

**BRENTWOOD CHRISTIAN SCHOOL**

**2021 & 2022**

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## MISSION

*The mission of Brentwood Christian School is to lead students to love God and to nurture them in a Christ-centered academic environment that emphasizes excellence and inspires them to develop their God-given talents for lives of Christian leadership and service.*

## ACCREDITATION

National Christian School Association  
Southern Association of Colleges and Schools (AdvancEd)

Brentwood Christian School  
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## GRADUATION PLANS

### GRADUATION REQUIREMENTS BRENTWOOD CHRISTIAN HIGH SCHOOL

<u>SUBJECT</u>	<u>STANDARD</u>	<u>ADVANCED</u>	<u>DISTINGUISHED</u>
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
<b>TOTAL</b>	<b>26</b>	<b>28</b>	<b>28</b>

\*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, 100 Distinction Points, a project and/or community service hours. A maximum of one credit Honors Fine Art can apply. A maximum of one credit Honors Athletics 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 five AP (Advanced Placement®) courses—AP Biology, AP English III, AP English IV, AP Calculus, AP Physics. The amount of college credit a student may receive for their scores is determined by individual colleges.
- Some fine arts classes (Encore, band, contract art) may be taken for Honors credit if available.
- Students can receive an Honors credit for Athletics if they are on the varsity level, play two sports, and achieve a 93% or above for the semester.
- Honors classes are more academically challenging than non-honors classes. Students completing honors classes with a grade of 77 or above will receive extra points according to a weighted multiplier of 1.05 on their semester averages.
- AP and approved dual credit classes will receive extra points according to a weighted multiplier of 1.10 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 academic advisor, 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 – Class of 2020 and 2021

**A student graduating as a Distinguished Scholar will:**

- Complete a minimum of 8 honors classes
- Complete a minimum of 28 total credits
- 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 a Christian college with approval by the academic advisor and principal.
10	English/ Language Arts	Student must successfully complete four years of English, including AP English III (American Literature) and take the corresponding AP exams.
10	English/ Language Arts	Student must successfully complete four years of English, including AP English IV (British Literature) and take the corresponding AP exams.
5	Fine Arts**	(1) Membership in Encore for 1 year or (2) Placing in an oral or debate event at TCSIT or TAPPS Academic Meets or (3) Earn a 1 (Superior) in a Solo or Small Ensemble at the TAPPS State Music Contest or (4) Earn a spot in the ATSSB Region Band, TMEA Region Choir, or TPSMEA Region Choir.
10	Fine Arts**	(1) Placing top 5 in an Art event the TAPPS State Contest or (2) Earn a spot in the ATSSB Area Band, TMEA Area Choir, or TPSMEA All-State Band or Choir or (3) All-Star Cast at TCSIT or TAPPS One Act Play Contests or (4) GAHSTMA Nomination-Individual Awards or (5) Placing top 5 in TAPPS

		fine arts competition or (6) Placing top 5 in TCSIT fine arts competition.
20	Fine Arts**	(1) Earn a spot in the ATSSB or TMEA All-State Band or Choir or (2) GAHSTMA Award Winner-Individual awards.
20	Foreign Language	Student must do one of the following: (1) Complete Spanish III at BCS (grade of 85% or above); (2) pass an accredited foreign language college course of at least three credit hours; (3) Score 85% (680) or above on SAT Foreign Language Subject test.
10	Honors Humanities	Student must successfully complete Honors Humanities course with a grade of 85% or above.
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 A.P. Physics and take the AP exam.
20	Technology	Student must do one of the following: 1) successfully complete Honors Computer Science at BCS earning a grade of 85% or above; 2) complete a full year of a Programming or Applications course of at least three credit hours at an accredited college.
10	Interscholastic Contests**	Placing 1st-6th in the high school division at the Texas Christian Schools Interscholastic Tournament or 1st-5th at the Texas Association of Private and Parochial Schools Academic Meet
5	Varsity Athletics**	Second team or honorable mention All District.
10	Varsity Athletics**	Selected to first team All District.

5	Varsity Athletics**	Honorable mention all state.
10	Varsity Athletics**	Selected to All State team.

\*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 maximum of 20 points may be awarded in each of the following categories: Fine Arts, Athletics, and/or Interscholastic Contest categories.

A one-time, non-refundable charge of \$50 will be assessed to all students pursuing the Distinguished Scholars Program – due on or before the due date. Students who apply after the deadline will be charged a \$25 late fee and will be required to submit an additional writing assignment.

## SUMMER AND CORRESPONDENCE COURSES

Under certain circumstances, students may wish to pursue make-up credit, alternative credit, or advanced credit through correspondence, evening, or summer school courses. Credit will be accepted under the following circumstances:

- If taken during any fall or spring semester, such courses will be taken in addition to a full class load at Brentwood Christian School.
- Summer school or night school course credit will be accepted only from an accredited secondary school. Correspondence course credit and credit by examination will be accepted only from an accredited institution of higher education.

Students may earn no more than four credits required for graduation in summer school or night school or through credit by examination or correspondence, with the following provisions:

- Any course required for graduation and failed at Brentwood Christian School may be taken for credit by correspondence, in summer or night school, or by credit by examination, subject to the limitations listed above.
- Certain courses may be taken for credit in summer or night school as an alternative to a course offered at Brentwood Christian School, including Algebra I and II, Geometry, or Precalculus, Communication Applications, Spanish I-III, or Computer Science, but only if the course is designed for students seeking advanced credit rather than makeup credit. Approval of the high school principal and academic advisor is required.

Seniors may earn dual high school credit and college credit for the computer science, foreign language, and quantitative reasoning through an accredited institution of higher education if needed for graduation. They may earn elective dual high school and college credit in advanced courses which go beyond the Brentwood Christian School curriculum, as approved by the high school principal and academic advisor.

## EARLY COLLEGE START – AUSTIN COMMUNITY COLLEGE

Students are encouraged to earn college credit while in the junior and senior years at BCS. This is typically done in the junior year in the evening and during the summer months. During the senior year, students who have met all graduation requirements may take classes on the ACC campus during the afternoon hours, beginning with 6th period. Please note that this is considered co-enrollment and will not be included on the BCS transcript, unless it is considered an elective credit or credit recovery, as approved by the high school principal.

## HONORS CLASSES

Honors classes provide additional challenge and broader learning opportunities for highly motivated students who meet eligibility requirements. (See course descriptions for specific course eligibility requirements.)

All Honors classes provide students with special interests and abilities the opportunity to explore a subject with more intensity and depth, surpassing the regular curriculum through independent study, research projects, and extensive reading.

Grade	Recommended Maximum Number of Honors Classes*
9 <sup>th</sup>	3
10 <sup>th</sup>	3
11 <sup>th</sup>	4
12 <sup>th</sup>	5

*\*The recommended maximum number of Honors classes is based upon past student experiences and is intended to help students manage the loads placed on them at each grade level.*

Criteria for entry into most Honors courses include completion of the prerequisite course with a grade of 90 and above OR a grade of 85 and above accompanied by a recommendation from the course instructor.

Students who have completed one year of high school choir may be considered for Encore on the basis of competitive tryouts. Exceptions will be made only if qualified applicants who meet the prerequisite are not available. Those accepted in Encore will be required to take Honors Choir for Honors credit.

Because of the additional demands of Honors courses, students who successfully complete the requirements of an Honors course with a 77 or higher will receive additional points according to a weighted multiplier of 1.05 on the final term grade each semester. This can cause an Honors course grade to be above 100.

Students must receive a grade of 93 or above in an on-level class each semester to gain approval to take an AP class.

## NATIONAL HONOR SOCIETY

The National Honor Society was founded in 1921 to recognize and encourage academic achievement while developing other characteristics essential to citizens in a democracy. The Brentwood Christian School chapter of the National Honor Society was chartered in 1986, inducts eligible new members in grades 10-12 each fall. Membership is based on scholarship, character, leadership, and service. **Students must demonstrate outstanding performance in all four criteria of NHS: scholarship, leadership, service, and character.**

Members provide services to the school and community, such as serving at Rosedale School, a local school for handicapped children; offering Peer Tutoring; working with BCS elementary classes through the CONNECT program; and helping with Grandparents' Day, baccalaureate, and high school graduation.

### Brentwood Christian School National Honor Society Selection Process

**Students must demonstrate outstanding performance in all four criteria of NHS: scholarship, leadership, service, and character.**

#### Initial requirements for candidacy:

- Student must be a sophomore, junior, or senior who has been in attendance at BCS for at least the equivalent of one semester.
- Student must have a minimum cumulative high school GPA of 92.000.

#### Subsequent requirements for candidacy:

- All students who are eligible scholastically (i.e., candidates) shall be notified and asked to complete and submit the candidate information form by a specified due date. On this form, candidates will provide information regarding participation in service and leadership activities. Candidates can also provide additional information that is evidence of high scholarship.
- Candidates must write an essay to demonstrate qualities of high character. Students will be given a prompt such as the following: *Think about an experience you have had in which you have been in a position of service and/or leadership. Write a reflective essay about this experience, discussing how it shaped or developed your character and how the growth you experienced will benefit others in the future.*

- The advisor shall request the previous year's citizenship grades from the registrar for each candidate.
- The advisor shall request data from the principal's office about in-school-isolation, out-of-school suspension, and excessive detentions for all candidates.
- The faculty shall be requested to evaluate candidates determined to be scholastically eligible using the official input form provided by the chapter adviser. This form asks for an evaluation of students based on the following characteristics: courtesy and consideration of others; high standards of honesty; dependability and responsibility; and leadership.
- The faculty council shall review the candidate information forms, citizenship information, faculty input, and other relevant information to determine those who fully meet the selection criteria for membership.

Selection procedure:

The final selection is made by a five member Faculty Council appointed by the principal. The chapter advisors shall be ex officio, non-voting members. The Faculty Council will consider all of the collected information to determine if each candidate meets the criteria of leadership, service, and character. The selection of each member shall be by a majority vote of the Faculty Council.

## NHS Individual Service Requirement

Excerpt from the NHS Constitution: Article XIV, Section 4

Each member shall have the responsibility for choosing and participating in a service project that reflects his or her particular talents and interests. This is in addition to the chapter projects to which all members contribute.

Excerpts from the NHS Handbook: Section 6.4.2 Individual Service Projects

This [requirement] emphasizes the need for cooperative effort in service to the community while providing an opportunity for individuals to discover and develop their unique contributions. Many chapters regularly complete their chapter service project obligations, but often overlook the additional mandate of individual service projects.

1. The individual is given the responsibility of choosing and participating in the project, though he or she should be held accountable for reporting this in an official manner to the local chapter.
2. It is best to steer away from activities that directly benefit a member's family.
3. Service projects done for financial or other compensation are viewed as contrary to the common definition of service.
4. Individual service can be performed while participating in a project planned and implemented by another group on campus or in the community. *Individual Service Project* does not necessarily imply that these projects must be completed alone, merely beyond the activity undertaken through the required chapter service project.
5. Verification of service by asking for an adult's signature from a supervisor or chaperone is a way to guarantee that all chapter members are fulfilling their responsibilities in a fair and appropriate manner.

6. To facilitate your chapter members finding appropriate service project ideas, the chapter might consider setting up a bulletin board of project opportunities for members to review. Notifying social services and community organizations of the existence of this feature may bring in a large number of ideas for your chapter and other students in the school.

Guidelines specific to the BCS chapter of the NHS:

1. Each returning member must complete a minimum of twenty hours of service between June 1 of the prior summer and May 1 of the current school year. Each member inducted in a given year must complete a minimum of ten hours of service between induction and May 1 of that year.
2. Each member must submit a Service Documentation Form (or forms) in a timely way, following individual service. The hours recorded should not include lunch, transport, or breaks.
3. Chapter activities (Rosedale, Peer Tutoring, Connect, etc.) do not count toward these hours, but they can count toward service hours required by the Distinguished Scholar Program.
4. Other activities that count toward the Distinguished Scholar Program can also count toward NHS individual service hours.
5. Individual service does not need preapproval, but submitted service hours will not be given credit if the service does not meet the guidelines.
6. Failure to satisfy this requirement will result in probation for two weeks, at which time membership will be forfeited if the requirement is not met.

Examples of organizations and activities where you can serve: hospitals, nursing homes, churches, charitable institutions, certain governmental agencies, animal shelters; helping with sports camps, Math Pentathlon, Vacation Bible School, mission trips; park/road clean-up (not BCS liter patrol); reading to young children or to the elderly; food/clothing/toy drives; energy conservation/environmental service.

## Maintenance of Membership

According to the NHS Constitution, active members must maintain the standards by which they were selected and meet obligations prescribed by the local chapter. Any member failing to do so will be placed on probation. If a member fails to meet the prescribed criteria during the probation period, he or she will forfeit his/her membership.

## Awards

To be eligible for the BCS Scholar Hall of Fame, students must have all A's on his/her transcript.

The Citizenship Award is based on the amount of S+'s a student receives. Students are not eligible for this award if they have received an S- or U during a grading period.

To be eligible for Academic Who's Who, students must have a cumulative average of 93 or above.

## RETREATS AND SENIOR TRIP

To prepare ninth-grade students for the high school experience, a two-day retreat is held early in the fall. During these two days, students will receive an overview of graduation requirements, college preparatory planning, and learn about the events and activities of high school life at BCS.

To prepare twelfth-grade students for leadership in their final high-school year, a two-day retreat is held near the beginning of the school year. This two day retreat includes planning for their academic and spiritual future.

Every year members of the senior class take a Senior Class European trip. Trip destinations have included England, Ireland, Scotland, Spain, France, Italy, and Germany. This trip is designed to widen student horizons, provide insight into the roots of Western culture, encourage the cementing of relationships before graduation, deepen appreciation for the heritage of Christian faith, and stimulate growth in maturity and responsibility. The junior class will vote on their destination during their junior year, under the leadership of the class officers and the BCS administration.

## STUDENT EVALUATIONS

### Report Cards and Online Progress Reports

Grades are provided to students and parents to communicate the degree to which students are mastering the content and fulfilling the purposes for which each course is designed.

Report cards will be posted online at the end of each quarter via RenWeb, a restricted-access Internet site. Students and their parents have online access to current grades throughout the year. At the beginning of the school year, all families will receive a letter explaining the procedures for accessing these weekly grades online. Parents may request a hard copy of their student's grades from the secondary office at any time.

Parents may request conferences by e-mailing their middle school teacher or the academic advisor. Group conferences with parents, teachers, and administrators may be scheduled when appropriate through the office of the academic advisor or middle school team.

### Grading Scale

97-100 = A+	87-89 = B+	78-79 = C+	73 = D+
93-96 = A	83-86 = B	76-77 = C	71-72 = D
90-92 = A-	80-82 = B-	74-75 = C-	70 = D-
Any grade below 70 is failing (F).			

## Transcripts

Numerical grades for each half-credit course will be reported on the transcript. Class rank will be included only for the top 10% in the senior class and will be based on cumulative averages. All others will have a letter of rank exemption included with the transcript.

Cumulative averages are used to determine eligibility for such recognitions as National Honor Society (92.0 minimum plus other eligibility requirements) and academic honor rolls (92.5 minimum for honor roll and 88.0 to 92.4 for honorable mention). Citizenship honor roll each nine weeks is awarded to students with no grade lower than "S" and at least three "S+'s."

Two transcripts are available at no cost; subsequent copies will be billed at \$2.00 each.

## Final Examinations

Written examinations will be given in all academic departments at the end of the fall and spring semester. Written or performance exams may be given in non-academic classes, such as fine arts, athletics, and physical education at the teacher's discretion. In freshman classes final exams are worth 15% of the semester grade; in sophomore classes final exams are worth 20% of the semester grade; and in junior and senior classes final exams are worth 25% of the semester grade. All class work for each course will be completed two days before finals begin so that teachers may conduct comprehensive semester reviews. **Students may not take voluntary absences during review days and final exams.**

Qualifications for Exemptions:

Students must meet all of the following criteria in each class for which they exempt the final exam:

1. A semester average of 90% or above
2. No unexcused absences or tardies in a semester
3. No more than six excused absences in a semester
4. Must be present for and participate in review days

Students may claim an exemption from the final exam in any class only once during the school year. In other words, students who choose to exempt the fall semester exam in a particular class must take the semester exam in that class in the spring. Students who have taken the fall semester exam in any class (and who also meet the criteria listed above during the spring semester) may choose to be exempt from the final in that class.

Freshmen who qualify may choose to be exempt from one exam each semester. Sophomores who qualify may choose to be exempt from two final exams each semester. Juniors and seniors who qualify may choose to be exempt from any or all of their final exams each semester (realizing they must take at least one semester exam in each class during the school year).

Experience with the exemption system has shown that the comprehensive review helps to consolidate student learning, that students are better motivated to monitor their absences and tardies, and that

students work to earn the privilege of exemption. **Students who are not present for or fail to participate fully in the comprehensive review will be required to take the final exam.**

Students may choose to claim an exemption in a class and yet take the final exam in an effort to raise their semester grade without danger of lowering it.

## College Preparatory Testing

The high school academic advisor will work closely with students to encourage full participation in our college-preparatory testing program. Preparation for the college testing will include intensive reviews in selected classes. Optional preparatory classes may be offered from time to time.

All sophomores and juniors will take the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) on campus. All eighth and ninth graders will take the PSAT 8/9. Additionally, freshmen, sophomores and juniors will take the standardized high school Iowa Assessments (IA). Students should arrange to take the SAT ([collegeboard.org](http://collegeboard.org)) and ACT ([act.org](http://act.org)) during the spring semester of the junior year with follow-up testing to be completed during the fall of the senior year at national testing centers off campus. Registration for the SAT and ACT is available online. Students should check the academic advisor's bulletin board regularly for current announcements.

## Transfer Students

In order to graduate from Brentwood Christian School, a student must earn at least six credits at BCS and attend the full senior year.

Transfer students will work with the academic advisor to develop a graduation plan that meets the state requirements for the general graduation plan in addition to fulfill the mission and goals of Brentwood Christian School. Some guidelines include the following:

- Transfer students may substitute one credit of World Geography for World History
- Transfer students will receive credit for foreign languages other than Spanish I and II, but both credits must be in the same language
- Transfer students may substitute electives for Bible for those semesters prior to enrolling in Brentwood Christian School
- No more than two required classes (equal to one credit) may be substituted, and any substituted classes must be replaced by other elective credit. Example: A business or engineering class taken at a previous school may be substituted for Computer I with approval of the academic advisor and high school principal.

Any questions regarding the graduation plan for transfer students should be discussed with the academic advisor and the high school principal.

If a senior student who has attended BCS for three or more years enrolls in a high school outside the Austin area during the last semester of the senior year and meets the graduation requirements of BCS, the student may receive a diploma from BCS. The student must make official request to the BCS high school principal prior to or within two weeks of leaving BCS. The receiving school must offer the required

courses or their equivalents and agree to provide BCS with an official transcript certifying the completion of the approved courses.

## VALEDICTORIAN, SALUTATORIAN, CLASS RANKING

To be eligible for selection as the valedictorian, salutarian, and considered in class rankings, students may not have reached 19 years of age prior to September 1 of their senior year, and may not have initially enrolled in the 9<sup>th</sup> grade more than 4 ½ years prior to graduation.

To be eligible for selection as valedictorian or salutarian, a student must attend three full years, including the senior year, at BCS. All grades earned at BCS will count toward the GPA, beginning with ninth grade (or 8th grade, if HS credit is taken). To be considered for valedictorian or salutarian, a student must have completed a minimum of eight honors credits and must have successfully completed the Distinguished Scholar Program (100 distinction points, a project and/or community service).

## COURSE DESCRIPTIONS

Course descriptions are grouped by subject area. Each description includes the unit of credit which can be earned and any prerequisite and grade placement level information.

### English

#### **ENGLISH I**

GRADE PLACEMENT: 9

CREDIT: 1

Emphasis on vocabulary development, the writing process, grammar, usage, and the mechanics of writing. Focuses on the writing of compositions, implementing the 6+1 Traits of Effective Writing. Includes literature selections to correlate with composition assignments and demonstrates different genres of literature, including some examples of Christian literature. Integrates composition and language skills with the study of a variety of literature viewed from a Christian perspective: short stories, poetry, drama, and the novel. Composition study covers the writing process, personal/friendly letters, practice in writing essays, and the application of language and research skills.

#### **ENGLISH I HONORS**

GRADE PLACEMENT: 9

CREDIT: 1

*PREREQUISITE: "A" in previous English course and/or recommendation of instructor*

Covers requirements of English I plus more advanced writing and additional projects. Includes study of the essay, develops critical thinking skills using extended literary selections and includes outside reading/writing assignments. Includes in-depth study of the elements of fiction in short stories, mythology, drama, the novel, and poetry. Covers the study of the writing process, of essays correlated with literary studies, and the writing of a short documented paper. Focuses on critical thinking skills and application of language skills. Stresses the use of writing process skills for writing literary analysis and essays. Requires outside reading.

## **ENGLISH II**

GRADE PLACEMENT: 10

CREDIT: 1

*PREREQUISITE: Successful completion of English I*

Continues study of the writing process with emphasis on informative, descriptive, narrative, and persuasive forms of discourse. Covers standard usage, vocabulary, sentence formation, and phrases and clauses through the use of the writing process. Stresses an etymological approach to vocabulary building. Reading and composition skills are integrated into a study of short stories, nonfiction, poetry, and novels. Views composition as a reflection of a God who communicates with his creation and teaches students to explore and evaluate the moral universe of each literary selection in the light of God's revelation.

## **ENGLISH II HONORS**

GRADE PLACEMENT: 10

CREDIT: 1

*PREREQUISITE: "A" in English I and/or recommendation of instructor*

Includes requirements of English II plus reading of selected novels, poetry, and nonfiction. Applies writing process skills and essay writing techniques to the study of literature. Emphasizes the use of a variety of aims, audiences, and styles of writing. Emphasizes the study of literary techniques and of the various types of literature by both American and foreign authors. Teaches students to explore and evaluate the moral universe of each literary selection in the light of God's revelation. Requires a research paper.

## **ENGLISH III**

GRADE PLACEMENT: 11

CREDIT: 1

*PREREQUISITE: Successful completion of English II*

Involves an intensive study of advanced usage and vocabulary (synonyms, antonyms, and sentence completions), concentrating on material frequently appearing on college entrance tests. Emphasizes thinking and writing in conjunction with a survey of American literature from the discovery of America through contemporary literature, including studies of biblical references. Approaches texts from a Christian perspective, critically comparing and contrasting the worldviews of the various writers with a biblical viewpoint.

## **ENGLISH III**

### **AP® LANGUAGE AND COMPOSITION**

GRADE PLACEMENT: 11

CREDIT: 1

*PREREQUISITE: "A" in Honors English II and/or recommendation of instructor*

Engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Through reading and writing, makes students aware of a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Studies eras in American literature and works of representative writers with an emphasis on nonfiction. Examines rhetorical strategies, themes, literary techniques, and stylistic choices of writers. Approaches texts from a Christian perspective, critically comparing and

contrasting the worldviews of the various writers with a biblical viewpoint. Students are expected to take the AP test.

#### **ENGLISH IV**

GRADE PLACEMENT: 12

CREDIT: 1

*PREREQUISITE: Successful completion of English III*

Is primarily a British Literature course. Studies the historical development of the English language, with reading and analysis of representative literary selections from each era. Examines the historical background of each literary era (Anglo-Saxon, Medieval, Elizabethan, Restoration and 18<sup>th</sup> Century, Romantic, Victorian, and Modern periods), noting the historical, political, economic, religious, and artistic influences on the literature. Involves composition correlated with the literature studies and focusing on informative, descriptive, persuasive, and literary discourse. Requires a major project involving a longer analytical composition incorporating outside research and use of MLA documentation style. Approaches texts from a Christian perspective, critically comparing and contrasting the worldviews of the various writers with a biblical viewpoint. Offers reinforcement of the writing process and language skills, a primarily etymological vocabulary study, and skills to help students prepare for the SAT and college admissions.

#### **ENGLISH IV**

##### ***AP® ENGLISH LITERATURE AND COMPOSITION***

GRADE PLACEMENT: 12

CREDIT: 1

*PREREQUISITE: "A" in AP English Language and Composition and/or recommendation of instructor*

Follows the guidelines and requirements described in the *AP English Literature and Composition* course description and helps prepare students for the *AP Literature and Composition* exam. Covers all requirements of English IV plus additional outside reading and research projects. Engages students in careful reading and critical analysis of imaginative literature and in writing of college-level compositions. Literature studies focus on structure, style, and themes as well as elements such as figurative language, imagery, symbolism, and tone. Involves study of the historical backgrounds of the eras from the eleventh century to contemporary times to help students recognize influences on such elements as diction, imagery, symbolism, and allusions. Helps students learn to recognize key terms, understand author's rhetorical strategies, question the assumptions, and point out parallels, contrasts, or similarities to contemporary situations. Emphasizes Christian allusions and examines ways authors throughout the ages have used God's gifts of language and story to convey meaning and views and attempt to measure "truth" of life as found in literature against the Truth of God's Word. Requires additional summer reading. Students are expected to take the AP test.

### **Speech**

#### **COMMUNICATION APPLICATIONS**

GRADE PLACEMENT: 9

CREDIT: ½

Teaches basic skills in oral communication, emphasizing effective listening and speaking in small groups and between individuals, as well as public speaking of various types. Examines the concept of freedom of speech and how Christian principles and ethics apply to speech. Also includes practice in oral Scripture reading. Requires outside reading.

## **COMPETITIVE SPEECH**

GRADE PLACEMENT: 10-12

CREDIT: ½ elective credit

The primary purpose for Competitive Speech is to develop the God given skills students possess and to prepare them for lives of Christian service so that others may see God and his creation anew, and give him praise. In an attempt to accomplish this goal, the students will explore competitive performance techniques from two or more of the following areas: debate, extemporaneous speech, original oratory, bible reading (English), prose interpretation, poetry interpretation, humorous interpretation, dramatic interpretation or duet acting. The work will be done on a semi-independent basis. Students will be working to develop skills and/or a body of performance work in their areas of interest and strength, for the purpose of competing with other performers in speech competitions.

## **DEBATE**

GRADE PLACEMENT: 9-12

CREDIT: ½ elective credit

Controversial issues arise in aspects of personal, social public, and professional life in modern society. Debate and argumentation are widely used to make decisions and reduce conflict. Students who develop skills in argumentation and debate become interested in current issues, develop sound critical thinking, and sharpen communication skills. They acquire life-long skills for intelligently approaching controversial issues.

## **Foreign Language**

### **SPANISH I**

GRADE PLACEMENT: 8-9

CREDIT: 1

*PREREQUISITE: High school enrollment or 8<sup>th</sup> grade enrollment with either successful completion of MS Spanish or an A average in 7th grade English.*

Introduces students to the four basic skills of language learning (listening, speaking, reading, and writing), develops appropriate concepts, and emphasizes practical vocabulary building and conversation skills. Introduces students to the culture and civilization of Spain and Hispanic countries, with emphasis on the fact that God is the Creator of all peoples, nations, and languages. Provides encouragement for use of Spanish-speaking skills in communication across cultural lines and in opportunities for mission efforts to Spanish-speaking cultures.

### **SPANISH II**

GRADE PLACEMENT: 9-10

CREDIT: 1

*PREREQUISITE: Spanish I or successful completion of Spanish I in 8th grade.*

Continues skill development in the four basic skill areas. Further develops grammatical concepts and knowledge of Spanish and Hispanic culture studies, with emphasis on the fact that God is the Creator of all peoples, nations, and languages. Provides encouragement for use of Spanish-speaking skills in communication across cultural lines and in opportunities for mission efforts to Spanish-speaking cultures. Emphasizes increased oral proficiency in Spanish.

### **SPANISH III HONORS**

GRADE PLACEMENT: 10-12

CREDIT: 1

*PREREQUISITE: "A" in Spanish II and consent of instructor*

Develops higher level proficiency in all four skills. Readings and teacher-led discussions conducted almost exclusively in Spanish. Increases knowledge of Spanish and Hispanic civilization and culture studies. Emphasizes discussion of current events in Hispanic American countries and their impact on our civilization. Emphasizes the fact that God is the Creator of all peoples, nations, and languages. Provides encouragement for use of Spanish-speaking skills in communication across cultural lines and in opportunities for mission efforts to Spanish-speaking cultures. Students are expected to take the National Spanish Exam.

## Mathematics

### **ALGEBRA I**

GRADE PLACEMENT: 9

CREDIT: 1

Introduces the basic language and properties of Algebra; studies solutions and applications of linear equations and inequalities; develops operations with exponents and polynomials; introduces factorization of polynomials; and solves quadratic equations by factoring. Studies functions and relations and their graphs, systems of open sentences, the roles and uses of irrational numbers, the solution of quadratic equations by various methods, and operations and problem solving using rational expressions. Carries out the biblical mandate to value, understand, and investigate God's logical, ordered world.

### **ALGEBRA I HONORS**

GRADE PLACEMENT: 8

CREDIT: 1

*PREREQUISITE: "A" in previous math course and consent of instructor*

Includes the same as above with additional emphasis on the development of deductive logic and its use and limitations in free-form puzzle solving. Carries out the biblical mandate to value, understand, and investigate God's logical, ordered world.

### **ALGEBRA II**

GRADE PLACEMENT: 11

CREDIT: 1

*PREREQUISITE: Completion of Algebra I; Geometry or Geometry Honors is recommended*

Reviews and expands on axioms and properties of Algebra; expands on functions, equations, and graphs; provides an in-depth study of linear systems while introducing determinants and matrices as methods for solving systems of equations; reviews and expands the study of factorization, quadratic equations, and functions along with operations with rational algebraic expressions, irrational numbers, and imaginary numbers. Studies the use of exponential and logarithmic functions; reviews and expands the study of rational functions and solution methods; examines quadratic relations and conic sections. Carries out the biblical mandate to value, understand, and investigate God's logical, ordered world.

### **ALGEBRA II HONORS**

GRADE PLACEMENT: 10

CREDIT: 1

*PREREQUISITE: "A" in previous math course and consent of instructor*

Covers the same concepts studied in Algebra II but is paced according to a higher ability and mastery and includes additional enrichment. Carries out the biblical mandate to value, understand, and investigate God's logical, ordered world.

### **GEOMETRY**

GRADE PLACEMENT: 10

CREDIT: 1

*PREREQUISITE: Completion of Algebra I*

Extends fundamental ideas of intuitive geometry and logic into a precise system. Includes inductive and deductive reasoning, perpendicular and parallel lines, congruent triangles, relationships within triangles, quadrilaterals, and similar triangles. Includes a study of right triangles and trigonometry, transformations, area, surface area and volume, and circles. Coordinate geometry is integrated throughout. Emphasizes the precision, order, and beauty with which God created the universe and geometric concepts.

### **GEOMETRY HONORS**

GRADE PLACEMENT: 9

CREDIT: 1

*PREREQUISITE: "A" in Algebra I and consent of instructor*

Covers the same concepts as studied in Geometry. Students will solve problems and complete projects which require greater understanding and more creative and abstract inductive and deductive reasoning. Emphasizes the precision, order, and beauty with which God created the universe and geometric concepts.

### **PRECALCULUS**

GRADE PLACEMENT: 12

CREDIT: 1

*PREREQUISITE: Completion of Geometry and Algebra II*

Provides the broad mathematical background needed for a variety of college-level mathematics courses. Reviews basic terminology. Covers concepts at an introductory level from algebraic, graphical, and numerical perspectives. These include sequences; equations and inequalities; function notation; transformations; and exponential, logarithmic, and trigonometric functions. Introduces basic trigonometric identities, equations, and graphs. Stresses the precision and order of the mathematical universe created by God.

### **PRECALCULUS HONORS**

GRADE PLACEMENT: 11

CREDIT: 1

*PREREQUISITE: Completion of Geometry and Algebra II and consent of instructor*

Explores concepts that play a central role in Calculus in depth from algebraic, graphical, and numerical perspectives. These include sequences; equations and inequalities; function notation; transformations; and exponential, logarithmic, and trigonometric functions. Trigonometric identities, equations, and graphs are studied in depth. Polar notation, vectors, limits, and the difference quotient are introduced. The use of graphing technology is heavily integrated into the course. Stresses the precision and order of the mathematical universe created by God.

### **AP® CALCULUS**

GRADE PLACEMENT: 12

CREDIT: 1

*PREREQUISITE: Completion of Precalculus and consent of instructor*

Covers limits and their properties and concepts and applications of differentiation, including related rates, optimization, and motion problems. Integration is studied to include both definite and indefinite integrals and their applications. Includes finding areas, volumes of solids with known cross-sections, and exponential growth and motion problems. Stresses the precision and order of the mathematical universe created by God. Students are expected to take the AP test.

### **QUANTITATIVE REASONING**

GRADE PLACEMENT: 12

CREDIT: 1

*PREREQUISITE: To register for dual credit at ACU, students must meet one of the following: MATH SAT score of 500; MATH ACT score of 20; or instructor approval. BCS Prerequisite: completion of Precalculus or completion of Algebra 2 and instructor approval.*

The course has a problem-solving emphasis throughout. Algebraic, graphical, and numerical reasoning are used to recognize patterns and structure, to model information, and to solve real-life problems. Various topics are covered, including logical thinking, percentages, mathematics of finance, counting methods, probability, and basic statistics. Technology is used to link modeling techniques and purely mathematical concepts. In addition, students analyze real-life problems within the context of a Christian worldview. Students may receive dual credit for this class.

### **HS COMPETITIVE MATH**

GRADE PLACEMENT: 9 – 12

CREDIT: ½ elective credit

The Competitive Math class is designed for students who would like to strengthen their mathematics skills and expand their knowledge of mathematics beyond what is included in the normal curriculum. The focus will be on problem-solving, calculator applications, and number sense skills. Students will prepare for and possibly participate in competitions such as the Texas State Math League contests, the American Mathematics Competition, virtual meets, and meets hosted by TAPPS, TCSA, and TMSCA. The preparation and the competitions are designed to help students discover and develop their God-given talents in the area of mathematics.

## **Science**

### **BIOLOGY** (Standard and Honors Credit Available)

GRADE PLACEMENT: 9

CREDIT: 1

Biology is a course based upon the study of life, how living things develop, grow, and die. The course begins with the study of the science of life examining cells and cell processes, genetics, and the theory of evolution. The student will also study the science of organisms by investigating microbiology, plants, and ecology. Each of these living wonders is credited to God rather than to the chance processes of the evolutionary theory. Each and every chapter has at least one laboratory to better understand and develop the chapter concepts. Why just draw a cell when you can bake and eat it? Students learn about a cell and its parts by forming a cell brownie and using candy as its organelles. To develop deductive reasoning skills, students become crime scene investigators learning about DNA, fingerprinting, blood typing and crime scene processing to solve a “crime”. Students complete the year dissecting pigs to help students connect the major concepts studied during the year to anatomy of an animal. Emphasis is placed upon the intricacy of God’s creation and the way it reveals his greatness and goodness.

## **HONORS BIOLOGY**

GRADE PLACEMENT: 9

CREDIT: 1

Biology is a course based upon the study of life, how living things develop, grow, and die. The course begins with the study of the science of life examining cells and cell processes, genetics, and the theory of evolution. The student will also study the science of organisms by investigating microbiology, plants, and ecology. Each of these living wonders is credited to God rather than to the chance processes of the evolutionary theory. Each and every chapter has at least one laboratory to better understand and develop the chapter concepts. Why just draw a cell when you can bake and eat it? Students learn about a cell and its parts by forming a cell brownie and using candy as its organelles. To develop deductive reasoning skills, students become crime scene investigators learning about DNA, fingerprinting, blood typing and crime scene processing to solve a "crime". Students complete the year dissecting pigs to help students connect the major concepts studied during the year to anatomy of an animal. Honors Biology completes the same concepts and deepens honors students conceptual knowledge of biology by adding one or two extra lab(s) to each chapter. Each lab has deeper thinking questions and inquiry based learning. All labs prepare the student for the AP Biology level linking of ideas and concepts. Emphasis is placed upon the intricacy of God's creation and the way it reveals his greatness and goodness.

## **AP® BIOLOGY**

GRADE PLACEMENT: 11

CREDIT: 1

*PREREQUISITES: Biology and Chemistry*

Advance Placement Biology is a class which provides academically minded students an opportunity to take a college-level biology class in a high school setting. Students will demonstrate knowledge, comprehension, analysis and synthesis in the following areas: cell studies, cell chemistry, cell reproduction, photosynthesis, respiration of plants, plant evolution, ecology, animal classifications, reproduction, genetics, and evolution. Laboratory is a large portion of the advanced placement biology class. Labs include the study of diffusion/osmosis, photosynthesis/ respiration, the study of bacterial transformation of DNA using plasmid cloning and mitochondrial DNA, DNA sequencing, enzyme behavior, artificial selection and mathematical modeling of the Hardy Weinberg equation. The intensive study will culminate with taking the College Board Advanced Placement Biology exam in May. Upon passing the exam, the student's college of choice may award 4-8 hours of college science credit. (Specific classes and hours of credit vary from college to college.) Emphasis is placed upon the intricacy of God's creation and the way it reveals his greatness and goodness. Students are expected to take the AP test.

## **CHEMISTRY**

GRADE PLACEMENT: 10

CREDIT: 1

*PREREQUISITE: One credit of Algebra, one credit of science*

A laboratory-oriented course of study designed to introduce the students to the fundamentals of Chemistry, including laboratory safety, formulas, compound names, gram-mole relationships, balanced equations, mass-mass problems, atomic structure, bonding, and periodic trends. Students will study kinetic theory; properties of solids, liquids, and gases; solutions and chemical equilibrium;

acids, bases, and salts; and redox reactions. Some organic and nuclear chemistry is included as time permits. Emphasis is placed upon the intricacy of God's creation and the way it reveals his greatness and goodness.

### **CHEMISTRY HONORS**

GRADE PLACEMENT: 10

CREDIT: 1

*PREREQUISITE: One credit of Algebra, "A" in previous science course, and consent of instructor*

Includes the material presented in Chemistry and requires the completion of additional current event reports, consumer-oriented classroom demonstrations, and biographic research. The course concludes with chemical unknown analysis and determination in order to encourage and develop independent evaluative thought processes. Emphasis is placed upon the intricacy of God's creation and the way it reveals his greatness and goodness. Student expectations also involve laboratory leadership and classroom participation.

### **FORENSIC SCIENCE**

GRADE PLACEMENT: 11

CREDIT: 1

Forensic science emphasizes science, technology, and scientific knowledge in solving a crime of any sort. This class merges theory with practice, using a significant number of actual forensic case files. This course is a lab-based, hands-on course that will explore what forensic scientists do. Students will learn modern forensic methods and use scientific methods to solve forensic issues and problems. This course will focus on collection and analysis of crime scene evidence (such as serology, toxicology, entomology, odontology and trace evidence) and explore lab analysis techniques (such as chromatography, DNA analysis, fingerprinting, and hair and footprint analysis). Forensic scientists are also required to testify in court about their methods and analysis of evidence. To make a convincing case, they need to be able to clearly and concisely explain the results of the labs and techniques they use, and explain the significance of their results in lab reports. Students will put into practice all the techniques and learned material to solve a criminal investigation at the end of the 2nd semester. Emphasis is placed upon the intricacy of God's creation and the way it reveals his greatness and goodness.

### **PHYSICS**

GRADE PLACEMENT: 12

CREDIT: 1

*PREREQUISITE: One credit of Algebra, three credits of science*

Includes an in-depth development of linear, curvilinear, and circular motion, linear momentum, and the relationship between matter and energy. Includes a study of thermodynamics, sound, light, electricity, and magnetism, and electronics. Introduces quantum theory and atomic and nuclear physics. Laboratory activities and the completion of either an investigative science fair or technology-related project help to clarify concepts and develop scientific reasoning. Emphasis is placed on the practical applications of the subject matter and upon the intricacy of God's creation and the way it reveals his greatness and goodness.

### **AP® PHYSICS**

GRADE PLACEMENT: 12

CREDIT: 1

*PREREQUISITE: One credit of Algebra, "A" in previous science course, and consent of instructor*

Covers the same concepts as studied in Physics. It is an algebra-based course that focuses on the concepts of the interconnections between various strands and units contained in the course syllabus and how each contributes to the six Big Ideas. Problem solving techniques and strategies are fine-tuned throughout the year, and students are continually tasked with connecting physics applications learned in different units in order to synthesize solutions to complex problems. Inquiry-based laboratory investigations will be used to enhance problem solving skills and gain a better conceptual understanding of physics topics. Emphasis is placed upon the intricacy of God's creation and the way it reveals his greatness and goodness. Students are expected to take the AP test.

#### **ENGINEERING: DESIGN AND PROBLEM SOLVING**

GRADE PLACEMENT: 11-12

CREDIT: 1

*PREREQUISITE: One credit of Algebra, two credits of science*

Emphasizes solving problems, moving from well-defined toward more open-ended, with real-world application. This course reinforces and integrates skills learned in previous mathematics and science courses. Students will apply critical-thinking skills to justify a solution from multiple design options. Additionally, the course promotes interest in and understanding of career opportunities in engineering. This course has no printed textbook; resources may be found online at [www.txcte.org](http://www.txcte.org). Emphasis is placed upon the intricacy of God's creation and the way it reveals his greatness and goodness.

### **Physical Education**

**Note:** All students are required to be enrolled in a Physical Education class or Athletics each semester of their freshmen and sophomore years, except under extenuating circumstances.

#### **ATHLETICS (Honors credit available)**

GRADE PLACEMENT: 9-12

CREDIT: 1 (maximum of 4 credits may count toward graduation)

Provides training, conditioning, and instruction in skills and strategies for selected competitive interscholastic sports, which may include soccer, volleyball, basketball, baseball, softball, cross country and track.

#### **DRILL AND DANCE TECHNIQUE**

GRADE PLACEMENT: 9-12

CREDIT: 1 elective credit

This class is designed for girls who are not currently on the drill team and would like to learn basic techniques. Topics will include ballet, drill, lyrical, musical theater, jazz, and performance/choreography. This class will satisfy a PE credit.

#### **OFF-CAMPUS PHYSICAL EDUCATION (OCPE)**

GRADE PLACEMENT: 9-12

CREDIT: 1 (maximum of 2 credits may count toward graduation)

The BCS OCPE Program is a partnership between Brentwood Christian School and approved off-campus agencies that provide activities such as: Dance, Diving, Equestrian, Fencing, Gymnastics, Yoga, Lacrosse

Martial Arts, Rock Climbing, Rowing, Swimming and Tennis. Only practice hours may count towards the required 5 hours per week. Game days and competitions will not count toward the total weekly participation hours. Agencies must provide an alternative place of instruction during inclement weather. Students will receive a numerical grade for each nine weeks period and a final numerical grade for the semester. The Academic Advising office will be responsible for supervising the OCPE Program standards to ensure that each student receives a quality, off-campus physical education experience.

## **PHYSICAL EDUCATION**

**GRADE PLACEMENT:** 9-12

**CREDIT:** 1 (maximum of 3 credits may count toward graduation)

Provides instruction in game rules and health and safety practices and develops motor skills basic to efficient movement required for successful participation in physical recreation and leisure-time activities. Also includes a variety of individual, dual, and team sports that develop fitness and skills basic to the activity being taught.

## **Fine Arts**

### **Art**

#### **ART I**

**GRADE PLACEMENT:** 9-12

**CREDIT:** ½

Focuses on Art Elements and Art Principles and their successful implementation in the work that is created. Primary skill taught at this level is the art of rendering in dry media. Emphasizes seeing the world God created and faithfully representing what is seen or interpreting God's creation in such a way as to bring glory to him. Exposes students to various drawing techniques as well as printmaking. Uses Art History to introduce techniques and discuss the role of art in various civilizations over time and the vital role it has played in communicating God's message throughout the ages. Students are encouraged to enter at least one piece in the TAPPS District competition.

#### **ART II**

**GRADE PLACEMENT:** 10-12

**CREDIT:** ½

**PREREQUISITE:** *Art I*

Expects students to implement Art Elements and Art Principles in each project. Reviews skills learned in Art I and introduces sculpture and textiles. Uses Art History to reinforce and teach practical and proven techniques, discuss the role of art in various civilizations over time, and show the vital role it has played in communicating God's message throughout the ages. Requires one independent museum or art gallery visit during the year. Explores and discusses careers in Art. Requires each student to enter one or more pieces in the TAPPS District meet.

#### **CONTRACT ART (Standard and Honors Credit Available)**

**GRADE PLACEMENT:** 11-12

**CREDIT:** ½

**PREREQUISITE:** *Art I, Art II and instructor approval*

Expects students to demonstrate accurate use of Art Elements and Art Principles in all work produced. A contract for each individual defines work to be done and time schedule through completion. Students create work that honors and brings glory to God both in subject selection and in presentation. Students participate in the critique of work done by other contract students. Requires two independent museum or art gallery visits along with a critique response of each. Requires entry of one piece in TAPPS District meet. If work is selected for TAPPS State, the artist must participate in at least one State level On-Site drawing event. Students begin creating a portfolio of work.

### **Intro to Graphic Design (.5 Credit)**

GRADE PLACEMENT: 11-12

*PREREQUISITE: Art 12*

*Credit: ½*

Students will learn the basic skills of graphic design and use the skills and techniques learned to create true to life and practical projects. Students will gain experience in the Adobe Software Suite including Illustrator, Photoshop, and Design. Students will gain technological knowledge that can be used to support learning in other classes and assignments, as well as, future career paths involving art, design, and technology fields. Students will also learn the design planning process beginning with an idea and forming it into a completed work. Students will do one project that expresses God's message through design.

## **Music**

### **BAND**

GRADE PLACEMENT: 9-12

CREDIT: ½

*PREREQUISITE: Director approval*

Focuses on the development of wind/percussion techniques, the comprehension of basic elements of music theory, the aesthetic appreciation of music as one of God's gifts to his creatures, and the public performance of selected band literature. Attendance at performances and rehearsals outside school hours is required, including the TAPPS district and state music competitions in February and March.

### **BAND HONORS**

GRADE PLACEMENT: 9-12

CREDIT: ½

*PREREQUISITE: Previous band experience, including participation in solo and/or ensemble competitions; director approval*

Honors Band is an extension of the regular band class. Students in Honors Band have all of the same requirements and expectations as student the regular band class. In addition, each semester Honors Band student must audition for the region honor band, read a topical book, participate in the musical, and attend a music performance approved by the band director.

### **JAZZ BAND HONORS**

GRADE PLACEMENT: 9-12

CREDIT: ½

*PREREQUISITE: Director approval*

Focuses on the development of proficiency in performing within the jazz idiom, the comprehension of basic elements of music theory, the development of improvisatory skills, and the public

performance of selected jazz band literature. Requires attendance at before-school rehearsals and performances outside school hours. Requires academic eligibility in order to perform, since the course is extra-curricular; grants honors credit in Band class for all members.

### **CHOIR**

GRADE PLACEMENT: 9-12

Credit: ½

*PREREQUISITE: Minimal audition required; director approval*

Studies singing techniques, musicianship, and choral literature appropriate to the abilities and interests of the groups with emphasis on Christian music and other music with uplifting themes. Requires attendance at rehearsals and performances outside school hours as well as participation in the TAPPS district and state competitions in the spring and Festival.

### **CHOIR HONORS**

GRADE PLACEMENT: 9-12

Credit: ½

*PREREQUISITE: Minimal audition required; previous choir experience; director approval*

Requires, in addition to the requirements for Choir: 1) preparation of a class I or II solo; 2) successful passing of an examination on basic music theory; 3) writing of either a three- to five-page research project or a brief musical selection for at least two voices; and 4) participating in the spring musical. Continues to place emphasis on Christian music and to stress the use of the voice to bring glory to the Creator.

### **ENCORE**

GRADE PLACEMENT: 9-12

CREDIT: ½

*PREREQUISITE: Audition and concurrent enrollment in honors choir*

Studies singing techniques, musicianship, and ensemble literature appropriate to the abilities and interests of the group. Includes exposure to a variety of vocal styles, such as contemporary Christian, modern, madrigal, classical, and traditional religious music. Emphasizes upbuilding Christian themes in music. Requires attendance at before-school rehearsals and performances outside school hours, including the fall musical in alternate years. Encourages participation in all-state choir and solo contest. Requires academic eligibility in order to perform, since the course is extra-curricular; grants honors credit in Choir class for all members.

### **MUSIC HISTORY**

GRADE PLACEMENT: 9-12

CREDIT: ½

Introduces and provides an overview of the history of the music of Western civilization, beginning with Greek, Roman, and Byzantine antecedents and tracing musical developments through the Middle Ages, the Renaissance, the Baroque and Classical eras, and the age of Romanticism. Places emphasis on emerging forms and styles; social, political and religious thought; the use of the genius of musical composition to bring glory to the Creator; and the lives and major works of prominent composers. Requires a research paper.

### **MUSIC THEORY**

GRADE PLACEMENT: 11-12

CREDIT: ½

*PREREQUISITE: Background in music*

Stresses the basic technical components of music for students with advanced music experience. Emphasizes basic pitch and rhythmic notation, scale structures, pitch intervals, chord structure and movement, part writing, ear training, harmonization, and music composition. Introduces general conducting skills, listening to various types of music, and music history. Background in a performing music class or proficiency on the keyboard is encouraged. Emphasizes the beauty and intricacy of music as a gift of a gracious Creator.

### **WORSHIP MUSIC**

GRADE PLACEMENT: 9-12

CREDIT: ½

Explores various areas of Christian worship, including worship theology, church music history, music theory, and worship ministry. Students in this class will participate in worship leading opportunities on campus, and will also hear from guest lecturers who are experienced in worship music and ministry.

## **Theatre Arts**

### **THEATRE PERFORMANCE**

GRADE PLACEMENT: 9-12

CREDIT: ½ elective credit

Incorporates an overview of basic acting techniques and introduction to stagecraft. Gives consideration to the place of the Christian in theatre and allows students to explore their God given talents. Requires outside rehearsals and performances as well as attendance at a full-length play performed in the community each semester.

### **THEATRE PRODUCTION**

GRADE PLACEMENT: 9-12

CREDIT: ½ elective credit

Incorporates an overview of theatre arts, including sound, lighting, and set design. Includes discussion of the place of the Christian in theatre and allows students to explore their God given talents. Requires outside rehearsals and performances as well as attendance at a full-length play performed in the community each semester.

### **THEATRE TECH**

GRADE PLACEMENT: 9-12

CREDIT: ½ elective credit

PREREQUISITE: Approval of instructor.

In Theater Tech, students learn the fundamentals of lighting and sound in a theater context, including designing a show, hanging and focusing lights, lighting maintenance, setting up a PA system, troubleshooting sound systems, running live sound, and many other topics related to theater performances. Students will learn theories of lighting and sound as well as practical applications, including opportunities for real world experience. Includes discussion of the place of the Christian in theatre and allows students to explore their God given talents.

## **Social Studies**

### **WORLD HISTORY**

GRADE PLACEMENT: 10

CREDIT: 1

Presents an historical overview of the development of human society from the Creation through the beginning of the twenty-first century. Focuses on social, cultural, and technological characteristics and significant individuals of each period. Describes various historical formulations of the meaning of life, the loss of coherence and meaning of the post-Enlightenment and presents the crucifixion of Christ as the central event of all history.

### **WORLD HISTORY HONORS**

GRADE PLACEMENT: 10

CREDIT: 1

*PREREQUISITE: "A" in 8th grade American History and consent of instructor*

Includes study of World History course content presented in depth; studies the discipline of history; requires extended reading plus research and writing, with interdisciplinary aspects of art, music, literature and science appropriate to the subject.

### **UNITED STATES HISTORY**

GRADE PLACEMENT: 11

CREDIT: 1

*PREREQUISITE: Completion of World History, World Geography, World History Honors, or World Geography Honors*

Surveys major developments in United States history from Reconstruction through the through the beginning of the twenty-first century. Focuses on economic, social, religious and political changes associated with industrialization and urbanization, as well as U.S. involvement in foreign affairs. Emphasizes the influence of Christianity in the formation of the American national character. Requires personal interviews with individuals who lived through World War II and the Vietnam era.

### **UNITED STATES HISTORY HONORS**

GRADE PLACEMENT: 11

CREDIT: 1

*PREREQUISITE: "A" in World History, World Geography, World History Honors, or World Geography Honors and consent of instructor*

Includes United States History course content presented in depth; studies the discipline of history; requires extended reading plus research and writing; with interdisciplinary aspects of art, music, literature and science appropriate to the subject.

### **UNITED STATES GOVERNMENT**

GRADE PLACEMENT: 12

CREDIT: ½

*PREREQUISITE: U.S. History I or U.S. History I Honors and Grade 12 classification or permission of principal and instructor*

Includes study of the American political system and its Greco-Roman, English, and Judeo-Christian roots, plus political behavior, constitutional principles, institutions of federal, state, and local government, leadership and political decision making, the electoral process, and voting behavior. Emphasizes the sovereignty of God over all governments and includes biblical principles for the evaluation of governments and political behavior.

### **ECONOMICS**

GRADE PLACEMENT: 12

CREDIT: ½

*PREREQUISITE: U.S. History or U.S. History Honors and Grade 12 classification or permission of instructor*

Focuses on criteria for and significance of individual economic choices. Includes study of comparative governments and economic systems with emphasis on the American system, including free enterprise; also includes international economic relations and consumer economics. Stresses biblical economic principles for evaluation of economic systems and personal financial decisions.

### **HUMANITIES CAPSTONE: CONTEMPORARY CULTURE AND THOUGHT**

GRADE PLACEMENT: 12

CREDIT: 1

Examines major historical, intellectual, sociological, artistic, and religious developments underlying contemporary culture and thought. Includes a consideration of the sociology of knowledge to enable an understanding of how cultural conditioning shapes thought. Provides integration of all previous academic study to help students develop a coherent framework for intellectual pursuits in institutions of higher learning and a coherent framework for life. Requires outside reading, various writing assignments, and participation in selected cultural events.

### **HUMANITIES CAPSTONE HONORS: CONTEMPORARY CULTURE AND THOUGHT**

GRADE PLACEMENT: 12

CREDIT: 1

*PREREQUISITE: Consent of instructor*

Includes all content of Contemporary Culture and Thought presented in depth. Requires additional reading and writing assignments as well as student presentations on special projects.

## **Bible**

### **9<sup>TH</sup> BIBLE: PROPHETS – 1<sup>ST</sup> semester (combine 1st and 2nd semester. We do not offer ¼ credits)**

GRADE PLACEMENT: 9

CREDIT: ¼

Surveys the historical settings and primary messages of the major and minor prophets, with particular emphasis on the books of Isaiah and Jeremiah. Themes covered include the character of the LORD as one of both absolute holiness and steadfast love; God's concern for justice and righteousness in his creatures' social, political, and personal relationships; warnings to evildoers of the consequences of their actions; and encouragement for the faithful to continue to hope in the LORD.

### **9<sup>TH</sup> BIBLE: LUKE/ACTS – 2<sup>ND</sup> semester**

GRADE PLACEMENT: 9

CREDIT: ¼

Provides students with an opportunity to study the life of Christ and the church which emerges from his life, death, burial, and resurrection. The study of Luke emphasizes the humanity of Jesus Christ, who lived a life consistent with his divine relationship to God. The study of Acts emphasizes the church which emerges from the mission activities of Peter and Paul and which struggles to live consistently with its Lord and Savior.

### **10<sup>TH</sup> BIBLE: LETTERS OF PAUL**

GRADE PLACEMENT: 10

CREDIT: ½

Includes a brief introduction to New Testament backgrounds and textual criticism, followed by a chronological study of Paul's letters. During this portion of the course, emphasis is placed upon the content of the letters so as to convince the students that the heart of the gospel is found in Jesus Christ and him crucified. Each student is challenged to evaluate and modify his or her personal lifestyle in light of the expectations Paul held out in his letters to the churches and individuals.

### **11<sup>TH</sup> BIBLE: OLD TESTAMENT THEOLOGY**

GRADE PLACEMENT: 11

CREDIT: ½

Attempts to develop an understanding of and appreciation for the historical, narrative, and poetic portions of the Old Testament. Themes covered include the character of God; the place of man in creation; the nature and consequences of sin; the acts of God on behalf of his people through the patriarchs, Moses, and the kings; and the place and purpose of worship. Special focus centers on a comparison of God's nature (loving, compassionate, just, true) to man's nature (self-centered and self-fulfilling) so as to encourage dependence upon the one true God who has the power to direct and create in his people's hearts which reflect his image.

### **12<sup>TH</sup> BIBLE: GOSPEL OF JOHN – 1<sup>st</sup> semester (combine 1st and 2nd semester. We do not offer ¼ credits)**

GRADE PLACEMENT: 12

CREDIT: ½

The fall semester examines the Gospel of John in order to familiarize students with the story of Jesus, the one who is truth (i.e., reality), the Lamb of God who was sacrificed on our behalf. During the spring semester students will consider basic theological questions raised in Paul's letter to the Romans regarding the ultimate truth about God, ourselves, and the world in which we live.

### **DUAL CREDIT BIBLE CLASS (Austin Graduate School of Theology)**

GRADE PLACEMENT: 11 - 12

CREDIT: 1 honors elective credit

*PREREQUISITE: Approval of Austin Graduate School of Theology, approval of Principal and Academic Advisor.*

Opportunity for students to enroll in one undergraduate course per semester at the Austin Graduate School of Theology campus at a greatly discounted price. Available course selections and instructors change each semester. Classes generally meet one evening a week for approximately 2 hours 40 minutes.

## **Computer**

### **COMPUTER SCIENCE (Standard and Honors Credit Available)**

GRADE PLACEMENT: 11-12

CREDIT: 1

Computer I will offer to students Fundamentals of Java Programming in the Fall Semester and Java Programming in the Spring Semester. Java is the most popular programming language used today for creating applications that run on any platform, including the web, using Java syntax.

Fundamentals of Java will focus on teaching students the basic structure of programming. Three different software programs are used in this course to teach Java principles: Alice 3, a 3D programming environment for creating animations, Greenfoot, an interactive 2D application for creating games, and Eclipse, one of the most popular environments for Java development. Students will begin their learning utilizing online tools like Code.Org and Oracle Academy's iLearning website for students. In addition to lectures by the instructor, Oracle Academy provides an online curriculum that gives students access to learning material 24/7 in the form of online slide presentations, animated videos, and online quizzes that provide immediate feedback. In addition Oracle Academy offers a complete portfolio of computer science education resources to secondary school students which will provide the foundation for future Computer Science curriculum courses offered at Brentwood Christian.

## **Additional Electives**

### **AIDE - CLASSROOM AIDE**

GRADE PLACEMENT: 10-12

CREDIT: ½ elective credit (maximum of 1 credit may count toward graduation)

Provides development of skills in room preparation, grading, filing, and preparation of teaching materials. Includes assistance in reading to students or helping with learning activities. Emphasizes personal responsibility, appropriate attitudes, and human relation skills. Provides opportunity for learning from Christian role models as students work in campus classrooms.

### **AIDE - LIBRARY AIDE**

GRADE PLACEMENT: 11-12

CREDIT: ½ elective credit (maximum of 1 credit may count toward graduation)

Develops a variety of library skills. Includes shelving books and magazines, filing, book repair, and preparation of teaching materials. Emphasizes personal responsibility, appropriate attitudes, and human relation skills. Provides opportunity for learning from Christian role models as students work with campus librarians.

### **AIDE - OFFICE AIDE**

GRADE PLACEMENT: 11-12

CREDIT: ½ elective credit (maximum of 1 credit may count toward graduation)

Provides development of skills in arithmetic, grammar, and vocabulary as they relate to clerical office work. Includes an introduction to computing machines, duplication processes, written communications, the use of other office equipment and supplies, and the development of appropriate attitudes and human relations skills. Provides opportunity for learning from Christian role models as students work in campus offices.

### **JOURNALISM - NEWSPAPER**

GRADE PLACEMENT: 9-12

CREDIT: ½ elective credit

PREREQUISITE: "B" or above in previous English classes and/or consent of instructor

Is an introductory course on the principles and practices of writing for the newspaper. Includes fact-gathering and development of interviewing skills, writing news stories, determining newsworthiness, learning and applying editing skills, learning newspaper style, writing news feature stories, aspects of production of the school newspaper, freedom and responsibility of the press, and how Christian principles and ethics apply to journalism. Emphasizes Christian responsibility for truth-telling, fairness, and compassion. Provides an introduction to desktop publishing. Requires some time outside school hours.

### **PERSONAL FINANCE**

GRADE PLACEMENT: 11-12

CREDIT: ½ elective credit

Recognizing the emphasis that the Bible places on the role of money in the life of a Christian, this course presents the importance and implementation of a financial plan from a Biblical perspective and is designed to empower students to make sound financial decisions for life. Topics covered include: Financial Responsibility and Decision Making, Income and Careers, Planning and Money Management, Credit and Debt, Risk Management and Insurance, and Saving and Investing.

### **JOURNALISM - YEARBOOK**

GRADE PLACEMENT: 9-12

CREDIT: ½ elective credit

PREREQUISITE: "B" in previous English classes and/or consent of instructor

Studies and applies the elements and processes necessary to produce the school yearbook. Develops skills in news judgment, fact gathering, photography, photo editing software, headline and caption writing, graphic design and layout, graphic design software, proofreading, editing, and advertising. Emphasizes Christian responsibility for truth-telling, fairness, and compassion. Offers practice in applying Christian perspective to all aspects of yearbook production, including determination of editorial policy. Requires time outside school hours.

### **SAT TEST PREPARATION**

GRADE PLACEMENT: 10-11

CREDIT: ½ elective credit

This course is designed to cover the math and English concepts applicable to the SAT test. Math, data analysis, statistics, and grammar are reviewed to promote content mastery. We will also address test anxiety and test taking skills. Students will receive valuable test-taking strategies to help improve their score. Students will learn the foundations of the SAT test, how to look at problems and how to break them down, allowing them to find the best solutions. Homework aligned with the lecture and take-home practice exams will be given to reinforce concepts taught in class.

### **ITALIAN**

GRADE PLACEMENT: 9-12

CREDIT: ½ elective credit

Beginning Italian focuses on learning pronunciation, building vocabulary, and understanding sentences. The ultimate goal is to be able to ask basic questions and to communicate simple ideas in Italian. To reach this goal, the following is done: use a textbook filled with many linguistic activities, watch cartoons in Italian, listen to songs in Italian, sing hymns in Italian, and use a free online program which emphasizes vocabulary, translation, and some sentence construction (called Duolingo)

### **AMERICAN HISTORY I (Online Dual Credit Class through Abilene Christian University)**

GRADE PLACEMENT: 11-12

CREDIT: 1 honors elective credit

PREREQUISITE: Approval of Abilene Christian University

Survey of cultural, economic and political dimensions of America from the early explorations to 1877.

**AMERICAN HISTORY II** (Online Dual Credit Class through Abilene Christian University)

GRADE PLACEMENT: 11-12

CREDIT: 1 honors elective credit

PREREQUISITE: Approval of Abilene Christian University

Survey of cultural, economic and political dimensions of America from 1877 to present.

**INTRODUCTION TO PSYCHOLOGY** (Online Dual Credit Class through Abilene Christian University)

GRADE PLACEMENT: 11-12

CREDIT: 1 honor elective credit

PREREQUISITE: Approval of Abilene Christian University

A comprehensive survey of the science of psychology emphasizing human behavior.

**WRITING WORKSHOP**

GRADE PLACEMENT: 9-12

CREDIT: ½ elective credit

To be a good writer, you must imitate those who are great writers. Students will learn approximately fourteen sentence composing tools: four involving words, six focusing on phrases, and another four which emphasize the use of clauses. Students will learn these by creating sentences which imitate sentences by great writers who have used these same tools. They also learn how to multiply these tools as well as mix them by imitating other sentences where this has been done. Students also focus on adding punctuation in the same way that professional writers do.

Graduation Worksheet				Name: _____			
BIBLE		Course		Grade		Credits	
2 credits required							
		<b>Total Credits</b>					
SCIENCE		Course		Grade		Credits	
3-Standard 4-Advanced 4-DS							
		<b>Total Credits</b>					
HISTORY		Course		Grade		Credits	
4 required							
		<b>Total Credits</b>					
FOREIGN LANGUAGE		Course		Grade		Credits	
2-Standard 2-Advanced 3-DS							
		<b>Total Credits</b>					
PE		Course		Grade		Credits	
2 credits required							
		<b>Total Credits</b>					
<b>Standard:</b> 26 credits							
<b>Advanced:</b> 28 credits plus a minimum of 4 honors credits. A maximum of one credit Honors Fine Arts can apply.							
<b>Distinguished:</b> 28 credits plus a minimum of 8 honors credits, including Honors Humanities, community service hours and/or a project, and Distinction Points. A maximum of one credit Honors Fine Arts can apply.							
Notes:				Total Honors Credits: _____, Total Number Credits: _____			
Credits after 9th:		Honors:					
Credits after 10th:		Honors:				Community Service Hours _____	
Credits after 11th:		Honors:					
Credits after 12th:		Honors:					

## BRENTWOOD CHRISTIAN SCHOOL GOALS

**Development of Christian Faith and Conduct.** Students should learn to integrate Christian beliefs and principles into all areas of life and to base their conduct on faith in God.

- ❖ *Students will study the Bible as the canon of Christian faith and learn to appreciate the heritage of God's people throughout the ages.*
- ❖ *Students will participate in group activities designed to develop cooperative attitudes and skills, deferring to others' strengths, contributing their own strengths, and encouraging each other in areas of weakness.*
- ❖ *Students will be helped to recognize their limitations without developing a sense of failure, to overcome them where possible, and to recognize their strengths without developing arrogance.*
- ❖ *Students will develop a confident and secure sense of personal worth as children of God, regardless of their appearance, ability, or achievement.*
- ❖ *Students will treat others as valuable, regardless of their physical, social, economic, ethnic, or racial characteristics, or their performance, recognizing they are all children of God intended to live and work together.*
- ❖ *Students will be disciplined for misbehavior in a way that recognizes them as children of God and encourages the development of self-discipline.*
- ❖ *Students will be encouraged to love God and to submit their lives to Christ.*
- ❖ *Students will learn to respect and care for their minds and bodies as God's creation.*
- ❖ *Students will learn to recognize their daily decisions as the arena of Christian faith and will be encouraged to apply godly wisdom in making choices.*

**Development of Talents and Skills.** Each student is created by God with potential for individual contribution to the world God has made; therefore, each should develop talents and learn skills which will enable him or her to function constructively and critically in that world.

- ❖ *Students will learn skills and develop talents in oral and written communication.*
- ❖ *Students will learn to locate, evaluate, and use resources for finding information.*
- ❖ *Students will understand and be able to use foundational concepts in all academic disciplines to analyze and evaluate information and to solve problems.*
- ❖ *Students will learn fundamental physical and aesthetic skills so that they may explore and develop individual talents to the praise of God's glory.*
- ❖ *Students will be encouraged to evaluate the ethical potential of the application of their talents and skills in the light of Christian faith.*

## REQUIREMENTS FOR ALL GRADUATION PLANS

Brentwood Christian School offers a college preparatory curriculum. The Standard Curriculum graduation plan goes beyond the minimum state requirements. In addition to the Standard Curriculum (requiring 26 credits), eligible students may choose the Advanced Curriculum (28 credits, including four Honors credits) or the Distinguished Scholars Curriculum (28 credits, including eight Honors credits, 100 Distinction Points, a project and/or community service hours).

One unit of credit is equal to two semesters of coursework in classes that meet daily for 45 to 50 minutes. Classes that meet on alternate days earn one-half credit in two semesters.

All students must be registered as full-time students and enrolled for credit in a minimum of four academic classes, plus Bible each semester. Students are required to enroll in Physical Education or Athletics their freshman and sophomore years, and it is optional in their junior and senior years. In order to satisfy graduation requirements, students must complete at least five academic classes for credit plus Bible during most semesters.

Students earn .5 credit per semester for full credit classes meeting every day. Students must receive a grade of 70% or more each semester to receive the full credit. If a student receives a grade lower than 70% for a semester, they must earn that .5 credit through credit recovery.

For classes meeting every other day for a year for .5 credit (such as Bible, government, economics, and electives), both semesters will be averaged to determine the final grade for the class. Students must earn an average of 70% or more to receive credit for the course. If a student does not complete a full year of a .5 credit course, the student shall receive no credit for the course.

Students may earn exemptions from some final exams through regular, prompt attendance and good grades. See section on Final Exam exemption policy.

The Brentwood Christian School Board, the administration, the National Christian School Association Board of Commissioners, the Southern Association of Colleges and Schools (AdvancED), and the Texas State Board of Education continue to review the curriculum for secondary schools. Changes and new interpretations may be made in the future which could not be included in this book at the time of publication. Students should work closely with the high school principal and academic advisor to be sure their plans are accurate and current.