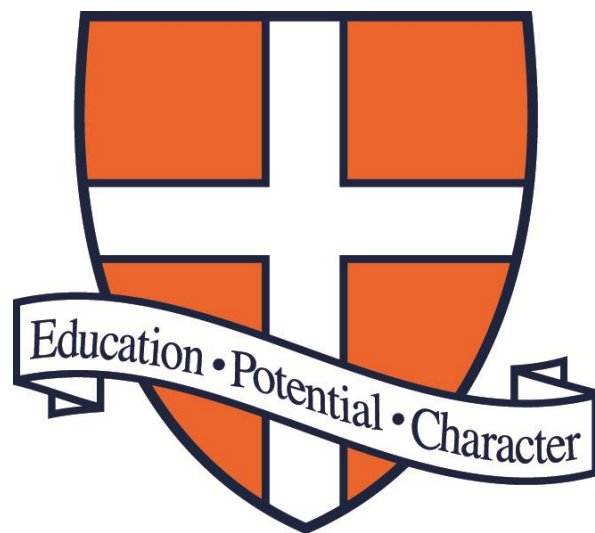
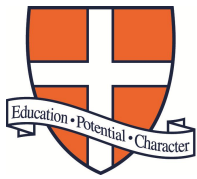


US COURSE REGISTRATION GUIDE



The Brook Hill School

2012-2013



THE BROOK HILL SCHOOL

1051 N. Houston Street Bullard TX 75757-8642
903-894-5000 800-657-3167 FAX 903-894-6332

April 2012

Dear Students and Parents:

Greetings from the Brook! With spring upon us, it is now time to begin preparing for next year. As part of this preparation, you will be choosing courses to complete your class schedule.

This guide has been created to assist you in making informed decisions regarding course selections. It includes important information related to graduation requirements, registration policies and procedures, and available courses. Discussions between parents and students are an essential part of course selection, and students are encouraged to use this guide as a resource to plan for the future.

Important updates have been highlighted for emphasis and your convenience. If you have questions about course selection or the registration process, please feel free to contact the Academic Office or email me directly at bnelson@brookhill.org.

Sincerely,

Brian Nelson
Academic Counselor
The Brook Hill School

Commit to the Lord whatever you do, and your plans will succeed.

Proverbs 16:3

I encourage you to make all course decisions through prayer and with your future goals in mind.

TABLE OF CONTENTS

| | |
|---|-----------|
| Graduation Requirements | 4 |
| Academic Distinctions | 5 |
| Upper School Course Plan | 6 |
| Course Planning Worksheet | 8 |
| Registration Policies & Procedures | 9 |
| College-minded Course Selection | 11 |
| Advanced Placement & Dual Credit | 12 |
| Weighted Grades | 15 |
| Course Descriptions | |
| Bible Department..... | 17 |
| Fine Arts Department | 18 |
| Foreign Language Department..... | 21 |
| Humanities Department | 22 |
| Mathematics Department..... | 25 |
| Physical Education Department | 27 |
| Science Department | 28 |
| Electives..... | 30 |
| Appendix | |
| Advanced Course Placement Criteria | 32 |
| Tyler Junior College Dual Credit Information | 36 |
| Jacksonville College Dual Credit Information | 39 |
| NCAA Division I & II Eligibility Information | 41 |

GRADUATION REQUIREMENTS

RECOMMENDED GRADUATION PLAN

| | |
|---------------------|----------------------------|
| ENGLISH | 4 credits |
| HISTORY | 3 credits |
| AMERICAN GOVERNMENT | ½ credit |
| ECONOMICS | ½ credit |
| MATHEMATICS | 4 credits |
| SCIENCE | 4 credits (lab required) |
| FOREIGN LANGUAGE | 3 credits (same language)* |
| FINE ARTS | 1 credit |
| BIBLE | 2 credits [#] |
| PHYSICAL EDUCATION | 1 credit |
| SPEECH | ½ credit |
| SENIOR SEMINAR | ½ credit |
| CHAPEL | 2 credits [#] |
| ELECTIVES | 2 credits |
| TOTAL | 28 credits |

ALTERNATIVE GRADUATION PLAN (ELL)

| | |
|---------------------|----------------------------------|
| ELL ENGLISH | 1-2 credits |
| ELL HISTORY | 1-2 credits |
| ENGLISH | 2-3 credits |
| HISTORY | 1-2 credits |
| AMERICAN GOVERNMENT | ½ credit |
| ECONOMICS | ½ credit |
| MATHEMATICS | 4 credits |
| SCIENCE | 4 credits (lab required) |
| FOREIGN LANGUAGE | 2-3 credits (same language) |
| FINE ARTS | 1 credit |
| BIBLE | 2 credits |
| PHYSICAL EDUCATION | 1 credit |
| SPEECH | ½ credit |
| SENIOR SEMINAR | ½ credit |
| CHAPEL | 2 credits [#] |
| ELECTIVES | 2 credits |
| TOTAL | 27-28 credits[^] |

* May be modified in the case of transfer students or students with documented language differences.

May be modified in the case of transfer students.

^ Total number of credits required varies depending on number of years within the ELL program.

ACADEMIC DISTINCTIONS

The Brook Hill School recognizes seniors for outstanding academic achievement with specific graduation distinctions. These distinctions are divided into three levels: Cum Laude, Magna Cum Laude, and Summa Cum Laude.

Cum Laude

A student achieving an overall Brook Hill GPA of 3.75 or above will be given the distinction *cum laude (with praise)*. Recognition of this distinction will appear on the student's transcript, and the student will be given a bronze cord to wear during graduation ceremonies.

Magna Cum Laude

A student achieving an overall Brook Hill GPA of 3.75 or above and successfully completing four advanced courses will be given the distinction *magna cum laude (with great praise)*. Recognition of this distinction will appear on the student's transcript, and the student will be given a silver cord to wear during graduation ceremonies.

Summa Cum Laude

A student achieving an overall Brook Hill GPA of 3.75 or above and successfully completing eight advanced courses will be given the distinction *summa cum laude (with highest praise)*. Recognition of this distinction will appear on the student's transcript, and the student will be given a gold cord to wear during graduation ceremonies.

Advanced Courses

The following courses may be used to fulfill the requirements for magna cum laude or summa cum laude.

English 11 (AP)

English 12 (AP)

European History (AP)

Advanced History Studies/US History (AD)

College Algebra (DC)

College Pre-calculus/Trigonometry (DC)

Calculus (AP/DC)

Statistics (AP/DC)

Advanced Physics (AD)

Chemistry (AP)

Anatomy/Physiology (DC)

Environmental Science (AP/DC)

Psychology (DC)

Spanish 4 (AD)

UPPER SCHOOL COURSE PLAN

| | 9 th grade | 10 th grade | 11 th grade | 12 th grade |
|--|---|--|--|--|
| English | Humanities 9 (PR) or ELL: English and History | Humanities 10 (PR) or ELL: English and History | English 11 (PR) or English 11 (AP) (AP English Lang & Comp) | English 12 (DC) or English 12 (DC/AP) (AP English Lit & Comp) |
| | | | Modern Western Civ (PR) or European History (AP) or Advanced US History (AD) | Government (DC) + Economics (DC) |
| Math | Algebra 1 | Geometry (PR) | Algebra 2 (PR) | Algebra 3 or College Algebra (DC) |
| | Geometry (PR) (Algebra 1 credit completed in 8 th grade) | Algebra 2 (PR) | Algebra 3 | Statistics (DC/AP)* |
| | | | College Algebra (DC) | |
| College Algebra (DC)/ College Trigonometry (DC) | Calculus (DC/AP)* and/or Statistics (DC/AP)* | | | |
| Science | Environmental Science | Biology (PR) | Chemistry (PR) | Physics |
| | Biology (PR) | Chemistry (PR) | Chemistry (AP) | Physics or Advanced Physics (AD) (additional science can be taken for elective credit) |
| | | | Physics or Advanced Physics (AD) | Environmental Science (DC/AP) or Anatomy & Physiology (DC) or Chemistry (AP) |
| Foreign Language | French 1 | French 2 | French 3 (H) | |
| | French 2 (French 1 credit completed in 8 th grade) | French 3 (H) | Study Hall | |
| | Spanish 1 | Spanish 2 | Spanish 3 (H) | Spanish 4 (AD)* |
| | Spanish 2 (Spanish 1 credit completed in 8 th grade) | Spanish 3 (H) | Spanish 4 (AD)* or Study Hall | |
| | (enrolled in ELL courses) | (enrolled in ELL courses) | Spanish 1 | Spanish 2 |

| | 9 th grade | 10 th grade | 11 th grade | 12 th grade |
|------------------------------|---|--|---|---|
| Bible | (integrated into Humanities) | (integrated into Humanities) | Bible 11 | Bible 12 (3x) |
| Fine Arts | Art 1, Art 2, Art 3, JV Choir, Guard Chorale, Drama, Drum Line, Newspaper, Orchestra, or Yearbook (1 yr required) | | | |
| Physical Education | PE/Athletics (1 yr required) | | | |
| Other Requirements | Study Hall | Speech/Study Hall | | Senior Seminar (1x/week) |
| Additional Electives* | Advanced US History (AD) (cannot be used as Humanities 11 credit if taken as a 9 th grade elective) | Advanced US History (AD) (cannot be used as Humanities 11 credit if taken as a 10 th grade elective) | Advanced US History (AD) (if not taken as Humanities 11 credit) Psychology DC | Advanced US History (AD) (if not taken as Humanities 11 credit) Psychology DC |

SPECIAL NOTES:

* These courses are recommended but not required.

COURSE LEVEL CODES:

H = Honors
 PR = Pre-Advanced Placement (Pre-AP)
 AD = Advanced
 DC = Dual Credit
 AP = Advanced Placement

COURSE PLANNING WORKSHEET

Please utilize this worksheet to plan your upper school curriculum. By completing this before your freshman year and refining/updating each following year, this planning exercise can aid in ensuring that your overall course selections communicate your level of academic challenge and college preparation.

8th grade*

- 1 Math:
 - 2 Foreign Language:
-

9th grade

- 1 Humanities 9 (PR)
 - 2 Humanities 9 (PR)
 - 3 Math:
 - 4 Science:
 - 5 Foreign Language:
 - 6 Fine Arts:
 - 7 Study Hall
 - 8 PE/Athletics (required)
-

11th grade

- 1 English:
 - 2 History:
 - 3 Math:
 - 4 Science:
 - 5 Foreign Language:**
 - 6 Elective:
 - 7 Bible 11
 - 8 PE/Athletics (optional)
-

10th grade

- 1 Humanities 10 (PR)
 - 2 Humanities 10 (PR)
 - 3 Math:
 - 4 Science:
 - 5 Foreign Language:
 - 6 Elective:
 - 7 Speech / Study Hall
 - 8 PE/Athletics (optional)
-

12th grade

- 1 English:
 - 2 Government (DC) / Economics (DC)
 - 3 Math:**
 - 4 Science:
 - 5 Elective:
 - 6 Elective:
 - 7 Bible 12 / Senior Seminar
 - 8 PE/Athletics (optional)
-

*Only courses taken for high school credit (Algebra 1, Spanish 1, French 1)

**If requirement has already been met, this course may be replaced by an elective.

REGISTRATION POLICIES & PROCEDURES

ELIGIBILITY FOR REGISTRATION

RETURNING STUDENTS

The Admissions Office and Business Office will determine a returning student's eligibility to register for the next year. Once cleared through both offices, the Academic Office will process course request form (via RenWeb) and will create a class schedule. This class schedule will be available for viewing/printing through RenWeb on one of the designated "Schedule Release Dates" below. The submission of a completed Course Request Form by the set deadline will determine the release date of a student's schedule. Please note that students submitting Course Request Forms after the initial deadline will not be in the first group scheduled and will not receive a schedule before the end of the school year.

| Schedule Release Date | Deadline for Course Request Form Submission |
|-----------------------|---|
| May 24, 2012 | May 4, 2012 |
| June 15, 2012 | May 24, 2012 |
| July 1, 2012 | June 15, 2012 |
| August 1, 2012 | July 1, 2012 |
| Back to School Fair | August 1, 2012 or after |

NEW STUDENTS

The Admissions Office and Business Office will determine a new student's eligibility to register for the next year. Once cleared through both offices, the Academic Office will receive the student's completed file (including final grades from previous school year and complete official transcript(s) documenting all high school work) and will contact the student/parents to schedule a registration appointment during one of the set New Student Registration Days. Please note that placement testing might be required; therefore, required testing must be complete prior to the registration appointment. If the student is required to take the English Proficiency Exam to determine placement in ELL or Humanities, the student will be required to register in August following the English testing.

| New Student Registration Days |
|-------------------------------|
| June 12 |
| July 10, 24, and 31 |
| August 3 and 7 |

COURSE AVAILABILITY

The preliminary choice of courses during the registration process helps to establish the widest range of individual choice. It is, however, sometimes necessary to ask students to accept modifications to their original choice. This may be due to:

- An insufficient number of students selecting a course so that it is no longer viable;
- Encountering scheduling difficulties - one course conflicting with another.

We ask students to be flexible in their course selection choices. We always hope to meet the requests of students to help them in their planned course of study.

DROP/ADD COURSE POLICY

Ordinarily, students will not be permitted to add or drop courses after the start of the semester in which the course begins. Students are expected to be conscientious in their decision-making regarding course selection. Teachers, students, parents, and the Academic Counselor are all involved in the process. Therefore, once a program of study has been initiated, changes to selections can occur only if:

- A student has been incorrectly placed
- A student finds the course is not meeting his or her expectations during the eight-day drop/add period
- A student needs a specific course to qualify for college/university admission
- There is a medical reason for course change
- Credit has already been granted for the course in question
- A prerequisite for the course in question is missing

A student may request to drop or add a course during this eight-day period if he or she obtains written permission from parents, teacher(s), and the counselor through a Schedule Change Request Form. A student will be required to continue attendance of the original class until the schedule change is reflected on RenWeb. In addition, seniors wishing to drop a course after transcripts have been sent to colleges and universities must notify each institution of the modification to their academic program.

The Academic Counselor will review the request with the Director of Academics prior to the change. Schedule changes initiated by the administration, to balance class sizes, may occur at any time.

REGISTRATION PROCEDURE

RETURNING STUDENTS

Registration is completed by online submission of a Course Request Form on RenWeb. Please see the instructions below for specific information on accessing the form online.

NEW STUDENTS

Registration is completed by appointment with the Academic Counselor during one of the New Student Registration Days. Since class selection takes place during this meeting, we request that new students refrain from submitting an online Course Request Form.

Accessing Online Course Request Form

- Login to RenWeb.
- Select "Student Information" from list on the left side of screen.
- Select "Course Request" from the options that appear on the left side of screen.
- Click icon to the right of the student's name on the Course Request screen.
- Online course request form will open into a new window.

COLLEGE-MINDED COURSE SELECTION

What is the best piece of advice you can give a prospective student?

Take tough courses and do your best in them.

Douglas L. Christiansen, Ph.D.
Associate Provost for Enrollment and
Dean of Admissions
Vanderbilt University

Take ownership of this process, and be sincere. Too often we see students pressured by those around them to pursue curriculums that aren't appropriate for them...because they "look good" on a college resume. I would tell a student to take advice from others, but ultimately pursue the courses...that truly motivate and inspire him or her.

If you are going to do something, do it well.

Jean Jordan, Dean of Admission
Emory University

This is YOUR education and YOUR college application. Having that dedication, ownership, and sincerity will not only shine through to the admissions committee, but will ultimately make for a more fulfilling high school experience.

Jacinda Ojeda, Regional Director of Admissions
University of Pennsylvania

Colleges care about which courses you're taking in high school.

The courses you take in high school show colleges what kind of goals you set for yourself. Are you signing up for advanced classes, honors sections, or accelerated sequences? Are you choosing electives that really stretch your mind and help you develop new abilities? Or are you doing just enough to get by?

As you select your high school courses, your focus should be on satisfying requirements, both for graduation and upcoming college admissions. But you will also want to take courses that will stimulate you and that you will enjoy. As early as possible, create a course plan that will express your interests and demonstrate your work ethic and academic ability.

BOTTOM LINE: Colleges will look to your courses and grades to determine whether you are academically prepared, intellectually curious, and up to the challenge of taking progressively harder courses or participating in innovative programs. So, choose classes that interest AND challenge you! Colleges will be more impressed by respectable grades in challenging courses than by outstanding grades in easy ones.

Senior courses DO matter.

Colleges can (and do) revoke offers of admission if senior courses and grades do not reflect the same level of academic performance as the rest of your transcript. Do not let your academic guard down!

Just as you would want to be in top condition for the start of an athletic season, so, too, do you want to be in top condition for the academic season that begins in August. The habits you form now—your academic strength conditioning—will either help or hurt you in the transition from high school to college. Keep in shape for the rest of the year. We're counting on your success—next fall and beyond.

-Stanley E. Henderson, Associate Provost, University of Illinois

Adapted from *Position yourself in high school to get into the college of your choice* by Cynthia Hickman and *Plan Your High School Course Selections* (www.act.org)

ADVANCED PLACEMENT AND DUAL CREDIT

The Brook Hill School provides students two paths to gaining college credit in high school: Advanced Placement and Dual Credit. These programs are very different in structure but both end in the potential for college credit. Please refer to the information below for more details regarding the individual programs.

ADVANCED PLACEMENT (AP)

AP provides students with an opportunity for learning that goes beyond just facts and figures. The rich course material, classroom discussions and demanding assignments typical of AP courses will help students develop the content mastery and critical thinking skills expected of college students. What's more, by participating in AP, a student has the opportunity to earn college credit and to stand out in the college admission process.

College credit is not automatically given for participation in or successful completion of an AP course. AP students will have the opportunity to take an AP Exam at the end of the course. Students are responsible for the cost of the AP Exam (currently \$90 per exam). With qualifying AP Exam scores, a student can earn credit, advanced placement or both at the majority of colleges and universities in the United States and Canada. Individual colleges and universities, not the College Board or the AP Program, grant course credit and placement. Students should obtain a college's AP policy in writing. This information can be found directly through the institution's website or by using the AP Credit Policy Info search at www.collegeboard.com/ap/creditpolicy.

Since AP courses are taught at a collegiate-level, it is important for students to make a wise and informed decision regarding whether to register for an AP course. Please see Brook Hill's AP Course Placement Policies in the appendix of this document.

ADVANCED PLACEMENT COURSES OFFERED AT BROOK HILL:

English Language and Composition

European History

English Literature and Composition

Calculus AB

Statistics

Chemistry

Environmental Science

DUAL CREDIT (DC)

Dual Credit courses offer students the opportunity to get high school and college credit simultaneously. All Brook Hill Dual Credit courses are taken on our campus, are taught by Brook Hill faculty, and can be taken to receive college credit at Tyler Junior College or Jacksonville College. If taken to receive both high school and college credit, the course will appear on your Brook Hill transcript and TJC or JC transcript.

A student can take any Dual Credit course at Brook Hill and choose not to pursue the college credit through TJC or JC. In this case, the course would count **ONLY** for high school credit and would appear **ONLY** on the high school transcript. The course is documented on the high school transcript as a "college level" course regardless of whether the student pursues college credit through TJC or JC.

What is the cost of a Dual Credit course?

The high school credit portion of the course is included in Brook Hill tuition. If a student pursues college credit through TJC or JC, he must also pay tuition to the college. The cost is based on whether a student lives within the district (TJC only) and how many hours he is taking (TJC or JC). Please refer to the tuition chart in the appendix of this document for actual tuition amounts.

What does it mean when a class is both AP and Dual Credit?

An AP/DC course offers two options for earning college credit. A student who opts to pursue Advanced Placement credit will complete the course and then take the AP exam in May. Students are responsible for the cost of the AP exam. Colleges use a student's AP exam score to determine amount of college credit to award. The actual credit and number of hours awarded is determined by the student's performance on the AP exam and the college's credit by examination policy. A student who opts to pursue Dual Credit will enroll through TJC or JC to receive college credit.

Should I pursue credit through AP, DC, both, or neither?

This answer depends on several factors. Required higher education courses vary based on the student's major and where he plans to attend college. It is best to research specific degree plans at colleges of interest before choosing the route to earn college credit. In some instances, you can receive different credit from AP and DC. Therefore, it could be advantageous to pursue both. Some colleges will not grant credit for DC or AP courses. In this situation, neither option would help advance within your degree plan. Please feel free to contact the Academic Office for guidance.

Can I change my mind about pursuing Dual Credit?

Tyler Junior College and Jacksonville College have set deadlines for students to withdraw from the college credit class without having a grade posted. If you withdraw from the course by this deadline, a "W" will be posted on your college transcript for the course. Withdrawing from the TJC or JC course does not affect your enrollment in the high school credit portion of the course. Please refer to the registration information in the appendix of this document for a list of TJC and JC deadlines and important dates.

How do I enroll in the Dual Credit course?

Tyler Junior College and Jacksonville College require students to complete a specific enrollment process. Students MUST complete ALL steps of the process to secure enrollment in the course. Please refer to the "Dual Credit Enrollment Checklist" in the appendix of this document to ensure readiness to enroll.

DUAL CREDIT COURSES OFFERED AT BROOK HILL

| Brook Hill Class | Semester | TJC Course | Hours |
|--|-----------------|---|--------------|
| English 12 DC | FALL | ENGL 1301 (Composition & Rhetoric) | 3 hours |
| | SPRING | ENGL 1302 (Composition & Rhetoric) | 3 hours |
| English 12 AP/DC | FALL | ENGL 1301 (Composition & Rhetoric) | 3 hours |
| | SPRING | ENGL 1302 (Composition & Rhetoric) | 3 hours |
| Anatomy & Physiology DC* | SPRING | BIOL 2404 (Intro to Human Anatomy & Physiology) | 4 hours |
| Environmental Science AP/DC* | SPRING | BIOL 2406 (Environmental Science) | 4 hours |
| College Algebra DC* | SPRING | MATH 1314 (College Algebra) | 3 hours |
| College Algebra/ College Trigonometry DC | FALL | MATH 1314 (College Algebra) | 3 hours |
| | SPRING | MATH 1316 (College Trigonometry) | 3 hours |
| Statistics AP/DC* | SPRING | MATH 1342 (Introduction to Statistics) | 3 hours |
| Calculus AP/DC* | SPRING | MATH 2413 (Calculus I) | 4 hours |
| Brook Hill Class | Semester | JC Course | Hours |
| Psychology DC | FALL | PSYC 2301 (Introductory Psychology) | 3 hours |
| Government DC | FALL or SPRING | GOVT 2305 (American Government) | 3 hours |
| Economics DC | FALL or SPRING | ECON 2301 (Macroeconomics) | 3 hours |

* These courses are offered as year-long high school courses. Students will enroll in the corresponding college course only in the spring.

WEIGHTED GRADES

The Brook Hill School prides itself on being a college-preparatory school providing a comprehensive curriculum that is rigorous. Requirements for some courses are even more demanding. As such, select Dual Credit, Advanced Placement, and Advanced classes receive extra weighting. These additional values are added to the numerical average before the grade point average (GPA) is determined. **Students are rewarded with extra points for choosing to take the “more advanced option” where there are different tracks of courses to choose from and for choosing certain junior and senior level electives. Courses that meet the minimal standards for graduation do not receive extra weight.**

Most courses which have been approved through Tyler Junior College or Jacksonville College for dual credit, will receive an extra weighting of 5 points. A student does not have to be enrolled through the college to receive these additional points since all students in the class must complete the same work.

Courses designated as Advanced Placement (meeting the rigor of the College Board’s course audit protocol), will receive an extra weighting of 5 points. Although recommended, the student is not required to take the AP exam to receive the points.

Some courses at Brook Hill have the designation of both DC and AP. These courses receive 5 points.

Other courses labeled Advanced (AD) will receive 5 extra points. Courses are evaluated during the spring of each year before receiving the AD designation for the coming year.

The courses approved for weighting as well as DC, AP, and AD status may change from year to year based upon course offerings, approval from the local colleges, and College Board audit status.

The Brook Hill School recognizes seniors for outstanding academic achievement with specific graduation distinctions. All courses receiving extra weighting are used to fulfill the requirements of magna cum laude or summa cum laude.

The following courses receive extra points at Brook Hill:

English 11 (AP)

English 12 (AP)

European History (AP)

Advanced US History (AD)

College Algebra (DC)

College Trigonometry (DC)

Calculus (AP/DC)

Statistics (AP/DC)

Advanced Physics (AD)

Chemistry (AP)

Anatomy/Physiology (DC)

Environmental Science (AP/DC)

Psychology (DC)

Spanish 4 (AD)

These points are added upon successful completion of the course, and are posted after final grades are submitted by the instructor, and as a result, will not be used in the determination of exam exemptions.

COURSE DESCRIPTIONS

BIBLE DEPARTMENT

The school is committed to the Bible as God's revealed Word: therefore our emphasis in the Bible curriculum is to teach our students to read and study the Bible for themselves. Our approach is inductive, raising the questions necessary to involve the learner in the text and make valid conclusions from the reading. Our desire is that the reading and study will lead each student into a deeper walk with Christ. The Bible classes are designed to help the students develop a Christian worldview and an understanding of how biblical principles apply to the situations they face today.

The Brook Hill Bible Department teaches three different approaches to Bible study: historical, literary, and theological. The middle school focuses on a historical approach. Middle school students learn the major people, places and events of the Bible. Grades 9 and 10 focus on a literary approach. During these grades students learn how to recognize and interpret literary devices in the Bible. Grades 11 and 12 explore a theological approach. During their final two years at Brook Hill, students develop hermeneutical skills, compare a Christian worldview with that of other major religious traditions, and study apologetics.

Bible 9 & 10

In 9th and 10th grades, Bible is integrated into the Humanities curriculum. Key books and sections of the Old Testament (Genesis, Exodus, 1 & 2 Samuel, 1 & 2 Kings, Ezra, Nehemiah, Esther, and Job) are studied in 9th grade along with the history and literature of the ancient world. In the 10th grade, New Testament books (including Luke, Acts and Revelation) are studied in connection with the Roman world of the first century.

Bible 11

This course will formally introduce students to the concept of a Christian Biblical Worldview. Although no particular denominational perspective will be taught, the course will emphasize the historical orthodox views of the Church concerning the Bible, God, Jesus Christ, Christ's Death, Humanity and Sin, the Holy Spirit, Salvation, Angels, Satan and Demons, the Church, and Eschatology. Students will also develop inductive Bible study skills as they study the book of Romans. The second semester will then cover other world religions in an effort to understand how these worldviews both compare and contrast with a Christian worldview.

Bible 12

Senior Bible is a capstone course designed to prepare students for the rigors of college. University life challenges students on a number of fronts and this course will do the same. Students who successfully complete the course will be familiar with C. S. Lewis and his numerous explanations of Christian faith. Students will also have a rudimentary understanding of common objections to Christian beliefs, and evaluate both the strengths and weaknesses of these claims.

FINE ARTS DEPARTMENT

The role of the Fine Arts Department is to develop the talents, ideas, skill, and creativity of each Brook Hill student through the study of the visual and performing arts, as well as to enrich their lives. Through this process the student gains an appreciation for beauty and a cultivation of the skills necessary for self-expression and communication.

The study of the Fine Arts nurtures a perception of the beauty of God's creation and through it, the beauty of God, the Creator. The student begins to discover, as Dr. Francis Schaeffer summarizes, that "the Christian is one whose imagination should soar beyond the stars."

US Art 1

This beginner course provides an overview of both studio art and modern art history. Students will be introduced to a variety of elements, media and techniques, with an emphasis on developing personal creativity and experiencing a wide variety of projects. Students will also obtain the foundational skills for drawing and painting.

US Art 2

This intermediate course focuses on expanding and honing students' drawing, painting and sculpting skills, while also exposing students to a variety of media and technique. Projects include fabrication, acrylic painting, graphite and charcoal drawing, photography, computer-rendered art, clay sculpture, illustration, printmaking, and more. Students will also explore Medieval, Renaissance and Baroque art.

Open to all students who have completed Art 1.

US Art 3

This advanced course is structured similarly to an independent-study course in which students are assigned significant projects and complete them on their own, with teacher guidance and peer- and self-criticism. **Open only to students who have completed Art 1 and 2, or who have obtained teacher permission.**

JV Choir

JV Choir is designed for Upper School students who are interested in being in choir, but who may not have mastered the skills necessary to join the varsity choir. This course is designed to teach proper technique for choral singing and sight-reading through a progressive study of choral literature from classical to contemporary music. A variety of styles and genres are taught to give the students a complete experience of choral music. Also incorporated into the class is a thorough study of beginning sight-reading skills. Students will progress from unison singing through multiple part sight-singing and performance music. Basic musical notation will be reviewed and reinforced throughout the year. Sight-singing will be taught using the solfege (Do-Re-Mi) system. While exposed to group singing, the students are encouraged to perform on the individual level as well. Members are required to participate in all concerts and must complete one fine arts observation credit per semester.

Guard Chorale

Guard Chorale is an advanced varsity mixed choir. This is an auditioned choir of 9th through 12th graders with previous years of choral training, excellent sight-reading skills, and a self-disciplined work ethic. This is our primary performance group and its pace is quick and expectations are high. Members are encouraged to compete in the TMEA All-Region Choir auditions in the fall. All members are required

to participate in the TAPPS vocal events as an ensemble member. Participating in the solo events is optional. Members are required to participate in all concerts and must complete one fine arts observation credit per semester. All members are expected to retain grade eligibility and maintain a professional standard of character representing the excellence and tradition of the Guard Chorale. ***Enrollment is subject to instructor approval.***

US Drama

The Upper School Drama course is designed for those students desiring a challenging and performance-oriented theatrical experience. The course introduces students to theatre and to the basic acting concepts of stage voice, characterization, and stage direction. Students will develop their acting ability through oral interpretations and improvisational exercises followed by monologues and duet scenes. Advanced students will have the opportunity to experience competitive aspects of speech and drama. Selection and preparation of competition level literature for the TAPPS district and state tournaments is a principle activity. Exercises will include classroom performances and peer critiques of humorous and dramatic oral interpretations, poetry reading, monologues, improvisational games and duet acting. Additionally, students will receive hands-on instruction in play production techniques and may serve as technical crew heads for Brook Hill productions. The course includes a mandatory observation component that may be satisfied by attending pre-approved theatrical productions.

By participating as part of a cast working toward a creative goal, students will develop qualities that promote maturity: teamwork, cooperation, and dependability. They will also gain a deeper insight into people and human nature by studying characterization in numerous plays. Personal growth is observed as students gain confidence and poise from frequent participation on the stage. Improved body coordination and vocal flexibility that young people need for everyday communication also result from active participation in the drama class.

US Orchestra

This class is designed for students who have studied a string instrument for at least two years. Students will receive individual and group instruction in advanced instrumental techniques and ensemble playing. There will be both required and optional school and community performances. Preparation and participation in TMEA and TAPPS music contests will be primary activities. ***Enrollment is subject to instructor approval.***

Drum Line

The Brook Hill Drum Line *Spirit of the Guard* is open to grades six through twelve and is limited by the number of instruments in the line as well as by skill level of interested students. This course requires that the student go through tryouts and be selected and assigned to an instrument position by the drum corps instructors. The class meets two times per week for practices that last one hour and fifteen minutes each in addition to any performances that are scheduled for that week including football games, basketball games, parades, pep rallies, TAPPS musical competitions and other public performances. Some performances necessitate travel. Students are expected to attend all practices and performances as well as practice on their own in addition to group practices. Students in this course will need to have the physical ability to walk long distances for extended periods of time while carrying and playing instruments that could weigh up to 50 pounds. There will be times when students will be exposed to uncomfortable conditions (such as cold weather during football games and Christmas parades). Students in this course will need the ability to work well with a larger group and take instruction and execute those instructions at a moment's notice. The *Spirit of the Guard* Drum Line is a beloved component of the school and has proven to be essential to school spirit while performing at games and pep rallies. To be a member of this esteemed group of young men and women is an honor

that is not to be taken lightly. With the public exposure that this group enjoys, all members will need to be willing to conduct themselves in a manner that is worthy of Brook Hill in all settings. ***Enrollment is subject to instructor approval.***

Yearbook

Students learn about the collecting and editing of material of interest for presentation through the medium of the school yearbook. The editorial/photography staff learns to take acceptable pictures, how to design layouts and learn to use a computer program designed for yearbook production. The business staff learns how to sell to the public in a professional manner and create camera-ready patron pages on the computer. Students must make formal application in order to be selected for the yearbook staff. ***Enrollment is subject to instructor approval.***

Newspaper

Students will create a biweekly school newspaper in this course, participating in a variety of jobs including editing, writing, layout, illustration and photography. ***Enrollment is subject to instructor approval.***

FOREIGN LANGUAGE DEPARTMENT

God is a communicator. In fact, He calls Himself the Word. The study of a foreign language and culture helps the student understand more of the diversity of God's creation. Foreign language is the study of another people's language and culture. Through study, the student obtains proficiency in speaking a new language conversationally and also begins to understand a different culture. The process of learning a new language also enriches the student's English vocabulary. In today's world, knowledge of another language is a great asset in obtaining a job in many highly competitive fields. Each foreign language class will integrate a variety of lab activities and internet activities into the curriculum to improve speaking, listening, and reading skills and to aid in the acquisition of structure, vocabulary and culture.

Spanish 1

First year Spanish language study is an in-depth introduction to the Spanish language, culture and history of the Spanish-speaking world. Learning in the target language is aimed at acquisition in the following areas: oral proficiency, listening comprehension, reading comprehension, writing formally and informally, and historical and cultural awareness.

Spanish 2 or French 2

Students will continue building on the skills learned in the Spanish/French 1 course. They will focus on attaining higher skills in each of the five learning areas solidifying their language acquisition and preparing for a deeper appreciation and understanding of the target language and its people. More complex grammar structures are introduced requiring the students to know more tenses of oral conversation as well as have the ability to write fluently in the language. Literature is introduced at a basic level in the target language in order to help students read for understanding and gain exposure to authors that make up Spanish and French literary classics. Cultural awareness focuses on artists who have shaped Spanish and French arts, crafts and modern music. **Students who have taken Spanish 1 or French 1 in other schools will need to pass a proficiency test for placement into the appropriate level.**

Spanish 3 (H) or French 3 (H)

Students will continue to build on a solid foundation of language skills in the target language received in levels 1 and 2. They will aim toward proficiency in oral conversation. Students will receive a majority of their instruction in the target language requiring understanding and the ability to manipulate the language comfortably between one another and with native speakers when the opportunity is available. The students will be introduced to more complex structure of the language through literature, classroom interactions, field trips, and other activities in order to accomplish proficiency. The five areas of learning: oral proficiency, listening, comprehension, reading comprehension, writing, and cultural studies will be the backdrop for preparing the students to continue in the same language into level 4 classes, AP courses, and college. **Students who have taken Spanish 2 or French 2 in other schools will need to pass a proficiency test for placement into the appropriate level.**

Spanish 4 (AD)

Students in Spanish 4 will continue building their written and oral skills through extensive conversational practice and application through literature. Taught primarily in Spanish, greater oral proficiency is a major goal and particular emphasis is placed on the acquisition of extensive, practical vocabulary and reading skills. **Students who successfully complete this course will receive five additional points added to their semester averages.**

HUMANITIES DEPARTMENT

Humanities is the intensive study of the great writings, people, events, works and ideas that have formed and reformed civilization, as we know it. It is not two courses taught by one teacher. Rather, it is one course in which a teacher teaches the normative works of our culture within their historical settings. This helps the student understand how the works and the people who wrote them were influenced by their times. It also reveals the universal nature of the great works, which are classics precisely because they somehow speak to all men at all times. Through such historical/literary integration students are grounded in a worldview that enhances and illuminates their more specialized studies of math, science, art, and foreign languages. The Upper School courses are organized chronologically in grades 9–11, moving from ancient civilizations to modern times. Each of these courses includes a history text, which gives the historical flow of the periods under study. This allows the senior year to draw upon a wide range of places and times.

Not only does such a course of study help the student integrate knowledge, it also enables him to refine his reading/writing and speaking/listening skills. The teacher attends carefully to evaluating the reading, writing and communication skills of each student. In short, a major emphasis of this course is to help the students grow in the strategic skills of communication - reading, writing, speaking and listening – which enable them to move into any arena of life as confident, articulate, truthful, and persuasive Christians.

**In both the 9th and 10th grades, the Bible is also studied in its relationship to and in contrast with the history and literature which surround it.*

Humanities 9 (PR): Antiquity

This year's study is the foundation of a three-year course leading students through the history and significant literature of mankind from ancient to modern times. The course opens with a study of what we know of the beginnings of man and recorded history and closes with the Roman Empire, about AD 200. Also emphasized is the establishment and development of the nation of Israel as recorded in the Old Testament and an examination of the life of Christ as recorded in the Gospel of Mark. Examples of the great works read include: *Genesis, Exodus, The Epic of Gilgamesh, The Iliad, The Odyssey, The Oresteia, and The Aeneid.*

Humanities 10 (PR): Christendom

This year's study continues a three-year course which leads students through the history and significant literature of humankind in an interdisciplinary fashion. Sophomore studies focus on the Middle Ages, from the fall of Rome through the Reformation.

Because of the formative role played by Christianity during this era (also known as Christendom), our studies will include the New Testament and early Church writings. The discussion of cultural changes during the Renaissance and Reformation will prepare students for the Enlightenment and Modern Era. Works read include *Beowulf, The Divine Comedy, Don Quixote, Shakespeare and Paradise Lost.*

English 11 (PR)

English 11 is a multi-faceted course, offering the student an opportunity to improve critical reading and writing skills. There is considerable emphasis on the college-style essay focusing on critical reading and analysis. Eleventh-grade studies in the humanities span the period of the Age of Exploration to the present. Students trace great people, ideas, and events which gave rise to our modern world. Readings

for the course include not only works of fiction, but also poetry, historical and critical essays, political documents and philosophical writings.

English 11 (AP)

Advanced Placement Language and Composition is a multi-faceted course, offering the students an opportunity to become proficient in the areas of critical reading, critical analysis, rhetorical analysis and historical analysis. Eleventh-grade studies in the humanities span the period of the Age of Exploration to the present. Students trace great people, ideas, and events which gave rise to our modern world. Readings for the course include not only works of fiction, but also poetry, historical and critical essays, political documents and philosophical writings. Higher academic expectations in this course should prepare the students for the AP English Language and Composition exam. Students are expected to exhibit a high degree of self-motivation and self-discipline in order to meet the demands of such a curriculum. **Students wishing to take this course must meet established criteria (see appendix). Students who successfully complete this course will receive five additional points added to their semester averages.**

Humanities 11: Modern Western Civilization (PR)

Eleventh grade studies focus on the period from the Enlightenment to the present day. Students trace great people and movements and read the great works that gave rise to our modern world. There is considerable emphasis on writing, especially on the college-style analysis essay.

Humanities 11: European History 11 (AP)

The AP level will follow the same course description for Pre-AP Humanities 11, but will include an additional curriculum component designed to prepare students for the AP European History Exam. Qualified students may earn college credit through the Advanced Placement Examination. **Students wishing to take this course must meet established criteria (see appendix). Students who successfully complete this course will receive five additional points added to their semester averages.**

English 12 (DC): Literary Genres

Twelfth grade English consists of a comparative genre study through the reading of great works and contemporary pieces of literature. The readings will include various lyric poems, including the works of John Donne, Shakespeare, and various recent poets, like Emily Dickinson and Robert Frost. Other works include short stories, as well as *Oedipus Rex*, *Romeo and Juliet*, *Hamlet*, *Twelfth Night*, *The Sun Also Rises*, *The Unvanquished*, *Death of a Salesman*, *Metamorphosis*, and *The Importance of Being Earnest*. These exemplars of the epic, lyric, tragic, and comic genres present the noble struggle to found and maintain a community, the splendor and diversity of love, the insight possible out of suffering, and the hope that sustains a broken world. Through careful reading and analytical writing, seminar discussion, and research utilizing reference libraries, students develop their skills in critical reading and writing as well as a practical grasp of the writing process in preparation for the college-style essay. **Students taking this course for dual credit must meet the college's guidelines (see appendix).**

English 12 (AP/DC): Literary Genres

AP English 12 will follow the course study of English 12 but will probe deeper into the genre study by thorough readings of the great works, of contemporary pieces and full discussions over the ideas of our time. This AP level course will include a curriculum component designed in preparation for the AP English Literature and Composition Test. Qualified students may earn college credit through the Advanced Placement Exam. **Students wishing to take this course must meet established criteria (see**

appendix). Students taking this course for dual credit must meet the college's guidelines (see appendix). Students who successfully complete this course will receive five additional points added to their semester averages.

United States Government (DC)

The government course includes a brief review of colonial American history with emphasis on the United States Constitution, detailed analysis of the Bill of Rights, study of each branch of government and its function, political parties and campaigns, and current issues from a Christian perspective.

Students taking this course for dual credit must meet the college's guidelines (see appendix).

Economics (DC)

Economics is a study of macroeconomics with emphasis on the functions of a free market economy, supply and demand, the global economy, money and banking, and monetary and fiscal policy. **Students taking this course for dual credit must meet the college's guidelines (see appendix).**

Advanced United States History (AD)

This course is intended to provide the student with an overview of American history and a deeper understanding of and appreciation for significant events in our history. Some independent study with classroom discussion will be required as well as a major project each semester. A major field trip in the fall will be to the battlefield and homes of Vicksburg and Natchez, Mississippi. In the spring, a field trip will be to the National D-Day Museum and Confederate Museum in New Orleans, Louisiana. **Additional fees are required to be paid by all students to cover the mandatory field trips. Students who successfully complete this course will receive five additional points added to their semester averages.**

Psychology (DC)

Psychology is a survey of major topics in psychology. The course introduces the study of behavior and the factors that determine and affect behavior. **Students taking this course for dual credit must meet the college's guidelines (see appendix). Students who successfully complete this course will receive five additional points added to their semester averages.**

Humanities for English Language Learners

Foreign language speakers needing additional assistance before entering academic credit classes will receive direct instruction in formal English grammar and composition, literature and communications. This course will also cover a history component allowing the student to earn credit for both subjects. Students may only take ELL Humanities in grades 8, 9 and 10.

MATHEMATICS DEPARTMENT

Mathematics is more than the study of numbers, patterns and shapes. Collectively, it is a language which God uses to describe the physical universe to mankind. It is a creative, dynamic system which man can use to model and understand his environment. It reveals glimpses of the nature of God (His orderliness, trustworthiness, omniscience and omnipotence), while developing important character qualities such as patience, perseverance, resourcefulness, alertness and creativity.

Through its study, students cultivate problem-solving skills, analytical thinking, attention to details and logic. It encourages the development of sound reasoning techniques and rewards consistent work habits. The Brook Hill School's mathematics program is designed to stimulate a student's intellectual curiosity and give him/her an exposure to the technology of today's mathematics.

Algebra 1

Algebra I is an important subject because it is the foundation for all upper-level mathematics at both high school and college levels. It is our goal to help the students acquire the skills that they will need to be successful in these courses and to become excellent problem solvers.

The curriculum will include the study of integers and rational numbers, equations, inequalities, graphs and linear equations, systems of equations, absolute value, exponents and polynomials, polynomials and factoring, the Pythagorean Theorem and radicals, relations and functions, and quadratic equations.

Geometry (PR)

This course develops a Euclidean system of Geometry through the use of postulates, definitions and theorems. A study of Geometry will enhance the student's ability to solve problems creatively, reason deductively and logically, and visualize spatial relationships. Topics covered include (but are not limited to) inductive and deductive reasoning, points, lines, planes, angles and angle relationships, deduction and formal proof, parallel lines and planes, triangles, parallelograms and quadrilaterals, similar polygons, circles, area and volume of solids, constructions and coordinate geometry. Right triangle trigonometry will be introduced. They will also be introduced to transformational and analytical geometry. There is an emphasis on formal proof throughout the first semester. Projects may be required.

Algebra 2 (PR)

Included with a brief review of Algebra I skills will be an introduction of the concepts of functions, elementary analysis, and quadratic equations. Related concepts of domain, range, set notation, interval notation, and inverse functions will be mastered. Students will be expected to become proficient in recognizing, knowing (and sometimes proving) the various analytical and graphical properties of various function families. Mathematical families include linear, quadratic, exponential, rational, irrational, and higher degree polynomial functions, along with conic sections. Wherever possible, applications will be stressed.

Additional topics will include complex number theory, sequences and series, (and probability if time permits). Trigonometric concepts from Pre AP Geometry will be reviewed, and students will finish out their study of trigonometry with developing and proving identities, and solving trigonometric equations. Heavy use of symbolic manipulations and transformations will be encouraged as a support to the future physics student.

Algebra 3 – NEW COURSE

Algebra 3 is designed for students who have completed Algebra 2 but who need to strengthen their algebra skills before taking college-level math. Students will extend their level of mathematical skills and reasoning beyond the topics covered in Algebra 2. Some topics will include functions (linear, quadratic, polynomial, exponential, logarithmic) and basic trigonometry. Attention will be given to SAT/ACT math preparation within this course.

College Algebra (DC)

College Algebra is also offered as a full year course and is a review, plus an extension of Algebra II. ***Students wishing to take this course must meet established criteria (see appendix). Students taking this course for dual credit must meet the college's guidelines (see appendix). Students who successfully complete this course will receive five additional points added to their semester averages.***

College Algebra / College Trigonometry (DC)

College Algebra is offered during the fall semester and is a review, plus an extension of Algebra II. College Trigonometry is offered in the spring semester and focuses primarily on trigonometric identities, analytic geometry and analytic trigonometry, as well as rational, logarithmic, and exponential functions. ***Students wishing to take this course must meet established criteria (see appendix). Students taking this course for dual credit must meet the college's guidelines (see appendix). Students who successfully complete this course will receive five additional points added to their semester averages.***

Calculus (AP / DC)

Topics include those presented in traditional first and second semester college courses. An intuitive introduction to the methods of calculus is followed by several problem-solving applications. The content includes (but is not limited to) topics covered on the Advanced Placement (Calculus AB) Examination. Whenever possible, real life applications are stressed. Graphing calculators will be used as an aid to computation and analysis. Personal computers may be used to demonstrate limits and numerical methods for evaluation, derivatives and definite integrals. At the beginning of the year students are encouraged to start their preparation for the Advanced Placement exam. Enrollment based on teacher approval. ***Students wishing to take this course must meet established criteria (see appendix). Students taking this course for dual credit must meet the college's guidelines (see appendix). Students who successfully complete this course will receive five additional points added to their semester averages.***

Statistics (AP / DC)

The statistics course is an introductory course which focuses on the collection, tabulation, and analysis of data, normal and binomial distributions, linear regression and correlation, testing of hypothesis and utilization of computers in statistical application. ***Students wishing to take this course must meet established criteria (see appendix). Students taking this course for dual credit must meet the college's guidelines (see appendix). Students who successfully complete this course will receive five additional points added to their semester averages.***

PHYSICAL EDUCATION DEPARTMENT

Physical Education is the study of the total person: physical, mental, emotional, and social as well as spiritual. Through its study, the student has an increased awareness of how the body functions and develops. They learn how to deal with stress through competition. Exposure to sports and lifetime activities enables the students to better select those activities which will later enhance their lives.

In II Corinthians 6:16, Paul writes that we are the “temple of the Living God.” It is the responsibility of all people to cherish and maintain their temple. The study of physical education clarifies the needs of our physical bodies and how we can best develop, understand, and care for this physical vessel which is God’s temple.

Physical Education / Athletics

The Physical Education department offers both team sports and individual activities. The objective is to equip students with a number of skills they can carry over into a lifetime of fitness. PE Credit may also be earned through team management.

US Athletics:

Fall -

- Football (Boys)
- Volleyball (Girls)
- Cross Country
- Cheerleading (Girls)

Winter-

- Basketball
- Soccer
- Cheerleading (Girls)

Spring-

- Baseball (Boys)
- Softball (Girls)
- Golf
- Track
- Tennis
- Cheerleading (Girls)

*Athletic Trainer/Manager for any sport

Students will participate in the *Bigger, Faster, Stronger* program during off-season and when not participating in competition athletics.

SCIENCE DEPARTMENT

Science is the study of the natural world and the things that affect it. Our department stresses critical thinking, logical reasoning, and problem solving. The science labs are designed to help the student develop a firm foundation in observation, analysis, and conclusions. We strive to prepare our students for success in rigorous college science programs. All science faculty adhere to and instruct in congruence with a biblical world view. Science illuminates the creative majesty of God. As one studies science, he becomes more aware of the magnificence of the creation and the Creator.

Environmental Science 1

This course provides a foundation for understanding the environment. The purpose of this course is to introduce ecological principles, biotic interrelationships in aquatic and terrestrial communities and environmental issues that have national and global effects. The goals of the course are to organize the information and provide a conceptual framework to facilitate student comprehension and mastery of ecological principles.

Biology 1 (PR)

Through a combination of laboratory experiments, class lectures, and field explorations, this course will give the student an in-depth look at the biological world that surrounds them. The experiments help with understanding and appreciating biology as well as learning new lab procedures and safety. The lab and field assignments help to strengthen and connect concepts learned in the classroom.

Chemistry 1 (PR)

This course covers the basic chemistry concepts and vocabulary as well as general thinking skills and laboratory techniques that will provide the students with a solid foundation and prepare them for college science courses. The approach, involves primarily an exploration of the mathematical relationships involved in chemical change. Laboratory work is stressed, and focuses on careful analysis of data and the resulting mathematical relationships. It also provides “hands-on” experience with chemistry and shows how chemistry concepts apply to today’s society.

Physics

Physics provides the students with an introduction to the study of physics. This course explores physics primarily from a conceptual basis but includes some mathematical applications. Topics of study include kinematics, dynamics, simple machines, work, heat, electricity, magnetism, light, optics, and modern physics. Laboratory experiments are an integral part of this course. A calculator is required.

Advanced Physics (AD)

The material covered in Honors Physics is the same as in regular physics, with the addition of other more advance topics. Topics are approached with a greater emphasis on mathematical relationships. ***Students wishing to take this course must meet established criteria (see appendix). Students who successfully complete this course will receive five additional points added to their semester averages.***

Anatomy & Physiology (DC)

This course surveys human anatomy and physiology. The purpose of the course is to provide an understanding of body structure and function in order to predict the responses of the body in health and disease. The goals of the course are to organize the information and provide a conceptual

framework to facilitate student comprehension and mastery of anatomical structured physiological function. This course is a foundation course for specialization in allied health disciplines. Purchase of the textbook is not required, but is encouraged. Field trips will be taken. **Students taking this course for dual credit must meet the college's guidelines (see appendix). Students who successfully complete this course will receive five additional points added to their semester averages.**

Chemistry 2 (AP)

This second year Chemistry course is designed for the college-bound student who intends to study an engineering related field and not related to the medical sciences. College level labs, suggested by the College Board, are presented on a weekly basis. Extensive records are kept to present to colleges upon request. The pace and depth of the course is designed to prepare the student for College Board Advanced Placement testing in the spring. **Students wishing to take this course must meet established criteria (see appendix). Students who successfully complete this course will receive five additional points added to their semester averages.**

Environmental Science 2 (AP / DC)

This advanced level of environmental science builds upon the foundations of Environmental Science 1. The purpose of this course is to explore ecological principles, biotic interrelationships in aquatic and terrestrial communities and environmental issues that have national and global effects. The goals of the course are to organize the information and provide a conceptual framework to facilitate student comprehension and mastery of ecological principles. **Students taking this course for dual credit must meet the college's guidelines (see appendix). Students who successfully complete this course will receive five additional points added to their semester averages.**

ELECTIVES

Senior Seminar (College Quest 12 - Fall / Senior Transitions - Spring)

Senior Seminar (College Quest 12) provides seniors with topical discussions related to specific aspects of the college admission process. The Academic Counselor and special guests from the college admission world will discuss issues related to college and financial aid planning. Seniors are encouraged to take the ACT or SAT in the fall semester and to apply to at least five colleges. Seniors will also have one-on-one meetings with the Academic Counselor to plan and review their college admission progress.

To assist seniors as they make the transition from high school to college, The Brook Hill School requires seniors to take a one semester “Senior Transitions” class. This class both identifies common struggles for college freshmen and provides resources that prepare seniors to overcome those obstacles. Topics include spiritual disciplines, nutrition, exercise, personal finance, and college social life.

US Speech

The goal of this course is to help students better organize and articulate their ideas in various public speaking situations. Students will gain poise and self-confidence as they practice the principles of successful interpersonal and public communication. Students will develop skill in writing and delivering effective speeches. Students will gain experience in preparing informative, persuasive speeches, demonstration and impromptu speeches as well as effective interview techniques. The semester will culminate in a mock-interview exercise and a self-evaluation.

APPENDIX

ADVANCED COURSE PLACEMENT CRITERIA

ADVANCED PLACEMENT LANGUAGE & COMPOSITION (ENGLISH 11 AP)

Placement in AP Language and Composition is made by the AP Language teacher, Humanities Department Chair, and the Academic Counselor. A student may not take AP Language and Composition without the potential and/or skills necessary for successful completion of this course.

PLACEMENT CRITERIA

To be placed in AP Language and Composition, a student must meet four of the following five criteria:

1. A student must earn a minimum score of 85 in sophomore Humanities.
2. A student must meet the College Readiness Benchmark (CRB) with a 10th grade PLAN score of 15 on the English subsection **and** a score of 17 on the Reading subsection.
3. A student must have an AP Potential[®] score of approximately 50% (based on 10th grade PSAT scores).
4. A student must receive a positive recommendation from his or her Humanities teacher.
5. All students will submit a timed writing sample to be evaluated by a committee of Humanities teachers. Essays will be graded holistically as “qualifies” or “does not qualify.”

A student who does not meet the above criteria will be automatically placed into Pre-AP Humanities 11 but may appeal to the placement committee for reconsideration.

Any student who is failing AP Language and Composition at the conclusion of the first semester will be removed from the course.

Students who successfully complete the course will receive five additional points after final grades are submitted.

Students enrolled in AP courses will have an opportunity to take an Advanced Placement exam during the first two weeks of May. Many colleges award credit to students who score a three or higher on the exam. College credit is not guaranteed; students should check with the colleges to which they plan to apply for admission.

These criteria were established in the best interest of the student, to enhance his or her English language development, and to ensure success in the AP program at Brook Hill.

ADVANCED PLACEMENT LITERATURE & COMPOSITION (ENGLISH 12 AP)

Placement in AP Literature and Composition is made by the AP Literature teacher, Humanities Department Chair, and the Academic Counselor. A student may not take AP Literature and Composition without the potential and/or skills necessary for successful completion of this course.

PLACEMENT CRITERIA

To be placed in AP Literature and Composition, a student must meet three of the following four criteria:

1. A student must earn a minimum score of 90 in English 11 or successfully complete AP Language and Composition.

2. A student must have an AP Potential® score of approximately 50% (based on 11th grade PSAT scores).
3. A student must receive a positive recommendation from his or her Humanities teacher.
4. All students will submit a timed writing sample to be evaluated by a committee of Humanities teachers. Essays will be graded holistically as “qualifies” or “does not qualify.”

A student who does not meet the above criteria will be automatically placed into English 12 DC but may appeal to the placement committee for reconsideration.

Any student who is failing AP Literature and Composition at the conclusion of the first semester will be removed from the course.

Students who successfully complete the course will receive five additional points after final grades are submitted.

Students enrolled in AP courses will have an opportunity to take an Advanced Placement exam during the first two weeks of May. Many colleges award credit to students who score a three or higher on the exam. College credit is not guaranteed; students should check with the colleges to which they plan to apply for admission.

These criteria were established in the best interest of the student, to enhance his or her English literature development, and to ensure success in the AP program at Brook Hill.

ADVANCED PLACEMENT EUROPEAN HISTORY

Placement in AP European History is made by the AP European History teacher, Humanities Department Chair, and the Academic Counselor. A student may not take AP European History without the potential and/or skills necessary for successful completion of this course.

PLACEMENT CRITERIA

To be placed in AP European History, a student must meet two of the following three criteria:

1. A student must earn a minimum score of 85 in sophomore Humanities.
2. A student must have an AP Potential® score of approximately 50% (based on 10th grade PSAT scores).
3. A student must receive a positive recommendation from his or her Humanities teacher.

DUAL CREDIT COLLEGE ALGEBRA

Placement in College Algebra (DC) is made by the teacher, Math Department Chair, and the Academic Counselor. A student may not take College Algebra (DC) without the potential and/or skills necessary for successful completion of this course.

PLACEMENT CRITERIA

To be placed in College Algebra (DC), a student must meet two of the three following criteria:

1. A student must earn a minimum score of 80 in Algebra 2 (PR).
2. A student must receive a positive recommendation from his or her Algebra 2 (PR) teacher.
3. A student must achieve a satisfactory score on the TJC Math Placement Test, THEA, or Accuplacer or be TSI-exempt.

DUAL CREDIT COLLEGE ALGEBRA / COLLEGE TRIGONOMETRY

Placement in College Algebra / College Trigonometry (DC) is made by the teacher, Math Department Chair, and the Academic Counselor. A student may not take College Algebra / College Trigonometry (DC) without the potential and/or skills necessary for successful completion of this course.

PLACEMENT CRITERIA

To be placed in College Algebra / College Trigonometry (DC), a student must meet two of the three following criteria:

1. A student must earn a minimum score of 80 in Algebra 2 (PR).
2. A student must receive a positive recommendation from his or her Algebra 2 (PR) teacher.
3. A student must achieve a satisfactory score on the TJC Math Placement Test, THEA, or Accuplacer or be TSI-exempt.

ADVANCED PLACEMENT STATISTICS

Placement in AP Statistics is made by the teacher, Math Department Chair, and the Academic Counselor. A student may not take AP Statistics without the potential and/or skills necessary for successful completion of this course.

PLACEMENT CRITERIA

To be placed in AP Statistics, a student must meet two of the three following criteria:

1. A student must earn a minimum score of 80 in his or her previous math course.
2. A student must receive a positive recommendation from his or her previous math teacher.
3. A student must achieve a satisfactory score on the TJC Math Placement Test, THEA, or Accuplacer or be TSI-exempt.

ADVANCED PLACEMENT CALCULUS AB

Placement in AP Calculus AB is made by the teacher, Math Department Chair, and the Academic Counselor. A student may not take AP Calculus AB without the potential and/or skills necessary for successful completion of this course.

PLACEMENT CRITERIA

To be placed in AP Calculus AB, a student must meet both of the following criteria:

1. A student must earn a minimum score of 80 in College Algebra / College Precalculus/Trigonometry (DC).
2. A student must receive a positive recommendation from his or her previous math teacher.

ADVANCED PHYSICS

Placement in Advanced Physics is made by the teacher, Science Department Chair, and the Academic Counselor. A student may not take Advanced Physics without the potential and/or skills necessary for successful completion of this course.

PLACEMENT CRITERIA

To be placed in Advanced Physics, a student must meet both of the following criteria:

1. A student must earn a minimum score of 80 in his or her previous science course.
2. A student must receive a positive recommendation from his or her previous science teacher.

ADVANCED PLACEMENT CHEMISTRY

Placement in AP Chemistry is made by the teacher, Science Department Chair, and the Academic Counselor. A student may not take AP Chemistry without the potential and/or skills necessary for successful completion of this course.

PLACEMENT CRITERIA

To be placed in AP Chemistry, a student must meet both of the following criteria:

1. A student must earn a minimum score of 80 in his or her previous science course.
2. A student must receive a positive recommendation from his or her previous science teacher.

TYLER JUNIOR COLLEGE (TJC) DC INFORMATION

IMPORTANT DATES

SUMMER

Prepare for Enrollment (application, testing, etc.)

FALL COURSES

August 14, 2012

1:00-3:00pm

TJC Enrollment on BH Campus (Fall Semester Courses)

November 26, 2012

Last day to withdraw from class with a "W" posted on transcript

SPRING COURSES

January 17, 2013

1:00pm

TJC Enrollment on BH Campus (Spring Semester Courses)

April 26, 2013

Last day to withdraw from class with a "W" posted on transcript

TJC TUITION INFORMATION

| Semester Hours | Residents of TJC District | Out-of-District Residents | Semester Hours | Residents of TJC District | Out-of-District Residents |
|----------------|---------------------------|---------------------------|----------------|---------------------------|---------------------------|
| 3 | 236 | 374 | 12 | 839 | 1391 |
| 4 | 303 | 487 | 13 | 906 | 1504 |
| 5 | 370 | 600 | 14 | 973 | 1617 |
| 6 | 437 | 713 | 15 | 1040 | 1730 |
| 7 | 504 | 826 | 16 | 1107 | 1843 |
| 8 | 571 | 939 | 17 | 1174 | 1956 |
| 9 | 638 | 1052 | 18 | 1241 | 2069 |
| 10 | 705 | 1165 | 19 | 1308 | 2182 |
| 11 | 772 | 1278 | 20 | 1375 | 2295 |

Note: Above tuition information effective Fall 2012 semester.

TJC SERVICES AVAILABLE

All Dual Credit students are given full access to:

TJC library

Ornelas Health and Physical Education Center

Extra-curricular activities (plays, concerts, athletics events)

On-campus student email and computer laboratory services

Support services (tutoring, special needs testing)

TJC DUAL CREDIT ENROLLMENT CHECKLIST

Students **MUST** complete ALL of the following steps to enroll in ANY TJC Dual Credit course.

To be completed/submitted BEFORE the Brook Hill Dual Credit Registration Day:

- Student must be enrolled in the corresponding high school class. Contact the Academic Office to verify appropriate enrollment.
- Obtain satisfactory score on THEA or Accuplacer exam (unless you are exempt—see below). These exams are to be taken at the TJC Testing Center (Rogers Student Center—2nd floor). **Testing must be completed before registration.** For more information regarding these exams, please contact the TJC Testing Center at (903) 510-2617 or visit their website at <http://lumcontent.tjc.edu/testingcenter>.
- Complete and submit the online TJC admission application **by August 1st (Fall) or January 15th (Spring)**. This application can be found online at <http://www.tjc.edu/Register/HowtoApply.php>. **Previous TJC dual credit students do not need to fill out another application.**

To be completed/submitted ON the Brook Hill DC Registration Day:

- Complete a TJC Dual Credit Enrollment Form. This form can be found in the Brook Hill Academic Office or at the TJC table during registration. **This form must be completed every semester.**
- Turn in your completed dual credit enrollment form, test score verification, and tuition payment to the TJC Admissions Representative during the Brook Hill Dual Credit registration. Students who are not able to enroll during the scheduled registration day must schedule an appointment with the TJC Admissions Office to register before the deadline.

THEA & ACCUPLACER INFORMATION

Why do I have to take the THEA or the Accuplacer?

In 1987, the Texas Legislature passed House Bill 2182. This bill requires that all Texas public college and university students be tested for reading, writing and mathematics skills. This legislation applies to Dual Credit students enrolling in Tyler Junior College. You must take the THEA (Texas Higher Education Assessment) Test or the Accuplacer (a THEA alternative test) if you are a full- or part-time student at a public community college or university in Texas unless you qualify for a THEA exemption.

Which test should I take?

The *Online THEA* and the *Accuplacer* are recognized by TJC to fulfill the testing requirement. It is the student's decision which test will work best for his situation. The *Online THEA Test* measures the reading, mathematics, and writing skills that a high school graduate should possess upon entry into higher education. It does not measure skills you are expected to acquire in your collegiate level work. Each test section is composed of about 40-50 multiple-choice questions. The writing section also requires that you write an essay of about 300-600 words. Students have 5 hours to complete the exam, and it costs \$29 per administration. Results are available immediately after administration. The *Accuplacer* is a computer - adaptive test measuring skills in Reading, English Grammar, Essay Writing, and Mathematics. It takes approximately 3-4 hours to complete the entire test but is untimed, and it costs \$35 per administration. Results are available immediately after administration.

How can I be THEA-exempt?

Students can receive an exemption from the THEA test through their PLAN, PSAT, ACT, SAT, or TAKS scores. Please refer to the chart below for exemption standards.

| Test | Section | Minimum Score |
|---------------|-------------------------|-----------------|
| ACT* or PLAN* | Composite Score | 23 |
| | English | 19 |
| | Math | 19 |
| SAT* or PSAT* | Combined Score (CR + M) | 1070 (PSAT=107) |
| | Critical Reading | 500 (PSAT=50) |
| | Math | 500 (PSAT=50) |
| TAKS^ | English/Writing | 2200 and 3 |
| | Math | 2200 |

*Composite/Combined score must be met in order to gain partial exemption.

^Students who are exempt in Math based on TAKS scores must take a math placement test prior to enrolling in DC courses.

Which sections of the THEA or Accuplacer do I have to pass?

Juniors are required to pass ALL three sections regardless of the Dual Credit course in which they are enrolling. Seniors are only required to pass the sections that relate specifically to the Dual Credit course in which they are enrolling. Refer to the chart below for sections related to each course.

| TJC Course | Reading | English | Math |
|------------|---------|---------|------|
| ENGL 1301 | | X | |
| ENGL 1302 | X | X | |
| BIOL 2404 | X | | |
| BIOL 2406 | X | | |
| MATH 1314 | | | X |
| MATH 1316 | | | X |
| MATH 1342 | | | X |
| MATH 2413 | | | X |

What if I have additional questions regarding testing requirements?

Please feel free to contact the Brook Hill Academic Office with any additional questions. You may also contact TJC Admissions Office (903-510-2523) and/or Testing Center (903-510-2617).

JACKSONVILLE COLLEGE (JC) DC INFORMATION

IMPORTANT DATES

| | | |
|------------------|-------------|---|
| August 14, 2012 | 1:00-3:00pm | JC Enrollment on BH Campus (Government & Economics, Psychology) |
| January 17, 2013 | 1:00pm | JC Enrollment on BH Campus (Government & Economics) |

JC TUITION INFORMATION

| Semester Hours | Dual Credit Tuition |
|----------------|---------------------|
| 3 | 180 |
| 6 | 230 |

JC SERVICES AVAILABLE

All Dual Credit students are given full access to:

Jacksonville College Library
Academic Advising
Additional student services as requested

JACKSONVILLE COLLEGE DUAL CREDIT ENROLLMENT CHECKLIST

Students **MUST** complete ALL of the following steps to enroll in ANY JC Dual Credit course.

To be completed BEFORE the Brook Hill Dual Credit Registration Day:

- Student must be enrolled in the corresponding high school class. Contact the Academic Office to verify appropriate enrollment.
- Complete a JC admission application. This application can be obtained in the Academic Office. **Previous JC dual credit students do not need to fill out another application.**
- Complete a Student Consent for Release of Records if parents/guardians are to receive grade reports. **Previous JC dual credit students do not need to fill out another release of records form.**
- Obtain a small, recent photograph (or clear photocopy) 4x6 or smaller. **Previous JC dual credit students do not need to submit this again.**
- Obtain a copy of your social security card. **Previous JC dual credit students do not need to submit this again.**
- Purchase the appropriate books for the Dual Credit course. Books can be purchased at the JC bookstore.

To be completed/submitted ON the Brook Hill DC Registration Day:

- Complete a JC Dual Credit Enrollment Form. This form can be found in the Brook Hill Academic Office or at the JC table during registration. **This form must be completed every semester.**

- *Complete a Counselor Consent Form documenting permission from high school counselor to take specified classes for dual credit. **This form must be completed every semester.***
- *Turn in your completed admission application, release of records consent (if applicable), counselor consent form, small photograph, copy of social security card, and tuition payment to the JC Admissions Representative during the Brook Hill Dual Credit registration. Students who are not able to enroll during the scheduled registration day must schedule an appointment with the JC Admissions Office to register before the deadline.*

NCAA DIVISION I & II ELIGIBILITY INFORMATION

GENERAL NCAA ELIGIBILITY INFORMATION

Student-athletes who are planning to participate in collegiate athletics at the NCAA Division I or Division II level must register through the NCAA Eligibility Center (www.eligibilitycenter.org). While Brook Hill's graduation requirements exceed NCAA requirements, it is to the advantage of the student-athlete to be familiar with the eligibility requirements and make well-informed course selection decisions. A list of Brook Hill's NCAA-approved core courses is included later in this section.

WHEN SHOULD STUDENTS REGISTER?

Students may register at any time, but NCAA recommends that they register during their junior year. The Eligibility Center will evaluate a student's academic credentials once the following information has been received, and the student has had their status requested by an NCAA member institution:

- Completed online registration (www.eligibilitycenter.org);
- Fee payment;
- SAT or ACT test score on file from the respective testing agency;
- Transcript(s) from all schools or programs attended.

WHAT SHOULD STUDENTS DO TO PREPARE FOR NCAA ELIGIBILITY?

Grades 9 and 10

- The student should take academic college-preparatory courses, one in each of the following areas: English, math, science, social studies and foreign language. The student should compare course selection against the list of NCAA-approved core courses. Refer to Brook Hill's list of NCAA-approved core courses included later in this section.

Grade 11

- The student should continue to take college preparatory courses in the areas listed above.
- The student should register for the SAT and/or ACT, making sure to use code 9999 at the time of registration. Using code 9999 will ensure the score is reported directly to the Eligibility Center.
- The student should register with the NCAA Eligibility Center and complete both the academic information and the amateurism questionnaire.
- At the end of the student's sixth semester, the student should request the Academic Office to send the student's transcript directly through the Eligibility Center. If the student has attended more than one high school, a transcript from each high school must be sent directly to the Eligibility Center.

Grade 12

- The student should continue to take college preparatory courses in English, math, science, social studies and foreign language.

- ❑ The student should register for additional ACT/SAT tests if necessary, making sure to use code 9999 at the time of registration.
- ❑ On or after April 1 of the senior year, the student should go back into their Eligibility Center account to update their academic and amateurism information and request final amateurism certification.
- ❑ After graduation, the student should request the Academic Office to send the student's final transcript (which needs to include evidence and the date that the student graduated) to the Eligibility Center.

Adapted from *Eligibility Process for Students* (www.eligibilitycenter.org)

NCAA ELIGIBILITY STANDARDS

CORE COURSES

NCAA Division I requires 16 core courses as of August 1, 2008. This rule applies to any student first entering any Division I college or university on or after August 1, 2008. See the chart later in this section for the breakdown of this 16 core-course requirement.

NCAA Division II requires 16 core courses as of August 1, 2013. This rule applies to any student first entering any Division II college or university on or after August 1, 2013. See the breakdown of core-course requirements later in this section.

TEST SCORES

Division I has a sliding scale for test score and grade-point average. The current sliding scale for those requirements is included later in this section. (Students entering college on or after August 1, 2016 will need to refer to the new eligibility rules and new sliding scale found later in this section.)

Division II has a minimum SAT score requirement of 820 or an ACT sum score of 68.

The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.

The ACT score used for NCAA purposes is a sum of the four sections on the ACT: English, mathematics, reading and science.

All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.

GRADE-POINT AVERAGE

Only NCAA-approved core courses are used in the calculation of the grade-point average.

Division I grade-point-average requirements are listed later in this section.

The Division II grade-point-average requirement is a minimum of 2.000.

| DIVISION I |
|--|
| 16 Core-Course Rule |
| 16 Core Courses: |
| 4 years of English. |
| 3 years of mathematics (Algebra I or higher). |
| 2 years of natural/physical science (1 year of lab if offered by high school). |
| 1 year of additional English, mathematics or natural/physical science. |
| 2 years of social science. |
| 4 years of additional courses (from any area above or foreign language). |

| DIVISION II |
|--|
| 16 Core-Course Rule |
| 16 Core Courses: |
| 3 years of English. |
| 2 years of mathematics (Algebra I or higher). |
| 2 years of natural/physical science (1 year of lab if offered by high school). |
| 3 years of additional English, mathematics or natural/physical science. |
| 2 years of social science. |
| 4 years of additional courses (from any area above or foreign language). |

OTHER IMPORTANT INFORMATION

Division I eligibility is determined using a sliding scale. (The current sliding scale is provided on the following page. **Students entering college on or after August 1, 2016 will use the new sliding scale later in this section.**) 16 core courses are required for Division I. The SAT combined score is based on the critical reading and math sections only. The writing section will not be used.

Division II has no sliding scale. The minimum core grade-point average is 2.000. The minimum SAT score is 820 (critical reading and math sections only) and the minimum ACT sum score is 68. **16 core courses are currently required for Division II.**

SAT and ACT scores must be reported directly to the Eligibility Center from the testing agency. Scores on transcripts will not be used.

Students enrolling at an NCAA Division I or II institution for the first time need to also complete the amateurism questionnaire through the Eligibility Center Web site. Students need to request final amateurism certification prior to enrollment.

For more information regarding the rules, please go to www.NCAA.org. Click on "Academics and Athletes" then "Eligibility and Recruiting." Or visit the Eligibility Center Web site at www.eligibilitycenter.org.

Please call the NCAA Eligibility Center if you have questions: Toll-free number: 877/262-1492.

NCAA DIVISION I SLIDING SCALE (Students entering college BEFORE August 1, 2016)

CORE GRADE-POINT AVERAGE/ TEST SCORE

| Core GPA | SAT (CR+M) | ACT (E+M+R+SR) |
|-----------------|-----------------------|---------------------------|
| 3.550 & above | 400 | 37 |
| 3.525 | 410 | 38 |
| 3.500 | 420 | 39 |
| 3.475 | 430 | 40 |
| 3.450 | 440 | 41 |
| 3.425 | 450 | 41 |
| 3.400 | 460 | 42 |
| 3.375 | 470 | 42 |
| 3.350 | 480 | 43 |
| 3.325 | 490 | 44 |
| 3.300 | 500 | 44 |
| 3.275 | 510 | 45 |
| 3.250 | 520 | 46 |
| 3.225 | 530 | 46 |
| 3.200 | 540 | 47 |
| 3.175 | 550 | 47 |
| 3.150 | 560 | 48 |
| 3.125 | 570 | 49 |
| 3.100 | 580 | 49 |
| 3.075 | 590 | 50 |
| 3.050 | 600 | 50 |
| 3.025 | 610 | 51 |
| 3.000 | 620 | 52 |
| 2.975 | 630 | 52 |
| 2.950 | 640 | 53 |
| 2.925 | 650 | 53 |
| 2.900 | 660 | 54 |
| 2.875 | 670 | 55 |
| 2.850 | 680 | 56 |
| 2.825 | 690 | 56 |
| 2.800 | 700 | 57 |
| 2.775 | 710 | 58 |

| Core GPA | SAT (CR+M) | ACT (E+M+R+SR) |
|-----------------|-----------------------|---------------------------|
| 2.750 | 720 | 59 |
| 2.725 | 730 | 59 |
| 2.700 | 730 | 60 |
| 2.675 | 740-750 | 61 |
| 2.650 | 760 | 62 |
| 2.625 | 770 | 63 |
| 2.600 | 780 | 64 |
| 2.575 | 790 | 65 |
| 2.550 | 800 | 66 |
| 2.525 | 810 | 67 |
| 2.500 | 820 | 68 |
| 2.475 | 830 | 69 |
| 2.450 | 840-850 | 70 |
| 2.425 | 860 | 70 |
| 2.400 | 860 | 71 |
| 2.375 | 870 | 72 |
| 2.350 | 880 | 73 |
| 2.325 | 890 | 74 |
| 2.300 | 900 | 75 |
| 2.275 | 910 | 76 |
| 2.250 | 920 | 77 |
| 2.225 | 930 | 78 |
| 2.200 | 940 | 79 |
| 2.175 | 950 | 80 |
| 2.150 | 960 | 80 |
| 2.125 | 960 | 81 |
| 2.100 | 970 | 82 |
| 2.075 | 980 | 83 |
| 2.050 | 990 | 84 |
| 2.025 | 1000 | 85 |
| 2.000 | 1010 | 86 |

UPCOMING CHANGES TO DIVISION I NCAA ELIGIBILITY STANDARDS

The initial-eligibility standards for NCAA Division I college-bound student-athletes are changing.

College-bound student-athletes first entering a Division I college or university on or after August 1, 2016, will need to meet new academic rules in order to receive athletics aid (scholarship), practice or compete during their first year.

First, here are three terms you need to know:

Full Qualifier: A college-bound student-athlete may receive athletics aid (scholarship), practice and compete in the first year of enrollment at the Division I college or university.

Academic Redshirt: A college-bound student-athlete may receive athletics aid (scholarship) in the first year of enrollment and may practice in the first regular academic term (semester or quarter) but may NOT compete in the first year of enrollment. After the first term is complete, the college-bound student-athlete must be academically successful at his/her college or university to continue to practice for the rest of the year.

Nonqualifier: A college-bound student-athlete cannot receive athletics aid (scholarship), cannot practice and cannot compete in the first year of enrollment.

Here are the new requirements:

Full Qualifier must:

1. Complete 16 core courses (same distribution as in the past – click here to view);
 - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
 - Seven of the 10 core courses must be English, math or science.
2. Have a minimum core-course GPA of 2.300;
 - Grades earned in the 10 required courses required before the senior year are “locked in” for purposes of GPA calculation.
 - A repeat of one of the “locked in” courses will not be used to improve the GPA if taken after the seventh semester begins.
3. Meet the competition sliding scale requirement of GPA and ACT/SAT score (this is a new scale with increased GPA/test score requirements); and
4. Graduate from high school.

Academic Redshirt must:

1. Complete 16 core courses (same distribution as in the past – click here to view);
2. Have a minimum core-course GPA of 2.000;
3. Meet the academic redshirt sliding scale requirement of GPA and ACT/SAT score; and
4. Graduate from high school.

Nonqualifier is a college-bound student-athlete who fails to meet the standards for a qualifier or for an academic redshirt.

Taken from *What are the New Rules?* (www.eligibilitycenter.org)

NCAA DIVISION I SLIDING SCALE (Students entering college ON or AFTER August 1, 2016)

CORE GRADE-POINT AVERAGE/ TEST SCORE

| Core GPA for Aid and Practice | Core GPA for Competition | SAT (CR+M) | ACT (E+M+R+SR) |
|---|------------------------------------|----------------------|--------------------------|
| 3.550 | 4.000 | 400 | 37 |
| 3.525 | 3.975 | 410 | 38 |
| 3.500 | 3.950 | 420 | 39 |
| 3.475 | 3.925 | 430 | 40 |
| 3.450 | 3.900 | 440 | 41 |
| 3.425 | 3.875 | 450 | 41 |
| 3.400 | 3.850 | 460 | 42 |
| 3.375 | 3.825 | 470 | 42 |
| 3.350 | 3.800 | 480 | 43 |
| 3.325 | 3.775 | 490 | 44 |
| 3.300 | 3.750 | 500 | 44 |
| 3.275 | 3.725 | 510 | 45 |
| 3.250 | 3.700 | 520 | 46 |
| 3.225 | 3.675 | 530 | 46 |
| 3.200 | 3.650 | 540 | 47 |
| 3.175 | 3.625 | 550 | 47 |
| 3.150 | 3.600 | 560 | 48 |
| 3.125 | 3.575 | 570 | 49 |
| 3.100 | 3.550 | 580 | 49 |
| 3.075 | 3.525 | 590 | 50 |
| 3.050 | 3.500 | 600 | 50 |
| 3.025 | 3.475 | 610 | 51 |
| 3.000 | 3.450 | 620 | 52 |
| 2.975 | 3.425 | 630 | 52 |
| 2.950 | 3.400 | 640 | 53 |
| 2.925 | 3.375 | 650 | 53 |
| 2.900 | 3.350 | 660 | 54 |
| 2.875 | 3.325 | 670 | 55 |
| 2.850 | 3.300 | 680 | 56 |
| 2.825 | 3.275 | 690 | 56 |
| 2.800 | 3.250 | 700 | 57 |
| 2.775 | 3.225 | 710 | 58 |
| 2.750 | 3.200 | 720 | 59 |
| 2.725 | 3.175 | 730 | 60 |
| 2.700 | 3.150 | 740 | 61 |

| Core GPA for Aid and Practice | Core GPA for Competition | SAT (CR+M) | ACT (E+M+R+SR) |
|---|------------------------------------|----------------------|--------------------------|
| 2.675 | 3.125 | 750 | 61 |
| 2.650 | 3.100 | 760 | 62 |
| 2.625 | 3.075 | 770 | 63 |
| 2.600 | 3.050 | 780 | 64 |
| 2.575 | 3.025 | 790 | 65 |
| 2.550 | 3.000 | 800 | 66 |
| 2.525 | 2.975 | 810 | 67 |
| 2.500 | 2.950 | 820 | 68 |
| 2.475 | 2.925 | 830 | 69 |
| 2.450 | 2.900 | 840 | 70 |
| 2.425 | 2.875 | 850 | 70 |
| 2.400 | 2.850 | 860 | 71 |
| 2.375 | 2.825 | 870 | 72 |
| 2.350 | 2.800 | 880 | 73 |
| 2.325 | 2.775 | 890 | 74 |
| 2.300 | 2.750 | 900 | 75 |
| 2.275 | 2.725 | 910 | 76 |
| 2.250 | 2.700 | 920 | 77 |
| 2.225 | 2.675 | 930 | 78 |
| 2.200 | 2.650 | 940 | 79 |
| 2.175 | 2.625 | 950 | 80 |
| 2.150 | 2.600 | 960 | 81 |
| 2.125 | 2.575 | 970 | 82 |
| 2.100 | 2.550 | 980 | 83 |
| 2.075 | 2.525 | 990 | 84 |
| 2.050 | 2.500 | 1000 | 85 |
| 2.025 | 2.475 | 1010 | 86 |
| 2.000 | 2.450 | 1020 | 86 |
| | 2.425 | 1030 | 87 |
| | 2.400 | 1040 | 88 |
| | 2.375 | 1050 | 89 |
| | 2.350 | 1060 | 90 |
| | 2.325 | 1070 | 91 |
| | 2.300 | 1080 | 93 |

BROOK HILL'S NCAA-APPROVED CORE COURSE LIST

English

Title

AP ENGLISH LANG/COMP
 AP ENGLISH LIT/COMP
 ENGLISH 11
 ENGLISH 12
 HUMANITIES 10 (ENG)
 HUMANITIES 11 (ENG)
 HUMANITIES 9 (ENG)
 SPEECH

Social Science

Title

ADVANCED HISTORY STUDIES
 ADVANCED HUMANITIES 11 (SS)
 ADVANCED US HISTORY
 AP EUROPEAN HISTORY
 ECONOMICS
 GOVERNMENT
 HUMANITIES 10 (SS)
 HUMANITIES 11 (SS)
 HUMANITIES 9 (SS)
 MODERN WESTERN CIV 11
 PSYCHOLOGY DC

Mathematics

Title

ALGEBRA 1
 ALGEBRA 2
 ALGEBRA 3
 CALCULUS AB AP
 COLLEGE ALGEBRA
 COLLEGE PRECALCULUS
 COLLEGE TRIGONOMETRY
 GEOMETRY
 STATISTICS AP

Natural/Physical Science

Title

Lab

| | |
|--------------------------|---|
| ADVANCED PHYSICS | X |
| ANATOMY & PHYSIOLOGY | X |
| AP CHEMISTRY | X |
| BIOLOGY | X |
| CHEMISTRY | X |
| ENVIRONMENTAL SCIENCE | X |
| ENVIRONMENTAL SCIENCE AP | X |
| PHYSICS | X |

Additional Core Courses

Title

FRENCH I
 FRENCH II
 FRENCH III
 SPANISH I
 SPANISH II
 SPANISH III
 SPANISH IV