
Distinguished Scholar Program

Class of 2017

Brentwood Christian School

Distinguished Scholar Program – Class of 2017

A student graduating as a Distinguished Scholar will:

- Complete a minimum of 8 honors classes
- Complete a minimum of 28 total credits
- Complete Honors Humanities
- Complete a minimum of 100 hours of community service during Junior and Senior years beginning the first day of summer after Sophomore year*
- Earn a minimum of 100 distinction points in the following categories:

Maximum Points	Category	Description
20	Bible	Student must successfully complete an approved college-level course in biblical studies from the Austin Graduate School of Theology. Bible courses from other Christian colleges will be considered on a case-by-case basis.
20	English/ Language Arts	Student must successfully complete four years of English, including AP English III (American Literature) and AP English IV (British Literature) and take the corresponding AP exams.
20 maximum; 5 for each honor earned	Fine Arts	Student may earn points by: (1) placing in top 3 in state-level academic competition oral event or debate; (2) qualifying for a state-level solo in band or choir competition; (3) placing in top 3 in state-level art competition; (4) being named to all-state band or chorus in Texas Private School Music Education Association; (5) being named to regional or state band in All-Texas Small School Bands; (6) serving as a member of Encore (5 points each year).
20	Foreign Language	Student must do one of the following: (1) Complete Spanish III at BCS (grade of 85+); (2) complete a full year of another foreign language besides Spanish at another institution; (3) pass an accredited foreign language college course of at least three credit hours; (4) complete a correspondence course in foreign language besides Spanish equaling one full year; (5) Score 95% (760) on SAT Foreign Language Subject test.
20	Mathematics	Student must successfully complete AP Calculus course and take the AP exam.
20	Science	Student must successfully complete AP Biology and take the AP exam or complete Honors Physics earning a grade of 85% or higher.
20	Technology	Student must: (1) successfully complete Honors Computer I at BCS earning a grade of 85+; 2) complete a full year of a Programming class at another accredited school; or pass a Programming or Applications (Microsoft Office) college course of at least three credit hours in an accredited college.

*Up to 50 hours of community service can be substituted by completing a scholarly project. **The final project grade equals the number of hours that can be substituted out of 50.** For example, a grade of 38 on a final project will count as 38 community service hours. The students would then be responsible for completing 62 community service hours (62+38=100).

A one-time, non-refundable charge of \$50 will be assessed to all students pursuing the Distinguished Scholars Program – **due by June 15, 2015.

Distinguished Scholar RESPONSIBILITIES

Distinguished Scholar Student Responsibilities:

1. **All Distinguished Scholar Students** must submit a minimum 1,000 word personal statement to the Academic Advisor by **June 15, 2015**, including:
 - a. What benefits they hope to gain from the Distinguished Scholar Program
 - b. Why they want to be a Distinguished Scholar
 - c. A description of their college plans and how the Distinguished Scholar program will contribute to those plans
 - d. A detailed plan describing which avenues for obtaining Distinction Points will be taken, a description of their project if they choose to do the project, and their plan for obtaining 100 community service hours
2. Students are responsible for keeping track of their total number of Distinguished Scholar Distinction Points, requirements and community service hours.
3. **A one-time, non-refundable charge of \$50, due June 15, 2015, is required of all students pursuing the Distinguished Scholars Program.**

Distinguished Scholar Student Project Responsibilities:

1. Students will go to Vertical Team Leaders (see Suggested Projects) for assistance in obtaining a teacher/mentor and to receive grading rubric.
 - a. Students will meet with their teacher/mentor a minimum of 10 hours, which will equate to a possible 10 points on their final project grade.
 - b. Teacher/mentor's input on student effort will account for how many of these 10 points will be added to their final project grade.
2. Depending upon the nature of the project, students may be responsible for scheduling and organizing a presentation of their completed project with the appropriate audience.
3. Projects are worth up to 50 points.
4. Projects are due by the **last full day of the school year 2016**.
5. See suggested projects on the following pages for project ideas.

Distinguished Scholar Student Community Service Responsibilities:

1. Students are responsible for documenting community service hours in writing on the Distinguished Scholar Community Service Form and giving it to the Academic Advisor as they complete their hours.
 - a. Each community service activity needs to be documented and signed off by the activity site director. Submitting a large number of hours at once with no detail of each activity will not be accepted.
 - b. Students are responsible for keeping track of how many hours they have accrued and for keeping copies of their own forms to verify total number of hours.
2. Students are responsible for determining if their community service activity is on the list of Approved Community Service Activities (see page 5), and if it is not, getting pre-approval from the Academic Advisor.

GRADUATION PLANS

GRADUATION REQUIREMENTS BRENTWOOD CHRISTIAN HIGH SCHOOL

SUBJECT	STANDARD	ADVANCED	DISTINGUISHED
BIBLE	2	2	2
ENGLISH	4	4	4
MATH	3	4	4
SCIENCE	3	4	4
HISTORY	4	4	4
SPEECH	.5	.5	.5
P.E.	2	2	2
FOREIGN LANGUAGE	2	2	3
COMPUTER	1	1	1
FINE ARTS	1	1	1
ELECTIVES	3.5	3.5	2.5
TOTAL	26	28	28

*Students must complete one unit of Bible each year enrolled at BCS.

*The Advanced Program requires a minimum of 4 honors credits. A maximum of one credit Honors Fine Art can apply.

*The Distinguished Program requires a minimum of 8 honors credits, including Honors Humanities, Distinction Points, a project and/or community service hours. A maximum of one credit Honors Fine Art can apply.

*All students must complete at least Algebra I, Algebra II and Geometry.

*All students are strongly encouraged to take four years of math and science.

IMPORTANT NOTES REGARDING GRADUATION PLANS BY HIGH SCHOOL YEAR:

- High school credits may be earned prior to the 9th grade year in Algebra I and Spanish I.
- Brentwood offers four AP (Advanced Placement®) courses—AP Biology, AP English III, AP English IV, and AP Calculus. AP courses are always Honors courses. Students may receive AP credit only if they take the AP test; otherwise, the course will be listed as an Honors course on their transcript. The amount of college credit a student may receive for their scores is determined by individual colleges.
- Some fine arts classes (Encore, music theory, band, contract art) may be taken for Honors credit if available.
- Honors classes are more academically challenging than non-honors classes. Students completing honors classes with a grade of 77 or above will receive 3 extra points on their semester averages.
- Bible must be taken each semester at BCS.
- A maximum of one credit of Aide can be counted towards graduation.
- Transfer students will work with the guidance counselor, with final approval from the high school principal, on an appropriate graduation plan that meets the mission and goals of Brentwood Christian. Please see the Transfer Student section for additional information.

Distinguished Scholar Program

Suggested Timeline

May of Sophomore Year

1. One-time, non-refundable fee of \$50 due to Academic Advisor by **June 15, 2015**. Make checks payable to BCS.
2. Meet with specific project subject Vertical Team Leader (see Suggested Projects) for project mentor assignment - if choosing the project option.
3. 1,000 word personal statement to Academic Advisor by **June 15, 2015**.

August of Junior Year

1. Make sure you are registered for appropriate classes.
2. Aim to have 25 community service hours complete.
3. Give copies of signed forms to the Academic Advisor.

December of Junior Year

1. Aim to have 50 hours of community service complete.
2. Give copies of signed forms to the Academic Advisor.

May of Junior Year

1. Aim to have 75 hours of community service complete.
2. Give copies of signed forms to the Academic Advisor.

June of Junior Year

1. **June 3rd, final projects are due to Academic Advisor (if you chose to do the project)**
 - a. If project is not turned in by the due date, then the student will have to do the additional 50 hours of community service needed to reach 100 hours total.

August of Senior Year

1. Make sure you are registered for appropriate classes.
2. Aim to have 100 hours of community service complete.
3. Meet with Academic Advisor to make sure you have met all requirements to be a Distinguished Scholar.

Approved Community Service Activities

Church

- Mission Trips
- Youth Group service projects
- Volunteer to help with Vacation Bible School or other Church events

School

- Volunteer tutoring as needed
- Participating in NHS service projects
- Volunteering at BCS sports camps and programs

Community

- Visiting nursing home residents
- Participating in park/road clean up days
- Volunteering at animal shelters
- Volunteering time at a community service agency
- Volunteering at community service agency fundraising events
- Volunteering to read to children at a library
- Volunteering at a hospital

Distinguished Scholar Program—Suggested Projects

Department of BIBLE

VERTICAL TEAM LEADER – Mel Witcher

PROJECT

The student should prepare an exegesis paper on a specified Biblical passage. The process of preparation should include the following:

- An analysis of historical issues (authorship, audience, date of composition and historical setting), literary characteristics (genre, compositional structure, stylistic features), and theological concerns (distinctive themes, echoes of the biblical story). Students should consult Bible handbooks and introductions to commentaries for assistance with this task.
- A careful reading of the selected text in a variety of good translations. The student should read the entire book at least once, then read through the selected text many times, taking careful note of features such as significant terms or phrases, literary form and structure, and significant motifs and theological concepts (in terms of their function in the passage).
- After reading the text over a period of several days, the student should consult three to five other commentaries or journal articles in order to develop additional questions and/or refine his or her own thoughts.
- The final paper should describe as clearly as possible what the passage says and what the passage must have meant to its original readers.

GUIDELINES

- The paper should begin with an introduction stating the central focus of the passage. It should include an organized discussion of the passage in terms of its central focus, including the meaning of the passage in its scriptural context; identification of the form and structure of the passage; an analysis of the passage section by section, showing how each section works together to support the central focus; and a discussion of how the passage is related to the overall concerns of the book as a whole. It should conclude with a summary of findings and a brief commentary on the implications of the text for today.
- Documentation of all primary and secondary sources used in research should follow MLA format.

PRODUCT

- The final product may be a standard 8- to 12-page research paper.
- The student will make a presentation of the project to an audience of peers or a committee (mentor, faculty members, professionals), according to a plan developed with the principal.

Department of ENGLISH

VERTICAL TEAM LEADER – Mrs. Dargai

PROJECT

The student will research a topic uniquely related to the history of Austin or Texas and prepare a literary product. After engaging in both primary and secondary research, the student will produce a project and submit it for publication or submit it in a form that would be useful as a classroom resource. Examples of appropriate topics include—but are not limited to—the following:

- Local legendary figures or events (e.g., Sam Bass, Chisholm Trail, O. Henry)
- Area caves (e.g., Outlaw Cave and its history with Sam Bass)
- Famous Texas ranches
- Famous Austin buildings (e.g., Driskell Hotel, Brown Building, Scarbrough's)
- Salado (Stagecoach Inn and Salado's history back to the time of the Native American settlements)
- The Texas Capitol
- The Governor's Mansion
- Darrell K. Royal–Texas Memorial Stadium, University of Texas

GUIDELINES

- The student must conduct at least two interviews with people who can give first-hand knowledge of the topic (with questions submitted to the mentor for approval *before* the interview).
- The student must use at least three other primary documents (e.g., diaries, tombstones, maps, county or state records, newspapers of the time).
- The student may also do secondary research (novels, nonfiction, articles—anything with historical references to the topic).
- Documentation of all primary and secondary sources used in research should follow MLA format.

PRODUCT

- The final product will be published for others to see (e.g., an article for publication in a newspaper or journal, a historical diary, a brochure with a DVD to use in classes, an audio collection of interviews with a written guide, a short story based on the research described above on the order of *Forrest Gump*).
- The student will make a presentation of the project to an audience of peers or a committee (mentor, faculty members, professionals), according to a plan developed with the principal.

Department of FINE ARTS

VERTICAL TEAM LEADER – Mr. Pollard

PROJECT

The student will develop a proposed project in concert with a mentor. Examples of possible project areas include—but are not limited to—the following:

Vocal Music

- Recital and jury – Take at least 10 hours of private voice lessons with an approved teacher; memorize at least 30 minutes of music including a variety of repertoire in genre, language, and difficulty; organize a recital, including venue, invitations, and reception; assemble a jury of three music teachers for assessment [Local voice instructors]
- Student direction – Direct two pieces selected from appropriate sources; assemble an ensemble; teach music and instruct in aspects of performance such as dynamics; arrange for performance in a public arena [Music and choir teachers, church music directors]

Instrumental Music

- Recital and jury – Take at least 10 hours of private instruction with an approved teacher; prepare at least 30 minutes of music including one or two selections from the UIL Class I or II list or music of similar quality; organize a recital, including venue, invitations, and reception; assemble a jury of three music teachers for assessment [Local instrument instructors]

Music (Vocal or Instrumental)

- Composer paper – Research biographical information about a significant composer, including place in history and influence on contemporaries and successors; analyze one of the composer's major works as to form, harmony, and historical significance; use print sources, as those at UT PCL rather than the Internet [Austin Community College or UT Austin art instructors]

Visual Art

- Art show – Take a class or classes of 15 or more hours in a medium not encountered in class time or an advanced class in a medium of interest; document the observation of another individual working in the selected medium; document progress by photographs throughout the process; prepare a body of work consisting of 3 to 10 pieces presented for public display [standard matting, labeling, framing, pedestals]; organize an opening including a minimum three-day show with invitations and reception; have three critiques done by professional artists or high school art teachers [Laguna Gloria Museum and Art School, Austin Community College art instructor; UT art department, Austin area artists]

Drama

- Student direction of a play *[available only for students who have been part of the cast or crew of a previous production]* – Select a one-act play, using UIL guidelines and receiving script approval; cast play, using auditions and call-backs; select crew members; schedule and conduct rehearsals, posting and distributing schedule to cast and crew; direct practices, blocking scenes, critiquing student

presentation, developing characterization, and ensuring memorization of parts; conclude with a public performance; document the process in a daily rehearsal journal.

PRODUCT

- The final product will be different for each project, as described above.
- The student will hold a discussion of the project with an audience of peers or a committee (mentor, faculty members, professionals), according to a plan developed with the principal.

Department of HISTORY

VERTICAL TEAM LEADER – Mr. Witcher

PROJECT

The student will do independent research using both primary and secondary sources, working with an approved mentor. Mentor names must be submitted by the student to the principal for approval. The history department will also work to assemble a list of suggested mentors. Students should focus on an area of research which emerges from the local environment and can be pursued in central Texas (through interviews and work in institutions such as the Austin History Center, the Texas Historical Museum, and the Elisabet Ney Museum). Examples of appropriate topics include—but are not limited to—the following:

- Researching the history of a church or religious organization in the central Texas area
- Researching the history of a business founded and developed in the central Texas area
- Detailing the history of individual buildings or famous homes in the Austin area
- Detailing the history of historical monuments in the Austin area
- Describing the development of Austin's downtown during the twentieth century
- Analyzing changes in a particular aspect of living (e.g., occupations, family life, schooling, transportation, technology, or communications) over the last half century

GUIDELINES

- The project must include citations from at least two and preferably three primary sources (e.g., individual interviews, newspaper reports from the time period, personal letters).
- The student must also do secondary research and cite at least three and preferably five secondary sources. These secondary sources should be used to provide an overarching perspective on the topic studied and to generate additional questions for interviews and further investigation with primary sources.
- Documentation of all primary and secondary sources used in research should follow MLA format.

PRODUCT

- The final product may be a standard 8- to 12-page research paper. Appendices may be a part of the paper but will not be included in the page count.
- The final product may be a 4- to 5-page summary of the research process. In addition, the student will prepare a half-hour audio/video production.

- The student will make a presentation of the project to an audience of peers or a committee (mentor, faculty members, professionals), according to a plan developed with the principal. The presentation should include a brief introduction, a multimedia presentation (such as a PowerPoint or brief documentary film), a summary of the findings, and a brief question-and-answer period.

Department of MATH

VERTICAL TEAM LEADER – Kaleen Graessle

PROJECT

The student will develop a proposed project in concert with a mentor. Examples of possible project areas include—but are not limited to—the following:

- Statistical analysis (e.g., taking a survey and analyzing the data)
- Stock analysis
- Marketing or business analysis
- Actuarial study
- Accounting/finances/tax project (e.g., analyze proposed tax reform policies)
- Software design/game design
- Building project (e.g., build a backyard structure or playscape)
- Architectural project
- Engineering project
- Geology study
- Medical project (e.g., drug research)
- Irrigation design
- Mathematical theory

GUIDELINES

- Guidelines will be specific to each project and must be approved by the principal.
- A journal or timeline of the research process, including documentation of all meetings with mentors, must be included.
- Documentation of all primary and secondary sources used in research should follow MLA format.

PRODUCT

- The final product will be different for each project. It could be a physical product (e.g., a structure), a series of diagrams or charts, and/or a technical paper (explanation, statistics, analysis, and conclusion).
- The student will make a presentation of the project to an audience of peers or a committee (mentor, faculty members, professionals), according to a plan developed with the principal.

Department of SCIENCE

VERTICAL TEAM LEADERS – Michelle Mallett

PROJECT

The student will spend a period of apprentice-like observation and work under the guidance of a professional mentor in a field of his or her scientific interest. (This may take place in the summer.) The student will develop a project in concert with this mentor. Examples of possible project areas include—but are not limited to—the following:

- Medical or nursing practice (e.g., observe, assist with, and learn about medical record-keeping, patient assistance, or hospital procedures)
- Higher science education (e.g., audit college-level class at a local college or university, assist with lab preparation)
- Laboratory technical work (e.g., observe and assist with records and procedures)
- Environmental science (e.g., assist with conducting surveys or collecting and analyzing data)

GUIDELINES

- Guidelines will be specific to each project and must be approved by the principal.
- A journal or timeline of the period of observation and assistance, including documentation of all meetings with mentors and all observation and work sessions, must be included.
- Some research into secondary sources related to the field of observation and apprenticeship should be conducted to provide background and supporting information.
- Documentation of all primary and secondary sources used in research should follow MLA format.

PRODUCT

- The final product will be different for each project. It could include a detailed log of hours and experiences, a series of diagrams or charts, and/or a technical paper (explanation, statistics, analysis, and conclusion).
- The student will make a presentation of the project to an audience of peers or a committee (mentor, faculty members, professionals), according to a plan developed with the principal.

Department of SPANISH

VERTICAL TEAM LEADER –

PROJECT

The student will develop a proposed project in concert with a mentor. Examples of possible project areas include—but are not limited to—the following:

- Cultural studies on Latin American literature, countries, traditions, history, or other topic
- Immersion experience in another culture during the summer, including research into the history and traditions of the area

- Interaction throughout a semester with an organization that does outreach or provides help to Spanish speakers, including research into the organization, its purposes, the population it serves, and its future plans
- Research into a particular area such as food, clothing, or music from a Latin American country and preparation of a cultural display

GUIDELINES

- The project may include citations from at least two and preferably three primary sources (e.g., interviews, home visits, gallery tours).
- The student must also do secondary research and cite at least six and preferably ten secondary sources. These secondary sources should be used to provide greater depth and breadth of information on the topic studied.
- Documentation of all primary and secondary sources used in research should follow MLA format.

PRODUCT

- The final product will include a standard 8- to 12-page research paper. A detailed summary of the paper, if not the paper itself, should be written in Spanish.
- The student will make a presentation of the project to an audience of peers or a committee (mentor, faculty members, professionals), according to a plan developed with the principal. At least a portion of the presentation must be in Spanish.

Department of TECHNOLOGY

VERTICAL TEAM LEADER

PROJECT

The student will develop a proposed project in concert with a mentor. Examples of possible project areas include—but are not limited to—the following:

- Web page design, business or curriculum related
- Desktop publishing
- Digital movie creation
- Database development
- Linux/Windows network development

GUIDELINES

- Guidelines will be specific to each project and must be approved by the principal.
- The student must compile documentation describing the project and outlining the techniques or processes used in the implementation of the project. It may take the form of a journal documenting each step of the project, a user manual, or some other written format appropriate to the project.
- Documentation of all primary and secondary sources used in research should follow MLA format.

PRODUCT

- The student will prepare a presentation documenting each phase of the project. The presentation should include a brief introduction, a multimedia presentation (such as a PowerPoint or brief documentary film), a summary of learning, and a brief question-and-answer period.
- The student will make a presentation of the project to an audience of peers or a committee (mentor, faculty members, professionals), according to a plan developed with the principal.

Community Service Tracking Form

Date of Service	Name of Service Agency	Description of Activity	Hours Earned	Documentation Submitted? Y or N
Total Hours Earned:				

Project Mentor Meeting Log

Meeting	Date	Description of Activity	Signature of Mentor
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Community Service Form (Distinguished Scholar and/or NHS)

Name of Student: _____

Agency/Activity/Description of Service: _____

Date of Service (mo/day/year): _____ # of Hours Served: _____

Name of Supervisor (printed): _____ Phone # of Supervisor: _____

Signature of Supervisor: _____

Signature of Student: _____

For Office Use Only:

Date Entered: _____

Entered By: _____

Examples of service include: hospitals, churches, non-profit organizations, tutoring and helping with younger students at BCS in sports camps and programs. **Volunteer service MUST BE UNPAID.** The hours must be actual hours worked not including lunch, transportation and breaks. *Service hours are subject to approval by NHS Representative or Academic Advisor.*

Community Service Form (Distinguished Scholar and/or NHS)

Name of Student: _____

Agency/Activity/Description of Service: _____

Date of Service (mo/day/year): _____ # of Hours Served: _____

Name of Supervisor (printed): _____ Phone # of Supervisor: _____

Signature of Supervisor: _____

Signature of Student: _____

For Office Use Only:

Date Entered: _____

Entered By: _____

Examples of service include: hospitals, churches, non-profit organizations, tutoring and helping with younger students at BCS in sports camps and programs. **Volunteer service MUST BE UNPAID.** The hours must be actual hours worked not including lunch, transportation and breaks. *Service hours are subject to approval by NHS Representative or Academic Advisor.*

PARENT AUTHORIZATION
REGARDING THE **DISTINGUISHED SCHOLAR** GRADUATION PLAN

After considering the three options for graduation, we have decided to pursue the requirements outlined in the Distinguished Scholar graduation plan in the current High School Academic Guide. We realize that making a commitment to this goal requires our signatures and payment of fifty dollars to offset the cost involved to provide such a plan. We understand that this one-time fee is not refundable under any circumstances.

If (Student's name) _____ fails to meet the requirements of the plan or drops out of the program, the fee cannot be reimbursed.

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Payment options: _____ Check _____ Cash _____ Permission to bill our account