Upper School Curriculum Guide 2026-2027

Fort Bend Christian Academy
1250 Seventh Street
Sugar Land, TX, 77478

Curriculum Guide Overview

This curriculum guide is designed to provide a clear understanding of Fort Bend Christian Academy's Upper School academic program and how it prepares students for both academic success and spiritual growth. FBCA's mission as a Christian school guides the development of all courses and programs. They combine challenging academics with faith-based learning that helps the whole student—mind, body, and spirit. The guide serves as a comprehensive resource for teachers, students, and parents to understand how our Upper School experience progresses from grade to grade, building advanced skills while fostering critical thinking, character development, college readiness, and a biblical worldview.

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Fort Bend Christian Academy Mission Statement

Fort Bend Christian Academy exists to glorify God through excellence in college preparatory Christian education. It is the mission of Fort Bend Christian Academy to equip students to thrive spiritually, academically, socially, emotionally, and physically.

FBCA Educational Philosophy Statement

At Fort Bend Christian Academy, we believe the most important thing a student can gain is not simply a great education but a deep and growing relationship with Jesus Christ. Our first priority is spiritual formation: helping students know God, love His Word, recognize His truth, and live with a faith that shapes every part of their lives. We desire for each student to love God with all their heart, soul, mind, and strength; to love others as themselves; and to faithfully follow and serve Christ wherever He leads.

Because we believe all truth is God's truth, a relationship with Christ is not separate from learning. It is the foundation for it. We affirm the Bible as the inspired, inerrant, and authoritative Word of God. Scripture informs how we understand truth and provides the lens through which every discipline is studied. From the sciences and humanities to the arts and athletics, students are invited to see learning as an opportunity to know, worship, and serve God. We pursue academic distinction not as an end in itself, but as an expression of faithful stewardship.

We believe every student is created in the image of God, uniquely gifted and designed for His purpose. In a community where students are known, loved, and challenged, our teachers cultivate both intellectual curiosity and a love of learning. Through a rigorous college-preparatory education from PreK through 12th grade, students develop critical thinking, problem-solving, and communication skills as well as creativity, resilience, and the confidence to engage the world with wisdom and conviction. We don't simply prepare students for the next level of education; we help them discover how God has uniquely equipped them and how they can use their lives for His purposes.

We pursue excellence as an expression of faithful stewardship, developing the gifts God has given us, embracing challenge and growth, working with diligence and integrity, thinking deeply and creatively, and using our abilities to serve others. We teach students that excellence is not about perfection, performance, or comparison; it is about faithfully offering their very best in response to what God has entrusted to them. Excellence means learning to persevere through difficulty, lead with humility,

pursue what is true and good, and use our gifts not simply for personal achievement but for the glory of God and the good of others.

We believe education is a partnership between school, family, and church. Together, we have the privilege of shaping young men and women who are grounded in Biblical truth, marked by Christ-like character, equipped with knowledge, and compelled by their faith. Our faculty, staff, administrators, and trustees embrace the sacred responsibility of investing in the whole student—mind, heart, character, and soul.

At Fort Bend Christian Academy, our goal is not merely to prepare students to succeed in college or a career. Our goal is to help them know Christ deeply, discover their God-given purpose, pursue excellence, love others, and use their lives to faithfully influence the world for His glory.

Letter from the Head of Upper School

Dear Upper School Students and Families,

It is a privilege to serve as Head of Upper School at Fort Bend Christian Academy and to partner with you. As you explore this curriculum guide, I hope you see more than a collection of courses. Our program helps students grow in knowledge, wisdom, and discernment through reading, writing, and thoughtful discussion across disciplines, all guided by a Christian worldview.

I want each student to experience classrooms where curiosity is encouraged, challenges inspire growth, and individual gifts are valued. We honor student voice and choice because every student is created in the image of God with unique passions and purpose. We encourage students to take ownership of their learning and discover how God has equipped them to contribute.

This commitment shapes our approach to innovation and creativity. We challenge students to move beyond mastering content—to ask thoughtful questions, imagine new possibilities, and use their talents as faithful stewards and contributors to God's Kingdom.

Meaningful growth also happens outside the classroom. Through retreats, Eagle Week and other service opportunities, student-led events, the arts, athletics, and chapel, students deepen their faith, build lasting relationships, and develop character. Together with our emphasis on student well-being, these experiences help students live with conviction and lead with compassion.

My hope is that every graduate leaves FBCA grounded in truth, strong in faith, and prepared to use their knowledge, wisdom, skills, and experiences to impact the world for Christ. Thank you for partnering with us. I look forward seeing all our students will learn, discover, and become throughout their Upper School journey.

Nathan Barber
Head of Upper School

Grade Level Overview, Course Requirements, and Electives

The 9th Grade Experience

The ninth-grade experience at Fort Bend Christian Academy is intentionally designed to support students as they transition into Upper School academics and community life. The year begins with New Student Orientation and a Freshman Retreat, which help establish relationships, routines, and expectations. In the classroom, students are introduced to the Harkness discussion method in humanities courses, developing skills in listening, discussion, and thoughtful engagement with texts and ideas. Ninth graders are encouraged to participate in clubs, athletics, and other extracurricular opportunities as they begin to explore interests and build connections. Students also attend weekly chapel, gathering for worship and teaching alongside their peers. In the spring, ninth graders participate in Eagle Week, an Upper School tradition that provides opportunities to serve locally, domestically, or internationally and to begin living out a Christ-centered commitment to service.

9th Grade Required Courses

- Old Testament Survey (Fall)
- New Testament Survey (Spring)
- English I **or** Honors English I
- Algebra I **or** Geometry (Academic or Honors)
- World History I (Academic or Honors)
- Biology I (Academic or Honors)

9th Grade Elective Choices

Students may choose electives based on graduation requirements, interests, and course availability. Ninth graders typically select electives using one of the following combinations:

- One full-year course
- Two semester courses

Full-Year Electives

- Art I
- Theatre Arts I
- Symphonic Band
- Praise & Worship (by audition)
- Broadcast Production
- Debate
- Yearbook (application required)
- Computer Science I
- American Sign Language I or II
- Spanish I or II
- Athletics (credit earned per season)

Semester Electives

- Independent P.E. (Fall or Spring, with approval)

- Study Hall (Fall or Spring, non-credit)

The 10th Grade Experience

The tenth-grade experience marks a year of growing academic independence and increased engagement within the Upper School community. Sophomores continue to strengthen critical thinking and discussion skills while managing higher expectations across their coursework. A distinctive feature of the year is intentional cross-divisional connection, including a fall bonding event in which tenth graders partner with seventh graders for activities such as pumpkin painting and Spikeball. Students remain active in chapel and are encouraged to deepen their involvement in clubs, athletics, and service opportunities. During the spring, sophomores participate in Eagle Week, serving alongside peers through local, domestic, or international experiences that emphasize compassion, teamwork, and faith in action.

10th Grade Required Courses

- Church History (Fall)
- World Religions (Spring)
- English II or Honors English II
- Geometry or Algebra II (Academic or Honors)
- World History II (Academic or Honors)
- Chemistry I (Academic or Honors)

10th Grade Elective Choices

Students may choose electives based on graduation requirements, interests, and course availability. Tenth graders typically select electives using one of the following combinations:

- One full-year course
- Two semester courses

Full-Year Electives

- Art I
- Art II: Drawing, Painting, & Printmaking I (prerequisite required)
- Theatre Arts I
- Theatre Arts II (prerequisite required)
- Symphonic Band
- Praise & Worship (by audition)
- Broadcast Production
- Debate
- Honors Debate (prerequisite required)
- Yearbook (application required)
- Computer Science I
- AP Computer Science Principles (prerequisite required)
- American Sign Language I, II, or III
- Spanish I, II, or III
- Athletics (credit earned per season)

Semester Electives

- Stagecraft (Fall or Spring)
- Costume Design (Fall or Spring)
- Independent P.E. (Fall or Spring, with approval)

- Study Hall (Fall or Spring, non-credit)

The 11th Grade Experience

The eleventh-grade experience at Fort Bend Christian Academy is a pivotal year marked by increased academic rigor, leadership development, and focused college preparation. Juniors take on greater responsibility in their coursework, with many students enrolling in Advanced Placement courses for the first time as they prepare for college-level study. College counseling becomes a central component through structured seminars, individual family meetings, and a mock application workshop that guides students through the admissions process. Juniors are also encouraged to deepen their involvement in clubs, service opportunities, and leadership roles, including applying and interviewing for the Student Leadership Team, while continuing to participate in weekly chapel for worship and spiritual growth. Eagle Week remains an important, shared experience in the spring, giving juniors the opportunity to serve locally, domestically, or internationally as they reflect on vocation, responsibility, and Christ-centered leadership.

11th Grade Required Courses

- Biblical Interpretation (Fall) **or** Honors Biblical Interpretation (Fall, by application)
- Systematic Theology (Spring)
- English III (Two English Seminar Courses or AP English Language & Composition)
- United States History **or** AP United States History
- Algebra II **or** Precalculus (Academic or Honors)
- Science (Course options include Physics, AP Physics I, AP Biology, AP Chemistry, Honors Human Anatomy & Physiology, or Computer Science courses)

11th Grade Elective Choices

Students may choose electives based on graduation requirements, interests, and course availability. Eleventh graders typically select electives using one of the following combinations:

- One full-year course
- Two semester courses

Full-Year Electives

- Art II, Art III, or Art IV (prerequisite required)
- AP 2D Art, AP 3D Art, or AP Drawing (teacher approval required)
- Photography I
- Theatre Arts II or III (Academic or Honors, prerequisite required)
- Honors Theatre Production (by audition)
- Symphonic Band (Academic or Honors)
- Praise & Worship (Academic or Honors, by audition)
- Broadcast Production
- Debate or Honors Debate
- Yearbook (application required)

- Introduction to Cybersecurity
- American Sign Language II, III, or Honors ASL IV/V
- Spanish III, Honors Spanish IV, or Honors Spanish V
- Athletics (credit earned per season)

Semester Electives

- Sociology (Fall)
- Foundations of Leadership (Spring)
- Stagecraft (Fall or Spring)
- Costume Design (Fall or Spring)
- Independent P.E. (Fall or Spring, with approval)
- Study Hall (Fall or Spring, non-credit)

The 12th Grade Experience

The twelfth-grade experience at Fort Bend Christian Academy centers on leadership, service, and preparation for life beyond high school. The year begins with Senior Retreat, providing time for reflection, community building, and spiritual focus as students step into their final year and model maturity through the Student Leadership Team and other leadership roles. Meaningful service remains a priority, with opportunities such as Kinderbuddies, community outreach including visiting residents at The Auberge, and Eagle Week in the spring when seniors receive first choice of their service trip destination—locally, domestically, or internationally. In the classroom, seniors engage in applied, real-world learning, such as the Shark Tank project in Economics, while college preparation is supported through College Application Bootcamp and individual counseling meetings to ensure a thoughtful transition to college and adult life.

12th Grade Required Courses

- Apologetics (Fall) **or** Honors Apologetics (Fall, by application)
- Christian Ethics (Spring)
- English IV (AP English Literature & Composition **or** two English Seminar courses)
- Government (Fall)
- Economics (Spring)
- Mathematics (Precalculus, Calculus, AP Calculus AB, or AP Statistics, based on placement)

12th Grade Elective Choices

Students may choose electives based on graduation requirements, interests, and course availability. Twelfth graders typically select electives using one of the following combinations:

- One full-year course
- Two semester courses

Full-Year Electives

- Science (AP Biology, AP Chemistry, AP Physics I, AP Physics C, Honors Human Anatomy & Physiology)
- AP Computer Science Principles
- AP Computer Science A
- Introduction to Cybersecurity
- Art II, Art III, or Art IV (prerequisite required)
- AP 2D Art, AP 3D Art, or AP Drawing (teacher approval required)
- Photography I or AP Photography
- Theatre Arts II, III, or IV (Academic or Honors, prerequisite required)
- Honors Theatre Production (by audition)
- Symphonic Band (Academic or Honors)
- Praise & Worship (Academic or Honors, by audition)
- Broadcast Production
- Debate or Honors Debate
- Yearbook (application required)

- American Sign Language III or Honors ASL IV/V
- Spanish III, Honors Spanish IV, or Honors Spanish V
- Athletics (credit earned per season)

Semester Electives

- Sociology (Fall)
- Foundations of Leadership (Spring)
- Stagecraft (Fall or Spring)
- Costume Design (Fall or Spring)
- Independent P.E. (Fall or Spring, with approval)
- Study Hall (Fall or Spring, non-credit)

Course Selection Information

Academic, Honors, and Advanced Placement Levels:

Students currently enrolled in Academic-level classes with an average of 90 or higher AND a teacher recommendation may enroll in Honors or Advanced Placement (AP) level classes for the next year. Students currently enrolled in Honors or AP-level classes with an average of 85 or higher AND a teacher recommendation may remain in Honors or AP-level classes for the next year.

Advanced Placement Courses:

Students enrolled in the Advanced Placement (AP) level are expected to take the College Board Advanced Placement exam in May. Exam fees and study materials are not covered by tuition.

Fine Arts Honors Courses:

Fine Arts courses will offer Honors options (or AP options, if applicable) beginning in the third year of the course. Exceptions include directors of Broadcast Production, varsity Debate, students in Honors Theatre Production, and editors of Yearbook.

Graduation Requirements:

Students must complete 27 credits to graduate from FBCA. Students need 4 credits each of English, Social Studies, Math, science, and Theology*. Students need at least 2 credit hours of a World Language, and some students will choose to take three or more years of World Languages to be more competitive for college applications. Students need 1 credit of Fine Arts and 1 credit of Athletics. Additional credits from any discipline, other than Athletics, can complete the remainder of the required credits for graduation to get students to at least 27 credits. *Students who have transferred into FBCA from a high school without Theology courses may substitute other credits to satisfy the requirement.

Dropping or Changing Courses:
Students who are enrolled in a course are expected to remain in that course for the entirety of the course, be it a semester or year-long course. Additionally, because we strive to provide each student the opportunity to take the courses they requested and for which they were approved, we will only change students' schedules based on teacher recommendations.

Upper School Daily Schedule

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
7:45 - 8:30	Office Hours						
8:35 - 9:35	A	F	D	B	G	E	C
9:40 - 10:40	B	G	E	C	A	F	D
10:40 - 11:25	Community Time						
11:30 - 12:30	C	A	F	D	B	G	E
12:35 - 1:20	Lunch						
1:25 - 2:25	D	B	G	E	C	A	F
2:30 - 3:30	E	C	A	F	D	B	G

Fort Bend Christian Academy Upper School operates on a seven-day rotating schedule. Rather than repeating the same classes at the same times each day, students follow a sequence of "Day 1" through "Day 7." After Day 7, the cycle restarts with Day 1.

Each school day begins with office hours (7:45–8:30 a.m.). During this time, students may meet with teachers for extra help, enrichment, make-up work, or quiet study. Office hours are designed to provide flexibility and individualized support, ensuring that students can seek assistance, strengthen skills, and build strong relationships with their teachers.

The academic day runs from 8:35 a.m. to 3:30 p.m. and includes five class periods, Community Time, and lunch. Core classes and electives rotate through different times of day, so no subject is always scheduled at the same time. This approach provides balance, keeps students engaged, and allows time for chapel, clubs, assemblies, class meetings, and study hall during Community Time.

The rotating schedule is designed to:

- Provide equal instructional time for every class.
- Add variety to students' daily routines while giving natural breaks to support focus and learning.
- Balance homework and assessments more evenly across the cycle.
- Weave opportunities for academic learning and spiritual growth throughout the school day.

Academic Policies

At Fort Bend Christian Academy, we are committed to fostering a learning environment that encourages both academic growth and Christ-like character in every student. In Upper School, we help students take increasing ownership of their learning while building habits of responsibility, resilience, and curiosity. Through balanced assessment and intentional instruction, we support each student's progress and promote a love of learning.

The following academic policies provide clarity for students, families, and teachers regarding grading, assessment, and expectations for student progress. These practices are designed to promote student responsibility as well as consistency, transparency, and a strong partnership between home and school.

Grading Policies:

Upper School students receive academic grades in all courses. Teachers utilize various assessments to evaluate student learning, including classwork, homework, quizzes, tests, essays, projects, group work, and presentations.

Formal grading categories include **Major** and **Minor** assignments:

- **Academic & Honors Courses**
    - Major Assignments: 60% of the quarterly grade
    - Minor Assignments: 40% of the quarterly grade

- **Advanced Placement (AP) Courses**
    - Major Assignments: 75% of the quarterly grade
    - Minor Assignments: 25% of the quarterly grade

Teachers ensure that **at least 3 Major** and **8 Minor graded assignments** are included each quarter.

Academic Grading Scale:

- **A:** 90–100; **B:** 80–89; **C:** 75–79; **D:** 70–74; **F:** 0–69

Assessment & Testing Expectations:

- Students should have **no more than two tests in one day**.
- If a student is scheduled for more than the daily limit, the student should notify their teachers or the Assistant Head of Upper School.

Teachers clearly communicate major assignment due dates and expectations in advance and provide timely feedback to support student growth.

Late Work Policy:

The Upper School late work policy is designed to promote responsibility, accountability, and preparation for college-level expectations.

Minor Assignments:

- Late minor assignments are **not accepted**.
- A grade of **0** will be recorded for late minor work.
- If a student fails to turn in **three minor assignments in a quarter**, parents will be notified.

Major Assignments:

- Late major assignments are accepted with a **10-point deduction per school day**, up to **four days**.
- After four days, the assignment receives a grade of **0**, and the student is still required to complete the work.
- Each school day counts toward the four-day maximum, regardless of whether the class meets.

Extra Credit:

Extra credit is not a part of Upper School academic practice and will not be offered. Students are expected to demonstrate mastery through assigned coursework and assessments.

Make-Up Work Due to Absence:

Students with **excused absences** (school events or a parent's or doctor's note submitted within 48 hours) may make up missed work.

- One-day absence → two days to make up work
- Two-day absence → four days to make up work
- Each additional absence adds one additional make-up day

Students are responsible for checking **myFBCA**, contacting teachers with questions, and completing make-up work during Office Hours. Extended absences are addressed through a personalized plan coordinated by the Upper School Counselor.
Students who are truant when an assessment is given or an assignment is due will receive a **0**. Students absent due to suspension may receive a grade no higher than **70** on work due or given during the suspension.

Final Exam Exemptions (Spring Semester):

Students may qualify for final exam exemptions as follows:

- **Freshmen:** up to 1 exam
- **Sophomores:** up to 2 exams
- **Juniors:** up to 3 exams
- **Seniors:** exempt from all exams

To qualify, students must meet **all** of the following:

- Semester average of **90 or above**
- No unexcused absences
- No more than five excused absences (excluding school-sponsored activities and approved circumstances)
- No more than four tardies
- No disciplinary issues

Students enrolled in an **AP course** are exempt from the corresponding semester final exam, as they are required to take the AP Exam for that course. To qualify for final exam exemptions, students must meet all attendance and discipline requirements. Please note that exam exemptions are considered a privilege and may be revoked if those requirements are not met.

Academic Probation:

The purpose of academic probation is to provide targeted academic support and accountability.

- ∉ Earn two or more failing grades (69 or below) within two consecutive grading periods in any subject.
- ∉ Earn an F in a core academic subject.
- ∉ The student fails to meet the attendance requirements per semester (see attendance and credit policy)

Extracurricular Eligibility:

FBCA follows a **"no pass, no play"** policy.

- Students with a failing grade at the quarterly reporting period are ineligible to compete or perform for **two weeks**.
- During ineligibility, students may practice or rehearse but may not compete, perform, travel, or miss class for extracurricular activities.
- Grades are reviewed every two weeks until eligibility is restored.

Artificial Intelligence (AI):

FBCA teaches students to use AI thoughtfully and with discernment, as a tool that supports learning rather than replaces the God-given ability to reason, create, and communicate. The default for every assignment is AI-free unless a teacher gives specific permission. When AI use is permitted, teachers set clear parameters, and students must disclose their use, cite AI-generated content, and submit a chat log as directed. To protect academic integrity, digital work may be completed in Clarity, a writing tool within Turnitin.com that captures the full version and edit history so teachers can see how the work developed from start to finish. FBCA-approved tools are Flint AI (grades 6–12) and Microsoft Copilot (grades 9–12). Unauthorized AI use is treated as a form of academic dishonesty. Full guidance, including the AI Acceptable Use Menu, is available from the school.

FBCA Upper School Course of Study

Theology

In the Upper School Theology Department, we are committed to developing students who faithfully engage with Scripture and theological study with both intellectual rigor and spiritual devotion. We believe that the Bible is God's inspired Word that reveals His character, His redemptive plan, and our place within His story. Our approach reflects Christ's call to love God with our whole being—including our minds. Through reason, tradition, experience, and Holy Scripture, we challenge students to think critically about ultimate questions: Who is God? Where did we come from? Why are we here? How are we to act? And where are we going?

In dialogue with philosophy, history, science, and literature, we guide students through a comprehensive examination of biblical texts, church history, world religions, Bible interpretation, Christian doctrines, ethics, and Christian apologetics.

The goal is spiritual formation—developing thoughtful, morally grounded individuals who can articulate and examine their beliefs with clarity and charity.

We employ varied instructional methods, including discussions, experiential activities, debates, and immersive projects that make theological concepts tangible. We value biblical scholarship and heart transformation, providing opportunities for students to wrestle with difficult questions while developing authentic faith. We evaluate student learning through diverse assessment methods, including collaborative biblical interpretation exercises, research-based presentations, oral examinations, and substantive theological writing.

We aim to graduate students who possess deep biblical knowledge, appreciate their Christian heritage, and can effectively communicate the Gospel with both conviction and compassion in an increasingly complex world. Rooted in dialogue and critical reflection, we cultivate a thoughtful and informed commitment to truth, love, justice, and ultimately a lifelong commitment to our Lord Jesus Christ.

Old Testament Survey
Grade 9 (1 semester—0.5 credit) Fall semester Students examine God's revelation of theological truths as revealed through the overarching story of the Bible. Students will learn the unfolding of God's redemptive plan for the people of Israel, and ultimately the world, as they survey and explore the contents of the Old Testament books from Genesis to Malachi.
Students will be introduced to: • The foundational questions of Scripture and its authority • The creation narrative and different theological interpretations • The fall of humanity and the consequence of sin • The covenant relationship between God and Abraham

- The formation of Israel as a nation through the Pentateuch
- The role of judges in Israel's history
- The rise and fall of Israel's monarchy
- The purpose and message of the major and minor prophets

Continued reinforcement will be placed on:

- Biblical interpretation skills
- Scripture memorization, including passages from John and Psalms
- Critical thinking, discussions and debates about theological concepts
- Understanding the metanarrative of Scripture
- Connecting Old Testament themes to New Testament fulfillment
- Development of research and analytical skills
- Develop sophisticated reading and comprehension skills

By year's end, students will be able to:

- Articulate the major events and themes of the Old Testament
- Explain God's covenant relationship with Israel
- Trace the lineage from Abraham to the kings of Israel
- Understand how the Old Testament points to the coming of Christ
- Engage in meaningful discussions about the nature of God, sin, and redemption
- Apply Old Testament lessons to contemporary life

Resources Used

- *Christian Standard Bible (CSB)*, Holman Bible Publishers (2017)
- *Tyndale Old Testament Commentaries*, InterVarsity Press (rev. eds.)

New Testament Survey

Grade 9 (1 semester – 0.5 credit)
Spring semester

Students continue to discover the nature of God and man's relationship through the overarching story of the Bible in this survey of the New Testament. Students will learn the culmination of God's redemptive plan through Jesus and the formation of the Church as they survey and explore the contents of the New Testament books from Matthew to Revelation and Christ's return.

Students will be introduced to:

- The historical and religious context of Judaism during the time of Jesus
- The intertestamental period and its impact on first-century Palestine
- The life, ministry, teachings, and parables of Jesus Christ
- The synoptic Gospels and their unique perspectives on Jesus' life
- The events of Passion Week and the theological significance
- The birth and expansion of the early Church through Acts
- Paul's missionary journeys and their impact on Christianity
- The doctrinal teachings in Paul's epistles, particularly Romans
- The general epistles and their message to the early Church
- The apocalyptic literature of Revelation and its themes

Continued reinforcement will be placed on:

- Scripture memorization, including passages from Colossians and 2 Timothy
- Biblical interpretation skills, particularly for parables and epistolary literature
- Critical analysis of historical context and its influence on biblical texts
- Connections between Old Testament prophecies and New Testament fulfillment
- Collaborative learning through peer discussion and group projects
- Oral presentation skills through projects and assessments
- Critical thinking, discussions and debates about theological concepts
- Development of research and analytical skills
- Develop sophisticated reading and comprehension skills

By year's end, students will be able to:

- Articulate how Judaism transformed between the Old and New Testaments
- Explain the significance of Jesus' life, teachings, death, and resurrection
- Trace the spread of the Gospel through the Roman world in Acts
- Understand the concept of justification by faith as presented in Romans
- Identify the major themes and purposes of the New Testament epistles
- Discuss the apocalyptic imagery and message of Revelation and establish an eschatological view
- Apply New Testament teachings to contemporary Christian living
- Demonstrate comprehensive knowledge through oral assessments

Resources Used:

- *Christian Standard Bible (CSB)*, Holman Bible Publishers (2017)
- *Tyndale New Testament Commentaries*, InterVarsity Press (rev. eds.)

Church History

Grade 10 (1 semester–0.5 credit)
Fall semester

Students will embark on a journey through Christian history, tracing the Church's development from the time of the Apostles through the Protestant Reformation. By exploring the lives of influential figures such as Polycarp, Irenaeus, Athanasius, Augustine, and Martin Luther, students will gain appreciation for the individuals whose lives played a part in Church history. The course explores several critical historical questions, including the Church's significance across time, the distinction between orthodoxy and heresy, evidence for Scripture's reliability, and the development of foundational doctrines like Christ's deity and the Trinity. Students will examine watershed moments, including the major church councils, the creation of historic creeds, the Great Schism, and the Protestant Reformation, while immersive learning experiences bring history alive through activities such as simulating worship in the catacombs, copying a scroll using ancient scribal techniques, and participating in a mock trial of Martin Luther.

Students will be introduced to:

- The larger story of church history and how they fit within it
- The Apostolic Fathers and their writings, including The Didache, Ignatius of Antioch, and Polycarp
- Early Christian Apologists and their defense of the faith against Roman culture
- Major heresies that challenged the early church, including Gnosticism and Arianism
- Christological and Trinitarian debates that shaped orthodox Christian doctrine
- The function and importance of church councils and creeds in establishing orthodoxy
- Historical evidence for the reliability and uniqueness of Scripture
- The development of the biblical canon and methods of biblical interpretation
- The theological disputes that led to the Great Schism between East and West
- Pre-Reformation reformers including Wycliffe, Hus, and Erasmus
- Martin Luther's 95 Theses and the Five Solas of the Protestant Reformation

Continued reinforcement will be placed on:

- Scripture memorization of key passages related to the Church (Acts 2:42-47)
- Critical analysis of primary source documents from church history
- Thoughtful, text-based discussions through Harkness method
- Reading comprehension and annotation of primary and secondary sources
- Distinguishing between theological paradox, mystery, and contradiction
- Recognizing the relevance of historical theological debates to contemporary Christianity
- Articulating complex theological concepts and questions through writing and discussion
- Collaborative learning through group activities and projects
- Prayer for and reflection on the global and historical Body of Christ

By year's end, students will be able to:

- Explain the historical development of key Christian doctrines
- Identify major figures, movements, and events in church history
- Articulate the differences between orthodox theology and heretical teachings
- Analyze how the Church has preserved essential doctrine through councils and creeds
- Defend the historical reliability of Scripture using bibliographical, internal, and external evidence
- Compare and contrast Eastern Orthodox, Roman Catholic, and Protestant theological positions
- Apply lessons from church history to contemporary theological discussions

• Evaluate the purpose of the Protestant Reformation and its lasting impact
Resources Used: • *Christian Standard Bible (CSB)*, Holman Bible Publishers (2017) • *The Story of Christian Theology* by Roger Olson, InterVarsity Press (1999)

World Religions

Grade 10 (1 semester–0.5 credit)
Spring semester

Students will explore the five major world religions and various Christian cults while developing skills for meaningful cross-cultural conversations. The course begins by examining concepts of truth, relativism, and the challenges of religious pluralism, then investigates how cultural backgrounds shape worldviews and influence interactions with Western culture. Students will examine the founder of each religion, its historical evolution, principal doctrines, and worship practices, making insightful comparisons with Christianity. Throughout the course, students will learn to engage in insightful, compassionate dialogue with people of different faiths, focusing on how to love their neighbors authentically while sharing their Christian faith with both truth and grace. Immersive experiences and case studies will help students develop practical skills for building bridges across religious and cultural differences.

Students will be introduced to:

- The concepts of objective and subjective truth, and the implications of relativism in culture
- Religious pluralism and its logical challenges
- Cross-cultural communication skills and understanding different worldviews
- Cultural contexts that shape religious practices, including guilt/innocence and honor/shame cultures
- The Abrahamic religions—Judaism and Islam—their founders, core beliefs, practices, and texts
- Eastern religions—Hinduism and Buddhism—their founders, core beliefs, practices, and texts
- Christian cults, including Jehovah's Witnesses and the Church of Jesus Christ of Latter-Day Saints—their founders, core beliefs, practices, and texts
- Ways to engage in respectful and compassionate interfaith dialogue and evangelism

Continued reinforcement will be placed on:

- Critical thinking and analysis of religious texts and claims
- Scripture memorization of key apologetic passages
- Collaborative learning through Harkness discussions and group projects
- Thoughtful dialogue and respectful engagement with different perspectives
- Biblical foundations for evaluating other belief systems
- Reading comprehension and annotation of primary and secondary sources
- Write focused, evidence-based questions that drive deeper inquiry about faith and practice
- Articulation of Christian beliefs in contrast to other faith traditions

By year's end, students will be able to:

- Define and distinguish between major world religions and Christian cults
- Identify potential contradictions and logical issues within various belief systems

- Explain how culture and religion influence each other
- Engage in respectful conversations with people of different faith backgrounds
- Articulate the unique claims of Christianity in comparison to other religions
- Recognize common misconceptions and stereotypes about different religions
- Apply biblical principles when evaluating religious claims and practices
- Demonstrate knowledge of how to compassionately share Christ with a friend from a different faith

Resources Used:

- *Christian Standard Bible (CSB)*, Holman Bible Publishers (2017)
- *Neighboring Faiths* by Winfried Corduan, InterVarsity Press (1998)
- *The World's Religions*, Huston Smith, HarperOne (1991)

Biblical Interpretation
Grade 11 (1 semester–0.5 credit) Fall semester Students study the historical development of the Bible and the principles of biblical interpretation, known as hermeneutics. This approach emphasizes careful attention to authorship, genre, language, historical setting, and literary context to interpret Scripture responsibly. By examining immediate, broader, and historical contexts, students acquire the ability to read the Bible canonically—as a cohesive narrative—facilitating both profound comprehension and significant personal application.
Students will be introduced to: • The nature and necessity of hermeneutics in biblical studies • God's revelatory nature and the supremacy of Scripture • Distinguishing between devotional reading and interpretive study • Various approaches in translation (formal equivalence, dynamic equivalence) • Exegetical process involving steps in interpretation • Identify importations or exegesis and exegesis, exporting. • Learning and identifying various genres • Sentence-level observation skills, including repetition, contrasts, and grammatical elements. • Identifying cultural gaps in interpretive tasks. • Historical-cultural aspects of Old Testament and New Testament • Group and individual interpretation
Continued reinforcement will be placed on: • Critical thinking and analytical reading of biblical texts • Recognition of grammatical elements that affect interpretation • Articulation of observed textual features and their significance • Understanding the relationship between observation and interpretation • Collaborative learning through Harkness discussions • Written analysis and annotation of biblical passages • Identification of interpretive pitfalls and how to avoid them • Application of proper hermeneutical methods to various biblical genres • Appreciation for the historical and cultural context of Scripture • Development of skills to identify and correct faulty interpretations

By year's end, students will be able to:

- Apply the five steps of the interpretive journey to biblical texts
- Identify and analyze grammatical elements that affect textual meaning
- Recognize discourse patterns, chiasms, and literary structures in Scripture
- Articulate the differences between various English translations
- Evaluate the impact of cultural and historical context on interpretation
- Develop theological principles from biblical texts using proper methodology
- Distinguish between devotional reading and interpretive study
- Apply biblical principles appropriately to contemporary contexts
- Work collaboratively to ensure the proper interpretation of challenging passages.
- Recognize and address presuppositions that might distort interpretation

Resources Used:

- *Christian Standard Bible (CSB)*, Holman Bible Publishers (2017)
- *Cultural Backgrounds Study Bible*, Zondervan (2016)
- *The Expositor's Bible Commentary*, Zondervan (1976–present)
- *The Word Biblical Commentary*, Zondervan (1982–present)
- **Online Bible & Reference Resources:**
    - BibleRef.com, Got Questions Ministries
    - NET Bible, Biblical Studies Press (2005)
    - Blue Letter Bible, Sowing Circle
    - The Gospel Coalition, The Gospel Coalition
    - GotQuestions.org, Got Questions Ministries
- **Devotionals:**
    - I'm Beggar (devotional videos), I Am Second / I'm Beggar (n.d.)
    - *My Utmost for His Highest*, Oswald Chambers, Dodd, Mead & Co. (1927)
    - *The Valley of Vision*, Arthur Bennett, Banner of Truth (1975)
    - *The Imitation of Christ*, Thomas à Kempis (c. 1418)

Honors Biblical Interpretation

Grade 11 (1 semester—0.5 credit)
Prerequisite: A grade of 90 or higher in all theology classes, teacher recommendations, and an application process.
Fall semester

Honors Biblical Interpretation is not just about reading the Bible—it's about unleashing its power through faithful interpretation and passionate proclamation. In this course, students will be equipped with essential tools to dig deep into Scripture, rightly divide the Word of truth, and communicate it with clarity and conviction. Together, they will journey through the step-by-step process of biblical exposition, transforming their study into Spirit-led messages. Each student will have the opportunity to preach those messages in class and in chapel, developing both their voice and sharpening their ability to be faithful expositors of God's Word.

Students will be introduced to:

- The process of Bible translation from original manuscripts to modern forms
- Various approaches to translation (formal equivalence, dynamic equivalence, etc.)
- Exegetical methods for analyzing sentences, paragraphs, and discourses
- The interpretive journey from ancient text to contemporary application
- Tools for identifying historical-cultural context of biblical passages
- Methods for determining literary context and its impact on meaning
- Word study techniques and how to avoid common word study fallacies
- The role of the Holy Spirit in biblical interpretation
- Genre-specific interpretive approaches for New Testament letters, Gospels, Acts, and Revelation
- Genre-specific interpretive approaches for Old Testament narrative, law, poetry, prophets, and wisdom literature
- Principles of effective communication and public speaking
- The process of selecting appropriate biblical texts for messages

Continued reinforcement will be placed on:

- Critical thinking skills in textual analysis
- Careful observation of biblical texts at various levels
- Recognition of context as essential to proper interpretation
- Application of hermeneutical principles to different biblical genres
- Development of exegetical skills through regular practice exercises
- Engagement in collaborative learning through discussion boards
- Appreciation for the unity and diversity of Scripture
- Articulation of textual meaning with clarity and accuracy
- Integration of academic study with spiritual formation

By year's end, students will be able to:

- Describe the process of Bible translation and evaluate different translation approaches
- Perform exegesis on sentences, paragraphs, and discourses with increasing skill
- Navigate the interpretive journey from ancient text to contemporary application
- Utilize appropriate tools to identify historical-cultural contexts
- Determine literary contexts and recognize their impact on meaning
- Conduct word studies while avoiding common interpretive fallacies
- Appreciate the essential role of the Holy Spirit in biblical interpretation
- Apply genre-specific interpretive principles to various biblical texts
- Construct accurate biblical expositions that are contextually, historically, and culturally relevant
- Deliver effective biblical messages to peers in classroom and chapel settings

Resources Used:

- *Christian Standard Bible (CSB)*, Holman Bible Publishers (2017)
- *Grasping God's Word*, J. Scott Duvall & J. Daniel Hays, Zondervan (2005)
- *Expository Preaching: Principles & Practice*, Haddon W. Robinson, Baker Academic (2001)
- **Online Bible Study & Reference Tools:**
    - Precept Austin, Precept Ministries International (n.d.)
    - Blue Letter Bible (Study Tools), Sowing Circle (n.d.)

Systematic Theology

Grade 11 (1 semester – 0.5 credit)
Spring semester

This course covers the doctrines of Christianity known as Systematic Theology. Students study the nature, sources, and scope of systematic theology, which includes a biblical and historical survey of each doctrine. Students are encouraged to engage in critical thinking skills, identifying historical and contemporary ideologies that seek to diminish Christian doctrines, and seek to make connections between doctrines and practical living. Finally, a high view of Scripture is encouraged, as it, along with Jesus Christ, is the final authority on the doctrines of Christianity.

Students will be introduced to:

- The theological method of using a biblical and historical survey in learning each doctrine
- The four sources for doing theology (Scripture, Reason, Tradition, Experience)
- How to rank doctrines in essential, second-order, and third-order categories
- The doctrine of God, including divine attributes and names of God
- The doctrine of creation and God's providence
- The doctrine of the Trinity and Trinitarian formulations throughout church history
- The doctrine of humanity, including human constitution and the image of God
- The doctrine of Christology, including the incarnation, deity, and hypostatic union
- The doctrine of salvation, including election, predestination, conversion, and sanctification
- The doctrine of the Holy Spirit, including personhood, deity, and work in believers' lives
- Contemporary ideologies that challenge orthodox Christian beliefs by doing comparative analysis

Continued reinforcement will be placed on:

- Critical thinking skills in theological discourse
- Biblical literacy and proper interpretation of Scripture
- Recognition of the difference between essential and secondary doctrines
- Distinguishing between orthodox beliefs and heterodox positions
- Appreciation for the historical development of Christian doctrine
- Application of theological truths to personal spiritual growth

- Identification of spiritual emotionalism versus theological understanding
- Development of a worship posture that arises from theological knowledge
- Collaborative discussion and respectful dialogue about theological positions
- Articulation of biblical support for major Christian doctrines

By year's end, students will be able to:

- Identify and apply the four sources for theological method
- Articulate major Christian doctrines with biblical and historical support
- Distinguish between metaphysical and sensory understandings of God
- Evaluate various theological perspectives on creation, providence, and the problem of evil
- Explain the biblical basis for the Trinity and the function of each Person.
- Analyze the relationship between human dignity and being created in God's image
- Trace Old Testament Messianic prophecies and their fulfillment in Christ
- Understand the various theological positions on free will and sovereignty
- Distinguish between salvation and sanctification in the believer's life
- Apply theological knowledge to worship, spiritual growth, and everyday decisions

Resources Used:

- *Christian Standard Bible (CSB*), Holman Bible Publishers (2017)
- **Online Bible Study & Reference Tools:**
    - The Gospel Coalition, The Gospel Coalition (n.d.)
    - GotQuestions.org, Got Questions Ministries (n.d.)
    - Reasonable Faith, Reasonable Faith Ministries (n.d.)

Devotionals & Spiritual Formation:

- I'm Beggar (devotional videos), I Am Second / I'm Beggar (n.d.)
- *My Utmost for His Highest,* Oswald Chambers, Dodd, Mead & Co. (1927)
- *The Imitation of Christ*, Thomas à Kempis (c. 1418)
- *The Valley of Vision,* Arthur Bennett, Banner of Truth (1975)

Christian Ethics
Grade 12 (1 semester–0.5 credit) Fall semester This philosophical course is intended to be a comprehensive study of Christian ethics and will include biblical and theological foundations, historical developments, and modern issues of morality. As a study of non-Christian ethics, it is also analyzed. A special emphasis will be placed on the effective dialogue between church and culture, as well as the necessity of exemplifying authentic Christian praxis.
Students will be introduced to: • Logical arguments for morality and objective ethical standards • Biblical and ethical ideas throughout history • The Euthyphro Dilemma regarding the nature of goodness • Enlightenment and Postmodernism's impact on ethical thought • Why the Bible has a legitimate claim as a moral guide for all of humanity • Biblical ethics on contemporary issues relevant to students today in high school and college • The ethical implications of a creator who designed life on purpose for a purpose
Continued reinforcement will be placed on: • Critical thinking and logical argumentation skills • Understanding the historical context of ethical developments • Respectful dialogue on controversial moral topics • Biblical literacy and theological understanding • Application of Christian principles to contemporary ethical dilemmas • Recognition of the relationship between worldview and ethical positions • Development of a cohesive Christian approach to ethics • Appreciation for the complexity of ethical decision-making

By year's end, students will be able to:

- Articulate logical arguments for objective morality
- Understand major philosophical and theological perspectives on ethics
- Identify the strengths and weaknesses of various ethical frameworks
- Explain how the Bible provides moral guidance across cultures and time
- Address complex contemporary ethical issues from a biblical perspective
- Recognize how Enlightenment and Postmodern thinking have influenced ethics
- Engage respectfully with those holding different views on controversial topics
- Develop a consistent Christian ethical framework for decision-making
- Apply biblical principles to personal moral choices and societal issues

Resources Used:

- *Christian Standard Bible* (CSB), Holman Bible Publishers (2017)
- *Total Truth*, Nancy Pearcey, Crossway (2004)
- *Love Thy Body*, Nancy Pearcey, Baker Books (2018)
- *Mere Christianity*, C. S. Lewis, HarperOne (1952)
- *Person of Interest*, J. Warner Wallace, Zondervan (2022)
- **Online Bible Study & Reference Tools:**
    - Videos by Sean McDowell
    - Videos by William Lane Craig
    - Videos by John Lennox

Apologetics

Grade 12
(1 semester - 0.5 credit) spring semester

In this philosophical course, students examine major arguments related to the existence of God, the resurrection of Christ, and the problem of evil. Through structured analysis, evaluation of competing perspectives, and reasoned discussion, students develop the ability to construct, critique, and articulate arguments using sound logical and rhetorical strategies. The course emphasizes thoughtful engagement with cultural and philosophical questions while cultivating clarity, charity, and intellectual rigor

Students will be introduced to:

- Critical thinking skills and logical argumentation
- Identifying and avoiding logical fallacies
- Articulating sound and valid arguments, and what makes an argument cogent
- Epistemology (the theory of knowledge)
- Worldviews and how to identify arguments for various worldviews
- Respectful dialogue with those holding different worldviews
- Understanding the relationship between faith and reason
- Biblical literacy and theological understanding
- Scientific, historical, and philosophical literacy as it relates to apologetic evidence
- Developing a cohesive Christian worldview

Continued reinforcement will be placed on:

- Critical thinking skills and identification of logical fallacies
- Articulating sound and valid arguments
- Respectful dialogue with those holding different worldviews
- Biblical literacy and integration of Scripture into apologetic discussions
- Historical and cultural context of philosophical questions
- Recognition of the relationship between faith and reason
- Development of a cohesive Christian worldview
- Application of apologetic principles to real-world conversations

By year's end, students will be able to:

- Understand the basics of logic and what makes an argument valid and sound
- Identify different worldviews and determine their strengths and weaknesses
- Review and defend cosmological, teleological, and moral arguments for God
- Introduction to and discussion of the ontological argument
- Analyze scientific evidence for design, including the universe's origin and fine-tuning
- Articulate the vast amount of historical evidence supporting Christianity
- Explain how historical evidence works and present archaeological artifacts as proof
- Defend the historicity of Christ's resurrection with compelling evidence
- Explore philosophical evidence for Christianity through moral arguments
- Engage in intelligent conversations with non-believers about Christian truth claims

Resources Used:

- *Christian Standard Bible (CSB*), Holman Bible Publishers (2017)
- *Philosophy Made Slightly Less Difficult,* Garrett J. DeWeese & J. P. Moreland, InterVarsity Press *(2005)*
- *Mere Christianity,* C. S. Lewis, HarperOne (1952)
- *The Problem of Pain,* C. S. Lewis, HarperOne (1940)
- *Person of Interest,* J. Warner Wallace, Zondervan (2022)
- *Cold-Case Christianity,* J. Warner Wallace, David C. Cook (2013)
- **Online Bible Study & Reference Tools:**
    - Videos by Sean McDowell (n.d.)
    - Videos by William Lane Craig (n.d.)
    - Videos by John Lennox (n.d.)

Honors Apologetics
Grade 12 **(1 semester – 0.5 credit) fall semester** **Prerequisite: A grade of 90 or higher in all theology classes, teacher recommendations, and an application process.** This advanced course gives students an opportunity for further comprehension and mastery in the areas of biblical rhetoric, epistemology, metaphysics, apologetics, Church history, and modern Christian ministry. Students who are ideal candidates for Honors Apologetics should be proficient in writing, excellent time managers, able to conduct meaningful research, comfortable with public speaking, and able to work well independently. Students should have a deeper understanding of theological topics and be willing to go where the research takes them. The semester will culminate in students presenting and defending their thesis in a formal setting.
Students will be introduced to: • Advanced critical thinking skills and complex logical argumentation • In-depth analysis and refutation of logical fallacies • Formulation of original apologetic arguments with scholarly support • Epistemology (the theory of knowledge) • Scholarly research methodologies and academic writing skills

- Engagement with primary philosophical and theological texts
- Formal debate techniques and structured oral defense strategies
- Comparative analysis of major worldview systems

Continued reinforcement will be placed on:

- Sophisticated critical thinking skills and philosophical analysis
- Construction and defense of original apologetic arguments
- Scholarly engagement with opposing viewpoints
- Advanced biblical exegesis and theological integration
- Historical and cultural contextualization of philosophical questions
- Synthesis of faith and reason in academic discourse
- Development of a comprehensive, defensible Christian worldview
- Application of scholarly apologetic methodologies to contemporary issues

By year's end, students will be able to:

- Formulate and evaluate complex logical arguments using formal systems
- Compare and contrast competing worldviews with scholarly precision
- Construct and defend nuanced cosmological, teleological, and moral arguments
- Analyze advanced scientific and philosophical evidence for intelligent design
- Evaluate historical evidence using proper historiographical methodologies
- Engage with scholarly criticisms of Christian historical claims
- Present a sophisticated defense of Christ's resurrection, addressing scholarly objections
- Produce and defend an original research paper on a theological topic
- Engage in scholarly dialogue with diverse perspectives using academic resources

Resources Used:

- *Christian Standard Bible* (CSB), Holman Bible Publishers (2017)
- *Philosophy Made Slightly Less Difficult*, Garrett J. DeWeese & J. P. Moreland, InterVarsity Press (2005)
- *Mere Christianity*, C. S. Lewis, HarperOne (1952)
- *The Problem of Pain*, C. S. Lewis, HarperOne (1940)
- *Person of Interest*, J. Warner Wallace, Zondervan (2022)
- *Cold-Case Christianity*, J. Warner Wallace, David C. Cook (2013)
- **Online Bible Study & Reference Tools:**
    - Videos by Sean McDowell (n.d.)
    - Videos by William Lane Craig (n.d.)
    - Videos by John Lennox (n.d.)

English

The Upper School English Department cultivates critical thinkers who engage deeply with the written and spoken word. We believe literature and language open meaningful windows into God's world and the shared human experience. Our biblical worldview shapes our curriculum, our classrooms, and the way we approach truth.

Our curriculum explores a wide range of fiction and nonfiction texts that foster thoughtful dialogue. By studying works with redemptive value from diverse authors across time and culture, students grow in empathy, cultural literacy, and moral discernment. We integrate grammar, vocabulary, speech, research, and technology within authentic reading and writing tasks to strengthen students' skills in context.

Our classrooms emphasize active participation and purposeful engagement. Through discussion, collaborative projects, research presentations, and analytical and creative writing, students learn to think clearly and communicate effectively. We value process as much as product, providing specific feedback that supports growth. Assessments are designed to strengthen resilience, responsibility, and executive functioning skills while maintaining high expectations with grace. Students analyze complex texts, evaluate multiple perspectives, and wrestle thoughtfully with challenging ideas.

In the Upper School English classroom, students learn that words matter. We teach them to read closely, think carefully, and communicate clearly. They practice supporting their ideas with evidence and engaging respectfully with differing viewpoints. As they encounter a range of voices and ideas, they learn to evaluate what they read through a biblical worldview. Our goal is to graduate students who use language wisely, think independently, and reflect Christ in both their words and their actions.

English I
9th Grade (2 semesters—1 credit) In this on-level introductory US English course, students will compose multi-paragraph essays, expand knowledge of grammar and syntax, and polish oral communication and reference skills. Students will read, discuss, and respond to works of literary merit from world literature, with special emphasis on Greek and Roman mythology.
Students will be introduced to: • **Grammar, Mechanics and Punctuation**—commas and other punctuation; subject-verb agreement; pronouns • **Composition and Research**—thesis development, textual support, and MLA citation

- **Literature and Culture**—the Hero's Journey; allegory, symbolism, and metaphor; narrative point of view
- **Critical Thinking, Speech, and Creative Writing—close** reading, annotation, fact vs. opinion, and rhetorical strategies
- **Vocabulary**—Membean; Greek and Latin Roots

Continued reinforcement will be placed on:

- **Grammar, Mechanics and Punctuation**—spelling and capitalization
- **Composition and Research**—topic sentences, revision, transitions, and paragraph development
- **Literature and Culture**—active reading strategies, finding main ideas
- **Critical Thinking, Speech, and Creative Writing**—collaborative discussions and respectful discourse
- **Vocabulary**—acquisition through context, word structure, and etymology

By year's end, students will be able to:

- **Grammar, Mechanics, and Punctuation**—Students will write complete sentences with appropriate punctuation and agreement.
- **Composition and Research—**Students will write multi-paragraph essays with clear thesis statements, conduct research using credible sources, and properly document those sources to avoid plagiarism.
- **Literature and Culture**—Students will identify elements of the Hero's Journey in narratives, recognize figurative elements, and explain how point of view affects the reading of a text.
- **Critical Thinking, Speech, and Creative Writing**—Students will demonstrate command of standard English conventions in writing and speaking.
- **Vocabulary**—Students will decode unfamiliar vocabulary terms by applying knowledge of word roots.

Resources Used:

- **Core Literary Texts**
  - *Enders Game*, Orson Scott Card, Tor Books (2010) (Summer Reading)
  - *The Odyssey*, Homer, Penguin Classics (2003)
  - *To Kill a Mockingbird*, Harper Lee, Harper Perennial Modern Classics (2002)
  - *A Midsummer Night's Dream,* William Shakespeare, Folger Shakespeare Library (2016)
  - *Life of Pi*, Yann Martel, Harcourt (2001) or *Treasure Island,* Robert Louis Stevenson, Hart Warming Classics (2017)
  - Selected short stories, poems, and informational texts
- **Writing, Research & Style Resources:**
  - MLA Handbook, Modern Language Association (2024)
  - *Teaching Grammar Through Writing*, Keith Polette, Pearson (2012)
  - *The Jane Schaffer Writing Program*, Jane Schaffer and Dr. Deborah Louis, Teaching That Makes Sense (2024)
- **Digital Resources:**
  - Membean Vocabulary Program

Honors English I
9th Grade (2 semesters—1 credit) In this advanced introductory English course, students will compose multi-paragraph essays, expand knowledge of grammar and syntax, improve spelling, and polish oral communication and reference skills. Students will read, discuss, and respond to works of literary merit from world literature, with special emphasis on Greek and Roman mythology. To better prepare them for later AP courses, students enrolled in the Honors course are expected to move quickly through application and enrichment activities and may have additional assigned readings, projects, and writing assignments beyond those in the Academic course.

Students will be introduced to:

- **Grammar, Mechanics and Punctuation**—commas and other punctuation; subject-verb agreement; pronouns; compound and complex sentences; parallelism
- **Composition and Research**—thesis development, textual support, claims and evidence, MLA citation, revising for clarity and concision.
- **Literature and Culture**—The Hero's Journey; allegory, symbolism, and metaphor; narrative point of view; comparing and contrasting texts; recognizing non-linear plot development
- **Critical Thinking, Speech, and Creative Writing**—identifying and avoiding logical fallacies, close reading, annotation, fact vs. opinion, and rhetorical strategies (logos, ethos, and pathos).
- **Vocabulary**—Membean; Greek and Latin Roots

Continued reinforcement will be placed on:

- **Grammar, Mechanics and Punctuation**—spelling and capitalization
- **Composition and Research**—topic sentences, revision, transitions, and paragraph development
- **Literature and Culture**—active reading strategies, finding main ideas
- **Critical Thinking, Speech, and Creative Writing**—collaborative discussions and respectful discourse
- **Vocabulary**—acquisition through context, word structure, and etymology

By year's end, students will be able to:

- **Grammar, Mechanics, and Punctuation**—Students will write complete sentences with appropriate punctuation and agreement.
- **Composition and Research**—Students will write multi-paragraph essays with clear thesis statements, conduct research using credible sources, properly document those sources to avoid plagiarism, avoid logical fallacies, and revise for clarity and concision
- **Literature and Culture—Students** will identify elements of the Hero's Journey in narratives, recognize figurative elements, and compare and contrast elements such as point of view and non-linear plot development in two or more texts.
- **Critical Thinking, Speech, and Creative Writing**—Students will demonstrate command of standard English conventions in writing and speaking; they will identify logical fallacies in arguments presented to them.
- **Vocabulary**—Students will decode unfamiliar vocabulary terms by applying knowledge of word roots.

Resources Used:

- **Core Literary Texts**
  - *Enders Game*, Orson Scott Card, Tor Books (2010) (Summer Reading)
  - *The Odyssey*, Homer, Penguin Classics (2003)
  - *To Kill a Mockingbird*, Harper Lee, Harper Perennial Modern Classics (2002)
  - *A Midsummer Night's Dream,* William Shakespeare, Folger Shakespeare Library (2016)
  - *Life of Pi*, Yann Martel, Harcourt (2001) or *Treasure Island,* Robert Louis Stevenson, Hart Warming Classics (2017)

- Selected short stories, poems, and informational texts
- **Writing, Research & Style Resources:**
  - MLA Handbook, Modern Language Association (2024)
  - *Teaching Grammar Through Writing*, Keith Polette, Pearson (2012)
  - *The Jane Schaffer Writing Program*, Jane Schaffer and Dr. Deborah Louis, Teaching That Makes Sense (2024)
- **Digital Resources:**
  - Membean Vocabulary Program

English II

10th Grade (2 semesters—1 credit)
Prerequisite: English I

The English II course builds upon the foundational skills acquired in previous years while introducing more complex literary concepts, critical thinking skills, and writing techniques. Through various texts, students will explore themes, analyze characters, and evaluate literary devices, with special emphasis on the paradoxical nature of knowledge. Students will write insightful literary analyses examining the choices writers make in fiction and nonfiction writing.

Students will be introduced to:

- **Grammar, Mechanics, and Punctuation**—compound and complex sentences, parallelism, and mechanics for quotations, citations, and dialogue.
- **Composition and Research**—multi-source research writing; evaluation of reliability and bias in non-fiction texts; establishing claims and evidence; expanding commentary to support claims; writing literary analysis; effective introductions and conclusions
- **Literature and Culture**—comparing and contrasting texts; recognizing non-linear plot development; exploring historical context; and analyzing the role of the narrator
- **Critical Thinking, Speech, and Creative Writing**—recognizing and avoiding logical fallacies, persuasive speeches with rhetorical devices (logos, pathos, and ethos)
- **Vocabulary**— Membean; choosing effective verbs

Continued reinforcement will be placed on:

- **Grammar, Mechanics and Punctuation**—spelling and capitalization, commas and other punctuation; subject-verb agreement; pronouns
- **Composition and Research**—thesis development, textual support, MLA citation, topic sentences, revision, transitions, and paragraph development
- **Literature and Culture**—active reading strategies, identifying main ideas, and understanding narrative point of view
- **Critical Thinking, Speech, and Creative Writing**—collaborative discussions and respectful discourse, fact vs. opinion
- **Vocabulary**—acquisition through context, word structure, and etymology

By year's end, students will be able to:

- **Grammar, Mechanics, and Punctuation**—Students will write varied and effective sentences that fluidly incorporate textual evidence and appropriate parallelism.
- **Composition and Research**—Students will write multi-paragraph argumentative and literary analysis essays that advance well-supported arguments with effective rhetorical techniques and adequate documentation.
- **Literature and Culture**—Students will assess the reliability of narrators, determine the impact of cultural norms on societies in literature, and evaluate the ethical choices of literary characters.
- **Critical Thinking, Speech, and Creative Writing**—Students will present effective oral arguments using appropriate rhetorical techniques while avoiding logical fallacies
- **Vocabulary**—Students will decode unfamiliar vocabulary terms by applying knowledge of word roots and revise verbs in student writing for effect, power, and clarity

Resources Used:

- **Core Literary Texts:**

- *The Glass Menagerie,* Tennessee Williams, New Directions (1999) (Summer Reading)
- *Fahrenheit 451*, Ray Bradbury, Ballantine Books (1953)
- *Hamlet*, William Shakespeare, Folger Shakespeare Library (2016)
- *The Alchemist*, Paulo Coelho, HarperOne (1988)
- *Long Way Down,* Jason Reynolds, Atheneum Books (2017)
- Selected short stories, poems, and informational texts

- **Writing, Research & Style Resources:**
  - *MLA Handbook*, Modern Language Association (2024)
  - *The Jane Schaffer Writing Program*, Jane Schaffer and Dr. Deborah Louis, Teaching That Makes Sense (2024)
  - *Teaching Grammar Through Writing*, Keith Polette, Pearson (2012)
- **Digital Resources:**
  - Membean Vocabulary Program

Honors English II

10th grade (2 semesters – 1 credit)
Prerequisite: English I

The Honors English II course builds upon the foundational skills acquired in previous years while introducing more complex literary concepts, critical thinking skills, and writing techniques. Through various texts, students will explore themes, analyze characters, and evaluate literary devices, with special emphasis on the paradoxical nature of knowledge. Students will write insightful literary analyses examining the choices writers make in fiction and nonfiction writing. To better prepare them for later AP courses, students enrolled in the Honors course are expected to move quickly through application and enrichment activities and may have additional assigned readings, projects, and writing assignments beyond those in the Academic course.

Students will be introduced to:

- **Grammar, Mechanics and Punctuation**—compound and complex sentences, parallelism, and mechanics for quotations, citations, and dialogue; active vs. passive voice
- **Composition and Research**—using rhetorical appeals effectively; incorporating quotes smoothly into written essays; effective introductions and conclusions
- **Literature and Culture**—comparing and contrasting texts; recognizing non-linear plot development; historical context
- **Critical Thinking, Speech, and Creative Writing**—recognizing and avoiding logical fallacies and persuasive speeches with rhetorical devices
- **Vocabulary**—Membean; Greek and Latin Roots

Continued reinforcement will be placed on:

- **Grammar, Mechanics, and Punctuation**—punctuation and agreement; compound and complex sentences; parallelism; mechanics for quotations, citations, and dialogue.
- **Composition and Research**—thesis development, textual support, claims and evidence, citation, revision strategies
- **Literature and Culture**—figurative language, point of view, comparing and contrasting texts
- **Critical Thinking, Speech, and Creative Writing**—logical fallacies, close reading, annotation, bias and appeals
- **Vocabulary**—Membean; Greek and Latin Roots

By year's end, students will be able to:

- **Grammar, Mechanics, and Punctuation—Students** will write complete sentences with appropriate punctuation and agreement.
- **Composition and Research**—Students will write multi-paragraph essays with clear thesis statements, conduct research using credible sources, and properly document those sources to avoid plagiarism.
- **Literature and Culture**—Students will recognize figurative elements and explain how point of view affects the reading of a text. Students will analyze how authors of complex literary works present the paradoxical nature of knowledge as both empowering and destructive.
- **Critical Thinking, Speech, and Creative Writing**—Students will demonstrate command of standard English conventions in writing and speaking. Students will write and deliver persuasive oratory utilizing strong arguments and effective rhetoric.
- **Vocabulary**—Students will decode unfamiliar vocabulary terms by applying knowledge of word roots.

Resources Used:

- **Core Literary Texts:**
  - *The Glass Menagerie,* Tennessee Williams, New Directions (1999) (Summer Reading)
  - *Fahrenheit 451*, Ray Bradbury, Ballantine Books (1953)
  - *Hamlet*, William Shakespeare, Folger Shakespeare Library (2016)
  - *The Alchemist*, Paulo Coelho, HarperOne (1988)
  - *Long Way Down,* Jason Reynolds, Atheneum Books (2017)
  - Selected short stories, poems, and informational texts
- **Writing, Research & Style Resources:**
  - *MLA Handbook*, Modern Language Association (2024)
  - *The Jane Schaffer Writing Program*, Jane Schaffer and Dr. Deborah Louis, Teaching That Makes Sense (2024)
  - *Teaching Grammar Through Writing*, Keith Polette, Pearson (2012)
- **Digital Resources:**
  - Membean Vocabulary Program

AP English Language and Composition

11th Grade (2 semesters—1 credit)
Prerequisite: English II

This Advanced Placement course is a college-level composition course emphasizing rhetorical skills, analytical reading, logic, argumentation, diction, syntax, tone, imagery, structure, support, citation, revision, and editing. Through their reading in this course, students discover how writers craft texts effectively; through their writing, students hone their writing skills. The course meets the objectives laid out for the AP English Language and Composition exam, and students are expected to take the College Board Advanced Placement exam in May. Tuition does not cover exam fees or study materials.

Students will be introduced to:

- **Grammar, Mechanics, and Punctuation**—compound and complex sentence structure; effective use of phrases and clauses.
- **Composition and Research**—establishing a qualified argument through a nuanced thesis; supporting claims with appropriate evidence; relating evidence to the thesis through commentary; establishing a line of reasoning. Special emphasis on the three essay forms of the AP Language and Composition exam: Synthesis, Rhetorical Analysis, and Argument
- **Literature and Culture—recognizing** the components of a rhetorical situation (speaker, purpose, audience, context, exigence) and how those components interact in a work of nonfiction; recognizing how a writer's choices (diction, structure, imagery, rhetorical devices, etc.) make a text more or less effective rhetorically; executing organizational strategies to accomplish rhetorical goals
- **Critical Thinking, Speech, and Creative Writing**—recognizing and employing rhetorical devices; employing rhetorical appeals (logos, pathos, ethos) in effective speech and writing; applying literary theory to interpret texts; college admissions essay
- **Vocabulary**—examining how words affect tone and revising student writing for improved tonality and clarity; selected rhetorical devices

Continued reinforcement will be placed on:

- **Grammar, Mechanics and Punctuation**—established conventions of grammar and mechanics
- **Composition and Research**—writing clear, coherent sentences that advance arguments; developing paragraphs with claims and supporting evidence; crafting effective introductions; selecting transitional elements and coherence devices; citing sources
- **Literature and Culture**—identifying and analyzing claims and evidence in arguments; recognizing methods of development in argumentative texts; interpreting works of fiction and non-fiction
- **Critical Thinking, Speech, and Creative Writing**—strategic use of modifiers and qualifiers; understanding audience beliefs, values, and needs
- **Vocabulary**—precision in word choice and diction

By year's end, students will be able to:

- **Grammar, Mechanics and Punctuation**—Students will use established conventions of grammar and mechanics to communicate clearly and effectively
- **Composition and Research**—Students will craft essays that argue effectively, synthesize evidence appropriately, and analyze rhetorical choices carefully.

- **Literature and Culture—Students** will analyze and explain the choices writers make in a wide range of nonfiction and fiction texts.
- **Critical Thinking, Speech, and Creative Writing**—Students will employ rhetorical devices and appeals to argue effectively and recognize how those elements are used by other writers.
- **Vocabulary**—Students will apply correct terminology to rhetorical and grammatical elements they encounter in analyzing and crafting texts.

Resources Used:

- **Core Literary Texts:**
  - *Outliers*, Malcolm Gladwell, Little, Brown and Company (2008) (Summer Reading)
  - *Antigone,* Sophocles, Prestwick House, Inc. (2005)
  - *Macbeth*, William Shakespeare, Folger Shakespeare Library (2016)
  - *Mere Christianity*, C.S. Lewis, HarperOne (2001)
  - *I, Robot*, Isaac Asimov, Spectra (1991)
  - Selected short stories, poems, essays, speeches, and informational texts
- **Films:**
  - *It Happened One Night*, Frank Capra, Columbia Pictures (1934)
- **Digital Resources:**
  - *AP English Language and Composition Course and Exam Description*, College Board

AP English Literature and Composition

12th Grade (2 semesters – 1 credit)
Prerequisite: English III

In this college-level course, students will engage in critical analysis of works of literary merit. Through the close reading of selected texts, students will consider how writers use structure, style, and literary devices to explore relevant themes. Students learn to form, justify, and refine their own literary interpretations and explore the techniques and strategies authors use to convey their ideas and elicit emotional responses. Students enrolled in the AP level are expected to take the College Board Advanced Placement exam in May. Exam fees and study materials are not covered by tuition.

Students will be introduced to:

- **Grammar, Mechanics and Punctuation**—[review of prior skills only]
- **Composition and Research**—literary argumentation techniques that develop defensible interpretations
- **Literature and Culture**—deeper analysis of literary elements (character, setting, structure, narration); close reading strategies for poetry, prose, and drama; recognition of figurative language, imagery, and symbolism in texts; analysis of how authors use literary elements to convey meaning and pleasure
- **Critical Thinking, Speech, and Creative Writing**—development of complex claims requiring textual support
- **Vocabulary**—terms for literary analysis; archaic and seldom-used words

Continued reinforcement will be placed on:

- **Grammar, Mechanics and Punctuation**—correctly writing and documenting research material; standard punctuation for incorporating textual evidence; effective use of coordination and subordination in complex sentences; grammar and mechanics that follow established conventions
- **Composition and Research**—developing cohesive essays with clear thesis statements and logical organization; developing commentary that establishes connections between evidence and claims; strategic sentence and paragraph transitions for cohesion
- **Literature and Culture**—analyzing how text structure contributes to meaning; examining relationships between literary elements
- **Critical Thinking, Speech, and Creative Writing**—identifying and analyzing patterns, contrasts, and inconsistencies in texts
- **Vocabulary**—precision in word choice and syntax for clear communication

By year's end, students will be able to:

- **Grammar, Mechanics, and Punctuation**—Students will use established conventions of grammar and mechanics to communicate clearly and effectively.
- **Composition and Research**—Students will write sophisticated analytical essays with well-developed claims and evidence.
- **Literature and Culture**—Students will interpret how figurative language shifts meaning from literal to figurative; evaluate how narrators' or speakers' perspectives affect interpretation;

analyze how structure and sequencing contribute to meaning; analyze how characters in literature reveal values, beliefs, and cultural norms; and explain how setting conveys values associated with time and place.

- **Critical Thinking, Speech, and Creative Writing**—Students will develop and defend textually substantiated arguments about interpretations.
- **Vocabulary**—Students will apply the appropriate terms when analyzing literature and recognize words of symbolic or historical import.

Resources Used:

- **Core Literary Texts:**
  - *1984*, George Orwell, Secker & Warburg (1949) (Summer Reading)
  - *Sir Gawain and the Green Knight*, Anonymous, Penguin Classics (2007)
  - *King Lear*, William Shakespeare, Folger Shakespeare Library (2016)
  - *Jane Eyre*, Charlotte Brontë, Penguin Classics (2006)
  - T*hings Fall Apart*, Chinua Achebe, Heinemann (1958)
  - Selected short stories and poems
  - Film adaptations of selected literary works, various directors, various studios (n.d.)
- **Digital Resources:**
  - College Board AP English Literature and Composition Course and Exam Description, College Board

English Seminar

11th or 12th Grade (1 semester—0.5 credit)
Prerequisite: English II

All English seminar courses require students to engage in relevant textual analysis, compose well-crafted evidence-based essays, and demonstrate mature critical thinking. These courses all provide the foundational elements needed for success at the collegiate level and beyond. Students will take two English seminar courses to meet the requirements for Academic English III or IV from the following list: African Literature, American Cinema, Characters & Culture, Comics & Graphic Novels, Detective Fiction, Myth and Legend, Journalism, and Shakespeare and Film.

Students will be introduced to:

- **Grammar, Mechanics and Punctuation**—advanced sentence structures and varied syntax for rhetorical effect; formal vs. informal writing styles and when to use each; punctuation as a stylistic device (dashes, colons, semicolons); common usage errors and editing strategies; grammar conventions specific to analytical writing
- **Composition and Research**—transitional techniques for coherent writing; appropriate citation methods for various source types; writing for different purposes and audiences within the genre; research methods appropriate to the seminar topic
- **Literature and Culture**—genre-specific analysis techniques relevant to seminar focus; critical theory basics applicable to literary analysis; cultural and historical contexts relevant to selected texts
- **Critical Thinking, Speech, and Creative Writing**—text-to-text, text-to-self, and text-to-world connections; recognizing bias and evaluating validity in sources
- **Vocabulary**—precision of language and word choice for specific contexts; specialized vocabulary appropriate to the seminar topic

Continued reinforcement will be placed on:

- **Grammar, Mechanics and Punctuation** -
- **Composition and Research**—revision strategies for improving clarity and impact; development of nuanced thesis statements for analytical essays; integration of well-selected textual evidence; commentary that connects evidence to claims and thesis; organization of complex essays with coherent paragraphs
- **Literature and Culture**—close reading strategies for multiple genres
- **Critical Thinking, Speech, and Creative Writing**—discussion techniques that promote critical thinking
- **Vocabulary**—vocabulary application in analytical writing

By year's end, students will be able to:

- **Grammar, Mechanics, and Punctuation**—Students will apply appropriate grammatical and stylistic conventions to writing.

- **Composition and Research**—Students will conduct focused research using appropriate and credible sources to craft well-structured analytical essays and projects with appropriate evidence and commentary.
- **Literature and Culture**—Students will effectively analyze genre-specific literary elements and their contribution to meaning, evaluate how cultural, historical, and social contexts influence texts, and recognize and analyze how form and content function together in various genres.
- **Critical Thinking, Speech, and Creative Writing**—Students will make substantive contributions to collaborative discussions, present information and arguments effectively in oral presentations, apply critical thinking skills to make connections within and beyond texts, and demonstrate college-ready independence as critical readers and writers.
- **Vocabulary**—Students will use accurate, genre-relevant terminology in written and spoken discourse.

Resources Used:

- Seminar-specific primary texts, including literature, films, graphic novels, and other media aligned to the seminar topic
- Supplementary critical essays and scholarly articles relevant to seminar themes and inquiry questions
- Digital and multimedia resources aligned to the seminar topic and essential questions
- *MLA Style Guide*, Modern Language Association (2025)
- *APA Style Guide*, American Psychological Association (2025)
- Writer's handbooks and relevant style guides
- **Digital Resources:** Research databases appropriate to the seminar topic & NoodleTools

English Seminar Options for 11th/12th Grade

English Seminar: Journalism

Grade 11-12 (1 semester – 0.5 credit)

Prerequisite—English II

In this seminar course, students will model the processes of professional journalists through inquiry, analysis, and composition. Students will develop expansive research skills, with special emphasis on journalistic interviews. Students will write, edit, and report stories. Additionally, students will explore and examine the role of the professional journalist in today's society. Coursework includes research projects, news writing, and broadcast production.

English Seminar: : Shakespeare and Film

Grade 11-12 (1 semester - 0.5 credit)

In this seminar course, students will study several of Shakespeare's plays through film. Students will read text selections that correspond with the films but with an emphasis placed on performance and film adaptation of the plays. Students will research topics pertaining to Shakespeare and present their research to the class. Students will also be expected to interact with the plays through their own adaptations of selected scenes from the plays.

English Seminar: American Cinema

Grade 11-12 (1 semester – 0.5 credit)

Prerequisite – English II

In this elective English Literature course, students will explore the complex world of film in America. The course provides an overview of American film history, production techniques, and critical analysis. Students will explore the Silent Era, compare generations of romantic comedies, uncover the elements of noir, reexamine "B movies," and analyze blockbuster films in detail. Students will write multiple film reviews for movies watched in *and out* of the classroom and complete a semester project.

English Seminar: Comics & Graphic Novels

Grade 11-12 (1 semester – 0.5 credit)

Prerequisite – English II

In this elective English Literature course, students will explore the complex world of comic books. The course provides an overview of the history of sequential art, its methods of production, and its recognition as a literary art form. Topics include comic strips and pulp magazines, the rise of the superhero, genre comics (Western, war, romance, etc.), cultural shifts, foreign influences, the digital revolution, and comics on film. Students will write analytical essays, craft in-depth presentations, engage in class discussions on required readings, and complete a semester project.

English Seminar: Detective Fiction

Grade 11-12 (1 semester – 0.5 credit)

Prerequisite – English II

In this elective literature course, students will investigate the intriguing world of detective fiction. Students will read from various detective fiction authors to understand the characteristics of the genre. Students will create and craft a detective fiction short story throughout the semester. Students will be expected to participate in discussions over the reading assignments and to develop an understanding of the history and components of the detective fiction genre.

Mathematics

Our mathematics program is grounded in the conviction that mathematical understanding reveals the order and design of God's created world. Romans 1:20 reminds us that God's eternal power and divine nature are displayed through creation, and we see this truth reflected in mathematical patterns, structures, and principles. Through the study of mathematics, students develop logical reasoning skills while growing in appreciation for the beauty and consistency embedded in Creation.

Our classrooms foster curiosity, perseverance, and intellectual courage. Students are encouraged to ask questions, take risks, and learn from mistakes in an environment that balances high expectations with supportive instruction. We blend traditional methods with modern technology, helping students build strong computational fluency while also applying concepts through problem-solving and real-world connections.

We emphasize both collaborative learning and individual responsibility. Teachers are accessible and committed to guiding students through challenges with clear instruction, timely feedback, and meaningful assessment. Through interdisciplinary connections and diverse evaluation methods, students learn to communicate mathematical thinking effectively and to approach complex problems with confidence.

By integrating academic excellence with biblical truth and compassionate teaching, we prepare students to engage thoughtfully with mathematics and to recognize the order, beauty, and purpose woven throughout God's world.

Algebra I
Grade 9 (2 semesters—1 credit) **Prerequisite:** Pre-Algebra This Algebra I course provides a strong foundation for future mathematics by developing fluency in essential algebraic concepts, including operations with integers and rational numbers, solving linear equations and inequalities, graphing functions, working with polynomials, and understanding radical expressions. Through problem-solving and logical reasoning, students grow in mathematical proficiency while recognizing how the structure and order of mathematics reflect God's purposeful design. Instruction encourages the pursuit of wisdom, careful thinking, and responsible application of knowledge, helping students see how their learning can be used to glorify God and serve others.
Students will be introduced to: • Expressions, equations, and functions • Linear equations and linear inequalities • Systems of equations and linear inequalities • Operations with matrices • Solving systems of equations with matrices • Quadratic expressions and equations • Exponents, including negative and fractional exponents • Radical expressions and equations • Rational expressions and equations • Operations with polynomials • Using graphing calculators and technology tools appropriately
Continued reinforcement will be placed on: • Number sense and operations • Operations with fractions • Problem-solving strategies • Mathematical reasoning • Connections between algebraic and basic math concepts • Real-world applications • Mathematical communication and vocabulary

By year's end, students will be able to:

- Solve and graph linear equations and inequalities
- Solve systems of equations and inequalities using multiple methods
- Factor and solve quadratic equations
- Analyze and interpret data
- Simplify and solve rational expressions
- Model real-world situations using algebraic expressions
- Apply properties of exponents and radicals
- Use appropriate technology to enhance mathematical understanding

Resources Used:

- *Algebra I Curriculum,* Gina Wilson, All Things Algebra (2025)
- Algebra 1, McGraw-Hill, (2016)
- College Board SAT practice problems
- TI 84 graphing calculator
- **Digital Tools:** Delta Math

Geometry

Grades 9-10: Academic (2 semesters – 1 credit)
Prerequisite: Algebra I

This geometry course integrates foundational mathematical concepts with logical reasoning and geometric proofs, emphasizing both critical thinking and hands-on learning through constructions with a straightedge and compass. Students build on prior knowledge from Algebra I, exploring coordinate and transformational geometry, congruence, similarity, trigonometry, and the properties of two- and three-dimensional figures. The focus on proof development encourages a deeper understanding of mathematical truth through deductive reasoning, while the study of circles and probability connects geometric theory to real-world applications. A biblical worldview recognizes the order, precision, and beauty of creation, where geometry, like all math, reflects God's orderly design in the universe, pointing students toward the Creator's wisdom and the truth of His world.

Students will be introduced to:

- Basic geometric terminology and foundational concepts, including segment addition and basic constructions
- Formal logic and deductive reasoning for both academic and advanced proof writing (with higher-level proofs for honors students)
- Parallel line postulates and their implications in geometric reasoning
- Properties of circles, including arcs, angles, chords, and tangents
- Properties of polygons, including angle relationships and classification
- Probability concepts including combinations, permutations, and the fundamental counting principle
- Transformations including translations, reflections, and dilations

Continued reinforcement will be placed on:

- Algebraic concepts including radicals, factoring, and equation solving

- Proportional reasoning through similar triangles and scale factors
- Area, perimeter, and volume calculations across various geometric figures
- The Pythagorean Theorem and its applications
- Logical thinking and mathematical proof writing
- Problem-solving strategies using geometric principles

By year's end, students will be able to:

- Identify and prove triangle congruence using SAS, SSS, AAS, ASA, and HL
- Calculate areas, volumes, and surface areas of various geometric figures including circles and solid figures
- Apply trigonometric ratios and special right triangles to solve real-world problems
- Differentiate between types of quadrilaterals and understand their properties
- Write formal geometric proofs using deductive reasoning
- Recognize and apply geometric transformations

Resources Used:

- **Textbook:** *Geometry,* McGraw Hill (2016)
- *Geometry Curriculum*, Gina Wilson, All Things Algebra (2025)
- TI 84 graphing calculator
- **Digital Tools:** Delta Math, Wayground, MathMedic

Honors Geometry

Grades 9-10: Honors (2 semesters – 1 credit)
Prerequisite: A grade of a 90 or above in Algebra I and teacher recommendation

Advanced Geometry at FBCA offers a challenging and rigorous experience, designed for students ready to tackle concepts at a deeper level. With an emphasis on deductive reasoning, proofs, and critical thinking, this course helps students explore the mathematical principles that describe God's perfectly designed world. In addition to core material, past projects have included exploring the use of geometry in creating Christian art, launching rockets to apply trigonometry, and using area and surface area calculations to design and estimate the cost of building a house. This course moves at a faster pace and requires students to engage with more complex problems, fostering both intellectual growth and a deeper appreciation for the beauty of creation.

Students will be introduced to:

- Basic terminology and construction techniques for geometric figures
- Logical reasoning and proof-writing strategies
- Properties of parallel and perpendicular lines
- Triangle congruence and similarity theorems
- Right triangle properties and trigonometry
- Properties of polygons including parallelograms and other quadrilaterals
- Circle theorems and relationships
- Three-dimensional figures and their properties
- Coordinate geometry and transformations

- Probability and Basic Statistics

Continued reinforcement will be placed on:

- Algebraic skills within geometric contexts
- Problem-solving strategies and critical thinking
- Mathematical reasoning and proof development
- Real-world applications of geometric concepts
- Precise mathematical language and notation
- Visualization and spatial reasoning
- Measurement and calculation accuracy

By year's end, students will be able to:

- Write formal geometric proofs using deductive reasoning
- Apply triangle congruence and similarity theorems to solve problems
- Calculate area, perimeter, surface area and volume of various figures
- Use trigonometric ratios to solve problems involving right triangles
- Analyze geometric transformations and their compositions
- Apply coordinate geometry to prove geometric relationships
- Connect geometric concepts to solve real-world problems
- Think critically about geometric relationships and patterns

Resources Used:

- **Textbook:** Geometry Textbook
- *Geometry Curriculum*, Gina Wilson, All Things Algebra (2025)
- TI 84 graphing calculator
- **Digital Tools:** Delta Math, Wayground, MathMedic

Algebra II

Grade 10-11: Academic or Honors (2 semesters—1 credit)
Prerequisite: Algebra I & Geometry

In this academic Algebra II course, students explore advanced algebraic concepts that deepen their mathematical understanding while building directly on the foundation of Algebra I. The course covers quadratic functions, polynomial expressions, exponential and logarithmic functions, complex numbers, rational expressions, and systems of equations, with an emphasis on solving and interpreting increasingly complex equations and functions to develop critical thinking and problem-solving skills. Through a biblical worldview, students consider how mathematics reveals God's truth, order, and creativity in the universe and reflect on how logical structure and mathematical reasoning can be used for wise stewardship and to bring glory to God in their academic, professional, and personal lives.

Students will be introduced to:

- Quadratic Functions, including complex numbers
- Properties of rational and radical functions, including complex fractions and equations
- Exponential and logarithmic functions, including growth and decay models
- Polynomial functions and their graphs, including factoring higher-degree polynomials

- Radical expressions and equations with fractional exponents
- Rational expressions and equations involving complex fractions and radical inequalities
- Sequences and series, including sigma notation

Continued reinforcement will be placed on:

- Data and linear representations
- Properties of real numbers and algebraic expressions
- Solving linear equations and inequalities with real-world applications
- Graphing techniques and coordinate geometry
- Function operations and transformations
- Using graphing calculators and technology tools appropriately
- Mathematical modeling and problem-solving strategies

By year's end, students will be able to:

- Write and solve systems of linear equations in two and three variables using multiple methods
- Graph and analyze quadratic, polynomial, rational, and exponential functions
- Solve quadratic equations using multiple approaches, including factoring and the quadratic formula
- Evaluate and simplify complex expressions involving radicals and rational functions
- Apply function concepts to model real-world situations and solve problems
- Use mathematical reasoning to analyze and interpret results
- Demonstrate mastery of algebraic manipulation and problem-solving techniques

Resources Used:

- *Algebra II,* Jean Adams, Flamingo Math, (2025)
- TI 84 graphing calculator
- **Digital Tools:** Delta Math online practice

Advanced Algebra II

Grade 10-11: Academic or Honors (2 semesters—1 credit)
Prerequisite: Advanced Algebra I & Advanced Geometry

In Advanced Algebra II, we explore the intricate world of mathematics from a Biblical perspective, recognizing that math reflects God's orderly design in creation. As we study functions like quadratics, exponentials, logarithms, and more, we see God's precision in the universe and deepen our understanding of His infinite wisdom. This course connects abstract algebraic concepts to real-world applications, empowering students to solve problems and analyze data in fields such as economics, engineering, physics, technology, medicine, and even theology. Whether in designing structures, modeling growth, or making informed decisions, mathematics serves as a powerful tool for stewardship and service. Integrating biblical truths, such as God's order in creation and the infinite nature of His wisdom, we grow both intellectually and spiritually, using our knowledge to honor God and reflect His truth in all aspects of life.

Students will be introduced to:

- Advanced polynomial operations and functions, including higher-degree polynomials

- Solving multistep equations with real and complex zeros, including polynomial, radical, rational, logarithmic and exponential equations
- Logarithmic and exponential functions, focusing on growth, decay, and real-world applications
- Complex rational expressions and equations requiring advanced factoring methods
- Complex number system and operations with imaginary numbers
- Rational functions and their domains, asymptotes, and graphical analysis
- Sequences and series, including sigma notation and the Binomial Theorem

Continued reinforcement will be placed on:

- Real-world problem-solving and mathematical modeling
- Graphical analysis and interpretation using multiple representations
- Properties of linear and quadratic functions
- Graphing calculator usage for complex calculations and visualization
- Mathematical reasoning and proof development
- Precise mathematical communication and notation
- Connections between algebraic and graphical representations

By year's end, students will be able to:

- Analyze and graph polynomial, rational, radical, exponential, and logarithmic functions
- Solve complex systems of equations using multiple methods
- Factor and solve higher-degree polynomial equations
- Apply function transformations to analyze and predict graphical behavior
- Write and solve equations from real-world scenarios
- Demonstrate mastery of rational and radical expressions
- Utilize technology appropriately to solve complex mathematical problems
- Connect and integrate concepts across different areas of mathematics

Resources Used:

- *Algebra II,* Jean Adams, Flamingo Math, (2025)
- SAT Math Practice Questions, College Board, (2023)
- TI 84 graphing calculator
- **Digital Tools:** Desmos and DeltaMath

PreCalculus

Grade 11-12: Academic or Honors (2 semesters – 1 credit)
Prerequisite: Algebra II

This rigorous and challenging course pushes students' mathematical thinking to the next level as they connect concepts from algebra and geometry, explore complex functions, and dive into trigonometry. While not as difficult as the advanced course, success in this class still requires dedication, critical thinking, and perseverance. Students will not simply memorize formulas; they will understand why they work and how to apply them in new ways. Through hands-on activities such as building a unit circle and creating sinusoidal graphs, they will gain a deeper understanding of key concepts. They will also thoroughly analyze functions to understand their applications in STEM careers. The workload will be demanding, but by the end, students will emerge as stronger, more confident problem solvers.

Students will be introduced to:

- Conic sections, including equations of circles, parabolas, and ellipses
- Matrix operations and systems of equations in multiple dimensions
- Advanced trigonometric concepts, including inverse functions and sinusoidal curve fitting
- Laws of sines and cosines for solving non-right triangles
- Complex analysis of rational functions including asymptotic behavior and discontinuities
- Exponential and logarithmic functions with applications to real-world modeling
- Applications of trigonometry to circular motion and angular speed
- Solve Trigonometric Equations

Continued reinforcement will be placed on:

- Function analysis, including domain, range, and end behavior
- Graphical transformations and their effects on various function types
- Properties of exponential and logarithmic functions
- Real-world problem solving and mathematical modeling
- Properties of polynomial and rational functions
- Use of technology to explore and verify mathematical concepts
- Analytical and graphical approaches to problem-solving

By year's end, students will be able to:

- Analyze and graph all parent functions and their transformations
- Apply trigonometric concepts to solve real-world problems
- Evaluate and solve complex mathematical models using multiple representations
- Use the unit circle to evaluate trigonometric functions
- Analyze the behavior of polynomial, rational, exponential, and logarithmic functions
- Solve problems using both right triangle trigonometry and analytic trigonometry
- Model periodic behavior using trigonometric functions

Resources Used:

- *PreCalculus,* Jean Adams, Flamingo Math (2020)
- AP Consultant materials from Brian Passwater
- TI 84 graphing calculator
- **Digital Tools:** Delta Math, Flint, Math Medic, Wayground

Honors PreCalculus

Grade 11-12: Academic or Honors (2 semesters – 1 credit)
Prerequisite: Honors Algebra II

This rigorous and challenging course pushes students' mathematical thinking to the next level as they connect concepts from algebra and geometry, explore complex functions, and dive deep into trigonometry—all while developing the conceptual skills necessary for calculus and beyond. Success in this class requires a strong algebra background, dedication, critical thinking, and perseverance. Students won't just learn formulas; they'll also learn why they work and how to use them in new ways. Through hands-on activities, they will discover the unit circle, explore the origins of sinusoidal graphs, and thoroughly analyze functions to see how they are used in STEM careers. The workload will be demanding, but by the end, students will emerge as stronger, more confident problem solvers.

Students will be introduced to:

- Advanced analysis of rational and polynomial functions, including discontinuities and asymptotic behavior
- Analytical trigonometry, including advanced identities and proofs
- Matrix applications found on the SAT exam
- Basic concepts of limits and end behavior of functions
- Vectors and applications in Trigonometry

Continued reinforcement will be placed on:

- Function analysis, including domain, range, symmetry, zeros, and intervals
- Transformations of parent functions, including shifts, stretches, and reflections
- Properties of exponential and logarithmic functions
- The unit circle and trigonometric relationships
- Real-world applications and mathematical modeling
- Graphical analysis of functions using technology

By year's end, students will be able to:

- Apply trigonometric identities to solve complex equations
- Analyze and graph all types of functions, including polynomial, rational, exponential, logarithmic, and trigonometric
- Apply the laws of Sines and Cosines to solve real-world problems
- Understand and apply limits to describe end behavior of functions
- Model periodic behavior using trigonometric functions
- Analyze characteristics of functions around asymptotes and discontinuities

Resources Used:

- *Precalculus*, Jean Adams, Flamingo Math (2020)
- Brian Passwater AP Consultant materials
- TI 84 graphing calculator
- **Digital Tools:** Delta Math, Flint, Math Medic, Wayground

Calculus

Grade 12 (2 semesters – 1 credit)

This course explores the foundational concepts of calculus, revealing the order and logic that reflect God's design in the world. Students will work with functions in multiple representations—graphical, numerical, analytical, and verbal—gaining insight into the connections between them. They will study derivatives as a tool for understanding rates of change and integrals as a means of measuring accumulation, applying these principles to real-world business challenges such as cost analysis, revenue optimization, and market trends. Through this study, students will strengthen their problem-solving skills and gain a deeper appreciation for the order and wisdom God has woven into mathematics.

Students will be introduced to:

- Fundamental concepts of limits and continuity
- The concept of derivatives as instantaneous rates of change
- Techniques to derive functions
- Integration techniques and the connection to accumulation of change
- Differential equations for modeling real-world situations
- Analytical techniques for evaluating definite and indefinite integrals
- L'Hôpital's Rule and other limit analysis methods

Continued reinforcement will be placed on:

- Multiple representations of functions (graphical, numerical, analytical)
- Properties of polynomial, rational, and transcendental functions
- Algebraic manipulation and problem-solving strategies
- Connections between various function types
- Mathematical reasoning
- Use of technology to analyze functions
- Clear communication of mathematical ideas

By year's end, students will be able to:

- Analyze functions using limits and continuity
- Analyze the behavior of functions
- Find derivatives using various techniques, including chain rule, product rule, and quotient rule
- Apply differentiation techniques and explain their real-world meaning in business contexts
- Connect a function to its first and second derivative
- Utilize the Intermediate Value Theorem, Mean Value Theorem, and Extreme Value Theorem
- Use integration to find areas in the coordinate plane and volumes in three-dimensional space
- Connect differentiation and integration through the Fundamental Theorem of Calculus
- Evaluate definite and indefinite integrals
- Solve differential equations using separation of variables
- Use estimation techniques to evaluate a definite integral
- Select appropriate methods using a variety of techniques across units
- Connect different representations of calculus concepts

Resources Used:

- *Calculus Curriculum*, Hoff Math (2020)

- Bryan Passwater AP Consultant Materials
- *Calculus of a Single Variable 12th ed.,* Larson, R., & Edwards, B. H., Cengage Learning (2022)
- TI 84 graphing calculator
- **Digital Tools:** Delta Math, Desmos

AP Calculus (AB)

Grade 12 (2 semesters – 1 credit)
Prerequisite: Honors Precalculus

This course is comparable to a semester of college calculus. It invites students to explore the beauty and order of God's creation through the study of change. Just as the Lord has designed the universe with precision and purpose, calculus reveals patterns and relationships that govern motion, change, and growth. Students will work with functions in different ways—like graphs, numbers, equations, and words—helping them see how math concepts are interrelated. They will study derivatives as a tool to understand rates of change. Students will explore integrals as a means of understanding accumulation and total change. Students enrolled in the AP level are expected to take the College Board Advanced Placement exam in May and should have a strong mathematics background both with and without a calculator. Exam fees and study materials are not covered by tuition.

Students will be introduced to:

- Fundamental concepts of limits and continuity
- The concept of derivatives as instantaneous rates of change
- Techniques to derive functions
- Integration techniques and the connection to accumulation of change
- Differential equations for modeling real-world situations
- Applications of integration including area, volume, and motion
- Analytical techniques for evaluating definite and indefinite integrals
- L'Hôpital's Rule and other advanced limit analysis methods

Continued reinforcement will be placed on:

- Multiple representations of functions (graphical, numerical, analytical, verbal)
- Properties of polynomial, rational, and transcendental functions
- Problem-solving strategies using various calculus techniques
- Technology use for exploring and verifying mathematical concepts
- Mathematical reasoning and proof development
- Real-world applications and modeling
- Clear communication of mathematical ideas

By year's end, students will be able to:

- Analyze functions using limits and continuity
- Find derivatives using various techniques, including chain rule, product rule, and quotient rule
- Model rates of change in various contexts
- Utilize the Intermediate Value Theorem, Mean Value Theorem, and Extreme Value Theorem
- Connect a function to its first and second derivatives.
- Use estimation techniques to evaluate a definite integral

- Use integration to solve accumulation problems
- Solve differential equations using separation of variables
- Apply calculus concepts to solve real-world application problems such as related rates and rectilinear motion
- Evaluate complex mathematical expressions using technology appropriately
- Connect different representations of calculus concepts
- Prepare effectively for the AP Calculus AB exam

Resources Used:

- *AP Calculus AB Course and Exam Description*, College Board (2019)
- Byran Passwater AP Consultant Materials
- *Calculus of a Single Variable 12th ed.,* Larson, R., & Edwards, B. H., Cengage Learning (2022)
- TI 84 graphing calculator
- **Digital Tools:** Delta Math, Desmos

AP Statistics

Grade 12 (2 semesters – 1 credit)
Prerequisite: Algebra 2 or Precalculus

In this AP Statistics course, equivalent to an introductory college-level class, students will explore key concepts like data analysis, sampling, experimentation, and statistical inference. Topics include analyzing data distributions, designing experiments, predicting patterns using probability, and making informed conclusions. Statistics is a valuable tool used in fields such as engineering, business, and healthcare, where data-driven decisions are essential. Through technology, problem-solving, writing, and interesting projects, students will develop both technical and critical thinking skills. With a Christian perspective, this course highlights God's order in creation and our role in interpreting data. Students are expected to take the College Board Advanced Placement exam in May, with fees and study materials not covered by tuition.

Students will be introduced to:

- Statistical methods for collecting, organizing, and analyzing data
- Sampling techniques and experimental design principles
- Probability concepts and random variables
- Statistical inference procedures, including confidence intervals and hypothesis testing
- Chi-square tests and regression analysis
- Normal distributions and the Central Limit Theorem
- Technology tools for data analysis

Continued reinforcement will be placed on:

- Critical thinking and problem-solving strategies
- Data visualization and graphical representations
- Mathematical modeling using real-world applications
- Written communication of statistical findings
- Technology integration for calculations and analysis
- Interpretation of statistical results
- Connections between different statistical concepts

By year's end, students will be able to: • Design and conduct statistical studies using appropriate methods • Analyze categorical and quantitative data using various techniques • Construct and interpret confidence intervals • Perform hypothesis tests for population parameters • Use regression models to explore relationships between variables • Make statistical inferences about populations • Draw appropriate conclusions from statistical analyses • Prepare effectively for the AP Statistics exam
Resources Used: • *AP Statistics Course and Exam Description*, College Board (2019) • AP Summer Institute materials • *Stats: Modeling the World*, Bock, D. E., Velleman, P. F., & De Veaux, R. D., Pearson (2014) • TI 84 graphing calculator

Social Studies

At Fort Bend Christian Academy, the Upper School Social Studies Department views history as God's story—a providential narrative in which His hand is evident throughout human events. We approach the study of history not as a collection of names, dates, and events but as an opportunity to explore the deeper "why" questions that reveal the interconnectedness of our world.

Our program is designed to cultivate historical understanding and critical thinking through:

- **Progressive Instruction**—Guiding students from structured learning to independent historical inquiry
- **Harkness Method Discussions** — Facilitating collaborative, student-centered dialogue in which students explore historical questions through discussion and shared inquiry
- **Primary Source Analysis**—Developing critical thinking and historical reasoning through direct engagement with original documents
- **Collaborative Problem-Solving**—Fostering a family-like learning community through teamwork and shared inquiry
- **Diverse Assessments**—Evaluating understanding through research papers, creative projects, and presentations

- **Strategic Technology Integration**—Enhancing research, writing, and content review with purposeful digital tools
- **Growth-Oriented Feedback**—Encouraging revision, reflection, and resilience in the learning process

Our goal is to equip students with the ability to draw connections across disciplines, recognize God's providence in history, and thoughtfully engage with complex issues from a biblical worldview.

World History I
Grade 9 (2 semesters—1 credit) World History I is designed to allow students to explore significant aspects of world history through a discussion-based collaborative experience. In addition to learning the global story beginning with the earliest civilizations and concluding in the fifteenth century, the course guides students in developing the ability to analyze and think critically on various historical issues that lay the foundation for future success in history and social studies courses.
Students will be introduced to: • Historical thinking skills (sourcing, corroboration, contextualization) • Principles of geography and spatial relationships • Major ancient, classical, and post-classical civilizations and empires • Development and spread of world religions • Long-distance trade networks and cultural exchange • State formation and political organization • Social hierarchies and gender roles in ancient societies • Technological and agricultural innovations • Impact of migration and conquest • Art, architecture, and cultural achievements
Continued reinforcement will be placed on: • Critical analysis of primary and secondary sources

- Evidence-based argumentative writing
- Map analysis and geographical thinking
- Comparative analysis across cultures and time periods
- Recognition of cause-and-effect relationships
- Understanding continuity and change over time
- Making connections between past and present
- Discussion and debate skills
- Research methodology
- Document analysis

By year's end, students will be able to:

- Analyze primary and secondary sources to construct historical arguments
- Compare and contrast major civilizations across time and space
- Explain the development and impact of major world religions
- Trace patterns of trade and cultural exchange
- Evaluate the causes and effects of empire building and collapse
- Understand the role of geography in shaping human civilization
- Identify major technological and cultural innovations
- Write clear, evidence-based historical arguments
- Participate effectively in academic discussions
- Apply historical thinking skills to contemporary issues

Resources Used:

- *Prentice Hall World History* — Ellis & Esler (2012)
- *History of the World Map by Map* — DK (2023)
- *The Human Record: Sources of Global History, Vol. 1 (to 1500)* — Andrea & Overfield, 8th ed.
- *Sources of the Western Tradition, Vol. 1* — Perry, Peden, & Von Laue, 8th ed.
- Teaching to the Middle—World History I instructional materials
- Primary source documents and teacher-curated materials

Honors World History I
Grade 9 (2 semesters—1 credit) Honors World History I is designed to allow students to explore significant aspects of world history through a discussion-based collaborative experience. In addition to learning the global story beginning with the earliest civilizations and concluding in the fifteenth century, the course guides students in developing the ability to analyze and think critically on various historical issues that lay the foundation for future success in history and social studies courses. The course concludes with a mock trial of Genghis Khan where students have the opportunity to participate as lawyers, jurors, and witnesses. Through this culminating project, students will apply evidence-based reasoning and interrogate history through a critical lens. An honors history class elevates assessment by challenging students to analyze complex historical perspectives, synthesize evidence from primary sources, and craft persuasive arguments about causality and significance. Students will be expected to demonstrate sophisticated critical thinking through challenging essay questions, a complex analysis of history, and discussions that demand nuanced understanding of historical context and historiography.
Students will be introduced to: • Historical thinking skills (sourcing, corroboration, contextualization) • Principles of geography and spatial relationships • Major ancient, classical, and post-classical civilizations and empires • Development and spread of world religions

- Long-distance trade networks and cultural exchange
- State formation and political organization
- Social hierarchies and gender roles in ancient societies
- Technological and agricultural innovations
- Impact of migration and conquest
- Art, architecture, and cultural achievements

Continued reinforcement will be placed on:

- Critical analysis of primary and secondary sources
- Evidence-based argumentative writing
- Map analysis and geographical thinking
- Comparative analysis across cultures and time periods
- Recognition of cause-and-effect relationships
- Understanding continuity and change over time
- Making connections between past and present
- Discussion and debate skills
- Research methodology
- Document analysis

By year's end, students will be able to:

- Analyze primary and secondary sources to construct historical arguments
- Compare and contrast major civilizations across time and space
- Explain the development and impact of major world religions
- Trace patterns of trade and cultural exchange
- Evaluate the causes and effects of empire building and collapse
- Understand the role of geography in shaping human civilization
- Identify major technological and cultural innovations
- Write clear, evidence-based historical arguments
- Craft complex theses supported through nuanced analysis of evidence
- Participate effectively in academic discussions
- Apply historical thinking skills to contemporary issues

Resources Used:

- *The Human Record: Sources of Global History*, 8th ed., Alfred J. Andrea and James H. Overfield, Cengage Learning (2015)
- Historical maps and geographical data
- BBC's 2009 documentary series "The Story of India"
- BBC's 2016 documentary series "The Story of China"
- Curated academic readings from various historians
- Curated digital resources and multimedia content

World History II

Grade 10 (2 semesters—1 credit)
Prerequisite—World History I

The course is designed to explore significant aspects of world history, starting with the modern era (circa 1400), while analyzing the beginnings and ends of political ideologies and social movements. The ultimate goal of this class is to aid students in developing the ability to analyze and think critically on various historical issues such as human rights, war, and genocide. In accomplishing this goal, students will use various sources and outside readings to gain primary and secondary perspectives on the given topic. The course will also encourage students to make connections between current and historical events, tracing the impacts of history on our world today.

Students will be introduced to:

- Renaissance and Reformation movements and their impact on modern thought
- Scientific Revolution and Enlightenment principles
- Colonial expansion and global trade networks
- Industrial Revolution and its global implications

- Modern political ideologies and social movements
- Impact of globalization and cultural exchange
- Contemporary global challenges and human rights issues
- Analysis of historical events through cultural products (beverages)
- Integration of faith perspectives in historical analysis

Continued reinforcement will be placed on:

- Critical analysis of primary and secondary sources
- Historical thinking skills (sourcing, contextualization, corroboration)
- Written and verbal articulation of historical arguments
- Making connections between past and present events
- Understanding multiple perspectives in historical events
- Integration of geographical and economic concepts
- Development of research and analytical skills
- Biblical integration and ethical considerations
- Discussion and debate skills

By year's end, students will be able to:

- Analyze the impacts of cultural exchange on global development
- Evaluate the causes and effects of major historical movements
- Explain the development of modern political and economic systems
- Connect historical events to contemporary global issues
- Write clear, evidence-based historical arguments
- Apply historical thinking skills to analyze primary sources
- Evaluate historical events from multiple perspectives
- Integrate Christian perspectives with historical analysis
- Understand the role of innovation and technology in shaping history
- Participate effectively in academic discussions

Resources Used:

- *Prentice Hall World History: The Modern Era* — Ellis & Esler (2012)
- *History of the World Map by Map* — DK (2023)
- *The Human Record: Sources of Global History, Vol. 2 (since 1500)* — Andrea & Overfield, 8th ed.
- *Sources of the Western Tradition, Vol. 2* — Perry, Peden, & Von Laue, 8th ed.
- *A History of the World in 6 Glasses* — Tom Standage (2006)
- SHEG (Stanford History Education Group) materials
- *Taking Sides: World History* — Mitchell & Mitchell
- Current events resources (e.g., FanSchool.org)
- Note-taking frameworks (Cornell Notes, Boxing Method, SPICE charts)
- Digital tools: Nearpod, Padlet
- Primary source documents and teacher-curated materials

Honors World History II

Grade 10 (2 semesters—1 credit)
Prerequisite—World History I

Honors World History II will build upon the critical analysis skills introduced in Honors World History I. Students will explore world history from approximately 1400 CE to the contemporary era through a discussion-based collaborative experience. The course will also help students see how history affects our world today by making connections between current and past events. The final assessment will be a research paper on a topic of the student's choice.

An honors history class elevates assessment by challenging students to analyze complex historical perspectives, synthesize evidence from primary sources, and craft persuasive arguments about causality and significance. Students will be expected to demonstrate sophisticated critical thinking through challenging essay questions, a complex analysis of history, and discussions that demand deeper knowledge of historical context and historiography.

Students will be introduced to:

- Renaissance and Reformation movements and their impact on modern thought
- Scientific Revolution and Enlightenment principles
- Colonial expansion and global trade networks
- Industrial Revolution and its global implications
- Modern political ideologies and social movements
- Impact of globalization and cultural exchange
- Contemporary global challenges and human rights issues

Continued reinforcement will be placed on:

- Critical analysis of primary and secondary sources
- Historical thinking skills (sourcing, contextualization, corroboration)
- Historical reasoning skills (comparison, causation, change over time)
- Written and verbal articulation of historical arguments
- Making connections between past and present events
- Understanding multiple perspectives in historical events
- Integration of geographical and economic concepts
- Development of research and analytical skills
- Biblical integration and ethical considerations
- Discussion and debate skills

By year's end, students will be able to:

- Analyze the impact of cultural exchange on global development
- Evaluate the causes and effects of major historical movements
- Explain the development of modern political and economic systems
- Connect historical events to contemporary global issues
- Write clear, evidence-based historical arguments
- Apply historical thinking skills to analyze primary sources
- Evaluate historical events from multiple perspectives
- Integrate Christian perspectives with historical analysis
- Understand the role of innovation and technology in shaping history
- Participate effectively in academic discussions

Resources Used:

- *The Human Record: Sources of Global History*, 8th ed., Alfred J. Andrea and James H. Overfield, Cengage Learning (2015)
- *A History of the World in 6 Glasses*, Tom Standage, Walker Publishing Co. (2006)
- *Taking Sides. Clashing Views in World History: The Ancient World to the Pre-Modern Era*, Mitchell, Joseph R., and Helen Buss Mitchell, eds., McGraw-Hill/Dushkin (2011)
- *Days That Changed the World: The 50 Defining Events of World History*, Hywell Williams, Quercus Publishing (2011)
- World *History in Documents: A Comparative Reader*. Peter Stearns, ed., New York University Press (2008)
- Curated primary and secondary source documents.
- SHEG (Stanford History Education Group) materials
- Historical maps and geographical data

US History (Grade 11)

Grade 11 (2 semesters—1 credit)

Prerequisite—World History II

This US History class spans from Native American history to present-day topics; students will explore the rich and diverse history of America, beginning with the Native American cultures and their first encounters with European settlers. Key events such as colonization, the American Revolution, the Civil War, Reconstruction, and the Industrial Revolution will be covered, providing a foundation for understanding the evolution of American society. The second semester will examine the struggles for civil rights, westward expansion, the impact of immigration, imperialism, the World Wars, Great Depression, the Cold War, and major social movements that have shaped America. The course will encourage critical thinking about the ongoing challenges and debates in American society, such as race relations, political divisions, and the role of the US in global affairs. Some of the projects that will reflect the topics covered in class include: American Revolution social media page, an invention project with the creation of a website, interviews with historical figures, and a research paper covering a topic in US history.

Students will be introduced to:

- Native American cultures and their interactions with European settlers
- Colonial development and the path to revolution
- Constitution formation and early republic challenges
- Westward expansion and its implications
- Industrial Revolution's impact on American society
- Civil War causes, conduct, and consequences
- Progressive Era reforms and societal changes
- America's rise as a world power
- Great Depression and New Deal policies
- World War II's impact on American society
- Cold War conflicts and domestic implications
- Civil Rights Movement and social change
- Contemporary America and global challenges

Continued reinforcement will be placed on:

- Analysis of primary and secondary sources
- Historical thinking skills and chronological reasoning
- Research and presentation techniques
- Critical evaluation of historical interpretations
- Connection between past events and current issues
- Understanding multiple historical perspectives
- Constitutional principles and their applications
- Geographic impact on historical events
- Economic concepts and their historical influence
- Integration of Biblical perspectives in historical analysis

By year's end, students will be able to:

- Analyze the causes and effects of major historical events
- Grasp God's involvement in all of history and see how He is working
- Evaluate the impact of key historical figures and groups
- Understand the evolution of American political institutions
- Trace the development of civil rights and liberties
- Analyze economic developments and their social impact
- Evaluate America's changing role in world affairs
- Connect historical events to contemporary issues
- Write evidence-based historical arguments
- Analyze historical documents critically
- Participate effectively in historical discussions
- Apply historical thinking skills to current events

Resources Used:

- **Textbook:** *The Americans: US History Since 1877 Online Student Edition*, HMH, (2016)
- **Digital Tools:** Nearpod, Noodletools, Prezi, Wix, Canva

AP US History

Grade 11 (2 semesters—1 credit)

Prerequisite—World History II

This Advanced Placement course, which is taught at the college level, involves students in a survey of American history from the Colonial period to the present day. Students will often evaluate claims, evidence, and reasoning they find in various sources. Placing historical developments in context and making connections is a vital skill in this class. Some of the assessments assigned to students will include DBQ and LEQ timed essays, reading quizzes covering multiple chapters, and class discussions. Students read extensively from primary and secondary sources as well as three textbooks and are expected to take the College Board Advanced Placement exam in May. Exam fees and study materials are not covered by tuition.

Students will be introduced to:

- Historical thinking skills and reasoning processes
- Grasp God's involvement in all of history and see how He is working
- Analysis of primary and secondary sources
- Historiographical debates and interpretations
- Chronological reasoning and periodization
- Comparison and contextualization
- Causation and patterns of continuity and change
- Historical argumentation and evidence-based writing
- Thematic learning objectives across nine historical periods
- Document-based question (DBQ) analysis
- Long essay question (LEQ) writing strategies

Continued reinforcement will be placed on:

- Critical reading of historical documents
- Analysis of historical evidence and interpretation
- Making historical connections across time periods
- Understanding multiple perspectives in history
- Developing historical arguments with evidence
- Identifying patterns of change and continuity
- Analyzing cause and effect relationships
- Contextualizing historical events and developments
- Integration of diverse historical sources
- Academic writing and argumentation skills

By year's end, students will be able to:

- Analyze and interpret primary and secondary sources
- Develop and support historical arguments
- Apply chronological reasoning to historical events
- Make connections between historical developments
- Compare and contextualize historical events
- Explain historical causation
- Analyze patterns of continuity and change
- Write effective document-based essays

- Construct historical arguments using evidence
- Explain and evaluate competing historical interpretations
- Apply historical thinking skills to analyze past events
- Connect historical developments across time periods

Resources Used:

- **Textbook:** *American Pageant* 17th Edition, Cengage Learning (2019)
- *The American Spirit: United States History as Seen by Contemporaries (Volumes I and II)*, edited by David M. Kennedy and Thomas A. Bailey, Wadsworth Publishing (1997)
- AP Classroom resources and practice materials
- **Digital Tools:** Noodletools, Nearpod, Wix, Prezi, and Canva

Government

Grade 12 (1 semester - 0.5 credit)
Prerequisite—United States History

This course emphasizes the structure and function of the U.S. government, with particular focus on discovering a Christian worldview for each topic. Specific attention is given to foundational principles and how those principles impact our own political thinking. Students will analyze primary source documents and readings and, through discussion, decide on the direction our modern country should take. Thorough discussions on key political topics will be important throughout the semester. The students will participate in a culminating personal ideology project at the close of the class.

Students will be introduced to:

- Structure and principles of the U.S. Constitution
- Civil rights and civil liberties
- Economic and social policy development
- Foreign policy and international relations
- Political philosophy and foundational texts
- Christian perspectives on government and citizenship

Continued reinforcement will be placed on:

- Analysis of primary source documents
- Critical evaluation of current political issues
- Constitutional interpretation and application
- Research and analytical writing skills
- Debate and discussion techniques
- Understanding multiple political perspectives
- Integration of faith and civic engagement
- Policy analysis and evaluation
- Media literacy and source evaluation
- Connection between theory and practice

By year's end, students will be able to:

- Analyze the structure and function of American government
- Evaluate the role of political parties and interest groups
- Understand the electoral process and voting rights
- Analyze Supreme Court decisions and their impact
- Apply political philosophy to contemporary issues
- Understand the policy-making process
- Analyze current political events and their significance
- Participate effectively in political discussions and debates
- Develop informed positions on political issues
- Understand citizen rights and responsibilities
- Connect Christian worldview with civic engagement

Resources Used:

- The U.S. Constitution and foundational documents
- Political philosophy readings (Locke, Rousseau, Bastiat)
- Current events resources and news media
- Supreme Court case studies
- Government policy documents
- Electoral process materials
- Class Podcast

Economics

Grade 12 (1 semester - 0.5 credit)
Prerequisite—Government

This course is an exploration of American economic structures and the free enterprise system. It will involve problem-solving and analysis of economic principles, approached through a biblical worldview that recognizes work, resources, and wealth as entrusted to our stewardship. Through group work, individual projects, and business modules, students will experience the "hands-on" operation of a business. Students will be made aware of current policies, practices, and activities in the business world. Students will also be expected to have a basic understanding of current events that influence the economy both domestically and internationally. The class will culminate in student groups creating workable business plans that will be presented to a group of local businesspeople in the Shark Tank style.

Students will be introduced to:

- Basic economic concepts
- Principles and potential of Capitalism
- Economic indicators and business cycles
- Stock market and investment principles
- Consumer economics and financial literacy
- Entrepreneurial Economics

Continued reinforcement will be placed on:

- Critical thinking and problem-solving skills
- Analysis of economic data and trends
- Interpretation of economic graphs and models
- Connection between theory and real-world applications
- Research and presentation skills
- Financial decision-making
- Current events analysis
- Economic policy evaluation
- Personal financial responsibility and stewardship
- Business principles application

By year's end, students will be able to:

- Analyze basic economic problems and market functions
- Evaluate different economic systems and their characteristics
- Understand supply and demand relationships
- Analyze the role of financial institutions
- Interpret economic indicators and business cycles
- Understand monetary and fiscal policy
- Evaluate international trade relationships
- Make informed personal financial decisions

- Analyze investment options and strategies
- Understand business organizations and structures
- Apply economic concepts to real-world situations
- Plan for post-secondary education financing
- Articulate a biblical perspective on work and financial stewardship

Resources Used:

- Kacapyr, E., Redelsheimer, J., & Musgrave, F. *Barron's AP microeconomics/macroeconomics premium*. Barron's Educational Series. (2025)

Science and Technology

The Upper School Science Department at Fort Bend Christian Academy believes that scientific inquiry is a powerful means of understanding God's intricate and magnificent creation. We recognize that science and faith are deeply complementary, as the systematic study of the natural world reveals the precision, complexity, and beauty of divine design.

Our program features:

- Rigorous coursework emphasizing critical thinking and analytical skills
- Hands-on laboratory investigations and experimental design
- Project-based learning that connects to real-world applications
- Collaborative research and data analysis opportunities
- Development of scientific writing and creative problem-solving skills
- Exploration of ethical implications through a Christian worldview
- Mentorship from teachers who model scientific thinking and Christian values

Our department strives to prepare students for college-level science courses, future STEM careers, and leadership roles in their fields while maintaining a Christian worldview that recognizes God as the ultimate source of truth in both scientific and spiritual matters.

Statement on Teaching of Science, Scientific Theories, and the Origin of Life

At FBCA, we unapologetically affirm that "In the beginning, God created the heavens and the earth" and that "God created man in His own image, in the image of God He created him; male and female He created them." (Gen. 1:1, Gen 1:27). As a Christian institution, we celebrate the scientific study of everything in our world as a means to know more about God through the study of His creation. We also acknowledge that in the scientific and academic professions, various theories are debated concerning the universe's origins and that they differ in their compatibility with the affirmation of God as the original creator of all. We teach students to critically examine scientific evidence and to understand that theories are to be evaluated based on the strength of supporting data. Our scientific courses cover the concepts of natural selection and adaptation, which demonstrate the remarkable design of God's creation, but also recognize the limitations of current evidence and theories regarding things that occurred in the distant past. By comprehensively studying various theories, students develop the knowledge and critical thinking skills needed to engage in thoughtful

discussions about science and faith, strengthening their ability to articulate and defend their beliefs in academic and professional settings. FBCA believes that truly unbiased scientific discovery is consistent with the affirmation of God as the creator of all.

Biology I
Grade 9: Academic or Honors (2 semesters—1 credit) This course offers an in-depth exploration of organismal structure and life processes, emphasizing how organisms acquire and utilize energy within their ecological contexts. A thorough examination of biochemistry, cellular structure, and genetics highlights the commonalities among life processes. The curriculum prioritizes the safe handling of laboratory equipment and the practical application of biological concepts to everyday life. A critical component of the course is the study of inheritance patterns and the pivotal role of DNA. The students will do labs that explore enzyme function, osmosis, cellular respiration, and fermentation. The Honors section needs strong analyzing and inferring skills; it progresses at an accelerated pace and delves into topics with greater detail.
Key Scientific Concepts Taught: • Biology root words • Scientific method and laboratory safety procedures • Independent and dependent variables • Unifying themes in biology and characteristics of living things • Chemistry of life (including properties of water and hydrogen bonding) • Carbon-based molecules (carbohydrates, lipids, proteins, nucleic acids) • Cell structure, function, and processes (including cell transport and energy cycles) • Cellular membrane transport • Cellular respiration and the Krebs Cycle • Mitosis and meiosis (including cell regulation and cancer) • Mendelian genetics and inheritance patterns (including genetic disorders) • DNA structure and the processes that are part of protein synthesis • Evolution and natural selection • Viral and bacterial pathogens • Ecological principles and environmental interactions • Fetal pig dissections to explore and understand organ distribution in the body
Students will be introduced to: • Laboratory equipment and safety protocols • Microscopy techniques and cell observation • DNA technology and biotechnology applications • Genetic problem-solving using Punnett squares • Energy transformation in living systems • Disease prevention and immune system function • Ecosystem dynamics and environmental relationships

Continued reinforcement will be placed on:

- Scientific method and critical thinking skills
- Data collection, analysis, and interpretation of information
- Connections between structure and function
- Cellular function
- Integration of biological systems
- Real-world applications of biological concepts

By year's end, students will be able to:

- Safely and effectively use laboratory equipment
- Apply the scientific method to solve problems
- Analyze genetic inheritance patterns
- Explain cellular processes and energy transformations
- Describe the relationship between structure and function in biological systems
- Connect biological concepts to real-world applications
- Understand the interdependence of organisms in ecosystems
- Demonstrate understanding of DNA's role in inheritance and protein synthesis

Resources Used:

- **Textbook:** Nowicki, S. *Biology*. Holt McDougal. (2011)
- **Textbook:** Nowicki, S. *Biology.* Houghton Mifflin Harcourt (2019)
- *Case studies—The NAVIGATE Project*. University at Buffalo.
- Amoeba sisters (YouTube)
- Biologycorner.com

Chemistry I

Grade 10 (2 semesters—1 credit)
Prerequisites: Algebra I & Biology I; Honors recommended to be enrolled in Algebra II

In this class students will grow their problem-solving abilities and analyze the nature of chemistry as we learn about God's beautiful creation. This course covers topics such as measurements, matter, atomic structure, periodic trends, bonding and chemical formulas, stoichiometry, classifying reactions, gas laws, acid-base reactions and calculations, kinetics, energy, equilibrium, oxidation-reduction reactions, and nuclear chemistry. The purpose of the labs associated with the course is to increase problem-solving, data analysis, and critical thinking skills. Honors students will cover topics in greater depth and with multi-step, higher-order calculations as well as an introduction to reaction stoichiometry, gas law stoichiometry, equilibrium calculations, Ksp, and electrochemistry. The Honors level utilizes strong algebra skills and has advanced labs to prepare students for AP Chemistry.

Key Scientific Concepts Taught:

- Scientific method and experimental design
- Laboratory safety procedures and practices
- Matter classification and physical/chemical changes
- Dimensional analysis and chemical calculations
- Energy, wavelength, and frequency relationships
- Atomic structure and modern atomic theory
- Electronic structure of atoms and molecules
- Chemical bonding and molecular structure
- Stoichiometry and chemical reactions
- States of matter and gas laws
- Solutions and acid-base chemistry
- Acid and Base chemistry
- Thermochemistry
- Equilibrium Chemistry
- Electrochemistry
- Nuclear Chemistry

Students will be introduced to:

- Proper use of laboratory equipment and measurement tools
- Mathematical relationships in chemistry (dimensional analysis, significant figures
- Atomic theory development and historical experiments
- Electron configuration and orbital diagrams
- Types of bonds and structure of molecules and compounds
- Structures of atoms using Lewis and VSEPR models

- Energy calculations showing the relationships between Energy, Wavelength and Frequency
- The mole concept and related calculations involving stoichiometry
- Chemical nomenclature and formula writing
- Balancing and types of reactions
- Chemistry of acids and bases including titrations and reactions
- Calculate pH, pOH, [H+], [OH-]
- Calculating energies in phase changes and in reactions
- Concepts and calculations involving Enthalpy, Entropy and Gibb's Free Energy
- Electrochemical reactions involving oxidation and reduction of substances
- Nuclear chemistry, including fusion and fission and nuclear reactions

Continued reinforcement will be placed on:

- Critical thinking and problem-solving skills
- Mathematical calculations and dimensional analysis
- Scientific method application
- Laboratory safety practices and skills
- Data collection, analysis, and interpretation
- Proper use of scientific notation and significant figures
- Chemical and physical property distinctions
- Connection between structure and properties
- Atomic structure and parts of the atom
- Periodic Table elements and trends

By year's end, students will be able to:

- Safely conduct laboratory experiments and handle chemical substances
- Apply dimensional analysis to solve chemistry problems
- Analyze and evaluate empirical evidence
- Write electron configurations and understand atomic structure
- Calculate wavelength, energy, and frequency relationships
- Distinguish between physical and chemical properties/changes
- Use the periodic table to predict trends and properties
- Apply stoichiometry to chemical reactions they have balanced
- Connect chemistry concepts to real-world applications
- Draw Lewis and VSEPR models of atoms and ions
- Describe types of bonds and which molecules have them
- Understand concentration and calculate Molarity and dilutions
- Calculate pH, pOH and ion concentrations
- Describe particulate diagrams of solubility, acids, bases, and electrolytes
- Calculate Enthalpy in chemical reactions and phase changes
- Write equilibrium expressions and calculate K
- Describe the processes of fusion and fission and balance nuclear reactions

Resources Used:

- **Textbook:** Sarquis, J. & Sarquis, M. *Modern Chemistry.* Houghton Mifflin Harcourt (2017)
- **Digital Tools:** EdPuzzle, PhET, Vernier Graphical Analysis, & Vernier Spectral Analysis

Physics I

Grade 11 (2 semesters—1 credit)
Prerequisite: Chemistry I and currently or previously enrolled in Algebra II

This course offers a hands-on exploration of the physical world through fundamental physics concepts. Students will investigate mechanics, work and energy, momentum, waves, electricity and magnetism, and light through active experimentation and discovery. Lab activities emphasize scientific inquiry, proper safety protocols, data collection techniques, and analytical thinking as students observe God's design in the natural laws governing creation.

Key Scientific Concepts Taught:

- Kinematics in one and two dimensions
- Newton's Laws of Motion and forces
- Energy, work, and power relationships
- Momentum and impulse
- Circular motion and universal gravitation
- Wave properties and behavior
- Electric forces and circuits
- Vector analysis and problem-solving
- Scientific measurement and data analysis

Students will be introduced to:

- Vector quantities and mathematical analysis
- Projectile motion and relative motion
- Free body diagrams and force analysis
- Work-energy theorem and conservation laws
- Impulse-momentum relationships
- Centripetal force and gravitational interactions
- Wave properties and behaviors
- Electric circuits and Ohm's Law

Continued reinforcement will be placed on:

- Laboratory safety procedures
- Scientific method and experimental design

- Data collection and analysis techniques
- Mathematical problem-solving skills
- Graphical analysis and interpretation
- Unit conversions and dimensional analysis
- Critical thinking and analytical skills
- Technical writing and lab documentation
- Projects based on physical concepts

By year's end, students will be able to:

- Design and implement investigative procedures
- Make precise measurements using scientific notation and SI units
- Analyze motion using kinematic equations
- Apply Newton's Laws to real-world scenarios
- Calculate work, energy, and power in physical systems
- Solve problems involving momentum and collisions
- Describe and analyze wave phenomena
- Build and analyze simple electrical circuits
- Create and interpret graphs of physical relationships
- Write detailed laboratory reports with valid conclusions

Resources Used:

- **Textbook:** Walker, James. *Physics*, 5th ed. Pearson (2021)
- Appel, Gastineau, and Bakken. *Physics with Vernier*, 2nd ed. Vernier Software and Technology. (2007)
- PHET Interactive Simulation by the University of Colorado, Boulder.
- Flipping Physics, Physics in Motion—YouTube
- **Digital Tools:** Edpuzzles & Wayground

AP Physics I

Grades 11-12 (2 semesters—1 credit)
Prerequisite—Chemistry I and Algebra II

This algebra-based, college-level physics course emphasizes conceptual understanding and problem-solving through inquiry-based laboratory investigations. Students explore fundamental principles of classical mechanics, including kinematics, dynamics, energy, momentum, rotational motion, gravitation, simple harmonic motion, and fluid mechanics. The course develops scientific reasoning and analytical skills essential for success in STEM fields while revealing the mathematical order and design in God's physical creation. Students are expected to take the College Board Advanced Placement exam in May. Exam fees and study materials are not covered by tuition.

Key Scientific Concepts Taught:

- Kinematics in one and two dimensions
- Newton's Laws of Motion and force analysis
- Work, energy, and power relationships
- Momentum, impulse, and collisions
- Rotational motion and dynamics
- Universal gravitation and circular motion
- Simple harmonic motion
- Fluid Mechanics
- Scientific practices and mathematical modeling
- Laboratory investigation and data analysis
- Vector analysis and problem-solving techniques

Students will be introduced to:

- Advanced problem-solving strategies

- Scientific representations and models
- Free body diagram analysis
- Work-energy theorem applications
- Conservation laws in physics
- Rotational kinematics and dynamics
- Gravitational and centripetal forces
- Simple harmonic oscillators
- Density, pressure and buoyancy of fluids
- Laboratory investigation design
- AP-style problem-solving approaches

Continued reinforcement will be placed on:

- Mathematical analysis and computation
- Scientific method application
- Data collection and analysis
- Critical thinking and problem-solving
- Laboratory safety procedures
- Technical writing and documentation
- Vector mathematics
- Graphical analysis and interpretation
- Multiple representations of physics concepts
- Connection between theory and application

By year's end, students will be able to:

- Design and conduct physics investigations
- Analyze experimental data using multiple representations
- Apply conservation laws to complex systems
- Solve multi-step physics problems
- Create and interpret free-body diagrams
- Apply Newton's Laws to various scenarios
  Analyze rotational and translational motion
- Evaluate energy and momentum in systems
- Write detailed laboratory reports
- Demonstrate AP-level problem-solving skills

Resources Used:

- **Textbook:** Knight, Jones, & Field. *College Physics: A Strategic Approach—AP Edition.* 3rd Ed. Pearson. (2015)
- Hieggelke, Maloney, Kanim, & O'Kuma. *Tipers: Sensemaking Tasks for Introductory Physics.* (1st ed.) Pearson. (2013)
- Appel, Gastineau, and Bakken. *Physics with Vernier*, 2nd ed. Vernier Software and Technology. (2007)
- Ektina, Gentile, & Van Heuvelcen. *Active Learning Guide for College Physics*. Pearson (2013)
- College Board. *AP Classroom.*
- Flipping Physics – Youtube Channel
- World's Phinest Physics website

AP Physics C
Grade 12 (2 semesters – 1 credit) **Prerequisite:** Currently enrolled in or completed Calculus; Physics or AP Physics I This calculus-based, college-level physics course provides an in-depth study of Newtonian mechanics at the level of a first-semester college physics course for engineering and science majors. Students apply differential and integral calculus to analyze motion, forces, energy, and momentum in increasingly complex physical systems. Through rigorous problem-solving and advanced laboratory investigations, students develop sophisticated analytical skills while exploring the mathematical precision that underlies God's design of the physical world. Students are expected to take the College Board Advanced Placement exam in May. Exam fees and study materials are not covered by tuition.
Key Scientific Concepts Taught: • Calculus-based kinematics in one and two dimensions • Newton's Laws with advanced applications and calculus derivations • Work, energy, and power with integration techniques • Linear momentum, impulse, and collisions • Rotational motion and angular momentum • Universal gravitation and circular motion • Simple harmonic motion and oscillations

- Differential equations in physics applications
- Center of mass and moment of inertia calculations
- Force analysis in complex systems

Students will be introduced to:

- Calculus applications in physics
- Integration for work and energy calculations
- Differential equations for motion
- Advanced free body diagram analysis
- Conservation laws with calculus derivations
- Moment of inertia calculations
- Angular momentum conservation
- Advanced laboratory techniques
- Error analysis and uncertainty
- Vector calculus applications

Continued reinforcement will be placed on:

- Mathematical modeling of physical systems
- Laboratory safety and procedures
- Data collection and analysis
- Integration of calculus and physics concepts
- Problem-solving strategies
- Scientific method application
- Technical writing and documentation
- Computer-based data analysis
- Experimental design
- Critical thinking and analysis

By year's end, students will be able to:

- Apply calculus to derive physics equations
- Analyze complex physical systems
- Design and conduct advanced physics experiments
- Solve differential equations for motion
- Calculate moments of inertia for various objects
- Apply conservation laws with calculus
- Analyze rotational dynamics
- Solve complex mechanics problems
- Write detailed laboratory reports
- Demonstrate AP-level problem-solving skills

Resources Used:

- **Textbook:** Knight, Randall. *Physics for Scientists and Engineers: A Strategic Approach with Modern Physics—AP Edition*. Pearson (2022)
- Hieggelke, Maloney, Kanim, & O'Kuma. *Tipers: Sensemaking Tasks for Introductory Physics.* (1st ed.) Pearson. (2013)
- Appel, Gastineau, and Bakken. *Physics with Vernier*, 2nd ed. Vernier Software and Technology. (2007)
- Ektina, Gentile, & Van Heuvelen. *Active Learning Guide for College Physics*. Pearson (2013)

- College Board. *AP Classroom.*
- Flipping Physics – Youtube Channel
- World's Phinest Physics website

Honors Human Anatomy & Physiology

Grades 11-12: (2 semesters – 1 credit)
Prerequisite: Biology I and Chemistry I

This course offers a comprehensive study of the normal structure and functioning of the human body, from the basic components of the cell to the complex organ systems and how those systems interact with each other. Through this study, students develop a deep appreciation of God's design of the human body. Coursework explores common health issues and diseases in each system, includes making clay models to represent the muscular system and other organ systems, and involves hands-on labs like organ dissections. This Honors Anatomy/Physiology class covers concepts in greater depth, with a focus on application using case studies, critical thinking skills, and problem-solving practices through analysis of clinical scenarios. The students also will learn to analyze various scientific research articles from various peer-reviewed science journals and will use these as resources or references when they are being assigned science-based research projects.

Key Scientific Concepts Taught:

- Homeostatic mechanisms and body system integration/interaction between all the complex organ systems
- Cell biology and biochemical processes
- Structure and function relationships in body systems, including cells, tissues, and organ systems
- Environmental effects on human physiology
- Chemical and physical processes in the human body
- Disease processes and pathophysiology
- Anatomical terminology and organization
- Cellular communication and transport mechanisms
- Energy processing and cellular metabolism
- Scientific research methods and analysis

Students will be introduced to:

- Advanced anatomical terminology
- Complex biochemical pathways
- Scientific journal analysis
- Clinical case studies
- Detailed system pathophysiology
- Laboratory dissection techniques
- Research paper analysis
- Medical terminology
- Disease process investigation/research projects
- Integration of multiple body systems through the constructions of clay in anatomy lessons

Continued reinforcement will be placed on:

- Laboratory safety procedures
- Scientific method application
- Data collection and analysis
- Critical thinking skills
- Technical writing
- Proper laboratory techniques through the dissections of a few different animal organs
- Anatomical structure identification through construction of clay on human manikin models
- System interconnections
- Homeostatic mechanisms
- Clinical applications

By year's end, students will be able to:

- Analyze complex physiological processes
- Perform detailed dissections
- Evaluate scientific research articles
- Explain system interactions
- Apply clinical concepts to case studies
- Demonstrate laboratory safety
- Analyze physiological data
- Connect structure to function
- Evaluate homeostatic mechanisms

- Write detailed laboratory reports

Resources Used:

- **Textbook:** *Essentials of Human Anatomy and Physiology* by Elaine N. Marieb
- Zahourek Systems, Inc. *Anatomy in Clay Learning System* (visual reference booklet, class set)
- Marieb, Elaine N. *Anatomy & Physiology Coloring Workbook—A Complete Study Guide.* 12th ed. Pearson. (2017)
- Marieb, Elaine N. *Essentials of Human Anatomy & Physiology Laboratory Manual*. 2nd ed. Pearson. (2014)
- **Digital Tools:** Nearpod, Wayground

AP Biology

Grades 11-12 (2 semesters—1 credit)
Prerequisites: Biology I, Chemistry I

This college-level course provides an in-depth exploration of biological principles through inquiry-based laboratory investigations and research analysis. Students examine the core concepts of biology—from molecular and cellular processes to evolutionary relationships and ecological systems—using scientific practices that mirror professional research. Through hands-on experimentation, statistical analysis, and evidence-based reasoning, students develop advanced scientific literacy while discovering the intricate design and complexity of God's creation. Students are expected to take the College Board Advanced Placement exam in May. Exam fees and study materials are not covered by tuition. A laptop computer is required for this course.

Key Scientific Concepts Taught:

- Chemical and physical properties of biological molecules through research-based projects involving the food they consume for breakfast, lunch, and dinner.
- Cellular structure and membrane function
- Enzyme activity and cellular energetics via the potato enzyme lab
- Molecular basis and genetic inheritance/mutations of biological systems
- Cellular transport mechanisms
- Biochemical pathways and energy transformation through science research projects
- Structure-function relationships
- Environmental effects on biological systems
- Cellular communication and regulation through hands-on activities
- Scientific method and experimental design

Students will be introduced to:

- Advanced biochemical concepts
- Complex cellular processes
- Research paper analysis
- Statistical analysis of data
- Advanced laboratory techniques
- Scientific writing protocols
- Experimental design principles
- Mathematical modeling in AP biology, including statistics, probabilities, standard/relative deviations, standard errors, chi-square concepts and calculations, and Hardy-Weinberg formula
- Data visualization methods
- Integration of biological systems

Continued reinforcement will be placed on:

- Laboratory safety procedures
- Data collection and analysis
- Critical thinking skills
- Scientific method application
- Technical writing
- Mathematical calculations
- Graph construction and interpretation
- Hypothesis testing

- Evidence-based reasoning
- Experimental controls

By year's end, students will be able to:

- Design and conduct complex experiments
- Analyze scientific research papers
- Interpret experimental data
- Create detailed laboratory reports
- Apply statistical analyses
- Evaluate scientific claims
- Construct scientific arguments
- Make evidence-based predictions
- Connect biological concepts
- Apply mathematical models to biological systems

Resources Used:

- **Textbook:** Campbell, Urry, Cain, Wasserman, Minorsky, Orr. *Campbell AP Edition Biology*, 12th ed. Pearson. (2020)
- Campbell, Urry, Cain, Wasserman, Minorsky, Orr. *Campbell AP Edition Biology*, 9th ed. Pearson. (2011)
- *AP Classroom.* College Board.
- Resources from from AP Summer Institute at Rice University
- Trout, Laura (ed.). *POGIL—Activities for AP Biology*. Flinn Scientific. 2012.
- **Digital Tools:** NearPod

AP Chemistry

Grades 11-12 (2 semesters—1 credit)
Prerequisite: Chemistry I and Algebra II highly recommended

This rigorous, college-level chemistry course provides an in-depth exploration of chemical principles through mathematical modeling, advanced laboratory investigations, and quantitative analysis. Building upon foundational chemistry concepts, students examine atomic and molecular structure, chemical bonding, thermodynamics, kinetics, equilibrium, acid-base chemistry, electrochemistry, and spectroscopy. The course emphasizes mathematical problem-solving, experimental design, and data interpretation at the level of a first-year college general chemistry course. Through precise laboratory work and analytical reasoning, students discover the elegant mathematical relationships that govern chemical behavior and reflect God's order in creation. Students are expected to take the College Board Advanced Placement exam in May. Exam fees and study materials are not covered by tuition.

Key Scientific Concepts Taught:

- Atomic theory and molecular structure
- Chemical bonding and intermolecular forces
- Stoichiometry and quantitative analysis
- Kinetic molecular theory and gas laws
- Equilibrium systems and calculations
- Thermodynamics and energy transfer
- Redox reactions and electrochemistry
- Acid-base chemistry and buffer systems
- Reaction kinetics and mechanisms
- Spectroscopy and molecular analysis

Students will be introduced to:

- Advanced laboratory techniques
- Spectroscopic analysis methods
- Complex equilibrium calculations
- Advanced organic chemistry concepts
- Quantitative error analysis
- Mathematical modeling in chemistry
- Advanced data interpretation
- Research paper analysis
- Complex problem-solving strategies
- Integration of chemical concepts

Continued reinforcement will be placed on:

- Laboratory safety procedures
- Data collection and analysis

- Mathematical calculations
- Chemical nomenclature
- Proper laboratory techniques
- Technical writing skills
- Stoichiometric relationships
- Chemical equations and balancing
- Scientific method application
- Critical thinking skills

By year's end, students will be able to:

- Design and conduct complex experiments
- Apply mathematical models to chemical systems
- Analyze spectroscopic data
- Write detailed laboratory reports
- Solve complex equilibrium problems
- Predict reaction outcomes
- Evaluate experimental procedures
- Apply gas laws to real systems
- Interpret molecular interactions
- Make evidence-based predictions

Resources Used:

- **Textbook:** Zumdahl, Zumdahl, & DeCoste. *Chemistry.* Cengage Learning. (2018)
- College Board. *AP Classroom.*
- **Digital Tools:** EdPuzzle, PhET, YouTube, and Vernier for Spectral Analysis and Graphical Analysis apps

Computer Science I

Grades 9-12 (2 semesters – 1 credit)

This year-long course begins with the foundations of computer science and Python programming, emphasizing logical thinking and problem-solving skills. In the first semester, students master Python fundamentals including variables, control structures, functions, and basic data structures. The second semester applies these programming skills to the exciting field of drone technology, where students learn to program Tello drones using Python. Students write code to control drone flight patterns, create autonomous navigation sequences, and program drones to complete obstacle courses using both autonomous and user-controlled flight modes. By course completion, students will have gained both a solid foundation in Python programming and practical experience in applying these skills to real-world robotics applications.

Key Concepts Taught:

- Functions, Mouse Events, and Object Properties
- Mouse Motion Events, Helper Functions, and Basic Conditionals
- Advanced Conditionals, Key Events, and Methods
- Complex Conditional Logic and Extended Key Event Handling
- Groups, Step Events, and Motion Programming
- Drone Fundamentals & Safety
- Flight Controls and Programming
- Programming & Drone Functions
- Flight Applications and Projects

Students will be introduced to:

- Basic programming syntax and structure
- Variables and data types
- Control structures (loops and conditionals)
- Functions and parameters
- Graphics and animation
- Event handling
- Project development basics
- Collaborative programming practices

Continued reinforcement will be placed on:

- Problem-solving strategies
- Program design and planning
- Code organization and style

- Documentation and commenting
- Debugging techniques
- Testing strategies
- Algorithm optimization
- Best programming practices
- Logical thinking
- Project management skills

By year's end, students will be able to:

- Write well-structured programs including designing and implementing algorithms
- Create interactive graphics and animations while developing simple games and applications
- Use appropriate data structures
- Debug and test programs effectively
- Work collaboratively on projects
- Document code properly
- Apply problem-solving strategies
- Develop and present user-created programs

Resources Used:

- Laptop minimum requirements: Windows or Mac computers (Chrome, Firefox, or Safari 10 or higher). Chromebooks, iPads, and mobile devices are not acceptable.
- **Websites Used:** Carnegie Mellon University Academy coding platform and LocoRobo course application

AP Computer Science Principles

Grades 10-12 (2 semesters – 1 credit)
Prerequisite: Algebra I

This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. It is a rigorous, engaging, and approachable project-based course that explores many of the foundational ideas of computing so students understand how these concepts are transforming the world in which we live. Topics include the Internet, big data, privacy, programming, and algorithms. Students are expected to take the College Board Advanced Placement exam in May. Exam fees and study materials are not covered by tuition.

Key Scientific Concepts Taught:

- Digital information representation and processing
- Internet architecture and cybersecurity
- Program design and algorithm development
- Data analysis and visualization
- Computing innovations and global impacts
- App development and user interface design
- Variables, functions, and control structures
- Data structures and organization
- Collaborative software development
- Computing system fundamentals

Students will be introduced to:

- Binary data representation
- Internet protocols and structure
- Basic programming concepts
- Algorithm analysis and design
- Data privacy and security
- User interface development
- App design principles
- Data visualization techniques
- Software development processes
- Cybersecurity fundamentals

Continued reinforcement will be placed on:

- Problem-solving strategies
- Algorithmic thinking
- Code organization and documentation

- Testing and debugging
- Data analysis methods
- Digital citizenship
- Collaborative development
- Technical communication
- Ethical computing practices
- Project management

By year's end, students will be able to:

- Design and implement algorithms
- Create interactive applications
- Analyze and visualize data
- Evaluate computing innovations
- Apply cybersecurity principles
- Collaborate on software projects
- Create computational artifacts
- Document technical solutions
- Assess societal impacts
- Complete the AP Create Performance Task

Resources Used:

- Laptop minimum requirements: Windows or Mac computers (Chrome, Firefox, or Safari 10 or higher). Chromebooks, iPads, and mobile devices are not acceptable.
- **Websites Used:** code.org and College Board AP Classroom

AP Computer Science A

Grades 10-12 (2 semesters – 1 credit)
Prerequisite: AP Computer Science Principles

This course introduces students to computer science through programming and helps students master the basics of Java. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. Students are expected to take the College Board Advanced Placement exam in May. Exam fees and study materials are not covered by tuition.

Key Scientific Concepts Taught:

- Object-oriented programming fundamentals
- Data structures and algorithms
- Program analysis and testing
- Java syntax and libraries
- Iteration and control structures
- Array and ArrayList implementations
- Class design and inheritance
- Method design and parameters
- Boolean logic and conditional statements
- Searching and sorting algorithms

Students will be introduced to:

- Java programming environment
- Object-oriented design principles
- Class hierarchies and interfaces
- Exception handling and debugging
- Algorithm efficiency analysis
- Array manipulation techniques
- Recursive problem solving
- Abstract data types
- Memory management concepts
- Software development lifecycle

Continued reinforcement will be placed on:

- Program style and documentation
- Problem-solving strategies

- Code organization and structure
- Testing and debugging practices
- Algorithm development
- Data structure implementation
- Object-oriented principles
- Code reusability
- Program efficiency
- Technical documentation

By year's end, students will be able to:

- Design and implement Java programs
- Create and use object-oriented designs
- Implement and analyze algorithms
- Use and modify data structures
- Debug and test complex programs
- Write efficient and maintainable code
- Apply inheritance and polymorphism
- Develop recursive solutions
- Create comprehensive documentation
- Complete the AP exam successfully

Resources Used:

- Laptop minimum requirements: Windows or Mac computers (Chrome, Firefox, or Safari 10 or higher). Chromebooks, iPads, and mobile devices are not acceptable.
- **Websites Used**: CSAwesome and College Board AP Classroom

Introduction to Cybersecurity

Grades 11-12 (2 semesters—1 credit)
Prerequisite: at least one high school CS course

This year-long course introduces students to foundational cybersecurity concepts through both theoretical study and practical application. Students explore network security, threat detection, cryptography, and logical reasoning while participating in immersive simulations. A highlight of the course is a role-playing scenario where students assume positions of business executives, IT teams, utility operators, and community members responding to a hypothetical cyberattack. Through these hands-on experiences, students develop critical thinking skills while gaining insight into cybersecurity careers.

Key Scientific Concepts Taught:

- Foundations & Threats
- The Human Factor
- Data Safety and Best Practices
- Cryptography and Linux
- Devices and Networking
- Law & Ethics
- Reconnaissance
- Network & System Threats
- Online Threats
- Encryption Security Tools

Students will be introduced to:

- Social engineering techniques
- CIA Triad and key principles of cybersecurity
- Authentication methods, attacks, and mitigation
- Types of malware and methods of mitigation.
- Use of Terminal for Linux and Windows commands and tools.
- Apply threat modeling to home and personal IOT threats

Continued reinforcement will be placed on:

- Social Engineering and Reconnaissance
- Cybersecurity Principles and Authentication
- Malware and Mitigation
- Network Fundamentals and Attacks
- Cryptography and Encoding
- Cybersecurity Tools and Analysis

• Vulnerabilities and Threat Modeling • Ethical and Legal Aspects of Cybersecurity Careers
By year's end, students will be able to: • Implementation and monitoring of security on network and computer systems. • Strategies to identify and protect against security threats • Basics of cryptography and logic reasoning • Practice in the configuration and mitigation of system vulnerabilities • Integration of current events regarding cyber threats • Related cyber ethics and law
Resources Used: • Laptop minimum requirements: Windows or Mac computers (Chrome, Firefox, or Safari 10 or higher). Chromebooks, iPads, and mobile devices are not acceptable. • **Websites Used**: Cyber.org Apps VM site.

World Languages

Our World Languages program recognizes that language learning is about more than vocabulary and grammar—it's about building bridges between communities and hearts. We see language as a powerful tool for connecting with others, whether through spoken words or sign language, enabling our students to share God's love across cultural and communication barriers.

Our mission is to develop confident communicators who can engage authentically with Spanish-speaking and Deaf communities while sharing their faith and values.

We believe that effective world language education:

- **Builds Strong Foundations**: Teaching essential language skills through immersive experiences, knowing that even a simple greeting can open doors to meaningful relationships.
- **Develops Cultural Understanding**: Embracing and respecting the diverse heritage of Spanish-speaking families and Deaf culture in our community.
- **Encourages Active Practice**: Creating opportunities for authentic conversation and connection, recognizing that language learning is a journey of growth.
- **Centers on Scripture:** Integrating Bible verses and Christian principles into language learning and practice
- **Prepares for Future Success**: Equipping students with language skills for college, careers, and Kingdom work.

Through our program, students grow in proficiency in their language skills while discovering their greater purpose—building relationships, breaking down barriers, and sharing God's love across cultures. Whether through Spanish or American Sign Language, we prepare students to excel academically while being bridges in our diverse world.

American Sign Language I

Grades 9-12 (2 semesters – 1 credit)

This course is designed for students passionate about American Sign Language (ASL) and its rich culture. It's ideal for those seeking to enhance their communication skills or pursuing careers where ASL proficiency is beneficial. Students will develop receptive, expressive, and interactive language skills through engaging activities and real-world interactions with Deaf individuals. The course is taught in a 90% total immersive (no voice) environment, mimicking the real-world Deaf community. Being a visual language, a highly interactive approach is necessary. Students will be able to introduce themselves and talk about their lives as well as perform songs and participate in fun, creative dialogues. Regular assessments will monitor progress in signing proficiency.

Students will be introduced to:

- Fingerspelling
- Basic conversation skills (introductions, personal information)
- Deaf culture and history
- Home and surroundings vocabulary
- Family descriptions
- School-related vocabulary
- Hobbies and activities vocabulary
- Spiritual and religious Vocabulary
- Music interpretation in ASL

Continued reinforcement will be placed on:

- Weekly dialogue preparation and demonstrations
- Fingerspelling accuracy
- Cultural sensitivity and awareness
- Proper handshapes and sign production
- Non-Manual Behaviors
- Parameters of ASL

By year's end, students will be able to:

- Introduce themselves and understand others' introductions
- Describe family, home, and personal interests
- Engage in basic conversations about school and activities
- Demonstrate understanding of Deaf culture and history
- Interpret songs and scripture into ASL
- Approach and converse with Deaf individuals comfortably

Resources Used:

- Master ASL! Level 1 Jason Zinza; Sign Enhancers, Inc
- Signing Naturally, Ella Mae Lentz, Cheri Smith, Ken Mikos; Dawn Sign Press.
- Lifeprint.com and ASL.MS for fingerspelling practices
- "See What I Mean" video; “Sound and Fury” documentary
- YouTube videos for signed songs
- Timeline materials for Deaf history
- **Digital Tools:** Padlet

American Sign Language II

Grades 9-12 (2 semesters – 1 credit)
Prerequisite: ASL I

This course builds upon the foundation of American Sign Language I, delving deeper into the fundamental elements of ASL within a cultural context. Students will progressively enhance their expressive and receptive skills, focusing on both language and Deaf culture. By the end of the course, students will be able to comprehend and respond accurately to ASL, demonstrating a strong cultural awareness. Regular assessments will track progress in signing proficiency. Students explore presenting projects, including newscasts, cooking shows, songs, and skits.

Students will be introduced to:

- ASL Literature forms and performance
- Rule of 9 and expanded classifier usage
- Past, present, and future tenses
- Food and cooking vocabulary
- Sports & Activities vocabulary
- Directional vocabulary
- Community vocabulary
- Advanced descriptive techniques (physical appearance, characteristics, natural world)
- Money-related signing (dollar twist, money spot)
- Deaf-Blind communications

Continued reinforcement will be placed on:

- Parameters and facial expressions
- Fingerspelling accuracy
- Vocabulary expansion
- Spatial visualization and description
- Non-manual signals
- Conceptual aspects of ASL

By year's end, students will be able to:

- Describe people, places, and things in detail
- Navigate conversations about education, professions, and daily activities
- Give and understand street directions
- Create and perform ASL Literature
- Use classifiers effectively in complex descriptions
- Demonstrate proper use of tenses and the Rule of 9
- Engage in extended conversations about various topics

Resources Used:

- MASL curriculum units
- Signing Naturally Ella Mae Lentz, Cheri Smith, Ken Mikos; Dawn Sign Press.
- Lifeprint.com and ASL.MS for fingerspelling practices
- YouTube videos for signed songs
- Weekly Scripture materials
- Timeline materials for Deaf history
- **Digital Tools:** Padlet & EdPuzzle

American Sign Language III

Grades 10-12 (2 semesters – 1 credit)
Prerequisite: ASL II

Each lesson centers around everyday conversations, teaching grammar within context and focusing on developing strong question-and-answer skills. Students will learn strategies to maintain natural conversations and practice through interactive activities, group work, individual exercises, and storytelling. To immerse themselves in Deaf culture, students will participate in cultural events and explore the interpretation of Scripture, songs, prayers, and community gatherings.

Students will be introduced to:

- Advanced spatial agreements (DRIVE-TO, TAKE-FROM, CARRY-TO, DROP-OFF)
- Complex verb agreements
- Translation of negations from English to ASL
- Weak hand signing techniques
- Advanced narrative and dialogue skills
- Processing larger chunks of information
- Understanding meaning from context
- Deaf Artists and poets

Continued reinforcement will be placed on:

- Parameters and Non-manual Behaviors
- Numbers and money signing
- Question grammar
- Vocabulary expansion
- Storytelling and ASL literature/the arts

- Spatial visualization
- Glossing skills

By year's end, students will be able to:

- Make and decline requests with proper grammar
- Explain problems using correct ASL structure
- Give detailed directions and describe neighborhoods
- Create and maintain complex dialogues
- Present movie plots in ASL
- Sign from multiple perspectives
- Process and comprehend extended ASL content
- Create a poem, art piece, and ABC story

Resources Used:

- MASL curriculum units
- Signing Naturally curriculum units
- Lifeprint.com
- Various documentaries and videos

Honors American Sign Language IV/V

Grades 11-12 (2 semesters—1 credit)
Prerequisite: ASL III and teacher approval

This course focuses on a deeper understanding and use of facial expressions/mouth morphemes, greater emphasis on proper grammar, increased use of classifiers, and increased speeds of fingerspelling and signing. Glossing, memorizing, and an intro to interpreting are important elements of this course. These skills will be refined through performance-based learning/real-life application, i.e., providing theater for the Deaf through a shadow show, participating in the Junior Theater Festival, and offering opportunities for the Deaf to enjoy entertainment in their language, such as music videos and performing in chapel. Live performances are emphasized; therefore, some after-school rehearsals will be required.

Students will be introduced to:

- Advanced opinion expression and supporting arguments
- Shadow play performance techniques
- Children's literature creation in ASL
- Advanced interpreting skills through movie scenes, books, the spring musical, etc.
- Authoritative and diplomatic tones in ASL

Continued reinforcement will be placed on:

- ASL parameters and Non-Manual behaviors
- Classifier usage and storytelling

- Song interpretation
- Translation of complex structures (have, negations)
- Advanced vocabulary and grammar

By year's end, students will be able to:

- Perform the National Anthem in ASL
- Create and perform shadow plays
- Develop & perform children's stories in ASL
- Interpret complex concepts
- Create and perform music videos
- Execute advanced translations
- Present complex project-based works

Resources Used:

- Signing Naturally curriculum
- Lifeprint.com and ASL.MS for fingerspelling practices
- YouTube videos for signed songs, interpreting practice, etc.
- **Digital Tools**: Padlet & BookCreator

Spanish I

Grades 9-12 (2 semesters – 1 credit)

First-year Spanish students will build cultural awareness and develop foundational skills in listening, speaking, reading, and writing. Connections to other subjects will be made through cultural activities and interdisciplinary learning. Students will engage with a variety of authentic texts, including fiction and nonfiction, to strengthen reading skills and deepen their language understanding. Through listening, speaking, reading, and writing, students will acquire essential vocabulary, grammar, and communication skills, focusing mainly on the present tense.

Students will be introduced to:

- Basic greetings and conversational phrases
- Numbers, dates, time, and calendar
- Cultural aspects of Spanish-speaking countries
- Regular and stem-changing verbs
- Reflexive Verbs
- Present Progressive
- Object pronouns
- Comparisons

- Familiar affirmative and negative commands
- Basic vocabulary for family, school, free time activities, food, clothing and daily routines

Continued reinforcement will be placed on:

- Present tense verb conjugations (-ar, -er, -ir verbs)
- Noun/adjective agreement
- Basic sentence structure
- Foundational grammar concepts (ser/estar, present tense verbs)
- Forming questions
- Cultural comparisons

By year's end, students will be able to:

- Conduct basic conversations in Spanish
- Describe people, places, and things
- Discuss daily activities and schedules
- Order food and discuss meals
- Express likes and dislikes
- Compare and contrast
- Negotiate a price and buying
- Give familiar commands
- Use regular preterite tense verbs

Resources Used:

- *Descubre (Level 1)*, 2022 - Vista Higher Learning

Spanish II

Grades 9-12 (2 semesters – 1 credit)
Prerequisite: Spanish I

Students strengthen their foundation in grammar and vocabulary from Spanish 1 while expanding their knowledge with the introduction of more complex grammar structures and vocabulary usage. Oral proficiency, reading, and writing skills are emphasized as students enhance their communication abilities. By the end of the course, students will have the opportunity to work with and apply new verb tenses in various contexts. When dealing with everyday topics, the students will intensify their knowledge and skills in communication, cultures, and communities. Reading passages will be introduced, reading in Spanish will be emphasized, and grammar will be stressed and studied. The Spanish community will be integrated through activities, cultural events, and technology to promote lifelong learning.

Students will be introduced to:

- Thematic vocabulary
    - Essential frequently used vocabulary words
    - Essential frequently used verbs
    - Descriptions
    - Emotions
    - Places
    - Leisure activities
    - Daily activities
    - Health
    - Technology
    - Nature
    - Well-being
    - At the house
    - In the city
    - Biblical vocabulary
    - Cultural Vocabulary
- Grammatical Structures
    - Present tense (all forms)
    - Indirect object pronouns
    - Verbs like gustar
    - Present progressive tense
    - Preterite (regular and irregular)
    - Imperfect (regular and irregular)
    - Preterite vs. imperfect tense usage
    - Por vs. Para usage
    - Present perfect tense
    - Past perfect tense
    - Introduction to present subjunctive with noun clauses
    - Command forms
    - Cultural comparisons

Continued reinforcement will be placed on:

- Previously acquired vocabulary
- Pronouns
- Present progressive tense
- Present tense
- Ser vs. Estar
- Present perfect tense
- Command forms
- Cultural comparisons

By year's end, students will be able to:

- Read, write, speak and listen to Spanish using familiar words and phrases, on familiar tasks, topics, and activities
- Use phrases and short, simple sentences
- Be understood by Spanish speakers
- Understand simple questions and statements
- Demonstrate an understanding of the culture(s), make interdisciplinary connections between native language and target language and between cultures, and use the target language in real-life settings
- Understand and use thematic vocabulary in different modes and contexts
- Understand and interpret spoken language on a variety of topics as they relate to the thematic vocabulary and grammar concepts
- Understand the nature of language by comparing the language studied with their own.
- Use the language both within and beyond the school setting.
- Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.
- Understand and use Biblical vocabulary

Resources Used:

- *Descubre (Level 2)*, 2022 - Vista Higher Learning

Spanish III

Grades 9-12 (2 semesters – 1 credit)
Prerequisite: Spanish II

Students strengthen their foundation in grammar and vocabulary from Spanish 1 and 2 while expanding their knowledge with the introduction of advanced complex grammar structures and vocabulary usage. Oral proficiency, reading, and writing skills are emphasized as students enhance their communication abilities. By the end of the course, students will have the opportunity to work with and apply eleven verb tenses in various contexts. When dealing with everyday topics, the students will intensify their knowledge and skills in communication, cultures, and communities. Literature will be introduced, reading in Spanish will be emphasized, and grammar will be stressed and studied. The Spanish community will be integrated through activities, cultural events, and technology to promote lifelong learning.

Students will be introduced to:

- Describe expressive feelings and emotions
- Leisure activities
- Day-to-day tasks
- Health and well-being
- Tourism
- Nature
- Technology and space exploration
- Economy and Employment
- Pop Culture and the Media
- The Arts and Literature
- Subjunctive
- Perfect tenses

Continued reinforcement will be placed on:

- Subjunctive mood in multiple tenses
- Perfect tenses
- Passive voice
- Complex grammar structures
- Cultural comparisons
- Reading comprehension
- Literary analysis

By year's end, students will be able to:

- Navigate emergency and medical situations
- Discuss life events and celebrations
- Handle complex travel arrangements
- Analyze Hispanic literature and art
- Express feelings and emotions
- Discuss verbs and apply them in hypothetical situations
- Discuss daily routines and personal care
- Narrate situations providing background and referring to specific moments in the past
- Give instructions and commands
- Give advice and recommendations

• Discuss actions and events that will happen in the future • Discuss the environment, natural resources, and natural phenomena • Discuss science, inventions, and technology • Discuss jobs, finances, and the economy • Discuss the media and popular culture
Resources Used: • *Descubre (Level 3)*, 2022 - Vista Higher Learning

Honors Spanish IV

Grades 11-12 (2 semesters—1 credit)
Prerequisite – Spanish III

Spanish IV is designed to be an interactive and highly communicational world language course. Students will utilize a communicative approach to the integration of all previously acquired Spanish grammar, vocabulary, writing, reading, and speaking skills. Assignments will emphasize real-life scenarios, biblical/ministry vocabulary, Hispanic culture, and essentials of communication. Upon completion of this course, successful students will increase their use of the Spanish language in various contexts. This class will also deepen cultural awareness of the Spanish-speaking world as well as increase more fluid conversation skills. To develop fluency, students are highly encouraged to take full advantage of any opportunity to practice Spanish beyond the classroom. Students may opt to take the College Board Advanced Placement exam in May. Exam fees and study materials are not covered by tuition.

Students will be introduced to:

- Thematic contexts and thematic vocabulary (aligned with these College Board themes for AP Language and Culture)
    - Educational Communities
    - Social Media
    - Technology, Individuals and Society
    - Healthcare and Medical Issues
    - Definitions of Beauty
    - Fashion and Design
    - Education and Professional Careers
    - Entertainment and Leisure
    - Economy Issues
    - Environmental Issues
    - Segregation and Assimilation
    - Self-Esteem
- Vocabulary used for interpersonal communication
- Songs from different genres and countries
- Bible Verses
- Culture from different Spanish-speaking countries

Continued reinforcement will be placed on:

- Previously learned grammar structures
- Previously learned thematic vocabulary
- Previously learned communication skills
- Critical analysis skills
- Debate and discussion
- Cultural perspectives

By year's end, students will be able to:

- Demonstrate an understanding of the culture(s), make interdisciplinary connections between the native and target languages and cultures, and use the target language in real-life settings.
- Understand and use thematic vocabulary across various modes and contexts.
- reinforce and further their knowledge of other disciplines through the foreign language.
- Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Understand and interpret written language on a variety of topics as they relate to the thematic vocabulary and grammar concepts.
- Understand and interpret written language on various topics.
- Reinforce and further their knowledge of other disciplines through the foreign language.
- Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Communicate in all of the following modes of communication as they relate to the thematic vocabulary and grammar concepts
- Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions through interpersonal communication (where there is potential feedback such as participating in a dialogue)
- Present information, concepts, and ideas to an audience of listeners or readers through presentational communication (where information is only produced, such as a cultural oral presentation or writing) on various topics.
- Understand and interpret spoken language on a variety of topics as they relate to the thematic vocabulary and grammar concepts.
- Reinforce and further their knowledge of other disciplines through the foreign language.
- Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Demonstrate understanding of the nature of language through comparisons between the language studied and their own.
- Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- Reinforce and further their knowledge of other disciplines through the foreign language.
- Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Understand the nature of language by comparing the language studied with their own.
- Understand the concept of culture through comparisons of the cultures studied and their own.

- Use the language both within and beyond the school setting.
- Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Resources Used:

- *Temas AP Language and Culture, 2020, Vista Higher Learning*

Honors Spanish V

Grades 11-12 (2 semesters—1 credit)
Prerequisite: Honors Spanish IV

Spanish V is a second-year continuation of Spanish IV. It is designed to be an interactive and highly communicative world language course. Students will utilize a communicative approach to the integration of all previously acquired Spanish grammar, vocabulary, writing, reading, and speaking skills. Assignments will emphasize real-life scenarios, biblical/ministry vocabulary, Hispanic culture, and essentials of communication. Upon completion of this course, successful students will increase their use of the Spanish language in various contexts. This class will also deepen cultural awareness of the Spanish-speaking world as well as increase more fluid conversation skills. In order to develop fluency, students are highly encouraged to take full advantage of any opportunity to practice Spanish beyond the classroom. Students may opt to take the College Board Advanced Placement exam in May. Exam fees and study materials are not covered by tuition.

Students will be introduced to:

- Thematic contexts and thematic vocabulary (aligned with these College Board themes for AP Language and Culture):
    - Human Geography
    - Traditions and Values
    - Science and Ethics
    - Natural Phenomena
    - Language and Literature
    - Visual and Performing Arts
    - Travel and Leisure
    - Interpersonal Relations
    - Population and Demography
    - Social Well-being
    - National and Ethnic Identity
    - Personal Interests
- Vocabulary used for interpersonal communication
- Songs from different genres and countries
- Bible Verses
- Culture from different Spanish-speaking countries

Continued reinforcement will be placed on:

- Previously learned grammar structures

- Previously learned thematic vocabulary
- Previously learned communication skills
- Critical analysis skills
- Debate and discussion
- Cultural perspectives

By year's end, students will be able to:

- Demonstrate an understanding of the culture(s), make interdisciplinary connections between the native and target languages and cultures, and use the target language in real-life settings.
- Understand and use thematic vocabulary across various modes and contexts.
- Reinforce and further their knowledge of other disciplines through the foreign language.
- Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Understand and interpret written language on various topics as they relate to the thematic vocabulary and grammar concepts
- Understand and interpret written language on various topics.
- Reinforce and further their knowledge of other disciplines through the foreign language.
- Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Communicate in all of the following modes of communication as they relate to the thematic vocabulary and grammar concepts:
- Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions through interpersonal communication (where there is potential feedback, such as participating in a dialogue)
- Present information, concepts, and ideas to an audience of listeners or readers through presentational communication (where information is only produced, such as a cultural oral presentation or writing) on various topics.
- Understand and interpret spoken language on a variety of topics as they relate to thematic vocabulary and grammar concepts.
- Reinforce and further their knowledge of other disciplines through the foreign language.
- Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- Reinforce and further their knowledge of other disciplines through the foreign language.
- Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Understand the nature of language by comparing the language studied with their own.
- Understand the concept of culture through comparisons of the cultures studied and their own.
- Use the language both within and beyond the school setting.
- Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Resources Used:

- *Temas AP Language and Culture, 2020, Vista Higher Learning*

Arts & Media

At FBCA, we believe artistic expression is rooted in the truth that we are made in the image of God. Because God is the Creator, human creativity is not accidental; it is a reflection of His nature in us. Art, therefore, is never merely self-expression but something that carries meaning and reveals what we believe to be true about the world. For this reason, we understand artistic work as something that is ultimately meant to serve the glory of God under the Lordship of Christ (1 Cor. 10:31). This does not limit creativity but gives it direction. Art is called to reflect what is true, good, and beautiful, even as it honestly engages the realities of a broken world. While art may depict struggle or brokenness, its aim is not to glorify sin but to help us see more clearly the difference between what is fallen and what is good and to stir within us a longing for redemption. In this way, artistic expression can become one of God's ordinary means of drawing us nearer to Himself, shaping our imaginations so that we learn to dwell on what is excellent and praiseworthy, as Philippians 4:8 calls us to do.

Arts & Media Honors Requirements

Arts & Media Honors courses in the Visual and Performing Arts require students to join the honors society within their discipline (National Art Honor Society, Tri-M Music Honor Society, International Thespian Honor Society, or National Speech & Debate Honor Society) and fulfill all annual requirements, including dues and ten discipline-specific service hours. Honors assessment in both semesters is ongoing and includes an advanced creative capstone, process portfolio, or performance/exhibition with reflective analysis. Students demonstrate honors-level depth, technical skill, and conceptual understanding through annotated scripts, scores, or sketchbooks featuring commentary and reflections that integrate faith and worldview. Honors credit is earned through sustained, advanced creative work that shows originality, technical growth, and reflective thinking beyond standard course expectations. Students must also participate in a teacher-designated external event (e.g., TAPPS, Scholastic Art, TPSMEA, art show, or monologue showcase) at a level exceeding standard course requirements and attend two college-level, community, or professional performances related to their discipline, submitting a comparative

written review. Yearbook and Broadcasting students may earn Honors credit through director-level leadership and advanced responsibility, while Debate Honors requires active participation in scheduled tournaments throughout the year. Students enrolled in an Honors section may not revert to academic credit mid-term.

Visual Arts

Art I
Grades 9-12 (2 semesters—1 credit) This is the prerequisite and foundation course for all studio courses in art. The course explores the elements and principles of design through painting, drawing, printmaking, and electronic media. Students explore artworks of diverse styles, cultures, and historic periods.
Students will be introduced to: • Elements and principles of design (line, shape, form, space, color, texture, value) • Various drawing techniques (gesture, contour, implied, still life) • Dry mediums (graphite, charcoal, colored pencil) • Wet mediums (Watercolor, Acrylic, Ink, Oils) • Color theory and color mixing • Composition techniques • Portrait and figure drawing • Human anatomy in art • Art history and artist research • Mixed media techniques • Printmaking (reduction linoleum prints, embossing, monoprints, intaglio) • Relief sculpture (low relief, high relief, sunken relief) • Etching and scratchboard techniques • Photography basics for artistic reference • Apply biblical principles to art
Continued reinforcement will be placed on: • Drawing from observation • Development of craftsmanship • Self-evaluation and critique processes • Visual effects and perspective • Creating artwork with a full range of values • Creative problem-solving • Connecting spiritual concepts with artistic expression • Art vocabulary and communication about art

- Grid drawing technique
- Application of elements and principles in composition

By year's end, students will be able to:

- Create original artwork using a variety of media and techniques
- Apply elements and principles of design with intention
- Analyze and critique artwork using appropriate vocabulary
- Develop personal artistic expression through various projects
- Demonstrate understanding of art history and its influence on contemporary art
- Create 2D and 3D artwork with proper technique
- Use symbolism and visual communication in artwork
- Demonstrate mastery of at least one printmaking technique
- Create compositions using proper proportions in figure and portrait drawing
- Demonstrate how Christian values are applied and lived out in artistic expression

Resources Used:

- Sketchbooks/journals for practice and reflection
- Various drawing materials (graphite, charcoal, colored pencils)
- Watercolor paints and appropriate paper
- Printmaking supplies
- Mixed media materials
- Scratchboard materials
- Digital photography equipment
- Art history references and examples

Art II Drawing, Painting and Printmaking I

Grades 9-12 (2 semesters—1 credit)
Prerequisite: Art I

This course is designed to be an intermediate study of drawing and painting, stressing individual projects and experimental approaches. There will be varied approaches to drawing, incorporating experience with still life, landscape, composition, and analytical and expressive drawing. Students will use intermediate drawing media and various relief printmaking techniques with concentrated work in the processes of woodcut, linoleum cut, and screen printing. Painting includes both perceptually based study and more conceptual and experimental approaches to the medium.

Students will be introduced to:

- Advanced techniques in line, shape, texture, and value
- Community art projects and collaborative work
- Advanced color theory and wet medium techniques
- In-depth art history research and analysis
- Advanced portraiture and figure drawing
- Human anatomy for artists
- Photography as a reference tool for artistic compositions
- Mixed media techniques and applications
- Advanced printmaking processes (reduction linoleum prints, embossing, monoprints, intaglio)
- 3D relief sculpture (low, high, and sunken relief)
- Scratchboard etching techniques

Continued reinforcement will be placed on:

- Elements and principles of design with deeper application
- Critical thinking and conceptual development in art
- Advanced observational drawing skills
- Various dry and wet medium techniques
- Self-reflection and evaluation through critique processes
- Writing about art and articulating artistic concepts
- Visual effects, perspective, and symbolism in art
- Composition techniques and organization
- Grid drawing for complex subjects

- Faith integration with artistic concepts and expression

By year's end, students will be able to:

- Create advanced compositions using a variety of media
- Demonstrate mastery of drawing techniques with multiple mediums
- Apply color theory principles in original artworks
- Create realistic human figure and portrait work
- Develop personal art styles and approaches
- Analyze art from various time periods and cultures
- Demonstrate mastery of at least one printmaking technique
- Create 3D relief sculptures with proper techniques
- Photograph and prepare reference materials for artwork
- Articulate and defend artistic choices through written and verbal critique

Resources Used:

- Advanced drawing materials (graphite, charcoal, colored pencils)
- Watercolor and other wet media materials
- Mixed media supplies
- Printmaking equipment and materials
- Relief sculpture materials
- Scratchboard and etching tools
- Photography equipment
- Sketchbooks/journals for practice and reflection
- Art history references and examples

Art II - Ceramics I

Grades 10-12: (2 semesters—1 credit)
Prerequisite: Art I

This beginning-level ceramics course includes coil and slab construction, wheel-throwing techniques, glazing processes, and kiln-firing methods. Emphasis is on the creation of both functional and non-functional forms together with exposure to appropriate aesthetic and informational support materials. Students will demonstrate an understanding of key concepts and components of ceramics through written and verbal means, including evaluations and formal critiques.

Students will be introduced to:

- Clay properties, types, and moisture stages (plasticity, leather-hard, greenware, bone dry, bisque)
- Studio safety and equipment procedures
- Hand-building techniques (pinch, coil, slab construction)
- Wheel throwing techniques (centering, opening, raising walls, trimming)
- Surface decoration and texture techniques
- Glazing processes (application methods, types, firing techniques)
- Kiln operation and firing methods (bisque, glaze, raku)
- History of ceramics and influential ceramic artists
- Formal critique processes and vocabulary
- Three-dimensional design principles
- Development of personal aesthetic in ceramic works

Continued reinforcement will be placed on:

- Elements and principles of design as applied to three-dimensional forms
- Problem-solving and creative thinking through ceramics
- Craftsmanship and technical skills development
- Self-assessment and reflection on artistic growth
- Studio practices including cleanliness, safety, and respect for materials
- Integration of faith concepts with artistic expression
- Critical thinking and effective communication about art
- The relationship between form and function in ceramic works

- Development of personal style and creative expression

By year's end, students will be able to:

- Complete the construction of both functional and non-functional hand-built forms.
- Create balanced, well-crafted, wheel-thrown vessels with consistent wall thickness
- Apply appropriate glazes and surface treatments to enhance ceramic pieces
- Operate kilns and understand firing processes
- Articulate ideas through the ceramic medium using appropriate vocabulary
- Use various ceramic techniques to express personal aesthetic choices
- Analyze and critique ceramic artwork using formal elements and principles
- Demonstrate knowledge of ceramic theory and historical context
- Create increasingly complex forms showing technical mastery
- Work independently to develop and complete ceramic projects
- Participate effectively in the critique process

Resources Used:

- Clay (earthenware, stoneware, porcelain)
- Basic ceramic tools (ribs, needles, wire tools, sponges)
- Pottery wheels
- Electric, raku, and gas kilns
- Glazes and underglazes
- Specialty tools for texture and decoration
- Visual references and ceramic art history resources
- Artist demonstrations and examples
- Technical resource articles and handouts
- Sketchbooks for design development

Art II - Sculpture I

Grades 10-12: (2 semesters—1 credit)
Prerequisite: Art I

This course offers instruction in a variety of media and techniques, including subtractive and additive sculptural processes in wood and metal as well as welding. Students explore various methods and materials for creating models for casting in bronze or silver, including wax carving, wax modeling, and the use of natural and synthetic materials as models. Students gain experience in three-dimensional design and beginning levels of laminated wood sculpture. Students learn techniques of welding, jewelry making, forming metals, and carving wood. All projects will focus on advanced techniques.

Students will be introduced to:

- Principles of three-dimensional design and composition
- Studio safety procedures for sculptural equipment and materials
- Laminated wood construction techniques
- Metal fabrication and welding processes (MIG, spot welding, plasma cutting)
- Mixed media approaches and found object incorporation
- Tools specific to wood carving and metal forming
- Design development through the charrette process
- Small-scale model development before full-scale execution
- Contemporary and historical sculptural influences
- Professional documentation of three-dimensional artwork
- Critical evaluation of three-dimensional compositions

Continued reinforcement will be placed on:

- Elements and principles of design as applied to sculpture
- Creative problem-solving and conceptual development
- Safety and proper use of tools and equipment
- Craftsmanship and technical excellence
- Development of personal aesthetic and artistic voice
- Integration of faith concepts with artistic expression
- Critical thinking and analytical skills for sculptural forms

- Self-assessment and goal setting
- Translating 2D sketches into 3D forms
- Professional studio practices and work habits

By year's end, students will be able to:

- Design and execute sculptures using subtractive and additive processes
- Create works showing mastery of both wood and metal techniques
- Develop a sculpture from concept through sketches to finished piece
- Demonstrate safe and proper use of studio equipment
- Apply principles of 3D design in creative compositions
- Execute at least one mixed media sculptural work
- Analyze and critique sculptural works using appropriate vocabulary
- Create sculptures based on both historical and contemporary influences
- Document their sculptural work professionally
- Present and defend their artistic choices in critiques
- Work independently through the sculptural process

Resources Used:

- Wood materials (various types for lamination and carving)
- Metal materials (steel, aluminum, brass)
- Welding equipment (MIG welder, plasma cutter, spot welder)
- Woodworking tools (saws, sanders, chisels, gouges)
- Metal forming tools and equipment
- Safety equipment (goggles, gloves, masks)
- Reference books on sculptural techniques and history
- Digital documentation equipment
- Design materials for sketching and planning
- Online resources for contemporary sculptural approaches

Art III - Drawing, Painting, Printmaking II
Grade 10-12: Academic or Honors (2 semesters - 1 credit) Prerequisite – Art II Drawing I Students are encouraged to explore the development of individual style and personal vision, preparing them for continued growth and excellence in a professional context. Students work with advanced drawing, oils, acrylics, watercolors, and mixed media. An advanced printmaking section includes intaglio, linoleum cuts, and screen printing.
Students will be introduced to: • Portfolio development and professional presentation • Artist statement writing and thesis development • Advanced critique methodologies • Exhibition preparation and participation • Independent project planning and goal setting • Art history research methodologies • Self-evaluation and time management strategies • Professional art practices in the contemporary art world • Advanced techniques in various media (drawing, painting, printmaking) • Methods for communicating social, economic, and political ideas through art
Continued reinforcement will be placed on: • Elements and principles of design with advanced applications • Development of personal style and artistic voice • Critical thinking and problem-solving within artistic practice • Technical proficiency with various media and techniques • Verbal and written communication about art • Integration of faith concepts with artistic expression • Time management and independent work habits

- Critique participation and constructive analysis
- Historical and contemporary art influences
- Reflective practice and self-assessment

By year's end, students will be able to:

- Create a cohesive body of work that demonstrates personal style
- Write a clear artist statement that articulates their creative vision
- Organize and present a professional portfolio
- Participate effectively in critiques with substantive feedback
- Execute independent projects from conception to completion
- Solve medium-specific technical problems independently
- Apply art historical research to inform their own work
- Exhibit artwork in a professional manner
- Analyze and write about art using proper terminology
- Demonstrate time management and self-discipline
- Evaluate their own work with critical insight

Resources Used:

- Advanced drawing materials (various pencils, charcoal, ink)
- Painting supplies (oils, acrylics, watercolors)
- Printmaking equipment and materials
- Mixed media materials
- Digital documentation equipment
- Exhibition spaces
- Art historical references
- Contemporary art publications
- Portfolio preparation materials
- Writing guides for artists

Art III - Sculpture II

Grades 10-12: Academic or Honors (2 semesters—1 credit)
Prerequisite: Art II Sculpture I

Students are invested in the making of objects and the transformation of space. For material investigation, students work in metal, wood, exotic hardwoods, and casting while considering the expanded field, including site specificity, CAD, welding, jewelry making, forming metals, plasma cutting, laminated wood, and carving wood. The program provides resources in order to explore process and material as a way to think critically about the production and reception of contemporary sculpture. This exploration is further supported by a discussion of skill application and current professional practices. The sculpture area creates an environment of sustained investigation as well as encourages experimentation in new and emerging media.

Students will be introduced to:

- Professional portfolio development and artist statement writing
- Advanced metalworking techniques (MIG, plasma cutting, English wheel)
- Advanced woodworking and lamination processes
- Mixed media and found object integration
- Contemporary sculptural approaches and movements
- Independent project design through the charrette process
- Exhibition preparation and professional presentation
- Sandblasting and advanced surface treatment techniques
- College/career preparation strategies for sculptors
- Site-specific installation considerations

Continued reinforcement will be placed on:

- Advanced application of elements and principles of 3D design

- Development of personal aesthetic and artistic voice
- Critical thinking and problem-solving in sculptural processes
- Technical mastery in both wood and metal fabrication
- Integration of faith concepts with artistic expression
- Self-assessment and independent work habits
- Critique participation and analysis
- Conceptual development in artistic practice
- Safety protocols with advanced equipment
- Documentation of sculptural work

By year's end, students will be able to:

- Execute complex sculptural projects from concept to completion
- Demonstrate technical mastery in multiple sculptural media
- Create a cohesive body of work showing personal aesthetic direction
- Write a professional artist statement articulating creative vision
- Document and present their work professionally
- Analyze contemporary and historical sculptural influences
- Apply advanced techniques in both additive and subtractive processes
- Work independently through sustained investigation
- Participate meaningfully in critiques with substantive feedback
- Connect conceptual ideas with appropriate material choices

Resources Used:

- Advanced woodworking tools and materials
- Metal fabrication equipment (MIG welders, plasma cutters)
- Found objects and mixed media materials
- Digital documentation equipment
- Reference books on sculptural techniques
- Contemporary sculpture publications
- Exhibition spaces
- Portfolio development materials
- CAD software when available
- Safety equipment and protocols

Art III - Ceramics II
Grade 11-12: Academic or Honors (2 semesters – 1 credit) **Prerequisite**: Art II Ceramics I In this course, students will continue to explore and deepen their understanding of ceramic techniques, with an emphasis on developing proficiency in a variety of methods. Students will gain hands-on experience in forming methods, glazing, surface treatments, potter's wheel, hand-building, and finishing processes. Firing methods, including electric and raku kiln techniques, will also be covered. Through the design and execution of studio assignments, students will build on foundational skills while developing their creative voice in ceramics.
Students will be introduced to: • Advanced wheel-throwing techniques (throwing off the hump, throwing large forms, section throwing) • Advanced decorative techniques in ceramic surface design • Independent project design and development through the charrette process • In-depth understanding of glaze composition, calculation, and specialized glazes • Raku firing processes and post-firing techniques • Integration of wheel-thrown parts in sculptural work • Advanced 3D design theory and application • Creating cohesive series pieces with thematic development • Contemporary ceramic artists and movements in the field • Portfolio development for college or professional presentation • Advanced critique methods and self-assessment strategies

Continued reinforcement will be placed on:

- Wheel throwing mastery with consistent wall thickness and structural integrity
- Craftsmanship and technical excellence in ceramic production
- Design principles as applied to functional and sculptural ceramic forms
- Problem-solving skills for complex ceramic projects
- Clay preparation, recycling, and studio management practices
- Personal aesthetic development and artistic voice
- Faith integration with artistic expression and creative work
- Critical thinking and analytical skills for artistic evaluation
- Studio safety procedures and kiln operation protocols
- Creative exploration of traditional ceramic forms and techniques

By year's end, students will be able to:

- Demonstrate mastery of throwing techniques for creating a variety of vessel forms
- Design and execute a cohesive body of work showing personal aesthetic direction
- Apply advanced glazing techniques to enhance surface design
- Articulate artistic concepts and critique ceramic works using appropriate vocabulary
- Create complex sculptural or functional forms that demonstrate technical expertise
- Effectively use ceramic materials with a comprehensive understanding of their properties
- Manage all aspects of the ceramic process from concept to finished work
- Develop professional presentation skills for ceramic artwork
- Research and respond to historical and contemporary influences in ceramics
- Work independently to develop and execute advanced ceramic projects
- Contribute meaningfully to the ceramic community through creative expression

Resources Used:

- Various clay bodies (stoneware, porcelain, earthenware)
- Diverse glazing materials and specialized firing equipment
- Advanced ceramic tools for detailed work
- Potter's wheels and hand building stations
- Electric and raku kilns
- Contemporary ceramic arts publications and resources
- Digital documentation equipment
- Artist references and demonstrations
- Technical articles on advanced ceramic processes
- Online ceramic community resources and contemporary examples

Art IV - Studio 2D Drawing, Painting, and Printmaking III
Grade 11-12: Academic or Honors (2 semesters – 1 credit) **Prerequisite:** Art III Drawing II This course is designed to advance approaches in 2D art, develop students' analytical understanding of art history, and give more exposure to contemporary art. Students continue to express themselves visually in an independent study of drawing, painting, and printmaking. This course will offer an intensive year in which the students will strengthen studio art skills and build a portfolio of artwork.
Students will be introduced to: • Professional portfolio development and organization • Artist statement writing and thesis development • Advanced critique methodologies and vocabulary • Independent project planning and self-directed learning • Exhibition preparation and participation opportunities • Art historical and contemporary research methodologies • Medium experimentation and technical refinement • Self-evaluation and reflective practice • College and career preparation in visual arts • Integration of faith concepts with artistic expression
Continued reinforcement will be placed on:

- Advanced application of the elements and principles of design
- Development of personal artistic voice and style
- Critical thinking and problem-solving in artistic practice
- Technical mastery in various 2D media
- Written and verbal communication about art
- Self-directed learning and time management
- Research skills and art historical connections
- Participation in critiques and artistic discourse
- Exhibition and presentation skills
- Connections between spiritual concepts and artistic expression

By year's end, students will be able to:

- Create a cohesive body of work demonstrating personal style and vision
- Write clear artist statements that articulate their creative intent
- Organize and present a professional portfolio
- Participate meaningfully in critiques with substantive feedback
- Execute independent projects from conception to completion
- Connect their work to historical and contemporary contexts
- Solve medium-specific technical problems independently
- Evaluate their own work with critical insight
- Participate in exhibitions with professional presentations.
- Articulate the social, economic, and political context of their work

Resources Used:

- Advanced drawing, painting, and printmaking materials
- Portfolio presentation materials
- Digital documentation equipment
- Art historical and contemporary art references
- Exhibition opportunities and spaces
- Writing guides for artists
- Artist websites and digital resources
- College portfolio requirements information
- Gallery and museum visits when possible
- Guest artist presentations and demonstrations

Art IV—Studio 3D Sculpture, Jewelry, and Ceramics III
Grade 11-12: Academic or Honors (2 semesters – 1 credit) **Prerequisite:** Art III Ceramics II or Art III Sculpture II This course is designed to advance approaches in 3D art, develop students' analytical understanding of art history, and give more exposure to contemporary art. Students continue to express themselves visually in an independent study of sculpture, jewelry, and ceramics. This course will offer an intensive year in which the students will strengthen studio art skills and build a portfolio of artwork.
Students will be introduced to: • Portfolio development for college applications or professional presentation • Sustained investigation through inquiry-based approaches to art making • Advanced critique methodologies and self-assessment strategies • Artist statement writing and articulation of creative vision • Contemporary 3D artists and current sculptural movements • Exhibition preparation and professional presentation skills • The charrette process for generating ideas and solving design problems • Ethical considerations including artistic integrity and plagiarism • Higher-order visual thinking and conceptual development • College and career preparation in 3D art fields
Continued reinforcement will be placed on: • Advanced application of elements and principles of 3D design • Development of personal artistic voice and aesthetic

- Synthesis of materials, processes, and ideas
- Technical mastery in chosen 3D media
- Critical thinking and analytical problem-solving
- Integration of faith concepts with artistic expression
- Independent work habits and time management
- Documentation of artistic process and development
- Self-directed learning and personal goal setting
- Participation in critiques with substantive feedback

By year's end, students will be able to:

- Create a cohesive body of work demonstrating mastery in concept, composition, and execution
- Write articulate statements about their work that reflect depth of thought
- Assemble and present a professional portfolio of 3D artwork
- Demonstrate mastery of technical skills in their chosen 3D media
- Show evidence of a sustained investigation through practice, experimentation, and revision
- Analyze their own work and that of others using sophisticated vocabulary.
- Create works that demonstrate synthesis of materials, processes, and ideas
- Make informed decisions about college or career paths in art
- Exhibit their work professionally
- Articulate how their work connects to historical and contemporary contexts

Resources Used:

- Advanced materials specific to chosen 3D media
- Portfolio presentation materials
- Digital documentation equipment
- Contemporary art publications and resources
- Exhibition spaces and installation materials
- Reference books on advanced techniques
- Artist statement examples and writing guides
- Contemporary artist websites and resources
- College portfolio requirement information
- Safety equipment for advanced processes

AP 2D Art
Grades 11-12: (2 semesters – 1 credit) **Prerequisite:** Art I, II; Teacher approval for AP This course enables highly motivated advanced art students to do college-level work using a variety of two-dimensional methods. The course is designed to address a very broad interpretation of 2D issues, which will include purposeful decision-making about how to use the elements and principles of design in an integrative manner. Students must demonstrate mastery by developing an extensive portfolio to be submitted to the College Board.
Students will be introduced to: • Portfolio development and organization for the AP Portfolio (Sustained Investigation + Selected Works) • Writing and developing clear artist statements and thesis development • Various art-making practices across different mediums in 2D design • Art critique methodologies and vocabulary • Contemporary and modern art practices and their application • Art exhibition preparation and participation (Scholastics, NAHS, TAPPS, etc.) • Research methodologies in art history to inform personal work • Integration of faith perspectives into artistic expression
Continued reinforcement will be placed on: • Elements and principles of design and their application in 2D artwork • Technical skills across various 2D media (printmaking, painting, digital, etc.) • Creating a cohesive body of work that demonstrates concept development • Self-evaluation and reflection practices to improve artistic outcomes

- Critical thinking and problem-solving in the artistic process
- Time management and independent work habits
- Writing about art using proper vocabulary and critical analysis
- Visual communication and expressive techniques

By year's end, students will be able to:

- Create a cohesive portfolio that demonstrates mastery of 2D design concepts
- Articulate their artistic vision through written statements and verbal presentation
- Solve visual problems with innovative solutions
- Present artwork professionally for exhibition and portfolio submission
- Evaluate and critique their own work and that of others
- Connect their artistic practice to larger social, spiritual, and historical contexts
- Independently manage artistic projects from concept to completion
- Effectively document and present their work for the AP portfolio submission

Resources Used:

- AP College Board portfolio submission guidelines
- Various art materials and tools for 2D design exploration
- Artist examples and art historical references
- Biblical passages for spiritual integration (Genesis 1:27, Philippians 4:8, etc.)
- Exhibition opportunities (Scholastics Art and Writing, NAHS JURIED Competition, TAPPS)
- Digital portfolio platforms and documentation equipment

AP 3D Art

Grades 11-12: (2 semesters – 1 credit)
Prerequisite: Art I, II; Teacher approval for AP

This college-level course encourages creative and systematic investigation of formal and conceptual issues in 3D design; demonstrates abilities and versatility with techniques, problem solving, and ideation. This course enables highly motivated advanced art students to do college-level work using various three-dimensional methods. The course is designed to address a very broad interpretation of 3D issues, which will include purposeful decision-making about how to use the elements and principles of design in an integrative manner. The College Board requires students to showcase their mastery by creating a comprehensive portfolio.

Students will be introduced to:

- AP Portfolio requirements (Selected Works and Sustained Investigation sections)
- The charrette process for developing concepts and project planning
- Inquiry-based approaches to artistic investigation
- Advanced critique methodologies and self-assessment strategies
- Artist statement writing for portfolio submissions
- Higher-order visual thinking and conceptual development
- Documentation techniques for 3D work (multiple views, process images)
- Ethical considerations including artistic integrity and plagiarism

- Professional standards for portfolio presentation
- Integration of faith concepts with artistic expression

Continued reinforcement will be placed on:

- Advanced application of elements and principles of 3D design
- Development of personal artistic voice and aesthetic direction
- Synthesis of materials, processes, and ideas
- Critical thinking and analytical problem-solving in 3D work
- Technical mastery in various 3D media
- Self-directed learning and time management
- In-depth investigation of concepts through multiple works
- Documentation of artistic process and development
- Participation in critiques with substantive feedback
- Research and connections to historical and contemporary 3D artists

By year's end, students will be able to:

- Create a cohesive body of work demonstrating sustained investigation
- Produce five Selected Works that demonstrate mastery in 3D design
- Write clear artist statements explaining their creative inquiry
- Document their artistic process showing experimentation and revision
- Compile and submit a complete AP Portfolio
- Demonstrate mastery in concept, composition, and execution
- Articulate how materials, processes, and ideas relate within their work
- Make informed decisions in 3D media that communicate intended meaning
- Solve complex visual problems independently
- Present their work professionally through photography and written commentary

Resources Used:

- Various 3D materials (wood, metal, clay, fiber, found objects)
- Digital documentation equipment
- Portfolio presentation materials and submission platform
- AP College Board resources and guidelines
- 3D tools and equipment appropriate to chosen media
- Sketchbooks/journals for planning and documentation
- Art historical and contemporary references
- Writing guides for artist statements
- Exhibition opportunities
- Faith integration resources and scriptural connections
- Exhibition at the Fort Bend Museum Gallery
- Scholastic Art & Writing Awards—Regional and National

AP Drawing
Grades 11-12: (2 semesters – 1 credit) **Prerequisite:** Art I, II; Teacher approval for AP This course enables highly motivated advanced art students to do college-level work in drawing. It is designed to address a very broad interpretation of drawing issues, which involves purposeful decision-making about how to use the elements and principles of design in an integrative manner. Students must demonstrate mastery by developing an extensive portfolio to be submitted to the College Board.
Students will be introduced to: • Advanced drawing techniques and processes across various media • Portfolio development with focus on drawing investigation • Concept development and visual problem-solving specific to drawing • Artist statement writing and thesis development for drawing portfolios • Contemporary drawing practices and their application • Observational drawing from multiple perspectives • Mark-making techniques and their expressive qualities • Integration of spirituality and faith into drawing practice
Continued reinforcement will be placed on:

- Technical drawing skills (line, contour, value, perspective, etc.)
- Exploration of various drawing media (graphite, charcoal, ink, etc.)
- Development of personal style and artistic voice through drawing
- Self-evaluation techniques and reflection on drawing practice
- Critical analysis of drawings through formal critique
- Independent management of drawing projects
- Connection between drawing and conceptual development
- Documentation and presentation of drawing works

By year's end, students will be able to:

- Create a cohesive drawing portfolio that demonstrates technical mastery
- Articulate their drawing investigation through written statements
- Use drawing as an expressive medium to communicate ideas and concepts
- Present drawings professionally for exhibition and portfolio submission
- Evaluate drawing works using proper vocabulary and critical analysis
- Connect their drawing practice to spiritual foundations and beliefs
- Independently develop drawing projects from concept to completion
- Successfully prepare and submit an AP Drawing portfolio

Resources Used:

- AP College Board portfolio submission guidelines for Drawing
- Various drawing materials (graphite, charcoal, ink, colored pencil, etc.)
- Drawing examples from historical and contemporary artists
- Biblical passages for spiritual integration (Ecclesiastes 3:11, Isaiah 40:29, etc.)
- Exhibition opportunities (Scholastics Art and Writing, NAHS JURIED Competition, TAPPS)
- Digital documentation equipment for portfolio preparation

Photography

Photography I

Grades 10-12: (2 semesters – 1 credit)

The photography course teaches students the exploration of technology, mediums of expression, creative practice, Photoshop tools, techniques, and the aesthetics of digital photography. Students learn the creative use of DSLR camera controls, exposure, in-depth digital imaging software, professional lighting equipment, studio lighting techniques, and an awareness of the critical issues in contemporary photography. Students examine various aesthetic and historical approaches to photography. Students gain an understanding of digital printing techniques, controlled lighting possibilities, aspects of studio/commercial portraiture, basic business practices, and career possibilities. Students will create and complete a body of work for their portfolio and participate in a gallery showing in the spring.

Students will be introduced to:

- Camera mechanics, operations, and formats
- Digital camera sensors and functions
- Triangle of exposure (aperture, ISO, shutter speed)
- Composition techniques and the rule of thirds
- Elements of art and principles of design in photography
- Various photographic genres (portraiture, landscape, photojournalism)
- Studio lighting techniques (Rembrandt, loop, split, butterfly)
- Digital darkroom workflows using Photoshop and Lightroom
- History of photography and influential photographers
- Theory of 3-Dimensional Contrast (Dean Collins' approach)
- Professional equipment, including strobes, reflectors, and modifiers
- Portfolio development and presentation

Continued reinforcement will be placed on:

- Manual camera control and technical mastery
- Creative problem-solving through photographic processes
- Critical analysis and evaluation of photographic works
- Digital post-processing techniques and color correction
- Developing a personal artistic vision and style
- Application of lighting principles across various scenarios
- Project-based learning through extended assignments
- Integration of Christian worldview with artistic expression
- Self-assessment and peer critique methodologies
- Advanced techniques (HDR, light painting, photo stitching)

By year's end, students will be able to:

- Autonomously apply understanding of camera operations to create properly exposed photographs
- Demonstrate fluency with camera functions and photographic equipment
- Create technically competent photographs across multiple genres
- Critically analyze and discuss photographic images using appropriate terminology
- Apply principles of design and composition to create visually compelling work
- Use studio lighting equipment effectively for professional quality portraits
- Execute complex digital manipulation techniques in Photoshop
- Articulate personal artistic vision through photography
- Complete a comprehensive portfolio of original work
- Connect photographic practice to spiritual and ethical considerations
- Present work professionally in exhibition formats

Resources Used:

- Online resources: cambridgeincolour.com, luminous-landscape.com, camerasim.com, strobist.blogspot.com, and froknowsphoto.com
- Video lessons from Annenberg Space for Photography
- Studio equipment: DSLR cameras, tripods, lighting kits, backdrops
- Digital software: Adobe Photoshop, Lightroom
- Supplemental texts on photographic techniques and history

- Guest speakers and professional photographers
- Field trips and location shooting opportunities
- Classroom critique sessions and project-based assignments

AP Photography

Grades 11-12: (2 semesters - 1 credit)
Prerequisite: Teacher approval required

This course enables highly motivated students to do college-level work using various digital two-dimensional methods. The course is designed to address a very broad interpretation of 2-D photography issues, which will include purposeful decision-making about how to use the elements and principles of design in an integrative manner. The College Board requires students to demonstrate their mastery by developing an extensive portfolio of digitally produced designs.

Students will be introduced to:

- AP portfolio requirements, including Selected Works and Sustained Investigation sections
- Advanced photographic composition and design principles
- Critical analysis and articulation of their own work and the work of master photographers
- Professional workflow and digital asset management techniques
- Advanced Photoshop techniques, including masking, HDR, image manipulation, and creative compositing
- Sustained investigation methodology and inquiry-based learning
- Development of a personal artistic vision and voice
- Considerations of artistic integrity and plagiarism in photography
- The process of creating a cohesive body of work around a central idea
- Research methods for investigating contemporary and historical photographers
- Portfolio development and presentation strategies

Continued reinforcement will be placed on:

- Integration of elements and principles of design in photographic works
- Technical mastery of camera controls and digital editing tools
- Critical decision-making in the creative process
- Self-assessment and problem-solving techniques
- Development of conceptual depth in photographic projects
- Independent thinking and creative risk-taking
- Effective communication about artistic processes and intentions
- Connection of photography practice to spiritual and ethical considerations
- Regular participation in group and individual critiques
- Time management and project planning for sustained work

By year's end, students will be able to:

- Complete a college-level AP portfolio that demonstrates mastery of 2-D design principles
- Conduct an in-depth, sustained investigation of materials, processes, and ideas
- Articulate clear written statements about their work and creative process
- Demonstrate sophisticated use of photographic tools and techniques
- Create a cohesive body of original work integrating mastery of materials, methods, and concepts
- Analyze and discuss photography using appropriate vocabulary and critical frameworks
- Apply creative problem-solving to complex visual challenges
- Synthesize influences from research into personal artistic expression
- Present and defend their work professionally in critique settings
- Make informed decisions about composition, technique, and artistic purpose

Resources Used:

- Online resources including AP Photographers (photoshelter.com)
- Professional photography websites and digital archives
- Contemporary and historical photography studies
- Digital software: Adobe Photoshop, Lightroom
- Advanced Photoshop tutorials and demonstrations
- Studio equipment: DSLR cameras, EF/RF Lens System, lighting equipment, tripods
- Photography challenges and technical exercises
- Group critiques and individualized instruction

- Visual reference libraries and digital image collections
- AP College Board guidelines and resources
- Guest speakers and master class presentations
- Photography Exhibition at the Fort Bend Museum Gallery
- Scholastic Art & Writing Awards—Regional and National

Band

Symphonic Band—Brass, Woodwinds & Percussion

Grades 9-12: (2 semesters - 1 credit)
Prerequisite: Intermediate level of playing, previous band experience, or successful audition with the band director.

Symphonic Band is open to students who play a woodwind, brass, or percussion instrument at an intermediate to advanced ability level. Content will include technical facility, tone and intonation development, and music theory content. The band performs at winter and spring concerts, athletic events, and school assemblies. The band also participates in band competitions for groups and individuals. This class performs as a pep band at football games and pep rallies and as a concert band for contests, festivals, and concerts. Students participate in band camp during the summer. Students in their third year of Symphonic Band are eligible to take the Honors course.

Students will be introduced to:

- Identifying and interpreting music symbols
- Reading rhythmic patterns and notation
- Fundamentals of playing percussion instruments (including rudiments and mallet skills)
- Performing in simple and compound meters with dynamic and articulation variations
- Technical precision, including major scales (Concert G, C, F, Bb, Eb, Ab, Db Major) and chromatic scales (mallets)
- Solo and small ensemble performances using the Prescribed Music List (PML)

Continued reinforcement will be placed on:

- Producing and maintaining proper tone quality, pitch accuracy, and intonation
- Manipulating pitch, tone, and dynamics to achieve ensemble balance
- Understanding melody versus harmony, emphasizing the primary importance of harmony
- Performing major rudiments and 16th-note rhythmic patterns with accents and variations
- Actively listening to balance individual tone with ensemble sound (Pyramid of Sound)

By year's end, students will be able to:

- Play independently and within large ensembles with rhythmic and pitch accuracy
- Correctly apply music theory concepts, including music symbols, terminology, notation, and scales
- Exhibit improved tone, technical facility, and intonation, both individually and as part of an ensemble
- Perform solo, small, and large ensemble works with proper technique, articulation, dynamics, and expressive musicality

Resources Used:

- Prescribed Music List (PML)
- Selected concert and pop music repertoire
- Percussion-specific instructional and method materials

Broadcast Production

Broadcast Production

Grade 9-12: (2 semesters—1 credit)

Broadcast production prepares students for decision-making and technical responsibilities in the production of live events and alternative video making. Students interested in careers in broadcasting, technology applications, and event management will benefit from the course. This hands-on class allows students to build abilities in the pre-production, live production, and post-production of live events at FBCA, such as athletic events, chapel services, and other special events. In conjunction with the Eagles On The Air program, students create productions as producers, directors, editors, camera operators, graphics operators, replay operators, and writers. Directors are selected through application and will receive Honors credit.

Students will be introduced to:

- Live sports filming fundamentals and theory
- Live audio capture
- Play-by-play and color commentating on live sports broadcasts
- Instant replay techniques and theory
- Technical directing of a live broadcast
- Broadcast utility skills such as cable management, over-under technique, organization, etc.
- Camera use, framing techniques, color balancing (white balance), and lighting techniques
- Fundamentals of cinematography, including shot composition and visual storytelling
- Documentary filmmaking, including interviews, J & L cuts, and effective B-roll usage
- Montage editing techniques, music-driven edits, and expressive film creation

Continued reinforcement will be placed on:

- Cinematography skills such as framing, lighting, and shot selection
- Creativity in storytelling and editing for emotional impact
- Technical editing techniques, including sound design, transitions, and story-driven cuts
- Application of the 180-degree and 30-degree rules in cinematography

By year's end, students will be able to:

- Successfully operate and utilize video production equipment
- Create narrative-driven projects using clear storytelling structures
- Produce documentary and highlight films with proper cinematography and editing techniques
- Edit effectively using various cuts and transitions to enhance storytelling
- Critically analyze visual storytelling to capture essential narrative moments
- Co-produce live athletic events through the Eagles on the Air program

Resources Used:

- Professional video production equipment
- Adobe suite of software including Premiere Pro, After Effects, Audition, Photoshop, and Illustrator
- Selected film examples and multimedia resources for instructional support

Debate

Speech & Debate
Grades 9-12 (2 semester – 1 credit) Fall and Spring Semesters How can students grow into confident, articulate leaders who can think critically, research deeply, and speak persuasively? The Speech & Debate course equips students with essential communication, logic, and research skills through active participation in competitive debate and public speaking. Students explore national debate resolutions through Lincoln-Douglas and Public Forum formats, develop speeches in Extemporaneous, Impromptu, and Oratory events, and compete in local and regional tournaments. This performance-based class challenges students to develop their voice, refine their argumentation, and grow as leaders through consistent practice, feedback, and reflection.
Students will be introduced to: • Foundational speech and delivery skills: voice control, body language, articulation, persuasion, and audience awareness • Research skills: evaluating scholarly and news sources, recognizing bias, and determining credibility • Writing skills: outlining speeches, structuring debate cases, flowing arguments, and composing original oratories • Argumentation and logic: identifying claims and warrants, using evidence, refuting arguments, cross-examination, and impact weighing • Lincoln-Douglas and Public Forum debate styles • Public speaking formats: Extemporaneous, Impromptu, and Oratory • Adaptability in round: pivoting under pressure, accepting judge feedback, and growing from critiques • Time management: organizing research and case prep within speech and tournament deadlines • Collaboration and teamwork: partner work (PF), team research, and peer feedback protocols • Independent growth: goal setting, ballot reviews, and self-assessment • Speech & Debate terminology and vocabulary development • Responsible and ethical use of AI in research and argument development
Continued reinforcement will be placed on: • Current events analysis and topic application • Professional speaking and presentation skills • Critical thinking and ethical reasoning • Strategic argument development and case structure • Leadership and mentoring opportunities (especially for Honors-level students) • Collaboration, reflection, and constructive peer critique • Judging, tournament etiquette, and digital navigation through platforms like Tabroom • Vocabulary expansion and precise language usage

By year's end, students will be able to:

- Deliver a 7-minute Extemporaneous speech with limited prep, citing multiple scholarly sources, using advanced structure and rhetorical devices
- Identify and apply core argumentation techniques, including claims, warrants, evidence, impacts, cross-examination, and refutation
- Research, write, and present both affirmative and negative cases for Lincoln-Douglas or Public Forum debate
- Apply critical thinking and ethical reasoning to analyze current events, philosophical ideas, and complex global issues
- Confidently compete in a minimum of 4 NSDA-sanctioned tournaments (Varsity: minimum of 6)
- Engage with the National Speech & Debate Association, earning honor points and potential membership in the NSDA Honor Society

Resources Used:

- National Speech & Debate Association (NSDA) rules, guides, and training materials
- Current events sources: *Wall Street Journal*, *New York Times*, *Washington Post*, *Reuters*, *Foreign Affairs*, etc.
- Debate briefs and topic analyses from Champion Briefs, DebateUS, and similar organizations
- Speech and debate textbooks (multiple selections used in-class)
- Published monologues, scripts, prose, and poetry for interpretive categories
- Google Docs and debate-specific extensions for case organization and source citation
- Tabroom.com for tournament management, judge paradigms, and ballot review
- Archived videos of speeches and debates (NSDA Library, YouTube, and others)
- Responsible use of AI platforms (e.g., ChatGPT, Perplexity Pro) for research and prep

Honors Debate

Grades 10-12: (2 semesters – 1 credit)
Prerequisite: Debate I
Varsity debaters expand their mastery of logical argumentation and debate theory in either Lincoln-Douglas or Public Forum formats while contributing to the creation of briefs for novice teammates. Students also develop original pieces for Informative, Oratory, Poetry, or Prose events and stay engaged with current events for Extemporaneous topics. Honors students are required to compete in at least six tournaments, complete advanced research papers, and qualify for induction into the National Speech & Debate Honor Society. They also gain leadership experience by serving as judges at Middle School Speech & Debate tournaments.

Students will be introduced to:

- Speech Delivery: Voice control, body language, articulation, persuasion, and audience engagement
- Research Mastery: Evaluating scholarly/news sources, recognizing bias, assessing credibility
- Writing for Debate: Outlining speeches, structuring cases, flowing arguments, and composing original oratories
- Argumentation & Logic: Claims, warrants, evidence, impacts, refutation, cross-examination, impact weighing
- Debate Formats: Lincoln-Douglas and Public Forum
- Public Speaking Events: Extemporaneous, Impromptu, Oratory
- In-Round Adaptability: Thinking under pressure, applying judge feedback, strategic pivots
- Time Management: Organizing research, cases, and deadlines for speeches and tournaments
- Collaboration: Partner preparation (PF), team research, peer critique protocols
- Independent Growth: Goal setting, ballot analysis, and self-assessment
- Ethical AI Use: Applying tools responsibly for research and argument development

Continued reinforcement will be placed on:

- Current events analysis and topic application
- Advanced presentation skills
- Critical thinking and ethical reasoning
- Strategic case development and rebuttal structure
- Leadership and peer mentorship (Honors emphasis)
- Tournament etiquette, judging, and digital navigation (Tabroom)
- Precision in vocabulary and language use

By year's end, students will be able to:

- Complete a book study project that includes annotation, discussion, essay writing, and a peer-teaching presentation
- Judge a local Middle School tournament and serve as a peer mentor

- Lead team research, write briefs and blocks, and take on leadership roles during tournament preparation
- Deliver a polished 7-minute Extemporaneous speech with minimal preparation, citing multiple scholarly sources and using various rhetorical devices
- Apply various argumentation techniques—claims, warrants, evidence, impacts, and refutation—across multiple debate formats
- Research, write, and present both affirmative and negative cases for LD or PF debate
- Integrate ethical reasoning and critical analysis into responses to current events and global issues
- Confidently compete in at least 4 NSDA-sanctioned tournaments (Varsity: minimum of 6)
- Earn NSDA points toward National Speech & Debate Honor Society membership

Resources Used:

- NSDA rules, guides, and training material
- Current events sources (WSJ, NYT, Washington Post, Reuters, Foreign Affairs)
- Debate briefs/topic analyses from Champion Briefs, DebateUS, etc.
- Speech and debate textbooks and literary selections for interpretive events
- Digital tools: Google Docs, case organization extensions, Tabroom.com
- Archived debate and speech recordings (NSDA Library, YouTube)
- Approved AI tools (ChatGPT, Perplexity Pro) for research and prep

Praise and Worship

Praise & Worship
Grade 9-12: (2 semesters—1 credit) **Prerequisite**: Acceptance by audition only This course is designed to further develop the vocal, musical, and performance skills of students. This is done through classroom instruction and actual performances at chapel services in the Upper School with the possibility to perform at Lower and Middle School campuses also. Students will work as a team to set up the sound system for performances, learn how to run the sound system, and learn how to utilize and program within ProPresenter. Students will have a focus on leadership, creative expression, different music styles, and evaluation of other philosophies of worship and learn to develop their own biblical convictions to make them nimble and adaptable in the Body of Christ. Students in their 3rd year of Praise and Worship are eligible to take the Honors course.
Students will be introduced to: • Various worship music styles and genres (contemporary, gospel, hymns, modern praise) • Historical and theological foundations of praise and worship music • Song selection and structure for effective worship services • Leadership skills within the team, including leading worship songs and assisting in arrangements • Creating and leading biblically-grounded devotionals for the team • Methods of delivering devotionals (storytelling, scripture reading, personal testimony) • Setting up and operating sound systems for performances • Programming within ProPresenter for worship services
Continued reinforcement will be placed on: • Vocal techniques (pitch control, breath support, projection) • Instrumental proficiency (guitar, piano, drums, etc.) • Teamwork and collaboration to create a unified sound • Listening skills for blending harmoniously with other team members • Responding to cues from the worship leader • Integration of prayer, reflection, and mindfulness in rehearsals and performances • Cultivating a heart of service and humility • Creating a welcoming environment for spiritual growth and connection • Balancing personal experience with biblical truth when leading devotionals

By year's end, students will be able to:

- Lead worship effectively in various settings (small groups to large congregations)
- Adapt to different needs of the congregation through various music styles
- Evaluate and critique performances constructively in a supportive manner
- Prepare for public worship services with appropriate repertoire and protocols
- Foster a deeper connection to God through musical worship
- Communicate devotionals with clarity, passion, and authenticity
- Manage the timing and flow of devotionals for maximum impact
- Utilize their musical talents to glorify God and serve the church community
- Demonstrate proficiency in technical aspects of worship (sound, ProPresenter)
- Articulate their own biblical convictions regarding worship

Resources Used:

- Weekly practice logs and tech checklists
- Worship song repertoire for chapel performances
- Devotional materials and Bible study resources
- Sound equipment and ProPresenter software
- Semester performance opportunities (Christmas Concert, Night of Worship)
- Honors projects (Worship Song Analysis, Songwriting Project)

Theatre

Theatre Arts I
Grades 9-12 (2 semesters—1 credit) This course introduces foundational acting skills and some aspects of technical theatre. Play interpretation, stage directions and acting elements, theatre history and genres, acting techniques, and characterization skills are presented in this course. This course also introduces character development, blocking, and scriptwriting. Students will work solo, with partners, and with small groups to create productions all year in class. Memorization and improvisation are important elements in this course. Stage performances are required.
Students will be introduced to: • Theatre as an art form and the student's role as a creative being • Stage directions, terminology, and theatre conventions • Fundamentals of acting and stage movement • Character analysis through physical, intellectual, emotional, and social dimensions • Dramatic structure and basic script analysis using Freytag's Pyramid model • Body movement techniques to express thoughts, feelings, and actions non-verbally • Voice and diction skills for effective theatrical expression • Basic improvisation principles and exercises • Technical theatre terminology, practices, and safety procedures • Various production roles (playwright, composer, director, actor, designer, technician) • American theatre history and cultural contexts • Monologue and scene writing • Theatre careers and avocational opportunities • Musical theatre genres and performance elements
Continued reinforcement will be placed on: • Safe and effective use of voice and body in performance • Concentration, observation, and emotional recall in character development • Effective voice and diction to express thoughts and feelings • Physical awareness and control for characterization • Memorization skills for performance material

- Appropriate audience etiquette at various types of performances
- Constructive criticism and feedback for peer performances
- Collaboration in ensemble-based activities
- Theatre as a reflection of life in particular times, places, and cultures
- Creative problem-solving through theatrical exercises
- Integration of faith perspectives in creative expression

By year's end, students will be able to:

- Define and use theatre terminology and stage directions appropriately
- Create believable characters using physical, intellectual, emotional, and social awareness
- Analyze characters by describing their various attributes in published plays
- Employ effective voice and diction to express thoughts and feelings
- Demonstrate safe use of the voice and body in performance
- Perform basic monologues, scenes, and improvisational exercises
- Identify the principles of improvisation and participate in basic exercises
- Create, write, and refine original monologues and scenes
- Evaluate live theatre performances using appropriate vocabulary
  Identify various production roles and appreciate collaborative relationships in theatre
- Recognize theatre as a reflection of life in particular times, places, and cultures
- Explore careers and avocational opportunities in theatre arts
- Apply basic elements of performance to musical theatre exploration

Resources Used:

- Published plays and monologues (e.g., *Our Town*, *Death of a Salesman*, *Antigone)*
- Basic acting texts and resources focused on foundational skills
- Sonnet 29 and other literary selections for performance exercises
- Freytag's Pyramid model for dramatic structure analysis
- Mask work materials for character development
- Voice and movement exercises
- Technical theatre equipment and terminology guides
- Theatre history and American theatre resources
- Musical theatre selections and recordings

Theatre Arts II

Grade 10-12: (2 semesters - 1 credit)
Prerequisite: Theatre Arts I

This course gives instruction and development in acting techniques and styles and scriptwriting. It includes an in-depth study of characters' emotions, motivations, and relationships. Students have opportunities to audition for class performances. Select students can attend tournaments for monologues, duet acting, prose, and poetry. Live theater is emphasized and required. Playwriting is explored more in depth. Memorization and improvisation are important elements in this course. Stage performances are required.

Students will be introduced to:

- Contrasting monologue performance techniques
- Acting methodology and influential acting theorists
- Stage makeup and hair design
- Full-length play production process
- Cultural theatrical styles (Telenovela)
- Advanced script writing for duet performances
- Michael Shurtleff's audition guideposts
- Theatre resume development
- Complex character relationship analysis
- Dramatic genre exploration

Continued reinforcement will be placed on:

- Voice and diction for character development
- Physical expression techniques
- Safe emotional expression in performance
- Memorization and performance preparation
- Audience etiquette and performance evaluation
- Creative expression in ensemble work
- Character development across dimensions
- Play analysis and dramatic structure

- Technical theatre elements integration
- Original script creation and performance

By year's end, students will be able to:

- Perform contrasting monologues with distinct characterization
- Apply various historical acting techniques
- Create character-appropriate makeup designs
- Participate effectively in a full production
- Write and perform original scripts in varied styles
- Apply professional audition techniques
- Create a theatre resume
- Analyze dramatic structure and theatrical elements
- Connect theatre skills to educational and career paths
- Demonstrate artistic discipline in multiple areas

Resources Used:

- Contrasting monologue collections
- Acting methodology reference materials
- Stage makeup supplies and guides
- Full-length play scripts
- Cultural theatre examples
- Audition preparation materials
- Resume templates and examples
- Technical theatre equipment
- Play analysis frameworks
- Evaluation rubrics

Theatre Arts III-IV
Grade 11-12: Academic or Honors (2 semesters - 1 credit) **Prerequisite:** Theatre Arts II; Teacher recommendation for Honors This course gives instruction and development in acting techniques and styles, as well as scriptwriting. It includes an in-depth study of characters' emotions, motivations, and relationships. Students have opportunities to audition and direct performances. Select students attend tournaments for monologues, duet acting, and prose and poetry. Live theater is emphasized and required. Playwriting is explored more in depth. Memorization and improvisation are important elements in this course. Stage performances are required.
Students will be introduced to: • Method acting techniques for monologue performance • Advanced stage makeup and hair design • Spoken poetry performance styles • Short film creation and production • Student directing responsibilities and techniques • Scriptwriting from varied perspectives • Life skills applicable to theatrical production • Leadership through peer mentoring and directing • Passion performances highlighting individual talents • Analyzing production plans including research, rehearsal, and technical design
Continued reinforcement will be placed on: • Advanced theatrical vocabulary and terminology • Character development through emotional depth • Vocal and physical expression for diverse performance types • Script analysis and dramatic structure • Technical elements integration in performances

- Collaborative ensemble techniques
- Creative problem-solving in production contexts
- Portrayal of believable characters across genres
- Interdependence of all theatrical elements
- Appropriate audience etiquette and performance evaluation

By year's end, students will be able to:

- Apply method acting techniques to create authentic characters
- Write, direct, and produce original theatrical works
- Create and perform in student-directed productions
- Design and execute character-specific makeup and hair
- Evaluate the interdependence of all theatrical elements
- Analyze and interpret characters from various genres and styles
- Demonstrate understanding of a director's responsibilities
- Create, film, and edit original short films
- Lead peers effectively in theatrical productions
- Integrate technical elements into creative performances

Resources Used:

- Method acting texts and training materials
- Film and video production equipment
- Makeup and hair design supplies
- Full-length play scripts for production
- Directing guidebooks and resources
- Spoken poetry collections
- Script development frameworks
- Technical theatre design tools
- Performance evaluation rubrics
- Character analysis resources

Honors Theatre Production
Grades 10-12: Honors Only (2 semesters - 1 credit) **Prerequisite:** Theatre Arts I and acceptance by audition only This course gives instruction and development in acting techniques and styles. It includes an in-depth study of characters' emotions, motivations, and relationships. All students are required to perform in main stage productions. Opportunities for students to direct plays are given. Select students attend tournaments for monologues, duet acting, and prose and poetry. All students participate in the Junior Theatre Festival (JTF) competition in Atlanta, Georgia, each January. Live theater is emphasized and required. Memorization and improvisation are important elements in this course. Stage performances are required. Coursework will include additional assignments, including performances in other classes, research papers, and attendance at professional theaters for critique.
Students will be introduced to: • Advanced character analysis using Warner-Loughlin and Karen Kohlhaas Techniques • Dramaturgy research methods and theatrical context analysis • Professional audition techniques, including monologue selection and performance • Student playwriting and directing processes • Artist resume and portfolio development • Career and avocational opportunities in performing arts • Biblical application of theatrical themes and storytelling • Leadership in warm-up techniques and rehearsal processes
Continued reinforcement will be placed on: • Effective warm-up practices for voice, body, and acting • Character development through physical, intellectual, emotional, and social dimensions

- Safe and effective stagecraft skills and technical theatre elements
- Performance in full-scale musical productions and winter showcases
- Constructive criticism and peer evaluation techniques
- Historical and cultural influences on theatre and musical theatre
- Theatre as an original American art form
- Collaborative processes with directors, designers, and fellow actors

By year's end, students will be able to:

- Create and sustain believable characters through acting, singing, and dancing
- Analyze and evaluate live theatrical performances using appropriate vocabulary
- Direct, rehearse, and perform in student-written and directed plays
- Demonstrate professional audition techniques for various theatrical contexts
- Apply biblical truths to performance materials and connect themes to personal spiritual journeys.
- Collaborate effectively with all artistic partners in theatrical productions
- Create musical production plans including rehearsals, technical designs, and choreography
- Document theatrical experience in a professional resume or portfolio format

Resources Used:

- Various musical theatre scripts, scores, and librettos
- Character analysis frameworks (Warner-Loughlin and Karen Kohlhaas methods)
- Theatre critique guidelines and vocabulary
- Professional audition materials and monologue collections
- Scriptwriting formats and resources
- Biblical integration materials (Scripture references: Genesis 1:1, Exodus 35:35, Colossians 3:23)
- Junior Theatre Festival materials and guidelines
- Technical theatre resources and design elements

Stagecraft
Grades 10-12: (1 semester – 0.5 credit) Fall and Spring Stagecraft explores the technologies, terminology, and techniques used in technical theatre and offers hands-on stagecraft experience. This course examines physical theatre and scenic construction techniques, stage equipment uses and safety; scene shop equipment uses and safety; technical theatre design methods, including use of scale and drawings; stage lighting techniques and practices; stage sound techniques and practices, including use of wireless microphones and sound effects; and backstage crew practices and safety. Students in this course will be active in the development of several FBCA productions throughout the year, including constructing physical set pieces and props, programming lights and sound, and participating in other visual and audio production needs.
Students will be introduced to: • Technical theatre terminology and vocabulary (stage areas, equipment, tools) • Principles of design (lines, shape, mass, color, texture, composition) • Script analysis for technical theatre elements • Safe use of technical theatre equipment and tools • Measurement and scale as applied to design and construction • Scenic design and modeling techniques • Theatre production roles and collaboration methods • Communication methods between directors and designers • Historical and cultural influences on theatrical design

Continued reinforcement will be placed on:

- Theatre safety practices (personal safety, fire safety, tool safety, shop safety)
- Proper use of standard technical theatre vocabulary
- Application of design principles in theatrical contexts
- Set construction techniques for flats, platforms, and three-dimensional elements
- Interpretation of technical theatre documents (light plots, renderings, ground plans)
- Stage management techniques
- Scenic painting techniques and stage properties practices
- Lighting and sound equipment operation
- Collaboration and leadership skills in production settings

By year's end, students will be able to:

- Design and construct theatrical scenery based on script analysis
- Create and interpret technical theatre documents, including renderings and models
- Demonstrate proper use of measurement and scale in theatrical design
- Apply the design process to create original theatrical designs
- Operate lighting and sound equipment safely and effectively
- Supervise construction and technical aspects of theatrical productions
- Evaluate live theatre performances through a technical theatre lens
- Create a resume and portfolio of technical theatre work
- Connect theatre skills to potential careers in and outside of the theatre..
- Apply historical knowledge of theatrical design to contemporary productions

Resources Used:

- Various scripts for analysis and production
- Scale drawing and modeling materials
- Set construction tools and materials
- Lighting and sound equipment
- Design software and technology tools
- Theatre safety equipment
- Historical references for theatrical design
- Technical theatre vocabulary reference materials
- Production calendars and rehearsal schedules
- Portfolio and resume development guides

Costume Design

Grades 10-12: (1 semester – 0.5 credit)
Fall and Spring

This practical course introduces students to the fundamentals of costume design and construction through hands-on sewing projects. Students learn both hand and machine sewing techniques while studying the design process, from the initial concept through the finished garment. The course covers fabric identification, pattern reading, material selection, and basic garment construction. Students develop technical skills while exploring how costume design supports storytelling in theatre and film. All projects are fitted to the body, giving students experience in creating wearable designs.

Students will be introduced to:

- Hand-sewing and machine-sewing techniques
- Basic pattern reading and alteration
- Fabric types, properties, and appropriate uses
- Design sketching and concept development
- Taking body measurements and fitting garments
- Seam finishing and construction methods
- Costume design for character and period
- Textile identification and selection

- Studio safety and equipment use

Continued reinforcement will be placed on:

- Following directions and instructions carefully
- Attention to detail and precision
- Patience and perseverance in learning new skills
- Problem-solving when challenges arise
- Organization and cleanliness in the workspace
- Time management and meeting deadlines
- Creative thinking and design development

By year's end, students will be able to:

- Operate a sewing machine safely and effectively
- Read and follow basic sewing patterns
- Identify common fabric types and their properties
- Take accurate body measurements
- Construct basic garments with proper fit
- Execute fundamental sewing techniques (seams, hems, closures)
- Sketch and develop design concepts
- Select appropriate fabrics for specific projects
- Complete projects from concept to finished product

Resources Used:

- Sewing machines and hand-sewing supplies
- Pattern books and commercial patterns
- Fabric samples and textile reference materials
- Measuring tools and fitting equipment
- Teacher-created demonstrations and tutorials
- Design sketching materials

Yearbook

Yearbook
Grades 9-12 (2 semesters – 1 credit) **Prerequisite**: Acceptance by application only This course provides students with hands-on experience in all aspects of yearbook production, from initial concept to final publication. Students develop skills in digital photography, journalistic writing,

layout design, advertising sales, and project management while documenting the school year and creating a lasting record of the Upper School experience. The course emphasizes both creative and technical proficiency, requiring students to work collaboratively under deadlines in a professional publication environment. Students are responsible for photographing school events, conducting interviews, writing copy, designing page layouts, and managing all aspects of yearbook production. Editors are selected through an application process and will receive Honors credit.

Students will be introduced to:

- Advanced photography techniques, including composition, lighting, and event coverage
- Professional layout and design using yearbook publishing software
- Journalistic writing styles, including captions, headlines, and feature stories
- Advertising sales, client relations, and ad design
- Advanced photo editing and graphic design techniques
- Interview and reporting strategies
- Media law, ethics, and copyright considerations
- Project management and deadline-driven workflows
- Leadership and team coordination for yearbook sections
- Print production processes and quality control

Continued reinforcement will be placed on:

- Meeting strict production deadlines for page submissions
- Improving photography skills and technical quality
- Developing engaging, accurate journalistic writing
- Creating cohesive, visually appealing page designs
- Collaborating effectively within the yearbook staff
- Time management and task prioritization
- Attention to detail in editing and proofreading
- Maintaining consistent style and quality throughout the publication
- Professional communication with advertisers and school community
- Ethical decision-making in photography and reporting

By year's end, students will be able to:

- Capture publication-quality photographs at school events
- Design professional page layouts using industry-standard software
- Write clear, engaging captions and stories in journalistic style
- Edit and enhance photos using advanced editing tools
- Sell and design advertisements for publication
- Manage complete yearbook sections from concept to final submission
- Meet all production deadlines while maintaining quality standards
- Work collaboratively to produce a cohesive, professional publication
- Apply principles of media law and ethics to editorial decisions
- Understand the complete yearbook production cycle from planning to distribution

Resources Used:

- Professional digital cameras and photography equipment
- Yearbook publishing software (Jostens/Yearbook Avenue or similar platform)
- Adobe Creative Cloud (Photoshop, InDesign, or equivalent)
- Journalism and AP style guides

- Previous yearbooks for reference and training
- Photography and design tutorials
- Media law and ethics resources
- Production calendars and deadline management tools

Electives

Foundations of Leadership

Grade 11-12 (1 semester – 0.5 credit)
Fall Semester Only

This elective course aims to develop each student's leadership practice and philosophy through seminar-style lessons, leadership development application, and guest speakers. During the semester, students will work through case studies and dissect current events to gain an understanding of leadership styles and practices. Through reading and discussion, there will be an emphasis on real-world leadership that they can immediately apply. The course will address the topics of ethics in leadership, the Enneagram system, receiving constructive feedback, and recognizing leadership styles and strengths.

Students will be introduced to:

- Various leadership theories and models (transformational, servant, situational, etc.)
- The enneagram personality system and its application to leadership
- Ethics and moral reasoning in leadership contexts
- Effective communication strategies for leaders
- Conflict resolution and problem-solving techniques
- Team dynamics and group facilitation skills
- Emotional intelligence and its importance in leadership
- Change management and organizational behavior concepts
- Real-world leadership challenges through case studies
- Leadership insights from accomplished guest speakers across diverse fields

Continued reinforcement will be placed on:

- Critical thinking and analytical reasoning
- Active listening and constructive feedback processes
- Public speaking and presentation skills
- Collaborative project management
- Goal setting and strategic planning

By year's end, students will be able to:

- Articulate their personal leadership philosophy and values
- Identify their leadership strengths and areas for growth
- Apply appropriate leadership styles to different situations
- Give and receive constructive feedback effectively
- Analyze leadership decisions in complex case studies
- Demonstrate improved communication and interpersonal skills
- Lead small groups through collaborative projects
- Create and implement a personal leadership development plan
- Recognize ethical dimensions in leadership decisions
- Connect leadership theory to practical application in their lives

Resources Used:

- Selected readings from contemporary leadership texts and journals
- Leadership case studies from business, politics, sports, and history
- Guest speakers representing diverse leadership backgrounds
- Self-assessment tools, including the Enneagram and other personality inventories
- TED Talks and video resources on leadership topics
- Current event articles for leadership analysis
- Reflective journaling and personal development exercises
- Student-led seminar discussions and presentations

Athletics and Physical Education

Fort Bend Christian Academy Athletic Mission Statement

The mission of the Fort Bend Christian Academy Athletic Department is to provide a Christ-centered quality athletic program. A successful FBCA Athletic Department will

glorify God while developing student-athletes and mentoring them in blending a competitive spirit in the athletic arena while attaining excellence in their spiritual lives, academic endeavors, and social responsibilities.

FBCA Athletics provides students with opportunities to enhance their athletic abilities while fostering essential life skills such as teamwork, sportsmanship, leadership, and perseverance. Our Upper School teams have achieved numerous district, regional, and state championships. Above all, FBCA utilizes athletics as a platform for nurturing strong Christian principles and character, guiding our student-athletes to excel and compete for the glory of God.

Upper School Athletic Programs

FBCA, a TAPPS 5A school, boasts 26 varsity and junior varsity Upper School teams. Over 75% of our students engage in sports each year, with many being multi-sport athletes. Our comprehensive athletic program spans three competitive seasons, providing student-athletes with opportunities to develop their skills, compete at high levels, and grow in character and faith.

Fall Season:	**Winter Season:**	**Spring Season:**
• Athletic Trainers • Cheerleading • Cross Country • Dance • Football • Volleyball	• Basketball • Soccer • Swim • Cheerleading • Dance	• Baseball • Golf • Softball • Track and Field • Tennis

Athletic Philosophy

FBCA Athletics emphasizes the development of the whole student-athlete—spiritually, academically, physically, and socially. Our coaches serve as mentors and role models, demonstrating Christian character and leadership while pursuing competitive excellence as an act of worship. Through practice, competition, and team experiences, student-athletes learn discipline, commitment, resilience, and the importance of honoring God through their efforts both on and off the field.

Physical Education Graduation Requirement

Students must complete **1 credit of physical education** to graduate from FBCA. This requirement can be fulfilled through the following options:

Athletics (0.5 credits per sport completed)

- Students may sign up or try out for sports through the Athletics Department
- Practices and games are held before or after school hours
- A maximum of one credit (2 sports) may be applied toward the Physical Education graduation requirement. Students may continue participating in sports beyond this credit.
- Available sports include athletic trainers, baseball, basketball, cheerleading, cross country, dance, football, golf, soccer, softball, swimming, tennis, track and field, volleyball, and team management.

Independent P.E. (0.5 credits per semester completed)

- Students may apply to earn credit for pre-approved athletic programs outside FBCA with appropriate documentation
- See the Athletic Credit page in the Student Handbook for requirements, and contact the Registrar for an application.
- Only **one credit (2 semesters) may be earned per year,** with a maximum of one credit earned in high school

Participation and Eligibility

Upper School students are encouraged to participate in athletics as an extension of their educational experience. The athletic program welcomes students as early as sixth grade, nurturing a continuum of growth in talent and team culture from Middle School through Upper School. All student-athletes must maintain academic eligibility standards and demonstrate good citizenship consistent with FBCA's values. Specific eligibility requirements and participation guidelines are outlined in the Student-Parent Athletic Handbook.

Competitive Excellence

FBCA competes in the Texas Association of Private and Parochial Schools (TAPPS) at the 5A level, with our teams regularly advancing to district, regional, and state competitions. While we pursue competitive excellence, our primary goal remains the spiritual and personal development of each student-athlete, preparing them to be leaders who glorify God in all aspects of life.

Technology at FBCA

Fort Bend Christian Academy's Upper School technology expectations are designed to support focused, rigorous, and Christ-centered learning while cultivating responsibility, self-regulation, and academic integrity. Technology is used intentionally as a tool for learning and preparation for college and beyond.

Bring Your Own Laptop (BYOL) Program

Fort Bend Christian Academy's Upper School operates under a Bring Your Own Laptop (BYOL) Program, aligned with the school's Bring Your Own Device (BYOD) guidelines. All Upper School students (grades 9–12) are required to bring a personally owned laptop to school each day, fully charged and in working condition. Laptops are an essential instructional tool and are used regularly across subject areas for research, writing, collaboration, assessment, and organization.

Student laptops must meet the school's minimum technical requirements to ensure compatibility with instructional platforms, online assessments, and digital resources. These requirements are published annually by the Information Technology Department and shared with families prior to the start of the school year. Tablets, iPads (including those with external keyboards), Chromebooks, and smartphones do not meet the Upper School laptop requirement.

When using laptops on campus, students are required to connect to the FBCA filtered wireless network in accordance with the school's BYOD policy. External internet access, including personal hotspots, is not permitted.

Teachers determine when and how laptops are used during instruction. Students are expected to follow classroom expectations and to engage appropriately in both digital and non-digital learning activities. While laptops play an important role in instruction, technology use is intentionally balanced with direct instruction, discussion, handwritten work, reading, and face-to-face collaboration.

Responsible Use and Academic Integrity

Laptops are to be used exclusively for educational purposes during the school day. Students are expected to demonstrate responsible digital citizenship, academic honesty, and self-management in all technology use. Device use is governed by the FBCA Acceptable Use Policy, Academic Integrity guidelines, and BYOD expectations. Misuse of devices may result in disciplinary consequences, restriction of device use, or loss of participation privileges, as determined by school administration.

Students are responsible for the care, security, and maintenance of their personal laptops while on campus.

Cell Phone Policy

To promote sustained attention, meaningful engagement, and healthy technology boundaries, Fort Bend Christian Academy enforces an away-for-the-day policy for cell phones in the Upper School.

All personal cell phones must be powered off or silenced and kept out of sight throughout the school day, including during class periods, passing times, and lunch. Phones should be stored in backpacks or lockers and may only be used with explicit permission from a teacher or administrator for an instructional or emergency purpose.

If a student is observed using a cell phone during the school day without permission, the device will be confiscated and held by school administration. Repeated violations may result in escalating consequences in accordance with the Student Management Plan.

Families are encouraged to communicate with students before or after the school day. In cases of urgent need, families may contact the school office, and messages will be relayed to students as appropriate.

Blackbaud Learning Management System (MYFBCA)

Blackbaud (MYFBCA) is the primary learning management system across all divisions at Fort Bend Christian Academy. This encompasses a curation of school-wide resources, classes, rosters, schedules, attendance, bulletin boards, assignments, assessments, discussions, grading, calendar access, groups, and directories. Blackbaud gives teachers the ability to build their digital classroom space, enables students to engage in this virtual extension of their classroom assignments and resources, and provides parents with an integrated view of their students' schedule and performance.

Artificial Intelligence at FBCA

Artificial Intelligence (AI) is becoming an increasingly significant part of our world. It is transforming industries, driving innovation, and reshaping the way people work and solve problems. As these tools become more common, it is essential that students learn how to navigate them wisely and responsibly.

At Fort Bend Christian Academy, we want students to understand how AI works, including both its possibilities and its limitations. For example, AI can make mistakes—known as hallucinations—and sometimes produces content that does not

align with truth or our Christian mission. We teach students to approach AI critically and thoughtfully, rather than accept its output at face value or allow it to replace their own reasoning.

We also hold the belief that students must first establish a solid foundation in the fundamentals of learning. A strong foundation in writing, numeracy, research, and broad background knowledge equips students to think deeply, communicate clearly, and approach complex ideas with confidence. These habits of mind cannot be outsourced to technology. Instead, they are cultivated through practice, perseverance, and meaningful engagement with teachers and peers. Teachers at FBCA are intentional about ensuring that students do not use AI as a shortcut; instead, they structure assignments and learning experiences to promote genuine understanding and skill-building.

To set healthy boundaries, FBCA has established a clear AI policy. Students may not use AI to complete assignments unless a teacher gives specific permission. When permitted, AI use is carefully guided and purposeful. For example, teachers may allow students to use Flint AI as a digital tutor to check grammar, generate study questions, or give feedback on student-created thesis statements. Teachers themselves may also use school-approved, AI-enabled platforms to design lesson plans, quizzes, and study materials that enrich the classroom experience. In each case, AI is treated as a tool to support—not replace—the God-given ability of students to reason, create, and communicate.

Our balanced approach allows students to benefit from emerging technology while continuing to grow in wisdom, creativity, and discernment. By teaching students how to use AI responsibly while protecting their development of essential academic skills, we prepare them to thrive in a world where technology will always be evolving. More importantly, we prepare them to approach that world with a biblical worldview, remembering that while tools may change, the foundation of God's truth remains constant.

FBCA AI Policy

At Fort Bend Christian Academy, students are not permitted to use AI tools to create or write assignments (including but not limited to essays, papers, projects, and presentations) without express permission from the teacher who gives the assignment. Prior to major and minor assignments, the teacher will provide clear parameters on how much, if any, AI collaboration is allowed on said assignments. Additionally, students must do all digital work (composing, editing, revising, etc.) in a single electronic document, from start to finish, so that all writing and edit/version history is saved and visible to the teacher.

If a student is suspected of using unauthorized AI assistance, the teacher, in conjunction with Division Leadership, will use the following checklist to evaluate an assignment for potential AI plagiarism. The teacher should first inquire with the student about any unauthorized use of AI before proceeding with the checklist below. If the student admits to it, the teacher and student should have a conversation about how AI was used, to what extent, etc., and that should be communicated not only to the student's parent(s) but also to the Division Leadership. If the student denies using AI, the teacher should use the checklist below.

If student work exhibits three or more of the following, the student's work can be deemed plagiarized, and the student will face consequences, including not only receiving a zero for the assignment but also potentially other consequences as outlined in the Student and Family Handbook. Consequences will be assigned by Division Leadership, not the teacher.

1. The text in the assignment has no version history and is not typed within Clarity, a web browser in Turnitin.com .
2. The student cannot defend or argue the topic, main idea, or main argument of the assignment.
3. The student cannot define unusual or obscure vocabulary words used in the text.
4. The text in the assignment contains multiple characteristics of AI-generated text, such as an overly formal tone, repetition and redundancy, overuse of punctuation consistent with AI-generated text, unusual or overly complex sentence construction, overuse of subordinating conjunctions, lack of tone, voice, or style, and more.
5. The text in the assignment does not resemble or compare favorably to the student's previous writing samples and other written work in terms of style, complexity, depth, etc.
6. The text in the assignment is flagged by FBCA's approved AI checker, TurnItIn.com, with an AI likelihood threshold of 60% or greater.

Midterm and Final Exams

Midterm and final exams are a standard component of the Upper School academic program at Fort Bend Christian Academy and take place at the end of each semester in December and May. These assessments allow students to demonstrate cumulative understanding of course content and provide practice with sustained, independent academic work.

In each core academic course, students complete a comprehensive assessment during midterm and final exam periods. Depending on the course, this assessment may take the form of a written exam, oral exam, final project, or a combination of these. Exam formats are determined by the teacher based on course goals and instructional design.

Exam Schedule

During midterm and final exam weeks, students take one exam per day. After completing their exam, students are dismissed early for the day. This schedule is designed to allow students to focus on one assessment at a time and to support appropriate pacing and endurance.

Students with approved accommodations, including extended time, will receive testing support in accordance with their documented plans.

Preparation and Support

Teachers provide review guides or preparation materials in advance of exams. Students are expected to prepare independently and are encouraged to ask questions, attend office hours, and seek academic support as needed.

Final Exam Exemptions (Spring Semester)

In the spring semester, eligible students may qualify for final exam exemptions. Exemptions are a privilege, not a right, and are based on academic performance, attendance, and conduct. Detailed eligibility criteria are outlined in the Academic Policies section of the Upper School Curriculum Guide.

Students taking an Advanced Placement (AP) exam are automatically exempt from the corresponding final exam, provided attendance and discipline requirements are met.

Standardized Testing

Standardized testing is one of several tools Fort Bend Christian Academy uses to measure student progress, evaluate curriculum effectiveness, and prepare students for postsecondary opportunities. While standardized tests do not define student ability, they provide useful data points when considered alongside coursework, classroom assessments, and teacher evaluation.

PSAT (Grades 9–10)

All students in 9th and 10th grade are required to take the PSAT each October. The PSAT assesses evidence-based reading, writing, and mathematics skills and provides early indicators of college readiness. PSAT results also serve as the qualifying measure for National Merit recognition, including National Merit Commended Students and Semifinalists, beginning in the junior year.

Results from the PSAT help students become familiar with standardized testing formats and provide the school with comparative data used to review curriculum alignment and instructional effectiveness.

SAT and ACT

Upper School students take the SAT or ACT outside of school as part of the college admissions process. While these exams are not administered by FBCA, the Upper School curriculum intentionally develops the reading, writing, and mathematical reasoning skills assessed on both tests. Teachers incorporate opportunities for skill reinforcement within coursework, particularly in English and mathematics.

Advanced Placement (AP) Exams

Students enrolled in Advanced Placement (AP) courses are expected to take the corresponding AP exam in May. AP exams assess mastery of college-level content and may result in college credit or advanced placement, depending on individual college policies. AP exam fees are paid by families and are not included in FBCA tuition.

Use of Assessment Data

FBCA reviews standardized testing results internally to identify trends, evaluate curriculum effectiveness, and inform instructional decisions. Data is analyzed at the course, department, and grade levels to support continuous improvement and alignment with college-preparatory standards.

College Counseling

Fort Bend Christian Academy offers college counseling services to guide Upper School students and families through the college planning and application process. With two dedicated college counselors on staff, FBCA provides consistent support as students consider postsecondary options and navigate the expectations of college admissions.

College counseling begins early in Upper School and becomes more individualized in the junior and senior years. Counselors work with students on academic planning, standardized testing decisions, college research, application timelines, and application materials. This work is supported by the Upper School curriculum. In 11th grade English, students write, revise, and finalize college application essays as part of their coursework, with guidance from their English teachers.

Throughout the school year, students and parents have access to individual meetings, grade-level information sessions, and targeted programming. Each fall, FBCA hosts an on-campus college fair, giving students the opportunity to meet directly with representatives from a wide range of colleges and universities.

FBCA also offers optional summer college application boot camps, led by the college counseling team. These sessions provide structured time for students to work on applications and essays prior to the start of senior year.

College counseling at FBCA is collaborative and well-integrated, supporting families as they make informed decisions about life after Upper School.

Eagle Week—Service Learning at FBCA

Eagle Week is the Upper School's service learning week at Fort Bend Christian Academy, held annually the week before spring break in March. During this week, regular classes are paused, and students participate in structured Christian service experiences that extend learning beyond the classroom.

Students engage in local, national, or international service opportunities, depending on their selected experience. Service options vary from year to year and are developed in partnership with Christian ministries and nonprofit organizations. Students who do not travel participate in approved local service experiences. All Upper School students are required to participate in Eagle Week as part of the academic program.

Eagle Week is intentionally designed as an immersive experience. Students do not have homework, quizzes, or tests this week and are fully focused on service, teamwork, and engagement with their assigned ministry or service site.

Examples of Eagle Week Experiences

Eagle Week offerings change annually and reflect a range of service contexts. Recent examples have included:

- Partnering with schools and ministries serving students with disabilities in Jamaica and Texas
- Supporting low-income families through community outreach and service projects in San Antonio, Dallas–Fort Worth, and Oklahoma City
- Assisting with construction or renovation projects alongside ministry partners in Costa Rica, Ecuador, and Arizona
- Leading children's programs such as VBS-style camps and educational activities in the Dominican Republic and Texas
- Participating in sports outreach and discipleship through Christian organizations in Poland
- Serving with missionaries and nonprofit partners in France, Greece, New York, and Phoenix

Local service options are also available each year and focus on community-based ministries closer to home.

Through Eagle Week, FBCA provides students with meaningful opportunities to serve others, develop perspective, and live out Christian values in practical ways. This experience reflects the school's commitment to service learning as an essential component of Upper School formation.

Student Services

Counseling Services

Fort Bend Christian Academy provides Upper School counseling services to support students as needs arise throughout the high school years. Counseling services are designed to assist students with academic, social, and emotional concerns that may impact learning, decision-making, or overall well-being.

Counseling support is primarily responsive in nature, with students meeting individually with the counselor when guidance or support is needed. In addition, the counseling office coordinates periodic programming and presentations, including guest speakers, that address topics relevant to Upper School students such as stress management, healthy decision-making, digital responsibility, and relationships. All services are grounded in a biblical worldview and aligned with the mission and values of Fort Bend Christian Academy.

The counseling office works in partnership with families and faculty to provide communication, support, and referrals when appropriate. Although FBCA doesn't offer therapeutic counseling services, it can refer families to external professionals for further assistance when necessary.

Academic Support

Upper school students with documented learning differences may receive accommodations. Parents must provide professional testing documentation from a qualified diagnostician (e.g., educational psychologist or psychiatrist) that is current (within the past three years) and includes a comprehensive evaluation with presenting concerns, tests administered, results, DSM-based diagnosis, and educational recommendations. Teachers collaborate with the Upper School Counselor and parents to ensure student success.