



**“Giving students the tools of learning for life”**

**Student / Parent  
Policy Handbook  
2018-2019**

*“We are destroying speculations and every lofty thing raised up against the knowledge of God, and we are taking every thought captive to the obedience of Christ...” 2 Corinthians 10:5*

*“But the goal of our instruction is love from a pure heart and a good conscience and a sincere faith.” 1 Timothy 1:5*

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## **Guiding Principles**

**FCA Mission** - To glorify God by serving parents in providing their children with a distinctly Christ-centered, classical, collaborative and academically excellent education.

**FCA Vision** - Faith Christian Academy has a vision to be one of the top Christian, classical, and collaborative schools in the nation.

### **FCA Statement of Faith**

- The Bible is the Word of God, verbally inspired and inerrant, and is the supreme and final authority in faith and life.
- God exists eternally in three Persons as God the Father, God the Son, and God the Holy Spirit, being one in substance and power and equal in glory.
- Jesus Christ was conceived by the Holy Spirit and born of a virgin. As the perfect Lamb of God, He was crucified for our sins, He was buried, and raised on the third day.
- Salvation is by faith alone, in Christ alone, by grace alone.
- God created the heavens and the earth and everything in them, in six days, by the power of His word.
- God created man in His image, each person as either male or female.
- Marriage is the exclusive union of one man and one woman and sexual intimacy is only to take place in the confines and protection of marriage.
- God the Father chose a people in Christ before the creation of the world and in love He predestined them to be adopted as His sons through Jesus Christ.
- There will be a bodily resurrection of the wicked to eternal damnation and of the just to eternal life.

### **FCA is:**

- Faith Christian Academy is a five day a week, K – 12, Christian, classical, and collaborative school. Collaborative means that students are on campus Monday, Wednesday, and Friday for classroom instruction and spend Tuesday and Thursday at home or other appropriate locations under parental supervision for study and research.

## NON-DISCRIMINATION POLICY

FCA admits students of any race, color, national or ethnic origin to all rights, privileges, programs, and activities generally made available to students at the school. FCA does not discriminate on the basis of race, color, national or ethnic origin in administration of its educational policies, admissions policies, scholarship, financial assistance, athletic programs, and other school administered programs.

## DISABILITIES POLICY

Students with limiting disabilities may not be admitted to FCA due to the lack of qualified staff, funding, and facilities to address these special needs. Students who have been diagnosed as having a learning disability will be required to meet the same academic standards as all the other students in their grade level and be given as much individual instruction and encouragement as their classmates. Each case will be reviewed separately.

## CODE OF STUDENT CONDUCT

FCA's Code of Student Conduct is based on a mixture of ethical and moral principles of Scripture, institutional preferences which foster an environment conducive to achieving the school's goals, and expectations for a climate of mutual respect, love and encouragement among students, faculty, and staff. All students are expected to abide by FCA Statement of Faith and the Code of Student Conduct. **Students who do not act in accordance with the Statement of Faith and the Code of Student Citizenship will be subject to disciplinary action.**

1. God is holy and His name is to be revered. Therefore, students are expected to treat worship, prayer and class discussion with proper reverence. Jokes, songs, conversations, or behaviors that treat the Lord's name or character with triviality or disrespect are not permitted.
2. Fidelity to the truth is commanded by God and is the core of all meaningful relationships. Therefore, students will demonstrate honesty and respect in all their dealings with one another and the staff.
3. Working with others involves self-discipline and gratitude. Therefore, students will be punctual in their arrival to class and activities. Students will refrain from actions that distract others from their academic pursuits and refrain from rough physical contact with other students such as hitting, punching, tripping, and the like.
4. FCA cares about the health and well-being of its students and staff. Therefore, the possession and use of illegal drugs, alcohol, tobacco, or weapons of any sort is forbidden on school grounds.
5. Appropriate response to authority is biblically mandated and critical to the shaping of a child's life. Therefore, students must obey instructions from the FCA staff and supporting adults promptly, willingly, completely, and cheerfully. Talking back, arguing, and undue familiarity with FCA staff will not be tolerated. An atmosphere of mutual respect and courtesy will be maintained.
6. Words have a power and integrity of their own and God expects us to be stewards of our thoughts and expressions. Therefore, students will refrain from language and actions which are vulgar, inappropriate, and demeaning to God or others. Teasing, criticizing, insults, name-calling, etc. will not be permitted.
7. Our physical facilities and school materials exist as God's provision. Therefore, students are expected to treat all school materials and facilities with respect and care. Students are expected to be aware of and avoid the off-limits areas of the building and grounds and they are expected to keep the school's campus neat and clean. Students are not permitted to chew gum on school grounds.
8. Some forms of recreation can distract students from their educational pursuits. Therefore, personal electronic devices, roller skates, skateboards, etc. are not to be used on school grounds.
9. Students are to conduct themselves in a manner consistent with biblical principles of purity and holiness. Therefore, public displays of affection (e.g. holding hands, kissing, etc.) in the context of boy/girl relationships are not permitted on school grounds or at any school-sponsored activity.
10. FCA students serve as ambassadors for Christ and representatives of the school. Therefore, it is expected that students will conduct themselves accordingly whenever they are away from school to participate in field trips, athletic events, or any other school function.

## STUDENT ETIQUETTE

*"Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others." Philippians 2:3-4*

There are numerous ways that students are encouraged and expected to show humble kindness to one another and to their teachers. Periodically, students will receive teaching and reminders about these expectations. It is our hope that these actions will become part of the daily fabric of FCA.

### **Regarding Young Men:**

First, we want to train our young men to show consideration and respect for the ladies in the school. Applying this principle can be accomplished by doing the following:

1. Opening doors for ladies, whether female teachers or female students. They should always allow the females to exit the room first.
2. Offering young ladies their seat when there are no more available.
3. Being gentle and courteous, respecting their personal space.
4. Allowing young ladies to be served first at all events where food is served.

### **Regarding Young Ladies:**

We want to train our young ladies to express gratitude and respect for the deference shown to them by the young men. Applying this principle can be accomplished by doing the following:

1. Graciously accepting the assistance offered by a young man.
2. Expressing thankfulness to the young man when deference is shown, without an attitude of entitlement.

### **Regarding Students and Respect for Adults:**

Secondly, we want to train our students to show proper respect to teachers, staff members, and administrators.

1. Students are expected to stand and be quiet when the bell rings. They should remain standing until the teacher has taken roll and then instructed to take their seats.
2. Students should address their teachers with the appropriate, respectful titles: "Mr.," "Miss", or "Mrs."
3. Students should respond to their teachers and other adults by saying "yes" or "no", not "yea."
4. Students, both male and female, should offer assistance to teachers when they are carrying materials into the building.
5. If instructed to do so by a teacher, students should stand when an adult enters the room.

## PROCEDURES FOR HANDLING INCIDENTS OF ACADEMIC DISHONESTY

### ACADEMIC HONESTY POLICY

Faith Christian Academy seeks to aid parents in the vital task of shepherding the hearts of their children. In addition, FCA desires to provide students with a high quality educational experience with a goal of helping them to develop a Christian world view. This endeavor requires that students seek to be absolutely honest in all their dealings. Accordingly, students should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

### ACADEMIC HONOR CODE

The Honor Code is a standard of integrity for the student body of Faith Christian Academy. Violations of the Honor Code are lying, cheating (including plagiarism), and stealing in any form and to any degree. Any action, appearance, or statement which an individual knows, or should know, to be untrue given with the intention to deceive is considered lying. Using or attempting to use unauthorized assistance or advantage in academic work that is submitted as one's own individual efforts or the giving of such assistance to others is considered cheating. Taking or attempting to take property, whether physical or intellectual, without right or permission is considered stealing. Further explanation of the Honor Code and the consequences of Honor Code violations are on page 33 of this handbook.

The Honor Pledge for Academic Integrity, which covers all academic work, reads:

**“On my honor as an FCA student, I pledge that I will neither give nor receive improper assistance in the completion of my academic work at FCA.”**

FCA faculty members are responsible to communicate to students their expectations of behavior with respect to academic honesty and the student's conduct in the course. The instructor will be responsible to investigate any alleged incident of academic dishonesty or misconduct, determine the circumstances, and take appropriate action. Examples include but are not limited to the following:

- Reprimanding the student orally or in writing.
- Requiring work affected by the academic dishonesty to be redone.
- Administering a lower or failing grade on the affected assignment, test, or course.
- Plagiarism, cheating or dishonesty of any form can result in earned discipline points or demerits.
- Consulting with the Headmaster regarding the possibility of removing the student from the course.
- Recommending to the Headmaster that the student be put on probation or dismissed.

If the incident involves the violation of a public law, e.g., breaking and entering into an office or stealing an examination, the act may also be reported to the local police.

## **WEAPONS AND DANGEROUS INSTRUMENTS**

Any student who uses, displays, or knowingly carries or possesses any dangerous instrument or deadly weapon on FCA property or at FCA functions shall be recommended for suspension or expulsion from the school.

Any student who knowingly assists another in using, displaying or knowingly carrying or possessing a dangerous instrument or deadly weapon on FCA property or at FCA school functions shall be subject to the same disciplinary action as the student they assist.

Deadly weapon means anything designed for lethal use, such as a firearm. A firearm is any loaded or unloaded pistol, revolver, rifle or shotgun, whether the projectile is propelled by gunpowder, pressurized air, or other propellant. Deadly weapons which have been disabled or facsimiles of deadly weapons are not to be used, displayed, or carried on school property without administration permission. They shall be treated as lethal.

Dangerous instrument is defined as anything that under the circumstances in which it is used, attempted or threatened to be used, is readily capable of causing serious injury or death.

Adults who have a license to conceal and carry must obtain permission from the Headmaster to carry firearms on campus. Law enforcement officials are exempt and may carry on campus.

## **SEARCHES/DISCIPLINE**

Faith Christian Academy is a private organization and therefore may exercise its right to self-govern, including governing the discipline of its students during the school day and during extra-curricular activities; which may include intervention by outside authorities such as law enforcement officials.

School lockers and desks are the property of Faith Christian Academy and are provided for the convenience of students and, as such, are subject to periodic inspection. Students may also be requested to submit to personal searches upon the reasonable suspicion of possession of contraband.

At least two FCA faculty or staff members, or their designees, will be present whenever a search is conducted. In the event of a personal search of a female student, every effort will be made to have two female adults present to conduct the search. If exigent circumstances are present, e.g. the student is suspected of having a weapon, then a search may be conducted by only one female adult, with one male adult present as a witness.

Driving to FCA and parking a vehicle on school property is a privilege, not a right. Students who drive to school voluntarily also subject their vehicles to search as deemed appropriate by school officials upon suspicion of possession of contraband.

The parents of any student who is requested to submit to a search will be notified, regardless of whether or not contraband is found. Students who refuse to submit to a search may be referred to appropriate law enforcement authorities, if such action is deemed appropriate by the headmaster or principal.

## **STUDENT COMMERCE POLICY**

No exchange of money, merchandise, or other trading goods is permitted on FCA campuses prior to the start of school, during school hours, recess, or dismissal. This applies to the exchange of money, merchandise, and trading goods such as baseball cards, homemade items, trademarked items (Pokémon, Power Rangers, etc.) tickets for various non FCA events, etc.

All student commerce exchanges of this nature must occur after students have been dismissed to their parents or are in the parking lot of the secondary campus. Students may take verbal or written orders for the sale or trade of merchandise during recess or lunch time. FCA sponsored snack tables or events are exempt.

# Homework Policy for Faith Christian Academy Grades K-12

## TUESDAY/THURSDAY Homework

Kindergarten	90 minutes to 2 hours (excluding reading)
1 <sup>st</sup> Grade	2 – 3 hours
2 <sup>nd</sup> Grade	3 – 4 hours
3 <sup>rd</sup> Grade	3 – 4 hours
4 <sup>th</sup> Grade	4 – 5 hours
5 <sup>th</sup> Grade	4 – 6 hours
6 <sup>th</sup> – 8 <sup>th</sup> Grades	5 – 7 hours
9 <sup>th</sup> – 12 <sup>th</sup> Grades	6 – 8 hours

These numbers are averages and actual homework time may actually vary from student to student and class to class. Please contact your teacher(s) if there are individual questions.

## Secondary TUESDAY/THURSDAY Homework in Academic Courses

FCA is a five-day-a-week school: Tuesdays and Thursdays are school at home days. Beginning in sixth grade, for every hour **in** class, students may have one hour of homework **outside** of class-time on Tuesdays and Thursdays.

## Weekend Homework

- 1) Weekend homework will be limited.
- 2) Elementary students' homework should not exceed one hour in 4<sup>th</sup> grade and two hours in 5<sup>th</sup> grade. Secondary students can expect to have no more than four hours of homework on weekends.
- 3) There will be a minimum of two scheduled "**Homework- Free Weekends**" per semester. A "**Homework Free Weekend**" is defined as a weekend during which no homework is given with the exception of long-term projects, i.e. research papers, etc. that are given at least two weeks in advance.
- 4) Every effort will be made to schedule major tests on Wednesdays and Fridays especially in the secondary. Quizzes may be scheduled on Mondays.

# FAITH CHRISTIAN ACADEMY

## Uniform Policy 2018-2019

By virtue of attendance at Faith Christian Academy, a student is identified with the Lord Jesus Christ. FCA expects all students to dress with cleanliness and with modesty consistent with Biblical standards (I Corinthians 14:40, I Timothy 2:9, Deuteronomy 22:5). Our hope is that the uniform will eliminate unnecessary distractions and will motivate our students to express individuality through their work, not their adornment. The uniform has been designed to promote consistency in appearance and to allow for flexibility in purchasing. FCA parents are responsible for ensuring that the uniform pieces purchased and worn are in accordance with the uniform policy. Students are to adhere to the uniform policy at all times, including arrival and departure. The Headmaster and/or his designee will determine if any article of clothing or accessory is unacceptable. Should a student be out of compliance, his or her parent will need to remedy the situation immediately.

### Uniform Options

Item	Girls	Boys
Shirts	Short or long-sleeve polo shirts in white or navy Short or long-sleeve oxford shirt in white or navy Short- or long-sleeve peter pan collar shirt in white (K-5 only)	Short- or long-sleeve polo shirts in white or navy Short- or long-sleeve oxford shirt in white
Pants/ Shorts	Navy or khaki dress pants – flat-front or pleated Navy or khaki shorts – flat-front or pleated	Navy or khaki dress pants – flat-front or pleated Navy or khaki shorts – flat-front or pleated
Skirts/ Jumpers	FCA plaid jumper (K – 4 only) FCA plaid skirts (5 – 12 only) Navy or khaki skirts – flat front or pleated, traditional style (5 – 12 only)	
Outerwear: Cardigans/ Pullovers/ Vests/ Fleece	Navy blazer Navy pullover sweater Navy cardigan sweater Navy sweater vest Navy sweatshirt Navy half-zip fleece Navy fleece jacket	Navy Blazer Navy pullover sweater Navy cardigan sweater Navy sweater vest Navy sweatshirt Navy half-zip fleece Navy fleece jacket
Belts	Tan, brown, black, or navy belt	Tan, brown, black, or navy belt
Socks/ Leggings/ Tights/ Hosiery	Socks, tights, and hosiery must be solid in color and white, gray, black, or navy blue. Ankle length (only), solid color leggings in white, black, or navy blue are acceptable under jumpers and skirts. Dress shoes may be worn without socks or hosiery.	Socks must be solid in color and white, gray, black, or navy blue.
Shoes	Closed toe and closed heel athletic, dress, or slip on shoes in canvas, leather, or suede Girls' heels are to be 3" or less. Winter and snow boots are allowed during cold and/or inclement weather. Examples of shoes that are not allowed: slippers, moccasins, other bedroom or beach shoes	
Neckties/ Scarves	Neckties in FCA or house colors may be worn in an appropriate fashion with oxford shirts. Scarves in house colors may be worn around the neck, as a headband, around a ponytail, or as a belt.	Neckties in FCA or house colors may be worn in an appropriate fashion with oxford shirts.

Item	Girls	Boys
Hair/ Grooming/ Accessories	<p>Hair shall be well groomed and clean with no disruptive coloring or styles. Accessories shall be tasteful and not distracting. No excessive makeup. Girls may wear up to two earrings per ear; no other pierced jewelry allowed. Nail polish shall not be of a distracting color or pattern.</p> <p>Winter hats or earmuffs may be worn during cold or inclement weather but must be removed upon entering the classroom. No other hats or head coverings allowed.</p>	<p>Hair shall be well groomed and clean with no disruptive coloring or styles. No Mohawks. It shall be cut or combed so that it is above the eyebrows, middle of ear, and shirt collar. Sideburns will be neatly trimmed and above the bottom of the ears and young men will be clean shaven. No earrings or other piercings. No excessive necklaces or bracelets. No makeup or nail polish of any kind.</p> <p>Winter hats or earmuffs may be worn during cold or inclement weather but must be removed upon entering the classroom. No other hats or head coverings allowed.</p>
PE Uniform	FCA PE shorts and t-shirt (grades 4-5)	FCA PE shorts and t-shirt (grades 4-5)
Spirit Wear	<ul style="list-style-type: none"> <li>✓ Students may wear an FCA or Knights T-shirt, sweatshirt, or hoodie over uniform bottoms.</li> <li>✓ All other aspects of the uniform policy remain in place.</li> </ul>	
Casual Day Wear	<ul style="list-style-type: none"> <li>✓ Casual day clothing must be neat, clean, appropriately sized, and worn in accordance with the uniform guidelines for fit. Excessively tight fitting clothing is inappropriate.</li> <li>✓ Clothing must be appropriate for a Christian environment relative to words, pictures, groups, and fit.</li> <li>✓ Jeans, pants, shorts, and skirts with no holes or tears are allowed; sweats and pajama/lounge/yoga pants are not allowed.</li> <li>✓ Upper body wear must have sleeves, may be untucked, but may not expose the midriff or be low-cut.</li> <li>✓ All other aspects of the uniform policy remain in place.</li> </ul>	
Notes	<ul style="list-style-type: none"> <li>✓ Shirts must be solid in color with no external logo. The FCA Pillar logo may be added to polo shirts purchased through Land's End.</li> <li>✓ All outerwear must be embroidered with the FCA Pillars logo.</li> <li>✓ All clothing should be appropriately sized (not tight-fitting, baggy, low-cut, etc.).</li> <li>✓ Shirts are to remain tucked in at all times. White undershirts are allowed, but should not extend beyond the sleeve or cuff of the uniform shirt.</li> <li>✓ All outerwear should be worn over a collared uniform shirt.</li> <li>✓ Pants, shorts, and skirts with belt loops must be worn with a belt, be traditional in style, with no cargo pockets or decoration.</li> <li>✓ Pants, shorts, and skirts must be worn above the hips.</li> <li>✓ Shorts, skirts, and jumpers should be worn within approximately 2" of the top of the knee, allowing for appropriate variations in student height. Girls must wear shorts under their skirts and jumpers which do not extend below the hem.</li> <li>✓ Parents should clearly mark clothing with their child's name or initials.</li> </ul>	
Vendors	<ul style="list-style-type: none"> <li>✓ All plaid items and outerwear (sweaters, vests, fleece options, and uniform sweatshirts) must be purchased through Land's End. Please use the FCA preferred school number: 900150798.</li> <li>✓ PE uniforms and house ties and scarves are available through FCA.</li> <li>✓ All spirit wear must be provided by, or purchased through, FCA.</li> <li>✓ Other uniform components may be purchased at Lands' End, Educational Outfitters, French Toast, JC Penney, or other local or national vendors (please ensure your purchases satisfy the uniform requirements).</li> </ul>	

## COMMUNICATION AND GRIEVANCES GUIDELINES

We consider it a great privilege to serve families in helping educate their children from a Christian and classical perspective. We are committed to upholding and supporting each family's authority in the lives of their children. This kind of relationship requires clear communication. We recognize that in this relationship there lies a temptation to talk to others or gossip about a specific issue or person rather than take direct action to resolve conflicts in a manner consistent with Scripture. We have outlined the proper lines of communication and dealing with grievances according to the biblical principles found in Matthew 18 and James 3. We believe Scripture teaches that conflicts should be handled discreetly and carefully, while believing and speaking the best about each individual involved. FCA staff and administration will abide by these same principles in communicating with parents and students.

**Parents to Teacher:** If an issue arises regarding an individual teacher's behavior, rules, or procedures, the parents should speak directly to the teacher. If the issue is not satisfactorily resolved, the parents may bring the concern to the respective Principal.

**Parents to Principal:** If an issue arises regarding school rules, procedures, curriculum, or the Principal's behavior, the parents should speak directly to the Principal. If the issue is not satisfactorily resolved, the matter may be taken before the Headmaster.

**Parents to Headmaster:** If an issue regarding any policy, curriculum, program, staff member, or Principal has not been satisfactorily resolved with the respective elementary or secondary Principal, the parents may present their concerns to the Headmaster.

**Parents to Board of Directors:** If an issue regarding any policy, curriculum, program, or staff member has not been satisfactorily resolved with the administration, the parents may present their concerns to the Board of Directors. Parents should communicate with the Faith Community Church office to arrange a meeting with the Board member to schedule such a hearing.

While clear communications between the school and families can break down with negative issues, they can break down concerning positive issues as well. Often parents have an idea about how to improve the school, but are not sure how to make that concern known. In this case, the same principles should be applied.

If a parent has an idea about how to improve a classroom, he or she should talk to the teacher. If a parent has an idea about how to improve the school in general, he or she should talk to the administration. It is always best to communicate directly with the person primarily in authority over the issue at hand. The Board of Directors will not serve as the initial contact on school related issues. No individual Board member may speak on behalf of the entire Board of Directors unless specifically authorized by the Board to do so for a specific issue.

### Faith Christian Academy Administration

Elementary Principal – Sara Azdell – [azdells@fcaclassical.com](mailto:azdells@fcaclassical.com) – 816-210-1551

Secondary Principal – Brian Hettrick – [hettrickb@fcaclassical.com](mailto:hettrickb@fcaclassical.com) – 816359-7866

Middle School Principal – Rachel Stark – [starkr@fcaclassical.com](mailto:starkr@fcaclassical.com) – 816-726-8200

Headmaster – Matt Greco – [grecom@fcaclassical.com](mailto:grecom@fcaclassical.com) – 816-589-2825

Faith Community Church contact for the Board of Directors – 816-455-0991

## STUDENT HEALTH & MEDICATION POLICY

### Student Health:

1. All students attending Faith Christian Academy must have a completed Immunization Record or appropriate waivers on file with the school office.
2. It is expected that students are sent to school healthy, well-rested, and ready for class. Students with fevers, diarrhea, contagious viruses, severe colds, etc. will be sent home to avoid infecting others. If a student has been sick, they are not to return to school until they have been fever and symptom free for 24 hours.
3. Students who are lethargic, tired, and unable to do their schoolwork will be sent home for needed rest and recuperation. This will be considered an unplanned absence.
4. Parents should provide the school with emergency contacts who can pick up their sick child from school, in a timely manner, if the child becomes ill. Other forms necessary for student health records can be obtained from RenWeb.

### Medication Distribution:

1. Prescription and over-the-counter medication will be administered to students only at the written request of the parent. **Parents must complete a Medication Administration Form before any medication can be distributed to a student.** Any request for administration of medicine must include the student's name, description/type of medication, dosage of medication and the time(s) it is to be given. **All medications, prescription and over-the-counter, must be in the original pharmaceutical container** labeled with the student's name and dosage directions. The Medical Administration Form is obtained from the main office at the Prather campus.
2. All medication (prescription and over-the-counter) taken by students **must be administered** by one of the following:
  - a. FCA faculty or staff person
  - b. Parent of the studentNo student will be permitted to administer any form (prescription or over-the-counter) of medication to himself/herself or any other student except as indicated below.
3. Students who require medication on an as needed basis through the use of an inhaler, Epi-Pen, or insulin will be permitted to self-medicate if the following conditions have been met.
  - a. A physician has determined that the student should carry the medical inhaler or Epi-Pen on his or her person and self-administer the medication. (Physician's orders need to be on file with the school office.)
  - b. Parents must complete the prescription medication administration form and indicate the student is able to self-administer and carry the inhaler/Epi-Pen and has been trained in its use.

# Allergy Guidelines

## DISCLAIMER

Because of shared facilities, it is **IMPOSSIBLE** for FCA to guarantee an allergy free environment. Due to the life-threatening nature of some allergies (tree nut, peanut, etc.), the allergy guidelines are intended to:

- Minimize exposure and cross-contamination from non-allergic individuals to allergic individuals
- Make all families, students, faculty, and staff aware of the steps to take to avoid an allergic incident
- Make all families, students, faculty, and staff aware of what to do if there is an allergic incident
- Efficiently streamline the administration of First Aid in an emergency

1. FCA will take precautions during school sponsored events to affirm our guidelines, but remind all participants that food will not be guaranteed to be tree nut, peanut, lactose, or gluten free.

2. Individual classes may serve foods containing peanuts or tree nuts or other possible allergens per the teacher's discretion. Birthday party treats will be served under the teachers' supervision.

3. FCA teachers will notify their class parents of specific life-threatening and /or severe allergies of students in their class.

4. FCA will post students' names and specific allergies in the lunchroom and classroom.

5. FCA will ensure that each campus has a minimum of two faculty members or staff who are equipped to perform CPR, First-Aid, and Epi-Pen injections. These advocates will know where the Allergy Action Plan for each student is kept and know the students on campus who have severe food allergies.

6. FCA will ensure that each campus house a minimum of 2 Epi-Pens (1 set) per campus. **FCA's Epi-Pens are in addition to the bagged Epi-Pen prescriptions brought in by the parents of children with life-threatening and/or severe food allergies.** The elementary campus will have 2 Epi-Pen Jrs. each and the Secondary campus will have 2 Epi-Pens with the adult dosage

7. Elementary students with life-threatening and/or severe allergies will have the following documentation kept in an Allergy Binder on his/her respective building office.

**The parents will fill out and submit to the main FCA office:**

- Emergency Allergy Action Plan
- Photo ID
- Name/Birthdate/Weight/Known food allergies/emergency contact info

8. Lunch protocol – FCA shares facilities with different churches and their respective organizations. Therefore, FCA does not have 100% control over the areas that are shared. With this in mind, FCA will continue to strive to have and maintain the following cafeteria protocol:

- Students with life-threatening and/or severe allergies are to sit in a special designated area.
- At-risk students may eat on a placemat that a parent provides and for which the students are responsible.
- Placemats should be labeled with the child's name/D.O.B./weight/emergency contact info/allergies.
- Families with student(s) with one type of allergy are encouraged to be aware of the allergies of others that will sit in the special designated areas, and act accordingly.
- FCA faculty will only give students with life-threatening allergies food that has been provided by their parents or for which FCA has documented approval (Friday pizza, fund-raiser lunches, feast days, etc.).

## VOLUNTEER HOURS

Volunteering is an important part of the successful function of Faith Christian Academy. Each family enrolled at FCA agrees to a minimum of twenty (20) hours of volunteer time during the academic school year, to be completed by the last day of the spring semester. A family can “buy out” all or part of their volunteer time for \$15 per hour. Part-time families are to fulfill four volunteer hours for each class in which their student is enrolled. **Families receiving financial aid are expected to volunteer for a minimum of 50 hours.**

Benefits are realized when families volunteer their time, gifts, and energies to FCA:

- Children observe their parents’ level of commitment to Christian education and to being Christian servants.
- Working together with our families provides a scriptural atmosphere of Christian fellowship among families, especially families from different church backgrounds. “The final apologetic for the veracity of Christianity is the observable display of Christian love among true believers” – Francis Schaeffer
- Parents come to know their children’s teachers, the administrative team, and other FCA families.
- The cost of tuition is lowered by utilizing talents, gifts, even occupational skills of our parents.

If you are available during summer hours, there are opportunities to contribute and serve during this time as well. There will be a list of service opportunities available at the FCA Back to School Night. Your service to FCA need not be limited to this list; we always appreciate creative parents. Please check with the FCA offices (see “Visitor’s Policy” when working on campus). For the sake of accountability, FCA will maintain a log of volunteer hours served. Frequently, parents go above and beyond the requirements to help improve the life and health of our school. Faculty and staff of FCA are not required to fulfill the requirement for volunteer hours.

**IMPORTANT – Any parent that will be volunteering or helping in any capacity in which they will be or have the potential to be alone with students, such as substitutes, recess help, lunchroom help, will need to pass a background check. FCA will pay for this confidential background check.**

## FUNDRAISING

FCA, under the supervision of the Parents’ Advisory Council (PAC) and the Teacher Fellowship (PTF), has two major fundraising events every year, one event is in the early fall and the other event is in the spring. The purpose of having two major fundraising events is to focus 100% of our efforts together and not get bogged down with numerous mini fund raising events where families and students are constantly being asked to participate.

These yearly fundraisers supply specific needs as identified by the PAC, the administration, and approved by the Board. We strive to raise funds for items/opportunities that are tangible and directly benefit the majority of students.

We are aspiring for 100% family participation. The goal is \$100 to \$200 for each student. Raising this amount will look different for each family. Some families will far exceed these goals, and that is exciting! Some families will ask friends, family, and coworkers donate. We also encourage families to partner with FCA in recruiting generous donors and securing corporate sponsorships.

Along with monetary participation, each family is requested to volunteer to assist with these fundraisers. All hours volunteered will be counted towards required service hours.

Family Name \_\_\_\_\_ (please print)

We agree to the Volunteer Hours commitment \_\_\_\_\_

We agree to participate in FCA Fund Raising \_\_\_\_\_

# Elementary Specific Information

K – 5

## **Faith Christian Academy – Discipline Policy**

The discipline policy at Faith Christian Academy is based on Titus 3:1-2. For the glory of God teachers themselves will strive to be submissive to authorities, to be obedient, to be ready for every good work, to speak evil of no one, to avoid quarreling, to be gentle, showing true humility to all men and will work to train students in these same virtues, with an attitude of humility toward students.

At FCA it is understood that outward behavior reflects the inward condition of the heart (Luke 6:43-45). Rather than merely manipulating outward behavior, the school seeks to help the child recognize the condition of his or her heart. FCA desires to train the affections of the student to love what God loves.

Faculty and staff conduct discipline with authority derived from parents. During the school day, faculty and staff stand in loco parentis, temporarily taking the role of the student's parent. This delegated authority is the basis for the partnership between the school and the home, a partnership that keeps responsibility for the student's upbringing with the parent. Therefore, successful resolution to behavioral problems requires parental intervention. As part of our belief in the authority of the family, parents will be made aware of concerns or warnings given to a student by a teacher or other authority as well as any disciplinary action taken.

All discipline is based on biblical principles (e.g. prayer, public and private apologies, restitution, swift discipline, restoration of fellowship, no lingering ungodly attitudes, etc.) All disciplinary action will be administered with love and consistency in light of the student's behavior and attitude, always keeping in mind the frame of the student. In imitating what God does with His people, FCA strives to teach students how to behave with good character, practice with them in exhibiting good character so the student understands what is expected, reward students who show exceptional character, and discipline students who lapse, encouraging confession, heartfelt repentance, and restoration of fellowship with God and others. In all these steps, love and forgiveness are integral parts of the discipline of a student.

### **Classroom Rules:**

1. Be respectful, obedient, and attentive to those God has put in authority over you.
2. Be always ready to do good to others.
3. Speak what is kind, necessary, true, and timely.
4. Be prepared for class with homework and materials.

### **Discipline Procedures for the Grammar School**

Although the spiritual condition of the heart will be addressed, other steps may also be taken. If, in a teacher's judgment, a student's conduct becomes distracting enough to warrant correction, the teacher should document the infraction in RenWeb, alert the students to this fact, and deliver appropriate consequences which may include time off recess, running laps, or other action fitting the offense. Teacher and student will discuss the incident before the end of the school day.

### **Headmaster Visits**

Most minor discipline issues can be handled in class through correction and training. The following behaviors will automatically necessitate discipline from the headmaster:

1. Disrespect shown to a teacher or adult. The adult will be the judge of whether disrespect was shown.
2. Dishonesty in any situation while at school, including lying, cheating, and stealing.
3. Rebellion or willful disobedience in response to instructions.
4. Fighting: striking or pushing in anger with the intention to harm another student.
5. Obscene, vulgar, or profane language, including taking the name of the Lord in vain.
6. Bringing weapons or illegal substances onto campus.
7. Vandalism: any destruction or defacing of the building and facilities, school books and supplies belonging to Faith Christian Academy or other people's property.
8. Severe or chronic disruption of the classroom.

During the office visit, the headmaster will make a note in RenWeb to notify the parents and determine the nature of the discipline, which may include making restitution, janitorial work, extra physical exertion or other measures consistent with appropriate biblical guidelines.

If for any of the above or other reasons, a student receives discipline from the headmaster, the following accounting will be observed within either semester of the school year:

1. The first two times a student is sent to the headmaster for discipline the student's parents will be contacted and given the details of the visit. The parents' assistance and support in preventing further problems will be sought.
2. The third office visit will be followed by a meeting with the student's parents, the student, and the headmaster.
3. Should the student require a fourth office visit, a two-day suspension from school could be imposed on the student.
4. If a fifth office visit is required, the student could be expelled from the school.

### **Parent / Student Improvement Plan (PSIP)**

Faith Christian Academy partners with parents to assist them in fulfilling their God-given responsibility to educate their child. When special resources or attention is required for a specific student over time, it is expected the parents will intervene and take responsibility for the correction. Unlike public schools, or some other private schools, FCA does not take federal dollars to provide special services. FCA desires to help parents understand how they can best help their children succeed at Faith Christian Academy.

When special assistance is needed from parents, FCA will produce a Parent / Student Improvement Plan (PSIP). When a student is placed on a PSIP, the ability to remain at the school in the future depends on demonstrated change in attitude and behavior or academics. Academic assistance offered at the school by a specialist in reading, spelling, speech, or secondary subjects are subject to additional fees.

Students who are disciplined for serious offenses (as determined by the headmaster) will be put on a PSIP. Once on a PSIP, a student will be given less latitude. Students may lose privileges until they have earned the trust of the staff and administration.

Unlike behavioral PSIPs, academic PSIPs do not relate to the heart condition of the student. An academic PSIP notifies parents that unless a specified improvement is seen in the student, the student will not be able to continue in their current grade. In some cases, the student may not be allowed to reenroll. With an academic PSIP, Faith Christian Academy, the parent(s), and the student agree to make certain modifications to better assist with student's academic struggles. These modifications could have specific timelines attached.

## **ATTENDANCE and TARDINESS**

- **Tardies:** Habitual tardiness is disruptive to the whole class and negatively affects the learning environment. Students are expected to be in the building by 7:50 a.m. in order to accomplish morning routines. Classes begin promptly at 8:00 a.m. Students arriving after 8:00 a.m. should go to the office for a tardy slip.
- If a student is tardy at least **4 times** in a nine-week period, a school administrator will contact the parents to discuss solutions to remedy the situation. For every four tardies, one unexcused absence will be recorded (see maximum absence policy above). After 6 tardies in a nine-week period the parents will be asked to meet with the headmaster. There may also be academic penalties (missed quizzes, graded assignments, etc.) that result from habitual tardiness.

## **ELEMENTARY LATE PICK-UP POLICY**

The purpose of the late pick – up policy is to provide for and facilitate the timely pickup of students at the end of the school day and to alleviate the need for additional staff to be on the premises after hours.

### **Procedure:**

- A faculty or staff member will remain on the premises until all students have been picked up.
- All students should be picked up by 3:45 PM, or families should at least be in the pick-up line by 3:45 PM.
- Families of students who are in the building after 3:45 PM may be subject to fees per the following:
  - Student(s) picked up from 3:46-4:00 PM: \$10 per carload
  - Student(s) picked up from 4:01-4:15 PM: \$20 per carload
  - Student(s) picked up from 4:16 PM or later: \$30 per carload
  - Fees will be collected by the FCA office.
- FCA reserves the right to extend grace and waive fees when extenuating circumstances dictate.
- Questions about this policy may be directed to the Headmaster.

## **LUNCH AND RECESS GUIDELINES**

### **Lunchroom Rules:**

- Obey the assistant / Use quiet voices / Respect others
- Food: Stays in the lunchroom (teacher reserves the right to allow exceptions)
  - No trading, you eat what you brought
- Clean up after yourself: throw away trash when finished (table/bench/floor)
- Ask for help by raising hand – stay seated

### **Recess Inclement Weather Policy:**

Elementary school students will go outside for daily recess unless the temperature or wind chill factor is below 20° F and / or if it is raining or snowing. The classroom teacher reserves the right to make exceptions for the class. Recess provides an important break for students and is a chance to recharge energy for the remainder of the day. On days when the temperature fluctuates, we will check the weather reports throughout the morning and during the lunch times to make sure we are following the guidelines. A doctor's written excuse will allow a child to remain indoors during cold or inclement weather, but any child well enough to come to school is generally well enough to go outside. Students need to be dressed for the variable Missouri climate. Please make sure your student has proper winter clothing because they will be expected to go outside for recess.

### **Playground Rules:**

- Obey the recess monitor.
- Show respect to others.
- Play in designated areas only
- Use equipment for its intended purpose
- Do not throw rocks, leaves, snow, etc.

## **PHYSICAL EDUCATION UNIFORM POLICY**

Girls in 1st - 3rd grade should wear shorts under their jumpers per the uniform policy. Students in 4th - 5th grade are required to dress out for physical education (P.E.) classes. Approved uniforms for P.E. classes may be purchased through the FCA office. Students not having the appropriate attire for P.E. will be issued a verbal warning for the first offense but will still be allowed to participate in that day's class. A second offense will result in suspension from class for that day and from any subsequent classes for which the student is out of dress code. Violations will be communicated to parents via RenWeb.

## **STUDENT USE OF ELECTRONICS**

Elementary students are not allowed to bring cell phones and / or other electronic communication / music devices into the school building. If a student is observed using any such device, it will be confiscated and kept in the school office until the end of the school day, at which time the student's parent(s) may pick up the device.

# Secondary Information

6 – 12

## High School Profile for 2018-2019

**School** – FCA’s High School is a private, Christian, classical, collaborative, four-year co-educational high school. FCA is accredited by the Association of Classical & Christian Schools (ACCS).

**Mission** – To glorify God by serving parents in providing their children with a distinctly Christ-centered, classical, collaborative and academically excellent education.

### Grading System

Letter	%
A+	98-100
A	93-97
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D+	68-69
D	63-67
D-	60-62
F	Below 60
I	Incomplete
P	Passing
NP	Not Passing

Honors	%
A+	Summa Cum Laude 98-100
A	Magna Cum Laude 93-97.9
A-	Cum Laude 90-92.9

- Grade point average is computed at the end of each semester. GPA is weighted. Honors are calculated on actual percentage grades.

- Students must be enrolled full time and 7<sup>th</sup> and 8<sup>th</sup> graders enrolled in Latin to be considered for honors.

- With parental approval FCA will agree to consider a *D* a failing grade in any subject.

-

### Graduation Requirements

#### \*Honors Diploma

Bible	4 credits
Math	4 credits
English	4 credits
History	4 credits
Science	4 credits
Rhetoric	2 credits
Logic	1 credit
Foreign Language	2 credits
Fine Arts	2 credits (3 for the class of '23 and beyond)
<u>Electives</u>	<u>4 credits</u>
Total required	<b>31 credits</b> (32 for the class of '23 and beyond)

#### \*Minimum cumulative GPA: 3.0

Unless otherwise noted, students receive one credit for each course completed for two semesters.

- No D's or F's in the semester grade of any course

- Incidents of academic dishonesty may be a disqualifier

#### \*\*General Diploma

Bible	4 credits
Math	3 credits
English	4 credits
History	4 credits
Science	3 credits
Rhetoric	2 credits
Logic	1 credit
Foreign Language	2 credits
Fine Arts	1 credit (2 for the class of '23 and beyond)
<u>Electives</u>	<u>2.5 credits</u> (3 for class of '23 and beyond)
Total required	<b>26.5 credits</b> (28 for the class of '23 and beyond)

#### \*\*Minimum GPA: 2.0

Unless otherwise noted, students receive one credit for each course completed for two semesters.

## Other Requirements

- Academic records from grades 9-12 will be used as criteria for graduation from Faith Christian Academy. To graduate with honors, a student must earn 31 credits from the approved list of courses. To earn a general diploma for graduation, a student must earn 26.5 credits from the approved list of courses. All high school students are to take the ACT or SAT exam as a graduation requirement.
- Students who wish to graduate with either a general diploma or an honors diploma must be enrolled full time at FCA and meet the specific course requirements for graduation. To be eligible for graduation from FCA, a student must enroll by his or her junior year and complete logic and the required electives for graduation.
- Students transferring to Faith Christian Academy from another school or home school may receive credit for work completed previously when FCA receives sufficient documentation of their previous work. FCA will not approve credits for courses taken elsewhere in lieu of a course provided by FCA which is required for graduation.
- All students are currently required to take one credit of Fine Arts, two credits for class of 2023 and beyond
- Rhetoric II students, as a requirement for graduation, are required to write and orally defend one major thesis paper before a panel of judges.
- All students must attend at least one protocol event as a graduation requirement. There is no charge for Protocol for full time students.

## Rigors of the FCA Curriculum

The FCA curriculum is modeled after the classical Trivium and Quadrivium. The integration of subjects is stressed at the high school level with most courses equivalent in rigor to honors courses. Students are expected to be able to clearly articulate their beliefs and views on various topics.

## Transfer of Credit Policy

Students may receive one credit toward graduation for each approved course taken at a college or university up to a maximum of three credits provided FCA does not offer the same course or there is approval by the Headmaster.

### Courses

As FCA increases in enrollment, more elective courses may be offered.

- Bible: Bible 9 – Christian Theology; Bible 10 – Spiritual Disciplines; Bible 11 – Christian Ethics; Bible 12 – Apologetics
- Math: Algebra 1, Geometry, Algebra 2, Trigonometry, Calculus
- English: Classical Literature, European Literature, American Literature, Advanced Literature
- Rhetoric: Rhetoric I, Rhetoric II
- Logic: Logic
- History: Classical History; European History; War Between the States/20th Century U. S. History; Political Theory/Civics
- Science: Biology, Chemistry, Physics, Anatomy and Physiology
- Foreign Language: Latin, Spanish, French or other approved
- Fine Arts: Art History/Appreciation; Drama, Music History/Appreciation; Studio Art; Choir, other approved
- Mini-mester classes
- General Electives: Includes, but not limited to: Art, Athletics, Journalism, Leadership, Psychology, Yearbook, and other approved

## VALEDICTORIAN/SALUTATORIAN REQUIREMENTS

Valedictorian and Salutatorian are honors bestowed upon two students each May at graduation. The following criteria must be met by these students to be awarded these honors.

1. The students who win these honors must have attended FCA for at least their 11<sup>th</sup> and 12<sup>th</sup> grade years.
2. The students who win these honors must have met all of the diploma requirements for an FCA Honors Diploma.
3. The students who win these honors are expected to adhere to the FCA Academic Honor Code. Any violation during their academic careers at FCA may disqualify them from these honors. A second violation will disqualify a student from receiving this honor.
4. The student with the highest cumulative GPA will be designated Valedictorian.
5. The student with the second highest cumulative GPA will be named Salutatorian.
6. Both the Valedictorian and Salutatorian must have earned a minimum cumulative 3.5 GPA.
7. In the case of identical averages, the student who has completed the greater percentage of FCA credits will be the Valedictorian, and the student with the same GPA but a lower percentage of FCA credits will be named the Salutatorian.
8. The final selection of the students who have earned these honors will be completed at the end of the third quarter of the senior year.
9. Both the Valedictorian and Salutatorian will receive a plaque either at an annual awards assembly or on the evening of graduation. They will also deliver a Valedictorian and Salutatorian address at the annual graduation ceremony.
10. Both the Valedictorian and Salutatorian must be in good behavioral standing and reputation among the faculty, staff, and student body to merit such an honor. The final determination for this assessment belongs to the decision of the FCA Headmaster and Board of Directors.

## FCA SECONDARY COURSE OVERVIEW

CLASS	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>Bible &amp; Wisdom</b>	Biblical Foundations 6 <sup>th</sup> grade	Biblical Foundations 7 <sup>th</sup> grade	Logic	Bible 9: Christian Theology	Bible 10: Spiritual Disciplines	Bible 11: Christian Ethics	Bible 12: Apologetics
<b>History</b>	US History 6	World Geography	Church History	Classical History	European History	US History: Civil War/20 <sup>th</sup> Century	Political Theory/Civics
<b>Language</b>	Latin 6	Latin MS I or Intro to Latin	Latin MS I, Latin MS II or Intro to Latin	Spanish I, French I or other approved	Spanish II, French II or other approved	Rhetoric I	Rhetoric II
<b>English &amp; Literature</b>	English 6	English 7	English 8	Classic Literature	European Literature	American Literature	Advanced Literature
<b>Math</b>	Math 6	Algebra 1/2	Algebra 1	Geometry	Algebra II	Trigonometry	Calculus
<b>Science</b>	General Science	Earth Science	Physical Science	Biology	Chemistry	Physics Anatomy & Physiology	Physics Anatomy & Physiology
<b>Rhetoric</b>						Under language	Under language

### Dual Credits

FCA offers a wide range of dual credit hours for almost all of the 11<sup>th</sup> and 12<sup>th</sup> grade classes. Currently, all dual credit classes are offered through the Central Christian College of Kansas, which is a fully accredited institution. Please consult with our High School counselor Monica Hicks [hicksm@fcaclassical.com](mailto:hicksm@fcaclassical.com) to find out what dual credit classes are available, the costs involved, and whether or not dual credit is the best option for your student.

### Information about the FCA Diploma:

- Logic, Algebra I, and Physical Science are offered in 8<sup>th</sup> grade, and are part of the permanent transcript, and all three are required for graduation. Physical Science will continue to be a pre-requisite for Biology, but will no longer count towards graduation after the 2017 – 2018 school year.
- Currently, one credit of Fine Arts is required to graduate with a General Diploma, however two Fine Arts credits will be required for the class of class of 2023 and beyond.
- Currently, two credits of Fine Arts are required to graduate with an Honors Diploma, however three Fine Arts credits will be required for the class of class of 2023 and beyond.
- Rhetoric I & II are required to graduate with either a General or Honors Diploma

### Athletics (elective credit):

Boys' and Girls' Basketball  
 Girls' Volleyball  
 Boys' and Girls' Soccer  
 Boys' and Girls' Track & Field  
 ½ credit for athlete, ¼ credit for manager

### NOTE:

**Classes may require pre-requisites or placement tests**

**Grade levels are only suggestions**

**Classes without sufficient enrollment may be cancelled**

**All information is subject to change**

## **ADD/DROP POLICY**

### **Add a Class**

You may add a class during the first two weeks of a semester. The proper **Add/Drop Form** must be completed and signed by the Secondary Principal, the class teacher, and the student's parents. This completed form must be turned in to the school office. Students adding a class late are required to make up any work missed due to the late enrollment.

### **Drop a Class**

Permission to drop a class may be given only if such action would be to the educational benefit of the student or to the class as a whole. Dropping a class does not negate one's financial obligation as outlined in your FCA Enrollment Contract.

A student may drop a class through the **end of the third week** of the first term in each semester without penalty. The proper Add/Drop Form must be completed and signed by the Secondary Principal, the class teacher, and the student's parents and turned in to the school office.

After the third week and up to 3:45 PM on Friday of the eighth week, students may drop a class by completing the Add/Drop Form and turning it in to the school office. Classes dropped during this time period will result in a "W" (withdrawal) for the class grade on the permanent transcript. "W" grades carry no grade points and are not calculated into a student's GPA. The student will not earn credit for the course. If the course is completed at a later date, the W is removed from the transcript.

A class cannot be dropped after 3:45 PM on Friday of the eighth week in a semester. An unreported withdrawal, failure to follow this procedure, or non-attendance to a class will result in the earned grade for the class or an "F" on the student's permanent transcript.

## ATTENDANCE POLICY

A student enrolled in Faith Christian Academy is expected to be present and on time every day that school is in session. The actual number of days school is in session will be determined by the FCA Board of Directors. Students are expected to attend and complete all requirements for every course in which they are enrolled. Consistent attendance in all enrolled courses is vitally important to a student's overall academic progress and success. A record of attendance for each student in each class will be kept. The total number of days absent and tardy will be recorded on the student's semester report.

### 1. Unplanned Absences:

If a student needs to be absent from school for a day for any reason, the parent must contact the school office by email or phone by 8:30 AM. Absences should be limited to illness, injury, or family emergencies. Absences should not be used for finishing incomplete homework assignments, reports, projects, or presentations or for avoiding scheduled quizzes, tests, or exams for which the student has not responsibly prepared.

In the event of an unplanned absence, it is the responsibility of the student to refer to the weekly assignment sheet for each of his or her classes to stay current academically. This may necessitate having a parent or family member come to FCA to get the textbooks and teacher handouts so that the student can complete the work missed. Your student's handouts will be assembled and taken to the school office. These will be available for pick-up by the end of the day. Work missed will be due upon return; any quizzes/tests/projects/presentations missed during an absence or scheduled upon the day of return are to be made up or taken as scheduled. If a student is too ill to complete the work during his or her absence, the parents must write a note of excuse and arrangements promptly made with each teacher to make up any work and/or tests/projects/presentations missed.

### 2. Planned Absences:

If a student has a planned absence, the parents must complete and submit a planned absence form explaining the circumstances for the intended absence. It will then be the responsibility of the student/parents to inform the appropriate teacher(s) of this absence and compile all the necessary assignments, handouts, worksheets, notes, etc. that will be needed to complete the missed work. The correct procedure for obtaining an approved planned absence is as follows:

- a) Print the planned absence form from RenWeb.
- b) Complete the form at home with parent signature.
- c) Return the signed form to the school office.

This form must be turned in **at least 2 class days in advance** of the absence. In the event of such an absence, the student should make every effort to work ahead as much as possible to avoid a heavy load of make-up work.

Please use at-home instruction/study days to schedule any necessary medical or dental appointments. If the FCA office is not notified of the reason for the student's absence from school, the absence will be considered an unplanned absence.

- Daily assignments missed will be due upon the day of return.
- Missed quizzes and tests must be made up within one week of returning.
- Assigned long-term reports, projects, and presentations will be due on the regularly scheduled date unless special arrangements are made with the respective teacher.

Absence from class due to FCA-sponsored extracurricular activities will be considered as excused and not marked as an absence. If a student is absent from a class due to an activity, all class work or homework due on said day must be turned in before the student leaves campus for the activity. Failure to do so could result in disciplinary measures. FCA-sponsored activities would include, but are not limited to, FCA sports, drama, music events, providing volunteer time at FCA activities, etc.

A student who is absent during a semester/final exam will receive a grade of **I** (Incomplete) in the respective class until the missed exam is complete.

### **3. College Visits: Juniors and Seniors Only**

Each senior will be allowed two college visits which will be considered excused and not marked as absent. Each additional college visit will be considered a planned absence and the appropriate form must be completed and turned in to the FCA office.

### **4. Maximum Absences and the Loss of High School Course Credit**

In the event that the total number of unplanned absences **exceeds five periods** in any one class during a semester, the student will not receive semester credit for that course. In the event that the total number of absences, whether planned or unplanned, **exceeds nine days** in one semester, the student will not receive semester credit for that course. Situations arising due to serious, long-term illnesses and emergencies will be handled on a case-by-case basis by the FCA Administration and Board of Directors.

### **5. Tardy Policy**

When a student is late to class, the entire class is disrupted. Important announcements and instructions are often missed and need to be repeated by the teacher, which interferes with the teacher's instructional schedule and the other students' learning time. A student will be considered tardy to class when not at his or her seat at the start of the class.

An accumulation of **three tardies** will be equal to **1 absence in any individual class**. Excessive tardiness can result in the loss of class credit. After an accumulation of four tardies, the student will meet with an administrator or advisor to determine a disciplinary plan to equip the student to be punctual for his or her classes. Teachers have the prerogative to implement an additional tardy policy which will be outlined in their class syllabus.

## ON CAMPUS

All students, parents, faculty and staff will enter through the northeast entrance. The main entrance, to the south, will not be used to enter or exit the building unless FCA is hosting a special event.

Because of its collaborative format, FCA students may be entering and leaving the campus at different times during the day, depending upon their individual course schedule. If students arrive after or leave before the scheduled start and end times of school, they must register with the office manager at the reception counter.

Many FCA secondary students will be responsible for their own transportation to and from the campus. However, FCA is not an open campus and FCA will practice a closed lunch period. Students cannot leave and come back and forth multiple times during the day. If a student leaves and has to return for a sports practice, they must go to the gym and not roam the building.

Any student that is in the hall, must have a hall pass.

Students are to be under supervision by being present in the class or study hall for which they are registered whenever they are on campus. Being present on campus but not in the class or study hall for which he or she is registered, or present on campus at a time when the student does not have a scheduled class or study hall may result in disciplinary action.

It is considered a discourtesy to the teacher and a disruptive influence to the learning environment for a student to leave a class or study hall before that class has been dismissed. Therefore, unless parental permission has been granted either by a prior note or email and permission granted by the instructor, leaving a class early will be considered a breach of good conduct and treated as a discipline issue.

Student attendance records will be kept for all courses.

No student will be allowed to walk off the campus.

## STUDENT USE OF ELECTRONIC DEVICES

Secondary students may bring cell phones and other such electronic communication / music devices onto campus, but these are to be turned off and stored and not used during any part of the school day. Students may **ONLY** use their devices in school when a teacher allows for the use of such devices for a project in class. If a student is observed using any such device outside of these permissible times the device will be confiscated and kept in the school office. The following steps will be implemented for violations of this policy:

- 1. First offense:** The device will be kept in the school office until the end of the school day. The student may pick up the device after 3:55 PM or the student's last scheduled class. The student may receive a discipline point for the first offense.
- 2. Second offense:** The device will be kept in the school office until the end of the day and the student's parents will need to come to the office to retrieve the device. The student will receive discipline point(s) for the second offense.
- 3. Third offense:** The device will again be kept in the school office until a meeting can be arranged with the student, his/her parent(s), and the Principal / Headmaster. The student will receive discipline point(s) for this offense and will no longer be permitted to bring any electronic device onto the secondary campus for the remainder of the semester.
- 4. Additional offense:** Any additional offense of this policy will result in disciplinary action due to defiance of a clearly-stated policy. This discipline will be at the discretion of the secondary Principal or FCA Headmaster.

## LAPTOP USE AT FCA

Students who bring / have laptop computers on campus will not be permitted to access the internet via the FCA wireless network or through any other means unless permission is granted through the FCA office or individual teachers. The disciplinary procedure as outlined in the "Student Use of Electronic Devices" will be followed when there is an infraction. The use of laptop computers will not be allowed during semester exams.

## **DISCIPLINE GUIDELINES FOR SECONDARY SCHOOL (currently under revision)**

### **Implementation:**

- 1) Teachers are expected to deal with the vast majority of disciplinary matters at the classroom level.
- 2) Teachers and, if necessary, the administration, along with parents, will determine the method and severity of discipline for misbehavior according to the outlines of the Discipline Policy, giving consideration to the severity of the offense, the individual student's age, the student's problems and his/her attendant attitudes.
- 3) Biblical principles regarding sin and punishment should guide all disciplinary actions, which may include private and public apologies, restitution, and the restoration of broken fellowship.
- 4) Verbal instructions of one in legitimate authority carry equal weight and obligation to written rules.
- 5) Repentance, grace, and forgiveness must remain integral to the discipline of students.

### **Methods and Procedures:**

Methods of discipline shall include, first of all, those positive elements, which encourage good behavior and deter the occurrence of poor or inappropriate behavior. These may include biblical commendation, encouragement and praise, close supervision, use of eye contact, reminders and reinforcements of expected behavior, etc. When violation of school or class rules does occur, various disciplinary methods will be employed to discourage repetition.

All discipline shall be administered fairly and consistently in an attitude of love and respect, never anger or vengeance. Whenever possible, disciplinary measures shall be the logical consequence of the misbehavior and appropriate in severity. School personnel are responsible for determining whether a specific event or violation constitutes a "Point," "Non-Point" offense, or a "Demerit" offense.

A Cumulative Point Discipline System will be employed by faculty and staff to assist the students at FCA who need it and to protect the freedom of those who don't. The procedures and protocol are as follows:

### **Procedure for a Point Offense:**

1. A student who commits a "point" offense will be issued a discipline referral of one or two points depending upon the teacher's assessment of the offense. Many students are able to go through a semester (or two) and never get a discipline referral; but for those who don't, the goal of the cumulative discipline system is to bring prompt attention to the matter and keep small issues from becoming larger and/or chronic issues.
2. When a student receives a point(s), a notification will be sent to parent's email documenting the offense.
3. After five (5) points, at eight (8) points, and at ten (10) points a **mandatory** meeting will be scheduled with the parents and the student, and/or the student's FCA advisor, the Secondary Principal, and the Headmaster. The objective is to partner with the parents in bringing correction and re-direction to the student both at school and at home.
4. When a student accrues five (5) points, a DEMERIT will automatically be given. When a student accrues eight (8) points, a second demerit will be given. A third demerit will be given for ten (10) points. Three demerits within an academic school year will typically result in immediate or subsequent expulsion from Faith Christian Academy. Points are cleared every semester, but demerits will go on the permanent transcript.

The following violations of school or class rules will result in points being given at the teacher's discretion:

- Missing or partially complete homework, e.g. failure to complete assigned homework. Students may also receive a zero for the assignment as well as the academic point
- Failure to bring the appropriate books/materials to class on a chronic basis
- Wasting time either in class or in study halls
- Disrupting class, chapels, assemblies or other school-sponsored events
- Rude, discourteous or disrespectful behavior from student to student, student to faculty or FCA staff, and student to Faith Community Church staff
- Entering off-limits areas
- Abusing the facility – Littering, graffiti, not cleaning up after an activity, destruction of property, etc.

### **Procedure for a Non-point Offense and Dress Code Violations:**

A student who commits a “non-point” offense will be sent to the office by either FCA faculty or staff. The infraction will be logged in RenWeb and an email will be sent to the student's parents. If possible, the offense will be corrected at that time and the student will return to class. Students may **not** be admitted to class if they are in violation of FCA dress code policy until the situation has been rectified.

Many students should be able to go through an entire school year and never commit a “non-point” offense; but for those who don't, the goal of this procedure is to bring prompt attention to the matter and keep small issues from becoming larger and/or chronic issues. After a third violation of the same offense, the student may receive a point or a demerit if the infraction has become a chronic situation, or if disrespect or defiance of school policy becomes evident.

The following are considered “non-point” offenses:

- Non-uniform clothing or shoes or any violation of the FCA uniform and dress code policy
- Missing belt
- Torn or frayed uniform clothing
- Colored undershirts or those that extend past uniform clothing sleeves
- Sweatshirts not worn over proper collared uniform shirts
- Un-tucked shirts
- Boy's hair length that does not follow FCA guidelines
- Violation of casual day guidelines
- Earrings that are distracting due to color, pattern, size, etc.
- Gum chewing on campus

### **Procedure for a Demerit Offense**

A student who commits a “Demerit” offense will be immediately referred to the Headmaster, and the student's parents will be contacted as soon as possible by phone. A demerit offense may or may not require a parent/student conference with the Advisor and Headmaster, depending upon the circumstances. A demerit offense may result in either an in-school or out-of-school suspension. If a student is suspended twice in one semester, an additional offense will result in suspension for up to three days or possible expulsion.

### **Probation**

Probation is a period of time during which the student's enrollment is in doubt. Initial probationary status may be imposed by the Headmaster at his discretion, but the duration of the probation and the specific changes expected of the student will be determined by a Board of Directors' review. Evaluation of the effect of the probationary period will be conducted by the Board and the Headmaster at the end of that period. The Headmaster may then terminate, extend, or modify the probationary requirements.

**Suspension**

Suspension (in-school or out-of-school suspension) for up to three (3) “at school” days may be given to a student at the discretion of the Headmaster. Parents and the Board of Directors are to be informed as soon as possible. Suspension for more than three days may be given at the discretion of the Board after consultation with the Headmaster and Parents. The Student will be expected to complete all assignments, tests, and notes given during the period of suspension within three days following the end of suspension.

**Expulsion**

Expulsion of a student occurs at the discretion of the Headmaster after consultation with the parents and the Board of Directors. Parents who wish to re-enroll an expelled student may request such by letter to the Board. The letter should indicate the evidence of a changed attitude and behavior sustained over a period of time which would warrant consideration by the Board and the Board may choose to re-enroll the student with or without probationary conditions or may refuse to accept the re-enrollment.

## **FCA ACADEMIC HONOR CODE**

The Honor Code is a standard of integrity for the student body of Faith Christian Academy. Violations of the Honor Code are lying, cheating (including plagiarism), and stealing – in any form and to any degree. Any action, appearance, or statement which an individual knows, or should know, to be untrue given with the intention to deceive is considered lying. Using or attempting to use unauthorized assistance or advantage in academic work that is submitted as one's own individual efforts or the giving of such assistance to others is considered cheating. Taking or attempting to take property, whether physical or intellectual, without right or permission is considered stealing.

### **Student Responsibility for the Honor Code**

Students are expected to uphold and support the Honor Code. If a student witnesses a violation of the Honor Code, the student has the obligation to turn the matter over to the Principal or Headmaster. Although failure to report such a matter is not considered a violation of the Honor Code, each student must realize that the Honor Code will only succeed to the degree that students support it. Any violation of this honor code will automatically render a student ineligible for the FCA Honor Roll.

### **The Honor Pledge for Academic Integrity**

The Honor Pledge, which covers all academic work, reads:

**“On my honor as an FCA student, I pledge that I will neither give nor receive improper assistance in the completion of my academic work at FCA.”**

### **Consequences for the Violation of This Honor Code**

#### **1<sup>st</sup> Offense:**

1. The student will receive one demerit, and if seeking an Honors diploma, may forfeit that right.
2. Both the student and parent(s) must meet with the teacher and the Principal within 48 hours.
3. The teacher will assign a grade of Zero or “F” on the academic exercise in question.

#### **2<sup>nd</sup> Offense:**

1. The student will receive a second demerit and up to two (2) days of in-school suspension. The student will forfeit an Honors diploma and any class office held.
2. Both the student and parent(s) must meet with the teacher, Principal, and Headmaster within 48 hours.
3. The teacher will assign a grade of Zero or “F” on the academic exercise in question. This grade may not be dropped in the calculation of the final semester grade.

#### **3<sup>rd</sup> Offense:**

1. The student will receive a third demerit and will not be permitted to return to classes until he/she has met with the FCA Board of Directors for further disciplinary action. The student may be expelled at the discretion of the FCA Headmaster and Board.

## ATHLETIC PARTICIPATION ELIGIBILITY POLICY

**Objective:** The objective for students participating in FCA-sponsored or affiliated programs is for our students to become and remain consistent and diligent with their academic work. FCA expects their students to avoid academic deficiency. Academic deficiency is defined as having more than one letter grade of D or any letter grade of F at the end of any academic week.

Students will be academically measured on a weekly basis. The first week of any semester will not be measured, but every week after will be measured. Students who have two (2) academic D's or one (1) academic F at the end of any week, will be placed on academic probation for one week.

Students on probation can practice and play during their probation (with parent's permission) but only have one week to come into compliance, having one D or less, or they will be placed on academic suspension.

Academic suspension will be week to week until the students grades come into compliance. Under academic suspension a student may still practice, provided there is agreement by the parents, coach, and administration. Under academic suspension a student may not play or compete in athletics besides practice.

**Notification:** Students and parents will be notified Monday afternoons of Probation or Suspensions that go into effect immediately.

**Reinstatement:** Once a student comes into compliance, they are reinstated immediately to practice and play with the team, provided there is agreement by the parents, coach, and administration.

Parents, players, and coaches can expect teachers to keep up on grading weekly. If no grades are recorded by a teacher for a week in question, the Athletic Director may consult with them concerning students who are in question either to go on or come off probation or suspension.

Teachers must submit all students' grades that are D's and / or F's by 10pm on Sunday evening to the Athletic Director or his designee in order for those grade to count in the weekly totals.

# LOCKDOWN POLICY & PROCEDURE

## Goal:

To maintain calm and order and to secure the building in the event of an intruder or other outside threat.

## General:

All visitors to the FCA campus must register with the school office. Visitors who plan to remain on campus for an extended period of time must wear a visitor's badge at all times. Staff and faculty should stop any strangers or suspicious persons and inquire as to their business on campus. An administrator should be called when any person poses a threat to the safety and security of students and staff.

## Definitions:

- **External lockdown:** There is an external threat to the building, suspicious activity or person(s) outside.
- **Internal lockdown:** There is an intruder or internal threat *inside* the building.
- **Safe Rooms:** Rooms with doors that can be closed and locked in the event of a lockdown.

## Steps of Action:

1. Signal is given (typically by the office staff).
2. Call police (typically office staff) – advise police of the situation.
3. Advise teachers/staff, advise Winnwood staff
4. Secure the building
  - a) External lockdown:
    - Lock all outside / exit doors.
    - Students will require an adult escort in and out of the building during external lockdowns.
  - b) Internal lockdown:
    - Students who are already in classrooms with doors should remain in the classroom.
    - For situations where no classroom door exists or where windows are present teachers / staff should move students to rooms with doors.
5. Teachers will remain with students in their classrooms.
  - a) Move students away from windows and doors
  - b) External Lockdown – Close window blinds, turn off lights
  - c) Internal Lockdown – Leave blinds open but have students sit down away from doors and windows.
  - d) Students who are outside should be directed to go into the building or drop to the ground.
  - e) Remain calm, guide students to remain quiet.
  - f) Take roll

## Personnel Responsibilities:

**Headmaster / Principal:** Assist with lockdown. Ensure all external doors are locked. Work with local law enforcement or other officials. Work with FCC staff if present in the building. Coordinate communication between office staff and faculty.

**Secretary / Office Staff:** Call 911. Move to a safe room with school roster and cell phone and land line phone. Secretary or other designated office staff has primary responsibility to ensure that the doors on the main level are locked.

**All teachers:** Are responsible to direct students to either remain in their own classroom or move to safe rooms.



## **Course Descriptions**

## **Bible & Wisdom Course Descriptions**

### **Biblical Foundations – 6<sup>th</sup> Grade**

The New Testament Survey is a semester course designed to cover major topics within the N.T. including: the doctrine of the word of God; the gospels; Jesus Christ (His teaching, miracles, parables, person and nature); and brief surveys of a number of N.T. books (Romans, Paul's epistles, etc.). Students will read the New Testament over the course of the semester. Students will also be required to complete a number of projects as well as memorize pertinent Scripture passages.

Prerequisites: Successful completion of the 5<sup>th</sup> grade.

### **Biblical Foundations – 7<sup>th</sup> Grade**

The Old Testament Survey is a semester course designed to cover major themes within the O.T. including: the Pentateuch, the kingdom of God; the coming Messiah (types and shadows); the doctrine of the word of God; Hebrew poetry; and kings and prophets. The overarching theme of God's plan to redeem His people will be emphasized. Students will read consistently in the text of the O.T. as well as work with maps, charts, and timelines. The grammar of the O.T. will also be integrated into the course, as students will memorize various biblical passages as well as important dates and events in the life of Israel.

Prerequisites: O.T. Survey or permission from the instructor

### **Logic – 8<sup>th</sup> Grade**

Logic is the art and science of reasoning correctly. In its purest form, Logic is the unfolding of the mind of God. Scripture itself is complete with well-reasoned arguments, even containing the correction of faulty reasoning. Jesus addresses His disciples faulty reasoning regarding the man born blind - they had committed the either/or fallacy and proposed a faulty dilemma. Logic students will study informal Logic in an effort to understand about 30 rhetorical fallacies, such as *ad hominem*, *petitio principia*, (begging the question), etc... Logic students will also study formal logic which is designed to explore the concepts of truth and validity in argumentation in syllogistic, hypothetical and symbolic reasoning. All subject matter will be presented at an eighth or ninth grade level of understanding.

Prerequisites: Successful completion of 7<sup>th</sup> grade. Open to eighth grade and above. Required for graduation.

### **Bible 9 – Christian Theology**

9<sup>th</sup> grade introduction to Worldview I is a one-year, interdisciplinary study designed to equip the student in forming a biblical worldview. Students will work among biblical, theological, and literary disciplines for the purpose of examining ideas against the absolute standard of biblical authority. Reading, class discussion and written work are major components of the course. Students are also asked to present and analyze worldview material before their peers. This course is the introductory study of a four-year worldview curriculum at the high school level.

Prerequisites: Due to the amount of reading and writing required in this course, satisfactory completion of both 8<sup>th</sup> grade English and New Testament Survey at FCA or acceptable performance on the appropriate English entrance exam is recommended.

### **Bible 10 – Spiritual Disciplines**

10<sup>th</sup> grade Worldview II is intended to build on worldview principles laid as a foundation in the freshman Bible course. One of the primary areas of focus in this sophomore course will be "hermeneutics," or principles of biblical interpretation. Students will understand the nature and necessity of the biblical "canon" and will come to appreciate the problems of textual criticism. They will carefully examine the so-called problems and difficulties of the Bible and arrive at satisfactory solutions. A special block of teaching will focus on the issue of decision making and the will of God. Prerequisites: Successful completion of Worldview I or permission.

### **Bible 11 – Christian Ethics**

11<sup>th</sup> grade Worldview III is intended to be a survey course in the permanent essentials of biblical and historic Christianity. Students will examine various statements and confessions of faith and create their own confessions and catechisms from Scripture as a consequence. In this course, they will come to know and articulate *what* they believe as a foundation for a course in *why* they believe (Senior Apologetics). Special attention will be paid to the “attributes” of God revealed in Scripture. An excursus in “practical/experiential” Christianity will be taught by means of a theological survey of John Bunyan’s immortal classic on the Christian life, Pilgrim’s Progress. Prerequisites: Successful completion of Worldview II or the instructor’s permission.

### **Bible 12 – Senior Apologetics**

12<sup>th</sup> Apologetics is the capstone of a Classical Christian education in the Bible department. The objectives of this course in apologetics (a defense of one’s faith) are to give students the ability to know *why* they believe, *what* they believe, and *how* they can defend their faith. Special attention is given to specific challenges to the Christian faith that students will undoubtedly face in the world. This class will pose questions to stimulate students to think seriously about their faith. Former courses in Logic, Worldview, and Rhetoric should all come to fruition in this class. Prerequisites: Successful completion of Worldview III or the instructor’s permission.

## **English and Literature Course Descriptions**

### **6<sup>th</sup> Grade English**

The 6<sup>th</sup> grade English and Literature course includes grammar, literature, spelling, and writing. The endeavor is to make each of these aspects more realistic and applicable to each students’ life. The class will help the students understand there is a connection between these aspects and their lives. Other major parts of 6<sup>th</sup> grade English and Literature is to show God’s beauty through the written word, to familiarize students with good writing, and to make them more aware of truths in both story and notation. Some of the works may include, but will not be limited to Tom Sawyer, Caddie Woodlawn, By the Great Horn Spoon!, Across Five Aprils, Where the Red Fern Grows, The Phantom Tollbooth, etc. Prerequisites: Successful completion of 5<sup>th</sup> grade.

### **7<sup>th</sup> Grade English**

The emphasis of this course is upon intensive instruction in English grammar, vocabulary, and writing. The students will develop an appreciation and understanding of the English language through grammar study and will be taught to write grammatically correct sentences of varying lengths; to name parts of speech accurately in context; to identify parts of a sentence; to discern between a phrase and a clause. Students will be instructed to demonstrate progress in broadening vocabulary, paying close attention to the derivations and history of words, and to develop an intimate working relationship with a good (collegiate) dictionary. Also, students will be instructed in writing well-organized paragraphs, essays, and research reports. Students will also develop an appreciation and understanding of the English language through the reading and analysis of great literature. Prerequisites: Successful completion of 6<sup>th</sup> grade English.

### **8<sup>th</sup> Grade English**

The emphasis of this course is continued instruction in English grammar, vocabulary, and writing. The students will be encouraged to appreciate language as a gift from God and to view it as a tool that can be used to serve and glorify Him. The students will develop an appreciation and understanding of the English language through grammar study and will be taught to write grammatically correct sentences of varying lengths; to name parts of speech accurately in context; to identify parts of a sentence; to discern between a phrase and a clause; and to diagram simple, compound, complex, and compound-complex sentences. Students will be instructed to demonstrate progress in broadening vocabulary, paying close attention to the derivations and history of words, and to develop an intimate working relationship with a good (collegiate) dictionary. Students will be instructed in writing well-organized paragraphs, essays, and research reports. They will also develop an appreciation and understanding of the English language through the reading and analysis of great literature, as well as identifying and evaluating the world view of the author. Prerequisites: Successful completion of 7<sup>th</sup> grade English.

### **Classical Literature (9<sup>th</sup> Grade)**

This course will familiarize students with ancient authors, works, and subjects that have had the greatest impact on the development of Western literature, as well as give the students understanding of the world (with its impotent religion and despair) into which Christ came. It will also examine the development of classical epic as a genre from its beginnings with Homer to its transformations in the works of later Greek and Roman authors. In a similar way, the course will examine the classical roots of drama, comedy, history, philosophy, and poetry. Selections for this course include such ancient works as Hesiod's *Theogony*; Homer's *Iliad and Odyssey*; Virgil's *Aeneid*; Ovid's *Metamorphoses*, the tragic plays of Aeschylus, Sophocles, and Euripides; the lyrical poetry of Sappho and Pindar, the comedies of Aristophanes; and Dante's *Divine Comedy*.

The student's grade will be determined in a variety of ways including the following: objective tests, reaction papers, formal and informal debates, essays, individual projects, and oral presentations. This course will require a great deal of reading and writing and will include one major research project.

Prerequisites: Successful completion of 8<sup>th</sup> grade English at FCA or equivalent or instructor's permission.

### **European Literature (10<sup>th</sup> Grade)**

Besides providing an opportunity to use grammar, writing skills, and vocabulary, this course will survey the great works of European prose and poetry from classic authors and their most important works. This includes biography, historical context, summary of work, implication for subsequent history, biblical analysis, and corrective or prescriptive actions for each author. Students will also understand literary devices such as character development, plot, conflict, theme, setting, and imagery. Student will be challenged to think through literature and the history of ideas from a Christian perspective. Prerequisites: Successful completion of Classical Literature or equivalent.

### **American Literature (11<sup>th</sup> Grade)**

This course traces the development of American philosophical and literary culture beginning with Colonial times and extending to the Modern Age. The worldviews of these movements will be discussed and analyzed: Puritanism, Neoclassicism, American Romanticism, Realism, Naturalism, Modernism, and Post Modernism. The literary types to be studied include the essay, journal, diary, sermon, novel, the short story, drama, and poetry. Students will analyze the works of writers such as William Bradford, John Winthrop, Anne Bradstreet, Thomas Jefferson, Benjamin Franklin, Washington Irving, William Cullen Bryant, Herman Melville, Edgar Allan Poe, Henry David Thoreau, Ralph Waldo Emerson, Nathaniel Hawthorne, Walt Whitman, Mark Twain, Emily Dickinson, Robert Frost, Ernest Hemingway, F. Scott Fitzgerald, John Steinbeck, Edith Wharton, Willa Cather, etc. The student's grade will be determined by: objective tests, reaction papers, formal / informal debates, essays, projects, and oral presentations. Included is a review of basic grammar concepts, SAT/ACT vocabulary preparation, and writing. This course requires a lot of reading and writing. Students should be prepared to do both. Prerequisites: Successful completion of European Literature at FCA or equivalent.

### **Advanced Literature (12<sup>th</sup> Grade)**

This course will trace the development of English literature from the Anglo-Saxon period through the twentieth century and will cover such major literary figures as Chaucer, Malory, Foxe, Spenser, Marlowe, Donne, Shakespeare, Milton, Tennyson, Dickens, C. S. Lewis, J. R. R. Tolkien, P. G. Wodehouse, and others. The course will present literature from these major periods: Anglo-Saxon, Medieval, Elizabethan, and Puritan Writers and works from the Eighteenth Century, Romantic Period, Victorian Age, and Twentieth Century Authors such as Wordsworth, Scott, Coleridge, etc. This is a rich and challenging course intended to develop critical thinking and aid student transition into post-secondary studies by interpreting, analyzing, synthesizing and evaluating literature from a biblical basis. The student's grade will be determined in a variety of ways including the following: objective tests, reaction papers, formal and informal debates, essays, individual projects, and oral presentations. This course will require a great deal of reading and writing and will include one major research project. Prerequisites: Successful completion of European Literature at FCA or equivalent.

### **Rhetoric I (11<sup>th</sup> Grade)**

Rhetoric is truly the capstone course in the Language Arts Department, as well as the designated “tool for learning” in the Rhetoric or Poetic stage of the Trivium. The stated objective of Rhetoric I is to continue teaching students the tools of effective oral and written communication and of skillful interpretation of all they read or hear (informal or rhetorical Logic is revisited as part of this course). Students are taught to formulate, research thoroughly, and defend a position before an audience. The ultimate goal is to teach rhetoric students how best to organize and express the knowledge they have gained in all areas at Faith Christian, to the glory of God. Prerequisites: Administrative permission

### **Rhetoric II (12<sup>th</sup> Grade)**

Rhetoric II continues the instruction in the art of oral communication. The nature of classical Rhetoric and its relevance to contemporary culture will be covered in this senior class. Students will learn how to discover the significance of a thesis statement for effective persuasion, and will be able to recognize forms of rhetoric throughout various genres of literature. They will learn to analyze modern rhetorical speaking and become acquainted with the basic components of debate. Proper grammar, appropriate style, the arrangement of topics, and an understanding of one’s audience are all important elements of rhetoric, and all will be discussed in the class. The goal is to give extensive experience in persuasive speaking. Prerequisites: Successful completion of Rhetoric I at FCA or equivalent

## **Foreign Language Course Descriptions**

### **Middle School (MS) Latin I and II**

Intermediate Latin courses in Latin are designed to instruct students in the fundamental vocabulary and grammar of Latin in order to improve their foundational understanding of English, the history and writings of Western Civilization, especially classical culture, and the understanding of “Romance” languages (especially Spanish, French, Italian, Portuguese and Romanian). Latin serves many excellent educational purposes not the least of which is to reinforce the students’ understanding of the reasons for, and the use of, the parts of speech and parts of a sentence being taught in our traditional language arts classes. Students who have had substantial Latin training are dramatically helped in all course work, but will have a special advantage on all areas of language arts training and application. The fruit of Latin instruction eventually shows up on the college-bound testing (ACT or SAT).

### **High School Latin**

Secondary students who continue their Latin studies at FCA with High School Latin I and II will have had the equivalent of two high school credit courses in classical Latin. Continuing to work with the grammar of the language, a greater emphasis is placed on reading and translating original texts from classical authors such as Caesar, Virgil, and Livy. Prerequisites: Intermediate Latin or equivalent coursework

### **Spanish I (9<sup>th</sup> Grade +)**

Spanish I is an introductory, comprehensive high school level course, which encourages meaningful, practical communication by immersing students in the language and culture of the Spanish-speaking world. Students begin learning the language through reading, writing, listening, and speaking about topics familiar to them, including family, academic and social life in an intercultural context. The primary goal of our Spanish language program is to give students the ability to communicate in Spanish. Communication is defined as the ability to understand spoken and written Spanish, and to be able to speak and write in the language. They will begin to be able to read, travel, work, and communicate in a bilingual setting. In addition, they will be well on their way toward learning to think in Spanish, to understanding the Spanish speaker, to understanding their native language, and to knowing what “language” truly means. Material covered will be intensive in vocabulary acquisition and mastery of grammar concepts. Prerequisites: Successful completion of Latin 8 or equivalent

### **Spanish II (9<sup>th</sup> Grade +)**

The purpose of Spanish 2 will be to continue the Spanish I development of functional proficiency in listening, speaking, reading and writing the Spanish language. The goal of this course will be to provide students with more in-depth practice in speaking and writing in Spanish so that they understand the language correctly enough to confidently use it outside the classroom. Material covered in this class will also be intensive in vocabulary acquisition and mastery of grammar concepts. Prerequisites: Successful completion of Spanish I.

### **Spanish III (9<sup>th</sup> Grade +)**

Spanish III is a college level Spanish class that will further develop proficiency in listening, speaking, reading, and writing Spanish. An emphasis will be placed on becoming functionally literate and the class will be conducted mostly in Spanish. The Spanish III students will also visit, ask questions concerning, and converse with staff and employees of various Spanish speaking stores and businesses. There will be a Spanish immersion missions trip taken that will further challenge the Spanish III students as they will teach English and discipleship classes, in Spanish. Prerequisites: Successful completion of Spanish II and the instructor's permission.

## **History Course Descriptions**

### **US / American History (6<sup>th</sup> Grade)**

Students will learn the history of the United States from the era of the Monroe Doctrine through World War II. An overview of era will be given including a significant composer, artist, author, poet, influential Christian and significant world event. Students will be able to articulate implications of significant events studied including, Manifest Destiny, Triangle Trade, Industrial Revolution, Westward Expansion, Indian Removal Act, Civil War, Gilded Age, Immigration, Great Depression, WWI and WWII. Students will locate on a map of the world the key places where historical events studied occurred. Students will be able to narrate, with the use of a time line, the sequence of events of a significant era and how it fits into the time line of the world. Students will do deeper research on a person or event of the era and share a report on how the person or event may still be impacting the current country/world culture or events; or they will show how similar events may be occurring in today's world. Prerequisites: Successful completion of 5<sup>th</sup>.

### **World Geography (7<sup>th</sup> Grade)**

Students will construct a mental vision of the world that is both accurate and useable. They will understand how geographical location affects a country's culture as well as climate. Students will learn to view world cultures biblically – there are superior cultures (not superior races). Christianity will be presented as the best of all worldviews upon which to build a culture of any racial mix. The contemporary philosophy and methodology of “multiculturalism” will be critiqued as another expression of relativism in the realm of cultural studies. Each student will be required to do intensive research in order to co-teach the class regarding several chosen countries in eight major geographical regions.

### **Church History (8<sup>th</sup> Grade)**

The history of the Christian church course is designed to provide students with a very necessary perspective on our Lord's promise that the very “gates of hell shall not prevail against” His church. Church History is an intense examination of twenty centuries of Christ's power to protect and preserve both His people and His gospel. It is a necessary course in that it is needful for every Christian to know the spiritual legacy of true believers around the world in order to encourage and inculcate faith in the divine Providence of God.

### **Classical History (9<sup>th</sup> Grade)**

The classical history course is designed to provide course objectives that integrate with the works read and considered in FCA's "Classical Literature" course. Student's lives will be enriched with an interdisciplinary survey of ancient and classical history that will give enhanced understanding of the Biblical text, especially the documents of the Old Covenant. This course will incorporate study of meaningful Biblical history that would normally be part of a Biblical backgrounds class or a class in context of the Bible. Greek philosophy will be discussed at some length in the second semester. Prerequisites: Successful completion of 8<sup>th</sup> grade.

### **European History (10<sup>th</sup> Grade)**

History is the term we use to refer to the events of God's eternal plan when looked at from mankind's point of view. Providence is the term we use when we are looking at the same thing from a theological or biblical point of view. One cannot really understand history if he has no true concept of God's providence. To be an authority in the details is not the same as to be competent to understand the overall significance of a period of history. The European history course surveys Western Civilization from ancient times to the present focusing primarily on Classical Greece and Rome, the rise and influence of the Church, Middle Ages, the Renaissance and the Reformation and finishing with Modern History. Throughout, the course focuses on the consequences of ideas and how these ideas have shaped the West. Prerequisites: Successful completion of 9<sup>th</sup> grade history.

### **Civil War / 20<sup>th</sup> Century U.S. History (11<sup>th</sup> Grade)**

Civil War / 20<sup>th</sup> Century U.S. History examines the major events in United States history from the Civil War to the present. A major portion of the first semester will focus exclusively on the Civil War. Students will study the antebellum South, Northern and Southern points of view, theological tensions between North and South, slavery, major battles and leaders, and the consequences of Reconstruction and becoming a "new" nation. The focus will then shift to 20<sup>th</sup> century U.S. history and the class will examine the growth of the United States as a world leader; various leaders (both good and bad); two world wars, and the nation's descent from a biblical worldview in the 1960s. In this Rhetoric level course, students will participate in debates and discussion, give oral and written presentations, write short and long research papers, and be encouraged to analyze and come to their own conclusions based on what they have studied. A biblical and theological framework will undergird our approach to these great subjects. Prerequisites: Successful completion of 10<sup>th</sup> grade history course at FCA or equivalent.

### **Political Theory/Civics (12<sup>th</sup> Grade)**

Political Theory/Civics aims at providing students the ability to biblically and critically analyze the political ideas of several theorists in Western Civilization, including Plato, Marx, and Engels. It also serves to help students value the depth of thinking that has characterized the previous centuries' application of Scripture to the role of human government. This course hopes to aide in developing a systematic theology of the common grace state and human government, as well as harboring an appreciation of the Christian Church's development and impact on political thought. This chief goal is to lay a solid, biblical, and historical foundation for students upon which they may build their understanding of a Christian's political and civic role in society today. The issues of Christian activism, Theonomy, Christian ethics, the American War for Independence, and civil religion will all be discussed at length. Prerequisites: Successful completion of 11<sup>th</sup> grade history course at FCA or equivalent.

## Mathematics Course Descriptions

### **6<sup>th</sup> Grade Math**

In 6<sup>th</sup> grade math, students will review the basic math concepts that are taught in the elementary math program. This will help create a solid foundation for high school mathematics by practicing basic math skills until they become rote. These concepts will include, but not necessarily be limited to, working with whole numbers, working with prime numbers, working with fractions, long division using four digit divisors, time and weight equations, exploring the metric system, Roman Numerals, and introducing basic algebraic concepts.

Prerequisite: Successful completion of 5<sup>th</sup> grade math or equivalent or instructor's permission.

### **Pre –Algebra (7<sup>th</sup>- 8<sup>th</sup> Grade)**

This is a comprehensive pre-algebra course that with successful completion will prepare the student for algebra the following year. Course coverage includes whole numbers, place value, basic operations, decimals, fractions, percents, exponents, perimeter, area, volume, unit multipliers, rectangular coordinates, order of operations, scientific notation, ratio, proportion, integers, inequalities and Algebraic phrases. Prerequisite: Successful completion of 6<sup>th</sup> grade math or equivalent or instructor's permission.

### **Algebra I (8<sup>th</sup> grade – freshman level math)**

This is a comprehensive Algebra course that with successful completion will prepare the student for geometry the following year. Course coverage includes fundamental operations review, functions/graphs, integers, absolute value, equations in 2 variables, linear equations and graphing, exponents, polynomials, factoring and square roots. Prerequisite: Successful completion of Algebra ½ or equivalent or the instructor's permission.

### **Geometry (freshman – sophomore level math)**

This course provides a standard freshman or sophomore level course in Geometry – Algebra II and Geometry may be taken interchangeably following a full year course in Algebra I. Students will learn how to draw, analyze, and manipulate geometric shapes in two and three dimensions. They will also apply the tools of logic toward formal geometric proofs (this course is being taken in the Logic/Dialectic stage of the trivium), and will recall, learn, and apply algebra in new ways. Prerequisite: Successful completion of Algebra I (Algebra II is not necessary as a prerequisite) or equivalent or the instructor's permission.

### **Algebra II (sophomore – junior level math)**

The usual scope and sequence in the math department is pre-Algebra (7<sup>th</sup>), Algebra I (8<sup>th</sup>), Geometry (9<sup>th</sup>) and Algebra II (sophomore level), although Geometry and Algebra II may be interchanged in any given academic year. Course coverage includes real numbers and problem solving; equations in inequalities; relations, functions and graphs; systems of equations and problem solving, polynomials and polynomial equations; rational expressions and equations; powers, roots and complex numbers; quadratic equations; quadratic functions and transformations; equations of second degree and polynomial functions; exponential and logarithmic functions; an introduction to finite math and trigonometric functions, identities and equations. Students in Algebra II will be introduced to Trigonometry in preparation for Junior Level Math.

Prerequisite: Successful completion of Algebra I (completion of Geometry would be a plus, but not required) or equivalent or the instructor's permission.

### **Trigonometry / Pre-Calculus (junior – senior level math)**

Students will be prepared for calculus, teach proofs, and learn problem-solving techniques for problems not specifically taught. Student will come to understand basic trigonometric properties. This is the last course in a four-year scope and sequence in order to achieve an "honors diploma": Algebra I, Geometry, Algebra II and Trigonometry. Prerequisite: Successful completion of Algebra I & II and Geometry

### **Calculus (senior level math)**

This course offers fully integrated coverage of exponential, logarithmic, and trigonometric functions throughout the first semester. A rich variety of applications encountered earlier in the course prepares students for concurrent physics, chemistry, and engineering courses. This course features nearly 10,000 diverse and flexible exercises, carefully graded in sets progressing from skill-development problems to more rigorous application and proof problems. Prerequisite: Successful completion of Algebra I, II, Geometry and Trigonometry

## **Science Course Descriptions**

### **6<sup>th</sup> Grade Science**

This course gives an overview of the scientific method and teaching each individual step within a planned experiment. Included in this class is the classification system of the animal kingdom, invertebrates and the classes of arthropod. The 6<sup>th</sup> grade student will be exposed to astronomy, studying the constellations, telescopes, early astronomers, space exploration, first rocket spaceships, space stations, satellites and deep space exploration. Also included are lessons in chemistry, common elements and element families, the periodic table, and parts of the atom. Prerequisites: Successful completion of the 5<sup>th</sup> grade.

### **General Science (7<sup>th</sup> Grade)**

This course is designed to be a student's first systematic introduction to the sciences. The course covers such topics as the scientific method, designing experiments, simple machines, archaeology, geology, paleontology, biology, and human anatomy and physiology. Its scope, therefore, is quite wide. There are many hands-on experiments to do, and they all use household items. Prerequisites: Successful completion of 6<sup>th</sup> grade.

### **Physical Science (8<sup>th</sup> Grade)**

This course is designed to be the last science course the student takes before high school biology. The course discusses such topics as the atmosphere, the hydrosphere, weather, the structure of the earth, environmentalism, and the physics of motion, Newton's Laws, gravity, and astrophysics. The author especially concentrates on the myths generated by the hysterical environmentalist movement. There are many hands-on experiments to do, and they all use household chemicals and supplies. It is an excellent course for preparing the student to take a college-prep high school science curriculum. Physical Science is counted as a High School credit for graduation. Prerequisites: Successful completion of General Science 7<sup>th</sup> or equivalent.

### **Biology (9<sup>th</sup> Grade)**

This course heavily emphasizes the vocabulary of biology; it provides the student with a strong background in the scientific method, the five-kingdom classification scheme, microscopy, biochemistry, cellular biology, molecular and Mendelian genetics, evolution, dissection, and ecosystems. It also provides a complete survey of the five kingdoms in Creation. Please note that this course does not contain a discussion of human anatomy and physiology. Most college biology professors do not consider it to be a part of a solid, college-prep biology course. Human anatomy and physiology is such a detailed subject that it merits an entire high school course. Prerequisites: Physical Science

### **Chemistry (10<sup>th</sup> Grade)**

This course is designed to be a first-year high school chemistry course and gives the student a rigorous foundation in chemistry, in order to prepare him or her for a college-level course. The course covers significant figures, units, classification, the mole concept, stoichiometry, thermochemistry, thermodynamics, kinetics, acids and bases, redox reactions, solutions, atomic structure, Lewis structures, molecular geometry, the gas laws, and equilibrium. Prerequisites: Physical Science, Algebra I

### **Anatomy and Physiology (11<sup>th</sup> – 12<sup>th</sup>)**

This course is geared toward junior and senior high school students seeking an upper level science course, a better understanding of the human body and its functions, and a solid starting base for students interested in seeking a medical or health-based degree. Using Apologia's text, this course will cover high school-level human anatomy in 16 modules examining the structure and function of body systems on microscopic and macroscopic levels. Labs will provide opportunity for identification and evaluation of representative human models and slides, and dissection of comparable mammalian organ systems. Prerequisites: Physical Science, Biology and Chemistry

### **Physics (11<sup>th</sup> – 12<sup>th</sup>)**

This college-prep physics course is designed for the student who has completed algebra and has had an introduction to the definitions of sine, cosine, and tangent. It provides a detailed introduction to the methods and concepts of general physics. Heavily emphasizing vector analysis, this text is ideal preparation for a university-level physics course. It provides the student with a strong background in one-dimensional and two-dimensional motion, Newton's laws and their application, gravity, work and energy, momentum, periodic motion, waves, optics, electrostatics, electrodynamics, electrical circuits, and magnetism. Prerequisites: Algebra I & II, Chemistry, and Trigonometry (may take concurrently)

## **Fine Arts**

(Other than the required credits, Fine Arts can be taken as elective credit as well)

### **Art Appreciation (9<sup>th</sup>+ - 1/2 credit)**

The core objective of this course is for students to grow in their appreciation of the visual arts from a biblical worldview perspective. Students will learn the language of art, elements of art and principles of design, and have the opportunity to experience small hands on art projects and research projects to gain appreciation of art throughout history. In addition, student will gain skills in observing and critiquing art. Grading is based on homework and art project completion, classroom participation, research projects and quizzes. Art project grades will not be based on artistic ability. A field trip to the Nelson-Atkins Art Museum is required. When offered, this is a summer class. Elective credit is given at the 9<sup>th</sup> – 12<sup>th</sup> grade level and this class can be used as either a Fine Art credit or an elective credit.

### **Art Studio (6<sup>th</sup> – 12<sup>th</sup>)**

A hands on overview of the classical mediums of art throughout the ages and the application of those in modern form. We will endeavor to learn a solid foundation in the classical forms of traditional art mediums, which may include, but not be limited to: Figural drawing, still life, sculpture, acrylic painting, and watercolor painting. The elective may also introduce students to a basic study of commercial arts through logo/trademark design, package design, and ad design. Elective credit is given at the 9<sup>th</sup> – 12<sup>th</sup> grade level and this class can be used as either a Fine Art credit or an elective credit.

### **Choir (6<sup>th</sup> – 12<sup>th</sup>)**

Choir allows students to learn about, experiment with, and develop their voices. This process will be on both an individual and group basis. Both experienced vocalists and novices are encouraged to participate in using their God given instrument (voice) to give glory to Him. The choir will perform a wide variety of selections from both the secular and sacred and will perform for FCA in chapels, at special events, etc.... Our choir could also represent FCA in outside performance and music contests. Prerequisites: A willingness to cooperate and work hard and a desire to honor God with your voice. Elective credit is given at the 9<sup>th</sup> – 12<sup>th</sup> grade level and this class can be used as either a Fine Art credit or an elective credit.

### **Music Appreciation (9<sup>th</sup>+ - ½ credit)**

The Music Appreciation class is an in depth introduction into the elements of music basic to both vocal and instrumental application to enable students to recognize and appreciate quality music from Renaissance through Romantic Eras. The course includes a study of the life and works of major Western classical composers and their relationship to notable historical events of each musical time period. Through passive listening students will build on their classical music recognition repertoire and be able to articulate differences in artistic styles. When offered, this is a summer class. Elective credit is given at the 9<sup>th</sup> – 12<sup>th</sup> grade level and this class can be used as either a Fine Art credit or an elective credit.

## **Elective Course Descriptions**

### **Athletics (6<sup>th</sup> – 12<sup>th</sup>)**

FCA offers several different options for the student athlete. The athletic electives include, but are not necessarily limited to the following: Boys' and Girls' Basketball / Girls' Volleyball / Boys' and Girls' Soccer / Boys' and Girls' Track & Field. We value the student athlete and their contribution to our school. However, there is a special set of athletic eligibility requirements that need to be met in order for a student to participate. Please see pages 35 – 36 of this document for the requirements. Unless otherwise noted, students receive ½ elective credits for each sport that is satisfactorily completed. There will be ¼ elective credits given for a manager of a sport. Prerequisites: A willingness to cooperate, work hard, and to honor God while competing in sports. Elective credit is given at the 9<sup>th</sup> – 12<sup>th</sup> grade level.

### **Drama (9<sup>th</sup> – 12<sup>th</sup>)**

The purpose of this course is primarily to work towards the production of a dinner theater type production near the end of the school year. The course will also provide a look at the history of theater and basic overview of the key elements of theater such as scenic design, costume design and makeup, lighting, sound, acting, and stagecraft. Students gifted in acting skills and technical skills are encouraged to be involved in order to make this project a success. Students will receive one full drama credit (fine arts credit) for taking this class. This production will require a time commitment which will intensify in rehearsal time as the date of the production approaches. This is a given necessity for the success of any good performance. Because this is a serious class which earns a Fine Arts credit toward graduation, students are expected to attend class consistently, be on time, and attend scheduled rehearsals. Prerequisites: A love for literature and drama; a willingness to cooperate and work hard.

### **Journalism (9<sup>th</sup> – 12<sup>th</sup>)**

The purpose of this elective is to train interested students in the creative process of researching, writing, and editing a story or report for the school newspaper. This elective is a hands-on opportunity to be involved from idea to finished product and topics could include, but not be limited to covering sporting events, interviewing faculty, staff and administration, interviewing students, covering stories and personalities that are of local interest, etc... Prerequisites: Students must apply and be selected by faculty and staff for Journalism

### **Leadership (9<sup>th</sup> – 12<sup>th</sup>)**

The leadership elective is an opportunity for students to develop and practice leadership skills in a number of areas that are not readily available through normal classroom experiences. Such areas include (but are not limited to) House leadership (see House System document for more explanation), peer-tutoring and teachers' aide. Students work closely with one or more faculty members as this elective tends to be individualized. Prerequisites: Students must apply and be selected by faculty and staff for Leadership

**Mini-Mester classes (9<sup>th</sup> – 12<sup>th</sup>)**

FCA's Mini-Mester (MM) is a one week period that is usually towards the end of April. This period coincides with our standardized testing program and is used to maximize our time during testing week. MM classes can change every year and they are focuses on FCA's 9<sup>th</sup> – 12<sup>th</sup> grade students. During MM Week, testing will take place on Monday, Tuesday and Wednesday mornings. Normal classes are suspended and MM classes are from 12:00 – 3:45 on Monday and Wednesday and from 8:00 – 3:45 on Friday. Options could include, but are not limited to the following: Understanding Super Heroes / Basic Money Management / Making Board Games / Making Yard Games / Cooking Instruction(s) / Golf Instruction / Basic Home Maintenance / Basic Car Maintenance / Movies and Pop Culture / etc... Unless otherwise noted, students receive ¼ elective credits for each MM class that is satisfactorily completed. Mini-Mester is required, but is included in electives because of the options students have every year.

**Psychology (11<sup>th</sup> – 12<sup>th</sup>)**

General Psychology introduces students to the psychological mechanisms underlying all mental process using a Christian worldview. Some of the concepts that will be explored are research methods, developmental stages and theories, learning, memory, personality, and social psychology. General psychology is a class nearly all college and university students are required to take, regardless of the field of study. FCA's General Psychology class is taught from a Christian worldview and it is a Dual Credit class. Prerequisites: Students must apply and be selected by faculty.

**Yearbook (9<sup>th</sup> – 12<sup>th</sup>)**

The purpose of this elective is to train interested students in the creative process of putting together a yearbook. This process involves taking pictures at any and all of Faith Christian Academy's events, taking pictures of students and teachers in K – 12<sup>th</sup> grades, researching, writing, and editing short comments about pictures, and making sure that all the pictures of the faculty, staff, administration, etc...are properly labeled. This elective is a hands-on opportunity to be involved from first ideas to a finished product and the FCA yearbooks will be available for sale. Prerequisites: Students must apply and be selected by faculty and staff for Yearbook.