

# UPPER SCHOOL ACADEMIC CATALOG

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**WESTBURY  
CHRISTIAN**  
— EST. 1975 —

*PREPARING YOUTH FOR HERE AND ETERNITY*



# *Welcome from the Head of School*

*"We are equipping students to become Christian leaders, lifelong learners, and Christ followers."*

Dear Prospective Families,

We invite you to come take a closer look at one of the reasons why Westbury Christian is so unique. Academics are one of three dimensions that are at the core of our mission as we strive to "prepare youth for here and eternity."

In the pages that follow, you will see a wide variety of class offerings. In each of the classrooms where these courses are taught, you'll find a qualified Christian teacher who recognizes that truth comes from God's Word and that this truth is the foundation of the faith through which our students achieve true victory.

With a rigorous curriculum and passionate, professional teachers on a safe campus, we strive for excellence in everything as we help students prepare for success in college and beyond.

The information in this booklet will give you a good idea of the thorough structure that supports our academic dimension. Please let us know if we can assist you in learning more about what makes Westbury Christian a great educational environment.

Nathan Wagner  
Head of School



# MIDDLE SCHOOL



*"Train up a child in the way he should go and  
when he is old he will not depart from it."  
Proverbs 22:6*

Every aspect of our middle school program is designed to help your child prepare for adolescence spiritually, mentally and physically. At WCS we are given the unique opportunity to have all of our 5th and 6th grade students set apart from the rest of our school. We believe, and research shows, that this is a very important stage of development in a student's life. We can all remember the fear and excitement of approaching our teenage years and the feeling of not knowing what was coming around the next corner. We want to help make the upper school transition as smooth as possible for your child. Our students are really at a time of discovery, they are experiencing independence and responsibility in a way they never have before. Our staff does a great job of nurturing your child while at the same time pushing them at a slightly uncomfortable pace helping them to grow and mature in ways that will make you proud to be their parents.





# 5th and 6th Grade Plan of Study

5th Grade Courses	
<b>Bible 5</b> <b>Reading/Language Arts 5</b> <b>Math 5</b> <b>Science 5</b> <b>Social Studies 5</b> <b>Study Skills*</b> <b>Physical Education</b> <b>Band</b>	
6th Grade Courses	
<b>Bible 6</b> <b>Reading/Language Arts 6</b> <b>Math 6</b> <b>Science 6</b> <b>Social Studies 6</b> <b>Band</b> <b>Physical Education</b>	<b><u>Electives - Pick 1</u></b> <b>Art</b> <b>Athletics - Basketball (girls)</b> <b>Athletics - Strength and Conditioning (boys)</b> <b>Theatre</b> <b>Engineering 1</b>

Students spend time in the library weekly with their Reading teacher. Additional check-in/check-out and testing times are also provided to support the Accelerated Reader program. Students are encouraged to participate in state and national reading programs: the Bluebonnet and Crown Reading Programs. A store is offered each 6 weeks to support the Accelerated Reader program where students may “buy” items with Accelerated Reader points.

\*Study strategies and organizational skills help to prepare the students for future educational endeavors and support academic content areas as appropriate.



# 7th and 8th Grade Plan of Study

7th Grade Courses	
<b>Bible 7</b> <b>Language Arts 7</b> <b>Math 7</b> <b>Science 7</b> <b>Texas History</b> <b>Writing 7</b>	<b><u>Electives - Pick two</u></b> <b>Art</b> <b>Athletics – Basketball (girls)</b> <b>Athletics - Strength &amp; Conditioning (boys)</b> <b>Choir</b> <b>Coding</b> <b>Band</b> <b>Theatre</b> <b>P.E.</b> <b>Engineering I</b> <b>Study Hall</b>
8th Grade Courses	
<b>Bible 8</b> <b>Language Arts 8</b> <b>Pre-Algebra or Algebra I†</b> <b>Science 8 or IPC†</b> <b>American History</b>	<b><u>Electives - Pick two</u></b> <b>Art</b> <b>Athletics – Basketball (girls)</b> <b>Athletics - Strength &amp; Conditioning (boys)</b> <b>Band'</b> <b>Coding</b> <b>Choir</b> <b>Theatre</b> <b>P.E.</b> <b>Study Hall</b> <b>Spanish I†</b> <b>Engineering I</b> <b>Engineering II</b> <b>Coding</b>

# 5th Grade

## Bible 5

Students will focus on God's covenant promises in the Old Testament and connect to their New Testament fulfillment. Students will be challenged to consider ways that God is preparing them to work in His Kingdom. Students use the Deep Roots Bible curriculum as they embark on a survey of the entire Bible.

## Reading/Language Arts 5

Students spend significant blocks of time engaged in independent reading and writing. The overall goal is to refine and apply skills to increasing complex written tasks. Students analyze and evaluate classic and contemporary literature from a variety of genres. Utilizing multiple resources, students gain proficiency in creating polished final products including written papers and multimedia presentations.

## Science 5

Students understand that science is a way of learning about the natural world. Students investigate science as a vast body of changing and increasing knowledge described by physical, mathematical, and conceptual models. They develop skills in the areas of investigation and use of scientific equipment, utilizing many student-centered hands-on investigations to reinforce concepts. The emphasis of study covers the structures and functions of life science, earth science, and physical science. Students investigate that change and constancy in systems can be observed and measured as patterns. Computers and information technology tools are used for support.

## Social Studies 5

Students learn about the history of the United States from its early beginnings to the present. The roots of the national democratic government as well as important ideas in the Declaration of Independence and the U. S. Constitution are identified. Through daily class activities, students use critical thinking skills (sequencing, categorizing, summarizing information, and making inferences while drawing conclusions) to study the history of the United States.

## Math 5

Students apply a strong foundation of whole numbers to develop a deeper understanding of decimal and fraction concepts. Students independently integrate and apply knowledge of different mathematical strands to make meaningful connections and solve problems. The primary focal points of fifth grade are representing and interpreting data in graphs, applying whole number operations in problem-solving situations, and extending concepts related to measurement and geometry. Students sharpen their skills by justifying thinking and communicating understanding using appropriate language and tools.



# 5th Grade Electives

## Physical Education

Students in fifth grade physical education develop their skills through a variety of team activities, skills training and games. Students focus on learning proper technique, game strategy and teamwork. They complete a session of fitness stations focusing on strength, agility, quickness, cardiovascular endurance as well as flexibility each day. They use these skills in the development and knowledge that goes into games and team sports.

## Band

Fifth grade band focuses on the development of the individual student musician in preparation for middle school band and beyond. Students will learn basic music reading, instrument technique and ensemble skills required for successful band participation. The band performs an annual Christmas concert and spring concert as well as occasional chapels.

# 6th Grade

## Bible 6

Students will make connections from the Old Testament to Jesus' ministry, death, resurrection and ascension. Students will learn how to share the gospel message through the examples of Paul, Peter and others and develop their understanding of how ordinary people are used to build God's Kingdom.

## Reading/Language Arts 6

Students are actively involved with a variety of content, including print and electronic media. Students read for different purposes and employ multiple strategies to build vocabulary and increase comprehension. Through a variety of novel studies, students make connections beyond the text, and their reading responses reflect higher-level thinking. As writers, students develop polished pieces with increased organization and varied sentence structure. Students have multiple opportunities to produce oral, visual and textual presentations to their peers.

## Science 6

Students continue to build on their understanding of science about the natural world through physical, mathematical and conceptual models. Skills are further developed in the areas of investigation, use of scientific equipment, and technology. The emphasis of study is physical science and earth science by reinforcing previously learned concepts and applying them more in depth. The student recognizes that there are patterns that exist within cycles, structures, and processes that interact. Computers and information technology tools are used for support.

## Social Studies

Students understand the concept of diversity in our world from the study of contemporary world cultures and their contributions to civilization. Students identify the relationships of ancient cultures and their influences on our modern society. They are able to locate geographic features that help them analyze the ways people adapt and modify their physical environment. Higher levels of thinking are developed by the use of primary and secondary sources, maps, and the study of scientific discoveries and technological innovations. Through the understanding of world history and its contributions, students learn to better understand the important role of a citizen in a democratic society.

## Math 6

Students further develop algebraic thinking, formal and informal reasoning, and communication of mathematical ideas. The focus shifts from basic operations with whole numbers to describing proportional relationship and addition and subtraction of decimals and fractions. Using various strategies, students estimate, solve real-world problems, evaluate reasonableness of answers and justify processes and outcomes. Throughout the year, students use technology along with other mathematical tools to enhance conceptual understanding. They also use ratios to describe proportional situations and make predictions.

# 6th Grade Electives

## Physical Education

Students in sixth grade physical education enhance their skills through a variety of team activities, skills training and games. Students focus on learning proper technique, game strategy and teamwork. They complete a session of fitness stations focusing on strength, agility, quickness, cardiovascular endurance as well as flexibility each day. They use these skills in the development and knowledge that goes into games and team sports.

## Art

Students in sixth grade art learn new drawing, painting and sketching skills through a variety of class projects and art mediums. Students will become aware of their God-given gifts and abilities as well as see God's creation in what they see. They will be given the opportunity to express ideas visually each day.

## Band

Sixth grade band focuses on the development of the individual student musician in preparation for middle school band and beyond. Students will learn basic music reading, instrument technique and ensemble skills required for successful band participation. The band performs an annual Christmas concert and spring concert as well as occasional chapels.

## Theatre

Students in this course will learn about expression, projection, and inflection including poetry and prose interpretation and pantomime. In addition, stage movement, stage areas, and theater history from ancient Greek times to the present will be studied. Students will prepare two performances each semester during predetermined times, participate in various academic competitions and in class performances of duet acts, solo acts, group acts and Bible improvisation.

# 7th Grade

## **Bible 7**

Students will investigate the Bible as they explore Old Testament themes and form connections to Jesus Christ in the New Testament.

## **English 7**

Students in this course will define and utilize vocabulary words in context; study and analyze a vast array of genres including: Adventure, Realism, Folk Tales, Fantasy, and Poetry; and analyze a minimum of three full-length novels. Students will explore the complex English grammar system by looking at the parts of speech, learning the parts of a complete sentence, utilizing correct capitalization and punctuation, and diagramming sentences. Students will learn how to organize sentences in paragraphs to begin creating well-developed essays.

## **Social Studies**

Students study the geography and history of Texas beginning with the prehistoric period to the present. During this course, students will learn about Native Americans in Texas; early explorers in Texas; the geography of Texas, including regions, natural landforms, and latitude/longitude; the Spanish influence on Texas, both past and present; the Texas Revolution, including an insight on what led to it and its aftermath; Texas becoming a part of the United States; Texas' involvement in the Civil War and the aftermath; and an insight into Texas politics, government, and its constitution.

## **Science 7**

Students continue to learn about the natural world in which they live. As the concepts increase in depth and complexity, the student develops problem solving skills to think critically and make informed choices. The student uses models as tools for understanding the natural world and systems. Emphasis is placed on life science, specifically on topics such as the structure and function of human body systems, sexual and asexual reproduction, and genetics. Students will also explore the relationships between force and motion and apply what they learn to biological systems such as the heart and circulation. Students will study about gravity and the phases of the moon within our solar system and the effects of forces of nature on the earth, such as hurricanes and earthquakes. They will explore chemical and physical properties of substances and the periodic table. This is a laboratory-based class that provides students with the opportunity to conduct field and laboratory investigations.

## **Math 7**

Math 7 is designed to prepare students for their high school mathematics courses across the five math strands of number operation and qualitative reasoning; patterns, relationships and algebraic thinking; geometry; measurement; and probability and statistics. It emphasizes a development of a solid background in the following areas: whole numbers, decimals, number theory, simple equations, fractions, measurements, geometry, ratios, proportions, percents, statistics, and integers.

# 8th Grade

## Bible 8

Students spend the year studying the life of Jesus as portrayed in the book of Luke. The course covers the entire Gospel, beginning with an in-depth look at John the Baptist. Students will have daily reading quizzes in which the questions are taken directly from the scriptures. Extensive memory work is required, focusing on selected passages as well as ancient hymns. The goal of the course is for the student to be able to accurately answer anyone who makes the request to, "Tell me the story of Jesus."

## English 8

Students will study and analyze a vast array of genres including mythology, realism, science fiction, humor, and poetry as well as read and analyze a minimum of two full-length novels. Students will define and utilize vocabulary words in context. Additionally, they will explore and utilize the complex English grammar system through investigating the parts of speech, learning the elements of a complete sentence, utilizing correct capitalization and punctuation, and diagramming sentences. Students will study and put the writing process to use when writing for a variety of audiences and purposes including informing, entertaining, describing, and persuading. Students will continue to develop writing skills by covering the necessary elements needed to write a proper paragraph and a three to five paragraph essay.

## Science 8

Earth Systems are a primary topic of study in the 8th grade. Students examine the altering effects of human activity on the Earth such as pollution and deforestation. They study the cycles of the earth systems including the lunar cycles and the geochemical cycles, as well as weather and other forces of nature. Astronomy places special emphasis on stars and galaxies. Basic Chemistry and Life Science are also integrated in the course of study. Laboratory and field investigations are used to learn about the natural world. Students are required to develop their critical thinking and analytical skills.

## IPC - Integrated Physics and Chemistry (IPC)

An Integrated Physics and Chemistry (IPC) student studies the natural world. The student conducts field and laboratory investigations and uses critical thinking, in addition to problem-solving skills, to make informed decisions. This course integrates the disciplines of physics and chemistry. Topics include motion, waves, energy transformations, properties of matter, changes in matter and solution chemistry. (High School Credit: 1)

# 8th Grade

## Pre-Algebra

Math 8 is designed as a preparatory course for Algebra I using the five math strands of number operation and qualitative reasoning: patterns, relationships and algebraic thinking; geometry; measurement; and probability and statistics. Students review many of the topics from the 7th grade year and are introduced to problems which are more detailed and complex. New topics include: equations, inequalities, graphing, rational numbers, and polynomials.

## Algebra 1

The goals for this course are to develop proficiency with mathematical skills, to expand understanding of mathematical concepts, to improve logical thinking, and to promote success across the five math strands of number operation and qualitative reasoning: patterns, relationships and algebraic thinking; geometry; measurement; and probability and statistics. Basic topics include linear, quadratic, and other nonlinear functions; equations and systems of equations; integer exponents; polynomial products; factoring; and the analysis and solution of word problems.

(High School Credit: 1)

## Spanish I

The purpose of Spanish I is to help each student attain proficiency in the four skills of listening, speaking, reading, and writing. Students will also develop an insight into the contemporary Spanish-speaking world and the various cultures that it includes. (High School Credit: 1)

## Social Studies

Students study the geography and history of the United States beginning with the prehistoric period to the early 1900s. During this course students will learn about Native Americans and how they got here, early exploration and significant explorers, Colonial America and its growth, causes of the American Revolution, the American Revolution and its aftermath, the type of government adopted by the early citizens of the United States, political parties and their effect on the United States, and the basic principles of important documents such as the Declaration of Independence and the Constitution. Students will also study the Christian principles of the Declaration of Independence and the Constitution, how our government operates within the framework of the three branches of government, the Jackson era and the growth of our nation, the Civil War and Reconstruction, and the reshaping of the nation, including the growth of industry and the growth of urban America.

# 7th-8th Grade Electives

## Art

The Middle School Art Program encourages students to explore their God-given gifts and talents through art. Students will learn unique art techniques and produce a variety of class projects. They will be given the opportunity to express ideas visually each day and challenged to incorporate new techniques into their

## Band

Middle School band seeks to develop the individual student musician and develop ensemble skills. Students will experience a strong emphasis on music reading, instrument technique and ensemble skills required for successful band participation in high school. The band performs at home football games, an annual Christmas concert and spring concert as well as occasional chapels.

## Basketball - Girls Grades 6-8

This course prepares girls for competitive basketball. Participants work to develop fundamentals of dribbling, passing, shooting, and defense. The first semester covers fundamentals, strategy, and competitive play. The competitive season begins in November and lasts through February. During the off-season students participate in weightlifting, running, agility, and skill development.

## Coding

Middle School Coding is an introductory course in computer science empowering students to create authentic computational artifacts. Students will engage with coding as a medium for creativity, communication, problem solving, and fun. This broad course surveys computer science through topics such as programming, physical computing, HTML/CSS, and data. MS Coding inspires students to recognize the influence of coding in their everyday lives, and how they can contribute their own insights, as they build their own websites, apps, games, and physical computing devices.

## LEGO Mindstorms EV3

This introductory class uses a multimedia curriculum for LEGO Mindstorms EV3 developed by the Carnegie Mellon Robotics Academy, as well as LEGO Design Engineering. It introduces robotics as a hands-on way to learn and to further develop STEM concepts. Students will practice and adapt how to program basic robot behaviors. The math and engineering-rich curriculum uses problem-based learning involving programming, movement, sensors, and further research. Challenge questions reinforce key educational outcomes and develop design thinking.

# 7th-8th Grade Electives

## Physical Education

This course represents a new approach in physical education and the concept of personal fitness. The basic purpose of this course is to motivate students to strive for a lifetime of personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness, or striving to reach optimal levels of health, is the cornerstone of this course and is exemplified by one of the course objectives—students designing their own personal fitness program. Students will also participate in team sports. Team sports activities may include basketball, flag football, soccer, ultimate Frisbee, volleyball, softball and team handball.

## Strength and Conditioning - Boys

This strength and conditioning class is used as a platform for our student athletes in the MS football and basketball programs to develop discipline, teamwork, sportsmanship and the heart of a champion on and off the field and court. This period is used for strength and conditioning to help the student athletes get quicker, stronger and faster through a variety of exercises designed to prepare them for their season.

## Theatre

Students in this course will learn about expression, projection, and inflection including poetry and prose interpretation and pantomime. In addition, stage movement, stage areas, and theater history from ancient Greek times to the present will be studied. Students will prepare two performances each semester during predetermined times, participate in various academic competitions and in class performances of duet acts, solo acts, group acts and Bible improvisation.

## VEX Robotics

After gaining basic programming and building knowledge through previous LEGO robotics, VEX robotics allows middle school students to explore creativity and problem-solving. Students work as a team to learn about problem-solving and fundamental engineering principles. As students explore basic robot design, they will learn how to construct and integrate each system. Programming in C++ and ROBOTC will further allow students to guide the robot to complete a variety of challenges.

# Additional Academic Activities

## Academic Meets

Students are encouraged to participate in academic meets hosted each year by various Christian schools in Texas. The competitions may include, but are not limited to, PSIA (Private Schools Interscholastic Association), HOSA (Health Occupations Students of America), Texas Math Council and VEX Robotics. These events allow students to demonstrate their knowledge and skills in a variety of subject areas and be recognized for their achievement. Students may participate in two events and coaching sessions are held either before or after school several weeks prior to the events.

## Middle School HOSA

Middle School HOSA - Health Occupations Students of America (HOSA) was started nationally in the 2015-16 school year and added as a middle school student organization for WCS in the 2018-19 school year. Middle School HOSA is dedicated to educating students in 6th- 8th grade about health-related career options. Students learn leadership skills while serving their community and competing in various events. Middle School HOSA students will attend the Fall Leadership Conference locally, then compete at the State HOSA Conference. Twice per semester, Middle School HOSA will co-host a guest speaker open to all students at WCS during SACT. The WCS Middle School HOSA chapter will also participate in service projects at least once per year. We will include 5th graders as junior members of the campus chapter, allowing them to participate in the guest speaker series, service projects, and informative meetings while learning leadership skills and preparing to be full members beginning in their 6th grade year.

## Field Trips

Age-appropriate field trips to locations such as theaters, museums, and historical sites may be taken in connection with and to enhance classroom studies. A sampling of where we have traveled with students in the past include: NASA Space Center, Brazos Bend State Park, George Observatory, George Ranch Historical Park and the Museum of Natural Science and History.

## National Honor Society

**National Elementary Honor Society:** WCS is one of 300 schools in our nation sharing in the distinction of being named a founding chapter of the National Elementary Honor Society. Fifth and sixth grade students are selected for their outstanding academic achievements and their demonstrations of responsible actions at school, home and in the community. Students will be involved in providing service to the community and school and learning valuable leadership skills.

**National Junior Honor Society:** National Junior Honor Society (NJHS) is the nation's premier organization established to recognize outstanding middle level students in the seventh and eighth grades. More than just an honor roll, NJHS serves to honor those students who have demonstrated excellence in the areas of Scholarship, Leadership, Service, Character, and Citizenship.

# Middle School Experiences

## Middle School Retreat

In typical years, students in 5th—8th grade have had the opportunity during the first few weeks of the school year to attend a retreat at a campsite in nearby towns like Huntsville or Livingston. Students and faculty get a chance to truly become a team as they participate in a Ropes Course, fishing, archery, swimming, horseback riding and other activities. Campfires and daily devotionals give students an opportunity to reflect on the goals for the new school year. Themes central to developing good habits in school and at home are begun at the retreat, and re-emphasized throughout the entire school year.

## Clubs

ASL  
Book Club  
Health Occupation Students of America  
National Elementary Honor Society  
National Junior Honor Society  
Robotics  
Student Ambassador

## Athletics

### Sports Practiced After School:

Baseball\*/ Football\*/Track & Field /  
Softball\*/ Volleyball\*/ Cross Country /  
Cheerleading\*

\* All 6th-8th grade students wanting to participate must try out in April/May.

## Art

Students work with clay, ganache, acrylics, pastels and more to delve deeper into the principals of art that they learned in earlier grades. Students compete in the Houston Livestock Show and Rodeo, the Bayou City Art Festival, Junior VASE (Visual Arts Scholastic Event) and more. Middle school students who meet the requirements are eligible for induction into the National Junior Art Honor Society.

## Theatre

Students may choose to take theatre as an elective course each year. Theatre classes go into more depth on different acting styles, playwriting, directing and design. Theatre students also produce a One Act Festival each winter to satisfy a performance requirement. Students in grades 7-12 have the option of auditioning for and performing in a fall musical production and/or spring play as extracurricular activities. Past offerings have spanned a variety of genres, including classic Broadway musicals, modern comedies, Shakespeare and more. Students are exposed to all aspects of a fully realized production and get to work and learn alongside talented professionals who have broad experience in the greater Houston theatre community.

# HIGH SCHOOL



*"We are equipping students to become Christian leaders, lifelong learners, and Christ followers."*

Westbury Christian School's High School program is focused on developing independence in the hearts and minds of young adults. Beginning in ninth grade, students are expected to move toward self-motivation and self-control in their spiritual, academic and behavioral choices. Ultimately, exhibiting spiritual maturity and having the ability to transition successfully into a collegiate program demonstrates success, both to parents and the school. Having Bible classes every day as part of our required curriculum, as well as chapel twice a week, promotes spiritual maturity, while a rigorous academic program, which provides the opportunity for students to select from more than a dozen AP classes, develops academic excellence. Behavioral choices are guided by a discipline program that promotes time-management, self-control and respect for both peers and those in authority. Watching responsible young men and women receive their diplomas is the ultimate reward.





# Course Offerings

	Math	Science	English	Social Studies	Bible	Foreign Language
<b>Freshmen</b>	Algebra I Geometry	Biology Honors Biology Integrated Physics and Chemistry	Honors English I	World Geography World History	Old Testament	Spanish I Spanish II French 1 (Online Course)
<b>Sophomores</b>	Algebra II Geometry	Biology Honors Biology Chemistry	Honors English II	AP Human Geography AP World History	New Testament	Spanish I Spanish II French I (Online Course) French II (Online Course)
<b>Junior</b>	Algebra II Geometry Honors PreCalculus Advanced Quantitative Reasoning	Chemistry Physics Anatomy and Physiology	English III English Composition I (Online Dual Credit)	US History AP US History Economics	Gospels	Spanish I Spanish II Spanish III French I (Online Course) French II (Online Course)
<b>Senior</b>	Honors PreCalculus Advanced Quantitative Reasoning College Algebra (Online Dual Credit) Introductory Statistic (Online Dual Credit) AP Calculus AB (Online Course) AP Calculus BC (Online Course) AP Statistics (Online Course)	Chemistry Physics Anatomy and Physiology AP Biology AP Chemistry	English IV English Composition I (Online Dual Credit) English Composition II (Online Dual Credit)	Government AP Government American History I (Online Dual Credit) American History II (Online Dual Credit) AP Macroeconomics (Online Course) AP Microeconomics (Online Course)	Senior Leadership	Spanish I Spanish II Spanish III French I (Online Course) French II (Online Course) AP Spanish Language
<b>Electives</b>	Accounting, Aide, Art I, Art II, Art III (Fashion Design), AP Art, AP Computer Science, AP Psychology, Business, Health, HS Theater, HS Theater Tech, Photography, Python I, Python II, Personal Finance, Physical Education, Principles of Marketing, Study Hall, Strength and Conditioning, VEX Robotics, Yearbook					
<b>Online Dual Credit Offerings</b>	College Algebra, Introductory Statistic, English Composition I, English Composition II, American History I, American History II, Personal Finance, General Psychology, Speech Communication, Principles of Marketing, Introduction to Business, General Sociology					



# Graduation Requirements

Subject	Credits
Bible*	4
English	4
Mathematics	4
Science	4
Social Studies	4
Foreign Language**	2
Fine Arts	1
P.E.	1
Electives	4
Total	28

1. Bible must be taken every year of attendance at WCS.
2. High school students are required to complete 20 hours of community service per year in order to graduate. Hours may not be rolled over from one year to the next and will be displayed on students' transcripts.
3. Students are required to participate in at least one student activity per year. The chosen activity must be something competitive-whether athletic or academic in nature.
4. Students must take the ACT and are encouraged to take the SAT before graduation and have their scores reported directly to WCS.

\* Students transferring to WCS must only take Bible for the semesters they are enrolled at WCS.

\*\* Some colleges require three (3) years of foreign language. Students should check with the colleges/universities they are interested in attending for academic admission requirements.



# Dual Credit Courses

Freed-Hardeman University's Dual Enrollment program offers qualified high school juniors and seniors an early start in earning units towards their college degree while also earning dual credit toward high school coursework for graduation. Courses are available in the fall and spring semester. Westbury Christian has decided to partner with Freed-Hardeman University to offer this opportunity for our students. The dual credit program provides affordable access to high school juniors and seniors who are interested in preparing for their post-secondary, educational goals.

## Admission Requirements

There are certain requirements students must meet in order to qualify for the FHU Dual Credit program.

- High school junior or senior in good academic standing
- Minimum of 14 units of high school coursework
- Completed application for admissions (Apply for free with waiver code: HUBisonPrep)
- Official high school transcript sent to FHU
- Official SAT/ACT score sent to FHU
- Cumulative GPA of 3.000 or above and ACT composite score of 21 or higher, SAT equivalent OR
- Cumulative GPA of 3.500 or above
- You will need to register for and take either the ACT or SAT if you do not have a 3.500 GPA or higher. You can apply for the FHU dual credit program while you wait for your test score/GPA to be finalized.

Upon acceptance, students will be able to register and schedule their classes on [my.fhu.edu](http://my.fhu.edu)

ACT subscores required to enroll in the following subjects:

English Comp I- 18 ACT English subscore  
College Algebra- 21 ACT Math subscore

## Course Options

- |                          |                            |
|--------------------------|----------------------------|
| • College Algebra        | • Personal Finance         |
| • Introductory Statistic | • General Psychology       |
| • English Composition I  | • Speech Communication     |
| • English Composition II | • Principles of Marketing  |
| • American History I     | • Introduction to Business |
| • American History II    | • General Sociology        |

# Bible

## **Old Testament Survey** **9th Grade**

The Story of Israel covers the story of God's creation of the world, interaction with humanity, and the development of his chosen people. Textually, this course surveys the entirety of the Old Testament Scriptures. Throughout the course, students will seek to answer two main questions: 1) Who is God? 2) How do I fit into His story? As they read and study the scriptures, they will develop a system of belief that makes these qualities relevant to their daily life. They will see examples of faithful servants that developed an intimate, personal relationship of commitment to and dependence on God. (Credit: 1)

## **New Testament Survey** **10th Grade**

This course will introduce students to the people, places, events and themes presented in the books of the New Testament, with specific emphasis on the ministry and teachings of Jesus and the establishment of the church. In the process, students will have an opportunity to research, analyze, interpret and learn to recognize different world views and apply biblical principles to modern life. The study begins with a brief, high-level refresher of the Old Testament and an overview of the intertestamental period and the religious, political and cultural "climate" of first-century Palestine to set the stage for the New Testament. The remainder of the course combines both thematic and book-specific lessons as it progresses through the New Testament books of history (the Gospels and Acts), the Pauline and general epistles, and the prophecy of Revelation. (Credit: 1)

## **Gospels** **11th grade**

This study invites students to know and understand Jesus' life on earth and what His years on earth mean to us today. This involves an in-depth study of the Gospels: Mathew, Mark, Luke, and John. As students study Jesus' birth, life, death, and resurrection, God's love for His people is revealed. (Credit: 1)

## **Senior Leadership** **12th grade**

Senior Leadership is the culminating study to the Biblical curriculum at WCS. Students learn about the possible worldviews, or lenses, through which people view the world. They will examine how these worldviews impact the choices, decisions, and beliefs of individuals and the way they interact with the world around them. After a survey of the major contemporary worldviews, students will spend significant time studying a Biblical worldview and how it impacts the culture. They will seek opportunities to be culture-influencers in their future vocations and studies. (Credit: 1)

# Business Education

## Accounting Grade 11 or 12

This course is a general introduction to accounting. Students will learn terminology, practices, and procedures used in an accounting system for businesses. Students will have hands-on computer experience using an automated accounting computer program. Any student interested in earning a business degree in college should take this course since six hours of accounting are required for a business degree. Students successfully completing a full year of accounting would be prepared for entry-level accounting jobs. (Credit: 1 – Availability based on student interest and enrollment in course.)

## Introduction to Business Grade 11 or 12

Students implement personal and interpersonal skills to strengthen individual performance in the workplace, in society, and in making a successful transition to the work force and/or postsecondary education. Students develop a foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students incorporate a broad base of knowledge and exposure that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions. They learn proper business conduct and the impact businesses have on the community. (Credit: .5 to 1 – Availability based on student interest and enrollment in course.)

## Marketing Grade 10, 11 or 12

This introductory course studies the application of marketing as an integrated process in all businesses. Topics include analysis of markets, market research, consumer behavior, development of a marketing plan, marketing information management, finance in marketing, product/service planning, promotional strategies and personal selling. The course is taught using several different formats, including, but not limited to: (1) Lectures on Marketing concepts, methods and examples (2) In-class activities requiring active student participation (3) Student-led Marketing case presentations and in-class discussions. A significant portion of this course will allow students to learn through active participation in discussions and experiential exercises. Students will also be able to compare and contrast different marketing strategies through various divisions such as fashion, sports and entertainment, travel, lodging, and education marketing. (Credit: .5 to 1 – Availability based on student interest and enrollment in course.)

# English/Language Arts

## Honors English I Grade 9

Students utilize strategies in this course and engage in activities that foster higher-level thinking processes. Advanced reading and writing skills are nurtured as the students shift from concrete to abstract thinking and reading. The course requires students to evaluate their writing and incorporate higher diction, more complex syntax, and efficient organization of ideas. Students practice identifying the interrelationships among theme, tone, and style, and learn that an author establishes a certain tone by manipulating the rhetorical devices of imagery, diction, point of view, and syntax. Students will also annotate texts and look for patterns of symbolism and theme. Using annotations and skills acquired during class will improve composition during timed essays and out-of-class essays. Evaluations of essays are rigorous in nature to achieve optimal writing. Students evaluate a variety of genres and styles throughout the year. (Credit: 1)

## Honors English II Grade 10

*Prerequisite: Successful completion of Honors English I*

This course solidifies the students' advanced English foundation by building on the skills students have acquired in Pre-AP English Expressive and requires them to perform increasingly more sophisticated tasks in their reading, writing, and thinking. A variety of novels are required reading to support the goals of this class. Critical and creative thinking skills are developed through a thematic analysis of literature, writing styles, and through a conceptual focus applied throughout the course. A yearlong poetry study and individual compositions are used to evaluate abilities in critical thinking and creativity. (Credit: 1)

## English III Grade 11

*Prerequisite: Successful completion of Honors English II*

English III surveys American literature from the pre-colonial times to the early 21st century. Students will become familiar with various texts so that they are able to understand their place in life and discover how to be active members of society. Reading diverse texts will enhance comprehension skills and show how others have viewed the human situation and the characteristics of America. Those different views will help students grow in their understanding of other cultures and beliefs. By examining and evaluating the views of others, students learn to understand their beliefs, principles, and values more clearly. (Credit: 1)

## English IV Grade 12

*Prerequisite: Successful completion of English III or AP Language and Composition*

English IV surveys British and world literature from the Middle Ages to the early 21st century. The goal of this course is for the students to become familiar with various texts so that they may better experience the world and understand others as well as to polish their communication skills and comprehension abilities. Students will read a variety of novels that will enable them to broaden their horizons and foster discussion about contemporary themes and issues. Students will also be writing in a variety of styles and modes to prepare them for college composition classes. (Credit: 1)

# English/Language Arts

## AP Language and Composition

**Grade 11 or 12**

*Prerequisite - successful completion of Honors English II*

Students in this college-level course engage in becoming skilled readers and writers who compose for a variety of purposes with a thorough knowledge of rhetoric in mind. The body of their reading provides them with ideas and models for their own writing. Class work involves both lengthy reading passages that often require revisiting and writing assignments that reflect the process of planning, prewriting, composition, and revision. The repetition of assignments that require careful reading coupled with time for discussion and careful writing instill an understanding of synthesis and of the analytical, persuasive, and creative skills necessary for success on the AP exam. Though the novels students read serve as an introduction to the rhetorical choices of fiction writers and a brief overview of American Literature, the AP English Language and Composition course focuses primarily on nonfiction. Upon completion of the course, students will be prepared to take the AP Language Exam. (Credit: 1)

## AP Literature and Composition

**Grade 11 or 12**

*Prerequisite - Successful completion of Honors English II, English III or AP Language and Composition*

This course is designed to develop skills at a level comparable to a second semester freshman in college as well as develop the aptitude necessary to take the AP exam. Students begin the year with a study of the different forms of literary analysis with exercises designed to sharpen their own analytic ability including the capacity to write their own critical responses to literature. Throughout the year, students will read several novels and plays, various prose passages, and numerous poems allowing exposure to various genres and different opportunities for literary interpretation. These works are chosen for their literary merit and for their frequent appearance on the AP exam as such this body of reading is intended to provide them with ideas and models for their own writing. To further assist with the transition to collegiate course work, a lengthy research paper is assigned and due at mid-term. Aspects of research including finding sources of merit, methods of quotation, weaving writer's thought with scholar's thought, paper formats, and citations are all introduced and practiced. Upon completion of the course, students will be prepared to take the AP Literature and Composition Exam. (Credit: 1)

# Fine Arts

## HS Art I and II

**Grade 9, 10, 11 or 12**

Beginner and more advanced art students learn the elements of art and principles of design and refine skills which involve a variety of two and three dimensional media including: pencil, ink, color pencil, charcoal, pastel, tempera, watercolor, clay, and printmaking. Students also have the opportunity and are encouraged to prepare projects for various competitions during the year. The aim of this course is for the students to gain an appreciation of art and explore their individual artistic talents. (Credit: 1)

## AP Art

**Grade 11 or 12**

This college level course offers a rigorous and accelerated curriculum that prepares students to submit portfolios for the AP Art exam for possible college credit. Critical and creative thinking skills are developed through the production and critical analysis of 2-D and 3-D art. Students self-determine appropriate directions in which to develop artistic themes and media in which they are created.

(Credit: 1)

## Band

**Grade 9, 10, 11 or 12**

This course is designed for the most advanced instrumental students in our school. The primary focus centers on developing the complete musician with multiple opportunities to perform as an individual and in support of our athletic teams and community organizations. These opportunities are in addition to our regularly scheduled Christmas and spring concerts. Students at this level will be given the opportunity to compete against other high school students, both public and private, for possible recognition at district, region, area and state. When opportunities are available, this group will represent the school in concert contests available through TAPPS and other organizations. In addition to these performance opportunities, the students will have an opportunity to compete in solo and small ensemble events near the end of the year leading to recognition and performance at our yearly Recognized Soloist Recital. (Credit: 1)

## Choir

**Grade 9, 10, 11 or 12**

This choir emphasizes sight-reading, basic music skills, vocal development, vocal blending, and music theory. Many performance and contest opportunities are available. Previous choral experience is not necessary. Students will perform in three and four part harmony with encouragement and emphasis on competitions.

(Credit: 1 - Availability based on student interest and enrollment in course.)

# Fine Arts

## Photography

**Grade 9, 10, 11 or 12**

Students will plan, interpret, and critique visual representation. Technology, visual, and electronic media are used as tools for learning as students explore the elements of art and principles of design through the lens of the camera. Digital cameras will be used and discussed. Students will create, clarify, critique, and produce artistic photography. Students must have a digital camera for course work. (Credit: 1)

## Three-Dimensional Art

**Grade 10, 11 or 12**

*Prerequisite - successful completion of Beginning Art*

The 3D art course is an advanced course with a prerequisite of students taking beginning art first. Students practice using the elements of art and principles of design, and will put into practice what they have learned. Projects include sculpture, relief sculpture, fashion and jewelry design, interior/exterior design and some 2D art as well. Many of the advanced projects will be used in the competitions throughout the year. (Credit: 1)

## Theatre Arts

**Grade 9, 10, 11 or 12**

The first semester of this course will include a review and exercises in expression and projection as well as a study of stage areas and stage movement. There will be a study of theater history from ancient Greek times to the present including the preparation and performance of scenes from major works of each era. The second semester will include creation of subtext and character development and students will prepare and perform Reader's Theater. Teams will prepare for academic competitions in duet acts, solo acts, and one act plays. Direction and production will also be studied with class performances each semester. (Credit: 1)

## Advanced Theatre Arts

**Grade 9, 10, 11 or 12**

This class will explore the classical styles of acting including Stanislavsky and Meisner. Students will also learn the different techniques and styles of directing culminating in student directed one act plays during the spring semester. (Credit: 1)

## Yearbook

**Grade 9, 10, 11 or 12**

This class offers a variety of subject matter, including photography, graphic design, journalism, interviewing, and marketing. Every student will engage in each category and understand how they are applied in the business world. (Credit: 1)

# Foreign Language

## Spanish I

**Grade 9, 10, 11 or 12**

This course helps each student attain proficiency in the four skills of listening, speaking, reading, and writing. Students will also develop an insight into the contemporary Spanish-speaking world and the various cultures that it includes. (Credit: 1)

## Spanish II

**Grade 9, 10, 11 or 12**

*Prerequisite - Successful completion of Spanish I*

The purpose of Spanish II is to build upon the skills learned in Spanish I. The language is presented and practiced using listening, speaking, reading, and writing skills. Cultural material is integrated into the learning process so that students gain an awareness of the contemporary Spanish-speaking world. (Credit: 1)

## Spanish III

**Grade 10, 11 or 12**

*Prerequisite - Successful completion of Spanish II*

The purpose of Spanish III is to continue to develop knowledge of the Spanish-speaking cultures in our world and promote the development of listening, speaking, reading, Spanish grammar and writing skills. (Credit: 1)

## Spanish IV

**Grade 11 or 12**

*Prerequisite - Successful completion of Spanish III*

Spanish IV continues the development of listening, speaking, reading, and writing skills. This course includes a special focus on Spanish literature and culture. (Credit: 1)

## AP Spanish Language

**Grade 11 or 12**

*Prerequisite - Successful completion of Spanish III and Spanish IV*

Students will continue the emphasis on speaking, listening, reading, and writing in a variety of formats while acquiring additional vocabulary and sophistication in their use of the Spanish language. AlgeCourse content includes art, history, current events, literature, culture, sports, and other media. Students will be able to integrate language skills and synthesize written and oral materials. Instruction will be guided by the recommendations of the College Board. Upon completion of the course, students will be prepared to take the Advanced Placement Spanish Language Exam. (Credit: 1)

# Health and Physical Education

## Health

**Grade 9, 10, 11 or 12**

In Health education students acquire the information and skills necessary to become healthy adults. To achieve that goal, students will understand the following: students are responsible for their own health decisions and personal behavior; personal behaviors can increase or reduce health risks throughout their lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote physical, social, mental, and spiritual health. (Credit: .5)

## Physical Education

**Grade 9, 10, 11 or 12**

This course represents a new approach in physical education and the concept of personal fitness. The basic purpose of this course is to motivate students to strive for a lifetime of personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness, or striving to reach optimal levels of health, is the cornerstone of this course and is exemplified by one of the course objectives—students designing their own personal fitness program. (Credit: 1)

## Strength and Conditioning

**Grade 9, 10, 11 or 12**

*Prerequisite - Participation on Varsity Sport*

Our high school athletes are required to participate in strength and conditioning during 8th period. Students will work on agility, strength training, conditioning and sports specific skill work with their coaches.

# Mathematics

## Algebra I Grade 9

The goals for this course are to develop proficiency with mathematical skills, to expand understanding of mathematical concepts, to improve logical thinking, and to promote success across the five math strands of number operation and qualitative reasoning; patterns, relationships and algebraic thinking; geometry; measurement; and probability and statistics. Basic topics include linear, quadratic, and other nonlinear functions; equations and systems of equations; integer exponents; polynomial products; factoring; and the analysis and solution of word problems. (Credit: 1)

## Geometry Grade 9 or 10

This course emphasizes the strong relationship that exists between geometric content and geometric applications in the physical world. Topics covered include: basic properties of geometric figures in two and three dimensions, applications of geometric formulas, dimensionality, transformations, right triangles, trigonometry, and structures of axiomatic systems, basic postulates of Euclidean geometry, comparing and contrasting Euclidean and non-Euclidean geometries, and construction of proofs of geometric theorems. (Credit: 1)

## Algebra II Grade 10 or 11

*Prerequisite - Successful completion of Algebra I*

This course is an extension of Algebra I, across the five math strands of number operation and quantitative reasoning; patterns, relationships and algebraic thinking; geometry; measurement; and probability and statistics. Topics also include quadratic equations (and the methods of completing the square), complex numbers, polynomials, rational expressions, graphs of functions (including quadratic, square root, rational, exponential, and logarithmic), fractional exponents, radicals, linear and quadratic inequalities, absolute value inequalities, arithmetic and geometric sequences, the binomial theorem, and the analysis of word problems. (Credit: 1)

## Advanced Quantitative Reasoning Grade 11 or 12

*Prerequisite - Successful completion of Algebra II*

Advanced Quantitative Reasoning (AQR) follows Algebra II and prepares students to use a variety of mathematical tools and approaches to model a range of situations and solve problems. AQR emphasizes problem solving in applied situations including numerical reasoning, probability, statistical analysis, finance, mathematical selection and modeling with algebra, geometry and discrete mathematics. (Credit: 1 – counts as a 4th math credit)

# Mathematics

## Honors Pre-Calculus

**Grade 11 or 12**

*Prerequisite - successful completion of Algebra II*

This course combines Pre-Calculus and Trigonometry. Students examine the following topics: the real number line, field theory, relations and functions, graphing techniques, sequences and series, parametric equations, circular and trigonometric functions, vectors (in the plane in space), polynomial functions, conic sections, polar coordinates, and exponential functions

(Credit: 1)

## AP Calculus AB

**Grade 12**

*Prerequisite - successful completion of Honors Pre-Calculus*

This college-level course follows a curriculum recommended by the College Board. AP Calculus introduces students to practical applications. With this foundation, more formal definitions and procedures are derived. Students will receive preparation for the AP Calculus AB tests for possible college credit. Graphing calculators will be utilized extensively. Upon completion of the course, students will be prepared to take the Advanced Placement Calculus AB Exam.

(Credit: 1)

## AP Calculus BC

**Grade 12**

*Prerequisite - Successful completion of AP Calculus AB*

This course is an extension of Algebra I, across the five math strands of number operation and quantitative reasoning; patterns, relationships and algebraic thinking; geometry; measurement; and probability and statistics. Topics also include quadratic equations (and the methods of completing the square), complex numbers, polynomials, rational expressions, graphs of functions (including quadratic, square root, rational, exponential, and logarithmic), fractional exponents, radicals, linear and quadratic inequalities, absolute value inequalities, arithmetic and geometric sequences, the binomial theorem, and the analysis of word problems. Upon completion of the course, students will be prepared to take the Advanced Placement Calculus BC Exam

(Credit: 1)

## AP Statistics

**Grade 11 or 12**

*Prerequisite - Successful completion of Algebra II*

This college-level course follows a curriculum recommended by the College Board. Students who enroll in this course should expect a much more rigorous and accelerated program than in a regular class. The emphasis of this course will be on conceptual understanding and interpretation of various statistical models. Four major themes covered will be exploratory analysis, planning a study, anticipating patterns in advance, and statistical inference. Upon completion of the course, students will be prepared to take the Advanced Placement Statistics Exam.

(Credit: 1)

# Science

## **Integrated Physics and Chemistry** **Grade 9**

An Integrated Physics and Chemistry (IPC) student studies the natural world. The student conducts field and laboratory investigations and uses critical thinking, in addition to problem-solving skills, to make informed decisions. This course integrates the disciplines of physics and chemistry. Topics include motion, waves, energy transformations, properties and changes of matter, and solution chemistry. (Credit: 1)

## **Biology** **Grade 9 or 10**

The Biology I course is an overview of Biology covering the following topics: Cell structure and function, energetics (metabolism, photosynthesis, and cellular respiration), genetics, evolution and creation, classification, animal behavior, plant structure and function, human biology and ecology. Science process skills will be infused throughout the course, including designing and conducting experiments, organization and manipulation of data including designing tables and graphs. Students will learn how to communicate scientific information in a variety of media (lab reports, presentations, and essays). Critical thinking skills will also be developed in each unit of study (Credit: 1)

## **Honors Biology** **Grade 9 or 10**

Honors Biology strives to provide students with the skills and basics that will translate into future AP course success. Students will become familiar with the logistics of an AP course. Their laboratory activities will reflect concepts covered in AP labs and they will learn to write formal laboratory reports in a format acceptable in an AP course, including such things as writing a hypothesis, identifying sources of error, building visuals from data such as tables and graphs and writing appropriate conclusions that reflect the results of data collected. Students will be introduced to essay writing which integrates prior knowledge with that being studied presently. Biology concepts covered include: cell structure and function, energetics (metabolism, photosynthesis, and cellular respiration), genetics, evolution and creation, classification, animal behavior, plant structure and function, human biology, and ecology. (Credit: 1)

## **Chemistry** **Grade 10 or 11**

*Prerequisite - successful completion of Biology*

Students continue to develop critical-thinking and problem-solving skills in this course. The student conducts field and laboratory investigations using scientific methods. Topics include characteristics of matter, energy transformations, atomic structure, the periodic table, gases, bonding, nuclear chemistry, oxidation-reduction, chemical equations, solutions, acids and bases, and chemical reactions. The student investigates how chemistry is an integral part of everyday life. (Credit: 1)

# Science

## Physics

### Grade 11 or 12

*Prerequisite - successful completion of Biology and Chemistry & taking or have taken Algebra II*

Students will conduct laboratory and field investigations that have practical applications in today's world. Students learn to make informed decisions using critical thinking and scientific problem solving. Topics of study will include laws of motion, changes within physical systems, conservation of energy and momentum, force, thermodynamics, characteristics and behavior of waves, and quantum physics. This course provides students with a conceptual framework, factual knowledge, and analytical and scientific skills. (Credit: 1)

## Anatomy and Physiology

### Grade 11 or 12

*Prerequisite - successful completion of IPC, Biology and Chemistry*

The Biology I course is an overview of Biology covering the following topics: Cell structure and function, energetics (metabolism, photosynthesis, and cellular respiration), genetics, evolution and creation, classification, animal behavior, plant structure and function, human biology and ecology. Science process skills will be infused throughout the course, including designing and conducting experiments, organization and manipulation of data including designing tables and graphs. Students will learn how to communicate scientific information in a variety of media (lab reports, presentations, and essays). Critical thinking skills will also be developed in each unit of study (Credit: 1)

## AP Chemistry

### Grade 11 or 12

*Prerequisite - successful completion of Chemistry*

This college-level course follows a curriculum recommended by the College Board. Students will receive preparation for the AP Chemistry exam. Topics of study and advanced laboratory investigations include, but are not limited to: atomic theory, properties of matter, chemical reactions, kinetics and thermodynamics all taught under the overarching concepts referred to as the 6 Big Ideas as articulated in the AP chemistry Framework. Each topic of study will give students an opportunity to apply mathematical and scientific knowledge and skills to solve quantitative, qualitative, spatial and analytical problems. Students will be required to spend a minimum of 5 hours per week outside of class for extra reading and research. Students will learn to integrate and apply information from various topics to answer free response questions similar to those found on the AP exams. Inquiry based laboratories are part of the curriculum and students should expect to devote an occasional student activity period to the completion of these labs. Laboratory notebooks will be kept up to date and students will be required to write formal laboratory reports. Upon completion of the course, students will be prepared to take the Advanced Placement Chemistry Exam (Credit: 1)

# Science

## AP Biology

**Grade 11 or 12**

*Prerequisite - successful completion of Biology*

This college-level course is structured around the four big ideas and the enduring understandings as articulated in the AP Curriculum Framework published by the College Board, which include the process of evolution as related to the diversity and unity of life; the workings of biological systems and life processes and interactions between and within these systems. Biological concepts covered include: plant and animal cell structure and function, energetics, homeostasis, genetics, evolution and creation, classification, animal behavior, human biology, and ecology. The course will focus on inquiry-based laboratory work and the use of the seven science practices in both lab and non-lab activities as identified by the College Board, applying writing skills, and critical thinking and problem solving skills, while using the appropriate scientific methodology. Upon completion of the course, students will be prepared to take the AP Biology Exam. (Credit: 1)

# Social Studies

## World Geography Grade 9

Students study world climates, landforms, political boundaries, and peoples, including their cultures and societies. Emphasis is placed on developing an awareness of the difficult situations many people in the world face and the Christian response of compassion and willingness to help others. (Credit: 1)

## AP Human Geography Grade 9

This college-level course follows a curriculum recommended by the College Board. Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, including the use and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Upon completion of the course, students will be prepared to take the Advanced Placement Human Geography Exam. (Credit: 1)

## World History Grade 10

Students study the development of civilization from the beginning of time to the present, tracing the major eras and important turning points in World History. Special emphasis is placed on the study of significant people, places, and events as well as issues from the earliest times to the present. Students analyze important events and issues in western civilization as well as in civilization around the world. Political and economic imperialism and major political revolutions since the 17th century are evaluated. The evolution of the democratic-republican governments and the ideas and documents that influenced this emergence of new government is examined. The connections between major developments in science and technology are explored with a relationship on the growth of industrial economies. Major religious and political traditions are also studied. (Credit: 1)

## AP World History Grade 10

This college-level course follows a curriculum recommended by the College Board. The study of AP World History explores common threads of humanity over time: trade, religion, politics, society, and technology. Students investigate how these things have changed and continued over time in different locations. The course is designed to help students construct and evaluate arguments, as well as use historical evidence. Upon completion of the course, students will be prepared to take the Advanced Placement World History Exam. (Credit: 1 replaces World History)

# Social Studies

## **US History** **Grade 11**

Students study the geography and history of the United States from the beginning of the twentieth century to the present, focusing on historical content of political, economic, and social events related to industrialization and urbanization, major wars, domestic and foreign policies of the cold war and post-cold war eras, as well as the reform and civil rights movements. Students examine and analyze the causes and effects of major events such as the great depression and consider the impact of geographic factors on such events. Constitutional issues in American society are examined and evaluated. Students examine the arts and industry of the times and analyze the impact of technological advancements on such things as the American labor movement. Throughout the course, critical thinking skills are used to explain and interpret the past. (Credit: 1)

## **AP US History** **Grade 11**

This college-level course follows a curriculum recommended by the College Board and is guided by an approved syllabus. It will provide students with the necessary analytical skills and factual knowledge required to conduct a critical evaluation of the problems and events in United States history, specifically, 1491 to the present. In this course students will examine the nation's political, diplomatic, intellectual, cultural, social and economic history. Instruction will include lecture, discussion, primary source analysis, evaluation of opposing viewpoints expressed in either primary or secondary source documents. Students will be assessed through exams, writing assignments, oral discussions and presentations. Upon completion of the course, students will be prepared to take the Advanced Placement US History Exam. (Credit: 1)

## **Government** **Grade 12**

Students study the foundation, principles, structure, functions, and sources of government at all levels. The primary underlying focus is centered on the beliefs expressed through the United States Constitution. The major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights are studied. Students compare the US system of government with other political systems; analyze the impact of individuals, political parties, interest groups, and the media on the American political system; evaluate the importance of voluntary individual participation in a democratic society; and analyze the rights guaranteed by the US Constitution. (Credit: .5)

## **Economics** **Grade 12**

Students study the mixed-free-enterprise economic system. Topics students will study include: scarcity, opportunity costs and production possibilities, supply and demand, the business cycle, money and banking, personal fiscal responsibility, and the interaction of government and the economy (taxes, etc.). (Credit: .5)

# Social Studies

## **AP Government & Politics: United States** **Grade 12**

This college-level course follows a curriculum recommended by the College Board. The course includes both the study of general concepts used to interpret US politics and the analysis of specific examples. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Topics include constitutional underpinnings of the US government; political beliefs and behaviors; political parties, interest groups, and mass media; institutions of national government; public policy; and civil rights and civil liberties. Upon completion of the course, students will be prepared to take the Advanced Placement Government & Politics: United States Exam. (Credit: 1)

## **AP Macroeconomics** **Grade 11 or 12**

This college-level course follows a curriculum recommended by the College Board. Macroeconomics provides students with a thorough understanding of the principles that apply to an economic system as a whole, covering basic economic concepts, measurement of economic performance, national income and price determination, economic growth and international finance, and exchange rates and balance of payments. Students will use knowledge and critical-thinking strategies to create models for economic problem-solving. Upon completion of the course, students will be prepared to take the Advanced Placement Macroeconomics Exam. (Credit: .5)

## **AP Microeconomics** **Grade 11 or 12**

This college-level course follows a curriculum recommended by the College Board. Microeconomics gives students a thorough understanding of the principles that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. Students will study basic economic concepts, the nature and functions of product makers, factor markets, efficiency, equity, and the role of the government. Upon completion of the course, students will be prepared to take the Advanced Placement Microeconomics Exam. (Credit: .5)

## **AP Psychology** **Grade 11 or 12**

AP Psychology is a year-long course that follows the AP curriculum, designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students will be exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students will also learn about the ethics and methods psychologists use in their science and practice. The class is very interactive with labs, projects and research. (Credit: 1)

# Technology

## AP Computer Science Principles

**Grade 11 or 12**

*Recommended to have completed Algebra 1*

AP Computer Science Principles offers a multidisciplinary approach to the foundational principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. More than a traditional introduction to programming, this course explores many of the underlying concepts of computing so all students understand how these ideas are transforming the world we live in. Together, these aspects of the course make up a rigorous, engaging, and approachable curriculum that aims to broaden participation in computer science. (AP scores will be based on the grading of two performance tasks submitted in an online digital portfolio and the multiple-choice question AP exam in May.)

## VEX Robotics

**Grade 9, 10, 11 or 12**

This high school Robotics course will explore creativity and problem-solving using the VEX robotics system. Students will learn about problem-solving and fundamental engineering principles. As students explore basic robot design, they will learn how to construct and integrate each system. Programming in C++ and ROBOTC will further allow students to guide the robot to complete a variety of challenges. Students will learn through a variety of instructional strategies, such as Cornell note-taking, hands-on activities, cooperative learning groups, observations, and challenge projects.

*NOTE: Students in VEX Robotics will be expected to participate in the regular VEX Robotics Competition season and Saturday tournaments in the Houston metro area, with the goal of qualifying for and advancing to state, national, and world-level championships.*

# High School Experiences

## High School Retreat

In typical years, students in 9th—12th grade have had the opportunity during the first few weeks of the school year to attend a retreat at a campsite in nearby towns like Huntsville or Livingston. Students and faculty get a chance to truly become a team as they participate in a Ropes Course, fishing, archery, swimming, horseback riding and other activities. Campfires and daily devotionals give students an opportunity to reflect on the goals for the new school year. Themes central to developing good habits in school and at home are begun at the retreat, and re-emphasized throughout the entire school year.

## Clubs

ASL  
Bible Club  
Health Occupation Students of America  
Interact Club  
International Thespian Society  
Mu Alpha Theta Club  
National Art Honor Society  
National Elementary Honor Society  
National Honor Society  
National Junior Honor Society  
Robotics  
Spanish National Honor Society  
Student Ambassador  
Student Council

## Athletics

TAPPS 3A  
12 Varsity Sports  
32 TAPPS State Championships  
[www.westburychristianathletics.com](http://www.westburychristianathletics.com)

## Freshmen Symposium

During the Freshmen year of high school, our administrators hold a Freshmen Symposium for all 9th grade students. Students will be excused from their 1st-5th period classes to discuss topics such as WCS culture, freshman year myths, advice from senior panel, goal setting, mental health, study habits, guest speakers, and important topics that pertain to academic success. Freshmen will meet once every term for four meetings throughout the year.

## College Preparation

Our guidance director is dedicated to finding the best path for your student. With an open door policy, students are welcomed to meet with our guidance director to discuss class and college needs. Throughout your student's high school career, they will experience local Houston college visits, college fairs on campus, workshop nights, individual meetings as well as PSAT, SAT and ACT tests on campus. Our goal is to prepare your student for life after WCS.



# Map Testing

Beginning in Kindergarten through 12th grade, students take the NWEA MAP Growth+ three times per year. The first test provides a baseline for your child's learning which allows our teachers to set goals and track progress throughout the year.

## How it works

MAP Growth+ is a computer-adaptive test. If your child answers a question correctly, the next question is more challenging. If they answer incorrectly, the next one is easier. This type of assessment challenges top performers without overwhelming students whose skills are below grade level.

## What it measures

MAP Growth+ uses a RIT scale to accurately measure what students know, regardless of their grade level. It also measures growth over time, allowing you to track your child's progress throughout the school year and across multiple years. Once your child completes a MAP Growth test, they receive a RIT score.

## Common Questions

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### How do schools and teachers use MAP Growth scores?

Teachers can use the score to inform instruction, personalize learning, and monitor the growth of individual students. Principals and administrators can use the scores to see the performance and progress of a grade level and school.

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### Can MAP Growth tell me if my child is working at grade level?

Yes, but please note that MAP Growth scores are just one data point that teachers use to determine how a student is performing. You will be able to discuss any concerns with your teacher at parent teacher conferences or scheduled meetings.

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### Is MAP growth a standardized test?

MAP Growth is administered periodically during the school year. Instead of asking all students the same questions, it adjusts to each child's performance—giving a more accurate measure of what they know. Teachers also receive results right away, which enables them to adjust more quickly.

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### What types of questions are on the MAP Growth tests?

The MAP Growth tests include multiple choice, drag-and-drop, and other types of questions. For sample tests, visit [Warmup.NWEA.org](http://Warmup.NWEA.org).

# WESTBURY CHRISTIAN

— EST. 1975 —



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