



Curriculum Guide

Middle School & High School

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



From the FPD Academic Committee

The word curriculum comes from a Latin word that can refer to a racecourse. 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. 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!

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 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

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.

	6th GRADE	7th GRADE	8th GRADE
ENGLISH	Required each year		
MATHEMATICS	Math 6	Pre-Algebra I Accelerated Pre-Algebra Algebra I	Pre-Algebra II Algebra I Geometry
SCIENCE	Life Science	Earth Science	Physical Science Environmental Science
SOCIAL STUDIES	Geography – Americas & Europe	Geography – Asia, Africa, & the Pacific	Georgia History & Civics
BIBLE	Bible 6	Biblical Foundations	
FOREIGN LANGUAGE			Latin I Spanish I
HEALTH & PHYSICAL EDUCATION	PE 6 – Quarterly	PE – Half year: Team Sports & Court Sports Lifetime Sports Outdoor Adventure Athletics Outdoor Games Academy Health – Half year	PE – Full year: Team Sports & Court Sports Lifetime Sports Outdoor Adventure Athletics Outdoor Games Academy
ARTS	Art Theatre Band	Art in Action: 2D Design Art in Action: 3D Design MS Advanced Art Studio	Stage Works: Performance Band Set, Sound, Spotlight
OTHER	Design & Modeling	Cyber Sleuths and App Creators I & II Rocket Science Explorers I & II The Next Chapter	Build and Design Lab I & II Junior Medical Detectives I & II Discovery Science Lab
*Note that electives vary from year to year depending on student demand and availability of teachers.			

HIGH SCHOOL ENTRANCE REQUIREMENTS

MATHEMATICS—Students must have completed Advanced 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 Visual presentation such as PowerPoint, Google Slides, Prezi
- Use a spreadsheet, such as Excel, 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 required for a total of 10 Honors/ AP courses)	UNITS
Bible	All students must complete 7 one semester Bible courses.	3 ½	All students must complete 7 one semester Bible courses.	3 ½
English	English 9-12	4	English 9-12	4
Foreign Language	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
Mathematics	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 Pre-Calculus	4
Science	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
Social Studies	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
Health	Health	½	Health	½
Physical Education	One semester physical education course	½	One semester physical education course	½
Fine Arts		½		½
General Electives		2		2
TOTAL	24 units		24 units	

COURSE SELECTION AT A GLANCE

	MATHEMATICS			SCIENCE		ENGLISH		SOCIAL STUDIES		BIBLE
6	Math 6			Life Science		English 6		Geography: Americas & Europe		Bible 6
7	Pre-Algebra I	Accelerated Pre-Algebra	<i>Algebra I</i>	Earth Science		English 7		Geography: Africa, Asia, & Pacific		Biblical Foundations I
8	Pre-Algebra II	<i>Algebra I</i>	<i>H Geometry</i>	Environmental Science	<i>Physical Science</i>	English 8		Civics/Georgia History		Biblical Foundations II
9	<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>	The Epistles The Prophets
10	<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>	Understanding Scripture Understanding Theology
11	<i>Algebra II</i>	<i>Precalculus</i>	<i>AP Calculus AB</i>	<i>Chemistry Ecology</i>	<i>AP Biology AP Chemistry AP Physics I AP Physics II</i>	<i>American Literature</i>	<i>AP English Language & Composition</i>	<i>US History</i>	<i>AP US History</i>	Christian Ethics Comparative Religions Family Life
12	<i>Alg III/Trig Statistics</i>	<i>AP Calculus AB AP Statistics</i>	<i>AP Calculus BC AP Statistics</i>	<i>Anatomy & Physiology</i>		<i>British Literature</i>	<i>AP English Literature & Composition</i>	<i>Psychology Economics US Gov't</i>	<i>AP US Government AP European History</i>	Apologetics Project LEAD

	WORLD LANGUAGES	ARTS	PHYSICAL EDUCATION	ELECTIVES	
6		Art Appreciation Introduction to Theatre Band 6	Physical Education 6	Design & Modeling	<p>These grids represent the most common sequences. Variations are possible with approval. Some students may move between tracks.</p> <p>Italicized courses are state approved as CPC credits for admission to USG schools and are counted toward the HOPE GPA.</p> <p>All students satisfying FPD graduation requirements exceed HOPE rigor expectations.</p> <p>Shaded tracks are the Accelerated Tracks.</p> <p>Very high performing students pursuing intensive advanced science-related studies may skip Honors Biology but must take AP Biology in 11th or 12th grade.</p>
7			Physical Education 7: Team Sports & Court Sports Lifetime Sports Outdoor Adventure Athletics Outdoor Games Academy Health 7	Cyber Sleuths and App Creators I & II Build and Design Lab I & II Rocket Science Explorers I & II Junior Medical Detectives I & II Discovery Science Lab The Next Chapter	
8	<i>Latin I</i> <i>Spanish I</i>		Physical Education 8: Team Sports & Court Sports Lifetime Sports Outdoor Adventure Athletics Outdoor Games Academy		
9	<i>Latin I, II</i> <i>Spanish I, II</i>	Art I, II, III AP Studio Art - 2D AP Studio Art - 3D	Health	<i>AP Computer Science Principles</i>	
10	<i>Latin I, II, III</i> <i>Spanish I, II, III</i>	AP Studio Art - Drawing Photography Ceramics Theatre	Weight Training	<i>AP Computer Science A</i>	
11	<i>Latin I, II, III, AP</i> <i>Spanish I, II, III,</i>	Technical Theatre Advanced Theatre	(Note that dance classes also satisfy the PE graduation requirement)	Journalism (Yearbook) Sports Communications	
12	<i>Latin I, II, III, AP</i> <i>Spanish I, II, III, AP</i>	Dance Theatre Dance Styles Band			

HONORS AND COLLEGE-LEVEL STUDIES

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

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* Calculus BC Statistics*	English Language & Composition English Literature & Composition*	Studio Art—2D Studio Art—3D Studio Art—Drawing
Biology* Chemistry* Physics I Physics II	US History European History US Government & Politics Latin Spanish Language & Culture	Computer Science A Computer Science Principles

Toccoa Falls College Dual Credit — Some FPD courses (currently marked by * above, but may vary from year to year) may earn dual credit through Toccoa Falls College. FPD will enroll all students in the AP course for the dual enrollment class unless a student opts out by the first week of class. The state of Georgia pays for students to participate in these dual enrollment classes. To receive college credit, students will be required to take a final exam at the end of the course.

Georgia-Funded Dual Enrollment — With permission from the Upper School Principal, a completed application, and a meeting with the College Counselor juniors and seniors may participate in Georgia's Dual Enrollment program by taking courses at participating colleges. To be eligible, students must have a minimum FPD GPA of 3.5. For FPD approval, these courses (1) may be taken during the summer, or students may take one class each semester beyond FPD dual enrollment courses, 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.

COMMUNITY SERVICE PROGRAM

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 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 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 more than 30 a year carry over to the next year.

The Diploma Endorsements recognize students with interests in STEM, Community Service, 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 semesters of arts coursework and/or private studies.

Practicum – 120 Practicum Points during grades 9-12. Applications for the Fine Arts Endorsement must be submitted to the Fine Arts Director by October of the student’s senior year. Students must at least satisfy half the required hours in Commitment. Students are required to complete a reflection paper on performance, training, and their culminating activity.

- **Exposure –** 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 –** 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 –** 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 which is approved by the Director of the Fine Arts.

Science, Technology, Engineering, and Mathematics

Interest/Career Aptitude Evaluation –

- Students must complete the YouScience Latitude Career Aptitude Assessment.

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, engineering club, 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 take the AMC12.

Service Hours –

Minimum of 320 community service hours over four years of high school.

Community Service

Practicum –

120 Practicum Points during grades 9-12. Students must have activities in at least two of the three areas.

- *Exposure* (5-10 points each) – Exposure activities include seminars, conferences, interviews with community stakeholders, lectures, tours of facilities, an article on service and a written summary, etc. These activities are service-related but require little commitment and generally last from one hour to a couple of days.
- *Commitment* (20 points each) – Commitment activities require significant time and effort. They may include curricular components like Project LEAD and/or co-curricular activities such as leadership in a community service project, reading a book related to service and discussing it with a faculty/staff member (see the Director of Spiritual Life for book recommendations), internships, and leadership roles in other community service clubs and organizations, such as being on a teen board for a community partner.

Immersion (30 points each) – Immersion activities require full-time commitment and include activities such as trips in addition to the one required school trip (credit for each trip after the first that is required), or 100 hours of service with one agency working directly with a distressed population (30 points for each 100-hour commitment to the same agency). These must be direct hours.

Culminating Experiences –

Selection of a Concentration Area –

- A student will select an area of concentration (e.g., children in poverty or elderly adults with Alzheimer's). This is ideally done during the spring semester of a student's junior year.
- During the senior year, students will complete 40-50 hours of service with one agency in the chosen concentration area.

Action Plan Research Paper (7-9 pages)

– The paper should include:

- Research findings on the chosen community service concentration (3-4 pages)
- A summary of experiences in the concentration during the senior year (1-2 pages)
- A comparison of research findings and personal experiences (1 page)
- Suggestions for improvements in the service in concentration (1 page)
- Reflection on how personal experiences in concentration have affected/changed/transformed the student's perspectives and sentiments about the concentration area (1 page)
- Public Presentation - The students will discuss and defend their Action Plan Research Paper to a committee that consists of a community partner, an FPD Administrator, an FPD faculty member or staff member, and the Director of Spiritual Life (or the person who oversees the FPD Community Service program).

GENERAL ACADEMIC POLICIES

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 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 parents. 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's 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 FPD school calendar located at fpdmacon.org. All teachers are responsible for timely posting of grades in Viking Connect 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 online. 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 grades 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 7th or 8th grade student will have that course's final calculated as 20% of the semester average. 6th grade semester exams count as 6% of the semester average.

Summer School

High School students who have failed a course are required to make up that course with a passing mark at a fully accredited program such as the online classes through Georgia Virtual School or others which are approved by FPD and have met accreditation standards.

Middle School students who have failed Math or English must attend summer remediation for each failed course. The remediation is offered at FPD and taught by members of the FPD faculty and staff.

Students desiring to take a new course in summer school must obtain permission from the Upper School Principal and have 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 to enroll in Geometry next fall).

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

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 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 3rd 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.

- To qualify for graduation honors, a student must have attended 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 based on 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 Ed-Educators 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 is often used for admission to gifted programs and by teachers and the Instructional Support staff for diagnosis and remediation. Designed for college preparatory schools.
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.
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. FPD may offer SAT school day tests on campus.
10, 11, 12	College Board Advanced Placement	Course specific exams used by colleges to grant college credit for college-level studies in high school. AP tests are mandatory for students enrolled in AP classes on campus.
7-12	American Mathematics Competitions — AMC 8, 10, 12	All 7th and 8th Grade Algebra I students take the AMC 8 exam. Students are recommended by the Math Department for participation in the AMC 10 and AMC 12 exams. Scores are used by highly selective STEM-related universities in their admissions process.

COLLEGE ADMISSIONS ASSISTANCE

The College Counselor is 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 and summer to sophomores and juniors.

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

The FPD College Counselor assists students and parents through the college application process and provides support throughout. Parents and students are encouraged to be actively involved in this process and to take full advantage of the help available: <https://www.fpdmacon.org/academics/college-counseling/>. 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.

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, school recommendations, essays, and personal interviews. (Admissions applications to competitive colleges and universities request a listing of FPD's most advanced courses 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

It is the senior's responsibility to request through Naviance any transcripts and supporting documentation (e.g., recommendations) that need to be submitted by the FPD College Counseling Office to colleges to which the student applies.

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 by. It is the student's responsibility to make sure all documents are submitted on their behalf. Students will also need to make sure they have sent colleges their standardized test scores. Most colleges have a status check or a portal for students to track submissions. It is imperative that students read emails from colleges and college counselors.

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

COLLEGE ADMISSIONS ASSISTANCE (cont.)

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 students' performance.

College Visitation

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 begin visiting colleges early in their high school years. Vacation periods and family trips are 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 and get an accurate picture of life on the college campus.

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. All core classes also count toward the HOPE scholarship. Comparative Religion, AP Computer Science A, and AP Computer Science Principles also count toward HOPE.

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.



**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.

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.

Biblical Foundations I

The class will explore "The Gospels and the Church," and is designed to explore the foundational relationship between the teachings of the Gospels and the mission and life of the Christian Church. It aims to deepen students' understanding of how the messages of Jesus, as recorded in the Gospels, shape the identity, doctrine, and practices of the Church. Through this course, participants will gain insight into the historical, theological, and spiritual dimensions of the Gospels, while also reflecting on how these texts continue to guide the Church's role in the world today.

Biblical Foundations II

The class will explore "The Story of Our Faith in the Old Testament," and is designed to help students discover the rich, foundational narratives of the Hebrew Scriptures and their significance to the Christian faith. By exploring key stories, characters, and themes, this course aims to deepen understanding of how God's covenant with Israel shapes our spiritual heritage and prepares the way for the coming of Christ. Students will engage with the Old Testament not only as ancient history but as a living testament to God's ongoing relationship with His people, enhancing their faith and connection to the broader biblical story.

The Prophets: Messengers of God

Ninth or Tenth grade, one semester

"Messengers of God: Understanding the Prophets" is designed to help students deepen their understanding of the prophetic voices that shaped the Christian faith. By studying the lives, messages, and challenges of the Old Testament prophets, this class highlights how their call to repentance, justice, and hope prepares the way for Christ's arrival. Students will explore how the prophets not only foretold the coming of the Messiah but also laid the foundation for key themes in Christian doctrine, such as God's covenant, salvation, and the nature of God's justice and mercy. Through this course, participants will gain a richer appreciation for how the prophetic tradition shapes our understanding of Christ and His mission, enriching their own faith journey.

The Epistles: Guidance for Christian Living

Ninth or Tenth grade, one semester

"The Epistles: Guidance for Christian Living" is an inspiring journey through the powerful letters of the New Testament, where the apostles passionately shared God's truth and vision for our lives. This class will dive deep into the rich, practical teachings of Paul, James, Peter, and John, exploring how their words speak directly to the heart of what it means to live as a follower of Christ. With themes like love, grace, community, and holiness, the epistles offer not just ancient wisdom but a radical, life-changing blueprint for everyday Christian living. Students will discover how these letters empower us to face modern challenges with bold faith, to build authentic relationships, and to live out God's call to be a light in the world. This course is a call to embrace the transformative power of the gospel and let it shape every part of our lives.

Christian Ethics: Navigating Today's World with Biblical Wisdom

Eleventh or twelfth grade, one semester

A dynamic and responsive course designed to address the pressing moral and ethical issues of our time through a Christian lens. This class explores how the timeless teachings of Scripture apply to contemporary challenges—such as social justice, race, gender, politics, technology, and environmental stewardship—equipping students to engage with these issues in a

Christ-centered way. Each session will draw from real-world events and current trends, helping students apply biblical principles to navigate the complexities of modern life. By exploring both foundational ethical teachings and relevant case studies, this course empowers participants to make informed, compassionate, and faithful decisions in a rapidly changing world. Through open discussion, reflection, and the study of Scripture, students will gain the tools to actively live out their faith in a way that speaks to the challenges and needs of today's society.

ELECTIVE BIBLE 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 God's Word: How to Use the Bible

Ninth or tenth grade, one semester

"Understanding God's Word: How to Use the Bible" is designed to equip students with the tools and skills necessary to engage deeply with the Bible. This class will guide participants through the process of reading, interpreting, and applying Scripture to their daily lives. Students will learn how to navigate the different genres, historical contexts, and literary styles of the Bible, while also discovering practical methods for studying and reflecting on God's Word. The goal is to help individuals build a lasting, meaningful relationship with the Bible—unlocking its wisdom, truth, and power for personal growth, spiritual maturity, and a deeper connection with God. Whether you're new to the Bible or seeking to deepen your understanding, this class will empower you to confidently use God's Word as a source of guidance, encouragement, and transformation.

Christian Theology

Ninth or tenth grade, one semester

"Christian Theology" is a foundational class designed to explore the core beliefs and doctrines that shape the Christian faith. Through this course, students will dive into key theological concepts such as the nature of God, the person and work of Jesus Christ, the role of the Holy Spirit, salvation, sin, the Church, and the Kingdom of God. The class will also examine how these theological truths are rooted in Scripture and have been understood throughout Church history. By engaging with both classical and contemporary perspectives, participants will develop a deeper understanding of what Christians believe, why these beliefs matter, and how they shape our lives and relationships with God. This course invites students to explore the richness of Christian doctrine while fostering a personal connection to the truths that lie at the heart of the Christian faith.

Comparative Religion

Eleventh or twelfth grade, one semester

A comprehensive course that examines the major world religions, as well as the diverse branches and movements within Christianity, including cults and sects. Using North American Protestantism as a foundation, this class explores the core beliefs, practices, and history of Christianity, comparing them with other world religions such as Islam, Hinduism, Buddhism, and Judaism. Students will also delve into the different Christian denominations and movements, analyzing how they interpret key theological concepts like salvation, the nature of God, and the authority of Scripture. Special attention will be given to understanding Christian cults and sects, such as the Jehovah's Witnesses and Mormonism, exploring how these groups differ from mainstream Christianity in their beliefs and practices. The course aims to foster an informed and respectful understanding of the religious landscape, encouraging students to critically engage with both the similarities and differences between these diverse faith traditions, while gaining a deeper insight into the complex nature of belief, identity, and spiritual expression in the modern world.

Family Life: Building Strong, Christ-Centered Relationships and Life Skills

Eleventh or twelfth grade, one semester

A comprehensive course designed to equip students with both the biblical wisdom and practical life skills needed to thrive in today's world. This class covers foundational principles for building strong, healthy family dynamics—emphasizing marriage, parenting, communication, and conflict resolution—all rooted in Christian values. In addition to relational topics, the course also includes essential life skills that every family member should know, such as handling money wisely, writing thoughtful thank you cards, creating an effective resume, and learning practical tasks like CPR, changing tires, and interacting confidently with police. Students will also gain confidence in everyday activities, from tying a tie to managing stress, all while

reflecting on how these skills can be used to honor God and serve others. This course is designed to provide a holistic approach to family life, combining faith, personal development, and practical skills for success in both the home and the wider world.

Apologetics: Defending Your Faith

Eleventh or twelfth grade, one semester

A dynamic course designed to equip students with the knowledge, skills, and confidence to defend the Christian faith in a thoughtful, respectful, and compelling way. This class will explore the foundational arguments for the truth of Christianity, addressing key questions and challenges posed by skeptics, atheists, and adherents of other worldviews. Students will engage with philosophical, historical, and scientific evidence that supports the existence of God, the reliability of Scripture, the resurrection of Jesus, and the problem of evil. The course will also cover practical strategies for engaging in conversations with people from diverse belief systems, helping participants to respond with grace and clarity, while strengthening their own faith. Whether you're seeking to strengthen your own convictions or prepare for meaningful dialogue, this class will provide the tools you need to confidently and lovingly defend the hope that is within you.

Project Lead

Eleventh or twelfth grade (students may take 2 years of Project Lead)

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 the world's most successful leaders throughout history.

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, worldviews and arguments in both classical and contemporary literature.

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.

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 writing assignments. All subject matter is viewed through the lenses of the principles expressed in God's Word.

English 10

The 10th 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 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 subgroups; 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 middle school students are involved in art, music, and/or drama and high school students study at least one semester. Students with interests and abilities may participate in concert band, chorus, and major theatrical productions. Our arts faculty also works closely with the rest of our faculty to design instruction that complements and enhances instruction in other curricular areas.

Art

MS Art Appreciation

Sixth Grade, one Quarter

This class will explore art in 2D and 3D forms which will include a variety of mediums. Students will begin this class with an exploration of color theory through study of the color wheel. Students will work with watercolor, acrylic, collage, clay, pencil, colored pencils and oil pastels in art classroom. The emphasis will be on fostering an interest in Art and creativity along with student perceived success.

Art in Action: 2D Design

Grades 7-8, one quarter

The intent of this course is to offer students a strong foundation of self-expression in two-dimensional design. 2D Art is a one-quarter course. Students will learn the basic elements of Art. 2D Art gives students the opportunity to develop their visual language and learn about art history while communicating in a variety of two-dimensional artwork.

Art in Action: 3D Design

Grades 7-8, one quarter

The intent of this course is to offer students a strong foundation in three-dimensional design. 3D art is a one-quarter course. Students will learn the basic principles of design. 3D Art gives students the opportunity to develop their visual language and learn about art history while communicating ideas in a variety of three-dimensional artwork.

MS Advanced Studio Art

Grades 7-8, 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 artwork. 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 pencils, 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 and exploration will be the emphasis.

Art III

High school, one semester or full year Prerequisites: Art 1 & 2.

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 & Design

Grades 10-12, one semester (because of limited darkroom, space classes are limited to 8-10 students) 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 pinhole techniques to create photographs. An emphasis will be on creative interpretation of the assignments as well as darkroom techniques. Students will also gain knowledge of organizing and using design elements to create successful work. Composition and visual communication will be the focus.

Ceramics

Grades 10-12, one semester

Prerequisite: None

Basic ceramic construction will be introduced including pinch pots, coil and slab methods as well as hand building 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

Full year

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 solely on a written examination; instead, students submit portfolios for evaluation at the end of the school year. Some writing is required. Each portfolio requires submissions in two distinct sections. The sections are (1) Selected Works and (2) Sustained Investigation.

Experimentation, inquiry and revisions are highly encouraged. 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

MS Intermediate Band Class

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. 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 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 Tradition of Excellence Books 1 & 2 by Bruce Pearson as a continued curriculum.

MS Advanced Preparatory Band Class

Grades 7-8

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 for 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 mature musicians. 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 notations 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

MS 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, class exercises, monologues, and original scene development. Students learn stage directions and theatre terminology and are introduced to the technical areas of scenery, lighting, costumes, and sound. The semester ends with creation of short plays or scenes that are written, designed, directed, and performed by the students.

Stage Works: Performance

7-8 grade, one semester

This class provides a survey of many theatre activities with special emphasis on acting, auditioning, and scenic design.

Set, Sound, Spotlight

7-8 grade, one semester

This course provides hands-on instruction in all the major areas of technical theatre: scenery, costumes, lighting, sound, and make-up. Students will learn professional techniques in all areas and put their knowledge to use on actual FPD Theatre productions.

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 as some of the classical theatre styles that used masks. 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, and basic sound and lighting operation. 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 continues 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 full-length production with complete technical details. This play will be performed for a public audience.

Dance

Theatre Dance Styles

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

An introduction to the types of dances 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 increasingly in contact with other cultures and as the United States 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 or Spanish for as many as six years in the middle and high school at FPD.

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 knowledgebase 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 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 lengthier. Our study of Homer is continued with a year-long reading of the Odyssey in English.

Latin III (Honors Course)

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 on 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.

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 find 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. 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.

Spanish

Spanish 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

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 (Honors Course)

Prerequisite — at least a B in Spanish 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 end several 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 of 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.

AP Spanish

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 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.

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 FPD's 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 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.

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.

Pre-Algebra I

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 II

8th grade, full year

Prerequisite: Pre-Algebra I taken in 7th grade

This course provides a foundational introduction to algebraic thinking and prepares students for higher-level mathematics. Major areas of study include developing and applying proportional relationships; performing operations with rational numbers; working with expressions, linear equations, and systems of equations; and understanding functions to describe quantitative relationships. Students will solve problems involving scale drawings, informal geometric constructions, and two- and three-dimensional figures, including applications of area, surface area, volume, similarity, congruence, distance, angle relationships, and the Pythagorean Theorem. The course also includes modeling relationships in bivariate data and drawing inferences about populations based on samples. Through consistent practice and problem solving, students will strengthen mathematical reasoning, precision, and the ability to apply mathematics to real-world situations. The 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.

Accelerated Pre-Algebra

Seventh grade, full year

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

This course provides a foundational introduction to algebraic thinking and prepares students for higher-level mathematics. Major areas of study include developing and applying proportional relationships; performing operations with rational numbers; working with expressions, linear equations, and systems of equations; and understanding functions to describe quantitative relationships. Students will solve problems involving scale drawings, informal geometric constructions, and two- and three-dimensional figures, including applications of area, surface area, volume, similarity, congruence, distance, angle relationships, and the Pythagorean Theorem. The course also includes modeling relationships in bivariate data and drawing inferences about populations based on samples. Through consistent practice and problem solving, students will strengthen mathematical reasoning, precision, and the ability to apply mathematics to real-world situations. The 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.

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. The course emphasizes conceptual understanding, skill development, and mathematical reasoning through the study of linear and quadratic equations and inequalities, systems of equations, and functions, including linear, quadratic, and exponential relationships. Students apply algebraic operations and simplifications, including factoring; work with polynomials and rational expressions; analyze and interpret graphs; and represent relationships algebraically, graphically, and verbally. Basic statistics and probability are introduced to help students organize, interpret, and analyze data. Emphasis is placed on problem solving, precision, quantitative reasoning, and mathematical modeling. The 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.

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 at least a 95 average in ninth grade Algebra I may be considered with recommendation and approval of the department.

Geometry is developed as a study of form, shape, and spatial pattern. Skills in drawing, constructing, and visualizing different two- and three-dimensional figures are taught 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 average 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 be developed 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. Topics include polynomial, rational, radical, exponential, logarithmic, and introductory trigonometric functions, as well as operations with polynomials and rational expressions, complex numbers, sequences and series, and the analysis and solution of linear and quadratic equations and systems. Additional emphasis is placed on statistics, mathematical modeling, and the use of technology for data analysis and visualization. Instruction focuses on

conceptual understanding, problem solving, collaboration, and the application of mathematical principles to real-world situations.

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 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.

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.

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 with 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.

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.

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.

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 animals; 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 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 ecosystems 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 result is truth, new thinking that emerges from trial and error. Investigation generally follows lectures 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 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.

Ecology

Ecology is a science course that explores the relationships between organisms and their environments through hands-on, real-world learning. Promoted as a “Living Campus” class, students will conduct field studies and applied projects in the school garden, greenhouse, and other outdoor learning spaces while mastering core ecological principles. Through cross-division collaborations, high school students will lead and participate in hands-on projects with middle and elementary students, strengthening both scientific understanding and leadership skills in an authentic, community-centered setting.

AP Biology

Prerequisite—A grade of 88 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 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 recommendations).

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 or higher, Biology with a grade of 92 or better, or have permission from 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: A grade of 88 or higher, and teacher recommendation in Honors Chemistry.

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 attempt 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 result is truth, new thinking that emerges from trial and error. Investigation generally follows lectures 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.

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 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 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. 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 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 using 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.

COMPUTER SCIENCE, TECHNOLOGY AND BUSINESS EDUCATION

MS Design & Modeling

Grade 6, one quarter

Students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy.

Cyber Sleuths and App Creators I & II

Grades 7-8 up to 2 quarters

This course allows students to discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects that blend hardware design and software development. Students will design and develop a physical computing device, interactive art installation, wearable, or mobile app as they plan and write code for microcontrollers and applications that solve authentic problems, highlighting the positive impact of computer science on other disciplines and society. Through project choice in areas such as health, the environment, emergency preparedness, education, community service, and school culture, students will customize their learning while bringing their ideas to life.

Build and Design Lab I and II

Grades 7-8 up to 2 quarters

This course builds on Design and Modeling (6th grade STEM course) by giving students hands-on experience with industry-relevant 3D design tools. Students will create, modify, and refine digital models using Tinkercad and OnShape, progressing from kid-friendly design software to professional engineering platforms used in real-world architecture and design fields. Through project-based learning, students will strengthen problem-solving skills while exploring sustainable and innovative design solutions using free, accessible software.

Rocket Science Explorers I & II

Grades 7-8 up to 2 quarters

The exciting world of aerospace comes alive through the Flight and Space unit. Students become engineers as they design, prototype, and test models to learn about the science of flight science and what it takes to travel and live in space. They solve real-world aviation and space challenges and plan a mission to Mars.

Junior Medical Detectives I & II

Grades 7-8 up to 2 quarters

Students play the role of real-life medical detectives as they collect and analyze medical data to diagnose disease. They solve medical mysteries through hands-on projects and labs, measure and interpret vital signs, examine nervous system structure and function, and investigate disease outbreaks. Additionally, students learn CPR, concussion protocols, and stitching.

AP Computer Science A

Grades 10-12

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 Science Principles

Grades 10-12

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical (collegeboard.org).

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 to encourage healthy and God-honoring decisions related to our bodies.

NOTE — Dance courses also meet the PE graduation requirement.

Health 7

One semester, required.

The students will study a variety of health and fitness related topics. The courses address 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 during the ninth grade, one semester is required for graduation. May be taken in an online blended learning format. The courses address 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.

MS Physical Education:

6-8th Grades: daily, quarterly, required.

Court Sports and Team Sports

Grades 7-8, quarterly

This course focuses on developing fundamental skills, strategies, and teamwork through a variety of court and field sports such as basketball, volleyball, tennis, soccer, and flag football. Students will practice sport-specific skills, learn game rules and strategies, and participate in small-sided and full-team games that emphasize sportsmanship, cooperation, and healthy competition.

Outdoor Adventure Athletics

Grades 7-8, quarterly

Outdoor Adventure Athletics challenges students to build strength, agility, and problem-solving skills through obstacle courses, agility drills, outdoor challenges, and scavenger hunts. Primarily held outdoors, this course emphasizes teamwork, perseverance, and creativity while encouraging students to step outside their comfort zones and stay physically active in dynamic environments.

Outdoor Games Academy

Grades 7-8, quarterly

This course introduces students to a variety of fast-paced and engaging outdoor games such as kickball, capture the flag, 9-Square, and ultimate frisbee. Students will develop fitness, teamwork, and strategic thinking skills while enjoying recreational games that promote fair play, communication, and active participation.

Lifetime Sports

Grades 7-8, quarterly

Lifetime Sports exposes students to activities they can enjoy throughout their lives, including pickleball, golf, disc golf, hiking, archery, bocce ball, cornhole, croquet, and badminton. The course emphasizes skill development, personal fitness, and an appreciation for recreational activities that support lifelong health and wellness.

8th Grade Boys Weights

3rd and 4th Quarter

This introductory weight training class is designed specifically for 8th grade boys as an orientation to the expectations and structure of a high school strength training program. Students will learn proper form, weight room safety, spotting techniques, and foundational lifts while building strength, confidence, and discipline. The course emphasizes goal setting, personal responsibility, and teamwork to prepare students for success in a high school athletic environment.

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 life-time 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.

Outdoor Leadership

Grades 9-12; boys only, one semester

This course combines physical challenge with character formation, guiding young men to develop leadership, resilience, and teamwork through outdoor adventure. Rooted in the cardinal virtues—prudence, justice, fortitude, and temperance—students will engage in activities such as hiking, orienteering, survival skills, and team-based challenges. These experiences will foster both physical fitness and moral strength, equipping students with the confidence and discipline to lead with integrity. This course fulfills a Physical Education credit and is designed for those who seek to grow in both body and character through active, hands-on learning in the great outdoors.

GENERAL ELECTIVES

Yearbook Staff

Grades 9-12

Staff members oversee all areas of production of the FPD yearbook, which is a full-color document containing well over 300 pages. Staff 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.

Sports Communications

Grades 9-12

Sports Communications is an elective course designed for students interested in sports reporting, broadcasting, and media. Students will develop skills in sports writing, interviewing, game analysis, and live reporting while learning the fundamentals of journalism and effective communication. Through both written and spoken assignments, including articles, commentary, and on-camera or podcast-style presentation, students will build confidence, clarity, and professionalism in sharing sports stories with a wider audience.

Discovery Science Lab

Grades 7-8

This course will focus on hands-on activities promoting the development of investigative research skills necessary to carry out the scientific method. Students will complete the quarter by creating their own science project. Most of the work will take place during class. The teacher will lead students through the process of choosing a problem, identifying variables, creating a test, and arriving at an exciting solution! Investigations will include areas such as biology, technology, chemistry, physics, health, etc.

The Next Chapter

Grade 7-8

Students will read a book each month selected from popular young adult fiction. They will participate orally in discussion groups with their own questions, topics, or favorite passages. They will post responses to prompts in an online discussion group.

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 need-ed. Teachers will be in contact with their classroom teachers to help students do their best. Middle school students receive testing accommodations and high school students receive testing accommodations as approved by College Board. Instructional Support is not designed as an individual tutoring service.

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.

Literary

High School

Students compete in various individual and ensemble singing performance events, public speaking, and spelling. GISA 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 Dr. 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. 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 students participating.

Middle School Speech

Grades 6-8

Students compete in class. Students present three-to-five-minute speeches on a topic chosen annually.

Mock Trial

FPD students have also competed successfully in Mock Trial. 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. See Mrs. Hubbard for information.

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 Dr. Alvarez for information.

Theatre

Grades 6-12

The FPD Theatre Department annually produces an elementary play, the One Act play for GISA 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 cast, scene design and construction, and in technical theatre. Students are not required to be enrolled in Theatre classes during the school day to participate in Theatre productions. Contact Dr. 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 Dr. Strickland or Mrs. Gray for information.

Jazz Band

Grades 6-12

Pep Band

Grades 7-12

The FPD pep band perform during varsity basketball games.

FPD Dance Teams

Grades 6-12

The FPD Dance students participate annually in 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.