



**FPD**

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FIRST PRESBYTERIAN  
DAY SCHOOL

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# Curriculum Guide

Middle School & High School

*Educating & equipping students to change the world for God's glory.*



# From the Curriculum Director

The word *curriculum* comes from a Latin word that can refer to a race course. This image is useful as we think about a course of study having a definite path and goal. The goal which defines FPD's path is to provide a strong college-preparatory education that reflects a Christian world-and-life view in the Reformed tradition. Reformed Christian Education has a rich tradition that is founded in the ideals of the Reformation and that has impacted even the early public schools in the US. College-preparatory education has changed rapidly over the past 100 years, particularly as the challenges facing society, business, and industry have grown (especially in respect to mathematics, science, and technology) and the nature of post-secondary education has changed. We work hard to see that our curriculum reflects these ideals and needs in a seamless and coherent way so that we can fulfill our purpose ***to educate and equip students to change the world for God's glory.***

## ***Reformation Ideals***

The Reformers were concerned that people be able to read the Scripture themselves and then teach others. Martin Luther said "if [the devil] is to be dealt a blow that really hurts, it must be done through young people who have come to a maturity in the knowledge of God, and who spread His word and teach it to others." They promoted a broad education including the Liberal Arts, history, languages, the arts, and a trade for all, including the poor. We honor these ideals by providing a comprehensive curriculum and expecting all students to have a strong knowledge of Scripture, to be able to reason from and be informed by history, use mathematical and scientific modes of thinking, express themselves well and analyze others' expression (both classical and contemporary), appreciate the arts, live a healthy lifestyle, and understand and participate redemptively in our culture .

## ***College-Preparatory Education***

We assume our students are preparing for a four-year college experience. Many will pursue studies in selective colleges and universities both in and out of state. Others will attend regional universities of the Georgia system. Our *minimum* curriculum expectations reflect the admissions advice of selective state universities like the University of Georgia. Students have the opportunities through honors and Advanced Placement courses to meet the expectations of any university in the country. Current college expectations that inform our curricular decisions include the importance of strong written expression and reading comprehension, the fact that more majors require more mathematics and science, and the assumption of technological proficiency.

***Soli Deo Gloria!***

Barry E. Shealy, Ph.D.

# Profile of an FPD Graduate

*A graduate of First Presbyterian Day School will be:*

- **A LIFELONG LEARNER –**  
academically prepared with knowledge, skills, and habits of mind to succeed in university studies, preparation for career, and as an independent lifelong learner,
- **CHALLENGED BY THE GOSPEL –**  
grounded in the Gospel and its implications, with the tools to grow spiritually and understand and apply a Biblical worldview and ethic,
- **EQUIPPED FOR WELLNESS –**  
equipped with skills, knowledge, and habits of mind and body to live a healthy and responsible lifestyle,
- **SELF-AWARE AND GROWING –**  
confidently developing academic, artistic, and/or athletic gifts and interests and using them in fulfilling and impactful ways while appreciating the gifts and interests of others,
- **ENGAGED AND PERSUASIVE –**  
able to winsomely participate in the public marketplace of ideas as a listener and communicator – understanding, critiquing, and challenging worldviews and their implications – working effectively with others of diverse viewpoints and backgrounds while maintaining integrity of beliefs, and
- **SENSITIVE TO OTHERS –**  
cognizant of the needs of others and the community and challenged to participate in meeting those needs.

# Guiding Principles for Curriculum and Instruction

## *To educate and equip students to change the world for God's glory –*

The faculty and staff of First Presbyterian Day School seek to enable students to develop and embrace a biblical view of the world, to integrate that view into every area of life, and to act responsibly to redeem our culture for the glory of God. Our whole educational program is carefully designed to prepare students for the challenge of a strong university education.

## *Our philosophy of curriculum and instruction assumes:*

- Children are **created in the image of God with unique personalities and gifts.**
- Children are created with God-given **responsibilities** in this world.
- Children are dependent and in need of **support, discipline, and restoration.**
- All truth is God's truth and God's truth is best represented in **an integrated curriculum founded in the traditional liberal arts and sciences and responsive to the needs of society and the individual.**

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# MIDDLE SCHOOL COURSE SELECTION REQUIREMENTS

Shaded boxes are required.

	6 <sup>th</sup> GRADE	7 <sup>th</sup> GRADE	8 <sup>th</sup> GRADE
<b>ENGLISH</b>	Required each year		
<b>MATHEMATICS</b>	Math 6	Math 7 PreAlgebra Algebra I	PreAlgebra Algebra I Geometry
<b>SCIENCE</b>	Life Science	Earth Science	Physical Science Environmental Science
<b>SOCIAL STUDIES</b>	Geography – Americas & Europe	Geography – Asia, Africa, & the Pacific	Georgia History & Civics
<b>BIBLE</b>	Bible 6	Life of Christ Genesis/Exodus (alternating years)	
<b>FOREIGN LANGUAGE</b>	Intro to French Intro to Spanish	Intro to Foreign Language	Latin I Spanish I French I
<b>HEALTH &amp; PHYSICAL EDUCATION</b>	PE 6 – Quarterly	PE 7 – Half year Health – Half year	PE 8 – Full year
<b>ARTS</b>	Art Theatre Band Chorus	Art I, II, III Dance Chorus	Theatre Band Technical Theatre Theatre Dance Styles
<b>OTHER</b>	Computer Applications	Reading Mass Media Communication Study Skills Science Challenge Keyboard & Computer Applications	

## HIGH SCHOOL ENTRANCE REQUIREMENTS

**MATHEMATICS**—Students must have completed Pre-Algebra before 9th grade.

**COMPUTER COMPETENCY**— Students are assumed to be able to perform the following tasks without teacher assistance prior to entering high school —

- Use *word processing* software to type and format a paper
- Create and present a PowerPoint *presentation*,
- Use a *spreadsheet* to set up calculations and organize, analyze, and display data
- Use *e-mail* including attaching documents
- Participate in an *online discussion group*
- Download and upload files
- Research a topic on the internet and find specified websites
- Use a learning management system,
- Navigate e-texts
- Handle common operating system and file storage tasks
- Generally care for and operate a computer

# HIGH SCHOOL GRADUATION REQUIREMENTS

DEPARTMENT	COLLEGE PREP	UNITS	ACCELERATED (Minimum of 4 AP courses re- quired for a total of 10 Honors/ AP courses)	UNITS
<b>Bible</b>	All students must complete 7 one semester Bible courses.	3 ½	All students must complete 7 one semester Bible courses.	3½
<b>English</b>	English 9-12	4	English 9-12	4
<b>Foreign Language</b>	Two years of study in a single language during grades 9-12	2	At least two years of study in a single language during grades 9-12 including a third level course.	2
<b>Mathematics</b>	Four years of mathematics, Algebra I and above, must be completed in grades 9-12	4	Four years of mathematics, Algebra I and beyond, including PreCalculus	4
<b>Science</b>	Four science courses (may include 8th grade Physical Science)	4	Four science courses including at least one of AP Chemistry, AP Physics I or II, Advanced or AP Biology	4
<b>Social Studies</b>	World History (1) Government (½) Economics (½) US History (1)	3	World History (1) Government (½) or AP US Government (1) Economics (½) US History (1)	3
<b>Health</b>	Health	½	Health	½
<b>Physical Education</b>	One semester physical education course	½	One semester physical education course	½
<b>Fine Arts</b>		½		½
<b>General Electives</b>		2		2
<b>TOTAL</b>	24 units		24 units	

## COURSE SELECTION AT A GLANCE

	MATHEMATICS			SCIENCE		ENGLISH		SOCIAL STUDIES		BIBLE
<b>6</b>	Math 6			Life Science		English 6		Geography: Americas & Europe		Bible 6
<b>7</b>	Math 7	PreAlgebra	<i>Algebra I</i>	Earth Science		English 7		Geography: Africa, Asia, & Pacific		Bible 7/8 I
<b>8</b>	PreAlgebra	<i>Algebra I</i>	<i>H Geometry</i>	Environmental Science	<i>Physical Science</i>	English 8		Civics/Georgia History		Bible 7/8 II
<b>9</b>	<i>Algebra I</i>	<i>H Geometry</i>	<i>H Algebra II</i>	<i>Physical Science</i>	<i>H Biology (H Chem)*</i>	<i>English 9</i>	<i>H English 9</i>	<i>World History</i>	<i>H World History</i>	OT Survey NT Survey Understanding
<b>10</b>	<i>Geometry</i>	<i>H Algebra II</i>	<i>PreCalculus</i>	<i>Biology</i>	<i>H Chemistry (AP Physics I or AP Chem)*</i>	<i>English 10</i>	<i>H English 10</i>	<i>Economics US Gov't</i>	<i>AP European History</i>	Scripture Understanding Theology
<b>11</b>	<i>Algebra II</i>	<i>PreCalculus</i>	<i>AP Calculus AB</i>	<i>Chemistry</i>	<i>Adv Biology AP Biology AP Chemistry AP Physics I AP Physics II</i>	<i>American Literature</i>	<i>AP English Language &amp; Composition</i>	<i>US History</i>	<i>AP US History</i>	Christian Ethics <i>Comparative Religions</i> <i>Family Life</i> Apologetics
<b>12</b>	<i>Alg III/Trig Statistics</i>	<i>AP Calculus AB AP Statistics</i>	<i>AP Calculus BC AP Statistics</i>	<i>Anatomy &amp; Physiology</i>		<i>British Literature</i>	<i>AP English Literature &amp; Composition</i>	<i>Psychology Economics US Gov't</i>	<i>AP US Government AP European History</i>	Project LEAD



## COURSE SELECTION AT A GLANCE

	WORLD LANGUAGES	ARTS	PHYSICAL EDUCATION	ELECTIVES	NOTES:
6	Spanish 6 French 6	Art Appreciation Introduction to Theatre Band 6 Chorus 6	Physical Education 6	Computer Applications	<p>These grids represent the most common sequences. Variations are possible with approval. Some students may move between tracks.</p> <ul style="list-style-type: none"> <li>• <i>Italicized</i> courses are state-approved as CPC credits for admission to USG schools and are counted toward the HOPE GPA.</li> <li>• <b>All students satisfying FPD graduation requirements exceed HOPE rigor expectations.</b></li> <li>• Shaded tracks are the Accelerated Tracks.</li> <li>*Very high performing students pursuing intensive advanced science-related studies may skip H Biology, but <b>must</b> take either Advanced or AP Biology in grades 11 or 12.</li> </ul>
7	Intro to Foreign Language	Art Dance Chorus Theatre	Physical Education 7 Health 7	Study Skills Math Problem Solving Science Challenge Computer Applications Computer Programming	
8	<i>Latin I</i> <i>Spanish I</i> <i>French I</i>	Technical Theatre Theatre Dance Styles Band	Physical Education 8		
9	<i>Latin I, II</i> <i>Spanish I, II</i> <i>French I, II</i>	<i>Art I, II, III</i> <i>AP Studio Art - 2D</i> <i>AP Studio Art - 3D</i>	Health	Introduction to Computer Programming	
10	<i>Latin I, II, III</i> <i>Spanish I, II, III</i> <i>French I, II, III</i>	<i>AP Studio Art - Drawing</i> <i>Photography</i> <i>Ceramics</i> <i>Theatre</i>	Weight Training  (Note that dance classes also satisfy the PE graduation requirement)	<i>AP Computer Science A</i>	
11	<i>Latin I, II, III, IV, AP</i> <i>Spanish I, II, III, IV</i> <i>French I, II, III, IV</i>	<i>Technical Theatre</i> <i>Advanced Theatre</i> <i>Chorus</i>		<i>Driver Education</i>  <i>Journalism (Newspaper)</i>	
12	<i>Latin I, II, III, IV, V, AP</i> <i>Spanish I, II, III, IV, V, AP</i> <i>French I, II, III, IV, V, AP</i>	<i>Dance</i> <i>Theatre Dance Styles</i> <i>Band</i>		<i>Journalism (Yearbook)</i>	

## HONORS AND COLLEGE-LEVEL STUDIES

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**Honors courses** are offered in grades 9-12. These courses generally cover more content and at a deeper level than the College Prep courses. Course expectations are also more challenging. Admission to these courses is based on departmental policies. Two (2) bonus grade points are added to semester averages in Honors courses.

Honors Algebra 2	Honors Chemistry	Honors World History
Honors Geometry	Advanced Chemistry	
Pre-Calculus		French 3, 4, 5
	Honors English 9	Spanish 3, 4, 5
Honors Biology	Honors English 10	Latin 3, 4, 5
Advanced Biology		

**Advanced Placement Courses** are college-level as opposed to college-preparatory. The courses are audited and approved by the College Board. All AP students take the College Board examination for their course. They may receive college credit for their performance on this exam *based on the policies of individual colleges*. Three (3) bonus grade points are added to semester averages in AP courses.

Calculus AB	English Language & Composition*	Studio Art—2D*
Calculus BC*	English Literature & Composition	Studio Art—3D
Statistics		Studio Art—Drawing*
Computer Science	US History	
	European History	Music Theory (available online)
Biology	US Government & Politics*	
Chemistry		
Physics I	Latin	
Physics II	Spanish Language & Culture	
	French Language & Culture	

**Colorado Christian University Dual Credit** — Some FPD courses (currently those marked by \* above, but may vary from year to year) may earn dual credit through Colorado Christian University. To receive college credit, students must register through CCU early in the year and will be required to take a final exam at the end of the course. A fee is paid directly to CCU.

**Georgia-Funded Dual Enrollment** — Eligible students may participate in Georgia’s Dual Enrollment program by taking courses at participating colleges with FPD permission. For FPD approval, these courses (1) should be taken during the summer and (2) should not be equivalent to courses offered by FPD. These courses will be listed on the high school transcript as general electives and will not satisfy core FPD graduation requirements. To be eligible, students must meet the minimum GPA and SAT/ACT score requirements of the college offering the course.

# COMMUNITY SERVICE PROGRAM

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## OUR VISION

- We believe that our school vision — to “*educate and equip students to change the world for God’s glory*” — is supported by having students work in the Macon community to directly serve and bring change to the community.
- We believe the Bible calls Christians to serve others — “whoever wants to become great among you must be your servant” (Mark 10:45) — and that that service should include “looking after orphans and widows” (James 1:27) and others in distress.
- We believe meeting real community needs and having face-to-face time with an underserved or distressed population would greatly enhance the equipping of our students to change the world for God’s glory.
- We believe that service learning is an effective way of enhancing student learning by placing the curriculum and instruction in the context of real situations.
- We believe that it is important to provide leadership opportunities for students.

Students may work with the Community Service Director to connect to service opportunities and to receive support in developing their own projects.

NOTE THAT THE EMPHASIS OF OUR REQUIREMENTS IS ON ***DIRECT SERVICE*** (face-to-face) TO ***DISTRESSED POPULATIONS*** (such as the sick and disabled, impoverished, elderly, widows, and orphans)

## REQUIREMENTS

All students must earn an average of 30 hours of community service each year and participate in an **extended service project** before graduation. The focus of the service requirement is distressed populations.

Community Service is defined as unpaid work through a non-profit organization meeting the following requirements —

1. ***DIRECT SERVICE*** — At least 50% (can be more) must be in **direct service** to distressed people and groups. Distressed groups are defined as poor, elderly, handicapped, the sick, widows, orphans, and strangers (including homeless and recent immigrants).
2. ***INDIRECT SERVICE*** — The remainder of the hours should also benefit a non-profit organization involved in ***relief, care, or conservation***, but they do not *have* to be (but *may* be) “direct service” hours. These hours must take place outside of a student’s normal daily school experience.
3. ***OTHER SERVICE*** — Up to 10 hours a year may benefit FPD, a local church, a non-profit museum or arts organization, or non-political patriotic service as part of the hours **beyond** those in #1.
4. Activities completed for profit-making businesses/services, individuals who can pay for services rendered, and for family members, including family-owned businesses may not be counted.
5. ***PROJECT*** — Inclusive in the 120 hours, students must complete one **extended service project** by the end of the first semester of their senior year. These projects will be provided by FPD both inside and out of Macon. Church mission trips may count as well, but they must be pre-approved by the CS Office. Service hours counted are those actually engaged in direct service/ministry. ***Students will compete a WRITTEN REFLECTION on this experience.***
6. Students lacking an average of 30 hours per year at the beginning of the school year will be ineligible to participate in school-sponsored co-curricular activities until an approved remediation contract is established. Seniors with incomplete hours shall have their diplomas withheld.
7. Community Service hours ***may*** be completed during the summer.
8. Hours in excess of 30 a year carry over to the next year.

## DIPLOMA ENDORSEMENTS

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The Diploma Endorsements recognize students with interests in STEM or the Fine Arts and who have a substantial commitment beyond the school day. They support students as they explore continuing study, career, and lifetime involvement in these areas. Students make a significant extracurricular commitment, participate in integrative activities, and complete a culminating experience.

### Fine Arts

#### ***Arts coursework and/or intensive private study –***

- Must include 4 semester of arts coursework and/or private studies.
- Arts-based biblical studies or worldview integration seminar.

***Practicum*** – 120 Practicum Points during grades 9-12. Students must have practicum activities pre-approved and write a reflection paper once each activity is completed. ***Students must have activities in at least two of the three areas.*** If students do not complete any Immersion practicum activities, at least one of their Commitment practicum activities must be completed outside of the FPD environment.

- ***Exposure*** (5-10 points each) – Exposure activities include seminars, lectures, tours, museum visits, performance attendance, etc. These activities as arts-related but require little commitment and last from one hour to two days.
- ***Commitment*** (20 points each) – Commitment activities require significant time and effort. They include co-curricular activities (i.e., marching or jazz band, theatre productions, dance competition), internships, volunteer work, leadership roles, etc. These activities require several weeks of regular participation.
- ***Immersion*** (30 points each) – Immersion activities require full-time commitment and include such activities as college summer programs, arts-related travel study, etc. They will generally require 24/7 engagement for several days.

#### ***Culminating Experience –***

- ***Senior performance or exhibit*** – Students will complete a senior project under the direction of a faculty member or other professional mentor. The project will include both a juried and a public performance or exhibition.

#### ***Interest/Career Aptitude Evaluation –***

- Students must complete the YouScience Latitude Career Aptitude Assessment.

## DIPLOMA ENDORSEMENTS (cont.)

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### Science, Technology, Engineering, and Mathematics

#### **Mathematics coursework –**

- Must include PreCalculus.

#### **Science coursework –**

- At least 2 Advanced or AP courses from science, and/or computer science (thus, requiring at least one advanced science or computer science course beyond graduation requirements)

**Practicum** – Students complete practical STEM-related activities outside of the school day. The endorsement requires 120 Practicum Points during grades 9-12. Practicum activities must be pre-approved and each will require a written reflection once activities are completed.

- *Exposure* (5-10 points each) – Exposure activities include seminars, lectures, tours, museum visits, etc. These are STEM-related activities but require little commitment and last from one hour to two days.
- *Commitment* (20 points each) – Commitment activities require significant time and effort. Include STEM-related co-curricular activities (*i.e.*, math team, robotics teams, and environmental club), internships, volunteer work, science fair projects, leadership roles, academic competitions, etc. These activities require the equivalent of several weeks of regular participation.
- *Immersion* (30 points each) – Immersion activities require full-time commitment and include such activities as college summer programs, STEM-related travel study, etc. They will generally require the equivalent of 24/7 engagement for several days.

#### **Culminating Experience –**

- *Senior Research or Development project* – Students will complete a research or development project under the direction of an industry professional, FPD teacher, or college faculty mentor. It will include a significant paper, a juried defense, and a public presentation.

#### **Career Aptitude Evaluation –**

- Students must complete the YouScience Latitude Career Aptitude Assessment
- Students must and take the AMC12.

## GENERAL ACADEMIC POLICIES

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### Grading Scale

A	90-100
B	80- 89
C	74- 79
D	70– 73
F	Under 70

Points are added to semester averages for AP and Honors courses. Three (3) points are added to AP classes. All Honors classes are weighted to include two (2) additional points. Averages may only exceed 100 if caused to do so by these additional points.

Students who score below a 70 must repeat the course. Generally, an 85 in an Honors course allows automatic advancement to the next course in the Honors track.

Some elective courses are graded as follows:

HP	High Pass
P	Pass
WP	Withdraw Passing
WF	Withdraw Failing
F	Fail

### Course Withdrawal

A student may withdraw from a course and enroll in another course, dependent on availability, during the first week of the school year or semester (semester-length courses only) with the permission of his or her parent. Neither the name of the dropped course nor any grade earned in that course will appear on the record.

After the first week of school year or semester (semester-length courses only), a student may drop a course providing he or she has the written approval of the parent, the approval of the teacher and/or the approval of the principal.

The student may enroll in another course after the first week of a semester course or the first week of a full unit course providing the work can be made up, another class is available and the size of the proposed class permits an additional student. A teacher may recommend or a student request that he or she be placed either up or down in a sequential course. (Example; courses in math or foreign language.) In the event a student is placed in another sequential course, the grades earned will transfer to the new course (for example, a student in Algebra II who wishes to return to Algebra I will transfer grades from Algebra II to the Algebra I unless the teacher and student agree on additional assignments which can be substituted for the original grades.)

If a student **drops a course before the end of the first nine weeks** of a semester or year-long course, neither the name of the course nor the grade will be recorded on the permanent transcript. However, if a student **drops a course after the first nine weeks' grades** have been recorded, the record will indicate the name of the course and either a WP or a WF for the course for the second semester and final grade. No average will be recorded in the student's GPA for the year.

Within the last week of school, a student with a failing average may seek to be **excused** from the final exam with the written approval of the parent and the approval of the teacher and principal. A failing average is determined by calculating the numerical grade average of the third and fourth nine weeks as well as the second semester grade and the average of the first and second semester grades. This average is recorded as the final grade.

### **Grade Reports**

School and home communication is a crucial part of school life. Our reporting system is designed to keep parents informed as to the progress of their child. Dates for Report Cards are provided on the red school calendar.

All teachers are responsible for timely posting of grades in NetClassroom and provide complete grade reports for **all** students at the end of each quarter and semester. Semester grade reports are mailed to parents whose accounts are in good standing. Comments on grades are available on-line. Quarter reports are not mailed but are available online.

High School (grades 9-12) semester averages are calculated based on each quarter grade representing 40% and semester exam 20%.  $([2 \times \text{qtr grade} + 2 \times \text{qtr grade} + 1 \times \text{exam}] / 5 = \text{semester average})$ . Each semester grade represents 50% of the final grade.  $[1\text{st sem} + 2\text{nd sem}] / 2 = \text{final average.}$  For grade 7 & 8, the semester exam counts as 10% of the grade for that semester. The exception being that any high school level course taken by a 7<sup>th</sup> or 8<sup>th</sup> grade student will have that course's final calculated as 20% of the semester average. 6<sup>th</sup> grade semester exams count as 6% of the semester average.

### **Summer School**

Students who have failed a course are required to make up that course with a passing mark at a fully accredited summer school program such as the program offered by a public school system (e.g., Bibb County) or others which are approved by FPD and have met accreditation standards.

Students desiring to take a new course in summer school must do so under the supervision of an FPD faculty member. (e.g., a student wishing to advance in the math sequence may choose to take Algebra I over the summer in order to enroll in Geometry the next fall. This Algebra I course must be taught by an FPD faculty member.)

If a student fails more than one course for the year, the school cannot guarantee that the course work can be made up in one summer session. If these failures should cause the student to fall behind his grade in terms of progressing toward graduation, then the student may be forced to withdraw from FPD.

# ACADEMIC HONORS

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## **Honor Rolls**

The Honor Roll is published in the Middle School and High school at the end of each year. An “A” (90% or better) in each course qualifies a student for the High Honor Roll. An academic average of an 80% or better in each course qualifies a student for the Honor Roll.

## **Valedictorian / Salutatorian**

The **Valedictorian** is that student who has the highest academic average in FPD core courses (including Bible) taken above the eighth grade **and** has earned credit or is enrolled in a minimum of five Advanced Placement and twelve total Honors and/or AP courses at First Presbyterian Day School. The **Salutatorian** is that student who has the second highest academic average in FPD core courses taken above the eighth grade **and** has earned credit or is enrolled in a minimum of five Advanced Placement and twelve Honors and/or AP courses at First Presbyterian Day School. The Valedictorian and Salutatorian are named after 3<sup>rd</sup> quarter grades are posted in the senior year. This selection is not subject to change at the end of the academic year. Only those students who enter as tenth graders or before are eligible to be Valedictorian and Salutatorian. The internal weighting of grades for AP and Honors classes will be used in the determination of class standing.

## **Honor Graduate**

An **Honor Graduate** must have an overall average of 90 or above in FPD core courses (Bible, English, Foreign Language, Math, Science and Social Studies) taken above the eighth grade at First Presbyterian Day School. Transfer students must also have a 90 or above average in all core courses taken in high school from any source. An Honor Graduate completing the Accelerated Track is recognized as an **Honor Graduate with Distinction**.

- In order to qualify for graduation honors, a student must have been in attendance at First Presbyterian Day School for a minimum of two years.

## **Highest Academic Average**

Plaques will be presented to those students who have the highest grade point average in each of grades six through twelve.

## **Senior Superlative**

Six Superlatives are selected by members of the senior class. They are elected on the basis of character, leadership, scholarship, involvement in school activities, and concern for others. The scholarship criteria are based on effort.

## **Best Citizen**

This award is presented to two students (one boy and one girl) who best exemplify high standards in leadership, scholarship, integrity, and loyalty (participation in a wide range of school related activities).

## **STAR Student**

The *Student - Teacher Achievement Recognition* program, sponsored by the Georgia Department of Education and the Georgia Chamber of Commerce, is administered by the Professional Association of Georgia Educators. The program recognizes the senior in each school who has the highest single date score on the two-part SAT taken through November of their senior year who is also among the top 10% or top 10 students in their class based on GPA.



## STANDARDIZED TESTING

GRADE	TEST	PURPOSE
6-8	Comprehensive Testing Program 5 (CTP5)	General test of skills often used for admission to gifted programs and by teachers and the Instructional Support staff for diagnosis and remediation. Designed for college preparatory schools.
6	Orleans-Hanna Algebra Prognosis Test	A test that measures readiness to study Algebra used for seventh grade mathematics placement.
8, 10	Writing Assessment Program (WrAP)	An external writing evaluation to support students' development and provide experience with time constrained essay writing. Also for placement in honors English.
Algebra I	CTP5 Algebra End of Course Exam	Used to verify achievement and for placement in Honors Geometry.
9	PreACT	Designed to prepare students for the ACT.
10, 11	PSAT (NMSQT)	Designed to prepare students for the SAT. When taken in the fall of the junior year, it is used as the National Merit Scholar Qualifying Test.
(7), 10, 11, 12	SAT and/or ACT	These tests are used by colleges for admissions decisions. Students are responsible for registering for and taking these tests off-campus. Registration for the SAT can be completed on the College Board website. Registration for the ACT can be completed through the ACT website. FPD students are encouraged to take the SAT and/or ACT in the spring of their sophomore year and at least once as a junior and again as a senior. (Seventh graders who qualified for the Duke TIPS program may take these tests to qualify students for various gifted programs.)
11, 12	SAT Subject Tests	Selective colleges generally expect students to take SAT II subject tests. Some offer college credit or placement based on scores. Registration, practice tests, and prep resources can be found on the College Board website.
10, 11, 12	College Board Advanced Placement	Course specific exams used by colleges to grant college credit for college-level studies in high school.
7-12	American Mathematics Competitions — AMC8, 10, 12	Taken on a voluntary basis. Scores are used by highly selective STEM-related universities in their admissions process.

## COLLEGE ADMISSIONS ASSISTANCE

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The College Counselors are available to meet with students and parents to discuss college admissions and to assist in the selection of colleges and universities based on interest, ambition, and ability. Students are regularly reminded to register for necessary tests such as the SAT and the ACT. An SAT preparation class is offered in the spring to sophomores and juniors.

All students have accounts in **Naviance**. Students will use this system to research colleges and careers and also to request and submit college application materials such as teacher recommendations. Students will also have access to the **YouScience Latitude** career assessment and research tools.

The FPD College Counselors assist students and parents through the college application process and provide support throughout. Parents and students are encouraged to be actively involved in this process and to take full advantage of the help available. Students are responsible for timely completion and submission of college applications, as well as communicating with the College Counseling Office to ensure all supporting documents are submitted. Students need to check websites of specific institutions for the most up-to-date information on deadlines, scholarship opportunities, and financial aid deadlines.

### **College Admissions Representatives**

Many college representatives visit the FPD campus regularly to meet with interested students. These meetings are open to juniors and seniors. Students must receive permission from their teachers to attend. Students are encouraged to research colleges online and through Naviance.

Admission to college is based on how successfully a student has used his secondary school experience (grades 9-12). Major factors in candidate selection include the secondary school record (grades earned and courses selected), the SAT or ACT scores, intellectual interests and achievements, extracurricular participation, evidence of leadership, character, and personality. Other factors may include teacher recommendations, a school recommendation, essays, and person interviews. (Admissions applications to competitive colleges and universities request a listing of FPD's most advanced course in each discipline. The expectation is that seniors seeking admission to competitive schools are enrolled in their high school's most challenging courses.)

### **Important College Guidance Policies**

Whether filing college applications electronically or by mail, it is the senior's responsibility to request through Naviance any transcripts and supporting documentation (e.g., recommendations) that needs to be submitted by the FPD College Counseling Office.

It is the student's responsibility to notify the College Counseling Office if he or she wishes additional information, such as new grades and/or updated transcript, sent to a particular college as the year goes along. It is the student's responsibility to make sure all documents are submitted on their behalf. Most colleges have a status check or a portal for students to track submissions. It is imperative that students read emails from colleges.

## COLLEGE ADMISSIONS ASSISTANCE (cont.)

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FPD will provide appropriate information requested by college admissions offices to the colleges which a student applies. ***Please remember that many colleges ask the school to disclose disciplinary or honor penalties.***

FPD is a member of the National Association of College Admission Counselors and supports NACAC's "Statement of Principles and Good Practice." Therefore, the school will, when appropriate, notify colleges of any significant changes in a student's academic or personal status between the time of application and graduation. This includes, but is not limited to, a significant drop in grades, honor violations, probation, suspension, and dismissal. ***Many colleges also require that we let them know if you drop a class after an initial transcript has been submitted on your behalf.***

**NOTE ON CLASS RANK** — like many strong college preparatory schools with selective admission criteria, FPD does not determine or make available class rankings. This decision protects students from unfair comparisons to students in less rigorous schools or a wider range of student performance.

### **College Visitation**

Students are encouraged to begin visiting colleges early in their high school years. Vacation periods and family trips as good opportunities for tours. By the beginning of the junior year, students should be giving serious thought to college selection and should be planning college visitations for spring break and for the summer.

In addition, students are encouraged to visit those colleges to which they plan to apply while they are in session, so that they may attend classes, stay in a dorm, and generally get an accurate picture of life on the particular college campus. Overnight visitations are ideal if made in the spring of the junior year and/or the fall of the senior year.

### **Courses for College Admissions and the HOPE Scholarship**

The graduation requirements and courses at FPD are designed to meet the admission requirements of most universities including all institutions of the University System of Georgia (USG). Courses italicized in the curriculum grid match state-approved course descriptions for College Preparatory Credit required for admission to USG schools. These state-approved courses are taken during grades 9-12 from English and Journalism, Mathematics and AP Computer Science, Science, Social Science, and Foreign Language Departments with the addition of Comparative Religion are used to calculate the HOPE GPA. High school CPC courses taken during middle school may also be used to satisfy university admissions requirements. HOPE also has academic rigor requirements. All students satisfying FPD graduation requirements meet HOPE rigor expectations.

***Students should always check the admission requirements of the colleges they are considering for special course requirements.***



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FIRST PRESBYTERIAN  
DAY SCHOOL

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## **COURSE DESCRIPTIONS & DEPARTMENTAL POLICIES**

# BIBLE

Our Bible curriculum is designed for students to develop a general knowledge of the Bible and competency in Bible study and scripture memory, a sound understanding of practical theology (i.e., basic beliefs), an understanding of Christian character, an appreciation for Christian heritage, be challenged in personal and corporate worship, an ability to analyze and critique current culture, and an understanding and commitment to missions (including evangelism and service). It is our ultimate hope and goal that all students come to a saving knowledge of Jesus Christ.

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## REQUIRED COURSES

### **Bible 6 — *Winning the Race***

Sixth grade, full year, required

Using the theme of athletic competition and drawing from studies of various Bible characters, students will learn how the principles of God's Word can help them gain victory in the race of life.

### **Bible 7/8 — *Genesis and Exodus***

Seventh and eighth grade, full year, required

This course is taught on a two year rotation. Students study the early biblical history of Israel recorded in the books of Genesis and Exodus.

### **Bible 7/8 — *Life of Christ***

Seventh and eighth grade, full year, required

This course is taught on a two year rotation. Students study the life of Jesus Christ, the unique Son of God who came as God and man. The course moves from the pre-incarnate Christ of eternity to the birth, life, ministry, death, resurrection and ascension of Christ as recorded in the Gospels.

### **Survey of the Old Testament**

Ninth or Tenth grade, half year

An overview of the Old Testament focusing on the key people, themes and events of each book. The course is designed to strengthen the foundation begun during middle school and earlier. A primary emphasis will be Christ in the Old Testament. The students will also learn how to study the Bible and apply its principles in their lives.

### **Survey of the New Testament**

Ninth or Tenth grade, half year

An overview of the New Testament designed to strengthen the foundation begun during middle school and earlier. A primary emphasis will be on the teachings of Christ, formation and early days of the church, and applying the truth of scripture to the daily lives of students.

### **Christian Ethics**

Eleventh or twelfth grade, one semester.

Students will learn to address modern dilemmas using biblical ethics. The course will foster critical thinking to develop substantive, defensible positions. The class will explore a variety of contemporary global, social, and personal issues using a Biblical worldview and ethic. Students will examine the relevance of the church in the world today and what differences a Christian can make as an ambassador of Christ and minister of reconciliation (II Corinthians 5:11-21).

## **ELECTIVE COURSES**

Note that some elective Bible courses are taught in alternate years and that all depend on demand. Students needing Bible electives will make first and second choices on their course request form.

### **Understanding Scripture**

Ninth or tenth grade, one semester

Teaching hermeneutics is the Biblical version of teaching a man to fish - giving students the ability to not just learn about the Bible, but to study it themselves. This workshop course will cover the breadth of Biblical genres and literature, bridging the gap between the ancient original context and modern life. Focusing on context, authorial intent, original audience, and application, students will be equipped with the tools to be life-long studiers of scripture.

### **Understanding Theology**

Ninth or tenth grade, one semester

Theology is the study of God, His people, and His working in the world. AW Tozer once said "Because we are the handiwork of God, it follows that all our problems and their solutions are theological." As spiritual, thinking beings, students are seeking answers to questions like "Why do I exist? What is my biggest problem? What is the solution? How do I live? What is my destiny?" In this class students will move through studying God, sin, salvation, the church, and the end of time, being equipped to see how the Bible answers all these questions and many more.

### **Comparative Religions**

Eleventh or twelfth grade, one semester (counts for Board of Regents CPC and HOPE Scholarship calculation)

2.1 billion people in the world call themselves Christians. What do the other 4 ½ billion believe? An individual's way of perceiving the world around them determines their concept of reality. Join us as we examine what the major (and a few not so major) religions of the world believe. We will compare and contrast what Biblical Christianity teaches with what other religions teach.

### **Family Life**

Eleventh or twelfth grade, one semester

Ever wonder about dating, sex, marriage, children and what it has to do with you? Family Life is a course designed to help you as explore these very important life issues. We will use scripture and other resources to help in the formation of Biblical principles relating to these topics. This course will allow you an outlet to dialogue on these pertinent issues in an environment that will guide you to choosing God's best for your life.

### **Apologetics**

Eleventh or twelfth grade, one semester credit.

The Apologetics course systematically examines a rational defense of the basic elements of the Christian faith, including the existence of God, reliability of the Bible, the claims of Christ and the historicity of the resurrection. The course is designed to explain how to present a reasoned defense of the Gospel: the student is exposed to the various attacks that have typically been leveled at the Bible and Christianity, whether religious, historical, or scientific. The course will also consider the challenges students may face as they head to college in a postmodern culture. Rebuttals to the challenges and the evangelistic opportunities they present are demonstrated.

**Leadership (Project LEAD I)**

Eleventh or twelfth grade, one semester credit. (Project LEAD students only.)

*Prerequisite: faculty recommendation and committee evaluation.*

Students will study leadership principles from the Scriptures supplemented by leadership examples and principles from all aspects of life including the life of Christ and other biblical personalities. Our class will also consider lessons learned from some of America's most successful athletes and corporate executives, and we will examine leadership lessons from key military and political leaders throughout history.

**Leadership in a Broken Community (Project LEAD II)**

Eleventh or twelfth grade, one semester. (Project LEAD students only; must have successfully completed PL1)

Leading when followers have the resources and expertise to follow is a much easier task than leading in a broken and impoverished community. The second year leadership course examines the issues of poverty in the Macon community and around the world, and provides students with hands-on opportunities to serve and to lead in efforts to ameliorate the lives of the poor. The class will study passages in the Bible which address questions of social justice and poverty, will examine the ways in which the community of Macon is addressing poverty in Macon, and provide students to participate in and/or lead efforts to alleviate poverty in Macon.

# ENGLISH

God has given us language as

- a means of learning about creation,
- a way to communicate with and about God,
- a way to communicate about His creation and how we should live, and
- a tool to care for creation and culture and change our world.

We desire that students become proficient with the understanding and use of written and oral language. Students should also be familiar with a wide range of classical and contemporary literature and able to discern and analyze literary techniques, world-views and arguments in both classical and contemporary literature.

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## English 6

This course is designed to develop basic language skills; broaden vocabulary; and increase competency in reading, writing, and speaking. Students study a variety of literary types.

## English 7

English 7 builds a strong and workable foundation in the areas of composition (including mechanics—grammar and sentence structure), literature, and oral self-expression using the writing process. The course includes a full grammar course, vocabulary building activity, and an emphasis on editing writing for spelling and sentence structure. The course introduces the student to a variety of literary techniques and vocabulary forms. Pupil interest and development will be considered in the selection of reading material.

## English 8

Students are expected to develop as strong writers and the cornerstone of the year is a major emphasis on grammar and syntax. Students' mastery in the above concepts will be demonstrated by their ability to edit writing and in their ability to integrate perfect grammar in original sentence, paragraph, and essay composition. Students also continue vocabulary-building activities. The students will study a variety of literature genres. The focus is on learning to think critically and the development and exposure to Christian values. Students will write an expository essay for the Writing Assessment Program examination which will be used as part of the data for placement in grade 9.

## Reading Rejuvenation

Seventh or eighth grade, one quarter, may be repeated.

Reading Rejuvenation is a quarter-long course for seventh and eighth graders who need additional encouragement in the reading process and practice in reading skills which will focus on improving their understanding of content in various types of literature. Since reading is fundamental to the educational process, the purpose of this course will be to provide students with the opportunity to enhance and refine their habits, skills, and competencies as a lifelong reader.

## Write Right

Seventh or eighth grade, one quarter, may be repeated.

This course will cover the writing process and equip students with essential tools and skills to increase their competence and confidence as writers. Utilizing Kelly Gallagher's acclaimed method, students will be invited to hone their skills in 6 "real-world" purposes for writing under the following categories: express and reflect, evaluate and judge, inform and explain, analyze and interpret, take a stand or propose a solution, and inquire and explore.

## English 9

This course has a significant emphasis on standard English usage and composition skills. Vocabulary from the context of literature is studied with each literature unit. English 9 emphasizes literature in a variety of genres including short stories, poetry, essays, drama, and novels. Composition about literature provides exercises in literary criticism and practice in relating the student's personal opinions, experiences, and knowledge to the people, ideas, and events in a literary selection. A concerted effort is made throughout the year for the student to develop and demonstrate a specific skill in writing description, narration, and exposition. Every opportunity is used to incorporate all subject



matter with Biblical teachings so that the student may understand that he is God's creation and his purpose is to glorify and enjoy God.

### **Honors English 9**

*Prerequisite—recommendation of the department (determined by analysis of grades, teacher recommendation, achievement test scores).*

Honors English 9 is the entry level for the honors and AP courses in this department. Here the students begin to build a deeper background that will enable them to flourish in the subsequent honors and AP courses. The students are expected to have the ability and desire to delve into and master the principles and concepts of literature and composition and to polish the grammatical principles that will help them express themselves correctly and effectively orally and in written form. The course involves the students in careful reading and analysis of various genres of literature: short stories, poetry, drama, and novels. Outside reading and accompanying writing assignments complement the work in the classroom. At this level we check quickly for comprehension and move on to a deeper understanding of what underlies the literary piece. The number of required writing assignments is greater than that of the regular college preparatory courses. Grammar principles and punctuation rules are taught and emphasized in the writing assignments. All subject matter is viewed through the lenses of the principles expressed in God's Word.

### **English 10**

The 10<sup>th</sup> grade English course is the further development of the foundation for composition and study of literature. Expository and persuasive writing is emphasized. A more extensive and intensive reading and analysis of poetry is done this year. The course will provide a wide variety of activities to assist the student in vocabulary development, correct and effective oral and written standard language usage, and correlate with other subject areas for topics. All subject matter on a day-to-day basis is related to Christian principles of living in order that the student may know that he is a creature of God, in submission to Him, and responsible for developing his God-given talents for His glory.

### **Honors English 10**

*Prerequisite—recommendation of the department (determined by analysis of grades and teacher recommendation).*

Honors English 10 is a feeder course into the AP English program. The foundations of AP English Language and Composition and AP Literature and Composition courses are laid in this feeder course. The students who are in honors classes have qualified to be there with above average test scores and exemplary classroom performance. We focus on analysis, synthesis, and evaluation skills. This course engages students in the careful reading and critical analysis of various selections of world literature. The literary genres we study include poetry, drama, novels, and short stories. Independent work such as outside reading and writing assignments supplement our classroom work. In class discussion and lecture, we focus on the "how's" and "why's" of a literary piece rather than the "what's." Students are engaged in textual analysis and critical analysis. The pace of the class is much faster than in the regular course since we spend less time on basic comprehension. The required number of writing assignments is greater than a regular college preparatory course. Composition assignments emphasize descriptive, narrative, expository, and persuasive writing. Rubrics with specific criteria for evaluating each composition are used for holistic grading. Students peer edit and revise rough drafts in class. Primarily, grammar and punctuation are taught within the writing assignments. All subject matter on a day-to-day basis is related to Christian principles of living and Biblical truth. Students write a persuasive essay for the Writing Assessment Program examination.

### **American Literature**

Eleventh grade, full year.

Students explore the American literary heritage by reading the best of American literature from Colonial writers to contemporary authors. Five novels are also read which exemplify the best of a particular period in literature. The eleventh grade English curriculum seeks to unify all facets of language arts. Strong emphasis is placed on the mastery of grammar and its integration into written composition. After students are taught essential concepts of research writing, they do a research paper using a pre-determined format. Themes and essays demonstrating various types of writing are also assigned. Vocabulary building is emphasized throughout the year.

## **AP English Language and Composition**

Grade eleven, full year.

*Prerequisite—permission of department (based on prior course performance, testing, and recommendation of instructor).*

An Advanced Placement English course in language and composition is a college-level study in both effective writing and critical reading. The course emphasizes classical rhetoric and American literature with a focus on analyzing and crafting arguments. Students should acquire some knowledge of the evolution of English prose style. Ideally they should develop an awareness of the expressive potential of language along with an ability to utilize some degree of that potential. The course emphasizes a variety of tasks and skills that include the planning, writing, and revising of sustained essays. Course content includes a study of the following: The Puritans as theologians and writers; Romanticism and its sub groups; Realism and War; Renewal and Innovation; Modern writers in the four genres: drama, fiction, poetry, and nonfiction. Students must achieve an acceptable score on the College Board Advanced Placement Examination in May to receive college credit as determined by the college or university they attend.

## **British Literature**

Grade twelve, full year.

Students read a survey of English literature in a variety of genres (novels, short stories, poetry, drama, and nonfiction) and respond to the literature in critical, evaluative compositions with grammatical and stylistic maturity. English 12 is an integration of four curriculum areas: literature, grammar, composition, and vocabulary. It is based on the idea that by combining the skills of reading and writing, students can apply the principles they learn to all disciplines, not just the English class. They also plan, research, and write one major research paper. In addition, formal instruction of vocabulary occurs throughout the year as organized units. Students also practice writing in the various modes of discourse (narration, description, exposition, and persuasion) based on personal opinions and experiences, current events, and other subjects presented by the models of professional writers. The course of study is based upon a Christian view of God, man, and the universe.

## **AP English Literature and Composition**

Grade twelve, full year.

*Prerequisite—permission of department (based on prior course performance, testing, and recommendation of instructor).*

Advanced Placement English is a college-level course emphasizing the development of skills in critical reading of imaginative and discursive literature and in writing about literature and related ideas. It is for students capable of doing college-level work in English while they are in secondary school and who are willing to devote the energy necessary to complete a course more rigorous and demanding than other high school English courses designed for the college-bound student. The long-term goals of the course are to enable students to learn at a rate commensurate with their ability; to deal with material that intellectually mature students find engaging; to refine reading and writing skills important for success, not only in college but also in the business and professional world; and to cultivate habits of reading, writing, and thinking that characterize lifelong learning and enjoyment. Course content includes a study of the following: the Biblical and mythical foundations of literature; English, American, and world literature in the four genres: drama, fiction, poetry, and nonfiction; a long research project; the theories of literary criticism; composition in the various modes: reading/ response journals, personal essays, critical analyses, and other types of expository writing. Students may receive college credit depending on their performance on the College Board Advanced Placement Exam in May and the policy of the college or university they attend.

# FINE AND PERFORMING ARTS

The creative arts reflect God's creativity in us as His image bearers. We want all students to express themselves through visual and performing arts and to appreciate and evaluate the art of others. All of our middle school students are involved in art, music, and/or drama and high school students study at least one semester. Students with particular interests and abilities may participate in concert band, chorus, and major theatrical productions. Our arts faculty also work closely with the rest of our faculty to design instruction that complements and enhances instruction in other curricular areas.

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## Art

### Art Appreciation

Sixth Grade

### Middle School Art I

Seventh or eighth grade, one quarter.

Students will engage in a variety of art materials and approaches. Projects will include creating two dimensional works using pencil, ink, watercolor, colored pencil and pastel. Students will make work in each of the four basic two dimensional categories of still life, landscape, portrait and non- objective. The class will also look at art from various artists and time periods. The emphasis will be on fostering an interest in Art and a focus will be on student perceived success.

### Middle School Art II

Seventh or eighth grade, one quarter.

Students will engage in a variety of art materials and approaches. Projects will include creating two and three dimensional works using pencil, ink, watercolor, clay, acrylic paint and printmaking techniques. Concepts of 3-D design, texture, mood and color theory will be explored. The class will also look at art from various artists and time periods. The emphasis will be on fostering an interest in Art and a focus will be on student perceived success.

### Middle School Art III

Eighth grade only, one quarter.

The intent of this course is to offer students an opportunity to ADVANCE their Art. There will be challenging concepts and projects in 2D and 3D art work. Students will explore a variety of Art techniques.

### Art I

Grades 9-12, one semester, meets fine arts requirement for graduation.

Students use a variety of art materials and approaches to create art. Personal expression will also be emphasized. Projects will include drawing, painting, printmaking and ceramics. Materials will include pencil, acrylic paint, watercolor, clay and ink. Various artists and time periods will be introduced along with the inspirations for art making across different cultures. The emphasis will be on technical skills and craftsmanship.

### Art II

High school, one semester

Prerequisite: Art 1.

Students will use several art materials to create work rooted in Art History but also from their own personal experiences. Projects will include drawing, painting, printmaking and ceramics. A refinement of technical skill will be the emphasis.

### Art III

High school, one semester

Prerequisite: Art 1I.

Students will begin to find their own personal style while using different art materials. An emphasis will be on personal expression and creating work with a clear message.

## **Photography**

Grades 10-12, one semester (because of limited darkroom, space classes are limited to 5)

Prerequisite: None

The basics of photography will be outlined and a general survey of important photographers will be included in this course. Students will construct their own cameras and will use the pinhole technique to create photographs. An emphasis will be on creative interpretation of the assignments as well as darkroom techniques. Students will also learn to manipulate the light sensitive materials to create interesting and dynamic work.

## **Ceramics**

Grades 10-12, one semester

*Prerequisite: None*

Basic ceramic construction will be introduced including pinch pots, coil and slab methods as well as handbuilding and wheel throwing. Students will create both functional and sculptural pieces. The class will also view and discuss a variety of work by artists from around the world. The importance of culture will be emphasized in the creation of each individual piece. An emphasis will be on sound construction as well as creative interpretation of the assignment.

## **AP Studio Art-2D**

### **AP Studio Art-3D**

### **AP Studio Art-Drawing**

The AP program in Studio Art enables highly motivated students to perform at the college level while still in high school. The AP Studio Art Portfolios for Drawing and 2-D and 3-D Design are designed for students who are seriously interested in the practical experience of art. Successful completion of the course is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year. Each portfolio requires submissions in three distinct sections. The sections are designed to assess different aspects of student performance. The sections require students to demonstrate quality, breadth, and in-depth engagement in the process of making art. Specific requirements for each of the sections can be found in the AP Studio Art Course Description and on the AP Studio Art Poster, which are both available to AP students.

# **Music**

## **Middle School Chorus**

Sixth, seventh, or eighth grade, one semester, may be repeated

The Middle School Chorus is an audition-based class designed to teach vocal production within a choral setting. In addition, the class studies music theory and incorporates it into pieces being learned. It also seeks to represent FPDS in a public relations role by singing in various community venues and school concerts.

## **High School Chorus**

High school, one semester, may be repeated

Currently offered on a request basis, this class is designed to improve the singing ability of students by vocal and diaphragmatic development, articulation and diction exercises and group singing. Emphasis is also placed on learning to read music through sight singing. Opportunities to sing outside of the classroom are also explored when possible.

## **Intermediate Band Class (6th Grade Band)**

6th Grade

*Prerequisite – One year of band or with permission of the instructor.*

This course is designed as a more advanced class than the elementary beginning band classes. Musicians in this class must have at least one year of experience in band prior. Students will continue to build on previously learned fundamentals and broaden in areas of phrasing, scale and arpeggio study, dynamic contrast and overall technique for the individual instrument. There will be many opportunities for performances and auditions for groups outside of FPD, such as GISA All-Select Band, GMEA District Honor Band, as well as All-State Band. This band will also compete at Large Group Performance Evaluation in the spring. The students will study in the *Standard of Excellence Book 2* by Bruce Pearson as a continued curriculum.

### **Advanced Preparatory Band Class**

Grades 7 and 8

*Prerequisite – 2 years of band or with permission of the instructor.*

This course is a continuation of instrumental music with more complex rhythmic patterns, expanded range on the instrument and more technical facility. Musicians will continue with fundamental training to prepare them for the next level of playing. There is a great deal of focus on technical exercises, scales and scale patterns, articulated exercises, dynamic and rhythmic precision and musical creativity and phrasing. Students will be involved with performing with the high school members for concerts and are eligible to audition for the Spirit of the Vikings Marching Band and Vanguard. Marching band is an extra-curricular activity and is not mandatory of band students. Students may participate in band class and not be in the marching band if they choose. Students involved in this band class will have numerous performance opportunities with LGPE, GMEA Honor Band, All-State and All-Select Band, as well as South Region Band.

### **Advanced Band Class (High School)**

Grades 9-12

*Prerequisite – Students enrolled in this class will have two to four years of previous music experience on his/her instrument.*

This class is designed for the mature musician. This class will be performing several times throughout the school year with competitions, festivals, school concerts and others. The band will continue to reinforce fundamentals, exercises, scale study, rhythmic patterns, dynamic contrast, details on all musical notation will be reinforced. A wide variety of repertoire will be explored and performed and many of these band members will also be involved with the Jazz Band and Marching Band by audition. There will be many audition opportunities at the district and state level for these advanced musicians.

## **Theatre**

### **Introduction to Theatre**

*Sixth grade, one semester*

This semester course introduces students to many elements of theatre. Breathing, vocal, and physical warm-ups are learned and performed often. Students get early experience in acting through acting games, pantomime, basic news casting, monologues, and original scene development. Students learn stage directions and theatre terminology and are introduced to all of the technical areas: scenery, lighting, costumes, and make-up. The semester ends with creation of several short plays that are written, designed, directed, and performed by the students for elementary audiences.

### **Middle School Theatre**

*Seventh and eighth grade, one quarter*

This nine-week course gives students a sample of many theatre experiences. Warm-ups continue to be a regular part of the course as well as acting games. Students get “hands-on” experience in the technical areas of theatre by helping to create scenery for current productions. Group pantomime and acting work is emphasized. Students learn auditioning skills, basic character development, and the rudiments of acting theory. These skills are then put to use in a culminating project: the performance of a published one-act play complete with costumes and set.

### **Middle School Technical Theatre**

*Seventh and eighth grade, one quarter, no prerequisite.*

Technical Theatre introduces students to the many non-performance elements of theatre. Students learn through practical experience in curtain operation and maintenance, set construction, theatrical make-up, backstage safety, and sound/lighting operation. Students also explore the design process of both scenery and costumes.

### **Technical Theatre**

*High School, one semester*

Technical Theatre introduces students to the many non-performance elements of theatre. Special emphasis is placed on learning the basics of set design and construction, theatrical lighting, sound operation, and scene painting. These skills are honed through hands-on experience including work on FPD Theatre productions and running the technical elements of various chapels and assemblies.

## **Theatre I**

*High School, one semester*

Theatre I is a semester course that emphasizes skill development in both acting and technical theatre. Acting is taught through warm-ups, theatre games, pantomime, and basic improvisation. The important theatre skills of mask making and mask acting are explored as well some of the classical theatre styles that used masks. News casting (studio and field reporting) is learned to improve vocal performance and self-evaluation. The students will study the basic tenets of the Stanislavski acting method. Technical areas of study include costume design (with focus on designing from stock), set design and creation, curtain use and maintenance, and basic sound and lighting operation. Advanced make-up techniques are explored including old-age, basic corrective, and special effects. All of the areas of study come together in the creation of a fully-realized one-act production. (Note: This is not the one-act play taken to GISA competition. Theatre I requires no rehearsals or performances outside of the class period.)

## **Advanced Theatre**

*High School, one semester*

Pre-requisite: Theatre I or permission of instructor. Advanced Theatre advances the work begun in Theatre I. The Stanislavski method of acting is explored more in depth and applied in class exercises. An increased emphasis is placed on improvisational techniques and character development and research. Technical theatre work continues with hands-on experience in creating scenery, costumes, and props for current productions. As part of this course students will develop a full-length production with complete technical details. This play will be performed for a public audience.

# **Dance**

## **Middle School Theatre Dance Styles**

*Grades 7-8, one quarter.*

An introduction to the types of dance commonly used in musical theatre: tap, jazz, and “show dance.” Taught in FPD’s dance studio, this course will combine practical instruction in dance with a look at the history of dance on stage. Recommended for both the beginning and experienced dancer—boys and girls!

## **Theatre Dance Styles**

*Grades 9-12, one semester. Satisfies Physical Education graduation requirement.*

An introduction to the types of dance commonly used in musical theatre: tap, jazz, and “show dance.” Taught in FPD’s dance studio, this course will combine practical instruction in dance with a look at the history of dance on stage. Students also learn about general principles for conditioning and lifetime physical fitness. Recommended for both the beginning and experienced dancer—boys and girls!

# FOREIGN LANGUAGE

Language study is an important part of understanding the people and cultures of our world and provides an important tool for impacting our world. As our experiences bring us more and more in contact with other cultures and as the United States, in particular, becomes more diverse, it is very important that students acquire a second language. Also, the study of an ancient language has both cultural and practical benefits. Students may study Latin, French, or Spanish for as many as six years in the middle and high school at FPD.

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## Latin

### Latin I

*8th graders must have grades of 85 or higher in 7th grade classes*

Latin I is the first half of a comprehensive introduction to Classical Latin, the language of the ancient Romans. Students spend the year building a large knowledge-base of basic Latin vocabulary. Using the exceptional *Wheelock's Latin* text and workbook (Chaps. 1-20), they learn the basics of Latin grammar and sentence-structure (syntax). Specific focus is given in each unit to the relationship between Latin and English. From the very beginning of the year, students are exposed to the ideas of the Rome's greatest thinkers in their own (Latin) words, and receive coaching in the elementary principles of sentence translation. This affords an invaluable, first-hand glimpse of the history, philosophy, and culture of the Roman Period, which, in turn, provides students with an indispensable appreciation for the historical context of the New Testament and Christian origins, which are both discussed in depth regularly in class. The entire year is also devoted to a methodical reading of Homer's *The Iliad* in English translation, which will be used as the subject of various writing assignments.

### Latin II

*Prerequisite — Latin I*

Latin II is the second half of the introduction to Latin grammar and vocabulary begun in Latin I. The course is formatted exactly like Latin I, although the grammar and syntax are more sophisticated. Moving through *Wheelock's* Chaps. 21-40, focus is given especially to the passive voice, infinitives, participles, the subjunctive mood, and gerundives. The numerous types of sub-clauses are examined slowly and practiced thoroughly. The excerpted passages from Roman authors are correspondingly more complex and lengthy. Our study of Homer is continued with a year-long reading of the *Odyssey* in English.

### Latin III — Introduction to Latin Prose

*Prerequisite — Latin II. Note that this course is a prerequisite for AP Latin.*

Latin Prose is a reading course for students who have completed the 2-year study of Latin grammar (Latin I, II). The traditional starting point for reading large portions of un-adapted Latin prose is Caesar, *The Gallic War*, which is essentially the memoirs of Julius Caesar, recounting his military campaigns in continental Europe in the first century B.C.E. The Gallic War is ideal for the beginning Latinist because Caesar's syntax is relatively organized, consistent, and simple. The text of Caesar is also the secondary component (behind Virgil) of the AP Latin Exam, so there are multiple benefits to reading it. In Latin III, we will read excerpts of *The Gallic War*, books 1, 4, 5, and 6. For completeness (and variety's sake), at numerous points throughout the year we will also read small portions of Cicero's personal letters, Catullus's politically themed poems, and pertinent sections of the ancient biography of Julius Caesar by Suetonius, which will put our reading skills to the test. Topical considerations in class discussion will focus all year around the deteriorating political conditions of the Late Republic, including especially the broadening political corruption, the selective non-enforcement of Roman law, and the dwindling voice of the citizenry in the legislative process. The culmination of the course is a detailed discussion of the assassination of Caesar by the Roman Senate in the year 44 B.C.E.

### Latin IV — Latin Poetry

*Prerequisite — Latin III or permission of the department.*

Latin Poetry is a reading course for students who have completed the 2-year study of Latin grammar (Latin I, II). Students on the Honors Track who do not plan to take AP Latin may therefore choose between Latin Prose and Latin Poetry for the third year. Students who have completed Latin Prose and/or AP Latin are also encouraged to study Latin poetry. The course focuses on six of Rome's most important poets, read partly in chronological order and partly ordered according to

subject-matter and style. Roman poetry covers all the traditional subjects of poetry and more, including love and romance, friendship, nature, the virtues, and folklore. The first quarter is dedicated to the First Century's great works of dactylic hexameter by Lucretius (*De Rerum Natura*) and Vergil (*Aeneis, Georgica*). The second quarter is devoted to lyric poetry in the Odes of Horace (*Carmina*). During the third quarter, focus is placed on the so-called 'New School' of poetry, beginning with Catullus (*Carmina*) and continuing with his greatest imitator, Martial (*Epigrammata*). In the fourth quarter, we return to the First Century and dactylic hexameter with a sustained focus on Ovid (*Metamorphoses*). At each stage of the course, students work to gain familiarity with the different poetic meters and the literary devices favored by the ancients. Throughout the year, the class will read numerous additional poems by Classical authors in English translation, carefully selected for their contextual and interpretative significance in relation to the material under focus at the time.

### **AP Latin**

Prerequisite — Latin III and permission of the department.

Students who have completed a year-long course in Latin prose are encouraged to continue their study in the AP Latin course. Roughly half of the AP syllabus material is Caesar, which these students will have read in Latin prose the year before. The other half of the syllabus is dedicated to the greatest work of Rome's great poet: the *Aeneid* by Vergil, which tells the story of how the exiles of the Trojan War journeyed across the Mediterranean, braving perils to found a new home in Italy. During the year, the entire work will be read in English, and large portions of books 1-6 will be read in Latin (including all the AP syllabus lines). The course begins with a brief review of Latin vocabulary and grammar and a general survey of the historical and literary context of Vergil's life and work. Daily readings from the *Aeneid* begin small and gradually increase over the year. (The AP syllabus lines of Caesar are re-read at various points during the year as well.) Each day is divided equally by oral reading, literal translation, interpretation, and class-discussion on the larger interpretive issues, especially the literary connections to Homer and historical echoes relevant to Vergil's own time period. Students learn to scan dactylic hexameter as well as describe and identify the literary devices of ancient epic. Students will take the College Board AP Latin Exam at the end of the school year.

## **French, Spanish**

### **French (Grade 6), Spanish (Grade 6)**

This exciting class quarter-length elective class gives students a chance to expand on elementary Spanish study or have an introduction to French. A variety of methods are used to learn new material, but the central focus is on topical stories. Students will learn vocabulary and occasionally basic grammar points, but all in the context of hearing, reading and eventually telling stories. Both classes help demonstrate how fun learning another language can be, and can provide a background and familiarity with the language that helps when students begin formal language study in a few years.

### **Intro to Foreign Language through French**

Grade 7

This exciting quarter-length class introduces students to methods of learning foreign languages in general through the language of French. A variety of methods are used to learn new material, but the central focus is on topical stories. Students will learn vocabulary and occasionally basic grammar points, but all in the context of hearing, reading and eventually telling stories. This is a great introduction to the learning of a foreign language, especially for students that may have had little to no exposure to another language, a class in which they can begin to see both similarities and differences between English and the foreign languages offered at FPD .

### **Spanish I, French I**

8th graders must have grades of 85 or higher in 7th grade classes

These courses are offered to middle school and high school students, beginning at the eighth grade level. Instruction at the first year level has the goal that students reach the "novice-mid" level of proficiency in oral and written exchanges and listening and reading comprehension as defined by ACTFL national standards. Students will also study geography and cultures in which the language is spoken.

### **Spanish II, French II**

The second year of study expands upon the dramatic increase of language acquisition at the first level. Instruction targets speaking, writing, listening and reading skills at the Novice-High levels. Students will continue cultural studies and seek to develop language and cultural knowledge skills that may be applied outside of the classroom setting.



### **Spanish III, French III (Honors Courses)**

*Prerequisite — at least a B in Spanish/French II or permission of the department.*

ACTFL guidelines define the Intermediate level speaker as being characterized by the ability to (1) participate in simple, direct conversations on generally predictable topics related to daily activities and personal environment; (2) create with the language and communicate personal meaning to sympathetic interlocutors by combining language elements in discrete sentences and strings of sentences, (3) obtain and give information by asking and answering questions; (4) sustain and bring to a close a number of basic, uncomplicated communicative exchanges, often in a reactive mode; and (5) to satisfy simple personal needs and social demands to survive in the target language culture. Third year spoken language study offers the chance to make great strides in language skills to those students interested in continuing language study beyond the minimum requirements for graduation.

### **Spanish IV, French IV (Honors Courses)**

*Prerequisite — at least a B in Spanish/French III or permission of the department.*

The fourth year of foreign language study often represents the point at which fluency has taken hold in the student's experience with the language, and attention can now be drawn more regularly to accuracy in expression. In addition reading materials are made up of more advanced literature. Whereas readings at the lower levels were characterized by careful shielding of vocabulary, reading at the fourth year level will increasingly involve authentic works chosen judiciously or with limited adaptation. Communicative skills may vary widely as individual experiences of the students have varied over the past years of study, but the course targets Intermediate-High to Advanced-Low skills as defined by ACTFL.

### **Spanish V, French V**

*Prerequisite — Spanish/French IV or permission of the department.*

Students selecting this course have experienced success and personal connection to the target language. Literature is generally authentic to the language, and accuracy in both speech and writing (developing what has been acquired communicatively) is a major focus in the course. Communicative skills will range between ACTFL's Advanced-Low and upwards wherein speakers are characterized by the ability to (1) participate actively in conversations in most informal and some formal settings on topics of personal and public interest; (2) narrate and describe in major time frames with good control of aspect; (3) deal effectively with unanticipated complications through a variety of communicative devices, (4) sustain communication by using, with suitable accuracy and confidence, connected discourse of paragraph length and substance; and (5) to satisfy the demands of work and/or school situations.

### **AP Spanish/French Language**

*Prerequisite — at least an 85 average in prior language classes and permission of the department. Normally taken after the Level III or IV course. Taught as demand warrants (may be taken online when demand is low).*

AP Language courses are intended for students who wish to develop proficiency and integrate their language skills using authentic materials and sources in the form of recordings, films, newspapers, magazines, websites, etc. The course is designed to prepare students to demonstrate their level of proficiency across three communicative modes: Interpersonal, interpretive, and presentational. The course is meant to be comparable to college and university courses that focus on speaking and writing in the target language at an advanced level. Course content will reflect a wide variety of academic and cultural topics.

# MATHEMATICS

At FPD, students learn to proficiently use mathematics as a way of thinking about and understanding God and His creation. We expect them to develop the proficiency to effectively study the sciences and mathematics and ultimately participate in impacting our world through these studies. The middle and high school mathematics curriculum consists of a traditional track aimed at developing algebraic reasoning skills, an understanding of geometry and trigonometry, statistics, and ultimately points toward the study of Calculus. We emphasize concepts and procedures as well as understanding mathematical structures, communicating mathematical ideas, and application of mathematical concepts.

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## DEPARTMENTAL POLICIES

**Graduation:** Students must have 4 credits in mathematics courses from Algebra I and above in High School for graduation. Honors track graduates must take Pre-Calculus and/or Calculus.

**Placement:** Students in an honors track course must make at least an 85 (before bonus points) or receive permission from the department to continue to the next honors course. Students in a college preparatory track course may advance to the next honors course with the recommendation and approval of the department, but should generally have at least a 95 average for consideration. *Middle school students who score in the 70-74 range in any course must participate in at least 20 hours of approved summer remediation to advance to the next course.* Any students scoring below a 70 in a course must repeat that course. Pre-algebra must be completed before the ninth grade.

**Departmental Permission:** Departmental permission for enrollment in a course is granted in consultation with the Principal, Guidance Department, Instructional Support and other academic officers as appropriate.

## COURSES

### Sixth Grade Mathematics

Sixth grade, full year

In sixth grade, students study five strands of mathematics to solidify arithmetic and begin pre-Algebra studies. These strands are numeration; operations and computation; patterns, functions, and algebra; geometry and measurement; and data and chance.

### Seventh Grade Mathematics

Seventh grade, full year

*Prerequisites: Sixth grade mathematics, an evaluation of testing (CTP4 and Orleans-Hanna), and permission of the department.*

This course serves as a bridge between arithmetic-focused and algebra-focused study. Students strengthen proficiency with real number operations and further their understanding of geometry and number sense concepts.

### Pre-Algebra

Seventh or eighth grade, full year

*Prerequisites: 7<sup>th</sup> grade—An evaluation of testing (CTP4 and Orleans-Hanna), sixth grade mathematics classroom performance, and teacher and Principal recommendation. 8<sup>th</sup> grade—A grade of at least a 70 in seventh grade mathematics or permission of the department.*

This course is an introduction to algebra. The major topics covered in the course include numbers and number sense, review of computation and estimation, geometry and measurement (perimeter, area, surface area, and volume of geometric shapes), basic probability and statistics concepts, patterns, functions, and algebra and their application including solving equations with one variable, and introduction to linear equations and their graphs. Each problem set covers a wide range of mathematical topics to insure consistent review. The ultimate goal of the course is to help students develop the ability to use mathematics as a God-ordained mode of thinking about and impacting the world around them. Students are expected to demonstrate competency with mathematical concepts, structure, reasoning, and applications as well as proficiency with procedures.

### **Middle School Math Problem Solving**

Seventh or eighth grade, one quarter, may be repeated

*Prerequisites: Strong mathematics performance, permission of department.*

Students will explore pre-Calculus topics in more depth than might normally be done in the regular mathematics courses. They will particularly focus on problem-solving strategies for non-routine problems. The goal is to review, strengthen and deepen the student's understanding of pre-Calculus mathematics. Students will solve problems from the *Art of Problem Solving*, Vol. 1 & 2, and problems from various interscholastic mathematics competitions. Students will practice various competition formats including individual and pairs ciphering, test taking strategies, and collaborative team problems. Students will have the opportunity to participate in interscholastic mathematics competition.

### **Algebra I**

Seventh, eighth or ninth grade, full year, required

*Prerequisites: Ninth graders—A grade of at least a 70 in Pre-Algebra or the equivalent. Eighth graders—A grade of at least 85 in Pre-Algebra or permission of the department. Seventh graders—Performance, grades, and placement test scores that indicate strong grasp of mathematics, a strong ability to think abstractly, maturity as a student, and a readiness to study algebra may take Algebra I with recommendation of the department.*

This is the first mathematics course in the sequence of prerequisites for graduation. Major topics covered in the course include solving equations and inequalities, properties of exponents, operations involving coordinate geometry, graphing linear equations, solving systems of equations, simplifying radicals, solving simple quadratic equations, and functions. Statistics topics include organizing and interpreting data, measures of central tendency, and simple linear regression. An ultimate goal of the course is to help students develop the ability to use mathematics as a mode of thinking about and impacting the world around them. Students are expected to demonstrate competency with mathematical concepts, structure, reasoning, and applications as well as proficiency with procedures.

### **Geometry / Honors Geometry**

Eighth, ninth or tenth grade, full year, required

*Prerequisites: Algebra I. Honors—A grade of at least 85 in seventh or eighth grade Algebra I or permission of the department. Students with least a 95 in ninth grade Algebra I may be considered with recommendation and approval of the department.*

Geometry is developed as a study of form and pattern. Skill in drawing, constructing, and visualizing different two- and three-dimensional figures is taught in order to develop and learn geometric properties and mathematical relationships. Algebra is integrated throughout with the use of problem solving and coordinates. Transformations are studied early in the course so discussions of congruence can be used to help build the ideas of proofs. Parallel lines are also used to discuss the ideas behind proofs. Emphasis is placed on real-world applications. Real-life situations are introduced to help motivate geometric ideas and provide the settings for the practice of geometric skills. Calculators and computers are used to develop, verify, and apply geometric concepts. The geometry course also includes a significant emphasis on developing deductive reasoning and understanding Euclidean geometry as a deductive system. The honors course addresses the material in greater depth.

### **Algebra II / Honors Algebra II**

Tenth or eleventh grade, full year, required

*Prerequisites: Geometry. Honors—A grade of at least 85 (before bonus points) in Honors Geometry or permission of the department. Students with at least a 95 in Geometry may be recommended for consideration by the department. Special consideration will be given to those qualified students who wish to take this course concurrently with Geometry.*

The purpose of Algebra II is to extend and study more deeply many of the concepts already considered in Algebra I and study and apply geometric properties to the study of algebra. There should develop within the student an appreciation of the structure and properties of real numbers. Following these rules and properties will be compared to following God's commandments. We cannot just be aware of them; we must know them and follow them for good, correct solutions to result. The student should begin to develop a keen sense of determining and solving problems, and he should begin to develop speed in doing this. The content includes a study of linear and quadratic equations and inequalities, operations with polynomials, coordinate geometry, functions, linear systems, factoring, special products, operations with rational expressions, radicals, exponents, complex numbers, progressions and series, and logarithmic and exponential functions. Emphasis is placed on applying these principles, particularly in solving problems.

### **Algebra III / Trigonometry**

Eleventh or twelfth grade, full year

*Prerequisites: Algebra II.*

Algebra III and Trigonometry, a one-year course, is designed for the student who has completed the required high school mathematics courses including Algebra I, Geometry, and Algebra II but has not mastered algebra sufficiently to enroll in Analysis and Trigonometry (Pre-Calculus). Practice in the fundamental skills of algebra is provided as more advanced concepts are introduced. This course includes basic operations and laws of algebra. Work with algebraic expressions leads to work with equations and systems of equations. Linear and quadratic equations and inequalities are applied to real-life situations. Work with functions includes trigonometric, exponential, logarithmic, polynomial, and rational. Graphing is an integral part of all the work above. Matrices and determinants, sequences and series, and probability round out the course work.

### **Pre-Calculus (Analysis and Trigonometry)**

Eleventh or twelfth grade, full year

*Prerequisites—A grade of at least 85 (before bonus points) in Honors Algebra II or successfully completing Honors Algebra II or Algebra III & Trigonometry and permission of the department. Students with at least a 95 average in Algebra II may be considered for recommendation by the department.*

This one-year course is designed to follow Algebra II and Geometry because it expands upon the principles of these two courses and includes a strong study of Trigonometry. It offers a preparation for the study of calculus and other college-level courses. The course includes functions and graphs, polynomial and rational functions, exponential and logarithmic functions, and all phases of trigonometry including equations, trigonometric identities, and the equations and graphs of sinusoids. There is an emphasis on the proper use of graphing calculators and problem solving with real data. Many of the problems are previews of problems in calculus, helping students develop intuitive foundation for further study.

### **Statistics**

Eleventh or twelfth grade, full year

*Prerequisites: Algebra III & Trigonometry or permission of the department.*

This course is an introductory course in descriptive and inferential statistics and statistical reasoning. It includes crafting, understanding, and critiquing statistical arguments.

### **AP Statistics**

Eleventh or twelfth grade, full year

*Prerequisites: A grade of at least 85 (before bonus points) in Algebra II, an appropriate PSAT combined Math and ERW score, and completion of Pre-Calculus, or at least a 90 in Algebra III & Trigonometry and departmental recommendation .*

The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students will conclude the course with the College Board AP exam for possible college credit.

### **Calculus I (AP Calculus AB)**

Twelfth grade, full year

*Prerequisites: A grade of at least 85 (before bonus points) in Pre-Calculus and an appropriate PSAT Mathematics score.*

The AP Calculus course provides high school students an opportunity to receive credit for college-level course work at the secondary level. This class uses a college text and many supplementary materials and problems from the advanced placement exams. The material covered is equal either to a one-semester or a two-quarter course in college calculus, depending on the college attended, and includes properties of functions, limits, derivatives and their applications, and integrals and their applications. Use of the graphing calculator is emphasized, since these tools are now required on the AP calculus exam.

### **Calculus II (includes AP Calculus BC)**

Twelfth grade, full year

*Prerequisites: Satisfactory completion of AP Calculus AB and/or permission of the department.*

This course focuses techniques of integration with application, an introduction to differential equations and vector-valued functions, and polynomial approximation and series. Applications to life and health sciences, business and economics, and engineering and physical sciences are considered. Provides a foundation for all applied mathematics including inferential statistics. Combined with the AP Calculus AB the student will have completed the AP Calculus BC curriculum and takes the AP exam to receive college credit (depending on the policy of the college the student attends).

# SCIENCE

Through the study of science students learn more about God and His creation as well as becoming proficient with learning from scientific investigation. Through their study of science, the students will become better able to understand and fulfill their responsibility to care for and see to the appropriate use of God's creation. All students study life, earth, and physical sciences and have the opportunity for college-level studies. We have excellent science facilities including technology-equipped science labs, instruction gardens and nature trails, and a 100-acre nature conservancy.

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## **DEPARTMENTAL POLICIES**

**Graduation:** All students must complete four high school science courses to graduate.

**Placement:** Students in an honors track course must make at least an 85 (before bonus points) or receive permission from the department to continue to the next honors course. Students in a college preparatory track course may advance to the next honors course with a 92 or above and permission of the department.

**Departmental Permission:** Departmental permission for enrollment in a course is granted in consultation with the Principal, Guidance Department, Instructional Support, and other academic officers as appropriate.

## **COURSES**

### **Life Science**

Sixth grade, full year, required.

Life Science is an introductory course in biology. Students study cells and cell systems; genetics; fungi, plants, and animal; basic physiology; and ecology and stewardship of the environment. Laboratory experiences provide the students with an understanding of the techniques involved in observing, recording, reporting and analyzing scientific data in a variety of ways. The course includes dissections and field studies. Students focus on accurate metric measurement, data collection and interpretation including graphing, and the development of research skills. By teaching students to use scientific reasoning, curiosity, and observation, the desired result of this course is that pupils will better understand the relationship between living organisms and the rest of God's universe.

### **Earth Science**

Seventh grade, full year, required.

The primary goal of this course is to develop a greater knowledge of the universe that God created and to show how our universe relates to us in our everyday lives. A second goal of this course is to see how our earth contrasts to other planets and celestial bodies. Through learning how our planet is unique in comparison to the other planets, students will be able to understand better our place in the universe. The third goal of this course is to develop each of the four branches of Earth Science, which are geology, astronomy, oceanography, and meteorology. The final goal of this course is to allow each student to conduct a variety of library, laboratory, and field experiments individually and within a group.

### **Environmental Science**

Eighth grade, full year, elective.

This course focuses on man's stewardship of our physical environment. The material covers the nature of various eco-systems and their interdependence, the management of natural resources, and the impact of human activity on the environment.

### **Physical Science 8 / Physical Science 9**

Eighth or ninth grade, full year, required.

*Co-requisite: Physical Science students must be enrolled in or have successfully completed Algebra I.*

Physical Science is an introduction to Physics and Chemistry, and is divided into a semester that focuses on each topic. It provides the foundation needed for further investigation of both the life and physical sciences. Mathematics plays an important role in Physical Science, and each student is exposed to simple problem solving and the use of a scientific calculator and electronic data collection devices. The eighth grade class is equivalent more in depth and prepares students for the high school accelerated track.

## **Biology / Honors Biology**

Ninth or tenth grade, full year, required.

*Prerequisites: Successful completion of Physical Science. Honors—A grade of at least 85 in Physical Science 8 or 92 in Physical Science 9 and permission of the department.*

Biology is primarily designed to meet the academic needs of all students and attempts to present basic science concepts through integrated learning experiences. Much use is made of lecture, laboratory, and media resources. Relationships, analogies, labs, and a variety of audio-visual materials expose the students to the world of living things. Students become familiar with science as inquiry whose end result is truth, new thinking that emerges from trial and error. Investigation generally follows lecture where comparisons and analysis are made. The student is exposed to a broad range of science history, current research results, comparative morphologies and physiologies, and molecular biology. Extended use is made of microscopes, a nature trail, and laboratory equipment. Honors Biology will be taught at an accelerated level and include more critical thinking exercises, discussion questions, writing, and independent investigations of various topics and modern discoveries of biology. All of these learning experiences are enhanced by Christian principles, applications, and Scripture whenever possible so that adolescents can more fully understand God, His world, and themselves.

## **Advanced Biology**

*Prerequisite—A grade of at least 85 (before bonus points) in Honors Chemistry and Honors Biology or permission of the department.*

This course is an honors level continuation of studies in biological sciences. It is designed for students who want an honors level study but do not desire the rigor of a college-level AP Biology course. Emphasis on lecture, discussion, organized laboratory experience as well as analysis of text and laboratory data, and current literature scans to facilitate awareness of biomedical and biotechnical advances. Principal emphases include molecules and cells, genetics and evolution, and organisms and populations. Laboratory work encourages skills such as detailed observations, accurate recording, data interpretation, statistical analysis, and operation of equipment. Laboratory assignments provide opportunities for students to learn about problem solving, the scientific method, research techniques, and the use of scientific literature. Higher-level thinking is encouraged so as to generate ideas, proposals, or solutions. Students will develop appropriate appreciation of biological sciences and research tools in problem solving for society.

## **AP Biology**

*Prerequisite—A grade of 85 (before bonus points) or higher in Honors Chemistry and Honors Biology and/or permission of the department.*

Advanced Placement Biology is a course designed to be the equivalent of a college introductory biology course. Emphasis is placed on lecture, discussion, organized laboratory experiences as well as independent research, analysis of text and laboratory data, and current literature scans to facilitate awareness of biomedical and biotechnical advances. Chapters covered principally emphasize the following: Molecules and cells, genetics and evolution, and organisms and populations. AP laboratory work encourages skills such as detailed observations, accurate recording, data interpretation, statistical analysis, and operation of equipment. Laboratory assignments provide opportunities for students to learn about problem solving, the scientific method, research techniques, and use of scientific literature. Higher-level thinking is encouraged so as to generate ideas, proposals, or solutions. The official AP College Board labs will be used to prepare the students for the AP Biology exam. A major thrust of the course, other than topics covered above, is to develop appropriate appreciation of biological sciences and research as tools in problem solving for society.

## **Chemistry I / Honors Chemistry I**

Tenth or eleventh grade, full year, required. (Some ninth graders with departmental recommendation.)

*Prerequisite and co-requisite: Students enrolled in Honors Chemistry I must be enrolled in or have successfully completed Honors Algebra II. They also must have completed Honors Biology with a grade of 85 (before bonus points) or higher, Biology with a grade of 92 or better, or have permission of the department.*

This course is designed to introduce students to the basic concepts of chemistry. The study of chemistry should allow the student to develop an awareness of the principles governing his environment and to learn the process of problem solving. The chemistry student should learn to solve simple chemical problems, should recall pertinent information concerning the behavior of solids, liquids, and gases, and should learn to gather and assess data to answer problematic questions. The chemistry student should develop an appreciation for the responsibilities of actions and reactions as the student learns about the world around him. Honors Chemistry will be taught at an accelerated level and include more critical thinking exercises, discussion questions, writing, and independent investigations of various topics and modern discoveries of chemistry.

### **AP Chemistry**

*Prerequisite: Seniors. A grade of 92 or higher in Honors Chemistry. 650 or greater on the SAT quantitative section.*

AP Chemistry is designed to be the equivalent of the general chemistry course usually taken during the first college year and will meet the objectives of a good college general chemistry course. Students will attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course will contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. A college level textbook will be used. Topics covered will emphasize both chemical calculations and mathematical formulation of principles. Students will investigate this content through a rigorous in-depth laboratory experience. **(Note that the AP Chemistry course will include mandatory additional laboratory time outside of the regular class time.)**

### **Anatomy and Physiology**

Eleventh or twelfth grade, full year.

Anatomy and Physiology attempts to present basic science concepts through integrated learning experiences. Much use is made of lecture, laboratory, and media resources. Relationships, analogies, labs, and a variety of audio-visual materials expose the students to the world of the human body. Students become familiar with science as inquiry whose end result is truth, new thinking that emerges from trial and error. Investigation generally follows lecture where comparisons and analysis are made. The student is exposed to a broad range of science history, current research results, comparative morphology and physiology, and molecular biology. All of these learning experiences are enhanced by Christian principles, applications, and Scripture whenever possible so that adolescents can more fully understand God, His world, and themselves.

### **AP Physics I**

Grades 11-12 (and advanced 10th graders), full year

*Prerequisites: The successful completion of Honors Algebra II and permission of the department. 10th Graders must be enrolled in PreCalculus, complete a summer trigonometry packet and have permission of mathematics and science departments.*

AP Physics I is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

### **AP Physics II**

Grades 11-12, full year

*Prerequisites: The successful completion of PreCalculus or concurrent enrollment and permission of the department.*

AP Physics II is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

# SOCIAL STUDIES

Students attain a strong knowledge of US and world history; world geography; and an understanding of political, social, and economic systems. Through these studies, we seek to instill an understanding of our place and responsibilities in the world and society and an understanding of God's work in our world currently and historically. Students have the opportunity for college-level studies in US and European History.

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## **World Geography & Civilization I: Americas and Europe**

Sixth grade, full year, required

Focusing on the Americas and Europe, students will develop an understanding of geography, culture, politics, and economy of this part of the world with connection to current events. This course includes the review and continued development of necessary map skills.

## **World Geography & Civilization II: Asia, Africa and the Pacific Ocean Nations**

Seventh grade, full year, required

Focusing on the Asia, Africa and Pacific nations students will examine the geography, culture, politics, and economy of this part of the world with connection to current events. This course includes the review and continued development of necessary map skills.

## **Georgia History & Civics**

Eighth grade, full year

The primary goal of Civics is to help students learn how their government operates and their relationship to it. The course is designed to build interest in government and to motivate students to take an active role in our democracy. Another goal of Civics is to foster in students an appreciation of the many rights enjoyed by citizens. It stresses the obligations and duties of responsible citizens in their actions and reactions with citizenship. A third goal of the Civics course is to teach certain skills. To be able to communicate ideas clearly and to participate in citizenship activities in both school and community are necessary to be an effective citizen. In order to accomplish this, not only historical facts but contemporary issues are dealt with. Georgia History is taught during the second semester and is structured to acquaint the eighth grader with the historical highlights of Georgia from the earliest inhabitants to modern day leaders. It is designed to teach and reinforce basic study skills of reading, writing, organizing, and thinking in preparation for increased independent study in high school social studies. This course encourages students to investigate the origins of their school, city, and state in order to have an intimate perspective on growth and change.

## **World History**

### **Honors World History**

Ninth grade, full year, required.

*Prerequisite—the Honors course requires at least a grade of 90 in the previous social studies and English courses and/or permission of the department.*

The World History course is prepared as a survey, giving the students an overall picture of world history from its beginning through the reformation. Emphasis is put on segments of history that directly relate to Western civilization. Our basic aim is to make history come alive for our pupils by teaching the events of the past in relation to the present. Students at this age are not far from active participation in affairs of the world. Their minds are ready to be guided into critical thinking and problem solving as they study man's search for a pattern and a higher level of culture. The Honors course moves at a greater pace, in more depth, and includes more writing preparing students for Advanced Placement studies in history.

## **Economics**

Tenth grade, one semester, required

Economics is a one-semester course designed to help students understand the economic world in which they live and to provide them with a basic understanding of the economic system of the United States. Students examine topics such as decision making, opportunity costs, markets, money and the Federal Reserve System, circular flow of economic activity, supply and demand, profit and competition, business cycles, unemployment, inflation, business ownership, organized labor, taxes, and comparative economic systems.



## **US Government**

Tenth grade, one semester, required (students must take US Government or AP US Government)

This course is designed to be a study of American government from a Christian perspective. Beginning with the basic theories of government, the students explore the principles behind the democratic process. Students examine the ideas of democracy through examination of the Declaration of Independence, the Constitution, national and state governments. Students are encouraged to take an active part in the learning process through the use of lectures, debates, the use of media (video, newspapers, and the Internet), and individual research. As a result, the students will gain a greater understanding of the cause and effects of the philosophy behind democracy as we know it.

## **AP US Government and Politics**

Grade twelve, full year (students must take US Government or AP US Government)

*Prerequisite—at least a 90 in two previous Honors or AP social studies courses or 93 in two previous regular social studies courses and/or permission of the department.*

An analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. Students will take the College Board AP exam at the end of the year for possible college credit.

## **US History**

Eleventh grade, full year, required (students must choose AP or regular US History)

American History is designed to challenge the abilities and interest of each student. The course incorporates factual knowledge with the ability to analyze and interpret historical material. The conclusions should be based on historical accuracy within the framework of recurring issues and themes. A special emphasis is placed on the story of the Christian heritage of this great nation.

## **AP US History**

Eleventh grade, full year, required (students must choose AP or regular US History)

*Prerequisite—permission of department (need to have demonstrated strong writing skills and strong performance in history courses).*

The Advanced Placement Program in United States History is designed to provide students with the analytical skills and factual knowledge needed to understand the problems and events in United States History. The program offers insight into the assessment of historical materials in the areas of religious, economic, cultural, political, and social history. Students who qualify will have the opportunity to complete studies equivalent to college introductory courses in the field and take the AP exam for possible college credit.

## **AP European History**

Grades ten or twelve, full year

*Prerequisite—permission of the department (need to have demonstrated strong writing skills and strong performance in history courses, preferably Honors World History).*

The Advanced Placement Program in European History is intended for qualified students who wish to complete studies in secondary school that are equivalent to college introductory courses in that field. AP European History surveys the basic chronology and major events and trends from the High Renaissance to the recent past. The program prepares students to deal with the analytical and factual knowledge necessary to deal critically with the problems and events in European History. Students who qualify will have the opportunity to complete studies equivalent to college introductory courses in the field and take the AP exam for possible college credit.

## **Psychology**

Grade twelve, full year

This course provides the student with a broad introduction to the science of psychology from a Christian perspective. The course covers basic theories and research on psychological issues. It attempts to provide the student with a better understanding of his/her behavior and the behavior of others by applying the principles of psychology and examining the impact of those behaviors on their everyday lives.

### **Art, Faith, and History (Italy Study Abroad)**

Summer Course for rising eleventh or twelfth grade students. 1 Semester Bible or Fine Arts credit.

*Prerequisite—Application required and completion of AP European History is preferred.*

This course includes a survey of religious, intellectual, cultural, and political history; the development of art and architecture; and selected literature foundational to the Italian Renaissance. Writings and lives of Augustine, Dante, Benedict, and Pope Pius II, among others, are considered. The course considers the interaction of faith and culture by focusing on this period in time and seeks application to today. Students also learn techniques of landscape painting will attend performing arts events as available and relevant (past course included an opera). The course takes place at the *Center for Art, Faith, and History* in Orvieto, Italy and includes visits to Rome, Florence, Subiaco, and Pienza.

## **COMPUTER SCIENCE, TECHNOLOGY AND BUSINESS EDUCATION**

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### **Middle School Computer Programming**

Grades 7 or 8, one quarter

Students will be introduced to computer programming techniques using a variety of programming tools including Lego Mindstorms, Jeroo, and Scratch. Emphasis will be placed on the process of using the computer tools to develop a solution to a given problem. In addition, the students will spend time developing skills in problem analysis, critical thinking, and algorithm design.

### **Introduction to Computer Programming**

Grades 9-12, one semester

Students will be introduced to computer programming techniques using a variety of programming tools. Emphasis will be placed on the process of using the computer tools to develop a solution to a given problem. In addition, the students will spend time developing skills in problem analysis, critical thinking, and algorithm design.

### **AP Computer Science A**

Grades 9-12

*Pre-requisite: Administrative evaluation of student record. Readiness to do college level study and some computer programming experience recommended.*

The AP Computer Science course is an introductory course in the field of computer science. Because the design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science, a large portion of the course will be built around the development of computer programs that correctly solve a given problem. Emphasis will be placed on programs that are understandable, adaptable, and reusable. This process will also be used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. In addition, the responsible use of these systems will be an integral part of the course.

### **Computer Applications & Keyboard Skills**

Grades 7 or 8, one quarter

Students will strengthen keyboard skills and skills with word processing, spreadsheets, database, and presentation software. The course will also cover basic computer operating systems and knowledge of hardware. The course will be taught with a project-oriented approach.

### **Accounting**

Grades 11 or 12, one semester

### **Graphic Design/Desktop Publishing**

Grades 9-12, one semester each

*Pre-requisite: must have completed one year of journalism.*

These courses develop the technical aspects of design and publication in conjunction with the school newspaper and/or yearbook publication.

## PHYSICAL EDUCATION

Being "fearfully and wonderfully made" and our bodies being a "temple of the Holy Spirit" carries blessings and responsibilities. God expects us to develop physically and make decisions that promote a high quality of life in service to Him. Our students are involved in regular PE instruction that promotes motor development, develops skills and attitudes for team and individual games, and instills knowledge in order to encourage healthy and God-honoring decisions related to our bodies. **NOTE — Dance courses also meet the PE graduation requirement.**

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### Health 7

One semester, required.

The students will study a variety of health and fitness related topics. The courses addresses nutrition and lifelong fitness, relationships and peer-related decision-making, substance abuse, and introduces a biblical understanding of human sexuality. A more detailed description is available from the high school office and resources are available in the library.

### Health HS

Usually take during the ninth grade, one semester, required for graduation. May be taken in an online blended learning format.

The courses addresses nutrition and lifelong fitness, relationships and peer-related decision-making, substance abuse, and a biblical understanding of human sexuality that addresses physical, emotional, and spiritual implications. This course includes substance abuse curriculum required by the state of Georgia for driver's education.

### Physical Education 6, 7, 8

Sixth grade: daily, full year, required.

Seventh grade: daily, one semester, required.

Eighth grade: daily, full year, elective.

Middle School Physical Education stresses skills for creating the foundation of a lifetime of physical activity. The students will learn about and participate in various individual and team sports. Team sports addressed include: Volleyball, Basketball, Soccer, Tennis, Badminton, Track and other cooperative activities. Participation, cooperation and team work are emphasized in all activities.

### Physical Education HS

Generally taken in 9th grade, one semester

This course stresses lifetime personal fitness. Students will develop physical skills and knowledge for maintaining overall fitness. This course may include, but is not limited to, fitness walking, aerobics, weight-lifting for beginners, and lifetime sports.

### Weight Training

Grades 9-12, one semester, may be repeated

This may be an introductory or advanced class, depending on grade level of the class. The class emphasizes proper warm-up and stretching to begin the class and may include, but is not limited to, bench press, cleans, incline press, squats, leg press, as well as introductory dumbbell exercises. as well as free weights, this class may include workout machines, incorporating pull-downs and leg curls and extensions. The class emphasizes strength gains during a nine week period.

## GENERAL ELECTIVES

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### **Journalism — Newspaper Staff**

Grades 9-12

Journalism is the study of the art of gathering and reporting news to a mass audience. Students in this introductory course will be taught the fundamentals of journalism, with an emphasis on hands-on, practical experience through the regular production of the student newspaper, The Saga. By the end of the course, students will know how to conduct an interview, write a basic news report, feature story and column as well as identify strengths and weaknesses prevalent in today's media. Lessons on the elements of newspaper design, advertising and communication law/ethics also are taught throughout the year and reinforced through production of The Saga; occasional field trips are planned to various media outlets and local editors, writers, photographers and designers are invited to speak to the class on various topics. This course requires a significant amount of work outside of class.

### **Yearbook Staff**

Grades 9-12

Staff members are in charge of all areas of production of the FPD yearbook, which is a full-color document containing well over 300 pages. Staffers will plan, photograph, design, edit and manage the entire project from beginning to completion; students also will be expected to sell advertising to various businesses to support the yearbook effort. This course requires a significant amount of work outside of class.

### **Broadcast Video Production**

Grades 9-12

1 Semester Course

Students learn to use sound and video equipment for production including planning, recording, editing, and production. Students will be involved in web broadcasting of athletic and other events, in-house news programs, and video promotional materials for the school as well individual creative productions.

### **Instructional Support**

Grades 6-12

Fee based, year-long course unless approved by administration, 1 semester credit

This course is designed for students who would benefit from a class period devoted to academic support. Students will be in a small group with peers and will work with a teacher from the IS department on organizational and study skills so that the student will work to his/her potential. Reminders about homework, quizzes, tests, projects, papers, etc. will be given on a regular basis. Students will also receive remediation in skills as needed. In Middle School, reading, grammar, and math skills will be strengthened. In High School, students will seek help in subjects by request and/or the teacher will determine what area of help is needed. Teachers will be in contact with their classroom teachers in order to help students do their best.

# ACADEMIC & FINE ART EXTRACURRICULAR ACTIVITIES

FPD offers a wide variety of extracurricular activities in the arts and academic areas. Many activities are connected to courses. These include — Concert, Symphonic, Marching, Pep, and Jazz Bands and other occasional ensembles; Chorus; GMEA and GISA band and choral competitions; Dance Team; and Model United Nations. FPD students are also involved in community theatres, a local youth symphony, and other local band and choral ensembles. The following are activities offered by FPD that are solely or primarily extracurricular.

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## **Academic Bowl**

*Grades 6-12*

Teams compete with other schools in a “Quiz Bowl” type format. Students answer questions about a wide range of topics. Most competitions are in the Winter and Spring. Practices are after school.

## **Junior Beta State Convention**

*Grades 7-9*

Junior Beta members compete in mathematics, social studies, spelling, art, and other events. The convention is in the late Fall.

## **Literary**

*High School*

Students compete in various individual and ensemble singing performance events, public speaking, and spelling. GHSA regions and state events include Argumentative Essay, Personal Essay, Humorous and Dramatic Oral Interpretation, US and International Extemporaneous Speaking, Piano, Solo, Girl’s Trio, and Boy’s Quartet. Practices are after school. See Mr. Strickland for information.

## **Math Teams**

*Grades 6-12*

Students compete in a variety of individual and team events on and off campus against other schools. Recent tournaments have included MATHCOUNTS, Berry College, Mercer, Macon State, Georgia Southern, Furman, Harvard-MIT, College of Charleston, Georgia Tech, Clemson, and UGA. The teams practice before and after school, during activity periods, and during Problem Solving courses depending on the availability of participating students. See Dr. Shealy or Mrs. Pearson for information.

## **National Geographic GeoBee Challenge**

*Grades 5-8*

Students compete in class and school competition and may advance to state competition. Students answer questions about US and world geography in a “Bee” format. See Mrs. Pearson for information.

## **Science Fair**

*Grades 7-8*

Students develop, conduct, and present a science investigation. Projects are judged in the school science fair and may advance to regional and national competition. See Mrs. Pearson for information.

## **Middle School Speech (Modern Woodmen Competition)**

*Grades 6-8*

Students compete in class and school competition. Students present three to five minute speeches on a topic chosen annually. See Mrs. Pearson for information.

### **Mock Trial & Debate**

FPD students have also competed successfully in Mock Trial and Debate. Teams may be developed depending on interest of students and availability of staff.

### **FIRST Robotics**

*Grades 6-12*

Students design and build a robot using the Lego Mindstorms system. They program the robot to perform tasks based on annual theme and develop a research project and presentation based on that team. They learn to cooperate as an engineering team. Middle school students compete in the FIRST Lego League and high school students compete in the FIRST Tech Challenge.

### **GISA Middle School Spelling**

*Grades 6-8*

Students compete in class, school, and competition and may advance to regional and state competition. Students spell words in both written test and ultimately a "Bee" format. See Mrs. Pearson for information.

### **Theatre**

*Grades 6-12*

The FPD Theatre Department annually produces an elementary play, a one act play for GHSA regional and state competition, a major musical, a middle school play, and a traditional drama (e.g., Shakespeare, *Our Town*). The school year season may also include additional smaller productions. Auditions are announced several weeks before each production and rehearsals and scene workshops are scheduled outside of school. There is ample opportunity for students to be involved in the casts, scene design and construction, and in technical theatre. Contact Mr. Strickland for information.

### **Dance**

*Grades 7-12*

FPD Dance teams participate in a variety of performance styles and competitions including musical theatre, marching band auxiliaries, hip-hop, and prop dance. Contact Mr. Strickland or Mrs. Gray for information.

### **Jazz Band**

*Grades 7-12*

### **Marching Band**

*Grades 7-12*

The FPD band and band auxiliaries participate in regional competitions each Fall. They perform exhibitions during football game halftimes.

### **FPD Dance Teams**

*Grades 6-12*

The FPD Dance students participate annually regional, national, and international competitions in Hip-Hop and Prop categories and as band auxiliaries.

### **GMEA and GISA Choral and Band Competitions**

*Grades 6-12*

The FPD Fine Arts students participate annually in the Georgia Music Educators Association All-District, All-State, and Group, Solo, and Ensemble Band and Choral competitions. They also participate in the Georgia Independent School Association All-Select Chorus and Concert Band.





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FIRST PRESBYTERIAN  
DAY SCHOOL

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