exempt from math final exams.

- Absences not counted against the 10-day absence policy (6th- 8th grade only) are for students participating in School-sponsored activities during the school day (FCS fine arts, FCS athletics, etc). Private lessons will count toward class absences for exam exemption purposes.
- Exam schedules are determined by the administration and are posted in advance. Students should read and follow the schedule carefully since students are not permitted to take an exam at an alternative time. Students missing an exam time are subject to earning a zero on the exams missed.

GRADING

- Elective classes are graded according to the teacher's stated criteria.
- Classes operate on a semester schedule.
- Core classes are graded according to the following format:

(test % average x 60%) + (quiz % average x 40%) = Quarter 1 grade

- Quarter 2 continues in this manner (Gradebook will not clear) so the Quarter 2 grade reflects all work done since the beginning of the school year. In the same way, Quarter 4 is a continuation of Quarter 3 and reflects all work since the beginning of Quarter 3. Report card will reflect a semester's work and is progressive in nature.

Semester 1 = 90% Quarter 2 grade and 10% Semester Exam grade

Semester 2 = 90% Quarter 4 grade and 10% Final Exam grade

Final grade = 50% Semester 1 grade and 50% Semester 2 grade

PROMOTION GUIDELINES

- All middle school students must pass all major subjects before being promoted to the next grade level.
- Failure of two semesters in a required course should be repeated during the next academic year. Failure of one semester in a course may be made up only by approved summer work. This may require online classes (fee-based).
- No more than 2 subjects that are failed during a school year may be made up with summer work/school. If a student in grades 6-8 makes more than 2 F's in major subjects, the student is required to repeat the grade.
- Any student absent more than 10 class periods per semester of a course may not receive a passing grade for that class even if all his grades are passing. Extended illness will be handled on an individual basis by the Head of School.

STUDY HALLS

When offered, study hall is not free time, but a time to study. Students must respect others by remaining quiet and on-task during study hall. Students who choose to not work will either be given mandatory reading assignments to complete and/or demerits.

TARDINESS AND SIGNING OUT EARLY

- At the beginning of the day:
 - Students are expected to be on time for school. Middle school students must check in or out at the main school office when tardy or leaving early and present a note to the school secretary.
 - o All tardies and early dismissals are considered unexcused except for illness, medical appointments, family bereavement, and detainment by the office or another teacher, if during the school day.
 - Five unexcused tardies at the beginning of the school day per quarter are considered to be an unexcused absence and loss of perfect attendance for the year. Unexcused absences due to unexcused tardies do not affect a student's grades but will affect their exam exemption.
 - Five tardies or early dismissals are considered excessive if occurring in one 9 week

- grading period.
- Penalties by number of tardies:
 - **Five excused or unexcused tardies or early dismissals** are considered excessive if occurring in one 9 week grading period.
 - Penalties:
 - 6th - 10th tardies or early dismissals – after school or lunch detention for each incident (there is a \$10.00 fee for the 4th detention and following per quarter)
 - 11th tardy or early dismissal – communication by administration to discuss student's future enrollment
 - Tardy to class:
 - When the bell rings, students are expected to be in class. If a student needs to meet with another teacher or administration, he must first let his teacher know where he will be and why he will be late and gain approval from that teacher.
 - After getting permission to be late for class, the student may seek out the individual with whom he needs to meet. Following his meeting, he must get a note verifying his whereabouts and excusing him to class.
 - Every unexcused tardy is assigned the appropriate demerits. Five tardies per quarter to the same class counts as one day unexcused absence for that class towards exam exemption.
 - o A tardy to class turns into an absence after 15 minutes into class.
 - Signing out early:
 - If a student needs to be dismissed early, the parent must notify the school office. It is helpful to communicate this directly to the teacher as well. If a student gets sick during school hours, he must come to the office to have the staff call home or to get permission to use his cell phone.
 - A student must not leave without permission; this would equate to skipping a class.
 - Students missing any part of Bible or chapel will be considered absent for the class period in regards to exam exemptions.

HIGH SCHOOL SECTION (9th Grade – 12th Grade)

ACADEMIC ACHIEVEMENT

- Acknowledgment of academic achievement within the school is made in the following ways:
 - Honor Rolls
 - Highest Average/Most Improved (given in each class near the end of the year)
 - Induction into the National Honor Society (11th – 12th grades) in the fall
 - Sports Awards (each sports season)
 - Fine Arts Awards
 - Senior Graduation Awards

ADDING AND DROPPING ELECTIVE COURSES

- Students have two weeks after the first day of school to decide whether to keep/change/drop an elective course (band, choir, art, advanced PE). Changes/drops are not permitted after this time unless deemed necessary by administration.

ATTENDANCE

- It is important that a student be regular in attendance to gain the most from school. A student that misses 10 days in a single semester or 20 days during the entire school year in any class will not receive credit for that class regardless of the grade he/she earns (pass or fail). Whether the absences are excused or unexcused does not change the credit ruling.
- He/she may be required to attend and complete a summer remediation program (fee) or an extended day program to make up time and content missed (hour for hour), at the additional cost of \$20 half hour/\$30 per hour.

- Seniors have two excused college days and juniors have one excused college day. They must provide written verification from the college of the visit. A letter from the college is acceptable. **They must also fill out a Pre-Planned Absence form in advance. Students who need an extra college day may email the request to the Academic Principal.**
- Extracurricular: If a student is absent from school immediately prior to or following any school activity, that absence may be interpreted as unexcused. This applies specifically to any student who is absent in the morning following participation in any activity the previous night, or any student who is absent the afternoon (day) prior to an activity that evening. Students involved in athletics, fine arts, or extracurricular activities may not participate in that activity (practice, game, or event) if he is absent the day of the activity.
- In order to be eligible to participate in an extracurricular activity, a student must be in school 4 periods.

TARDINESS AND SIGNING OUT EARLY

- At the beginning of the day:
 - Students are expected to be on time for school. Middle school students must check in or out at the main school office when tardy or leaving early and present a note to the school secretary.
 - o All tardies and early dismissals are considered unexcused except for illness, medical appointments, family bereavement, and detainment by the office or another teacher, if during the school day.
 - Five unexcused tardies at the beginning of the school day per quarter are considered to be an unexcused absence and loss of perfect attendance for the year. Unexcused absences due to unexcused tardies do not affect a student's grades but will affect their exam exemption.
 - Five tardies or early dismissals are considered excessive if occurring in one 9 week grading period.
 - Penalties by number of tardies:
 - **Five excused or unexcused tardies or early dismissals** are considered excessive if occurring in one 9 week grading period.
 - Penalties:
 - 6th - 10th tardies or early dismissals – after school or lunch detention for each incident (there is a \$10.00 fee for the 4th detention and following per quarter)
 - 11th tardy or early dismissal – communication by administration to discuss student's future enrollment
- Tardy to class:
 - When the bell rings, students are expected to be in class. If a student needs to meet with another teacher or administration, he must first let his teacher know where he will be and why he will be late and gain approval from that teacher.
 - After getting permission to be late for class, the student may seek out the individual with whom he needs to meet. Following his meeting, he must get a note verifying his whereabouts and excusing him to class.
 - Every unexcused tardy is assigned the appropriate demerits. Five tardies per quarter to the same class counts as one day unexcused absence for that class towards exam exemption.
 - o A tardy to class turns into an absence after 15 minutes into class.
- Signing out early:
 - If a student needs to be dismissed early, the parent must notify the school office. It is helpful to communicate this directly to the teacher as well. If a student gets sick during school hours, he must come to the office to have the staff call home or to get permission to use his cell phone.
 - A student must not leave without permission; this would equate to skipping a class.
 - Students missing any part of Bible or chapel will be considered absent for the class period in regards to exam exemptions.

CHRISTIAN SERVICE REQUIREMENTS

- Scriptural Foundation for Christian Service
 - "But ye shall not be so: but he that is greatest among you, let him be as the younger; and he that is chief, as he that doth serve." Luke 22:26
 - "If any man serve me, let him follow me; and where I am, there shall also my servant be: if any man serve me, him will my Father honor." John 12:26
 - "But made himself of no reputation, and took upon him the form of a servant, and was made in the likeness of men:" Philippians 2:7
- It is clear in Scripture that we should follow Christ's example of serving others. A true believer will be motivated to give of himself and serve others. We want our students to be true followers of Christ and use His example in their lives. Therefore, Christian Service hours are required of each high school student.
- Each high school student is to volunteer at a school, church, in the community, etc. **at least 6 hours per semester**. Hours are counted from the previous summer into the present school year.
- Christian service hours for the fall semester must be submitted before the fall semester exams. Second semester hours must be submitted before final exams.
- Completion of Christian Service Hours counts as 30% of the Bible Exam Grade.
- Christian service hours submitted late will not be accepted.
- Students must follow guidelines on form. Any other service would need prior approval.
- Forms are available online or in the Front Office.

CLASSIFICATION OF STUDENTS

In grades 9-12, rather than passing entire grade levels, students are passed or failed in each course taken. Any major, required course that is failed must be repeated, but this may not involve repeating the entire grade level. Students may be required to take online remedial classes (fee based) to receive credit.

- The following credits are required for homeroom placement of students:
 - 10th grade 5 credits including one Bible course & 9th grade English
 - 11th grade 11 credits including two Bible courses & 9th and 10th grade English
 - 12th grade 17 credits including three Bible courses & 9th, 10th, and 11th grade English
 - (NOTE: The minimum Bible requirement may be adjusted for transfer students.)

CLASS TIME REQUIREMENTS

- The school day consists of eight class periods. Classes meet for 18 weeks (1 semester) or 36 weeks (2 semesters) depending on the course.
- Classes which meet 5 days a week all year for 40-50 minutes receive 1 credit per year. Classes which meet 2 or 3 times per week or only for one semester typically receive 1/2 credit per year. Credit is given for Teacher's Aide. However, no quality points are issued and it is not figured into the student's grade point average. Pass/Fail courses are also not calculated for a student's GPA.
- To get one credit, a student must receive at least a 65 for his yearly average in a subject which meets for 36 weeks (one school year) five days per week. (For example, if a student receives a 63 first semester, he may pass for the year if he receives at least a 67 for the second semester.) If, however, a student fails only one semester and does not pass for the year, he may have to make up only the semester failed depending on the subject matter.

COURSE PLANNING GUIDE: (Any courses listed are tentative, and therefore, subject to change.)

- College Preparatory Course of Study
 - Most of our students enroll with the understanding that they are entering a program of courses that will prepare them for college.
 - The high school curriculum is distinctly College Preparatory (CP) in design and includes Honors (H) and Dual Credit (DC) classes.
 - We offer a strong core of classes supplemented with various electives to develop a well-rounded student. We strive to present a biblical worldview in all of our classes.

- **Requirements for CP Course of Study**
 - 4 credits in Bible
 - 4 credits in English
 - 4 credits in Math
 - Algebra I (1 credit)
 - Geometry (1 credit)
 - Algebra II (1 credit)
 - Advanced Math - Precalculus, Calculus, Advanced Functions & Modeling (1 credit each)
 - 4 credits in Social Studies
 - Geography - may not be required for transfers (1 credit)
 - World History (1 credit)
 - U. S. History (1 credit)
 - Government (.5 credit)
 - Economics (.5 credit)
 - 3 credits in Science
 - Biology (1 credit)
 - Physical Science (1 credit)
 - Chemistry (1 credit)
 - Advanced Science (Physics, Forensic Science) (1 credit each)

**Four credits of Science are recommended for admittance into a four-year college.*
 - .5 credit in Health
 - .5 credit in PE
 - 2 credits in Foreign Language
 - Spanish I (1 credit)
 - Spanish II (1 credit)
 - 1 credit in Senior Speech
 - Public Speaking (1 credit)
 - 1 credit in Fine Arts Electives
 - Band (.5 credit)
 - Choir (.5 credit)
 - Art (.5 credit)
 - Yearbook (.5 credit)

**Students must take two half credit approved classes.*
 - 1.5 credit in Enrichment Electives
 - Advanced PE (.5 credit)
 - Personal Finance (.5 credit) **required for graduation*
 - Life Skills (.5 credit)
 - Sign Language (.5 credit)
 - ACT composite test score of 13
 - 6 hours of Christian Service Hours per semester starting in the ninth grade
- For admission to colleges within the NC university system, students must have at least one math course higher than Algebra II. In addition, the third unit of science must be a laboratory course. Having two units of the same foreign language is required. It is recommended that students take a fourth year of science.
- Honors Program
 - Graduating with Honors Requirements
 - Students graduating with honors must maintain a minimum unweighted GPA score of 3.5 in all of their class work.
 - **Accelerated math program:** This program will enable students to receive the maximum preparation in math while enrolled in FCS. The math course sequence would be as follows:
 - 8th Grade Algebra I
 - 9th Grade Honors Geometry
 - 10th Grade Honors Algebra II

- 11th Grade Honors Precalculus (Dual Credit option)
- 12th Grade DC Calculus
- Honors Level Classes
 - In 9th-12th grade, honors classes are selected. Requirements for admittance to an honors level class are:
 - An “A” average in the previous CP class or 8th grade class
 - A “B” average requires a teacher recommendation.
 - An “A” average or high “B” average in the previous Honors class
 - A “C” average or low “B” average requires a teacher recommendation.
 - Teacher Recommendation
 - All students desiring to enroll in an Honors level class must have the recommendation from the previous year’s teacher.
 - Transfer students are given an entrance exam to determine placement.
 - Some class placement is connected to the transferred transcript.
- Dual Credit Opportunities
 - Some Honors level classes not only present challenging assignments, but also provide students with the opportunity to earn college credit while in high school.
 - FCS currently partners with Colorado Christian University and Maranatha Baptist University to offer a variety of Dual Credit (DC) opportunities.
 - In order to earn credit on a college transcript, students must earn a C- or higher and pay the associated fee for that class.
 - These classes must be taken during the regular school term in a scheduled Honors level class in order to receive high school transcript credit. Any exception (online course) needs to be approved in advance by the administration.
 - These opportunities are not guaranteed to be available each year.
 - These classes will be listed as Honors classes on the FCS transcript. A college credit transcript will be issued by the governing school.
 - Students who desire to earn dual credit for an Honors level class must meet certain eligibility requirements. The Academic Placement Committee will review each candidate to determine the best placement.
 - The following requirements are considered:
 - Previous Grades
 - An “A” average in the previous CP class.
 - A “B” average requires a teacher recommendation.
 - Teacher Recommendation
 - Students desiring to enroll in Honors level classes must have the recommendation from the previous year’s teacher.
 - Additional Requirements for Specific Courses
 - Honors English
 - PreACT score of 19 in English and Reading and Composite Score of 20
 - Honors Calculus
 - PreACT score of 19 in Math and Composite Score of 20
- In the event that students do not have the opportunity for this standardized testing, placement will depend on the recommendation from the Academic Placement Committee which will consider the whole child (grades, attitude, work ethic, participation, etc.).

- General Course of Study
 - We also minister to the needs of students with documented learning disabilities.
 - Students who have learning disabilities generally have IQ scores that fall in the average to above average range. While these students have the potential to learn, they may struggle to reach their potential because of their learning disabilities.
 - The types of learning disabilities that we have addressed are dyslexia, language impairments, and difficulties with reading mechanics and comprehension, math reasoning and calculation, written expression, oral expression, and central auditory processing. Other challenges include attention deficit hyperactivity disorders (AD/HD), high functioning autism, and Asperger's syndrome.
 - Tutorial Study Hall (additional fee) is available if the student can keep up in the regular classroom but needs the daily assistance offered there.
 - Some of these students may need a reduced course load and are eligible for a high school diploma in the general course track.
 - This track may require a student to attend a 2 year college or take additional courses before or during their freshman year of college.
 - **Requirements for General Course of Study**
 - 4 credits in Bible
 - 4 credits in English
 - 3 credits in Math
 - Algebra I (1 credit)
 - Geometry (1 credit)
 - Consumer Math (1 credit)
 - 4 credits in Social Studies
 - Geography - may not be required for transfers (1 credit)
 - World History (1 credit)
 - U. S. History (1 credit)
 - Government (.5 credit)
 - Economics (.5 credit)
 - 3 credits in Science
 - Biology (1 credit)
 - Physical Science (1 credit)
 - Forensic Science (1 credit)
 - .5 credit in Health
 - .5 credit in PE
 - 2 credits in Foreign Language
 - Spanish I (1 credit)
 - Spanish II (1 credit)
 - 1 credit in Senior Speech
 - Public Speaking (1 credit)
 - 1.5 credit in Enrichment or Fine Arts Electives
 - Advanced PE (.5 credit)
 - Personal Finance (.5 credit) **required for graduation*
 - Life Skills (.5 credit)
 - Sign Language (.5 credit)
 - Band (.5 credit)
 - Choir (.5 credit)
 - Art (.5 credit)
 - Yearbook (.5 credit)
 - ACT composite test score of 13 is preferred
 - 6 hours of Christian Service Hours per semester starting in the ninth grade

- Tutorial Study Hall
 - The purpose of this study hall is to provide a structured learning environment where students receive remedial instruction in areas of academic weakness, help with organization of notes and materials, and extended time to take tests. The students learn strategies for good study techniques and time management skills.
 - Tutorial study hall teachers serve as consultants for the general classroom teachers, parents, and students.
 - Tutorial Study Hall is divided by middle school and high school. It is typically available during an elective hour.
 - This study hall is available only to students who have a documented learning disability and a current ISP.
 - An additional fee is required for this service.
- Occupational Course of Study
 - The Occupational Course of Study covers the basics of the core subjects which specifically focus on post-school employment and independent living.
 - Successful completion of this program will provide the student with a solid, basic education but will not meet the requirements for entrance to a four year college or university. Successful completion of this program, however, will allow for continued training in a technical or vocational program or a community college.
 - The tuition for this program is separate from the regular school tuition.
 - **Requirements for Occupational Course of Study**
 - 4 Credits Bible
 - 4 Credits Occupational English
 - 3 Credits Occupational Mathematics
 - 2 Credits Life Skills Science
 - 2 Credits Social Studies - Government/US History and World History
 - 1 Credit Health/Physical Education
 - 4 Credits Occupational Preparation
 - Life skills and supervised job training in a variety of areas which may include teachers' aides, food preparation, maintenance, grounds/landscape, etc.)
 - 2 Credits Electives
 - Band (.5 credit)
 - Choir (.5 credit)
 - Art (.5 credit)
 - Occupational Fine Arts (1 credit)
 - Career Skills Extension (1 credit)

Suggested Schedule for Students

Curriculum for each academic subject may be viewed using the link associated with the course title.

	9th Grade	10th Grade	11th Grade	12th Grade
Bible	Bible 9-10		Bible 11-12	
English	English 9, H English 9	English 10, H English 10	English 11, DC Language	English 12, DC Literature
History	Geography	World History	US History	Government & Economics
Math	Algebra I, H Geometry	Geometry, H Algebra II	Consumer Math, Algebra II, DC Precalculus	Advanced Functions & Modeling, DC Calculus
Science	Biology, H Physical Science	Physical Science, H Physical Science	Chemistry, H Chemistry	Forensic Science, Physics
Required Elective	PE, Health	Spanish I	Spanish II	Senior Speech, DC Intro to the Arts (optional)

**Two fine arts electives must be taken to equal the one credit of fine arts requirement.*

**Students will receive honors credit in their fourth year of the same fine arts elective.*

EXAMS

- Exam periods generally occur at the end of each semester for each subject. FCS does not send home the exams. Students are not permitted to take exams from the classroom. If a parent would like to see an exam, he can make an appointment with the teacher to see the exam and discuss the student's progress.
- Students in 9th-12th grades may be exempt from exams at the end of the year (not semester exams) by averaging an A for the entire year and meeting the minimum absence requirement for each class.
- The teacher will inform the student of his exam status one week prior to the exam.
- A student may miss no more than 10 days (for 5-day-per week classes) in a class for a student to remain exempt. Attendance for classes meeting fewer than 5 days per week (mainly high school classes) will be prorated accordingly (i.e. 3-day-classes/6 absences). No exceptions will be made to this policy.
 - For example, a class meeting 3 days per week will allow 6 absences. Bible (including chapel) allows 8 absences. Students must also participate in all exam reviews. No exceptions will be made to this policy. Exempt days include both excused and non-excused. Also, 5 tardies to that class will equal one day absent in that class. This policy does not apply to math courses. Dual credit courses will follow the college expectations and syllabus regarding exams.
- Exempt days include both excused and unexcused. Also, 5 tardies to that class will equal one day absent in that class. Students cannot be exempt from math final exams.
- Exam schedules are determined by the administration and are posted in advance. Students should read and follow the schedule carefully since students are not permitted to take an exam at an alternative time. Students missing an exam time are subject to earning a zero on the exams missed.

- Absences not counted against the 10-day absence policy (9th-12th grades only) are for:
 - Students participating in School-sponsored activities during the school day (FCS fine arts, FCS athletics, etc). Private lessons will count toward class absences for exam exemption purposes.
 - College days for juniors and seniors per the guidelines in the academic section. Seniors have two excused days and juniors have one excused day. They must provide written verification from the college of the visit. A letter from the college is acceptable.
 - A Pre-Planned Absence form must have been filled out and received on time. Students needing an extra college day may request that by emailing the Academic Principal.

GRADE POINT AVERAGES (GPA)

- Grade points are assigned to each letter grade that a student receives for a course. The sum of these grade points divided by the number of credits completed gives a student's grade point average.
- The actual number of grade points assigned to a letter grade is determined by the type of course in which the grade was received.
 - Grade points awarded for grades in Honors and Dual Credit courses are higher than those awarded for grades in standard general courses or College-Preparatory courses.
- The following chart outlines how grade points are assigned on the 4.0 weighted scale:

Letter Grade	General & College Preparatory	Honors	Dual Credit
A	4.0	4.5	5.0
B	3.0	3.5	4.0
C	2.0	2.5	3.0
D	1.0	1.0	1.0
F	0	0	0

Dual Credit Offerings for the 2022-2023 School Year:

Colorado Christian University	Maranatha Baptist University
Language & Composition (DC English 11th)	Precalculus (11th)
Literature & Composition (DC English 12th)	
Calculus (DC Calculus 12th)	
Old Testament Survey (DC Bible 11th & 12th) <i>*Alternates with New Testament Survey</i>	
Introduction to the Arts (12th)	

- Only courses taken from Friendship Christian School are calculated in a student's GPA. Online course credits and transferred credits do not affect a student's cumulative GPA.
- Pass/Fail courses are not calculated into a student's GPA.

GRADING

- Core classes are graded according to the following format:
 - (test % average x 60%) + (quiz % average x 40%) = Quarter 1 grade
 - Quarter 2 continues in this manner (Gradebook will not clear) so the Quarter 2 grade reflects all work done since the beginning of the school year. In the same way, Quarter 4 is a continuation of Quarter 3 and reflects all work since the beginning of Quarter 3. Report card will reflect a semester's work and is progressive in nature.
 - Semester 1 = 80% Quarter 2 grade and 20% Semester Exam grade
 - Semester 2 = 80% Quarter 4 grade and 20% Final Exam grade
 - Final grade = 50% Semester 1 grade and 50% Semester 2 grade
- Grades for Quarter 1 and Quarter 3 serve as a mid-semester progress grade.
- Dual Credit courses are graded according to the course syllabus.

NATIONAL HONOR SOCIETY

- The criteria for National Honor Society (11th-12th Grades) is as follows:
 - Scholarship
 - The prospective member must have a yearly grade point average of 3.5 unweighted from the current and previous years. The student should show the ability to work on a high academic level on his own without continual prompting by the teacher.
 - Character
 - The student of good character upholds principles of morality and ethics, is cooperative, demonstrates high standards of honesty and reliability, and shows courtesy, concern and respect for others. The student maintains a positive, encouraging spirit toward teachers and other students. The student must have a character reference form completed by someone outside his family/home who can speak for the student's character.
 - Leadership
 - Student leaders are those who are resourceful, good problem solvers, promoters of school activities, idea contributors, dependable, and students who exemplify positive attitudes about life. Leadership experiences can be drawn from school activities or classroom participation. Students are expected to promote a positive outlook with teachers, coaches, and peers.
 - Service
 - This quality is defined through displaying a servant's heart at school in relationship to classmates and teachers. Best candidates go out of their way to be helpful to teachers, coaches, and peers and are often the first to volunteer. All community service hours must have been completed on time during the present and previous years. Additional hours are encouraged.
 - Citizenship
 - The student who demonstrates citizenship understands the importance of civic involvement and has a high regard for freedom, justice, and democracy. The student must meet the school's citizenship standard and maintain a clean behavior record during the present and/or previous years.
- Selection process:
 - Induction into the National Honor Society is based on academics (3.5 unweighted cumulative GPA or better) and faculty recommendations. A list of prospective students with an unweighted cumulative GPA of 3.5 and who have turned in their paperwork is given to the full-time senior high faculty by the Coordinator. The faculty scores the

students they teach in four areas: leadership, character, citizenship, and service. The names of students who received acceptable scores in each of the four pillars are presented to the NHS Committee and considered for induction. Inductions take place in the fall and are held for juniors and seniors who were approved at the end of the previous school year.

- A student not approved for induction may schedule a time to speak with the NHS Coordinator to identify areas that need improvement in order to be considered for the following year.
- NHS students whose cumulative GPA falls below 3.5 are put on probation and have one semester in which to raise the GPA. If the student does not raise the GPA in the next semester, he is removed from the National Honor Society and is not reinstated. Students who are removed for other reasons including behavior reasons will not be reinstated.

INDEPENDENT STUDY

- The Administration must approve all independent study in advance.
- The class must be one not offered or that cannot be scheduled at FCS.
- All work and fees are the responsibility of the parent and student.
- When a student is given class time, the class is to be included on the school transcript; however, the course is not calculated into the student's GPA.
- There is no guarantee that the student will have class time or access to school resources.
- Students who enroll in classes at local colleges or technical schools must obtain administrative approval prior to enrollment.

PROMOTION GUIDELINES

- All high school students must pass core classes including Bible in order to be promoted to the next grade. If a student does not pass all major subjects, the student may have to switch course of study.
tracks (example: move from college prep to general).
- At the high school level, all failed required courses must be made up either during the summer or the following school year. Failure of two semesters in a required course should be repeated during the next academic year. Failure of one semester in a course may be made up through approved summer work, if deemed appropriate by administration. This work may require online remedial course work (fee based).
- No more than 2 subjects that are failed during a school year may be made up with summer work/school.
- Additionally, students must have successfully acquired the number of course credits necessary in order to move up to the next grade level or to graduate.
- Any student absent more than 10 class periods per semester of a one-credit course or five class periods of a 1/2-credit course may jeopardize earning credit for that class even if all his grades are passing. Extended illness will be handled on an individual basis by the head of school.

SENIOR YEAR

- Students in their senior year must take a minimum of 5 credits.
- College-bound students are required to take a minimum of 4 math credits during high school. It is strongly recommended that seniors in the college preparatory program take a math class each year, including the senior year.
- A student may lose credit for a semester if he/she misses more than 10 days during the semester.
- Academic Warning
 - Seniors who are in danger of not graduating may be given an academic warning at the end of the first semester. This warning alerts the parents that the student's status is in jeopardy and that graduation for him may be in doubt. Academic warnings should be taken seriously with every effort made to improve the grades of the courses involved. In certain instances, however, a student's grades could fall suddenly and unexpectedly at the end of the year. It is the responsibility of each parent to monitor the progress of his student to ensure that sufficient progress is being made toward graduation.

- Seniors must take the ACT and receive the approved score for their course of study.
- A senior must have turned in all Christian service hours to receive the diploma.
- Seniors will take a senior trip that is planned by the Administration. If a senior does not attend the trip, he must report to school for the full time during that week and conduct school work and/or community service at FCS. Failure to do so will result in loss of diploma.
- Other academic and behavioral guidelines will be handed out to determine eligibility for the senior trip.
- Seniors are expected to conduct fundraising to fund the senior trip.
- All financial accounts must be paid in full to receive the diploma.
- Juniors and seniors are given the privilege to go off campus for lunch on certain days as determined by the Administration.

STUDY HALLS

When offered, study hall is not free time, but a time to study. Math help classes are designed for students who need assistance with math class. Any student in a math help class who 1) does not need the help or 2) does not utilize the resources from the supervising math teacher or 3) distracts others from completing work will be moved to a regular study hall or another elective class offered during that time.

TRANSCRIPTS

- FCS will send out the first three official transcripts free; after that there is a \$5.00 charge per transcript.
- Juniors and seniors who wish transcripts of secondary grades to be sent to colleges and universities to which they are applying should turn in a transcript form to the Front Office.
- Transcripts, records and report cards will not be released until all bills are paid in full and all textbooks and materials have been returned.
- A student may request unofficial transcripts to be sent to themselves or a parent

TRANSFER OF CREDIT

- FCS reserves the right to receive credits from other institutions in accordance with its own grading policies. FCS is on a 4.0 weighted scale. Transferred credits do not affect the student's GPA at FCS. Only FCS courses are calculated in a student's GPA.
- Home school students who transfer will not be given honors designation for any course unless taken at a qualified institution or community college.

VALEDICTORIAN AND SALUTATORIAN

- The students with the top cumulative Grade Point Averages (9th-12th Grades) are honored as Class Valedictorian (highest GPA) and Salutatorian (second highest GPA).
- Core classes and required electives are used to compute class rank for the purpose of determining Valedictorian and Salutatorian.
- A student must attend FCS his entire sophomore, junior, and senior year and have an acceptable disciplinary record to be eligible for Valedictorian or Salutatorian.
- Candidates must take highest math, English, history and science courses during their junior and senior years in order to be eligible.
- In the event that a GPA tie needs to be broken, administration will consider the cumulative percent average for the students in consideration

ELEMENTARY ENRICHMENT COURSES

ELEMENTARY GENERAL MUSIC: *Music for Christian Schools* (Bob Jones Press) The purpose of the elementary general music class is to encourage young students to love music. The students engage in singing, rhythmic activities, playing rhythm instruments, echo clapping, (in grades 3-4) playing the soprano recorder, and listening to various genres of music. A primary goal is to instill Christian values of discernment. Other goals include reading musical notation, basic solfege, expressive dynamic and tempo elements, form, music appreciation, and timbre cognition. The students participate in various concerts and programs throughout the year.

ELEMENTARY BAND: *Accent on Achievement* (Alfred)

The elementary band begins with 5th graders. The purpose of the program is to teach young students to play any of the generally accepted band instruments. The twice-weekly class is designed around both sectional lessons and fully combined band. During the year the students participate in a concert and have opportunities to play in solos and small groups.

ELEMENTARY PHYSICAL EDUCATION

The goal of physical education in the elementary is to develop motor skills that will be needed in everyday life as well in their future active lifestyles. Students are taught basic sports skills and rules, and are involved in games that develop cardiovascular fitness. Character is developed as the students are taught to have Christ like attitudes as they play.

ELEMENTARY ART

Students are introduced to the use of pencil, colored pencils, markers, pastels, tempera, watercolor, basic printing, and mixed media.

ELEMENTARY COMPUTER

Students are taught age-appropriate computer fluency skills. All classes will identify essential computer components and demonstrate basic touch-keyboarding skills.

ELEMENTARY SPANISH *Pasaporte al español* (Bob Jones Press) Offered some years Over the course of the elementary years, *Pasaporte al español* presents more than 500 Spanish words and phrases in context and develops listening-comprehension skills through read-aloud books, recorded conversations for listening and modeling, dictation exercises, and total physical response commands that lead students to move, point, pantomime, speak, read, and write through a variety of classroom activities. The class highlights cultural aspects of eight Spanish-speaking countries along with a variety of facts about Hispanic culture in general.

MIDDLE SCHOOL COURSES

BIBLE

GRADE 6: *Dynamic Christian Living* (Positive Action for Christ)

This curriculum is designed to build spiritual maturity. Students will find an introduction to Christian doctrine, including basic approaches to salvation, prayer, and Bible study. Students learn to live out their love for God and to share Him with others.

GRADE 7-8: *Alternating Wise Up/Route 66* (Positive Action for Christ)

Wise Up gives practical insight from the book of Proverbs. Students are challenged to examine their own lives and to evaluate their life decisions based upon God's Word. *Route 66* gives the students the opportunity to become acquainted with the Bible as a whole. They will discover how the Bible's divisions relate, the context of each part, what each book is about, and how each fits into God's scheme. Each of these texts points students to God's Word as the final authority in life.

ENGLISH

GRADE 6: *Writing and Grammar* (Bob Jones Press); *Spelling, Vocabulary, and Poetry 6* (Abeka); novel studies

The key goal for the year is to foster an appreciation of language as a gift from God. Grammar topics include the correct usage of sentences, phrases, clauses, nouns, verbs, pronouns, adjectives, adverbs, and prepositions. The writing process is used to teach such writing genres as personal and fictional narratives, newspaper editorials, instructions, research reports, historical fiction, compare-contrast essays, and limerick and free verse poetry. Reading focuses on comprehension and discernment while developing the student's critical thinking skills. Students enjoy a variety of selections from adventure, historical fiction, biographies, poetry, and more.

GRADE 7: *Writing and Grammar 7, Explorations in Literature* (Bob Jones Press); *Vocabulary, Spelling, Poetry I* (Abeka)

Students continue to develop their grammar skills through the study of the parts of speech and sentence structure, as well as a review of punctuation and capitalization rules. They put their grammar skills into practice through various writing projects throughout the year. The study of literature includes thematic units that cover topics such as humility, courage, generosity, and more. Students focus on comprehension skills and summarizing. Novel studies provide opportunities for critical thinking, discussion, and biblical integration. The course includes a study of vocabulary and spelling.

GRADE 8: *Writing and Grammar 8, Excursions in Literature* (Bob Jones Press); *Vocabulary, Spelling, Poetry II* (Abeka); book studies as assigned

Students sharpen their grammar skills by reviewing the parts of speech, sentence structure, capitalization and punctuation. They are introduced to more advanced concepts in grammar such as verbals and clauses. Various writing projects include responsive writing, thesis statements, and essays in order to prepare students for high school. The study of literature includes thematic units that cover topics such as friends, choices, adventurers, and more. The course also includes a study of vocabulary and spelling. Novel studies provide opportunities for critical thinking, discussion, and biblical integration.

MATHEMATICS

GRADE 6: *Mathematics Course 1* (Prentice Hall)

Sixth grade math offers students a rigorous preparation for either Course 2 or Pre-Algebra in 7th grade. Conceptual understanding is stressed as the students learn how to model concepts and describe in words what a problem is asking or what an answer means. Note-taking and problem solving skills are taught throughout the course. The study of decimals, fractions, percents, ratios, proportions, patterns, and variables is completed first semester, before the class moves on to data, graphs, geometry, measurement, integers, probability, and equations.

SEVENTH MATH: *Prentice Hall Mathematics Course 2* (Pearson Prentice Hall) Through seventh grade math students learn to think independently in the areas of decimals and integers, equations, fractions, exponents, percents, and geometry. Students apply these skills to everyday life.

PRE-ALGEBRA: *Prentice Hall Mathematics: Course 3* (Pearson Prentice Hall)

In seventh or eighth grade pre-algebra, students learn about integers and algebraic expressions, solving equations and inequalities, and graphing on a coordinate plane. They learn to compare, order, and simplify rational numbers. Ratios, rates, and proportions are used to solve problems involving similar polygons and indirect measurement. A variety of percent problems are discussed, including discounts, markups, and interest. A review of powers extends to include power rules for multiplication. Students are introduced to square roots, irrational numbers, and probability. The year ends with a review of geometric ideas and concepts. Throughout the class a focus on writing equations to solve word problems prepares the students for success in Algebra I.

ALGEBRA I: *Prentice Hall Mathematics Algebra 1* (Pearson Education)

This algebra course is offered to those students who have successfully mastered the beginning concepts of algebra and wish to be challenged in mathematics throughout high school. Taking Algebra I in 8th grade will lead toward a student taking Calculus in his senior year. In this course students learn to solve more complex equations including proportions, quadratic equations and inequalities. They are introduced to graphing linear functions, inequalities and absolute value functions as well as systems of equations. Problem solving is stressed throughout the course. Students learn to model a situation with an equation or a system of equations. Simplifying and combining radical expressions and solving radical equations are taught in the 4th quarter. The course ends with an introduction to trigonometry as it relates to right triangles. The students learn to draw conclusions based on their sound understanding of algebraic rules.

SCIENCE

GRADE 6: *Science 6* (Bob Jones Press)

Sixth grade science emphasizes the "plan of God as it is revealed in His orderly creation." Students are presented with things they can observe and understand in the world God created for His own glory! They learn about the flowers, trees, and plant families. Students observe invertebrates such as insects, spiders, crustaceans, and other "creepy crawlies." They also study this earth with its earthquakes, volcanoes, rocks, and magnetism, and the universe, including space, constellations, stars, the solar system, light, telescopes, the space race, and the origin of the universe. A unit on Matter & Chemistry teaches students about atoms, elements, molecules, and compounds.

LIFE SCIENCE: *Life Science* (Bob Jones Press)

The foundations of life science are defined as they concern the value of and the limitations of science and the Creation Mandate. Creationism and evolutionism are contrasted with alternative views of Creation, the Flood, and mutations. Botany, zoology, ecology, and human anatomy are brought to life through specimens, charts, and other materials. Students are challenged to solve problems and use information to consider the splendor of the Creator's hand. There are many visual aids, experiments, and demonstrations that keep students actively involved in the subject matter. Students are continually given present day examples of reasons the Christian must be ever vigilant in searching for the truth in a godless world.

EARTH SCIENCE: *Earth Science* (Bob Jones Press)

Through studying eighth grade science, students learn the importance of astronomy, space, and earth science in God's universe. Natural sciences, the earth's motions, the planets, and space exploration are examined while keying in on II Peter 3 - that the student "be mindful," "be diligent," and "beware" while considering the glory of God's creation. Earthquakes, volcanoes, weathering, shown as constant reminders of God's judgment, are clearly seen in observing the scars left upon the universe. The course concludes with a fascinating overview of oceanography dealing with the hydrosphere. The Creation Mandate of Genesis 1:28 is stressed so that the Christian student of science might have a God-centered worldview.

SOCIAL SCIENCES

GRADE 6: *Heritage Studies 6* (Bob Jones Press)

Heritage Studies 6 takes students on a tour of the history and culture of ancient civilizations like Egypt, China, Israel, Greece, Africa, the Mayas, and the Roman world. This text provides a richly illustrated narrative of the history and culture of ancient civilizations (Creation to AD 1500). The class also studies geography, government, economics and culture.

WORLD STUDIES: *World Studies* (Bob Jones Press)

World Studies provides a fresh look at the civilizations of the world through the lens of a Christian worldview. The text begins with a brief review of history from Creation to the coming of Christ and progresses in a chronological journey around the world studying the ebb and flow of empires, cultures, Christianity, and world religions, concluding with an examination of the trends of the emerging 21st century.

US HISTORY: *The American Republic* (Bob Jones Press)

American Republic unfolds the history of the United States starting with the discovery of the New World. The text traces the path of American history up to the present day. In addition to a historical account, American Republic demonstrates the distinctiveness of American values and government, and emphasizes the importance of understanding and appreciating United States history.

REQUIRED MIDDLE SCHOOL ENRICHMENT COURSES

MIDDLE SCHOOL PHYSICAL EDUCATION

Physical education in the middle school continues to develop the motor skills that were begun in the elementary program. Students will participate in a variety sports with the emphasis on improving their game skills and their understanding of the game. Physical fitness is emphasized and developed through circuit training and fitness games. Character is developed during fitness and game time as students are taught to exhibit the fruits of the Spirit. Students are graded based on fitness testing, participation, and responsibility.

MIDDLE SCHOOL TECHNOLOGY

Students taking this elective will be introduced to various basic computer skills and will learn technology and ethics. Students will also be introduced to basic word-processing skills, PowerPoint, and Prezi. In many grades computer class projects overlap with history or science class projects so that a student's computer skills are directly connected to school work.

MIDDLE SCHOOL SPANISH

Introductory course for students with little or no previous exposure to the Spanish language. Students are introduced to basic conversation through the study of vocabulary used daily at home, at school, and in the community.

ELECTIVES

MIDDLE SCHOOL BAND

Middle School Band meets three times a week. Students continue to develop skills on their individual instruments while playing in a group setting and may perform in adjudications during the year. The Middle School Band performs in at least two concerts each year. In addition to class instruction, students may take private lessons with one of the FCS band directors.

MIDDLE SCHOOL CHOIR

Middle School Choir is offered to students with no prior experience required. Classes meet two times a week. Students continue to develop vocal skills learned in elementary music while performing in a group setting. The Middle School Choir performs in at least two concerts each year and enters fine arts competitions periodically. Students may take private lessons with one of the FCS choir directors.

ART

Students explore various types of art including monochromatic/polychromatic drawing, watercolor, textured art, photography, and more. Students are encouraged to enter competitions when the opportunities arise and to use their talents to benefit the school directly with school-based projects.

HIGH SCHOOL COURSES

BIBLE

GRADE 9: The Life Of Christ (Positive Action)

This one-year, 35-lesson curriculum dives deep into the Gospel of John. Students will explore the life and work of Jesus within 1st century Israel, comparing His teaching to the political and religious movements of this time. As students learn about the beliefs and culture of Jesus' original audience, they will better appreciate the Messiah who offers grace to all.

GRADE 10: Behold Your God (Positive Action)

This one-year, 35-lesson study has a single purpose - to encourage students to know their God. By presenting Scripture as God's self-revelation, *Behold Your God* magnifies the character and work of the Father, the Son, and the Holy Spirit. As students know and love their incomprehensible God, they'll discover a divine grace that they can reflect to others.

GRADE 11/12: (Alternating years) Old Testament Survey and New Testament Survey Available as a Dual Credit or College Prep course.

The Holy Bible (KJV); supplemental resource: *The MacArthur Bible Handbook* (Thomas Nelson) Juniors and seniors explore the Old and New Testaments by studying each book individually. The class emphasizes the author, setting, theme, purpose, key words, key verses, detailed outline, broad summary, and historical context for each book and displays how Christ is presented. This course is available at the college preparatory and dual credit levels.

ENGLISH

GRADE 9: *Writing and Grammar* (Bob Jones Press); *Themes in Literature* (Abeka Books)

Vocabulary, Spelling, Poetry III (Abeka); Additional reading from approved list

In 9th grade English, students review the fundamentals of grammar, such as parts of speech, sentence structure, capitalization, and punctuation. New grammar concepts, such as imperative and indicative mood verbs, determiners, qualifiers, and subordinating conjunctions, are introduced as are new usage skills, such as dangling and misplaced modifiers. The writing projects continue to give the students an opportunity to use the grammar skills they are learning and focus on improving sentence variety. The study of literature includes thematic units that cover topics such as courage, faith, joy, justice, and humility. The students learn to apply these themes through various writing projects. A novel study is also part of the literature portion of this class. The course includes a study of vocabulary and spelling that will prepare the students for standardized testing.

HONORS GRADE 9: *Writing and Grammar* (Bob Jones Press), *Themes in Literature* (A Beka Books); Additional reading from approved list; *Vocabulary, Spelling, Poetry III* (Abeka)

This honors English course includes the core mechanics of grammar. It also emphasizes vocabulary development both with the text and with reading assignments. Reading comprehension is strengthened through short stories, poetry, drama, and novels by major authors. Students are introduced to MLA documentation style and prepare a portfolio of essays and one major research project. They present both oral and written book reports on biography, fiction, and non-fiction. Additional novel reading is assigned.

GRADE 10: *Writing and Grammar* (Bob Jones Press); *World Literature* (A Beka Books); *Vocabulary, Spelling, Poetry IV* (Abeka); Additional reading from approved list

Students in 10th grade English review fundamental grammar skills and are introduced to concepts that enable them to become better writers. The course includes a basic review of parts of speech, sentence patterns, and usage skills. Students also learn two new sentence patterns, subjunctive mood verbs, and ways to fix modifier errors in writing. The writing projects focus on improving sentence variety, fluency, and paragraph development and begin preparing students for the writing portion of the SAT. The study of literature introduces students to literary devices such as character development, plot, setting, theme, imagery, and figurative language. It covers both poetry and prose and introduces the students to authors, such as Dickens, Frost, Browning, Tennyson, Tolstoy, and Poe. The students learn to analyze literature through various writing projects. The novel *The Pearl* is part of the literature study. The course includes a study of vocabulary and spelling to prepare the students for standardized testing.

HONORS GRADE 10: *Grammar and Composition IV*, Additional reading from approved list; *Vocabulary*

Spelling, Poetry, IV (Abeka)

This honors course includes the core mechanics of grammar, stressing phrases and clauses. It also emphasizes vocabulary development both with the text and reading assignments. Reading comprehension is strengthened through the study of world literature, including literary analysis of poetry, nonfiction, and fictional short stories by major authors. Students learn MLA documentation and complete several essay-writing assignments and one major research project. They present both oral and written book reports on biography, fiction, and non-fiction.

GRADE 11: *Writing and Grammar, American Literature* (Bob Jones Press); *Vocabulary, Spelling, Poetry V (Abeka)* Additional reading from approved list

Students in 11th grade English review the eight parts of speech, verbal phrases/clauses, usage, mechanics, and the seven sentence patterns. New concepts include tense sequence, perfect verbals, and adverbial nouns. Students learn the writing process and writing strategies such as variety, emphasis, and sentence logic. Writing projects include a research paper, literary analysis, analytical essay, interview, memoir, analogy, in-class essay, and letter to the editor. Students are introduced to more than seventy authors in a study that connects the authors' lives and beliefs as revealed in their writings with the corresponding literary periods. Lessons examine Colonial-Revolutionary, Romantic, Realistic/Naturalistic, and Modern literature and issues such as Darwinism and religious liberalism. The novel *The Scarlet Letter* is included as part of the literature study. Lessons in vocabulary and spelling prepare the students for standardized testing.

DC ENGLISH LANGUAGE AND COMPOSITION: (Dual Credit) *Handbook of Grammar and Composition (Abeka)*, *Workbook V for Handbook of Grammar and Composition (A Beka)*, *Vocabulary Spelling, Poetry V (Abeka)*, *American Literature for Christian Schools* (BJU Press) This course includes the refinement of skills in grammar usage and mechanics. It also emphasizes vocabulary development in preparation for the reading comprehension section of the SAT. In addition, reading comprehension and analytical skills are developed through the study of American literature, including fiction, non-fiction, and poetry by major American authors. Students refine skills in MLA documentation and complete several essay-writing assignments in addition to one major research project. In addition to the texts above, students choose one reading from the approved school list.

GRADE 12: *Handbook of Grammar and Composition and Workbook (A Beka)*; *English Literature for Christian Schools* (Bob Jones Press); *The Pilgrim's Progress* (John Bunyan); *Vocabulary, Spelling, Poetry VI (Abeka)*; Additional reading from approved list

This English 12 class provides a thorough review of fundamental grammar skills such as parts of speech, sentence patterns, phrases, and clauses. Graduated writing assignments allow for practice of grammar skills. The writing assignments range from the basic five paragraph essay to a major ten-page research project. Students practice using the MLA documentation style. The course emphasizes vocabulary development using weekly word lists in preparation for the SAT. In addition, reading comprehension is further developed through the study of British literature from the Anglo-Saxon period to the Stuart Period (450-1688). Both individual and group literary teaching presentations promote cooperation and reinforce skills for public speaking. Students present both oral and written book reports from biography, fiction, and non-fiction.

DC ENGLISH LITERATURE AND COMPOSITION: (Dual Credit) *Handbook of Grammar and Composition (A Beka)*, *Workbook V for Handbook of Grammar and Composition (A Beka)*, *British Literature for Christian Schools* (BJU Press), *Vocabulary, Spelling, Poetry VI (Abeka)* This course includes the refinement of skills in grammar usage and mechanics. It also emphasizes vocabulary development in preparation for the reading comprehension section of the SAT. In addition, reading comprehension and analytical skills are developed through the study of British literature from the Anglo-Saxon period to the present. Independent and group projects develop critical thinking skills. Students become proficient in MLA formatting through writing assignments such as compare/contrast, argumentative, and literary analysis. Creativity is encouraged with student-directed topics. Mechanics, grammar, and style will also be taught throughout the year, and students will evince growing skills in revising their compositions by using correct and effective sentence structure and coherent, unified, and emphatic paragraph development. The students will be guided by their grammar handbook, the Composition Checksheet, and by teacher and peer reviews.

SPEECH: *A Syllabus for Fundamentals of Speech (Neal)* This course is an introduction to speech

communication which emphasizes the practical skill of public speaking, including techniques to lessen speaker anxiety, and the use of visual aids to enhance speaker presentations. The course goal is to prepare students for success in typical public speaking situations and to provide them with the basic principles of organization and research needed for effective speeches.

MATHEMATICS

ALGEBRA I: *Prentice Hall Mathematics* (Pearson Education)

This Algebra I course is designed to expand on the student's basic math skills and the beginning concepts of Algebra learned in pre-algebra. Students should already be able to add, subtract, multiply and divide positive or negative integers and solve one-step equations. In Algebra I students learn to solve more complex equations including proportions, quadratic equations and inequalities. Graphing linear functions, inequalities, absolute value functions, and systems of equations is taught. Problem solving is stressed throughout the course. Students learn to model a situation with an equation or a system of equations. The course ends with simplifying and combining radical expressions and solving radical equations. The goal of this course is to create thinking students of mathematics.

GEOMETRY: *Tools for a Changing World* (Prentice Hall)

Honors class offered during 9th grade. College prep class offered during 10th grade.

In geometry, students are taught the basic skills of inductive, deductive, and indirect reasoning. They are introduced to geometric constructions and the world of art as it applies to geometry. Students review coordinate graphing and apply their algebra skills to the study of parallel and perpendicular lines. Students investigate the properties of basic geometric shapes and the properties of reflections, translations, and glide reflections. The Pythagorean Theorem is taught, along with the special properties of 30-60-90 and 45-45-90 triangles. Students learn the formulas for surface area, lateral area, and volume of specific three-dimensional figures and apply the properties of parallel lines to find missing angles. Learning to write a 2-column proof provides the students with practice in writing well-reasoned arguments. Properties of triangles, parallelograms, trapezoids, and kites are developed, as well as similarity and proportion. The year ends with an introduction to right-triangle trigonometry and circles.

CONSUMER MATH (Abeka)

This textbook covers concepts such as buying, insuring, and maintaining a car, social security tax, creating and balancing a budget, renting a home, buying food and clothing, tax forms, and affording leisure time. The principles taught in this course will provide a sound biblical view for managing time and money. Model problems and practice exercises assist the students to understand the value of money and to discern wise spending habits.

ALGEBRA II: *Algebra II* (Prentice Hall/Pearson)

Honors class offered during 10th grade. College prep class offered during 11th grade. The Algebra II course is designed to expand the student's understanding of Algebra I and prepare him for Calculus. The first quarter is spent reviewing equations, graphs, linear systems and inequalities. Matrices and quadratic functions are covered later in the first semester. Students learn to find zeroes and graph polynomial equations. Radical and rational functions are discussed extensively. The course ends with right triangle trigonometry. The students learn all six trigonometric ratios with their values for the four reference angles, and they are introduced to the basic Pythagorean trigonometric identities. Throughout the year students learn to model word problems with equations and confirm graphs with calculators.

HONORS PRE-CALCULUS: (Dual Credit) *Pre-calculus: An Investigation of Functions* (MBU, open source)

This course is designed to prepare students for success in Calculus. Topics will include polynomial, rational, exponential, logarithmic, trigonometric, and inverse-trigonometric functions, their graphs, applications, and modeling with functions. Students may earn 3 college credits upon successfully completing this course and meeting the college requirements for credit (C- or higher).

ADVANCED FUNCTIONS AND MODELING: *Algebra and Trigonometry* (Prentice Hall) Advanced

Functions and Modeling is a course with three main objectives: to help students acquire a solid foundation in algebra and trigonometry; to show how math can model real-life situations; and to foster problem-solving and critical thinking

skills. During the first semester, students learn the fundamentals of trigonometry and conics necessary for success in college mathematics. The semester ends with a study of probability and sequencing, with a focus on real-life situations, such as determining the value of an annuity.

Second semester is a thorough review of Algebra II principles, but with a strong emphasis upon problem solving and real world modeling. Students review linear, polynomial, rational, exponential, and logarithmic functions.

CALCULUS: (Dual Credit) *Calculus* (Prentice Hall)

Calculus is taught as a college level course meant to challenge those students who have completed Pre calculus. Students begin with a study of limits motivated by the need to find instantaneous rates of change, and then they advance to derivatives. Most of the first semester is spent discovering the relationship between derivatives, rates of change, tangent lines and graphs of functions. Second semester begins with estimating finite sums which leads to the development of the definite integral and the Fundamental Theorem of Calculus. The course ends with many applications of integration derived from graphs and data. A student may earn 4 college credits upon completing this course and meeting the college grade expectation (C- or higher).

SCIENCES

BIOLOGY--College Prep: *Biology* (Bob Jones Press)

This laboratory course promotes scientific thinking through problem solving, a process that encourages curiosity and careful inquiry. Each chapter begins by introducing basic concepts and reviews them wherever they appear in other chapters throughout the book. Our study includes cellular biology, genetics, biotechnology, taxonomy, origins, microbiology, and botany. As we explore the science of life and the God of life, we will see His design and how nature fits together according to a plan. The laboratory exercises provide important illustration and close examination of topics covered in lecture. They include working with the microscope, research techniques, the use of biological keys and plant identification.

HONORS BIOLOGY: *Biology* (Bob Jones Press)

This honors course pursues the same basic objectives from the college prep course but will take it to a deeper level of understanding. Students are expected to think and write critically as they interpret information from a biblical world view.

PHYSICAL SCIENCE—Honors and College Prep: *Physical Science* (Bob Jones Press) This course provides an essential foundation for subsequent science courses, including Biology, Chemistry, and Physics. It builds a foundation of basic knowledge regarding matter and measurements early in the text, then furnishes the student with the key principles and scientific laws of classical physics, thermodynamics, electricity, magnetism, sound, light, and optics. This course includes a laboratory to help students understand how science works and develop scientific thinking skills through problem solving.

CHEMISTRY: College Prep—*Chemistry* (Bob Jones Press)

This course introduces the fundamental concepts of inorganic chemistry. Topics include measurement, matter and energy, atomic and molecular structure, stoichiometry, chemical formulas and reactions, chemical bonding, gas laws, solutions, and acids and bases. Upon completion of the class, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields. A brief introduction to organic chemistry, biochemistry, and nuclear chemistry is included. By studying the scientific laws that describe the behavior of nature, students can discover the orderliness and reliability of our God. Emphasis is on laboratory experiences that enhance materials presented in class. Upon completion, students should be able to utilize basic laboratory procedures and apply them to chemical principles presented in chemistry.

HONORS CHEMISTRY--*Chemistry* (Bob Jones Press)

This honors course will cover the same material as the college prep chemistry but will do so at a deeper level of application and understanding. Students enrolled in honors chemistry will be challenged to synthesize and apply the course concepts. Students may have additional writing as assigned by the teacher.

FORENSIC SCIENCE: *Forensic Science for High School* (Kendall Hunt)

Forensic science is a tool for practicing science as inquiry. For every piece of physical evidence brought in for analysis, the student must apply the scientific method. The student must observe, collect and classify data

while looking for relationships and form a hypothesis. The student must then test the hypothesis and advance to a conclusion. Students must then be prepared to defend conclusions based on their own empirical evidence.

GENERAL BIOLOGY 1 : *Biology 3rd Edition* (Brooker R, Widmaier E, Graham L, Stiling P. McGraw-Hill, 2013) *The Human Body 2nd Edition* (Apologia)

A general introduction to the principles, concepts, and topics covered in the biological sciences. The coursework serves as a foundation for General Biology 2, Botany, Cell Biology, Ecology, Genetics, Microbiology, and other biological science courses; and provides an overview of biology as it applies to our daily lives, stressing a biblical view of the natural world. Meets five days per week (includes a one-hour laboratory). (4 credit hours) During second semester the course explores the systems comprising the human body by emphasizing physiological mechanisms and a thorough understanding of human anatomy. An emphasis is placed on the interrelatedness of such systems as the skeletal, muscular, nervous, and circulatory. This course is recommended for those pursuing a career in the health science field. This course has a substantial laboratory component, including a fetal pig dissection.

SOCIAL SCIENCES

CULTURAL GEOGRAPHY AND WORLD EVENTS: *Cultural Geography* (Bob Jones Press) Cultural Geography gives students an introduction to key geographical skills. It places emphasis on both physical geography and human geography. Through physical geography, students learn about the earth as God's creation with an emphasis on map skills. Human geography allows students to learn about the various peoples, cultures, and religions of the world with the purpose of giving students a burden for missions. World Events focuses on current events to make the material relevant for the present day.

WORLD HISTORY: *World History* (Bob Jones Press)

Beginning with ancient civilizations, World History presents a survey of events from Creation to the twenty-first century. An emphasis is placed on world religions, church history, and God's dealings with man throughout history. In the first semester, students study Ancient Civilizations; The Eastern World and World Religions; The Medieval World including early Christian Church History; and The Awakening World including the Renaissance and the Reformation. The second semester covers The Enlightenment; European History with emphasis on the Revolutions of the nineteenth century and the expansion of European colonialism; and The Modern World, including World Wars I and II and late twentieth century history up to the present day. Student Activity Books emphasize map skills, charts and time lines and Bible studies.

UNITED STATES HISTORY: (College Prep) *United States History* (Bob Jones Press) United States History is a survey of America from pre-Colonial times until the twenty-first century. Emphasis is placed on the growth of America through conflict and religious, political, and social movements. Students begin their study with a short survey of European history and factors that led others to search for a New World. They examine the thirteen colonies, including religion in the Colonies. The American Revolution and the establishment of the United States as a new country follow this. Students study the Civil War and how the U S grew during the nineteenth century. The second semester focuses on the twentieth century, including the Great Depression, World Wars I and II, politics, and the U S as a world power in the late 1900's.

AMERICAN GOVERNMENT: *American Government* (Bob Jones Press)

This one semester course introduces students to concepts of government through biblical principles. The class studies American Government from its beginning in 1789 to the present. Emphasis is placed on the historical background with its roots in European government and the study of the United States Constitution. Students learn the three branches of the Federal Government, state and local government, elections. There is a unit on law, courtroom proceedings, and politics. Students put their knowledge to use by participating in a mock trial.

ECONOMICS: *Foundations in Personal Finance* (Lampo Press)

Students are introduced to basic concepts of personal finance. Emphasis is placed on biblical principles including being good stewards with the resources God entrusts to us and giving. Students are taught responsible money management while avoiding debt. Concepts include how to save and invest, making responsible decisions regarding purchases and investing. Students are also taught how to make long term decisions about money management including retirement.

FOREIGN LANGUAGE

SPANISH I: *Spanish I* (Bob Jones Press)

Spanish I is an introductory course for students with little or no previous exposure to the Spanish language. Students are introduced to basic conversation through the study of vocabulary used daily at home, at school, and in the community. During the year students gain experience in understanding written and spoken Spanish and begin to express themselves in Spanish. They learn basic grammar, including prepositions, conjunctions, and basic -ar, -er, and -ir conjugations in the present and present progressive tenses.

SPANISH II: *Spanish II* (Bob Jones Press)

In second year Spanish, students expand their ability to understand written and spoken Spanish and do much more in expressing themselves in Spanish. They begin to write compositions in Spanish and have oral tests in which they are graded on pronunciation. They work with preterite and imperfect past tenses and some compound tenses.

The Spanish program is aligned to the national foreign language standards.

HEALTH SCIENCES

PHYSICAL EDUCATION

Physical education in the 9th grade focuses on encouraging students to see the need of maintaining an active lifestyle throughout their lifetime. They are taught skills that can be used in a variety of recreational and fitness activities. Students will play sports, workout in a weight room, participate in body weight exercises, and develop cardiovascular fitness. Students will be graded on knowledge of sports rules, participation, fitness testing, responsibility, and basic sports skills. Character is also developed during fitness and game time as students are taught to exhibit the fruits of the Spirit.

HEALTH: *Health for Christian Schools* (Bob Jones Press)

Health class is designed to teach students how to be balanced in the five areas of spiritual, mental, emotional, physical, and social health. They are taught how to keep their bodies running efficiently through exercise and nutrition. Students are also taught basic first aid, disease prevention, personal hygiene, and environmental issues.

FINE ARTS

INTRODUCTION TO THE ARTS: (DUAL CREDIT) Schantz, Allen. *Arts in the Key of Joy*, 3rd Edition (2014/15); *Listening to Music* (Cengage); *Ledgerwood Devotionals: Music Investigations Bible Study* (Ledgerwood)

This course will also serve as an introduction to our humanity through hands-on experience on other art forms (art, movement, poetry, story and theatre). Aesthetic and artistic values within the broader context of human cultural development, responsibility, and joy. Introduction to the Arts includes a survey of music, with the purpose of building a foundation for the appreciation of various types and styles of music of Western music.

SPEECH / PUBLIC SPEAKING:

A Syllabus for Fundamentals of Speech by (Anna Lloyd Neal)

This honors course is an introduction to speech communication which emphasizes the practical skill of public speaking, including techniques to lessen speaker anxiety, and the use of visual aids to enhance speaker presentations. The course goal is to prepare students for success in typical public speaking situations and to provide them with the basic principles of organization and research needed for effective speeches.

REQUIRED ENRICHMENT COURSES

All courses are not available each year.

LOGIC I

The ability to reason critically and to not only learn, but apply complex information is key in the life of any young scholar. The Critical Reasoning course will equip your student to operate at the collegiate level by teaching them how to think critically and hone their learning skills. Using assessments, your student will identify their strengths and weaknesses when it comes to studying, testing, logic, and reasoning. Once discovered, they will use a series of exercises to develop each reasoning type. Every student will use a customized approach that is tailored to address their specific needs. Once completed, your student will be able to better understand how to reason critically, test confidently, and be equipped to solve problems.

LOGIC II *an in-depth study of the classical syllogism.*

Along with a basic understanding of the Christian theory of knowledge, the text presents the four kinds of logical statements, the four ways propositions can be opposite, the three ways in which they can be equivalent, and the seven rules for the validity of syllogisms.

ACT PREP

Test preparation program designed with practice tests with real ACT test questions. There is also a comprehensive content review for each of the ACT's four required tests – English, Math, Reading, and Science.

INTRODUCTORY SPEECH

This course focuses on the skills involved in selecting, researching, organizing and writing persuasive messages. It teaches students the skills they need to present their ideas effectively in public. In a small, supportive classroom environment, students learn to communicate their ideas effectively using verbal, written, and visual techniques. They also learn important listening skills, and peer evaluations of student speeches are an important component of the course.

INTRODUCTORY SPANISH This beginner course is intended to give training in the basic patterns and structures of Spanish. Conversation and reading related to the cultures of Spanish-speaking areas.

OCCUPATIONAL COURSE OF STUDY

OCCUPATIONAL ENGLISH: The courses provided are designed to meet the specific needs of students preparing to enter the workforce. Students learn to develop the communication and literacy skills necessary for independent living and successful employment.

Spelling/Grammar: In this course of study, emphasis is placed on the critical skills necessary for success in various employment opportunities and in community life. Students are taught the rules of English grammar, spelling, and punctuation; and the application of these rules in a work environment.

Reading/Writing: This course is designed to prepare students to use reading, writing, and oral skills to understand and express information in both formal and informal employment/community situations.

OCCUPATIONAL MATH: This course introduces students to a variety of financial management concepts. These concepts include time and measurement, independent living, and technology. Students will continue practicing basic computation skills including whole numbers, decimals, fractions, and percents.

OCCUPATIONAL SCIENCE: The purpose of this course is to increase knowledge and ability in skills relating to health care, self-care, socialization, and basic scientific concepts.

OCCUPATIONAL HISTORY: This course prepares students to understand the world through studying history, cultures, and the environment.

CAREER SKILLS: The goal of this class is to prepare students for productive citizenship. Students will explore career options and will plan for transition from school to work. They will be taught functional skills and workplace management. Students will receive practical application through serving in various areas on the Friendship Christian School campus.

ELECTIVES

ADVANCED BAND

Membership in the FCS Advanced Band begins in the 9th grade but sometimes includes gifted 8th grade students. The purpose of the class is to provide an outlet for the very best wind and percussion players in the school. Every effort is made to advance the group to the highest-grade level of music within the scope of the available instrumentation and size. Students are encouraged to audition for band clinics as opportunities arise. The students are required to play at least six of the major scales and demonstrate a high-school level of competency in sight-reading and intonation. At times the band participates in group adjudication.

HIGH SCHOOL CHOIR

Membership in the FCS High School Choir begins in the 9th grade. Students are instructed in vocal technique, breathing, ear training, and reading music. The course of study includes a Christmas Concert, Spring Concert, adjudication, and other performance opportunities when they arise, i.e. the State Capitol Christmas Sing, the NC Governor's Mansion Christmas open house, etc. The choir performs SATB music both with accompaniment and *a cappella*. The literature includes spirituals, semi-classical works, folk songs, and sacred works.

ADVANCED PHYSICAL EDUCATION

The purpose of the advanced physical education class is to develop the athletes in the school to their fullest potential. It is a weight training based class with the emphasis on building functional strength and injury prevention. The students are also involved in plyometric, agility, and quickness drills. The class uses the Bigger, Faster, Stronger program and individualized programs. Students must participate in FCS sports in order to be eligible for this class.

ART

In art the student is taught to draw things as they are realistically seen. Reproduction using proper perspective, dimension, and proportion is a constant. The course is based on the ability to draw as one sees while applying the fundamental rules of the craft through basic mediums, techniques, the uses of marks and tones. Art class can be enjoyed regardless of whether one uses this "constantly refined talent" for enjoyment, capturing aesthetic beauty, or the prospect of a future career. An honest self-examination for motive, combined with continual practice, will encourage the individual to grow in the timeless act of drawing. The students will submit work for competition when the opportunity arises.

YEARBOOK

Members of the yearbook staff receive a variety of opportunities to exercise their creativity, including photography, page design, and article writing. The students will learn to create original, unified presentations as they plan and incorporate the yearbook theme. The staff members will also become familiar with digital design programs as the entire yearbook is designed online. Yearbook members must be honors English students unless otherwise approved by the yearbook instructor.