

**Art of Filmmaking (242):** Lights, Camera, Action!! This full-year course provides an introduction to the art of cinema through the techniques and procedures of filmmaking, including screen writing, cinematography, directing, editing, and sound. Students will explore, discuss, and analyze films from the world's greatest filmmakers and work in groups to create short drama, action, and comedy films. (Grades 9-12)

**3D Animation & Visual FX – Honors (243):** In this full-year course, students will explore the world of computer-animated graphics, design, and visual effects. Student will start with the creation of flash interactive movies and games and end with the creation of film video effects and 3D animated objects. This class is highly recommended for anyone wishing to explore a career in Animation, Video Production, Art, Advertising, or visual FX. **Prerequisite: 80% or better in Art of Filmmaking or Graphics and Web Site Design.** (Grades 9-12)

**Screenwriting – Honors (241):** In this one-semester class, students will explore how to tell a story and learn to decipher the content and structure of stage and screen. Students will learn how to analyze scripts for artistic merit, theme, character, conflict, structure, and marketability. As part of the course, students will write multiple scripts as well as a full short film script. **Prerequisite: 80% or better in Art of Filmmaking.** (Grades 10-12)

**Applied Filmmaking – Honors (240):** The one-semester course explores advanced techniques for filmmaking. Students will begin preparing and creating a portfolio of their works, including: dramas, single scene edits, scene recreations, short films, internet videos, and more. **Prerequisite: 80% or better in Art of Filmmaking.** (Grades 10-12)

**Broadcast Journalism (238):** This class focuses on the production of the two major student news outlets, the *Faith Lutheran News Network* and *The Crusader Chronicle Online*. The class equips students with the skills necessary to perform as a news producer, reporter, editors and/or writer for modern news organizations that publish using all different types of media. The curriculum covers several aspects of broadcast journalism and print journalism including broadcast news writing, television reporting videography, video editing, writing, print editing, photography, and story types. They will also be participating in live producing new broadcasts and apply mass communication law. Students will learn the rights and responsibilities of high school journalists as they work to produce the high school online news site and news network for a Christian-focused school. Students will focus on specific story types, such as features, special interest, sports, editorials, columns, and school issues. **Prerequisite: Interview/video application with teacher, must enjoy writing.** **Recommended but not required: MS Journalism, MS Broadcast Journalism**

**NEW CLASS!!! Sports Broadcast Journalism/And Investigative REPORTING – Honors (244):** This class focuses on the production of the two major student news outlets, the *Faith Lutheran News Network* and *The Crusader Chronicle Online*. Students chosen for sports broadcast and investigative reporting will do written and oral commentary of sports news and or conduct investigative reporting on and off campus. Students will develop skills and attitudes often used in business and work worlds, including written and oral communication, cooperation in small groups, independence, responsibility in roles such as Editor-in-Chief, Assistant Editor, This is an honors course and considerable time outside of class is required. **Pre-requisite: A or B in Broadcast Journalism (238).** (Grades 10-12)

**NEW CLASS!!! Broadcast Journalism--Leadership – Honors (244):** This class focuses on the production of the two major student news outlets, the *Faith Lutheran News Network* and *The Crusader Chronicle Online*. Students in this course will serve as editors, directors, or the Editor-in-Chief for Faith's news network. These leaders will be expected to work independently to produce major segments, special pieces, or entire program. **Pre-requisites: A or B in Sports Broadcast-Journalism (honors) or Investigative Reporting (honors).** (Grades 10-12)

**NEW CLASS!!! Broadcast Journalism--Portfolio - Honors (244):** Students in Broadcast Journalism--Portfolio (honors) maintain leadership positions in the *Faith Lutheran News Network* and *Crusader Chronicle* but will spend considerable time creating and publishing their own portfolio web page. News reel and writing samples will be compiled to create a compelling portfolio for use in college admission or internship/job applications. **Pre-requisites: A or B in Sports Broadcast-Journalism (honors) or Investigative Reporting (honors), or Broadcast Journalism--Leadership (Honors).** (Grades 10-12)

**Computer Science & iPhone Development (220):** This full-year course is an introduction to computer programming. The emphasis of this course is on techniques of program development using the iPhone. Topics include control structures, objects, classes, inheritance, simple data structures, and basic concepts of software development. Currently, Objective-C is the programming language used in the course. Recommended for electrical, robot, software, nuclear, and space engineering. **Prerequisite: One year of HS computer science.** (Grades 10-12)

**Engineering I & II - Honors (235):** In this course, students will explore the world of robotics, one of the fastest growing technologies in our society. Students will gain skills and knowledge in mechanics, structure assembly, software programming, sensor electronics, motors, and gear ratios. Work in this class will develop skills related to Faith Lutheran's participation in a nationally recognized robotics competition in March. Upon completion of the robotics competition, students will explore topics ranging from rocketry to ballistics to civil engineering. Priority enrollment is given to STEM students. **Prerequisite: 87% or better in Algebra II - Honors and Chemistry I - Honors OR 90% or better in Algebra II and Chemistry I.** May be taken for Science or Computer Science credit. (Grades 11-12)

**NEW CLASS!!! AP Computer Science Principles (250):** This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, this course will prepare students for future Computer Science courses and college in general. **Prerequisite: 87% or better in Geometry honors or 90% or better in Geometry or Website Design or iPhone Development.** (Grades 9-12)

**AP Computer Science using Java (223):** This full-year course is highly recommended for students interested in pursuing a career in computers or engineering. This course will continue to develop the student's problem solving and programming skills in preparation for the **AP Computer Science Exam**. The students will learn the core concepts of the Java programming language with a strong emphasis on object-oriented techniques. **Prerequisite: Intro To Computer Science & iPhone Development.** (Grades 10-12)

**Network Administration--Independent Study (227):** This course prepares the student to prove their expertise with desktop, server, and networking components. Students will study and learn computer networking basics. The students will also be responsible for managing, troubleshooting, and overseeing the Faith Lutheran Network. This course will help students prepare for the Microsoft certification exam. **Prerequisites: Approval of Network Administrator.** (Grades 9-12)



## High School Foreign Languages Department

*Faith Lutheran requires the completion of two credits of a foreign language for graduation. This requirement means two years of the same language. MS intro courses do not count for high school credit.*

**French I (656):** This class will develop French conversation skills and cultural sensitivity by interweaving language and culture. Students will understand the structure of the language thus enhancing comprehension. An emphasis will also be placed on developing students' listening, writing, and reading skills throughout the course. (Grades 9-11)

**French II (657):** French II continues in the development of the student's linguistic proficiency in French through a fully integrated approach to language learning. The four skill areas, listening, reading, writing, speaking, as well as cultural awareness, provide the necessary practice for improvement. Emphasis on speaking and structural analysis for stronger communication and reading comprehension skills are also goals of French II. (Grades 9-12)

**French III - Honors (661):** French III encourages students to apply advanced grammar skills through reading, writing, and communication. The French culture is examined through an introduction to French literature and Francophone geography. Instructed entirely in French, students become more proficient in the target language. **Prerequisite: 80% or better in French II.** (Grades 10-12)

**French IV - Honors (663):** French IV challenges students to read, write, and speak at a more advanced level. Attention is given to individual writing style and interpretation of literature. Structural analysis continues to be a strong factor for improvement. Instructed entirely in French, students are encouraged to speak French as much as possible. **Prerequisite: 80% or better in French III - Honors.** (Grades 10-12)

**AP French V (671):** Students will read and critically assess, in the target language, historically and classically important literary texts with a view toward perfecting language skills and developing a college, entry level, understanding of the contributions of French history and literature to the creation of Occidental culture. **Prerequisite: 80% or better in French IV - Honors.** (Grades 11-12)

**Spanish I (641):** Spanish I lays the foundation in the development of the student's linguistic proficiency in Spanish through a fully integrated approach to language learning. The four skill areas, listening, reading, writing, speaking, as well as cultural information, provide the necessary practice to increase the student's skill and cultural awareness. (Grades 9-12)

**Spanish II (642):** Spanish II continues in the development of the student's linguistic proficiency in Spanish through a fully integrated approach to language learning. The four skill areas, listening, reading, writing, speaking, as well as cultural information, provide the necessary practice to increase the student's skills and cultural awareness. A focus on independent growth and ownership of the language is required in this course. (Grades 9-12)

**Spanish II - Honors (659):** This course continues in the development of the student's linguistic proficiency in Spanish through a fully integrated and accelerated approach to language learning. The four skill areas (listening, reading, writing, speaking) along with cultural information provide the necessary practice to increase the student's skills and cultural experiences in preparation for Spanish III - Honors. **Prerequisite: 87% or better in Spanish I or Spanish IA/IB.** (Grades 9-10)

**Spanish III (645):** In this course, students will continue to practice and strengthen their grammar, writing and speaking skills while learning additional verb tenses and vocabulary. Students will be introduced to literature in the Spanish language by reading stories. They will be encouraged to speak, read and write in Spanish as they expand their knowledge of, and exposure to, the language. During second semester, students will study the geography, history and culture of Spain. They will also become familiar with Latin American culture and literature through the works of Gabriel García Márquez and other authors. (Grades 10-12)

**Spanish III - Honors (665):** This course challenges the student to continue strengthening their grammar and writing skills as well as working toward fluency in the spoken language. It provides an introduction to the authors of Spain, Guatemala and Colombia (Ana María Matute, José Milla and Gabriel García Márquez). Students will develop the skills to read in Spanish without translating word for word. For the second semester, students will study the culture and history of Spain. This instruction and subsequent discussion will be entirely in Spanish. **Prerequisite: 87% or better in Spanish II.** (Grades 10-12)

**Spanish IV - Honors (668):** This course will challenge students in their use of previously attained skills, in Spanish grammar, reading, writing, and speaking. In oral work, students will develop proper intonation, pronunciation, and inflection. The oral emphasis of the class is on speaking and structural analysis. The reading of Spanish literature will challenge students in their use of previously attained skills. Cultural themes related to the perspectives, practices, and products of the Hispanic world are presented through dialogues and listening exercises. **Prerequisite: 87% or better in Spanish III.** (Grades 11-12)

**AP Spanish V (650):** AP Spanish V stresses the use of authentic listening resources to perfect the listening strategies needed to pass the AP Spanish Language Test. Speaking about different themes is also practiced within the current time parameters of the AP test. Finally, written expression is developed through current and historical events as well as weekly expository writing. **Prerequisite: 87% or better in Spanish IV.** (Grade 12)

### **High School Fine Arts Department**

*Faith requires the completion of one Fine Arts credit for graduation.*

#### **Musical Arts Electives:**

##### **Vocal and Handbells**

**HS Choir (424):** Choir is a musical performance course designed to offer the student an opportunity to study music using the voice as the primary instrument. Student will further their knowledge of basic music theory and vocal production. Students will participate in concerts, music festivals, and a spring tour. (Grades 9-12)

**Vocal Ensemble (420):** This vocal ensemble offers a challenging music program for advanced vocalists. Private music lessons are a requirement. Music will include women's chorus, men's, and mixed voices. Faith Lutheran Vocal Ensemble will have frequent performances at school, community, Association Churches, spring tour, and promotional events. **Prerequisite:** Audition and private music lessons. (Grades 9-12)

**HS Handbell Ensemble (426):** Handbell Ensemble is a music course designed to offer the student an opportunity to study music, using handbells as the primary instrument. Students will further their knowledge of basic music theory and handbell techniques. Students will participate in concerts, festivals, performances at Association Churches, and a spring tour. **Prerequisite:** Audition. (Grades 9-12)

**Women's Ensemble (458):** This auditioned group meets before school for rehearsals. They serve as ambassadors for the school with frequent performances at school, community, church, and promotional events. Regularly scheduled voice lessons by an approved teacher are required. Women's Ensemble members are required to be enrolled in Vocal Ensemble class. This is a ½ credit class. (Grades 9-12)



**NEW CLASS!!! English and Italian Diction for Singers (4201):** This is a fundamental course designed to acquaint the student singer with the International Phonetic Alphabet, the correct pronunciation of English and Italian consonants and vowels, and the diction rules for singing classical music in these two languages. Students will learn to understand, read, write and use the International Phonetic Alphabet (IPA); gain a clear understanding of the rules for pronouncing English for classical singing, including the ability to transcribe English texts into IPA; gain a clear understanding of the rules for pronouncing Italian and liturgical Latin for classical singing, including the ability to transcribe Italian and Latin texts into IPA and translate texts for true comprehension.

## **Instrumental**

**High School Orchestra (464):** Consists of high school violin, viola, cello, bass, harp, and piano students. Those who have at least one year of prior playing experience are also welcome. Rehearsal time will be spent in both full group instruction and chamber groups. Students will also learn new skills such as shifting, vibrato, advanced bow technique, and new key signatures. Students perform in 4 concerts per year and have many off campus performing opportunities. This Orchestra also participates in festivals and competitions throughout Nevada and the nation. Students must provide their own instrument. (Grades 9-12)

**Marching/Symphonic Winds (496):** First Quarter is devoted to marching skills and performances. Students are required to attend Marching Camp in the evenings one week before the first week of school. This group combines with the middle school band for varsity football game halftime performances. The remainder of the year is spent on concert band and percussion ensemble literature and performance. They will learn advanced group playing skills, all major and minor scales, and learn to play complex rhythmic and melodic phrases. Students in Marching/Symphonic Band will march at all home football games, perform in 4 concerts per year and have off campus performing opportunities. This Band also participates in festivals and competitions throughout Nevada and the nation. Students must provide their own instrument. STUDENTS WILL ALSO RECEIVE 1/2 P.E. CREDIT FOR EACH YEAR THEY ARE ENROLLED IN BAND. (Grades 9-12)

**NEW CLASS!!! Marching/Percussion Ensemble (454):** Requirements: Two years of prior experience or private lessons with band director's approval. Attendance at band camp in August, Monday night rehearsals from 6:00 PM to 8:00 PM for the first eleven weeks of school, participation in all home football games, concerts, and travel are required. STUDENTS WILL ALSO RECEIVE 1/2 P.E. CREDIT FOR EACH YEAR THEY ARE ENROLLED IN BAND. Women must have long black formal for concert attire. Men must have black tuxedo, black shoes & black socks for concert attire. The Faith Lutheran Percussion Ensemble class is for percussionists, providing students with the tools to succeed and being able to compete for placement in the various ensembles in the Band Program. Students must purchase formal tuxedo or long formal black dress and attend all concerts and trips. This ensemble is by audition with the band director only. Traveling to all shows and competitions is a requirement of the class and additional trips may be added. (Grades 9-12)

**Music Theory, Independent Study (410):** This independent study class involves the presentation and study of the five musical elements: melody, harmony, rhythm, textures, and style. Students will survey musical styles and forms from Gregorian chant through the present day. The course will strengthen musical intuition; build technical skills, and interpretive insights. Students will have the opportunity to prepare for the AP test. **Prerequisite: teacher approval.** (Grades 11-12)

**Music Theory/Keyboard Skills (489):** This course is designed for students to develop piano playing skill and expand on existing skills. Time in class will be spent both on and off the keyboards. While playing, students will be working individually and in small groups to master the techniques of playing and to learn pieces. There will also be time spent in group instruction, musical notation, and music theory. Any Faith student is welcome to take Music Theory/Keyboard Skills. Any student majoring in Vocal Performance must take Music Theory/Keyboard Skills unless he/she tests out. Any student majoring in Instrumental Music must take Music Theory/Keyboard Skills in either 9<sup>th</sup> or 10<sup>th</sup> grade. (Grades 9-12)



**NEW CLASS!!! Piano Lab (4072):** This course exposes students to the technical, innovative, and expressive aspects of the piano. While studying western tonality, music theory; and great pianists of the 20th century, students learn the fundamental concepts of playing the piano. The class emphasizes intervallic reading and also develops the ear with the inclusion of aural training. Students acquire the language of music, including intervals, chords, scales, articulation, meter, and harmonization. Repertoire ranges from classical to contemporary. This course may be repeated for additional credit. (Grades 9-12)

**AP Music Theory (475):** This course is designed for the advanced music student to do college level work in the areas of music theory and composition, ear training, sight singing, keyboard skills, and analysis. The class work will emphasize preparation for the Advanced Placement Music Theory exam. **Prerequisite:** teacher approval. (Grades 11-12)

**Beginning Acoustic Guitar (421):** This year long class is designed for students beginning to learn to play the guitar. It is a highly structured class where students will learn: how to read music, how to find notes on the fret board, beginning music theory, chords, tuning, and how to play with other guitarists in an ensemble. Open to beginners, as well as more experienced players interested in learning the above. Students perform in 2 concerts per year and have off campus performing opportunities. Acoustic Guitars are required for home practice. (Grades 9-12)

**Acoustic Guitar II (415):** This year-long course is designed for guitar players with at least one year of experience (i.e. lessons or guitar class). This class will focus on playing and performing in multiple styles and techniques. Students will study advanced note reading, chord playing technique, music theory, and performance technique. Students perform in 4 concerts per year and have off campus performing opportunities. **Prerequisite:** Guitar I or teacher approval. (Grades 9-12)

**Praise Band:** Praise Band is an auditioned group of singers and instrumentalist who prepare and lead music for weekly chapel services. **Praise Band meets on Monday, Wednesday (chapel day), and Friday mornings from 6:45 – 7:45.** High School students who take this class and are successful will earn a ½ credit and a letter grade. **Prerequisite:** Audition and teacher approval. (Grades 7-12)

**Jazz Band Honors:** The Faith Lutheran Jazz Band is the development jazz ensemble providing students with the tools to succeed in performing in the various "jazz" styles. This ensemble is by audition with the band director only and uses instrumentation found in standard big bands. Traveling to all shows and competitions is a requirement of the class and additional trips may be added. Jazz Band will meet Wednesday, Thursday, and Friday from 6:45 am – 7:40 AM. Students enrolled in Jazz band will receive a 1/2 credit and a letter grade. **Prerequisites: Students must audition for placement during August band camp. Director approval required. Concurrent enrollment in another band, orchestra or choir class.** Students must purchase a formal black suit or long formal black dress and attend all concerts and trips to be in the Jazz Band. (Grades 9-12)

**NEW CLASS!!! Arts Outreach Music - Conservatory Majors (498):** This course is designed for conservatory music majors. Students will create small ensembles of varied instrumentation and select, arrange, and perform music for various events in the community. Students will also go to association churches and work with young students to teach various aspects of music and performance. (Grades 11-12)

### Visual Arts Electives:

**NOTE:** Fees up to \$50 may be charged for the supplies needed for these classes.

**Studio Art (435):** This full year course is designed to cover the basic elements and principles of art. Various mediums will be explored, as students work on two-dimensional design. Students will learn how to appreciate art. The students will receive the basic groundwork for good drawing skills that will be used continuously throughout the year and in future art courses. Projects will include portraiture, perspective drawing, pastel, painting and more. (Grades 9-12)

**NEW CLASS!!! Sculptural Design (4301):** This full year course allows students to explore various types of 2D and 3D sculptural design, with both additive and subtractive processes. Material exploration will include paper, wire, foam, wood and found objects. Students will learn to use various tools and explore different methods of sculpting. Introduction to fine crafting techniques will include weaving, non-metal jewelry design, handmade paper, book-making, mosaics, printmaking and more. This course allows students to explore their imagination through decorative, functional and fine art. **Prerequisite: Studio Art.** (Grades 10-12)

**NEW CLASS!!! Ceramics (441):** This full year course will cover the basics of ceramics using various techniques to produce creative pottery design. Projects will include coil, slab and hand-built techniques. Students will experience basic wheel-throwing processes and experiment with various textures and ceramic glazes. Students will explore their creativity to produce both decorative and functional art. **Prerequisite: Studio Art.** (Grades 10-12)

**Visual Art/Graphic Design (490):** This full year course will combine elements of traditional studio art instruction with creative uses of computer technology. Students will study the history and theory of visual communication and 2D graphic design, typography, illustration and page layout. Students will develop visualization and drawing skills, apply the elements of art and principles of design, while exploring their creativity and ability to design art to communicate and motivate. Adobe Creative Suite software applications will be used, along with traditional art mediums. Topics will include packaging design, logo identity, branding, posters,, illustration, product design and printing. **No prerequisite required.** This course may credit a student with either (1) Fine Art credit OR (1) Computer Science credit. (Grades 9-12)

**Drawing and Painting (4131):** This full year course will allow students the opportunity to advance their drawing skills, using a wider variety of materials and subject matter. A more advanced study of techniques and application will be done, while continuing to build their drawing skill and the understanding of the basic elements and principles of art as applied to drawing. The second semester of this course explores the different types of painting media, including tempera, acrylic, and watercolor. It also explores different styles of art including realism, stylized design, and abstract design. Landscapes, portraits, and abstracts are only some of the subjects covered while applying the elements and principles of art. **Prerequisite: Studio Art.** (Grades 10-12)

**High School Photography (434):** This full year course will explore the basics of photography including quality composition, picture taking, developing, and printing as a Fine Art. Students will experience both traditional black and white film processing and digital photography. Tinting and other creative techniques will also be employed. **Prerequisite: Art I/Studio Art or teacher approval.** (Grades 9-12)

**AP Studio Art (465):** This full year course is for advanced students who show a great interest in the visual arts. AP students will follow outlined guidelines that will fulfill ADVANCED PLACEMENT requirements, producing a minimum of two finished works every three weeks using a variety of subjects and mediums, completing no less than 24 works that will be evaluated by the AP National College Board. A basic knowledge of art and proof of ability is required. Self-motivation and responsibility are very important. **Prerequisite: Studio Art and teacher approval.** (Grades 11-12)

**Independent Study Art (451):** This course is for students who show a great interest in the visual arts but are not interested in taking the AP exam. Students are required to produce a completed piece of their choice using a variety of subjects and medium every three weeks and keep a sketchbook journal. A basic knowledge of art and proof of ability is required. Self-motivation and responsibility are very important. **Prerequisite: Studio Art and teacher approval.** (Grades 11-12)



### **Drama Electives:**

**HS Drama (446):** Students will explore their personal acting methods and how to collaborate as an ensemble. This performance-based class will explore lessons in improvisation, pantomime, Shakespeare, musical theatre, scene study and effective use of body and voice as a performer. This is the perfect class for those who have never stepped foot onstage as well as those who are interested in expanding their skill sets in acting. Attendance of a non-Faith theatrical performance (one per semester) and attendance of one Faith Theatrical performance (one per semester) are requirements for this class. Optional opportunities include participation in Regional Thespian competitions. **Full year course.** (Grades 9-12)

**Stagecraft & Production (452):** Students in this performance and group work-based class will explore all avenues of technical theatre including: Concept and Design for the Stage, Lighting and Sound Design, Fly Rails, Costume, Make-up and Properties Design, etc. In a workshop-like environment. Students will apply their in-class learning to the four extra-curricular theatrical productions throughout the year by helping build/paint sets, load-ins and striking of the sets. Attendance of a non-Faith theatrical performance (one per semester) is a requirement of the class. Optional opportunities include participation in Regional Thespian competitions. **Full year course.** (Grades 10-12)

**Musical Theatre I (474):** Students enrolled in this performance-based class will be given the opportunity to explore the onstage elements of putting together, interpreting, and performing materials from Broadway-style musicals (ranging from Gershwin to Sondheim). Voice, dance, and acting, in conjunction with learning about directing, the function of the playwright, creative design and costuming, will be a part of this high-energy class. No prior musical theatre experience is necessary to take the class, and we will cater to the experience level to each individual student as the class attempts to expand creative boundaries on all levels. Attendance of a non-Faith theatrical performance (one per semester) is a requirement of the class. Optional opportunities include participation in State Regional Thespian competitions. (Grades 9-12)

**HS Musical Theatre II (483):** Students enrolled in this advanced performance-based theatre class focuses on preparing students for performance opportunities after graduation. Students will perform multiple performance pieces throughout the year. Units will include: History of Musical Theatre, Advanced Acting Technique, Advanced Movement & Dance, Advanced Vocalization, and Advanced Auditioning Techniques. Special attention will be paid to the individual student's unique progression in the performance field and student and instructor will collaborate on goal-setting and post high school auditions, performance opportunities. Attendance of a non-Faith theatrical performance (one per semester) is a requirement of the class. Students will participate in State Regional Thespian competitions. **Prerequisite: Musical Theatre I.** (Grades 10-12)

**Musical Theatre III-Honors/Advanced Drama (450):** This advanced performance-based class will offer Conservatory theatre-performance majors and technical theatre Conservatory majors the opportunity to generate a full-scale play within the class and offer performances as part of the Faith Theatre Season. Students will explore personal acting boundaries including auditioning, monologues, and character development. Students will work in collaboration with one another to generate a cohesive ensemble effort in accordance to professional industry standards. Students will work on vocal and movement technique. Attendance of a non-Faith theatrical performance (one per semester) is a requirement of the class. Participation in the Honors Musical Theatre/Advanced Drama play is required. Students will participate in State Regional Thespian competitions. **Conservatory Theatre Students only. Audition Required.** (Grades 9-12)

**Independent Study Theatre Design (499):** This advanced, project-based class will offer students the opportunity to collaborate with one another to develop fundamental design skills for the theatrical performance industry. Project units include: Concept Design, Drawing for Design, Costume Construction, Practical Prop Generation, Make-up Design and Application and Portfolio Development. Students interested in technical theatre, directing or design will greatly benefit from this course as well as non-theatre students interested in Interior Design, Communications, Marketing and Development. Attendance of a non-Faith theatrical performance (one per semester) is a requirement of the class. Students will participate in State Regional Thespian competitions. (Grades 11-12)

## **Dance Electives:**

**High School Dance I (466):** Dance I-II is an entry level dance class available to all Faith students as a Fine Arts or PE credit. Students will learn beginning fundamentals (technique as well choreography) in the areas of line, jazz, and hip hop dancing. (Grades 9-12)

**HS Dance II (471):** This class will offer advanced training, technique, appreciation and performance opportunities. It will include techniques in warm-up, stretching, movement, muscle isolation, toning and performance cardio. Dance styles include line dancing, square dancing, tap dancing, "break" dancing, lyrical and contemporary as well as an intermediate ballet unit. **Prerequisite: HS Dance I and/or audition/teacher approval.** May be taken as a Fine Arts or PE credit. (Grades 10-12)

**HS Dance III (491):** Dance III is a dance class designed for the experienced dancer and is available as a Fine Arts or PE credit. This class will focus on jazz technique and choreography (including traditional jazz, lyrical and contemporary). **Prerequisite: HS Dance I-II or/teacher approval.** (Grades 9-12)

**Elite Dance (486):** This class is designed for more advanced dancers who already have a working knowledge of ballet and jazz. Class will have mandatory required performances. Interested students will be required to attend the Conservatory dance auditions. **Prerequisite: by audition ONLY** (Grades 9-12).

**Ballroom Dance (476):** Ballroom I-II is an entry level/beginning class available to all Faith students as a Fine Arts or PE credit. This year-long class introduces dancers to a sampling of formal and social Ballroom dancing technique. This will include fundamentals in Waltz, Swing (Jitterbug), Foxtrot, Cha-Cha, Jive, and Polka and even regional partnering technique including Line and Square Dancing. Discussion about the history of ballroom dance and the relationships between dance styles and other cultural phenomena will provide a foundation for the course. (Grades 9-12)

**Ballroom Dance II (481):** See Ballroom Dance.

**Ballroom Dance III (492):** This class will primarily be a continuance of Ballroom I-II and will involve more complex steps and knowledge of movement. Partnering lifts will be introduced. Ballroom shoes required. **Prerequisite: Ballroom I-II or teacher approval.** May be taken as a Fine Arts or PE credit. (Grades 9-12)

**Ballet I (479)/Ballet II (493):** Ballet I-II is an entry-level class available to all Faith students as a Fine Arts or PE credit. This course will address the fundamentals of classical ballet with an emphasis on placement and alignment of the body necessary for the establishment of a sound ballet technique foundation. Ballet is a requirement for all Faith Conservatory of the Fine Arts Dance Majors. Students will be required to purchase designated class black leotard and pink tights. Dancers may provide their own ballet shoes or purchase them through the class. (Grades 9-12)

**Ballet III (494)/ Ballet IV (495):** Ballet III-IV is a class designed for the established ballet dancer and is available as a Fine Arts or PE credit. This course, for the more advanced dancer, will focus on higher levels of technical difficulty and choreography. Ballet is a requirement for all Faith Conservatory of the Fine Arts Dance Majors. Students will be required to purchase designated class black leotard and pink tights. Dancers may provide their own ballet shoes or purchase them through the class. All students interested in Ballet III-IV must attend the Conservatory dance auditions for proper placement. Class is by teacher approval only. (Grades 9-12.)

**Tap I (478)/Tap II (482):** This course will provide students with the principles and basic fundamentals of tap dancing. Students will review the basic one -two sound movements as well as rhythmic combinations performed at the barre. There will be an emphasis on technique including rhythms, tempi, barre and center work. New movements will include pull-backs and multiple-sound steps. All dance majors in the Faith Conservatory of the Fine Arts who are not on varsity dance are required to take Ballet or Tap. Students must provide own tap shoes. (Grades 9-12)

**NEW CLASS!!! Tap III (4823)/Tap IV (4824):** This course will provide students with the intermediate/advanced principles of tap dance technique. Rhythmic combinations will continue with more complex technique including rhythms and tempi. New movements will include wings and advanced turns. Students will be competent in performance. Enrollment in this class is per INSTRUCTOR APPROVAL ONLY. Students must provide own tap shoes. (Grades 9-12)

**NEW CLASS!!! Musical Theatre Dance (4741):** Basic proper "warm-up" technique and basic movement patterns that are commonly used in musicals will be established. Dancers will complete the course with a working knowledge of choreography terminology. Steps will be applied in learning choreography primarily to songs from musicals. Original choreography from famous pieces will also be explored. This class will have an emphasis on quality of performance. This class can be a Fine Arts or PE credit. (Grades 9-12)

## **High School Electives**

*The following electives **DO NOT** satisfy requirements for fine arts or social science electives. They do satisfy the graduation requirement of general elective credits.*

### **Consumer Science Electives:**

**Foods I (021):** This course will offer students an opportunity to develop their culinary skills. Students will learn a variety of cooking techniques. In addition, students will gain knowledge as to the variety of uses of the many kitchen tools. Plenty of cooking in this class!! **Full year course.** (Grades 9-12)

### **Other Electives:**

**Performance and Sport Psychology (068):** In this course, students will learn how to maximize their academic, athletic, artistic, and personal performance when the stakes are high. They will learn how to handle stress, anxiety, fear, nerves, or worry through the application of proven mental skills. By studying top performers and by enhancing their confidence, focus, mindset, visualization, self-talk, and more, students will achieve peak performance when the pressure is on. (Grades 9-12)

**Foundations of Business (031):** In this year-long course, students will get a hands-on experience focused on becoming actively engaged in planning and thinking about business practices. The course will be integrated with DECA and will give students the opportunity to participate in competitive events with their work. This foundations course will also provide an overview of personal finance, marketing, finance, economics, and accounting while covering practical business situations such as resume writing, social media relations, business attire, and interviewing skills. (Grades 9-12)

**Entrepreneurship (033):** In this **first semester** course, students will gain a basic and practical understanding of the work involved, as well as the risks and rewards associated with the creation, development and management of a start up business. The course will integrate presentations by selected business people from the community in order to reinforce an understanding of what it takes to create, develop, and manage a business in today's economy. This course is paired with **Leadership** (Grades 9-12).

**Leadership:** This **second semester** course includes exposure to leadership thought from the most prominent minds in the field. In-class discussions of this literature will focus on gaining a practical understanding of how the leadership principles studied apply to the realities of day-to-day management and success in real life business settings. Meanwhile, like the entrepreneurship segment, this course also includes a program of motivational addresses by outstanding leaders from the business community. These talks are intended to deepen the insight of students by allowing them to hear, first hand, the experience of men and women who have established a record of leadership success. (Grades 9-12)



**NEW CLASS!!! Business Leadership – Honors (034):** This course includes exposure to guest speakers from businesses around the Vegas valley. The first semester of the course allows students to either write a realistic business plan that will be reviewed by outside members of the Las Vegas business community, or gives them the opportunity to take a college level business course through Concordia Wisconsin. The second semester will expand on Leadership opportunities and will end in a culminating leadership project where students will present their leadership experiences that they encountered during the semester. You must take both Foundations of Business and Entrepreneurship and Leadership to be eligible for this course. (Grades 11-12)

**Yearbook I (438):** Students in this course will learn the rights, responsibilities, and basics of yearbook production, with a focus on writing, editing, and page layout. Mini-units on computers and photography will also be included. Staff members will also help with specific pages, including student activities, superlatives, dedications, index and design for next year. **Full year course.** (Grades 9-12)

**Yearbook II (443), III (445), or IV (453):** The curriculum for yearbook will focus on yearbook production, including development of a theme, page layout, written commentary, photography, and advertising. Students will develop skills and attitudes often used in the business and work worlds, including written and oral communication, cooperation in small groups, independence, and responsibility. **Prerequisite: Journalism I, MS Yearbook, Yearbook I, or advisor approval.** **Full year course.** (Grades 9-12)

**Psychology (055):** This course will take the student on a trip of self-discovery through the human mind. Issues such as learning styles, self-esteem, genetics, birth-order and personality types will be explored and applied to everyday life. Mental disorders will also be studied. The student will learn about themselves and others in their world and gain an understanding of how people interact and live together, both in the world and as a family unit. **Full year course.** (Grades 9-12)

**Sociology (059):** This course will focus on the study of human behavior within a society. More specifically, it will focus on social interaction, problems, and cause and effect on the social institutions within society. Some of the social institutions that will be covered are crime and deviance, the family, mass media, and sports. The student will also create his/her own research study of a phenomenon in the social world. **Full year course.** (Grades 9-12)

**Student Leadership – Honors (052):** This class is **required** for all members of the HS Student Leadership Team (**elected or appointed Student Council Members**). Students in this class will be encouraged to develop and practice their leadership skills as they assess their personal character and leadership style. The Student Leadership Team will carry out the duties assigned to them in the Faith Lutheran Student Council Constitution and maintain Faith's accountability to the NV Association of Student Councils. The members of this class will plan and provide a variety of activities throughout the school year, which promote camaraderie, foster school spirit and encourage Crusader pride in the student body. Members of this class will also work to promote a positive relationship between the students they represent, teachers, and school administration to help develop a student body of successful, productive and influential individuals on our campus and in the community. Elections are held in February for the following academic year. Leadership Team members begin their service in June with responsibilities throughout the summer. Students most successful in this course have a heart to serve their peers. **Full year course.** (Grades 9-12)

**Trial and Appellate Advocacy (384):** Trial Advocacy covers the theories, procedures, techniques, tactics and performance aspects of trial practice, covering such topics as opening statements, use and handling of exhibits, direct and cross-examination, expert witnesses, and closing arguments. Students learn by doing, and the goal is to give every student the opportunity to perform every week. Appellate Advocacy provides students with an experience closely comparable to appellate practice. The bulk of the course is devoted to analyzing the concept of legal precedence, appeals briefs and oral argument techniques. Towards the end of the semester, each student will have an opportunity to present his/her side of the case in a moot court before a panel of three judges. **Prerequisite: P & A is recommended.** (Grades 9-12)

**Trial and Appellate Advocacy – Honors (385):** This course is an extension of Trial and Appellate Advocacy 384. This course is designed for students who are interested in further developing the important practical skills and valuable confidence necessary to excel in court and competition. Through this course students will learn to express their creativity in a simulated trial or

appellate atmosphere, presenting arguments with composure and poise, while mastering the rules of evidence and procedure. Students will participate in national and regional competitions (consisting of both criminal and civil trials and appellate hearings) throughout the academic year. Students will also have the privilege of being trained by practicing attorneys and sitting judges throughout the year. **Prerequisite: Trial Advocacy (384) and permission of instructor.** (Grades 10-12)

**Forensic Science (386):** Forensic science is the scientific analysis and documentation of evidence suitable for legal proceedings. The students in this course are taught the fundamentals of a criminal investigation and how it is applied in a court of law. Students will first examine the historical foundations of Forensic Science and study the work of Bertillion, Lombroso, Galton, Gross and Locard. Students will use technology to participate in activities that closely resemble those used by law enforcement personnel, forensic scientists and district attorneys. They document their findings through laboratory reports and legal briefs to ultimately be presented to a student court and jury.

Forensic science is one of the fastest growing fields in the country and is a vital part of the criminal justice system. Forensic science is not only utilized in high profile cases, it is used every day from the beat officer with a Polaroid camera, to the scientist with a computer and an electron microscope. It is an ever-changing field that has spurred much interest among young adults. These young adults are the future Forensic Scientists of our country. (Grades 9-12).

**Evidence Seminar and Trial Practice Seminar:** This class is designed for dedicated students with an interest in law and advocacy. The class focuses on improving advocacy skills through intensive training and experience by immersion into trial practices, public speaking, and rhetorical analysis. Students in this class try several legal cases during the course of the class, working in small groups with volunteer coaches and receiving highly individualized instruction. Through a unique format, students gain invaluable knowledge and skills while learning from high-ranking professionals all over the country in national competitions. Along with traditional trial technique training, additional exercises are included such as working with actors to improve their physical presence in the courtroom, voice control, breathing exercises, and non-verbal communication. This course is limited to 24 students at the recommendation of the course instructor. It is a fast-paced, intensive course and is intended for students with the interest, commitment and energy necessary to participate in trial during the semester. (Grades 9-12)

**Service Leadership (022):** Students will develop Christian character and leadership in this class. We will complete group service projects in our community with the possibility of a mission trip in the spring. Students will be given the opportunity to serve/volunteer 1-2 times a week after visiting several potential sites. We will visit sites as a class, in small groups, and individually. Student will then choose where they would like to serve. Students will develop continuing relationships where they volunteer and serve weekly, and in-class projects and reflections will promote spiritual and leadership growth. **Prerequisite: Students must be able to drive.** (Grades 11-12)

**English Linguistics & Cultural Exploration (647):** This specialized linguistics course is designed for English Language Learners of all grade levels. By exploring various forms of multicultural literature, students will attain a higher level of proficiency and comprehension in the target language through reading, analysis, and personal writing response. Students will share in class discussions while identifying the existing similarities and differences among cultures throughout the world. In addition students will recognize how they can contribute to any cultural environment. The curriculum will also focus on enhancing the students' academic performance in other FLHS classes in order to create a more developed language skill set for both current and future classes as well as social interactions. **All international students new to Faith are required to enroll.** Other international students are encouraged to enroll. (Grades 9-12)

**Mark 10:14 Mentor (030):** This course provides high school students the opportunity to serve in a position of leadership and responsibility by helping students with special needs in the Mark 10:14

Program. Mentors will learn and utilize a variety of skills and techniques for instructing reading, writing and math as well as methods for motivating, assisting and evaluating special needs students in their classrooms. A PASS or FAIL grade is received for this class. **Prerequisite:** Application and interview. (Grades 9-12)

**Student Aide (004):** This course is designed to give students practical work experience from secretarial work to teacher assistant work including the grading of papers. Any student wishing to be an aide must be a student in good academic and behavioral standing. A PASS or FAIL grade is received for this class. On the transcript, student aide counts as an elective. **A STUDENT MAY AIDE ONLY ONCE IN HIS/HER HIGH SCHOOL CAREER. The only exception to this rule is a scheduling problem that requires aiding to fill a student's schedule.** (Grades 11-12)

**Library Aide (006):** Library aides work in the library under the direction of the librarian. These aides will help to maintain and deliver AV equipment, make photocopies, and assist in the processing and shelving of books. Any student wishing to be an aide must be a student in good academic and behavioral standing. A PASS or FAIL grade is received for this class. On the transcript, library aide counts as an elective. **A STUDENT MAY AIDE ONLY ONCE IN HIS/HER HIGH SCHOOL CAREER. The only exception to this rule is a scheduling problem that requires aiding to fill a student's schedule.** (Grades 11-12)

**Math Teaching Aide (002):** This class is for high school students who have a passion for working with other math students. As a Math Aide, students would be tutoring in a middle school math class or in the high school Mathematics Lab. Although the teacher will determine what is needed for his/her students, this could mean helping individual students with problems during independent work time or working with a small group of students who need extra help on specific skills. This is a great opportunity for high school students having strong math skills to not only share their expertise with other students, but to strengthen their own skills by teaching others. **Prerequisite:** completion of Algebra 1 and Geometry with an 85% or better. (Grades 10-12)

**Study Hall (005):** NOTE: Study Hall does NOT count for a credit.

#### **Early Dismissal/Late Arrival Option:**

**Early Dismissal (096, 097) Late Arrival (098, 099):** Juniors and Seniors who are ahead of pace for graduation in terms of credits may opt for late arrival/early dismissal. Early dismissal would allow students the opportunity to work with more flexibility during the school year. Juniors could end their day after third block and seniors would have the option of early dismissal after second or third block. In-season athletes would need to return to school for practice; they may not stay on campus after early dismissal. All late arrival/early dismissals are dependent upon credits and scheduling. Students desiring this option should enter the appropriate code as listed above.



# EXHIBIT E

JA000000234



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**FAITH LUTHERAN**  
MIDDLE SCHOOL & HIGH SCHOOL

## Academics

### Curriculum

### Departments

### Counseling

### Technology @ Faith

### Mark 10:14 Program

### The Honors Institute

### STEM - Science, Technology,

### Engineering, Math

### Justice & Advocacy

### WCG Academy of Business & Entrepreneurship

### Resource

### High School Teacher of the Month

### Middle School Teacher of the Month

### Staff

### Library/Media Center

### Classes/Homework

Faith Lutheran is accredited by the Northwest Association of Accredited Schools (since 1984) and through National Lutheran Schools Accreditation (since 2004). Faith Lutheran has earned the distinction of "Exemplary School Status" through the National Lutheran Schools Accreditation for the 2012-2013 school year. Faith is operated as an exempt school under the provision of NRS 394.211 and as such is exempt from the provisions of the Private Elementary and Secondary Authorization Act. Faith Lutheran offers a demanding curriculum designed to prepare students for success at the college level. At both the middle and high school levels, honors level courses challenge students who wish to pursue the most demanding academic load. At the high school, Advanced Placement courses offer students the opportunity to earn college credit or have introductory courses waived at the university level. Last year 97% of our high school graduates enrolled in college. Faith graduates can be found at some of the nation's finest colleges and universities. Click the link below to view the complete Curriculum Handbook.

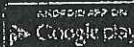
### School Statement on the issues of Evolution and the Age of the Universe

We believe that it is Christ who saves, not one's position on these issues. Believing that our students are best prepared by equipping them with an informed view of the different perspectives, we present and discuss the positions of Young and Old Earth Creationism and Theistic and Atheistic Evolution. We believe that God is the Creator and that He has revealed Himself to us through God-breathed Scripture and God-made Nature.

### Files:

- [2016 - 2017 Curriculum Handbook .pdf](#)
- [Course Request - 7th-2.pdf](#)
- [Course Request - 8th-2.pdf](#)
- [Course Request - 9th.pdf](#)
- [Course Request - 10th.pdf](#)
- [Course Request - 11th.pdf](#)
- [Course Request - 12th.pdf](#)

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Heather Olson

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Document title: Opposition to Motion for an Order Directing that Rachel Attend Faith Lutheran School and for Attorney's Fees; Countermotion  
Document code: OPPC Filing Type: EFS  
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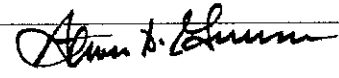
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Attorney for Co-Petitioner, Matthew F. Arcella

**DISTRICT COURT  
CLARK COUNTY, NEVADA**

In the Matter of the Joint Petition for  
Summary Decree of Divorce of,

**Matthew F. Arcella,**

Plaintiff,

vs.

**Melissa A. Arcella,**

Defendant.

Case No. **D-09-418160-Z**

Dept No. **T**

Date of Hearing: August 4, 2016

Time of Hearing: 9:00 a.m.

**REPLY TO OPPOSITION TO MOTION FOR ORDER DIRECTING THAT  
RACHEL ATTEND FAITH LUTHERAN SCHOOL, AND FOR ATTORNEY'S  
FEES; AND OPPOSITION TO PLAINTIFF'S COUNTERMOTION**

COMES NOW Plaintiff, **Matthew F. Arcella** ("Matt"), by and through his  
attorney, **Bruce I. Shapiro, Esq.**, of **PECOS LAW GROUP**, and hereby files his  
Reply and Opposition to Countermotion as specified above.

...

...

...

1 **REPLY AND OPPOSITION**

- 2 1. **Melissa's motion papers and supporting declaration blatantly**  
3 **misrepresent critical facts – on April 15, 2016, Melissa personally**  
4 **toured Faith Lutheran with Matt and Rachel, and subsequently told**  
5 **Matt by e-mail, "I think Faith is a great school."**

6 One core theme of Melissa's opposition and counter-motion is that Matt  
7 violated her joint legal custody rights by unilaterally communicating with  
8 Rachel on a proposed school enrollment at Faith Lutheran, and then took  
9 Rachel on a tour of the school without Melissa's knowledge or consent. This  
10 is categorically untrue. Rachel's supporting declaration falsely states, under  
11 penalty of perjury, that:

12 "There was a Decree entered on September 23, 2009, that provides that  
13 the parties have joint legal custody. (See Decree at 2:10-12). EDCR  
14 5.03 provides parents shall not discuss the court issues with the  
15 children. Dad violated joint legal custody and EDCR 5.03 by discussing  
16 the issue of Faith Lutheran with Rachel and by taking her on a tour of  
17 Faith Lutheran – all without my knowledge and consent."

18 See Declaration of Melissa Arcella, at page 14 of her Opposition and  
19 Counter-motion.

20 **Melissa's declaration does not disclose that she, Matt, and Rachel all**  
21 **toured Faith Lutheran together on Friday, April 15, 2016, starting at 9:30 a.m.**

22 The tour was given by Faith Lutheran's admissions director, Joel Arnold.  
23 The April 15 tour was the one and only tour of Faith Lutheran that Melissa,  
24 Matt, and/or Rachel ever attended. Three days after the tour, on April 18,  
25 2016, Melissa sent Matt an email titled "School stuff" which openly discussed  
26 details of their ongoing personal dialogue regarding Rachel's prospective  
schooling enrollment. In the third paragraph of that email, Melissa stated, "I

1 think Faith is a great school. There are a few things that I didn't like, but  
2 there are a lot of cool opportunities." See Melissa's April 18 email, appended  
3 as Exhibit "1" hereto.

4 Melissa's misrepresentations are repeated multiple times in her  
5 motion papers, despite the fact she knows them to be untrue. She should be  
6 held accountable for making these false statements to the Court.

7 **2. Melissa's religious objection to Faith Lutheran is made in abject**  
8 **bad faith.**

9 Rachel is aware of the religious background to the academic  
10 instruction at Faith Lutheran School and has clearly indicated her desire to  
11 attend the school. During the months that the parties discussed Rachel's  
12 desire to attend Faith Lutheran, Melissa did not object *once* based on the  
13 school's religious orientation. The dialogue between the parties (and  
14 Rachel) has been persistent and ongoing. The alleged religious objection  
15 was manufactured by Melissa after retaining counsel because she viewed it  
16 as the only objection she could advance that did not rely on an argument  
17 which centered solely on her self-serving personal convenience.

18 As pointed out above, Melissa emailed Matt on April 18 and stated, "I  
19 think Faith is a great school." Melissa's new-found objection to Faith  
20 Lutheran's religious orientation is also curiously inconsistent with Melissa's  
21 views of religious involvement and instruction which pre-dated the parties'  
22 divorce. For example, Melissa and Matt are both registered members of the  
23 Green Valley Presbyterian Church, which also happens to be the church  
24 where they were married. Moreover, both of the parties' children were  
25



1 baptized at Green Valley Presbyterian Church. Finally, at Melissa's specific  
2 initiative, Rachel attended pre-school at Midbar Kodesh, which is a  
3 conservative Jewish synagogue with a similar private school curriculum and  
4 obvious religious orientation. It is compelling to note that Melissa did not  
5 then have an issue sending Rachel to pre-school at a Jewish religious school,  
6 but *now* has a problem with Rachel attending Faith Lutheran under a broad  
7 and general objection to her child's attendance at a religious school. The  
8 inconsistency of Melissa's actions as opposed to her arguments in litigation  
9 should serve to inform the Court's rulings on this issue.

10 In its regulation of child custody matters, "the sole consideration of the  
11 court is the best interest of the child." NRS 125C.0035(1). Nevada law also  
12 authorizes the Court to make any order for the education of a minor child  
13 during the course of the child's minority as appears in their best interest.  
14 NRS 125C.0045(1)(a). A preponderance of the evidence has been the  
15 standard of proof in decisions related to a child's schooling. *Mack v. Ashlock*,  
16 112 Nev. 1062, 921 P.2d 1258 (1996).

17 The cases cited by Melissa in her opposition are not relevant.  
18 Melissa's opposition makes the specious argument that the Court's rulings on  
19 this matter are tantamount to its "forcing" religious beliefs on her. This is  
20 over-the-top nonsense,<sup>1</sup> and Melissa's contrived issue of objection to religion  
21 as a lever against Rachel's school enrollment is a red herring. **The real issue**  
22 **here is what educational option is in the minor child's best interest.** Faith  
23 Lutheran is a parochial middle and high school; it is *not* a theological

24 <sup>1</sup> Melissa's motion also incorrectly represents that Faith Lutheran "teaches creationism over evolution."  
25 Opposition at 5, lines 5-6. In fact, the school statement appended to Melissa's own papers at Exhibit "E"  
clearly states that in providing Faith students with an "informed view of the different perspectives," the  
school presents and discusses **both** evolution and creationism.

1 seminary, nor does it demand that a student or his/her parents have a  
2 Lutheran belief system in order to attend. The school's educational function  
3 is *primary* to its secondary religious orientation. Faith is openly and widely  
4 regarded as one of the premiere private schools in Las Vegas, independent  
5 of its religious orientation.

6 **3. The driving distance from Henderson to Faith Lutheran is**  
7 **secondary to a consideration of the child's best interest, and in any**  
8 **event, the travel issues have been accommodated by Matthew's**  
9 **agreement to facilitate the travel burden.**

10 Matt well understands the distance between where the parties live and  
11 Faith Lutheran. That said, Melissa's estimate of a 45-minute one way driving  
12 time is a blanket exaggeration interposed to negatively impact the Court's  
13 consideration. The trip will take, depending on traffic conditions, from 25 to  
14 40 minutes. Matt, however, also understands that regardless of travel, the  
15 issue of school enrollment is ultimately about Rachel and not about himself.  
16 As set forth in his underlying motion, not only is Matt prepared to pay all of  
17 the expenses related to Faith Lutheran, he is also prepared to provide any  
18 transportation that Melissa cannot implement on her side of the timeshare.  
19 Melissa's objection that she may have to "cover" the transportation "on  
20 occasion" is beyond selfish. Melissa needs to consider what is best for  
21 Rachel. Matt's "convenience" or where his wife's children attend school is a  
22 non-factor, although the fact that her stepsister attends Faith Lutheran could  
23 well be a factor in Rachel's desire to attend, as she is close to her stepsister.  
24 Regardless of where Rachel attends school, Matt will still be responsible for  
25 transporting Rachel to school on his side of the timeshare, whether that be  
26 in Green Valley or Summerlin.

1 Matt also submits that Melissa's rank speculations about the  
2 prospective status of Rachel's friendships (new and old); the alleged erosion  
3 of "quality time" – whatever that means – at her mother's residence; the  
4 alleged reduction in time with her 9-year-old brother; claims of additional  
5 phantom expenses; the alleged prospective need for supplemental travel to  
6 the west side to accommodate Rachel's new relationships; and the like, are  
7 nothing more than wholly speculative and unsubstantiated attempts to  
8 impede the implementation of a school structure that is in Rachel's best  
9 interests.

- 10 4. An assessment of which proposed school option is the so-called  
11 "better" school cannot be legitimately quantified by reference to  
12 Melissa's submission of commercially expedient "rankings" which  
13 have been generated to drive web traffic. Further, the child's input  
14 on school preference is merited and should be obtained through an  
15 FMC interview.

16 Melissa's Opposition cavalierly states that out of the tens of thousands  
17 of middle schools in the United States, Bob Miller Middle School is "one of  
18 the best middle schools in the nation," and is "the top-ranked middle school  
19 in the State of Nevada..." Opposition at 6, lines 19-21. In support of that  
20 notion, Melissa has attached self-identified ranking of the "50 Best Middle  
21 Schools in the U.S.," which is notably the product of an institutionally  
22 sponsored website known as [www.thebestschools.org](http://www.thebestschools.org). Melissa's thesis  
23 appears to be that this ranking is methodologically credible, accurate, and  
24 dispositive of the fact that Bob Miller is a "better" school than Faith  
25 Lutheran. This despite the obvious fact that (1) her submitted ranking list is  
26 a commercially expedient ranking which has been created and engineered to  
drive consumer web traffic to a commercial website, and (2) no

1 methodologically valid, school-to-school comparison has been obtained or  
2 commissioned in this case.

3       As the Court is well aware, the would-be ranking that Melissa has  
4 submitted is worthless to an objective consideration of whether Bob Miller is  
5 a “better” middle school than Faith Lutheran. As stated previously, Faith is  
6 openly and widely regarded as one of the premiere private schools in Las  
7 Vegas, independent of its religious orientation. It is routinely grouped with  
8 the Meadows School, the Alexander Dawson School, and on a high school  
9 level, with Bishop Gorman – all schools academically geared to serious  
10 students and high achievement. The middle/high school statement  
11 appended to Melissa’s papers at Exhibit “E” further documents that Faith’s  
12 high school has an exceedingly high college placement rank (97%). In short,  
13 Faith Lutheran as an institution is a very good school. It does not change the  
14 fact that properly quantifying which school is “better” than the other would  
15 almost certainly involve expert opinions of educational consultants, and not  
16 web-based rankings of highly dubious methodological value.

17       If one accepts that it is at least arguable which middle school is better,  
18 it is important to remember that the primary factor why Matt filed this  
19 motion is because Rachel *wants* to attend Faith Lutheran. To that point, it is  
20 noteworthy that Melissa does not dispute that Rachel wants to attend Faith  
21 Lutheran. In fact, she does not address Rachel’s wishes at all. Moreover,  
22 since the parties are joint physical custodians, the decision where Rachel is  
23 best suited to go to school does not automatically default to “which public  
24  
25



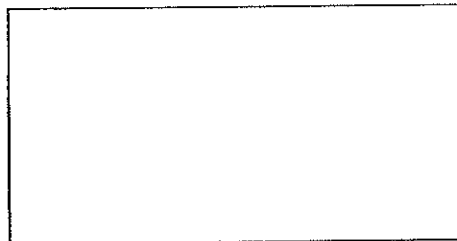
1 middle school is mom zoned for.”<sup>2</sup> Pursuant to NRS 125C.0035(4)(a), and  
2 presuming a minor child is of sufficient age and capacity to form an  
3 intelligent preference, the child’s input may be part of the Court’s  
4 determination of what is in the child’s best interests on identified  
5 educational issues. Rachel’s wishes should be considered. Again, Matt’s  
6 sole reason in filing his motion is to allow Rachel to attend the school she  
7 wants. Consequently, Rachel should be interviewed by a functionary of the  
8 Family Mediation Center to assess the basis for her wishes, and render a  
9 report to the Court. The Court may well want to have that report in advance  
10 of any contested motion hearing on these issues. See E.D.C.R. 5.13.

11 In sum, Melissa does not make a single *supported* allegation as to how  
12 it is not in Rachel’s best interest to attend Faith Lutheran. Melissa’s  
13 arguments revolve solely around her misrepresentations to the court;  
14 specious objections to religion; and why Rachel’s attendance at Faith  
15 Lutheran would be logistically inconvenient for Melissa, despite the broad  
16 accommodations offered by Matt.

17 **5. Melissa’s late-proposed modification of the parties’ timeshare from**  
18 **a 5-2-2-5 schedule to a week on/week off schedule belatedly stands**  
19 **an eight year-old timeshare on its head, and should be summarily**  
20 **denied.**

21 To coin a phrase, “if it ‘ain’t broke, don’t fix it.” Melissa’s  
22 countermotion makes the wholly conclusory argument that the parties’ eight-  
23 year-old 5-2-2-5 timeshare should be modified to week on/week off” because  
24 “it is in the children’s best interest,” purportedly since it is “easier” on the

25 <sup>2</sup> Melissa’s further request for an advance court determination of where Rachel’s 9-year-old brother  
26 should go to middle school two or three years from now is entirely speculative and not ripe for  
determination until his middle school enrollment is pending. At that time, the parties shall attempt to  
reach an agreement on the issue or bring the matter before the Court.



### Science Technology Engineering & Math

**SCIENCE, TECHNOLOGY, ENGINEERING, & MATH** - The U.S. will have over 1 million job openings in STEM-related fields by 2018; yet, according to the U.S. Bureau of Statistics, only 16% of U.S. bachelor's degrees will specialize in STEM. Our economy and national security is depending on more STEM graduates. Professionals in STEM fields report both high earnings and high satisfaction in their careers. Faith Lutheran Middle School & High School is positioned both geographically and scholastically to be a leader in STEM education. Our mission is to IGNITE, EXCITE, and PREPARE our finest math and science students for STEM majors in our nation's top universities.

**INTERNSHIP PROGRAM** - At the core of Faith Lutheran's STEM Academy is the Internship Program. We are partnered with UNLV, UNR, Nevada Energy, local engineering and architecture firms, and medical facilities that provide our students with hands-on experience and research in their chosen field.

**OPPORTUNITIES** - Current course offerings in Math, Science, and Computer Science are supplemented with STEM course offerings in the Engineering, Architecture, Computer Science, and Biomedical fields. The STEM program includes field trips, guest speakers, and student presentations.

**ENDORSEMENT** - Faith Lutheran High School offers a STEM Endorsement that is added to a student's transcript upon completion. This STEM Endorsement will announce to universities that the student has accomplished a well-rounded, rigorous program in the areas of math and science. Additionally, this STEM Endorsement will indicate that the student has become proficient in a collaborative scientific environment and has accomplished significant research in science, technology, engineering or math fields.

Invitations are sent out each year in February for freshmen and sophomores to apply who have excellent scholastic aptitude, school behavior, and have maintained the following level of achievement for first semester:

- 90% or above in an Honors Math or Science Course
- 95% or above in a regular Math or Science Course

#### Requirements for STEM graduates:

##### A) Science and/or Computer Science Courses:

- For Engineering and Biomedical, five course minimum, including the foundational courses of Biology and Chemistry. Of the five, four must be Honors or AP courses. AP Physics 1 is required for the Engineering Strand.
- For Engineering and Biomedical, at least 2.0 credits of AP Science are required (AP Chem and AP Bio are both 2.0 credit courses. Students can take both AP Physics 1 and 2 to meet the 2.0 credit requirement).
- For Computer Science, six course minimum including the foundational courses of Web Design, Biology, and Chemistry. Of the six, at least 2.0 credits of AP Computer Science are required. AP Physics 1 is required for the Computer Science Strand.



**B) Math Courses:**

- Four years minimum beyond Algebra I, including Algebra II - Honors and Pre-Calculus - Honors.
- One AP Math course (AP Calculus is recommended for those planning on an engineering or architecture major, AP Statistics is recommended for those planning on a computer science major).

**C) One Collaborative Experience:**

This experience can be accomplished in several different ways including:

- Engineering - Honors
- Molecular Genetics - Honors
- iPhone Development - Honors
- STEM Research - Honors

**D) One Research/Internship Experience (typically done during the summer before senior year):**

This experience can also be accomplished in a variety of ways:

- Students can complete an engineering, biomedical, computer science, architecture (or other) internship with one of many firms that partner with us as well as additional organizations upon approval.
- College Summer Programs - see [www.faithlutheranlv.org/STEM](http://www.faithlutheranlv.org/STEM) for opportunities: Certain colleges and universities offer substantive, multi-week summer programs.
- These programs must focus on collaborative problem solving and be approved.

**The following are examples of possible science pathways for the STEM Endorsement. There are other possible combinations to meet the requirements.**

*Engineering Strand Possible Pathway #1*

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Biology-Hon	Chemistry-Hon	AP Physics I	AP Physics II
CAD	(AP Physics I)*	Engineering-Hon	

*Engineering Strand Possible Pathway #2*

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Biology-Hon	Chemistry-Hon	AP Physics I	AP Physics II
	CAD	Engineering-Hon	

\*Students who take Algebra II - Honors during their freshmen year may qualify for Physics - Honors as a sophomore. CAD is Computer Aided Drafting and counts for a computer science credit.

*Biomedical Strand Possible Pathway #1*

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Biology-Hon	Chemistry-Hon	AP Chemistry	AP Biology
	Anatomy-Hon	AP Chem Lab	AP Biology Lab
			Molecular Genetics-Hon

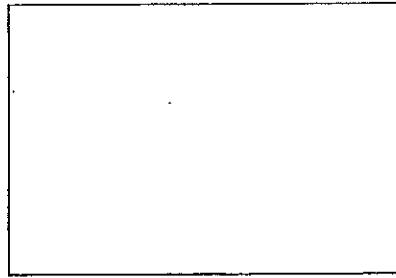


*Biomedical Strand Possible Pathway #2*

9th Grade	10th Grade	11th Grade	12th Grade
Biology-Hon	Chemistry-Hon	AP Biology AP Bio Lab	Molecular Genetics-Hon

*Computer Science Strand Possible Pathway*

9th Grade	10th Grade	11th Grade	12th Grade
Biology-Hon	Chemistry-Hon	AP Physics 1	AP CSA
Website Design	iPhone-Hon	AP Principles CS	



## **Justice & Advocacy**

### **Endorsement Program for future law students**

Justice and Advocacy is designed to appeal to students with superior verbal and analytical skills, who desire to attend law school following their undergraduate education.

Careers in the fields of justice and advocacy include attorneys, judges, law enforcement, and a variety of political lobbyists. All of these careers require dedication, a passion for people, and the critical skills of persuasion, in both the written and spoken word. This program has been designed to sharpen these skills and to provide real life experiences to inspire and prepare our students for university programs that lead to law school.

Future J & A students are leaders in the classroom, extracurricular activities, and in the community. While these students tend to be unique individuals with diverse interests, they share a passion for justice and changing the world. They constantly seek out opportunities to voice their opinions, whether in writing or speaking, and they tend to be incredibly hard workers, who will not quit until the job is done, and done well.

Students apply for the Justice and Advocacy program as sophomores, juniors, or seniors. Students must have earned a weighted core GPA of at least a 3.5.

Seniors who meet and maintain the requirement below will be awarded a "Justice & Advocacy Endorsement," which will be stamped onto the student's transcript. This will attract the attention of university admissions personnel and provide evidence of an intelligent, dedicated, and passionate applicant with a great interest in law or advocacy.

#### **Justice & Advocacy Program Requirements**

##### **GPA Requirement:**

To be invited into the Justice & Advocacy program, a student must earn a weighted core (English, Math, Science, & Social Studies) GPA of a 3.5 or above.

##### **Course Requirements:**

Students must earn a "B" or better in each of the following courses:

- Composition: Persuasion and Argument
- Trial and Appellate Advocacy, Sociology, or Forensic Science or Performance & Sport Psychology
- AP English Literature or AP English Language or AP US Government

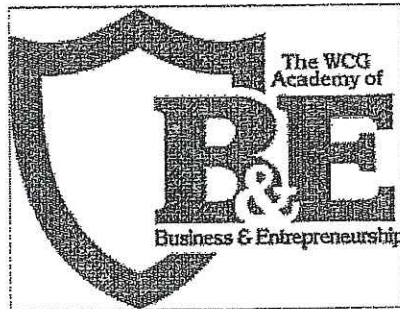
##### **Collaborative Experience:**

Students must continually participate in at least one of the following:

- Mock Trial
- Moot Court
- We the People
- Model United Nations

##### **Internship Requirement**

Students must complete a 50-hour internship, usually in the summer before their senior year or during their senior year itself. Internships can be completed in a variety of ways (Summer programs, working in the courts or Legal Aid, participation in Trial by Peers) and must be approved by the Justice and Advocacy Coordinator.



**WCG Academy of Business & Entrepreneurship  
in conjunction with  
DECA.**

### **Vision**

Faith Lutheran's Academy of Business and Entrepreneurship Program will be the standard of excellence in preparing Christian entrepreneurs to lead organizations.

### **Mission**

Faith Lutheran's B&E Program will help prepare future business leaders in Las Vegas and beyond.

### **Description**

The B&E program is a set of project-based classes that aim to give students experience in business situations that they will potentially face in the real world. The program also is heavily involved in the business organization DECA, which provides students with the opportunity to compete internationally in business competitions. Students coming out of this academy will possess knowledge that will help them to become character-based leaders in business endeavors.

### **Critical Targets**

Successful students will learn the foundations of Personal Finance, Accounting, Marketing, Finance, Economics and practical business acumen.  
Successful students will add cutting edge principles to their leadership style.  
Successful students will write a business plan, participate in MicroBank, or complete an 80-hour internship.  
Successful students will gain access to the most brilliant and creative business minds in Las Vegas.  
Successful students will have a competitive advantage of a BLE Endorsement on their transcript over traditional college freshmen.

### **Requirements**

Composition - Persuasion and Argument (1 year)  
Foundations of Business (1 year)  
Entrepreneurship (1 semester course which meets first semester)  
Leadership (1 semester course which meets second semester)  
**A choice between one of the following**  
The third year course Business Concentrations and Leadership (Honors)  
An 80 hour internship at a business  
At least 80 hours of work on your own business to be approved by Dr. Buuck and Mr. Connolly





## **School of Film and Broadcast**

Delve into the art and craft of visual storytelling, honing your skills in preparation for a career in this vibrant field. The School of Film and Broadcast is handcrafted to train students as artistic leaders in filmmaking, 3D animation, visual fx, screenwriting and broadcast journalism.

MAJOR UNIVERSITIES ARE ADMITTING ONLY 6% OF FILM AND BROADCAST APPLICANTS. Students cannot be too prepared for one of the world's most competitive markets. Our School of Film and Broadcast gives participants a distinct advantage, by providing a film curriculum with college level courses designed to prepare students for film majors in our nation's top universities. Interested in U.S.C., U. of Texas, or New York Film Academy? Rank yourself among the 6% and be a part of our School of Film and Broadcast.

### **Film Track information**

The film track offers students the opportunity to specialize and focus their discipline, preparing them for film school admittance and real-world careers while challenging and inspiring great storytellers. With courses in film appreciation, fundamentals in filmmaking, 3D animation, visual FX, screenwriting, and applied filmmaking, students will create a variety of independent productions. All curriculum is USC film school approved and comes with honors ranking, so students must work at a high standard of achievement.

#### **Minimum Requirements for graduates:**

##### **A) Film Courses:**

- o The Art Of Filmmaking
  - o 3D Animation & Visual FX (Honors)
  - o Screenwriting (Honors)
  - o Applied Filmmaking (Honors)
  - o Film Internship / Portfolio
    - Training is offered to qualified participants through our internship program, further preparing them for top-notch careers. 100 hours or more will be spent in real-world film/television work, and students will create a portfolio with a variety of projects, including dramas, single scene originals, scene recreations, short films, Internet videos, and more, giving them an advanced, professional edge before they even enter the college scene.
- 50 hours of Field Work
  - 50 hours of Digital Editing
  - Travel to a film set or film school
  - Submit a piece to a film festival review

##### **B) 12<sup>th</sup> Grade English Course (1 of the following):**

- o English 12 (380)
- o AP English (379 or 381)
- o Mythology (382) and 20th Century Science Fiction and Fantasy (383) - *Paired*

- o Drama

- o Art
  - Drawing / Painting (4131):
  - High School Photography (434):
  - One Musical Art Elective

### Film Track Possible Pathway

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English is a required course all 4 years			English Course
Art of Marketing	3D Animation & Visual Effects Honors Screenwriting & Honors Applied Film Making (paired)		
	Art of Drama		
Can be taken in Grade through 12 <sup>th</sup> Grade			

### Broadcast Track information

Our broadcast program offers students education and experience in a professional, realistic setting. Students will get hands-on experience in a fast-paced, quickly emerging industry in the world of journalism. Graduate will boast a working knowledge of how to create an entire broadcast from interviewing and reporting, to shooting and editing, independently. They will finish with a refined resume and a demo reel, essential for getting noticed by Film and Broadcasting Schools.

Minimum Requirements for graduates:

1. **Courses:**  
Broadcast Journalism  
Sports Journalism and Investigative Reporting
2. Honors Broadcast Journalism /INTERNSHIP

### Broadcast Strand Possible Pathway

Broadcast Strand Possible Pathway			
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Radio, Print Journalism	Online Broadcast Journalism	Internship	



## Faith Conservatory of the Fine Arts

Faith Conservatory of the Fine Arts, a school within Faith Lutheran High School, offers majors in all five disciplines of the fine arts including: dance, visual arts, vocal performance, instrumental performance, theatrical performance, and technical theatre. The major on the student's transcript will announce to universities that the student has accomplished a well-rounded, rigorous program in the fine arts. Additionally, each major will indicate that the student is proficient in performance in his/her major and has a skillset that will allow him/her to pursue the fine arts after graduation from Faith Lutheran.

Rising 9<sup>th</sup>-12<sup>th</sup> graders are invited to set up an audition in the student's discipline to gain acceptance into the Conservatory.

### Major Requirements for 2016-2017

It's important to note these requirements may change in upcoming years.

Students wishing to major in a fine art must complete a minimum of two Conservatory Classes per year, for a total of 8 classes with no less than a "B" grade. Students must attend monthly Conservatory meetings during advisory time. Dates will be announced two week in advance.

#### DANCE MAJOR:

##### 9<sup>th</sup> Grade:

- Required Class for all 9<sup>th</sup> grade dance majors: Ballet
  - Students will audition and be placed in Ballet I/II or Ballet III/IV.
- Required Class for non-dance team members: HS Dance III or Tap or Ballroom I/II
- Required Class for varsity dance team members only: Elite Performance Dance

##### 10<sup>th</sup> Grade:

- Required Class for all 10<sup>th</sup> grade dance majors: Ballet
  - Students will audition and be placed in Ballet I/II or Ballet III/IV.
- Required Class for non-dance team members: Dance III or Tap or Ballroom I/II or ballroom III/IV
- Required Class for varsity dance team members only: Elite Performance Dance

##### 11<sup>th</sup> Grade

- Required Class for all 11<sup>th</sup> grade dance majors: Ballet
  - Students will audition and be placed in Ballet I/II or Ballet III/IV
- Required Class for non-dance team members: Dance III or Tap or Ballroom I/II or Ballroom III/IV
- Required Class for varsity dance team members only: Elite Performance Dance

##### 12<sup>th</sup> Grade

- Required Class for all 12<sup>th</sup> grade dance majors: Ballet
  - Students will audition and be placed in Ballet I/II or III/IV
- Required Class for non-dance team members: Dance III or Tap or Ballroom I/II or Ballroom III/IV
- Required Class for varsity dance team members only: Elite Performance Dance



**Conservatory Senior Showcase:**

- A senior majoring in Dance Performance must present one piece (solo, duet, or ensemble) in the Conservatory Senior Showcase in May of his/her senior year (All performance pieces must be approved by Dean of Fine Arts)
- Seniors must display their portfolios/reels at the Conservatory Senior Showcase.
- Any student majoring in Dance Performance is expected to attend the Conservatory Senior Showcase.

**Lessons/Growth**

Students majoring in Dance Performance must receive up to 36 hours of outside professional lessons per semester for all four years. A reputable professional or studio must administer these lessons.

- Professional lessons will be documented and submitted back to the Dean of Fine Arts at the end of each semester.
- Lessons will only be counted during the current school year

**Graduating with a Major in Dance Performance**

- Students majoring in Dance Performance must compile an audition reel and portfolio of their work at the Faith Lutheran conservatory, which will include:
  - A current resume
  - A current headshot
  - A DVD not to exceed 2 minutes of clips of their work that showcases their journey as a performer and demonstrates at least three different genres of dance.
  - An exit interview will be conducted for each senior prior to the showcase. The student will present his/her portfolio and reel to a committee of his/her instructors and the Dean of Fine Arts.

**VISUAL ARTS MAJOR:****9<sup>th</sup> Grade:**

- Required Course: Studio Art
- Required Course: Visual Art/Graphic Design

**10<sup>th</sup> Grade:**

- Required Course: Drawing/Painting
- One Choice: Sculpture/Fine Craft or Ceramics or High School Photography

**11<sup>th</sup> Grade**

- Required Course: AP or Independent Study
- One Choice: AP or Independent Study or Sculpture/Fine Craft or Ceramics or Independent Study: Theatre Design or High School Photography or Stagecraft
  - Please note: a student wishing to major in Visual Arts must take AP in either 11<sup>th</sup> or 12<sup>th</sup> grade

**12<sup>th</sup> Grade**

- Required Course: AP or Independent Study
- One Choice: AP or Independent Study or Sculpture/Fine Craft or Ceramics or Independent Study: Theatre Design or High School Photography or Stagecraft
  - Please note: a student wishing to major in Visual Arts must take AP in either 11<sup>th</sup> or 12<sup>th</sup> grade

**Conservatory Senior Showcase:**

- Students majoring in Visual Art must contribute a minimum of three pieces to an art exhibition to be set up by the students for the Conservatory Senior Showcase. Students must display their own work in a professional manner, including tags, and remove their work when the exhibition is over.
- Seniors must display their visual portfolio/Actor's Binder at the Conservatory Senior Showcase.
- Any student majoring in Visual Art is expected to attend the Conservatory Senior Showcase.

**Growth**

- Students majoring in Visual Art must choose from a list of projects distributed by the visual art instructors and complete one a quarter. An art instructor will evaluate these projects. These projects may be used in the student exhibition.

- Students majoring in Visual Arts must be active members in good standing of Faith Lutheran's Art National Honor Society (9th-12<sup>th</sup> grade).

#### **Graduating with a Major in Visual Art**

- Students majoring in Visual Art must compile a portfolio of their work at the Faith Lutheran conservatory, which will include:
  - A professional portfolio
  - Senior portfolio must include 10 pieces of student artwork, which have been completed within the current school year.
  - A written commentary about his/her body of work and how he/she hopes to use his/her creative skills in the future (minimum 500 words)
- An exit interview will be conducted for each senior prior to the showcase. The student will present his/her portfolio and to a committee of his/her instructors and the Dean of Fine Arts.

See Visual Arts teachers with questions.

### **VOCAL PERFORMANCE MAJOR:**

#### **9<sup>th</sup> Grade:**

- Required Course: High School Choir
- Required Course: Music Theory/Keyboard Skills

#### **10<sup>th</sup> Grade:**

- Required Course: High School Choir or Vocal Ensemble
- One Choice: Music Theory/Keyboard Skills or Praise Band Vocalist (must be enrolled in the class)

#### **11<sup>th</sup> Grade:**

- Required Course: Vocal Ensemble
- One Choice: AP Music Theory or Music Theory/Keyboard Skills (based on placement test)
  - Please note: A senior graduating from the Faith Conservatory with a major in Vocal Performance must take the AP Test prior to graduation.

#### **12<sup>th</sup> Grade:**

- Required Course: Vocal Ensemble
- AP Music Theory
  - Please note: A senior graduating from the Faith Conservatory with a major in Vocal Performance must take the AP Test prior to graduation.

#### **Conservatory Senior Showcase:**

- A senior majoring in Vocal Performance must present one piece (solo, duet, or ensemble) in the Conservatory Senior Showcase in May of his/her senior year.
- Seniors must display their portfolio/Actor's Binder at the Conservatory Senior Showcase.
- Any student majoring in Vocal Performance is expected to attend the Conservatory Senior Showcase.

#### **Growth**

- 9<sup>th</sup> – 12<sup>th</sup> grade students majoring in Vocal Performance must present a piece at Solo and Ensemble Festival.
- Students majoring in Vocal Performance must receive 15 hours of professional lessons a semester in voice with an approved instructor.
- Professional lessons will be documented and submitted back to the Dean of Fine Arts at the end of each semester.

#### **Graduating with a Major in Vocal Performance**

- Students majoring in Vocal Performance must compile a portfolio of their work at the Faith Conservatory of Fine Arts, which will include:
  - A current headshot
  - Current Resume of Performances
  - Senior portfolio must include video recordings of solos prepared from each semester of enrollment of the conservatory
  - Professional Dress is required in each video
  - Copies of each piece performed

- An exit interview will be conducted for each senior prior to the showcase. The student will present his/her portfolio and video recording to a committee of his/her instructors and the Dean of Fine Arts.

## **INSTRUMENTAL MAJOR**

### **9<sup>th</sup> Grade:**

- Required Course: Marching/Symphonic Band or High School Orchestra
- AP Music Theory or Keyboarding/Music Theory based on placement test

### **10<sup>th</sup> Grade:**

- Required Course: Marching/Symphonic Band or High School Orchestra
- AP Music Theory or Keyboarding/Music Theory based on placement test

### **11<sup>th</sup> Grade:**

- Required Course: Marching/Symphonic Band or High School Orchestra
- AP Music Theory or Keyboarding/Music Theory based on placement test

### **12<sup>th</sup> Grade:**

- Required Course: Marching/Symphonic Band or High School Orchestra
- AP Music Theory or Keyboarding/Music Theory based on placement test

### **Conservatory Senior Showcase:**

- A senior majoring in Instrumental Music must present one piece (solo, duet, or ensemble) in the Conservatory Senior Showcase in May of his/her senior year.
- Seniors must display their portfolio/Performer's Binder at the Conservatory Senior Showcase.
- Any student majoring in Instrumental Music is expected to attend the Conservatory Senior Showcase.

### **Growth**

- All students majoring in Instrumental Music must present a solo piece at Solo and Ensemble Festival. Students may also perform a duet or ensemble piece.
- 9<sup>th</sup> and 10<sup>th</sup> grade students majoring in Instrumental Music must receive 8 hours of professional lessons a semester in their instrument.
- 11<sup>th</sup> and 12<sup>th</sup> grade students majoring in Instrumental Music must receive 10 hours of professional lessons a semester in their instrument.
- All lessons must be taught by a professional approved by the Dean of Fine Arts prior to the scheduling of lessons.
- Professional lessons will be documented and submitted back to the Dean of Fine Arts at the end of each semester.

### **Graduating with a Major in Instrumental Music**

- Students majoring in Instrumental Music must compile a portfolio of their work at the Faith Conservatory of Fine Arts, which will include:
  - A current headshot
  - Current Resume of Performances
  - Senior portfolio must include video recordings of solos prepared from each semester of enrollment of the conservatory
  - Professional Dress is required in each video
  - Copies of each piece performed
- An exit interview will be conducted for each senior prior to the showcase. The student will present his/her portfolio and video recordings to a committee of his/her instructors and the Dean of Fine Arts.

## **THEATRE PERFORMANCE MAJOR**

### **9<sup>th</sup> Grade:**

- Required: One Performance Class: High School Drama or Musical Theatre I

- One Choice: High School Drama or Musical Theatre I or Ballroom or High School Dance or Elite Performance Dance or Tap or Ballet or High School Choir or Vocal Ensemble or Women's Ensemble or Stagecraft or Applied Christianity

#### **10<sup>th</sup> Grade:**

- Required: One Performance Class: Musical Theatre I or Musical Theatre II or High School Drama or Advanced Drama
- One Choice: Musical Theatre I or Musical Theatre II or High School Drama or Advanced Drama or Ballroom or Ballet or High School Dance I or High School Dance II or Elite Performance Dance or Ballet or Tap or Stagecraft or High School Choir or Vocal Ensemble or Women's Ensemble or Applied Christianity or Independent Study: Theatrical Costume Design

#### **11<sup>th</sup> Grade:**

- Required: One Performance Class: Musical Theatre II or Honors Musical Theatre (Conservatory Students Only) or High school Drama or Advanced Drama
- One Choice: Musical Theatre II or Honors Musical Theatre (Conservatory Students Only) or High School Drama or Advanced Drama or Ballroom or High School Dance I or High School Dance II or Elite Performance Dance or Ballet or Tap or Stagecraft or High School Choir or Vocal Ensemble or Women's Ensemble or Applied Christianity or Independent Study: Theatrical Costume Design

#### **12<sup>th</sup> Grade:**

- Required: One Performance Class: Honors Musical Theatre (Conservatory Students Only)
- One Choice: High School Drama or Advanced Drama or Ballroom or High School Dance or Elite Performance Dance or Ballet or Tap or Stagecraft or High School Choir or Vocal Ensemble or Women's Ensemble or Applied Christianity or Independent Study: Theatrical Costume Design

#### **Performance:**

- Students majoring in Theatre must perform on stage in one High School show a year: either the Mainstage Musical or the High School Spotlight Production (play). An Honors Musical Theatre studio musical/in class performance does NOT meet this requirement.
- Students majoring in Theatre must be an active member in good standing of troupe #6756 in Faith Lutheran's ITS (10<sup>th</sup>-12<sup>th</sup> grade).
- Students majoring in Theatre must prepare a piece and compete in the Nevada Thespian Regional competition (9<sup>th</sup>-12<sup>th</sup> grade)

#### **Conservatory Senior Showcase:**

- A senior majoring in Theatre Performance must present one piece (solo, duet, or ensemble) in the Conservatory Senior Showcase in May of his/her senior year (All performance pieces must be approved by Dean of Fine Arts)
- Seniors must display their portfolio/Actor's Binder at the Conservatory Senior Showcase.
- Any student majoring in Theatre Performance is expected to attend the Conservatory Senior Showcase.

#### **Lessons/Growth**

- Students majoring in Theatre Performance must receive up to 10 hours of outside professional lessons per semester all four years (for a total of 80 hours). The students may take these lessons in the discipline of dance, voice, or acting (or any combination of all three) by a professional approved by the Dean of Fine Arts.
  - Professional lessons will be documented and submitted back to the Dean of Fine Arts at the end of each semester.
  - Lessons will only be counted during the current school year

#### **Graduating with a Major in Theatre Performance**

- Students majoring in Theatre Performance must compile a practical audition binder of their work at the Faith Lutheran conservatory, which will include:
  - A current resume
  - A current headshot
  - Sheet music for a contemporary up-tempo piece
  - Sheet music for a ballad
  - Three Monologues: Contemporary Comedic, Contemporary Dramatic, and Shakespearean



- o A DVD not to exceed 5 minutes of clips of their work that showcases their journey as a performer
- An exit interview will be conducted for each senior prior to the showcase. The student will present his/her portfolio and DVD to a committee of his/her instructors and the Dean of Fine Arts.

## TECHNICAL THEATRE MAJOR

### 9<sup>th</sup> Grade:

- Required: One Theatre Class: High School Drama or Musical Theatre I or Stagecraft
- One Choice: Art One-Studio Art or Computer Aided Drafting or The Art of Filmmaking or 3D Animation and Visual Effects or Visual Art/Graphic Design

### 10<sup>th</sup> Grade:

- Required: One Theatre Class: Musical Theatre I or Musical Theatre II or High School Drama or Advanced Drama or Stagecraft or Independent Study: Theatrical Design
- One Choice: Sculpture or Ceramics or Drawing or Painting or High School Photography or AP Visual Art or Computer Aided Drafting or The Art of Filmmaking or 3D Animation and Visual Effects or Visual Art/Graphic Design

### 11<sup>th</sup> Grade:

- Required: One Theatre Class: Honors Musical Theatre (Conservatory Students Only) or High School Drama or Advanced Drama or Musical Theatre II
- One Choice: Applied Christianity or Sculpture or Ceramics or Drawing or Painting or High School Photography or AP Visual Art or Computer Aided Drafting or The Art of Filmmaking or 3D Animation and Visual Effects or Independent Study: Theatrical Design, Stagecraft or Visual Art/Graphic Design

### 12<sup>th</sup> Grade:

- Required: One Theatre Class: Honors Musical Theatre (Conservatory Students Only)
- One Choice: Applied Christianity or Sculpture or Ceramics or Drawing or Painting or High School Photography or AP Visual Art or Computer Aided Drafting or The Art of Filmmaking or 3D Animation and Visual Effects or Independent Study: Theatrical Design or Stagecraft or Visual Art/Graphic Design

### **Tech Crew Positions:**

- Students majoring in Technical Theatre must serve on a tech crew in an official position for two High School or two Middle School (or one of each) shows a year. An Honors Musical Theatre studio musical/in class performance does NOT meet this requirement.
- Students majoring in Technical Theatre must be an active member in good standing of troupe #6756 in Faith Lutheran's ITS (10<sup>th</sup>-12<sup>th</sup> grade).
- Students majoring in Technical Theatre are encouraged to compete in Nevada Thespian Regional competition (9<sup>th</sup>-12<sup>th</sup> grade)

### **Conservatory Senior Showcase:**

- A senior majoring in Technical Theatre must take the lead on presenting the technical elements of the showcase. Seniors will be in charge of lights, sound, stage-managing, and the printed program for the event.
- Seniors must display their portfolio/Actor's Binder at the Conservatory Senior Showcase.
- Any student majoring in Technical Theatre is expected to attend the Conservatory Senior Showcase.

### **Graduating with a Major in Technical Theatre**

**The Project: Students majoring in Technical Theatre must choose one of the following:**

- Complete a THEATREDESIGN portfolio:
  - Student will choose a play or musical (not from the current FLHS season)
    - o Write two paragraphs explaining why you chose that play/musical and what your goals are with regards to symbolism, genre and technical practicality.
    - o Complete 6 original character sketches from that play/musical. Drawings must be inked, colored and include two attached fabric swatches per drawing.
    - o This must be bound and presented in an attractive way.

- Complete a **LIGHTING DESIGN** portfolio:  
Present a formal 10-minute presentation on a lighting design for a PLAY or MUSICAL of student's choice. (\*Play/Musical may NOT be a show from the current Faith theatre season.) Presenter will:
  - Demonstrate an understanding of technical lighting demands of chosen play/musical.
  - Offer a specific lighting plot (including a cue sheet) and contingency plan for a minimum of 6 scenes and transitions from the chosen play/musical.
  - Be able to identify lighting instruments and technical theatre terms.
  - Demonstrate an understanding of the technical theatre demands of the chosen production and offer a solidified plan of attack.
  - Offer a minimum of 4 Visual Aids. (Visual Aids may be hand drawn, computer generated or literal props or models. All visual aids must be in full color.)
- Complete a **SOUND DESIGN** portfolio:  
Present a formal 10-minute presentation on a sound design for a PLAY or MUSICAL of student's choice. (\*Play/Musical may NOT be a show from the current Faith theatre season.) If presenter chooses a PLAY, he/she must focus on: Pre-show Music, Sound Effects, Underscoring and technical theatre demands. If presenter chooses a Musical, he/she must focus on Pre-show Music, 3 songs from the musical, Sound Effects and technical theatre demands. In the presentation, Presenter will:
  - Offer a specific sound plot (including a cue sheet) and a paragraph defending his/her musical choices as it pertains to the chosen show.
  - Be able to identify sound instruments and technical theatre terms.
  - Offer a minimum of (6) Audio offerings from the design.
- Complete a **SET DESIGN**:
  - Student will choose a PLAY or MUSICAL of the student's choice (not from the current FLHS season)
  - Student will write a paragraph explaining why he/she chose that play/musical.
  - Student will choose four scenes from the play/musical and complete four full color pictures portraying different scenes. Each picture must be inked and colored.
  - Each illustration must have a description that describes the practical application of each piece on stage and why you chose the specific color pattern.
  - This must be bound and presented in an attractive way.
- Complete a **MAKE-UP PLOT**:
  - Student will choose a play or musical (not from the current FLHS season)
  - Student will write a paragraph explaining why he/she chose that play/musical.
  - Student will choose six characters from the play/musical and complete six full color make up sketches. Each picture must be inked and colored.
  - Each illustration must have a paragraph that describes the application process and the tools/supplies necessary to complete the look.
  - This must be bound and presented in an attractive way.
- Publicity:
  - Student will choose a play or musical (not from the current FLHS season)
  - Student will write a paragraph explaining why he/she chose that play/musical.
  - Student will create an original logo (printed)
  - Student will create a poster advertising the show (printed)
  - Student will create a full program (and everything in it) including cover, headshots, bios, scenic breakdown (musical number breakdown), cast list, creative team list (printed), director's note, and special thanks
  - Everything must be bound and presented in an attractive way
- An exit interview will be conducted for each senior prior to the showcase. The student will present his/her portfolio to a committee of his/her instructors and the Dean of Fine Arts.

## High School Course Offerings

The high school curriculum is college preparatory and designed to meet the needs, interests, and skill levels of our students. Students may select course loads of varying rigor that will prepare them for admission to all levels of higher education, from state colleges and universities to highly selective private institutions. The curriculum also educates the whole person in both the liberal arts and practical life skills.

### High School Theology Department

*The eternal salvation of each student through the saving grace of Jesus Christ is our school's first priority. Students at Faith take a full year of Biblical theology each year they attend. In most cases, Freshmen take Faith I, Sophomores take Faith II, Juniors take Faith III, and Seniors take Faith IV. Sophomores, Juniors and Seniors may also take a full year of Applied Christianity. Students who are unfamiliar with the Christian faith may be encouraged to first take Introduction to Christianity.*

**Introduction to Christianity (118):** Strongly suggested for students entering Faith Lutheran with no religious background, this course gives an overview of the Old and New Testaments with an emphasis on the basic teachings of the Christian faith. With this background information, students will find greater success in the succeeding years of high school theology. (Grades 9-12)

**Faith I (117):** This course surveys the Old Testament as it depicts God's love and grace to all people and sets the stage for the coming of Jesus Christ. Did you know that over 300 Old Testament prophecies foretell the details about Jesus Christ? Is the earth 6,000 years old or six billion? How did God deal with the Old Testament people and what does that mean for us today? These will be among the questions grappled with in Faith I. (Grade 9)

**Faith II (120):** This course focuses on the life of Christ as relayed by the Gospel writer Luke, an overview of the early Christian church as reported in Acts, as well as Paul's description of justification and sanctification as found in the book of Romans. This course will also explore the questions of how we know the Bible is authoritative and how we know that Jesus Christ is who the Christian church says He is. Believing that scripture is inspired by the Holy Spirit and reveals God to us, this study seeks not only knowledge, but also application, to guide our lives in our relationship to God and to others in our community. (Grade 10)

**Faith III (124):** This full-year course will help students learn a Biblical worldview to modern life circumstances, what other religions teach, and how to live in a multi-faith society. Questions explored will include: Is Christianity based on the teachings of Jesus or the person of Jesus? Aren't all religions basically the same? Is there a "right" method to interpreting the Bible? What are the differences between Christian denominations? **Prerequisite: Intro to Christianity or Faith II.** **Transfer juniors with a background in the Christian faith may take a brief entrance exam in place of course prerequisites.** (Grade 11)

**Faith IV (126):** This full-year course will deal with questions even the lifelong Christian has, such as: Why do we believe the Bible is true? Why do bad things happen? How can God be good when evil and suffering exist? Would a loving God actually send people to hell? Did Adam have a belly button? Students will also submit their own "big questions" to be explored during the class. This class will focus on discussion and research with the Bible as the key text. This will also incorporate the content of previous semester electives Revelation, Big Questions and Defending the Faith. **Prerequisite: Intro to Christianity or Faith II.** **Transfer seniors with a background in the Christian faith may take a brief entrance exam in place of course prerequisites.** (Grade 12)



**Applied Christianity 9/10 (121):** This class will give students tangible ways to live a Christian life in an increasingly challenging world. Most visibly, students in this class will help in the creation and presentation of the weekly chapel services. Prayer life and witnessing become the fruits to a mature Christian life and represent the goals of this class. Christians, therefore, will have an opportunity to share their joys and struggles with people who will be able to relate. *This class is open only to freshmen and sophomores.* Students will be allowed to take Applied Christianity II during their junior or senior year, but no student can take Applied Christianity in back to back years. **Prerequisite: application with the teacher.** (Grades 9-10)

**Applied Christianity 11/12 (123):** This class will give students tangible ways to live a Christian life in an increasingly challenging world. Most visibly, students in this class will help in the creation and presentation of the weekly chapel services. Prayer life and witnessing become the fruits to a mature Christian life and represent the goals of this class. Christians, therefore, will have an opportunity to share their joys and struggles with people who will be able to relate. *This class is open only to juniors and seniors.* Any student who had Applied Christianity I in their sophomore year must wait until their senior year to take the class again. **Prerequisite: application with the teacher.** (Grades 11-12)

### **High School Science Department**

*Faith requires the completion of three credits of science for graduation. Two courses must be lab sciences. All freshmen take biology. Sophomores take a chemistry course. We strongly recommend four credits of science for any student who plans on attending college.*

**Biology (830):** This course investigates the earth's life forms and the ecosystems that sustain and support them. Subjects include: characteristics of life; cell structure, function, and replication; botany, zoology, microbiology, genetics, animal classification, human disease, and health. Great emphasis will be placed on laboratory investigation. Lab science. (Grade 9)

**Biology - Honors (831):** This course is designed for students who excelled in 8<sup>th</sup> grade science and desire a greater challenge. Although topics will be similar to those in biology, the student will be more in depth and move at a rapid pace. **Prerequisite: 85% or better in Pre-STEM Physical Science (Advanced 8<sup>th</sup> Grade Science) or 90% or better in Physical Science (8<sup>th</sup> Grade Science).** Lab science. (Grade 9)

**Chemistry (857):** This introductory course in chemistry is designed with a conceptual focus. The curriculum of this course includes foundational skills for chemistry, matter and its changes, chemical bonding, chemical formulas and equations, basic stoichiometry, solutions, acids and bases, gas laws, and thermochemistry. **Prerequisite: Biology.** Lab science. (Grade 10)

**Chemistry I (835):** This course is designed to provide students with a foundation in chemistry and its computations for advanced science electives. The curriculum of this course includes: foundational skills for chemistry, matter and its changes, chemical bonding, chemical formulas and equations, stoichiometry, gas laws, solutions, acids and bases, and thermochemistry. Students will learn chemistry lab skills in keeping lab notebooks, writing formal lab reports, and graphing. **Prerequisites: 75% or better in Biology and Algebra I.** Lab science. (Grades 10-11)

**Chemistry I - Honors (839):** This course is designed to examine the same topics as Chemistry I while providing added challenge and preparation for AP Chemistry. Students should anticipate greater depth and breadth in the areas of quantum theory, chemical bonding, reaction writing, stoichiometry, solutions, and lab analysis of compounds. Students will learn more advanced graphing and lab analysis skills. **Prerequisite: 85% or better in Geometry - Honors and Biology - Honors or 90% or better in Algebra I and Biology.** Lab science. (Grades 10-11)



**Ecology (853):** Ecology is a course that provides students with an understanding of the fundamental processes that influence the distribution and abundance of organisms, the interactions among organisms, and the role of organisms in the flux of energy and cycling of matter. Because humans affect virtually all ecological systems, this course highlights human interactions with the environment as a context for understanding larger ecological principles. Lab science. (Grades 11-12)

**Marine and Desert Biology (843):** The students in this course study the biology of the desert and ocean biomes. Emphasis is placed on organismal adaptations to severe ecosystems within these two areas. The spring semester will culminate in an optional, three-day marine trip. Students will be required to pay for field trip expenses if they chose to attend. Lab science. (Grades 11-12)

**Anatomy and Physiology (840):** The curriculum for this course focuses on the study of the general principles of physiology (cell and tissue level) and structure of the systems of the human body. Introductions to various other areas of study, such as nutrition and pathology, are also included in this course. **Prerequisite: 75% or better in Chemistry or 80% or better in Chemistry.** Lab science. (Grades 11-12)

**Anatomy - Honors (847):** This course is designed to examine the same topics as Anatomy and Physiology while providing added challenge and preparation for health science degrees. Students should anticipate greater depth and breadth in Anatomy topics. Priority enrollment for this course is based upon previous science grades. **Prerequisite: 85% in Chemistry - Honors or 90% or better in Chemistry.** Lab science. (Grades 10-12)

**Molecular Genetics - Honors (854):** This STEM course is an extension of advanced Biology courses, aimed to teach Genetics and Molecular Biology in greater depth. This course will engage top biology students in lab-based collaborative work with state-of-the-art equipment and techniques. Research topics include DNA structure and modification, PCR and its applications, proteins and protein gels, cloning and explorer series, RNA interference, and independent projects. This course can fill the collaborative experience requirement for the STEM Academy. **Prerequisites: 90% or better in AP Biology or concurrent enrollment in AP Biology with a 90% or better in Biology and Chemistry.** Lab Science. (Grades 11-12)

**AP Biology (846 & 841):** Students who successfully complete this course will have completed the equivalent of a two-semester college level course. The first semester focuses on molecules, cells, heredity and evolution. The second semester explores organisms, populations, and ecology. Throughout the year an emphasis is placed on the major themes of biology and investigative lab work. AP Biology is **double-blocked** in order to cover the scope of the curriculum; students will receive **two credits** for this course. **Prerequisites: 85% or better in Chemistry I - Honors or 90% or better in Chemistry I.** Lab science. (Grades 11-12)

**Physics (838):** This course explores the fundamental physical laws that govern God's creation. Students will learn mathematical and conceptual explanations for how matter and energy behave. Topics include motion, forces, vectors, gravity, momentum, energy, waves, sound, light, mirrors, lenses, and electricity. **Prerequisite: 75% or better in Chemistry I or 90% or better in Chemistry.** Lab Science. (Grades 11-12)

**AP Physics I (855):** AP Physics is designed for first year physics students to fulfill the requirements for the College Board's Advanced Placement Physics 1 course and to prepare students to take the examination in the spring. This course is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. **Prerequisites: 85% or better in Algebra II - Honors or 90% or better in Algebra II or Physics.** Lab science. (Grades 10-12)

**AP Physics II (856):** AP Physics is designed for second year physics students to fulfill the requirements for the College Board's Advanced Placement Physics 2 course and to prepare students to take the examination in the spring. This course is the equivalent to a second-semester college course in algebra-based physics. The course covers 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. **Prerequisites: 82% or better in AP Physics I.** Lab science. (Grade 11-12)

**Chemistry II – Honors (837):** This course is designed to prepare students for college level chemistry courses and labs. It will review and explore in greater depths the topics covered in Chemistry. It will introduce new material such as: solution chemistry, reaction kinetics, equilibrium, thermodynamics, and organic chemistry. It will also present new lab skills and techniques that will be encountered in a college level lab. Students interested in careers in science, medicine, or engineering should enroll in this class. **Prerequisites: 80% or better in Chemistry I - Honors or 87% or better in Chemistry I.** Lab science. (Grades 11-12)

**AP Chemistry (849 & 850):** Students who successfully complete this course will have completed the equivalent of a two-semester college level course. It will review and explore in greater depths the topics covered in Chemistry. It will introduce new material such as: solution chemistry, reaction kinetics, equilibrium, thermodynamics, electrochemistry, and organic chemistry. It will also present new lab skills and techniques that will be encountered in a college level lab. Students interested in careers in science, medicine, or engineering should enroll in this class. AP Chemistry is **double-blocked** in order to cover the scope of the curriculum, with labs consuming over half of class time. Students will receive **two credits** for this course. **Prerequisites: 85% or better in Chemistry I - Honors or 92% or better in Chemistry I.** Lab science. (Grades 11-12)

**Engineering I – Honors (235):** In this STEM course, students will explore the world of robotics, one of the fastest growing technologies in our society. Students will gain skills and knowledge in mechanics, structure assembly, software programming, sensor electronics, motors, and gear ratios. Work in this class will develop skills related to Faith Lutheran's participation in a nationally recognized robotics competition in March. Upon completion of the robotics competition, students will explore topics ranging from rocketry to ballistics to civil engineering. This course can fill the collaborative experience requirement for the STEM Academy. **Prerequisite: 87% or better in Algebra II - Honors and Chemistry I - Honors OR 90% or better in Algebra II and Chemistry I.** May be taken for Science or Computer Science credit. (Grades 11-12)

**Engineering II – Honors (246):** In this STEM course, students will continue to explore the world of robotics, one of the fastest growing technologies in our society. Students will display mastery of mechanics, structure assembly, software programming, sensor electronics, motors, and gear ratios. Work in this class will develop skills related to Faith Lutheran's participation in a nationally recognized competition in March. This course can fill the collaborative experience requirement for the STEM Academy. **Prerequisite: Teacher approval and 90% or better in Engineering I.** (Grades 11-12)

**STEM Research – Honors (858):** This STEM course introduces students to the process of conducting scientific research. It provides an open-ended research environment where students are guided through the investigative process of determining a problem of their interest, experimenting, analyzing, and presenting their findings competitively. Two possible competitions are the Southern Nevada Science and Engineering Fair and the AIA High School Design Competition (Architecture). This course can fulfill the collaborative experience requirement for the STEM Academy. **Prerequisite: 90% or better in Chemistry I – Honors or 95% or better in Chemistry I.** (Grades 11-12)



## **High School Mathematics Department**

*Faith requires the completion of four credits of math for graduation, which shall include Algebra II. Students wishing to attend out-of-state universities are strongly encouraged to take Pre-Calculus.*

**Algebra I (512):** Algebra I is the first high school math course where abstract reasoning is developed. Selected topics include the rules of algebra, solving and graphing linear equations, proportions, exponents, polynomials, factoring, and connections to geometry. (Grades 9-10)

**Math Lab (508):** Students enrolled in this course will be in a math class everyday. They will be in a regular class on one day and Math Lab the following day. The Math Lab is a tutoring situation where these students will be required to work on the homework assigned the day before in their regular math class. **Students who did not maintain a 75% in Pre-Algebra, or upon teacher recommendation, may be placed in this class.** (Grade 9)

**Geometry (514):** This course offers an introduction to Euclidean Geometry through proofs and problem solving. Selected topics include coordinate geometry, proofs, geometric constructions, properties of triangles including congruence and similarities, quadrilaterals, circles, volume, areas, and trigonometry. (Grades 9-11)

**Geometry - Honors (515):** This course is designed for students who excel in mathematics. Although the topics will be similar to those of the regular Geometry class, the study will be more in-depth and move at a more rapid pace. Priority enrollment for this course is based upon grades in Algebra I of 88% or better. (Grades 9-11)

**Algebra II (517):** Algebra II picks up where Algebra I left off and is considered the cornerstone of the high school mathematics program. The study of quadratic equations, functions, and rational functions, represents part of the curriculum for Algebra II. Students will also expand their understanding of polynomials and polynomial functions. Students wishing to take Geometry and Algebra II concurrently must have earned a 90% or better in Algebra I. (Grades 9-12)

**Algebra II - Honors (518):** This course is designed for students who excel in mathematics. Although the topics will be similar to those of the regular Algebra II class, the study will be more in-depth and move at a more rapid pace. **Students who maintained a grade of 87% or better in Algebra I and an 85% or better in Geometry - Honors may enroll in this course.** (Grades 9-12)

**Pre-Calculus (524):** This course is designed for students who have the desire for a challenging mathematics course. Students will study characteristics of various functions and their graphs. Trigonometry and Analytic Geometry are also major areas of study. The purpose of this course is to prepare students for further advanced courses in mathematics, such as Calculus (AP or regular). **Prerequisite: A grade of 75% or better in Algebra II.** (Grades 10-12)

**Pre-Calculus - Honors (523):** This course is designed for students who excel in mathematics and who desire to be challenged in mathematics. It is a rigorous class where expectations are high and where students will study characteristics of various functions and their graphs, along with Trigonometry and Analytic Geometry. While the topics are the same as the regular Pre-Calculus class, they are studied at a deeper level. The purpose of this course is to prepare students for further advanced course such as Calculus (AP or regular). **Students who maintained a grade of 87% or better in Algebra II - Honors or a 93% or better in Algebra II (with teacher recommendation) may enroll in this course.** (Grades 10-12)

**Discrete Mathematics (520):** This full year course is designed for juniors and seniors who wish to expand upon their mathematical knowledge by exploring unconventional topics in math. Students will build upon problem-solving abilities by exploring a semester of probability and statistics as well as topics such as trigonometry, finance, graph theory, logic, voting theory and apportionment theory. Students may receive college credit for this course through Concordia University - Nebraska. **Prerequisite: Geometry and Algebra II.** (Grades 11-12)

**Calculus (525):** This course is designed to be equivalent to college-level Calculus I. Students may choose to receive college credit for this course through Concordia University-Nebraska. Selected topics include limits, differentiation, integration, integration techniques, and applications of the derivative and integral. **Prerequisite: 80% or better in Pre-Calculus.** (Grade 12)

**AP Statistics (530):** This full year course is intended to prepare students for the AP Statistics Exam, which all students enrolled in the course must take. This course will involve students in the processes of exploring data, planning and conducting studies, exploring random phenomena using probability and simulation, estimating population parameters, and testing hypotheses. Students who successfully complete this course and the AP exam may receive credit, advanced placement, or both for a one-semester introductory college statistics course. **Prerequisite: 87% or better in Algebra II, 80% or better in Algebra II - Honors, 87% or better in Pre-Calculus, or 80% or better in Pre-Calculus Honors.** (Grades 11-12)

**AP Calculus AB (527):** This course is intended to prepare the student for the advanced placement exam, which all students who enroll in this calculus class must take. Selected topics include limits, differentiation, integration, integration techniques, and applications of the derivative and integral. In the spring students will take the AP exam in Calculus. Students may receive college credit for this course through Concordia University - Nebraska. **Prerequisite: 80% in Pre-Calculus Honors OR 95% in Pre-Calculus.** (Grade 12)

### **High School English Department**

*Faith requires the completion of four English credits for graduation. Freshmen take English I, and Sophomores take American Literature. Juniors and Seniors may select from a variety of courses.*

**English I (331):** The curriculum for 9<sup>th</sup> grade English will focus on the writing process which will enhance the student's ability with clarity of thought, descriptive techniques, critical analysis, and argumentation. Students will develop these skills by expanding from paragraphs to essays to a research paper. The literature portion will include a study of the short story, poetry, the novel, and the play *Romeo and Juliet*. (Grade 9)

**English I - Honors (332):** The curriculum for Honors Composition and Literature is designed for advanced English students. This course will focus on polishing composition skills, including the mastery of the essay. In the literature portion of the class, students will be challenged with various readings including *Romeo and Juliet*, *Lord of the Flies*, and other classic literature. Units on poetry and the short story will augment the overall curriculum. The main goal of this course is to prepare students for future honors and AP courses, for success on the AP exam, and ultimately for success in college. **Prerequisites: Teacher recommendation and 88% in Advanced English 8 or 90% in English 8.** (Grade 9)

**American Literature (359):** This course is designed to enhance the areas of English students are currently familiar with and to introduce an in-depth study of American Literature. The text will serve as the focus for the course, supplemented by other outside readings, formal and informal writings, a writing portfolio, grammar, and vocabulary. Through this class students will have many opportunities to strengthen their reading, writing, speaking, and listening abilities. (Grade 10)

**American Literature - Honors (360):** This course is designed for the advanced 10<sup>th</sup> grade English student and will focus on literature from America. The text *Elements in Literature* will be supplemented with several outside readings including *Our Town*, *To Kill a Mockingbird*, *The Great Gatsby*, *The Adventures of Huckleberry Finn*, *101 Great American Poems*, and *The Yellow Wallpaper and Other Stories*. Students will also read books chosen from a select book list. In addition to works by American authors, students will study Shakespeare's *Taming of the Shrew*. Through this class students will strengthen their reading and composition skills in preparation for AP English and the AP Exam. **Prerequisites: Teacher recommendation and 88% in English I - Honors or 90% in English I.** (Grade 10)



**British Literature (368):** This course will concentrate on British writers from the Middle Ages to the 20<sup>th</sup> Century. Students will analyze the relationship between the literature and the time period. Furthermore, students will understand the literature in terms of form and style, which will enhance their comprehension of the material. Students will develop an appreciation of literature and recognize the relevance of any piece from any time period within today's world. In addition, critical essay skills will be developed, grammar skills will be strengthened, and vocabulary skills will be expanded. (Grades 11-12)

**British Literature - Honors (369):** This course is an accelerated level class taught to advanced high school students. In this class students will become both discerning readers and writers who can pick out details of text and subtleties of style, while preparing for the AP exam. This class's curriculum will focus on the major British writers from the Middle Ages to the 20<sup>th</sup> century. Although literature provides the focal point for the class, critical essay skills will be developed, grammar skills will be strengthened, and vocabulary skills will be expanded. **Prerequisites:** Teacher recommendation and 88% in American Lit - Honors or 90% in American Lit. (Grade 11-12)

**Composition - Persuasion and Argument (372):** In this yearlong class students will learn to write persuasively, to argue in prepared and spontaneous debates, and to analyze both sides of an issue with an open mind and continuous doubt. Through the analysis of argumentation students will define what is effective persuasion. Such a revelation will serve a student well in daily life because it helps the student understand the ways in which people attempt to persuade others. The course will also enable a student to become more discriminating consumers of arguments designed to influence readers/listeners as well as more careful employers of arguments the students might use to influence others. The first semester teaches the students the tools of persuasion. The first quarter focuses on oral persuasion. The second quarter focuses on written persuasion. In the second semester, students will use the tools learned in the first semester and design, promote, market and sell a unique product in a simulated investor exercise. Third quarter will introduce students to impromptu speaking. Fourth quarter focuses on visual persuasion. (Grades 11-12)

**Persuasion and Argument II - Honors (373):** This course is an extension of Persuasion and Argument. This course will examine the nature and role of writing in formal and informal organizations. This includes, corporate writing, leadership, organizational effectiveness, organizational culture, management styles, addressing organizational conflicts and decision-making. Students will incorporate narratives in addition to overt arguments in their writing in order to explore how incorporated narratives can make an overt argument more persuasive in a multitude of areas (law, medicine, politics, business, and science). Concepts and processes of argumentation, system of logic, critical analysis and adherence will be analyzed and developed through written and oral works. Through small groups, students will learn to employ the fundamental tools of persuasion and argument in problem solving simulations. Students will also compete in various written and oral competitions each quarter. **Prerequisite:** P & A (372) and permission of instructor. (Grades 11-12)

**English 12 (380):** This class is designed to give seniors the chance to express their own thoughts in a creative manner while studying the greatest creative writer of all times. Students will explore many different genres of writing including poetry, and short stories. Students will also read several Shakespearean plays at which time they will do creative activities like modernizing the Bard and bringing him into the new millennium. Students will leave this class with a portfolio of many different works that they can take with them to college and beyond. (Grade 12)

**English 12/US Government Hybrid (380-064):** See page 16 for further information.

**AP English Literature and Composition (379):** This course is a college-style class taught to advanced high school seniors. In this class students will become both discerning readers and writers who can pick out details of text and subtleties of authorship. The search for authorial intent and the use of literary criticism will augment the student's abilities in the realm of literature. Students will expand their vocabulary, explicate text, and analyze literature. The use of literature from around the world will sustain the overall curriculum's effort to prepare the student for college and the AP exam. Students may receive college credit for this course through Concordia University - Nebraska. **Prerequisite:** 88% in an Honors English class or 93% in a regular English class. (Grades 11-12)

**AP English Language and Composition (381):** This course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. The course will discuss writer's purpose, audience expectations, writing forms and writing conventions, through the use of multi-media and relevant topics. The presiding goal is not only to be able to provide students with opportunities to write on a college level, but to be able to make commentary on the world around them. Students will also have the opportunity to take the AP Language Exam. Students may receive **college credit** for this course through Concordia University - Nebraska. **Prerequisite: 88% in an Honors English class or 93% in a regular English class.** (Grades 11-12)

**Mythology (382):** Mythology is a **one-semester** English class that will take the students on a tour of the world. Studying Norse, Icelandic, Viking, Roman, Greek, Native American, Latin American, Chinese, and Japanese mythology, students will gain an in depth knowledge of different cultures and their belief systems. This class will also involve a variety of writing styles that will create a balance of creative expression and expository writing. This course is paired with **20th Century Science Fiction and Fantasy.** (Grades 11-12)

**20th Century Science Fiction and Fantasy (383):** In this **one-semester** class, students will learn the elements of science fiction and fantasy writing. They will both read some science fiction and fantasy and try their hands at writing it. The class will focus on 20th century Science Fiction, including short stories by various authors, and two novels. This course is paired with **Mythology (382).** (Grades 11-12)

### High School Social Science Department

*Faith requires the completion of three credits in the Social Sciences for graduation. All Freshmen take World History. Juniors take US History, and Seniors take US Government.*

**World History (047):** This course traces the development of man from simple cultures to the present-day civilizations of the modern world. The student will also learn how the course of history has affected today's relationships, conflicts, politics, and lifestyles. (Grade 9)

**Ancient History - Honors (049):** This course serves as a prerequisite for Advanced Placement (AP) World History. This course will cover a range of topics from the ancient world to 1600 A.D. with additional emphasis on World Geography during the historical eras covered. Since this course is in actuality a two-year AP course, advanced placement reading, writing, and thinking skills are required. **Pre-requisites: 87% or better in Advanced English 8 or a 93% or better in English 8. In addition, students must have a 93% or better in World Geography.** (Grade 9)

**AP World History (061):** AP World History is the second part of the Honors/Advanced Placement two-year course cycle. This course will cover a range of topics from 1600 to the modern world of today. It will include additional emphasis on world geography during the historical eras covered. Advanced reading, writing, and thinking skill are required. At the conclusion of the course, students will have the opportunity to take the AP exam. **Prerequisite: 80% or better in Ancient History - Honors.** (Grade 10)

**US History (058):** This course is designed to give the student a broad and general overview of the United States' rich, dramatic, and sometimes controversial history. It focuses on the major social, economic, and political events that have shaped our country into what we have today. Students will be exploring the continent and nation's history from the time prior to Columbus' "discovery" of America in 1492 to the present day. (Grade 11)

**AP United States History (060):** AP US History is a challenging course that is designed to be the equivalent of a freshman college course in a high school setting. It is a two-semester survey of American history from the age of exploration to the present. The ability to read for comprehension, to write quality essays, and to devote considerable time to homework and study are absolutely necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, and interpretation of original documents. Tests are frequent and have time limits imposed. Throughout



the study, students will come to appreciate the actions of our Lord in the history of the United States. It is expected that students enrolled in this course will take the A.P. Exam in May.  
**Prerequisite: 85% or better in AP World History OR 93% or better in World History.**  
(Grade 11)

**US Government (064):** US Government is a comprehensive study of all levels of government in the US. This course will help students develop an understanding of the processes of government and the fundamental principles of democracy. In the 2<sup>nd</sup> Semester, students participate as equals in a multi-class simulation of the Legislative Branch of government. The semester consists of debates on relevant political issues that allow students to assess their political values and declare the student's party identity. Students then form coalitions, write bills, debate issues, campaign for office, and become players in the legislative process culminating in a simulation of a full session in Congress. (Grade 12)

**English 12/US Government Hybrid (380-064):** See page 16 for further information.

**AP United States Government and Politics (065):** During the 1<sup>st</sup> Semester, students participate in the *We the People: the Citizen and the Constitution* competition, where students test their knowledge against a panel of judges selected from some of the most prestigious citizens in the state. This course is designed to give students a critical perspective on politics and government. This course studies the general concepts used to interpret United States politics and requires familiarity with the various institutions, groups, beliefs and ideas that make up the American political reality. In the 2<sup>nd</sup> Semester, students participate in a multi-class simulation of the Legislative Branch of government. The semester consists of debates on relevant political issues that allow students to assess their political values and declare the student's party identity. Students then form coalitions, write bills, debate issues, campaign for office, and become players in the legislative process culminating in a simulation of a full session in Congress. At the conclusion of the course, students will have the opportunity to take the AP examination. **Pre-requisites: 85% or better in AP US History OR 93% or better in US History.** (Grade 12)

### Social Science Electives

**Psychology (055):** This course will take the student on a trip of self-discovery through the human mind. Issues such as learning styles, self-esteem, genetics, birth-order and personality types will be explored and applied to everyday life. Mental disorders will also be studied. The student will learn about themselves and others in their world and gain an understanding of how people interact and live together, both in the world and as a family unit. **Full year course.** (Grades 9-12)

**Sociology (059):** This course will focus on the study of human behavior within a society. More specifically, it will focus on social interaction, problems, and cause and effect on the social institutions within society. Some of the social institutions that will be covered are crime and deviance, the family, mass media, and sports. The student will also create his/her own research study of a phenomenon in the social world. **Full year course.** (Grades 9-12)

## **High School Physical Education Department**

*The state of Nevada requires two credits of physical education for graduation.*

**HS Physical Education (girls = 620 boys = 621):** Physical Education is designed to help each student develop and maintain an acceptable level of physical fitness through a variety of exercises, sports and related health activities. Students will have the opportunity to develop and improve their physical skills, fitness habits, and self-discipline. (Grade 9-12)

**Intro to Athletic Performance (630):** This course will focus on functional strength and muscle enhancement to improve athletes' movement and body composition. Students will also engage in auxiliary exercises such as cardio-vascular training, stretching and flexibility, plyometrics and general body conditioning. This course is co-ed. (Grade 9)

**Athletic Performance (617):** This course will focus on functional strength and muscle enhancement to improve athletes' movement and body composition. Students will also engage in auxiliary exercises such as cardio-vascular training, stretching and flexibility, plyometrics and general body conditioning. This course is co-ed. **Prerequisites: Completion of Intro to Athletic Performance or 10<sup>th</sup> grader and above.** (Grades 10-12)

**Athletic Performance – EARLY BIRD (615):** This course will focus on functional strength and muscle enhancement to improve athletes' movement and body composition. Students will also engage in auxiliary exercises such as cardio-vascular training, stretching and flexibility, plyometrics and general body conditioning. This course is co-ed. **Prerequisites: Completion of Intro to Athletic Performance or 10<sup>th</sup> grader and above.** This course meets before school; Applied Christianity or Morning Performance students may not take this course. (Grades 10-12)

**Fitness and Aerobics (619):** This class, for females only, is designed to help students become more aware of the variety of exercise styles available. Through the use of light weights, stretching (both dynamic and static), calisthenics and aerobic workouts, students will learn how to develop and maintain personal fitness levels. (Grades 9-12)

**Recreational Sports (623):** Recreational sports is a co-ed physical education class designed to teach students different games and activities that can be used throughout their lifetime to help them maintain adequate levels of fitness. Golf, badminton, pickle ball, ping-pong, bowling, rock climbing, and croquet are some of the activities that will support the curriculum. Students will be required to pay for some of these activities. **Prerequisite: 10<sup>th</sup>-12<sup>th</sup> graders who have had one year of high school PE, who have played a varsity sport, or who have played two or more JV sports.** (Grades 10-12)

**Athletes PE – Football (626):** This P.E. course both meets the physical education requirement for graduation and can be repeated each year for additional elective units. It is designed to physically and mentally prepare football players who participate in the sport at Faith Lutheran. The class will consist of sport specific weight training, flexibility and agility training, conditioning, and appropriate nutritional education with the goal to maximize each individual's athletic gifts. Grades will appear on report cards and will reflect effort and cooperation during class. To receive credit, the student must complete the season of football and the fall semester course. Students may take this PE class all year long or move into the Men's Basketball class when the seasons switch. Football players who do not play basketball for Faith Lutheran should remain in the class through the entire year. Football players who participate in other Faith Lutheran sports will receive sport-specific training during their other seasons.



**Athletes PE – Boys Basketball (627):** This P.E. course both meets the physical education requirement for graduation and can be repeated each year for additional elective units. It is designed to physically and mentally prepare basketball players who participate in the sport at Faith Lutheran. The class will consist of sport specific weight training, flexibility and agility training, conditioning, and appropriate nutritional education with the goal to maximize each individual's athletic gifts. Grades will appear on report cards and will reflect effort and cooperation during class. To receive credit, the student must complete the season of basketball and the fall and spring semester course. Students may take this PE class all year long or move out of the Men's football class when the seasons switch. Basketball players who do not play football for Faith Lutheran should remain in the class through the entire year. Basketball players who participate in other Faith Lutheran sports will receive sport-specific training during their other seasons.

**Athletes PE – Girls Basketball (628):** This P.E. course both meets the physical education requirement for Faith Lutheran graduation (2 units) and can be repeated each year for additional elective units. It is designed to physically and mentally prepare female basketball players who participate in the sport at Faith Lutheran. The class will consist of sport specific weight training, flexibility and agility training, conditioning, and appropriate nutritional education with the goal to maximize each individual's athletic gifts. Grades will appear on report cards and will reflect effort and cooperation during class. To receive credit, the student must complete the season of basketball and the fall and spring semester course. Basketball players who participate in other Faith Lutheran sports will receive sport-specific training during their other seasons.

**Note:** All dance classes may be taken for PE credit as well.

### **High School Computer Science Department**

*Faith requires the completion of one High School Computer Science credit for graduation.*

**Computer Applications and Integration/Graphic Design (213):** This full-year course will teach the computer elements for success. This online course will teach the introductory skills necessary to be successful in today's digital world. Students will become familiar with two prominent operating systems, master various office suite applications, and be introduced to other applications that will expose students to concepts that can be explored further in other classes at Faith. **This class is for transfer students or those who have not taken a middle school computers class.** (9th Grade only)

**Computer Aided Drafting – CAD (208):** This full-year course will expose students to the use of computers for design purposes. Utilizing relative and current software, students will learn concepts of architectural design, building and interior design tools and landscaping elements. First semester students will focus on 2D design and drafting techniques and principle while second semester will focus on 3D design and modeling techniques. (Grades 9-12)

**Web Site Design (216):** This full-year course will teach students the basics in web site design. Students will be introduced to the design, creation, and maintenance of web pages and web sites. They will learn how to evaluate web site quality and apply web design standards. Students will learn to apply key graphic design concepts to create and manipulate high quality imagery for their web pages using standard design industry applications. Students will also explore the basics of JavaScript when used with web sites. (Grades 9-12)

**Visual Art/Graphic Design (490):** This full year course will combine elements of traditional studio art instruction with creative uses of computer technology. Students will study the history and theory of visual communication and 2D graphic design, typography, illustration and page layout. Students will develop visualization and drawing skills, apply the elements of art and principles of design, while exploring their creativity and ability to design art to communicate and motivate. Adobe Creative Suite software applications will be used, along with traditional art mediums. Topics will include packaging design, logo identity, branding, posters, illustration, product design and printing. **No prerequisite required.** This course may credit a student with either (1) Fine Art credit OR (1) Computer Science credit. (Grades 9-12)

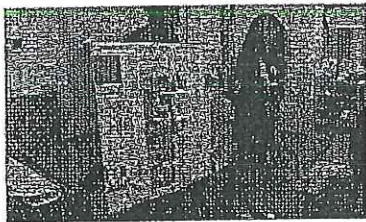
As part of the curriculum, Holloman has a program called PRIDE (perseverance, respect, integrity, determination, excellence) that brings in speakers to talk to students once a month. Students who display the characteristics of PRIDE are honored with a metal coin with the school logo on one side and the words "Making a Difference" engraved on the other. Students are also encouraged to "pay it forward" by contributing time and energy in community and humanitarian service.

Holloman provides school-wide wireless access, laptops for each student, robotics, and distance learning classes. Classroom learning is augmented with field trips and competitions, both locally and regionally.

#### Navigation Menu *Awards and Rankings:*

- Blue Ribbon School for 2013
- Rated 9 (on a scale of 10) by GreatSchools.com
- Rated 10 (on a scale of 10) by Education.com
- Rated an "A" school in 2012 and 2013

## 47. Voyager Public Charter School



(Honolulu, HI)

Voyager Public Charter School is a K through 8 public charter school that serves approximately 240 students in the city of Honolulu and throughout the island of Oahu.

The philosophy behind the school's approach is to make students responsible for their own learning by setting goals for themselves and learning through hands-on projects, while limiting paper/pencil tests and book learning.

After administering formal and informal assessments, students are placed on multi-age, multi-ability teams which provide opportunities for cooperative learning and cross-age tutoring. Student learning is augmented by required field trips. Parents are encouraged and expected to participate in their child's learning.

The arts are a key component of learning at Voyager. Students have weekly art classes with a master's-trained art teacher, and artwork is incorporated into other subjects across the

curriculum. Additionally, music, dance, and drama are part of the curriculum, exposing students to great composers and musicians.

#### *Awards and Rankings:*

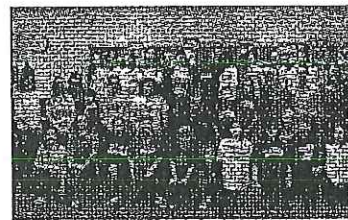
- Rated 8 (on a scale of 10) by GreatSchools.com
- Rated 8 (on a scale of 10) by Education.com
- Ranked #1 middle school in the state by SchoolDigger.com
- Arts Excellence Award for 2006

## 48. Elkhorn Elementary School

Navigation Menu

(Stockton, CA)

Elkhorn Elementary School is a member of the Lodi Unified School District in San Joaquin County, California. The school serves almost 300 students in grades 4 through 8.



There are activities geared toward both elementary and middle school. Middle school students participated in the science competition known as the Middle School Science Olympiad in the 2013-14 school year, earning gold medals in Anatomy, Crime Busters, Disease Detectives, Dynamic Planet, Experimental Design, Heredity, Meteorology, Road Scholar, Shock Value, Simple Machine,s and Water Quality, as well as silver and bronze medals in a variety of subjects.

The district provides resources for every grade and school in the district, so that students have a wide variety of learning tools. Students and teachers can communicate and collaborate on line through the website, with email, exchange of documents, tutoring, and website design and creation.

#### *Awards and Rankings:*

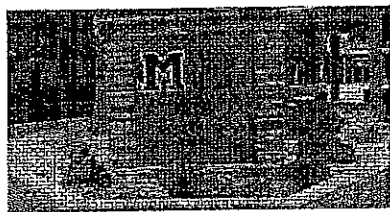
- Rated 10 (on a scale of 10) by Zillow.com
- Rated 9 (on a scale of 10) by GreatSchools.com
- Rated 10 (on a scale of 10) by Education.com
- Ranked as the best middle school in the Western United States by NeighborhoodScout.com



- Ranked #60 out of 7,053 schools by USA.com
- Awarded a grade of 95, with 442 out of 459 possible points, on the Star Test Average

Score by FindtheBestSchools.com

## 49. Bob Miller Middle School



(Henderson, NV)

Bob Miller Middle School, which has been designated a five-star school by the Department of Education, takes an active interest in the students as individuals. The school gives each

- Navigator "Mindset inventory" to help them develop a growth mindset, which is associated with achievement and success.

Education at Bob Miller is more than just academics—for example, deans meet with students to discuss behavior expectations—and yet their success in state assessment tests has placed them at the top of Nevada middle schools.

Students may participate in symphonic band, jazz band, orchestra, and choir, as well as athletics and fund-raising for charity and community service.

A variety of other clubs and activities are available to students, as well, including astronomy club, Bible club, art club, Bobcat Bowlers, Bobcat Writers, and archery club, among others.

### *Awards and Rankings:*

- Ranked #1 middle school in the state by SchoolDigger.com
- Rated 10 (on a scale of 10) by GreatSchools.com
- Rated 9 (on a scale of 10) by Education.com

## 50. Discovery Middle School

(Granger, IN)

Discovery Middle School—located in Granger, an affluent suburb of South Bend, Indiana—serves grades 6 through 8 and has approximately 861 students.





Students at Discovery can participate in the Horizons STEM Conference, Academic Team Competitions, National Junior Honor Society, or the Discovery Scholastic Art Competition. Gold Key winners are sent to compete in the national level in New York City.

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For fine arts, Discovery offers band, choir, orchestra, and piano lab. In the realm of athletics, there are basketball, track and field, cross country, volleyball, and football, while strength and conditioning, wrestling, tennis, and flag football are offered on an intramural basis.

### *Awards and Rankings:*

#### □ Navigation Menu

- Blue Ribbon Award Winner for 2013
- Rated "A" by the Indiana Department of Education
- Superior scores on state assessment tests
- Ranked #4 in the state by SchoolDigger.com
- Rated 10 (on a scale of 10) by GreatSchools.com
- Rated 10 (on a scale of 10) by Education.com

# EXHIBIT C

JA000000175



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# FAITH LUTHERAN

## MIDDLE SCHOOL & HIGH SCHOOL

### Our School

#### CEO's Message

#### Mission and Strategic Plan

Board of Directors and Lutheran  
Secondary School Association  
Churches

Communication Help

FAQ

Newsletter

Forms

Staff Directory

Employment Opportunities

Directions

Thrift Store

Faith Lutheran PTF

Photo Album

Links

Videos

Daily Announcements

The Shield

Staff

#### Philosophy

Faith Lutheran Middle School & High School has as its guiding principle Proverbs 22:6, "Train up a child in the way he should go, and when he is old he will not turn from it."

Faith Lutheran, in clearly proclaiming the Good News of the Gospel, holds true the historic tenets of Faith alone, Grace alone, and Scripture alone as explained in God's Word and in the Lutheran Confessions.

Faith Lutheran is dedicated to offering quality educational experiences to those who acknowledge Christ as their Risen Savior, as well as those who do not yet know the Lord.

**Vision:** Faith Lutheran is the standard of excellence in Christian education.

**Mission Statement:** "Everyone prepared! Everyone saved!"

**Desired Values:** The fundamental values that guide decision-making in this Association are based in God's Word and permeated by the pursuit of excellence. Those values are: Christian faith and life, teaching that engages and challenges our learners, and the balance of mind, body and soul. Based on these values, Faith Lutheran will pursue the following outcomes:

1. Growing body of believers
2. Building dynamic and God pleasing relationships
3. Pursuing excellence without exclusivity
4. Funding this ministry for excellence without exclusivity
5. Building a modern, full-service educational campus
6. Expanding the school in a manner that is mission driven
7. Widening Faith Lutheran Middle School & High School's reputation for excellence

#### Critical Targets:

1. Effective management of organizational resources (financial, informational, and human) ensures the dynamic, successful pursuit of our mission.
2. A purposeful property plan optimizes the entire 49 acres and efficiently accommodates future growth.
3. A culture of academic excellence engenders a love of life long learning and effectively prepares students for their vocation.
4. Highly effective academics engage, excite, and equip students increasing their advantage in their field of study.

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FACULTY AND STAFF ACCESS

POWERED BY EDUCATIONAL NETWORKS

# EXHIBIT D

JA000000177



# 2016-2017 Faith Lutheran MS & HS Curriculum Handbook

*Everyone Prepared! Everyone Saved!*

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## **Academic Policies**

### **Course Load:**

Middle school students are required to take eight classes. Sophomores and freshman are required to take eight credits, while juniors and seniors have two options. They may take eight credits during their junior year and then six their senior year, or they may take seven credits both their junior and senior years. Juniors or seniors who have counselor and parental approval may choose study hall, early dismissal, or late arrival. No student may be enrolled in less than six classes. There is no tuition reduction for students who take less than a full load.

### **Schedule Change Requests:**

Students have until one week prior to the start of the 1st semester, and until the day the 2nd semester begins to request schedule changes. Any changes made after those days will be charged \$25 each. No requests will be accepted later than five days after the start of either semester.

### **D's and F's:**

Students who receive a D or an F in any high school course must make up that credit through summer school, correspondence course, or by repeating the course at Faith (if room in a class permits). Faith will offer some Summer School courses to remediate D's and F's. Arrangements will be made through the student's counselor. Students have two summers and one academic year to make up the credit; however, all deficiencies must be made up prior to the start of a student's senior year. Seniors must be within eight credits of graduation prior the start of their senior year.

A middle school student who fails a total of three semester courses in one year cannot advance to the next grade level but must repeat the entire year or withdraw from Faith Lutheran.

### **Summer School Credit:**

Students can receive credit in a summer school course only to replace a failed course. No **required course** can be replaced with summer school credit.

### **Transfer Students:**

Students who enroll their sophomore, junior or senior year will have their credits adjusted appropriately.

## A word about the scheduling process

The curriculum at Faith Lutheran is diverse and structured to meet and, in most cases, exceed the minimum requirements of the state of Nevada. **The courses in this book will be offered based on student requests and staffing. Subsequently, some courses listed may be dropped when the schedule is built.** In an effort to provide students at Faith Lutheran with a quality Christian education, the administration and faculty review course offerings and credit demands annually.

Students are scheduled with the following considerations:

1. Many courses have prerequisites that are determined by the respective academic department. This is especially true for advanced, honors, and AP courses. Please refer to the course descriptions to find information regarding prerequisites for each course.
2. High school classes are filled with respect to students' grade level. For example, seniors will have priority over freshmen.
3. Popular classes with limited space, particularly middle school electives, will be filled using a lottery system. Names will be chosen randomly.
4. If a section of a class is full, an alternate choice, selected from the student's course request form, will be substituted.
5. Students who do not meet course request deadlines will have their schedules created for them and will not have priority for course selections.
6. If a class has an opening, it will be filled on a first-come, first-served basis from the students who submit a drop/add form during the drop/add period.

## **Middle School Course Offerings**

Students in the Middle School take courses in the following core areas: Theology, English, Mathematics, Physical Education, Science, and Social Studies, as well as a Reading/Study Skills course and one elective for 7<sup>th</sup> graders and two electives for 8<sup>th</sup> graders.

Middle School students who excel academically have the opportunity to take advanced junior high courses and/or high school courses before entering high school, including courses in mathematics and foreign language.

### **Middle School Theology Department**

*The salvation of each student is our school's first priority. Students take a Theology course each year they attend.*

**Theology 6 (101):** The purpose of the sixth grade Theology class is to encourage students to explore their faith and their relationship with God and with one another. Students use a student book that encourages active learning. The theme of the curriculum is called "One in Christ" where students will explore God's Word, focusing on major accounts of the Bible, starting with Creation and continuing through Jesus's ascension. Students will use the ESV Bible and their iPad for class work and memory. **Required for all 6<sup>th</sup> graders.**

**Old Testament (111):** This course is a survey of the Old Testament from Genesis to I Kings. The study will cover the events and the people of the Old Testament period, tracing the words, actions, revelations, and promises of God contained therein to the Jewish people and the world. The students will study the events of the Old Testament in chronological order. (Grade 7)

**New Testament (113):** The curriculum of this course will consist of an in-depth study of the four Gospels of the New Testament and a review of the remaining books of the New Testament. Emphasis will be placed on how the stories of this portion of the Bible apply to daily living. (Grade 8)

**Why We Believe (114):** Why We Believe is a course that seeks to help students defend exactly that question. I Peter 3:15 notes that we must always be prepared to give a defense to everyone who asks for the reason for the hope that is in us. This course is designed to help students create their defense through the examination of both Old Testament and New Testament stories and teachings and covering topics from creation to matters of life and death. **Prerequisite: Demonstrated mastery of basic Bible stories.** (Grades 7-8)

**MS Applied Christianity (115):** Students who desire an active role in the presentation of chapels should sign up for this course. Students in this course will be equipped with the knowledge and abilities to create and present chapels to their peers. Students will also be encouraged to strengthen their faith. This class may not be repeated during junior high. **Entrance into this class is determined by application with the teacher.** (Grades 7-8)

### **Middle School Science Department**

*Middle school students take a science course each year they attend. Hands-on activities and laboratory experimentation augment the curriculum of each class.*

**Life Science 6 (812):** Life science is the study of living things and their environment. This course is designed to provide the student with a broad base of knowledge, experience, and appreciation in this field. This includes the studies of the cell, organisms, plants, and the human body. (Grade 6)

**Earth Science (816):** Earth Science is the study of the Earth and the processes that form and shape the Earth. Through the use of vocabulary, charts, pictures, and other resources, students will gain a greater knowledge of the Earth and how it functions. (Grade 7)



**Pre-STEM\* Earth Science (819):** This course is designed for students who excelled in science and math during their sixth grade year and prepares students for advanced science courses and experiences included in the high school STEM program. Although topics will be similar to those of the *Earth Science* course, this class will include a more in-depth study of scientific literature, problem solving, collaborative work, and labs. **Prerequisite:** 90% or better in 6<sup>th</sup> grade Life Science. (Grade 7)

**Physical Science (820):** Physical science is the study of nonliving matter and energy. First semester topics will include the properties of matter, the periodic table, changes in matter, compounds, and reactions. Second semester topics will include forces, machines, heat and energy, light and sound. Both semesters will include introductory lab experiences and problem solving. (Grade 8)

**Pre-STEM\* Physical Science (823):** This course is designed for students who excelled in science and math during their seventh grade year and prepares students for advanced science courses and experiences included in the high school STEM program. Although topics will be similar to those of the *Physical Science* course, this class will include a more in-depth study of scientific literature, problem solving, collaborative work, and labs. **Prerequisite:** 85% or better in Pre-STEM Earth Science or 90% or better in Earth Science. (Grade 8)

\*Qualifying high school freshmen and sophomores will be invited to apply to the STEM Program (Science, Technology, Engineering, Math). Please see the STEM Program guidelines on page 17.

### **Middle School Mathematics Department**

*Faith Lutheran has the ability to move students into the math class that will meet their academic needs. Middle school students at Faith Lutheran may take high school math courses for high school credit if their academic ability is advanced.*

**Math II 6 (502):** The content covered in Math II is intended to help students expand and apply their mathematical skills. Math II provides students an in-depth and integrated preparation for Algebra and Geometry. The program involves students in problems and situations that are current and that demonstrate a practical purpose for mathematics. Selected topics include fractions, decimals, percents, word problems, geometry, measurements, proportions, and equations. (Grade 6)

**Advanced Pre-Algebra 6 (532):** Students will acquire an algebraic and graphical understanding of functions; write, solve, and graph linear equations; compute rational numbers; recognize and verbalize patterns; and study two and three-dimensional geometry. This course is designed for sixth graders whose entrance exam scores indicate their need for a more demanding math course. Pre-AP courses are designed to enable students to be successful in the Advanced Placement Program and other advanced mathematics courses. (Grade 6)

**Pre-Algebra 7 (533):** This course helps students make the transition from arithmetic to algebra. Students will continue to extend and build upon their foundation of basic understandings of numbers, operations, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; and measurement, probability and statistics. This course is designed for those who have already completed Pre-AP Math II or whose entrance exam scores indicate their need for a more demanding math course.

**Pre-Algebra 8 (505):** This course is the final step in the middle school mathematics curriculum and prepares students for Algebra I. Students will see real world applications of mathematics while learning concepts necessary for higher levels of mathematics. The students will master Integer Operations, Multi-step Equations and Inequalities, Surface Area and Volume, Basic Angle Relationships, Pythagorean Theorem, Perfect Square Numbers (knowing square roots), Graphing Lines with a T-table, and Finding Slope. (Grade 8)

**Algebra I (513):** This course is designed for advanced eighth grade students. Algebra I develops the students' abstract reasoning through the study of the rules of Algebra, solving and graphing linear equations, powers and exponents, polynomials and factoring, proportions and rational functions, radicals, and connections to geometry. Students enrolled in Algebra I receive a high school credit for math. (Grades 7-8)

**Geometry for 8<sup>th</sup> graders - Honors (531):** This course is designed for students who excel in mathematics. Although the topics will be similar to those of the regular Geometry class, the study will be more in-depth and move at a more rapid pace. Priority enrollment for this course is based upon grades in Algebra I of 88% or better. (Grade 8)

**MS Math Lab (521):** Students enrolled in this course will be in a math class every day. They will be in their regular math class on one day and math lab the following day. The Math Lab is a tutoring situation where students will be required to work on the homework assigned in their regular math classes. Additional attention will also be given each day to practicing basic skill sets necessary for success in all mathematics courses. (Grades 7-8)

### **Middle School English Department**

*Middle school students take an English course each year they attend.*

**Language Arts 6 (301):** In language arts, students will review and learn the writing traits. Many writing genres will be covered and conventions will be reinforced throughout the year. The students will be able to identify poetic elements and create a poetry portfolio reflecting upon their writing. The students will be required to write a persuasive paper. Students will have ongoing opportunities to present their work throughout the year. **Required for all 6<sup>th</sup> graders.**

**Literature 6 (302):** This course focuses on active reading and writing while making the reading/writing connection. Active reading includes at least three novels and a variety of short stories. There is a strong emphasis on reading comprehension, strategies for higher-level thinking, and answering questions in complete sentences. Students will be required to make text-to-text, text-to-self and text-to-world connections. **Required for all 6<sup>th</sup> graders.**

**English 7 (304):** This course focuses on experiencing several different genres of literature including short stories, novels, poetry, and mythology. The composition element emphasizes sentence structure, vocabulary growth, and grammar while developing the skills needed to compose a proper essay. (Grade 7)

**Advanced English 7 (308):** This 7<sup>th</sup> grade English course is designed for students who excel in both literature and grammar. The literature portion of the class will cover short stories, poetry, mythology, novels – including *Phantom of the Opera* – and Shakespeare's *A Midsummer Night's Dream*. Grammar studies will focus on improving writing as students learn to develop four and five paragraph essays. **Prerequisites: 90% (all four quarters) in Literature 6 and Language Arts 6.** (Grade 7)

**English 8 (316):** This curriculum will focus on building an awareness of, and an appreciation for, the English language. The components of grammar and mechanics will be utilized throughout the course in the composition of writing paragraphs, essays, and a research project. The literature portion will use short stories, poetry, novels, and drama to increase the student's awareness of the written word and provide additional opportunities for vocabulary usage. (Grade 8)

**Advanced English 8 (317):** Advanced English for 8th grade will challenge students by providing them with opportunities to critically examine poetry, fiction, and drama. The students will advance their writing skills by using complex sentence structure and the essay format to discuss the content and style of the works studied. Oral participation, both in class discussion and small group/individual presentation, will encourage student growth. Students will learn the foundations of literature, giving them the ability and confidence to approach other great works of literature in their future studies. **Prerequisites:** 85% in Advanced English 7 (all four quarters) or 92% (all four quarters) in English 7. (Grade 8)

### **Middle School Social Science Department**

*Middle school students take a social science course each year they attend.*

**Social Studies 6 (040):** This course covers a wide variety of subjects beginning with ancient civilizations including: Mesopotamia, Egypt, Greece, Rome, and India. During this time, students will also mummify chickens and participate in the Roman Games. Throughout the course the students will do a variety of hands-on activities during each unit. **Required for all 6<sup>th</sup> graders.**

**American History (046):** This course is designed to give the students a general overview of American history. The class will focus on the individuals and groups who have shaped the American nation. Classroom activities and discussions will focus on the major social, economic, and political events that have impacted the United States. This course will cover American history from the migration of the peoples from Asia to the present era. (Grade 7)

**World Geography and Nevada History (043):** This course is divided into two parts. World geography focuses on the Earth as the home of people. Students will also focus on the interaction between people and their environment in different continental regions. In Nevada history, students will discover the patterns of continuity and change that exist in the physical, social, cultural, and economic realms of Nevada's growth. (Grade 8)

### **Middle School Physical Education Department**

*Students are required by the state of Nevada to participate in PE each year of middle school.*

**Physical Education 6 Co-Ed (603):** Physical education is designed to help each student develop and maintain an acceptable level of physical fitness through a variety of exercises, sports and cooperative games. The co-ed program focuses on equipping students with good sportsmanship, teamwork, and positive skill development. (Grade 6)

**MS Physical Education (girls = 605 boys = 606):** Physical education is designed to help each student develop and maintain an acceptable level of physical fitness through a variety of exercises, sports and cooperative games. Students will have the opportunity to develop and improve their physical skills, fitness habits, and self-discipline. (Grades 7-8)

**Competitive MS PE (607):** This course is a coed experience for the competitive at heart. It is designed to give the student a competitive look at sports, while taking a more in depth look at both rules and strategies of the game. There are weekly homework assignments and each unit is two weeks long, giving students a chance to develop a deeper knowledge of multiple sports throughout the year. **Prerequisite: Participation in two different sports in the previous school year (minimum of one school sport).** (Grades 7-8)

**Football Fundamentals (631):** The purpose of this class is to explore the concepts, competencies, ideas, ideals and principles of participating in football like sports as a Christian athlete. This class will examine the depths and methods of participating in football or similar sports from new perspectives. Course topics will include dynamic workouts and to review the history of the game of football as well as an overview of the rules, ethics of the game and player conduct on and off the field. **Prerequisite:** All 7<sup>th</sup> and 8<sup>th</sup> grades boys returning to play tackle football and those interested in the nuances (or aspects) of Faith Middle School Football. (Grades 7-8)

## **Middle School Electives**

### **Sixth Grade Electives**

*Sixth grade students have two options for electives. They may take a full year of choir, band, or strings (see performing arts electives), or they may take one of the Explore options.*

#### **Sixth Grade Explore:**

In sixth grade, students may select from two Explore options. In option 1, students will gain exposure to art, music, dance, and drama. In option 2, students will gain exposure to computers, Water for Life, Social Media, and FastMath. They will complete one quarter of each topic.

##### **Option 1**

**Instrumental Music:** From students curious about music to the already experienced player, Instrumental music will allow students to explore various instruments including the families from which they come. Students will construct their own instruments and play in an ensemble all the while learning about different types of music and how music influences culture.

**Dance:** For students who have never stepped foot on a dance floor to those born dancing, this section of the fine arts strand will allow students to explore various types of dance. Students will learn how to properly warm up, stretch, and move. They will be introduced to styles of dance from hip-hop and jazz. The objective of this course is for students to improve musicality and awareness of the functions of the body.

**Theatre:** This course offers students the opportunity to experience theatrical performance. Various elements of theatre will be introduced including improvisation and character development. Students will learn auditioning techniques and how to build an ensemble that works together to tell a story.

**Visual Arts:** In this course, students will get to explore the relationship between art and culture. They will have the opportunity to create their own cultural arts the may include: Aboriginal dot paintings of Australia, ink brush paintings from China, Shadow puppets from Indonesia, Day of the Dead Memorial skulls, or African Tribal Masks.

##### **Option 2**

**Pre-Robotics** - In this quarter course, students will explore how to control computer input and output using sensors and motors through the fields of computer programming and robotics via the platforms D-I-Y electronic kits.

**FastMath** - Students will build their confidence in math by becoming fast and accurate with facts in all four operations and by developing number sense by understanding relationships between numbers and within operations using the Scholastic FastMath Software. During class, students will also explore different math concepts with lots of fun games, learning activities, and projects. Focusing on the mathematical foundations, this class will help students build a strong basic foundation for all future mathematical learning.

**Social Media** - This course will focus on responsible social media use. Students will get hands-on experience as they learn how to use a wide range of social media tools. It will address Internet safety, appropriate communication and interaction, and the impact of their digital footprint. This interactive course will provide a unique opportunity to understand how social media is fundamentally changing the way people communicate. More specifically, students will learn how people can strategically use social media tools to engage their audience in new and exciting ways.

**Water for Life:** Water for Life is a challenged-based, service-learning class in which we will be studying local and global water issues, introducing students to the worldwide water crisis and taking action on both a local and global level. We will discuss cultural issues resulting from the lack of clean water. We will raise awareness about the water crisis while taking action to provide funds for water, sanitation and hygiene education for a partner school in a developing country. Finally, we will collaborate to resolve such issues as water waste and the over-used plastic water bottle here on Faith Lutheran's campus.



## **Full Year Electives Grade 6:**

Instead of the Explore options, sixth graders may take a full year of Beginning Band, Intermediate Band, Strings, or 6<sup>th</sup> Grade Choir. (See the performing arts section for descriptions of these courses)

## **Seventh Grade Electives**

*Seventh grade students have two elective slots in their schedule. Students may choose from pairs of semester long courses, full year courses, or one of each. Seventh graders may also select from the performing arts electives - Band, Guitar, Orchestra, Piano Lab, Dance, or Choir. (See page 10 for descriptions of these courses)*

### **First Pair Grade 7 (212):**

**Computer Game Programming (212):** In this semester course, students will be introduced to the fundamentals of programming while learning to create their own gaming environments, characters, and objectives.

**Introduction to Film Making (239):** In this semester course, students will be introduced to the fundamentals of filmmaking. Students will explore the art of storytelling, shooting and structuring scenes, as well as editing and cutting film using advanced applications.

### **Second Pair Grade 7 (322):**

**MS Drama (322):** This performance-based semester course will emphasize the theatrical arts. It will highlight the history of the theatre, techniques in pantomime, improvisation, scene study, and the effective use of stage body and voice. Attendance at a theatrical performance outside of Faith Lutheran is required. MS drama also serves as a pre-Conservatory class, which will help those students looking to audition for the Conservatory in high school strengthen their skill sets. (Grades 7-8)

**MS Musical Theatre (480):** Basic proper "warm-up" technique and basic movement patterns will be established. These will be applied in learning choreography primarily to songs from musicals. This class will have an emphasis on quality of performance. MS Musical Theatre also serves as a pre-Conservatory class, which will help those students looking to join the Conservatory in high school strengthen their skill sets. (Grades 7-8)

## **Full-Year Electives Grade 7:**

**Art 7 - Artists and Painting (4041):** This course will explore the wide range of artists and styles of art that exist in the area of painting. Students will be introduced to five very distinct artists and their works from Abstract art through Impressionism. Students will create works in these styles using paint as the primary medium. Art 7 also serves as a pre-Conservatory class, which will help those students looking to join the Conservatory in high school strengthen their skill sets. (Grade 7)

**MS Speech (321):** This course will strengthen the skills for both speaking and listening. Students will experience various types of speeches, ranging from introductory speeches to complex speeches. The class will also focus on issues of anxiety, gaining and keeping audience attention, speaking "tics," and rehearsal technique. (Grade 7)

**Spanish IA (637):** This course is the first of a **two-year** Spanish I sequence designed to prepare students for Spanish II with a solid foundation. It is the first step to fulfilling a foreign language requirement. The course will emphasize reading, writing, speaking, and listening at a more moderate pace than Spanish I. The cultures of Mexico, Central and Latin America will supplement the grammar. Students must successfully complete Spanish IB to receive high school credit for Spanish I. **Prerequisite: 3.0 GPA. (Grade 7)**

**MS Journalism (313): Full year.** This course will focus on the production of a school newspaper for the middle school. Students will learn about all areas of newspaper writing such as features, special interest, sports, editorials, and columns. Students in the class will learn the steps involved in interviewing, writing, editing, and publishing a newspaper. In addition to writing and editing their stories, students will use Adobe InDesign to design and create their own layout. Student will be prepared for Journalism II upon reaching high school. **Prerequisite: Students must complete an application. (Grades 7-8)**

**MS Yearbook (323): Full year.** The curriculum for this course will assist students in learning the basics of yearbook construction. From basic photography to page design and layout, middle school students will be able to have active input on the middle school section of the yearbook. Students may NOT join this class at semester. (Grades 7-8)

**News Broadcasting MS (325):** This hands-on television production course will teach students how to collect news information, interview subjects, and write a story in TELEVISION format. Teachers will assign jobs in the newsroom such as: reporters, sportscasters, news anchors, and photojournalists who will then cover news stories that relate to students at Faith. This course will prepare students to put together a news program that airs on a regular basis. Students must be outgoing, creative, and adept at using computer technology. **Prerequisite: teacher interview. (Grades 7-8)**

**Pre-STEM Robotics (211):** In this full year course, students will prepare and take part in interscholastic robotics competitions. Students will enhance their skills necessary to be successful in the STEM field, from problem solving, collaboration, and innovative thinking. Throughout the year students will take on the roles of mechanical and electrical engineers, computer scientists, and research scientists. Students will improve their communication and teamwork skills by working in teams with other students to put their knowledge into practice through a lab setting. **Prerequisites: 87% in a Middle School Computer Class AND 87% in a 7th grade level Math class OR 90% in Math II for 7th Graders. (Grades 7-8)**

### **Eighth Grade Electives:**

*Eighth grade students have two elective slots in their schedule. All 8<sup>th</sup> grade students will take one semester of health paired with a semester of Life Skills. For the remaining slot, they may choose a pair of semester long courses, or they may select a full year course.*

#### **REQUIRED: Life Skills + Health (010):**

**Life Skills (010):** Nutrition, food preparation, child-care, basic sewing, and laundry are all covered in this "hands on" course. Students will gain skills needed for everyday life. Students will be required to supply some fabric for the sewing unit. (Grade 8)

#### **First Pair Grade 8 (322):**

**MS Drama (322):** This performance-based semester course will emphasize the theatrical arts. It will highlight the history of the theatre, techniques in pantomime, improvisation, scene study, and the effective use of stage body and voice. Attendance at a theatrical performance outside of Faith Lutheran is required. MS drama also serves as a pre-Conservatory class, which will help those students looking to audition for the Conservatory in high school strengthen their skill sets. (Grades 7-8)

**MS Musical Theatre (480):** Basic proper "warm-up" technique and basic movement patterns will be established. These will be applied in learning choreography primarily to songs from musicals. This class will have an emphasis on quality of performance. MS Musical Theatre also serves as a pre-Conservatory class, which will help those students looking to join the Conservatory in high school strengthen their skill sets. (Grades 7-8)

#### **Second Pair Grade 8 (212):**

**Computer Game Programming (212):** In this semester course, students will be introduced to the fundamentals of programming while learning to create their own gaming environments, characters, and objectives.

**Introduction to Film Making (239):** In this semester course, students will be introduced to the fundamentals of filmmaking. Students will explore the art of storytelling, shooting and structuring scenes, as well as editing and cutting film using advanced applications.

### **Full-Year Electives Grade 8:**

**Art 8 (413):** This course allows students to discover the basics of many different media. Students will have experiences in drawing, painting, and sculpture. Creativity of the students will be expressed through traditional and abstract exercises and projects. Art 8 also serves as a pre-Conservatory class, which will help those students looking to join the Conservatory in high school strengthen their skill sets. (Grade 8)

**Photography 8 (423):** This course explores the basics of photography. Students will learn how to compose photos of many subjects, including portraits, still life, architecture and nature, using a digital camera and an iPad camera. Students will also be introduced to traditional black and white film cameras, learning how to determine exposure, develop and print images in the darkroom. This course will give students the opportunity to transition into high school photography and eventually explore advanced photography techniques. Photography also serves as a pre-Conservatory class, which will help those students looking to join the Conservatory in high school strengthen their skill sets. (Grade 8)

**Web Site Design (247):** This full-year course will teach students the basics in web site design. Students will be introduced to the design, creation, and maintenance of web pages and web sites. They will learn how to evaluate web site quality and apply web design standards. Students will learn to apply key graphic design concepts to create and manipulate high quality imagery for their web pages using standard design industry applications. Students will also explore the basics of JavaScript when used with web sites. **Prerequisite: 2 semesters of MS computer science classes and a 3.5 GPA.** (Grade 8)

**Pre-STEM Robotics (211):** In this full year course, students will prepare and take part in interscholastic robotics competitions. Students will enhance their skills necessary to be successful in the STEM field, from problem solving, collaboration, and innovative thinking. Throughout the year students will take on the roles of mechanical and electrical engineers, computer scientists, and research scientists. Students will improve their communication and teamwork skills by working in teams with other students to put their knowledge into practice through a lab setting. **Prerequisites: 87% in a Middle School Computer Class AND 87% in a 7th grade level Math class OR 90% in Math II for 7th Graders.** (Grades 7-8)

**Spanish IB (638):** This course is a continuation of Spanish 1A. It is the second of a two-year Spanish I sequence designed to prepare students for Spanish II. It emphasizes reading, writing, speaking, and listening while also covering the cultures of Latin American countries. Students who took Spanish IA must successfully complete this course to receive high school credit for Spanish I. **Prerequisite: Spanish IA.** (Grade 8)

**French I (658): Full year.** This class will develop French conversation skills and cultural sensitivity by interweaving language and culture. Students will understand the structure of the language thus enhancing comprehension. An emphasis will also be placed on developing students' listening, writing, and reading skills throughout the course. **Prerequisite: 3.0 GPA.** (Grades 8-12)

**Spanish I (639): Full year.** Spanish I lay the foundation in the development of the student's linguistic proficiency in Spanish through a fully integrated approach to language learning. The four skill areas of listening, reading, writing, speaking, as well as cultural information, provide the necessary practice to increase the student's skill and cultural awareness. **Prerequisite: 3.0 GPA** (Grade 8)

**MS Journalism (313): Full year.** This course will focus on the production of a school newspaper for the middle school. Students will learn about all areas of newspaper writing such as features, special interest, sports, editorials, and columns. Students in the class will learn the steps involved in interviewing, writing, editing, and publishing a newspaper. In addition to writing and editing their stories, students will use Adobe InDesign to design and create their own layout. Student will be prepared for Journalism II upon reaching high school. **Prerequisite: Students must complete an application.** (Grades 7-8)

**MS Yearbook (323): Full year.** The curriculum for this course will assist students in learning the basics of yearbook construction. From basic photography to page design and layout, middle school students will be able to have active input on the middle school section of the yearbook. Students may NOT join this class at semester. (Grades 7-8)

**News Broadcasting MS (325):** This hands-on television production course will teach students how to collect news information, interview subjects, and write a story in TELEVISION format. Teachers will assign jobs in the newsroom such as: reporters, sportscasters, news anchors, and photojournalists who will then cover news stories that relate to students at Faith. This course will prepare students to put together a news program that airs on a regular basis. Students must be outgoing, creative, and adept at using computer technology. **Prerequisite: teacher interview.** (Grades 7-8)



## Middle School Performing Arts Electives

**Sixth Grade Choir (403):** This choir is open to all 6th graders. Previous choir or instrumental experience is helpful but not required. Students in this choir will learn vocal techniques, musicianship, and teamwork required for performing. Basic music skills, note reading, and rhythms will be learned using the voice as the primary instrument. Students will also experience music performance using hand chimes and other percussion instruments. Students will participate in concerts. (Grade 6)

**Boys Chorus MS (484):** This course focuses on voice building and music reading in a male gender ensemble. No previous experience is required. Special attention is given to the male voice change through use of two and three part music. It also includes basic music theory, note reading, rhythm and counting skills, and knowledge of musical terms and symbols. Members of the Boys Chorus are given the opportunity to compete in Regional Solo and Ensemble Festival, perform at school concerts, and participate in a music festival in California at the end of the school year. This group will also perform frequently with the MS Treble Chorus. (Grades 7-8)

**Treble Chorus MS (485):** Treble Chorus is a performance class open to all seventh and eighth grade girls who enjoy singing. This full-year music course emphasizes performance, voice building, and music reading in the context of an all female ensemble. It also includes basic music theory, note reading, rhythm and counting skills, and knowledge of musical terms and symbols. Students are given the opportunity to compete in District Solo and Ensemble Festival, perform at school concerts, and participate in a music festival in California at the end of the school year. This group will also perform frequently with the MS Boys Chorus. (Grades 7-8)

**Beginning Band (406):** Consists of students who have had no previous experience playing band instruments: Flute, Clarinet, Alto Saxophone, Tenor Saxophone, Trumpet, F Horn, Trombone, Baritone, Tuba, Percussion. Students will learn proper instrument position and posture, note- and rhythm-reading skills, proper breathing technique, and proper rehearsal and concert etiquette. Students perform in concerts and have off campus performing opportunities. Students must provide their own instrument. (Grades 6-8)

**Concert Band (497):** Concert Band is a performance oriented ensemble designed to provide EXPERIENCED, dedicated, serious students varying levels of performance opportunities and a solid foundation on student's specified instruments. Students will spend rehearsal time preparing quality literature from the chamber and wind band repertory, as well as learning music theory, scales, concert techniques, vibrato, and chamber music skills. Students will perform in concerts, perform in festivals and competitions, and have opportunities to participate in district and state honor bands. Weekend and after school and evening rehearsals and performances will be required.

**Beginning Orchestra (400):** Beginning Orchestra consists of students who have had no previous experience playing the stringed instruments of the orchestra: violin, viola, cello and bass. Students will learn proper instrument position and posture, note- and rhythm-reading skills, proper right- and left-hand technique, and proper rehearsal and concert etiquette. Students perform in 4 concerts per year and have off campus performing opportunities. Students must provide their own instrument. (Grades 6-8)

**Intermediate Orchestra (463):** Students who have at least one year of prior playing experience are welcome. Rehearsal time will be spent reviewing instrument position and posture, note and rhythm reading, sight-reading procedures, the keys of D, G and C Major. Students will also learn new skills such as shifting, vibrato, advanced bow technique, and new key signatures. Students perform in 4 concerts per year and have off campus performing opportunities. Students must provide their own instrument. (Grades 6-8)

**MS Beginning Guitar (477):** Consists of students who have had no previous experience playing the guitar. It is a highly structured class where students will learn: how to read music, how to find notes on the fret board, beginning music theory, chords, tuning, and how to play with other guitarists in an ensemble. Students perform in 2 concerts per year and have off campus performing opportunities. Acoustic Guitars are required for home practice. (Grades 7-8)

**MS Intermediate Guitar (4771):** This year-long course is designed for guitar players with at least one year of experience (i.e. lessons or guitar class). This class will focus on playing and performing in multiple styles and techniques. Students will study advanced note reading, chord playing technique, music theory, and performance technique. Students perform in 4 concerts per year and have off campus performing opportunities. **Prerequisite: Guitar I or teacher approval.** (Grades 7-8)

**MS Dance (459):** This dance class is an entry/intermediate level dance class. It is a year long class and is available to all Middle School Faith students as a Fine Arts or PE credit. Students will learn beginning fundamentals (technique as well as choreography) in the areas of line, jazz, and hip hop dancing. MS dance also serves as a pre-Conservatory class, which will help those students looking to audition for the Conservatory in high school strengthen their skill sets. (Grades 7-8)

**MS Piano Lab (4071):** This course is for all levels of pianistic ability. In our state of the art piano lab, students will work to improve their technique, theory, ear training, sight-reading, and individual repertoire. For brand new beginners through more advanced, piano class is a fun class that you will enjoy. (Grades 7-8)

## NEVADA STATE High School Graduation Requirements

Subject Area	Credits
Science	2
Mathematics	3
Social Science	2
US History (1)    US Government (1)	
Humanities	1
World History (1)	
Physical Education	2
English	4
Health Education	0.5
Computer Literacy/Education	0.5
Other Electives	7.5
<b>TOTAL (with other electives)</b>	<b>22.5</b>

## FAITH LUTHERAN High School Graduation Requirements

Subject Area	Credits
Theology (One credit per year enrolled, w/o transfer credit)	1 - 4
Science (three of the following)	3
Biology or Honors	Molecular Genetics
Chemistry	AP Biology
Chemistry I or Honors	Chemistry II Honors
Ecology	AP Chemistry
Anatomy and Physiology or Honors	Physics or Honors
Marine and Desert Biology	AP Physics
Mathematics (four of the following)	4
Math Lab	Calculus
Algebra	AP Calculus AB
Geometry or Honors	Discrete Math
Algebra II or Honors	AP Statistics
Pre-Calculus or Honors	
Social Science (three of the following)	3
World History or Ancient History - Honors	
AP World History	
US History or AP US History	
US Government or AP US Government	
Physical Education	2
English (four of the following)	4
English I or Honors	AP Lit and Comp
American Lit or Honors	English 12
British Lit or Honors	Persuasion & Argument
AP Language	Mythology & Science Fiction
Foreign Language (two years of the same language)	2
Computer Literacy/Education	1
Health Education (online)	0.5
Fine Arts (Drama, Art, Music)	1
Other Electives	5.5
<b>TOTAL</b>	<b>30</b>

## High School Community Service Requirement

All Faith Lutheran High School students will be required to complete 20 hours of community service per school year. Students involved with school clubs or organizations that require service hours may need to complete additional hours. Organizations providing service opportunities for our students must be approved by school administration before the service is complete. Specific information can be found in the Parent/Student Handbook.

## Recommended High School Sequence

	Ninth	Tenth	Eleven	Twelfth
Theology	Faith I	Faith II	Faith III	Faith IV
Science	<b>Biology</b> -----> <i>Biology Hon.</i> ---->	<b>Chemistry I</b> -----> <i>Chem I Hon.</i> ----> <i>Anatomy Hon.</i> ----> <i>Physics</i> -----> <i>Chemistry</i> ---->	<b>AP Chemistry</b> <b>AP Biology</b> <b>AP Physics, Anatomy</b> <b>Ecology</b> <b>Marine &amp; Desert Bio</b> <b>Engineering I</b>	<b>AP Chemistry</b> <b>AP Biology</b> <b>AP Physics, Anatomy</b> <b>Ecology</b> <b>Marine &amp; Desert Bio</b> <b>Engineering I or II</b> <b>Molecular Genetics</b>
Mathematics	<b>Regular: Algebra I</b>  <i>Geometry Hon.</i> ---->	<b>Geometry</b> -----> <i>Geometry - Hon</i> ---->  <i>Algebra II Hon.</i> ----->	<b>Algebra II</b> -----> <i>Alg II Hon.</i> -----> <i>Pre-Calculus Hon.</i> ----> <i>Pre-Calculus</i> ----->	<b>Pre-Calculus</b> <i>Discrete Math</i> <i>AP Calculus AB</i> <i>Calculus</i> <i>AP Statistics</i>
English	<b>English I</b>  <i>English I Hon.</i> ---->	<b>American Literature</b>  <i>American Lit Hon.</i> ---->	<b>British Literature</b> <i>British Lit Hon.</i> ----> <i>AP Lit &amp; Comp</i> -----> <i>AP Language</i> -----> <i>Persuasion &amp; Argument</i> <i>Science Fiction/Mythology</i>	<b>English 12</b> <i>Persuasion &amp; Argument</i> <i>AP Language</i> <i>AP Lit &amp; Comp</i> <i>Science Fiction/Mythology</i> <i>British Literature</i>
Social Science	<b>World History</b> <i>Ancient History Hon.</i>	<i>AP World History</i>	<b>US History or</b> <b>AP US History</b>	<b>Government or</b> <b>AP Government</b>
Recommended Elective	<b>Computers, Fine Arts, or PE</b>	<b>Health (online)</b>	<b>Elective</b>	<b>Elective</b>
Recommended Elective	<b>Foreign Language</b>	<b>Foreign Language</b>	<b>Elective</b>	<b>Elective</b>
Recommended Elective	<b>Computers, Fine Arts, or PE</b>	<b>Computers, Fine Arts, or PE</b>	<b>Elective</b>	<b>Elective</b>



## Sample College Admissions Requirements

The admissions requirements of both public and private colleges and universities vary. Students are urged to plan their high school program to meet admissions requirements for the colleges in which they are interested. Students may be required to take either the SAT or ACT tests, and they should consult the catalog of the particular college or university under consideration.

### Concordia University System

Faith Lutheran is part of the Lutheran Church-Missouri Synod's program of Christian education. Graduates of Faith may continue their education at a Lutheran college or university. Consisting of ten different campuses, the Concordia University System offers over 100 majors in both the liberal arts and professional church ministry. Students may train to become pastors, teachers, church musicians, or Directors of Christian Education. The liberal arts programs prepare Christian leaders for many of the professions and occupation needed in our society today.

Concordia - Ann Arbor, MI  
 Concordia - New York  
 Concordia - Irvine, CA  
 Concordia - Wisconsin

Concordia - Selma, AL  
 Concordia - Nebraska  
 Concordia - St. Paul, MN

Concordia - Portland, OR  
 Concordia - Chicago  
 Concordia - Texas

#### Concordia University - Irvine

English	4
Mathematics	3
Social Science	2 (4 recommended)
Science	3 (2 lab)
Foreign Language	2
Fine Arts and PE	recommended

2.8 GPA and 900 SAT (math/reading) or 18 ACT

### University of California System

English	4
Math	3 (4 recommended)
History	2
Science	2-3 (2-3 lab)
Foreign Language	2-3
Fine Arts	1
Electives	1

All applicants must take two different SAT II subject tests.

### UNLV/UNR

English	4
Math	3
Social Studies	3
Science	3 (2 lab)

3.0 Core GPA or 1040 SAT (math/reading) or 22 ACT

NOTE: A 3.25 GPA is required to earn the Millennium Scholarship.

### University of Arizona

English	4
Math	3
Social Studies	1
History	1
Science	3 (3 lab)
Foreign Language	2
Fine Arts	1
Electives	1

Top 25.0% of the class or 3.0 GPA and 1110 SAT (math/reading) or 24 ACT

## Faith Lutheran Course Delivery Types

### On-Ground Courses:

Almost all courses offered at Faith Lutheran Middle School and High School are delivered during an alternate block schedule where students attend class every other day. Although these courses have homework, most course material is delivered in the classroom (or on-ground). Although teachers may often deliver content or organize learning using technology, students spend the traditional amount of time in the classroom. Faith Lutheran on-ground courses are designed to prepare students for colleges and universities around the country with an additional focus on equipping them with 21<sup>st</sup> century skills. A variety of Honors courses, Advanced Placement (AP) courses, and elective courses allow all of our students to have an individualized pathway through middle and high school.

### Hybrid Courses:

At Faith Lutheran, a select group of students have the opportunity to take hybrid classes. Hybrid courses, which are becoming increasingly popular at the university level, divide class time between on-ground delivery and online delivery. Students will spend half the amount of time in the on-ground classroom but cover the same curriculum as traditional students. Hybrid courses are designed so that the strengths of on-ground learning are paired with the strengths of online learning—the best of both worlds.

For scheduling purposes only, most hybrid course will be paired with another during the school year. This pairing means that students will alternate between the two paired hybrid courses in the block in which the pairing is scheduled.

During the 2016-2017 school year, the following hybrid pairings will be offered.

English 12 with United States Government

### On-Line Health:

We are pleased to announce a partnership forged with Orange Lutheran Online (OLO), one of the most respected online schools in the country. OLO courses have been approved by the prestigious University of California system and the NCAA, and have been accepted at many of the most selective schools in the country including many Ivy League schools, Stanford, and Duke.

OLO offers a wide variety of courses that Faith Lutheran will accept. Students can complete OLO courses to create flexibility within their schedules or to take courses we do not offer. All of these decisions must be made together with the student's counselor. OLO courses can be taken during the school year or summer.

All Faith Lutheran students who have not completed their Health requirement will be required to take this course online. We believe that it is vital that all Faith Lutheran students have an online learning experience before moving onto college because the immense popularity of these courses in higher education.

happening at the schools in the district, as well as in the wider community.

### *Awards and Rankings:*

- Blue Ribbon School for 2013
- Ranked #4 in the state out 203 middle schools by SchoolDigger.com
- Recognized as a Top Performing Middle School in the Greater Baltimore Area
- Recognized as a Top Performing Middle School in the state of Maryland
- Maryland Gold Recognition School for 2010, 2011, and 2012

Electronically Filed  
Dec 23, 2016 04:03 p.m.  
Elizabeth A. Brown  
Clerk of Supreme Court

## 13. William B. Travis Academy

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(Dallas, TX)

William B. Travis Academy (WBTA) is a magnet school within the Dallas Independent School District serving grades 6 through 8. Admission is based on academic achievement.

Space in the magnet school is limited and highly coveted.

The students, who are required to wear uniforms, have a wide range of 10-week-long, after-school programs to choose from every semester, including sports, academic competitions, and academic/enrichment classes.

In addition to the TEA academic curriculum, WBTA offers physical education, band, drama, technology, orchestra, and art.

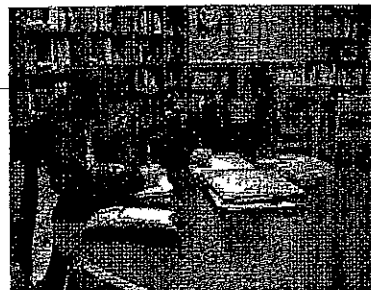
### *Awards and Rankings:*

- Rated as an Exemplary School by the Texas Education Agency
- Ranked #1 among the "Top 100 Best-Performing Public Schools in the U.S." by NeighborhoodScout.com
- Ranked the #1 middle school in the state by "Children at Risk" for 2010
- NCEA Higher Performing School for 2010

## 14. Fort Couch Middle School

(Upper St. Clair, PA)

Fort Couch Middle School serves grades 7 and 8 with a skills-and-content curriculum, in which students are placed on academic teams with inclusion and gifted programs.



Teachers are given 100 minutes of common planning time for interdisciplinary activities. A representative of the Enrichment Resource Team and a guidance counselor attend at least one of these meetings each week. Students have a bi-weekly adviser time with a teacher, and the curriculum is supported by an expressive arts team, the foreign languages department, and extracurricular activities.

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The language arts department has advanced and regular instruction. The math curriculum utilizes pre- and post-tests, and students who need acceleration can be placed in a class based upon skill, not age or grade.

Electives in the expressive arts include cabinetry, theater, rhythmic movement, architecture, and healthy cooking. French, Spanish, and German are offered to every middle school student. Students also work in large and small groups to foster and support their knowledge of the democratic principles taught in social studies.

Suggestions for expansion or change in curriculum may come from any member of the community: parents, students, teachers, concerned residents, or administrators. Curriculum leaders for each academic subject at each school level—along with department chairpersons from each school level—are full-time teachers who receive extra compensation and administrator status for curriculum development, so that all recommendations for change are studied and reviewed before a decision is made. All approved recommendations are then reviewed by the school board.

#### *Awards and Rankings:*

- 2013 Blue Ribbon School for 2013 (fourth Blue Ribbon Award)
- Redesignated Don Eichhorn Schools to Watch Award for 2014–2017
- 2011–2014 Redesignated Don Eichhorn Schools to Watch Award for 2011–2014
- Teacher (Bradley Wilson) named as one of “20 to Watch” by The National School Board’s Technology Leader Network



## 15. Hobson School

(Hobson, MT)



Also known as Hobson 7-8, this middle school has earned distinction for its outstanding state assessment scores, being named the third-best middle school in the entire western

region of the country.

Boasting a strong curriculum, students also have opportunities to participate in music and fine arts programs, vocational programs, and clubs such as Future Farmers of America, Navigation Professionals of America, and Family, Career, and Community Leaders of America. Athletics include football, volleyball and cross country.

On at least one day a year, the entire school district goes on a ski/snowboarding trip together. The community plays a vital role in Hobson School and provides two scholarships for students each year: the Arnold Haack Community Scholarship and the Hobson Alumni/Extravaganza scholarship.

Students in the district won several awards at the BPA 2013 Regional Conference.

### *Awards and Rankings:*

- Highest ranking for combined math and reading scores in grades 7 and 8
- Rated 10 (on a scale of 10) by GreatSchools.com
- Rated #3 Best Middle School in the West by NeighborhoodScout.com

## 16. Prairie Star Middle School

(Leawood, KS)

Prairie Star Middle School was one of only 12 middle schools to receive the Governor's Achievement Award for high standardized achievement scores on math and reading for the 2010 school year. In addition to achieving the Standard of Excellence in both reading and math and scoring in the top 5% of schools in both reading and math, the school had to achieve Adequate Yearly Progress (AYP) and have a good attendance record.



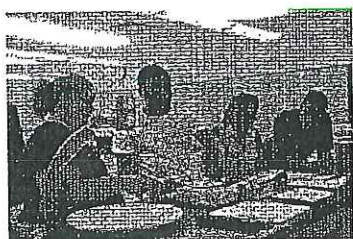
Prairie Star serves students in grades 6 through 8, with approximately 716 students in all. The school encourages public service, but unlike so many other schools, does not require it. It is a matter of school pride that individually—and as a school—the students and staff pull together to work for the betterment of the families in their community.

Every school cares about the well-being of its students, but Prairie Star devotes part of its website to help parents recognize signs of trouble in their children, with videos added by students addressing issues important to them. There are links to support groups, hotlines, and evaluation forms. The website in general is very informative—it is one of the best middle school websites in the country.

#### Navigation Menu *Awards and Rankings:*

- Governor's Achievement Award for 2012
- Ranked as the #8 school in the state by Schooldigger.com
- Rated 9 (on a scale of 10) by Greatschools.com

## 17. McKinley Classical Junior Academy Middle School



(St. Louis, MO)

McKinley Classical Junior Academy (CJA) Middle School is a magnet school with 6th through 8th graders. The school's colors and mascot are meant to evoke President William McKinley and his supporters.

During the summer, 30 McKinley CJA students attend the Middle School Summer Pharmacy Academy at the St. Louis College of Pharmacy, a program created to encourage students pursuing careers in the sciences and health. Students participating in this program conduct experiments and tour the Missouri Botanical Gardens, as well as Barnes-Jewish Hospital.

McKinley partners with the community through programs like the Gifted Resource Council (GRC), which provides summer academies, learning labs, and academic competitions. GRC is a non-profit organization dedicated to bringing the resources of a community together with schools and parents to help students achieve their potential.

### *Awards and Rankings:*

- Ranked as the #1 Middle School in the Midwest by NeighborhoodScout.com
- Top-ranking state assessment test scores
- AYP School for 2011
- Awarded Gold Star Status by the State of Missouri in 1997, 2004, and 2008.
- Blue Ribbon School for 2008

## 18. Lakeland Junior High School

(Rathdrum, ID)

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The state of Idaho is moving away from the Adequate Yearly Progress (AYP) form of rating schools and moving to a five-star system. In 2011–12, Lakeland Junior High was a four-star school that did not meet AYP and had earned 82 out of 100 points in the state evaluation system. In one year, Lakeland raised its star rating to five stars and 92 points earned.



Lakeland uses an individualized tutoring program called Study Island. Partnering with the Northwest Evaluation Association, Study Island uses a student Measure of Academic Progress (MAP) to create an individualized learning program. Students have 24/7 access to their individualized program through their mobile devices.

Lakeland serves 7th and 8th graders. In addition to core academic classes, students may choose from electives that include band, culinary arts, industrial technology, choir, robotics, lifetime activities, outdoor activities, writing, and art. Sports programs offered include volleyball, cross country and track, wrestling, basketball, and Rathdrum Park and Rec Football.

### *Awards and Rankings:*

- Idaho 5-Star School
- Rated 9 (on a scale of 10) by GreatSchools.com

## 19. South Heart School



(South Heart, ND)

South Heart School serves students in grades 7 through 12 and boasts one teacher for every nine students. The average in North Dakota is 11 students per teacher. The school, which is in a rural setting, has a total enrollment of approximately 104 students. Athletics include basketball, golf, and football. The athletic competition is for grades 5 through 12 and is a co-op, including schools in three counties.

Activities for students include Family, Career, and Community Leaders of America (FCCLA), athletics, drama, Future Farmers of America (FFA), student council, and yearbook.

#### Navigation Menu

C-PASS (Caring Parents Assisting Student Success) is a group of parent volunteers who meet five times a year to discuss ways in which they can assist the school to enrich the student learning environment. The group also raises money to help pay for activities for students.

#### *Awards and Rankings:*

- Ranked #2 middle school in the state by SchoolDigger.com
- Highest state test score ranking when combining all 8th grade scores for Language Arts, Math, Science, and Reading
- Rated 8 (on a scale of 10) by GreatSchools.com

## 20. Our Redeemer Lutheran School

(Wauwatosa, WI)

Our Redeemer Lutheran School (ORLS) serves children in grades 3k through 8 in and around the Milwaukee area.

Students come from 16 communities and 32 zip codes. In

addition to a strong academic curriculum (which also includes Spanish, physical education, band, and choir), ORLS offers basketball, volleyball, cross country, and track.



ORLS is a fully accredited school through the National Lutheran Accreditation Program. After-school programs include chess, art, science, and reading clubs. On-site child care is provided and parents are strongly encouraged to participate in their children's school.



A discount is offered for each additional tuition child attending the school and parents may pay in one payment or choose a monthly payment plan.

### *Awards and Rankings:*

- U.S. Department of Education National Blue Ribbon School 2013
- Exemplary School-LCMS for 2010-2011
- Recertification National Lutheran School Association, 2010
- 8th graders scored in 94th percentile nationally on standardized tests

## 21. Mountain Ridge Junior High School

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(Highland, UT)

Mountain Ridge Junior High serves 7th through 9th graders and has a strong academic program, which includes an Accelerated Learning Lab for math for which students must qualify with written tests.

The program also includes English, French, Spanish, American Sign Language, mythology, history, social studies, clothing and child care, health, science, technology, art and ceramics, keyboarding, and physical education. Students also have performance opportunities through a dance company, dramatic and musical theater companies, a football team, an orchestra, and a choir, among other extracurricular and curricular pursuits.

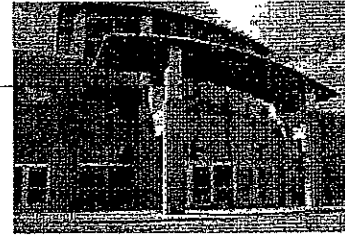
With a dedicated staff of 50 teachers, the school instructs more than 1400 students.

### *Awards and Rankings:*

- An "A" rating by the state of Utah
- Among the highest 7th and 8th grade scores in the state
- Ranked 9 (on a scale of 10) by GreatSchools.com
- Ranked the #22 middle school in the state by SchoolDigger.com (based upon 7th grade scores only)

## 22. Roncalli Junior/Senior High School

(Aberdeen, SD)



Founded in 1964, today Roncalli Junior/Senior High School serves students in grades 7 through 12. With approximately 70 teachers and staff, enrollment has reached 600. The school is accredited by the State of South Dakota and the North Central Association.

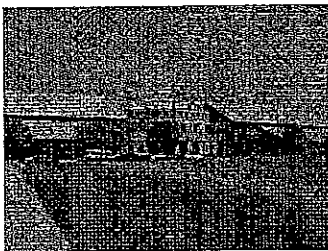
Seventh and 8th graders take the Dakota STEP test on which 7th grade students scored 91% in math and 91% in reading. Eight grade students scored 87% in math and 92.5% in reading. All students must take math, science, fine arts, humanities, social science and Economics/Personal Finance, English, physical education, health, world languages, Career and Technical Education (CTE) Capstone experience/service learning, religion, and five and one half hours in electives.

For extracurricular activities the school offers athletics, cheerleading, dance team, oral interpretation, production and performance of a one-act play and a spring play, concert band, concert choir, flag corps, marching band, pep band, honor society, student council, dances, and various clubs, including Chess Club.

#### *Awards and Rankings:*

- President's Volunteer Service Award for years 2004 through 2011, for completing more than 10,000 hours of Christian service
- Participation in the South Dakota Music Education Association's Middle School All-State Band Festival

## 23. Short Pump Middle School



(Glen Allen, VA)

Short Pump Middle School serves students from 6th through 8th grade in Henrico County, Virginia, outside Richmond.

The school opened in 1991 and operates on a modified block schedule. Students can begin taking courses for high school credit in 7th and 8th grade.

*Awards and Rankings:*

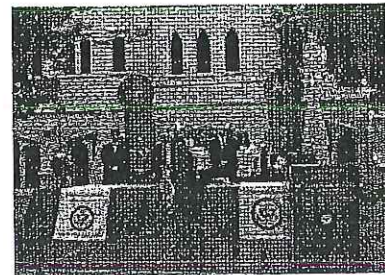
- School to Watch for 2008–2010, and redesigned STW 2011–Present
- Governor's VIP School of Educational Excellence for 2009, 2010, and 2014 (the highest award earned by Virginia schools)
- Among the highest-scoring middle schools on the state assessment
- One of the first 12 middle schools to receive full accreditation based upon the Standards of Learning tests and other state requirements
- Placed in the Top 10 by Technology Student Association (TSA) for 2012–2013
- Ranked #1 middle school by Schooldigger.com

## □ Navigation Menu

## 24. Archimedean Middle Conservatory

(Miami, FL)

Archimedean Middle Conservatory is a charter school within the Miami-Dade public school system. Established in 2005, the school serves children in grades 6 through 8.



Students are required to learn Modern Greek, and two classes per day are actually taught in the Greek language. Language arts, science, social studies, philosophy, and mathematics are taught entirely in English.

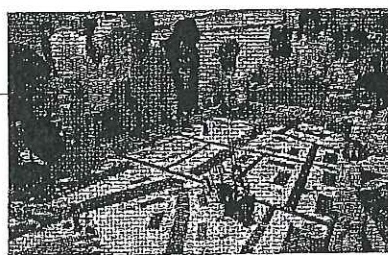
Archimedean middle school students ranked 3rd in the state on the state assessment (the FCAT). Seventh and 8th graders ranked first in the district in math and second in reading. Eighth graders ranked first in the district in writing and second in science.

*Awards and Rankings:*

- Rated 10 (on a scale of 10) by Education.com
- Rated 10 (on a scale of 10) by GreatSchools.com
- Rated #3 in the state by SchoolDigger.com
- Among the highest-scoring on state assessments combining all subjects and both 7th and 8th grade

## 25. Haynes Academy for Advanced Studies





(Matairie, LA)

Haynes Academy for Advanced Studies (HAAS), which serves approximately 700 students in grades 6 through 12, has an impressive history of academic achievement.

HAAS offers regular core classes and honors classes. Electives include gardening, theater, playwriting and creative writing, cooking, chess, robotics, and yoga, among others. Students may also take band, choir, piano, and/or a "talented music" class.

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Students may compete in baseball, basketball, football, golf, soccer, softball, swimming, track, and volleyball. There are also clubs for students interested in other pursuits such as chess, bowling, dance, engineering, Family Caregiver Alliance (FCA), Mock Trial Team, orchestra, speech and debate, a writer's club, and a World War II Quiz bowl, among others.

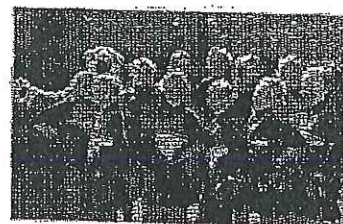
#### *Awards and Rankings:*

- Blue Ribbon School for 2013
- Tied for 4th place in the state for top ranked middle schools in state
- Rated 10 (on a scale of 10) by GreatSchools.com
- Rated 10 (on a scale of 10) by Education.com

## 26. Creekside Middle School

(Carmel, IN)

Creekside Middle School serves grades 6 through 8 and has a little over 1400 students. The students produce their own newsletter/newspaper, writing the articles, taking and drawing the pictures, and producing the layout. It is a fantastic opportunity for students interested in journalism and their work is of near-professional quality.



Each grade has its own website. Aside from regular academic classes (which offer honors level courses in English and math), all students take world languages, physical fitness, and technology courses. Electives include a variety of business classes from business foundations to international business internship, choir, band, orchestra, and a variety of art.



classes, including drawing & painting and ceramics & sculpture.

A wide variety of clubs exist so that all students can find something of interest.

#### *Awards and Rankings:*

- Blue Ribbon School for 2013
- National Science Bowl Champion for 2013
- A Rating from Department of Education
- Ranked #7 middle school in the state by Schooldigger.com
- Rated 10 (on a scale of 10) by Education.com
- Rated 9 (on a scale of 10) by GreatSchools.com
- Superior scores on the State Assessment
- Hamilton County Spellbowl Champions for 2011 & 2012

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## 27. Raleigh Hills Elementary School



(Portland, OR)

Raleigh Hills Elementary School is a K through 8 school in the Beaverton School District in Portland, Oregon.

Raleigh Hills started out as a K through 8 school, but then left that format in 1961; however, in 2007 it returned to being a K-8 school, and has led the way in the state with a strong academic performance that was just shy of perfect.

In addition to the core courses, students may take band or choir, physical education, research and technology, and Spanish. Students are encouraged to participate in a spring musical, which integrates drama, music, and P.E.

Also, each year, every grade is given the opportunity for an overnight field trip for team-building exercises.

#### *Awards and Rankings:*

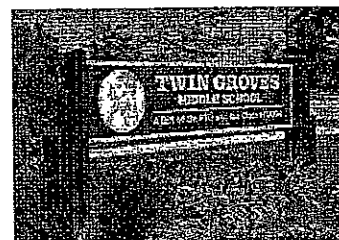
- Superior state assessment scores
- Level 5 State Rating

- Ranked #4 in the state on SchoolDigger.com

## 28. Twin Groves Middle School

(Buffalo Grove, IL)

Twin Groves serves students in grades 6 through 8.



In addition to the regular curriculum, students may participate in track and field, volleyball, wrestling, the Scholastic Bowl, 8th Grade Math Club, 7th Grade Math Club, the fall play, after-school sports every other week, Chess Club, History Fair, the Lego Club, Future Filmmakers, the Science Fair, the Yearbook Club, jewelry making, a spring musical, and the ski club, among others.

Electives include band, choir, symphony orchestra, chamber orchestra, and band.

### *Awards and Rankings:*

- Blue Ribbon Winner for 2013
- Superior state assessment scores
- Ranked #19 best school in the state by *Chicago Sun Times*
- Ranked #28 in the state among middle schools by SchoolDigger.com
- Rated 10 (on a scale of 10) by GreatSchools.com
- Rated 10 (on a scale of 10) by Education.com

## 29. SCAPA at Bluegrass

(Lexington, KY)



The School for the Creative and Performing Arts (SCAPA) at Bluegrass is a middle school that serves grades 4 through 8. It is a performing arts school, and although it is a public school, students must have a special talent or interest in the performing arts to be accepted into the school.

Students accepted into SCAPA are then given instruction in visual arts, band, strings, voice, piano, ballet, contemporary dance, drama, and creative writing, in addition to the state developed academic curriculum.

Students not only score well on state assessment tests, but have been successful in state competitions in speech, band, choir, orchestra, drama, writing, piano, and dance. Electives are available in art, drama, broadcast media, choir, band, Spanish, physical education, reading, and a special art class called Studio8Art, which provides a more in-depth study of drawing, painting, graphic design, and sculpture.

#### *Awards and Rankings:*

- Ranked #4 best middle school in the South by NeighborhoodScout.com
- Rated 10 (on a scale of 10) by GreatSchools.com
- Rated 10 (on a scale of 10) by Education.com
- Ranked #2 in the state among middle schools by SchoolDigger.com

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## 30. Brentwood Middle School

(Brentwood, TN)

Brentwood Middle School serves grades 6 through 8 and—in addition to the core curriculum—8th grade students may receive high school credit in Algebra I, Geometry, Spanish I, German, Latin, and French. All 8th grade students have to take basic computer application skills test.



Brentwood teachers work in academic teams so that all students on a team have the same academic teachers and those teachers share the same group of students with the colleagues on their team.

Students may participate in the Model UN, the Youth Legislature, the Geography Bee, and the Robotics team. There are honors classes in both math and English.

Extracurricular activities include the Battle of the Books, Chess Club, Destination Imagination, Drama, Family Caregiver Alliance (FCA), Forensics, Green Team, Junior American Citizens Club, Literary Magazine, math teams, pep band, ping pong, and Science Olympiad, among others.

#### *Awards and Rankings:*

- Ranked best middle school in Tennessee by SchoolDigger.com
- Rated 10 (on a scale of 10) by GreatSchools.com
- Rated 10 (on a scale of 10) by Education.com
- Blue Ribbon School for 2006

## 31. Barrington Middle School



(Barrington, RI)

Barrington Middle Schools bees up its academic program by providing online resources for home learning during the summer break with an online virtual math summer program and summer reading assignments.

The school serves almost 800 students in grades 6 through 8. The middle school has dances, sports night, plays, math clubs, basketball, volleyball and Track & Field as extra curricular activities.

Barrington students (pictured above right) also provide community service for the public service organization, Citizens for Conservation.

### *Awards and Rankings:*

- Superior combined NECAP scores for 7th and 8th grades, all subjects
- Rated 10 (on a scale of 10) by GreatSchools.com
- Rated 10 (on a scale of 10) by Education.com
- Rated #2 middle school in the state by SchoolDigger.com

## 32. Birmingham Covington Districtwide 3-8 School

(Bloomfield Hills, MI)

Birmingham Covington Districtwide 3-8 School (known as BCS) is a public magnet school serving more than six hundred students in grades 3 through 8 throughout the Birmingham Public School District.



Space in the school is limited. Those who apply are placed in an enrollment lottery and,



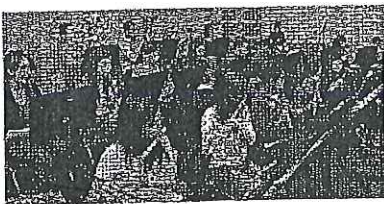
once enrolled, students join one of three teams. Middle school students join the 7/8 team and have many opportunities available to them not generally offered in public school, such as the Engineering Technology Program and the project-based Thinkering Studio, where students collaborate to use technology and other media to create projects together.

For those who do not find a place at BCS, there is a waiting list. BCS students benefit from an advanced curriculum that teaches literacy and technology across the curriculum.

### *Awards and Rankings:*

- Ranked #1 middle school in the state by SchoolDigger.com
- Rated 8 (on a scale of 10) by GreatSchools.com
- Rated 10 (on a scale of 10) by Education.com
- Ranked #56 school in the state by Bridgemi.com
- Superior combined scores in math, reading, writing, and science by 7th and 8th grade students on state assessments
- BCS Middle School Science Olympiad teams placed in the top five at the Oakland County Regional Science Olympiad Competition
- First-place winners in the Lego League State Championship in Robot Design
- Students raised over \$7,000.00 to combat hunger in their community and around the globe
- Microsoft Pathfinder School for 2012-2013

## 33. NYC Lab Middle School for Collaborative Studies



(New York, NY)

Although a public school serving almost 600 students in grades 6 through 8, the NYC Lab Middle School for Collaborative Studies is a "screened school," meaning that the school may set its own admission requirements. Admission to NYC Lab Middle School requires a test covering literacy (writing and comprehension), math, and a collaborative group exercise. In addition to the test results, the administration considers absences, tardies, and teacher comments. Siblings are not given special consideration.

An extended day program is provided for students who scored a 1 on either of the state tests, which is a state requirement, but NYC Lab Middle School places students in the

classes even if they have a 2.

Several sports are offered, but students may only choose one sport per season. After school there is also the School Yearbook club, the Middle Math Team, a drama program, a Stock Market Team, a writer's group, MORE Art, and the debate team, among others.

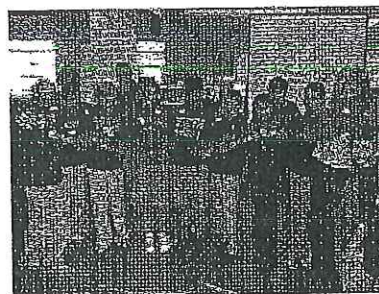
#### *Awards and Rankings:*

- State grades of "A" for Progress, for Performance, and for Environment
- 8.0 points earned for Closing the Achievement Gap
- 92.3 Overall State Score (A); Percentile Rank: 99
- Navigation Menu
- Rated 10 (on a scale of 10) by GreatSchools.com
- Ranked #2 (out of 1,249 public middle schools in the state) in 2012–2013 in state Math and English Language Arts scores
- Rated 10 (on a scale of 10) by Education.com
- Rated #6 middle school in the state by SchoolDigger.com

## 34. Weddington Middle School

(Matthews, NC)

With almost 1100 students, Weddington Middle School serves grades 6 through 8 and has split twice to decrease the enrollment rate due to a population spike in suburban Union County south of Charlotte.



The school was founded in 1998 and reached a peak enrollment of 1700 students, as a result of which the school split in 2006 and then split again in 2008. There are now three middle schools to serve the students of the area. In view of all the upheaval, it is amazing that Weddington has not only managed to stay true to its roots and quality of service, but continued to improve. It has been a School of Excellence since the doors were first opened.

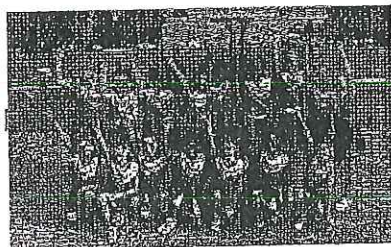
Clubs offered for student enrichment include Celebrating the World, Dancing around the Globe, fantasy book club, math games, pen pals, UFO club (flight engineering), debate, textiles, crafts and tradition, Inquiring Minds of Science, journalism, and Inventions Unwrapped, as well as many others.



*Awards and Rankings:*

- Blue Ribbon School for 2013
- Rated 10 (on a scale of 10) by Education.com
- Rated 10 (on a scale of 10) by GreatSchool.com
- Ranked #9 in the state among middle schools by SchoolDigger.com

## 35. Dover Air Force Base Middle School



(Dover, DE)

Dover AFB Middle School is a 6 through 8 school with approximately 200 students. In addition to standard academics required by the state, the school offers football, field hockey, basketball, soccer, softball, and track and field.

Because these students are primarily the children of active military personnel, the school provides a club called Families Dealing with Separation or Deployment (FDSD). This program offers support for students who have one or more parents who are or have been or will be deployed away from home as part of their military service. The club meets during the school day every other Wednesday and has guest speakers on topics relevant to these students, as well as fun, team-building activities such as robotics. The program is aided by the Family Readiness Center from Dover A.F.B.

A 4-H program is open to any student of the district between the ages of 5 and 18.

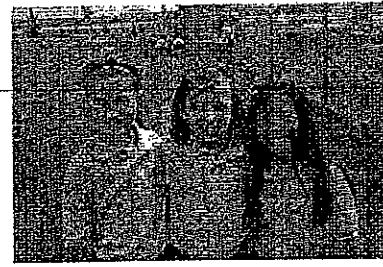
*Awards and Rankings:*

- Rated an "A" School with a Superior rating by the state Department of Education
- Ranked #3 among middle schools in the state by SchoolDigger.com
- Rated 10 (on a scale of 10) by GreatSchools.com
- Rated 9 (on a scale of 10) by Education.com

## 36. St. Patrick's Catholic School

(Elkhorn, NE)

St. Patrick's Catholic School (known as "St. Pat's") opened in 2000 with 80 students and has grown to an enrollment today of more than 800 students in grades Preschool through 8.



St. Pat's was initially awarded AdvancED Accreditation from the Nebraska Department of Education in 2009. The accreditation, which is reviewed every five years, was renewed in 2014. AdvancED Accreditation is a national, voluntary quality assurance program designed to distinguish schools adhering to high educational standards. The AdvancED team saw St. Patrick's as continuing its ascent to excellence with its focused attention on individual students and a family atmosphere fostering young minds.

Navigation Menu

In addition to providing an exemplary academic program, St. Pat's offers soccer, baseball, softball, track, cheerleading, volleyball, track and field, basketball, and football.

Four teams of students from St. Pat's attended the 2012 Robotics Program World Competition in California. One team placed third in the preliminary round, while another team was presented with the AMAZE award for the Opportunity Division. In 2013, the success of the program continued with all four teams advancing to world championship competition.

Along with sports and science, extracurricular opportunities are provided with a chess club, walking club, art club, academic club, rosary club, Spanish club, and Scouts. All of the clubs are either teacher- or parent-led, and allow the children to foster their many talents.

#### *Awards and Rankings:*

- AdvancedED Accreditation 2009
- National Blue Ribbon School 2013
- AdvancedED Accreditation 2013

## 37. Gilbert Middle School





(Gilbert, IA)

With a little over 300 students in grades 5 through 8, Gilbert Middle School is part of the Gilbert Community School District, located just north of Ames, Iowa. The school was established in 2006.

In addition to the core academic classes, students are offered the opportunity to take choir, band, Spanish, family and consumer science, technology, agriculture, industrial technology, and art.

#### Navigation Menu

Middle School students at Gilbert are given a wide variety of activities to supplement the regular academic curriculum. Eight grade students participate in a job shadowing program where they can shadow a professional to see real-world applications in areas of business.

As part of a financial literacy unit, students visit a bank. To assist students in learning, the school obtained 320 computers in January of 2014.

#### *Awards and Rankings:*

- Rated 9 (on a scale of 10) by Education.com
- Rated 10 (on a scale of 10) by GreatSchools.com
- Ranked #2 out of all middle schools in the state by SchoolDigger.com
- Ranked #5 School District in the State by NeighborhoodScout.com
- Superior test scores

## 38. Riverwatch Middle School

(Suwanee, GA)

Riverwatch Middle School serves an enrollment of over 1000 students in grades 6 through 8. The school was established in 2003 and is located on the shores of the Chattahoochee River in Forsyth County, near Lake Lanier north of Atlanta.



Riverwatch offers a common core curriculum, while student learning is augmented by athletics and after school activities such as dance club, chess club, guitar club, FCA,

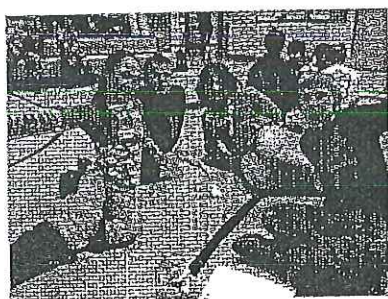
yearbook, chorus, band, math club, 5-K Club, oratorical contest club, art club, and robotics team, as well as clubs that promote and foster interest in science such as Science Olympiad and Odyssey of the Mind.

Students are provided with the best tools technology has to offer, including electronic whiteboards, desktop computers, projectors, digital cameras, video cameras, and wireless student notebooks.

### *Awards and Rankings:*

- Ranked #3 middle school in the state by SchoolDigger.com
- Rated 10 (on a scale of 10) by GreatSchools.com
- Rated 10 (on a scale of 10) by Education.com
- Governor's Office of Student Achievement Platinum Award for 2011
- Georgia School of Excellence for 2009

## 39. Nikiski Middle/High School



(Nikiski, AK)

Nikiski Middle/High School serves approximately 400 students from 6th through 12th grade on Alaska's Kenai Peninsula.

In addition to the regular curriculum for middle school students, electives include band and choir, drama, and art. Many sports are also available, including cross country running, cross country skiing, soccer, track and field, volleyball, and wrestling.

Extracurricular activities besides sports include Mind-A-Mazes practical science competitions in which students are given a challenge to solve, which may anything from making the perfect paper airplane to harnessing wind energy. Once at the competition with their projects, teams are also given a spontaneous challenge to solve on the spot. At the 2013 competition, the Nikiski 8th grade team won first place in the Spontaneous Problem Challenge, as well as first place overall for the intermediate 7-12 Division. The 7th grade team also won the Judges Choice Award.

Student work from all grades is displayed on an art blog. Students earn an academic letter by maintaining a 3.5 GPA or higher for two consecutive semesters. Those earning letters are honored at a School Academic Excellence Award Ceremony. Honorees have their names published on the website.

#### *Awards and Rankings:*

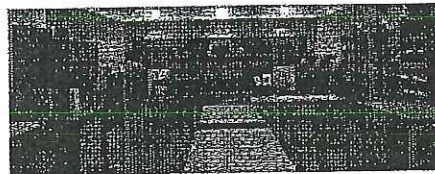
- Ranked as #9 high school in the state of Alaska by *U.S. News & World Report*
- National rank of 2057 by *U.S. News & World Report*
- Rated 8 (on a scale of 10) by GreatSchools.com

#### Navigation Menu

## 40. Pea Ridge Middle School

(Pea Ridge, AR)

Pea Ridge Middle School serves 400+ students in grades 6 through 8. The school is renowned for its high test scores on state assessments.



Pea Ridge students may participate in Future Business Leaders of America, band, choir and athletics, including baseball, basketball, cross country, football, golf, track and field, cheerleading, softball, and volleyball.

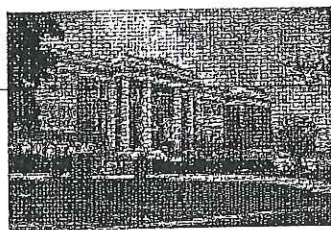
The school district maintains a Facebook page where pictures of students participating in different activities are displayed.

#### *Awards and Rankings:*

- Rated 9 (on a scale of 10) by GreatSchools.com
- Rated 10 (on a scale of 10) by Education.com
- Ranked #2 out of all middle schools in the state by SchoolDigger.com
- Most-Improved Open Educational Practices (OEP) Award for End-of-Course Exam Growth, 2007 through 2013
- Rated 9 (on a scale of 10) by Zillow.com

## 41. Self Development Preparatory School





(Mesa, AZ)

Self Development Preparatory School is the middle school portion of Self Development Charter School (SDCS), a publicly funded, accelerated school with limited enrollment of less than 500 serving grades K-8. Students are accepted into the school on a first come, first served basis, although siblings of current enrollees are given preference.

SDCS takes suggestions from stakeholders seriously and all students are invited and challenged to improve the curriculum. At the end of the 2012-2013 school year, a fourth grade student introduced his pilot program to bring more unity and closeness between older and younger students to an auditorium of parents. The program was a success and his plan was implemented as part of the curriculum, showing the students that everyone can participate in making the school culture and curriculum better.

Students in the Preparatory School take an advanced curriculum of the core courses, Latin, literature, grammar and writing, world geography, foreign languages, and fine arts electives. Students who advance quickly in math can be enrolled in Algebra II by the 8th grade.

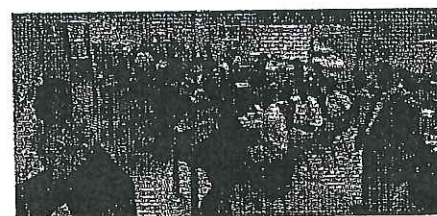
#### *Awards and Rankings:*

- Rated 10 (on a scale of 10) by GreatSchools.com
- Rated 10 (on a scale of 10) by Education.com
- Ranked #3 in the state out of all middle schools by SchoolDigger.com
- Academic Excellence Award for 2011
- Charter School of the Year for 2010
- Arizona Grade "A" School

## 42. Phillips Preparatory School

(Mobile, AL)

Phillips Preparatory School is a publicly funded, magnet middle school serving students in grades 6 through 9 with an enrollment of approximately 700 students.





In addition to the core classes, students may take classes in band, choir, and drama. Students may also participate in basketball, track, cheerleading, football, track, and volleyball.

Students are offered participation in various clubs such as FCA, German club, history club, journalism, Scholars Bowl, Science Olympiad, speech, and video production, to name a few.

#### *Awards and Rankings:*

- Rated 10 (on a scale of 10) by GreatSchools.com
- Rated 10 (on a scale of 10) by Education.com
- Rated tied for first place among all middle schools in the state by Schooldigger.com
- Superior State Assessment scores

## 43. KIPP Reach College Preparatory

(Oklahoma City, OK)



KIPP Reach College Preparatory is a free, open enrollment, public middle school serving grades 5 through 8 located in Oklahoma City. Students are accepted in spite of a poor school record, whether in academics or behavior.

The school is part of the KIPP (Knowledge is Power Program) system of over 140 public charter schools in 20 states and the District of Columbia, altogether serving some 50,000 students, the vast majority from low-income families.

Founded in 2002, KIPP has made significant strides in turning students around to help them realize their potential and enrich their learning, paving the way for a more productive and successful future. Over 85% of KIPP graduates go on to college.

#### *Awards and Rankings:*

- Rated 10 (on a scale of 10) by GreatSchools.com
- Rated 10 (on a scale of 10) by Education.com
- Ranked #1 middle school in the state by SchoolDigger.com
- Blue Ribbon School for 2012

## 44. Buist Academy for Advanced Studies

(Charleston, SC)



Buist Academy for Advanced Studies is a K-8, county-wide, International Baccalaureate (IB) magnet school serving almost 500 students. Buist became an authorized Primary Years Programme IB World School in February 2006 and also is a certified Middle Year Programme since September 2010.

The IBO (International Baccalaureate Organization) works with schools, governments, and non-governmental organizations to develop challenging programs so that children around the world will be encouraged to achieve their potential and become lifelong learners.

Buist students begin French or Spanish in kindergarten and continue studying that language until graduation. The rest of the curriculum is divided into themes to foster critical thinking skills in humanities, the sciences, mathematics, the Arts, technology and physical education.

After-school activities include karate, dance, guitar, and chess, among others. Sports are operated through local recreation departments.

### *Awards and Rankings:*

- Rated 10 (on a scale of 10) by GreatSchools.com
- Ranked #1 middle school in the state by SchoolDigger.com
- Palmetto Gold Award for 2013-2014
- Rated as an Excellent School and given an "A" (100%) rating according to the ESEA Federal Accountability System in 2012

## 45. Northwest Magnet Middle School

(Jackson, MS)



Northwest Magnet Middle School (NWMMS) is a public magnet school for grades 6 through 8 and is an International Baccalaureate Middle Year Program School, fully authorized by the IBO headquarters in Geneva, Switzerland.

This designation came after successful completion of a three-year implementation period and a two-day site review and evaluation from officials from the IBO headquarters. There are 994 IBO member schools in 108 countries, with 400 of them (both public and private) are in North America and the Caribbean.

The IB program gives students an advanced, interdisciplinary curriculum with a commitment to community service, all of which gives the student an advantage when preparing for college. To enter the IB program, a student must have an 85 or higher GPA (on a scale of 100), obtain a positive teacher recommendation, and score proficient or advanced in math and language arts on the state assessment.

#### Navigation Menu

NWMMS students study music (strings, choir, or band), art, and a foreign language, in addition to the core courses and an elective.

Several fairs are held throughout the year, including science fair, cultural fair, reading fair, and book fair. Other activities include field trips, male mentoring, competitions, and community service projects.

#### *Awards and Rankings:*

- Rated 10 (on a scale of 10) by GreatSchools.com
- Ranked #1 middle school in the state by SchoolDigger.com
- Fully IBO-authorized IB Middle Years Programme

## 46. Holloman Middle School

(Holloman AFB, NM)

Holloman Middle School, with an enrollment of almost 200 students, serves students in grades 6 through 8 living on Holloman Air Force Base, a census-designated place located about six miles southwest of Alamogordo, New Mexico.



As a school that educates the children of active military personnel, Holloman faces challenges unique to military communities where one or more the parents can be deployed to war zones, an uncertainty which can be very hard on children.