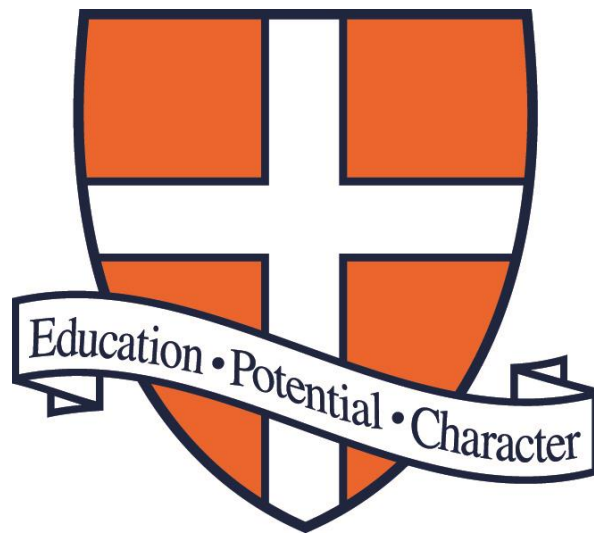
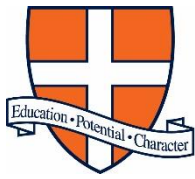


MS COURSE REGISTRATION GUIDE



The Brook Hill School

2017-2018



THE BROOK HILL SCHOOL

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Spring 2017

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 curriculum 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.

If you have questions about course selection or the registration process, please feel free to contact the Academic Office or email me directly at ctucker@brookhill.org.

Sincerely,

Celia Tucker
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.

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MIDDLE SCHOOL COURSE PLAN

	6th grade	7th grade	8th grade
Humanities	Humanities 6	Humanities 7	Humanities 8
Mathematics	Math 6	Math 7	Pre-Algebra
		Pre-Algebra	Algebra 1 (US credit)
Science	Earth Science	Life Science	Physical Science
Bible	Bible 6	Bible 7	Bible 8
World Languages	Intro to Latin Roots	Latin Words & Roots 7	Latin 8
Fine Arts	Fine Arts Rotation (Art, Choir, Drama, and Orchestra)	MS Fine Arts (Art, Choir, Drama, or Orchestra)	
Technology	Keyboarding	Computer 7	Computer 8
PE/Athletics	MS PE/Athletics		
Study Hall	MS 101-Intro to MS	Study Hall	Study Hall

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 through RenWeb to allow students time to purchase books and complete summer reading. Course placement will continue to change until school begins because of leveling, staff changes, etc.

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 21, 2017

July 19, 2017

August 2, 2017

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 Principal prior to the change. Schedule changes initiated by the administration, to balance class sizes, may occur at any time.

REGISTRATION PROCEDURE

RETURNING STUDENTS

Registration for 7th and 8th grades is completed by submitting a Course Request Form through the Academic Office. Course Request Forms will be provided to students through humanities class and emailed home to parents.

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 a Course Request Form.

COURSE DESCRIPTIONS

BIBLE DEPARTMENT

The school is committed to the Bible as God's revealed Word: therefore the emphasis of our 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 6

Bible 6 will provide an introduction to Biblical wisdom. The course focuses on the idea that God created human beings to flourish as they recognize who God is and how God designed for them to act. The students will learn to live out practically their respect for God through examination of Proverbs and evaluation of various New Testament passages through real-life situations while growing in their ability to read and interpret God's word.

Bible 7

Bible 7 will provide an overview of the Old Testament. The course focuses on geography, language, characters, and literary style of the Old Testament while focusing on the character of God. During the first semester students will read from creation through the United Kingdom of Israel in order to grasp the character of the LORD God and the nature of being God's people. While in the second semester students will read from the divided kingdom through the prophets in to order to understand God's actions to seek and save His people because of His great love.

Bible 8

Bible 8 will introduce students to the story and literature of the New Testament. The course will emphasize the geography, language, characters, and literary styles of the New Testament while focusing on the character of God. During the first semester students will read through the Gospels and the Acts of the Apostles in order to grasp the true essence of God's message of salvation and His kingdom. While in the second semester students will read through Paul's letters, the General Epistles and the book of Revelation in to order to understand God's great plan for believers to be the body of Christ in the world.

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."

Fine Arts Rotation

The introductory fine arts curriculum allows sixth grade students to experience equal units of instruction throughout the fall semester in all of the fine arts disciplines: orchestra, choral music, visual art, and the dramatic arts. Students will choose one fine art to focus on the spring semester.

MS Art

This course provides a general basis for studio art and art history by defining and practicing basic artistic elements and exploring pivotal artwork throughout history. Projects include drawing and paintings basics, acrylic painting, clay sculpture, collage work and more.

MS Choral Music

This course is a progressive study of choral literature and techniques through a variety of styles and genres of music. 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. Students will be given opportunities to perform both individually and corporately.

MS Drama

The Middle School Drama course will focus on developing communication skills, the internal creative process, character development, and an overall appreciation for the dramatic art form. Students will participate in improvisational exercises and will select, rehearse, and perform numerous age-appropriate oral interpretive works before their peers. Giving and receiving peer critique will be an important activity in the class. Advanced students will have the opportunity to prepare for the ACSI Middle School speech meet. Middle School students will also have the opportunity to be cast in and perform a classroom play and then to help with the staging of the spring musical. The course includes a mandatory observation component that may be satisfied by attending pre-approved theatrical productions.

By participating as part of a cast or crew in an actual classroom production students will develop qualities such as teamwork, cooperation and dependability. Students develop self-confidence from frequent participation in front of their peers, and improved coordination and vocal flexibility are also goals of this course.

MS Orchestra

This course is for students who have studied a string instrument for one year or more and is designed to equip students with the necessary instrument technique and music reading skills in preparation for advanced orchestra. Students will have opportunities to participate in solo and ensemble performances and competitions throughout the year. **Enrollment is subject to instructor approval.**

Drum Line

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. The Brook Hill Drum Line 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. 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.**

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. The academic and cognitive benefits to learning a new language are overwhelmingly strong. The American Council on the Teaching of Foreign Languages states that language learning correlates with higher academic achievement on standardized test measure, benefits the development of reading abilities, increases linguistic awareness and aides in the ability to hypothesize in science. There is substantial evidence that shows a correlation between bilingualism and metalinguistic skills, memory skills, problem solving ability and improved verbal and spatial abilities.

Our courses focus on acquiring the Spanish language in a natural process similar to the way we have acquired our native language by listening to other people speak it not by studying it. In lieu of a textbook and structured grammar lessons, the total physical response storytelling method (T.P.R.S.) utilizes conversation and novels designed for language learners for a more natural approach to acquiring the language. Students can expect almost all of the class time in our courses to be spent in the target language. Class participation is essential to student achievement. In the beginning courses, conversation is our end goal. Students will clearly see the focus will be on listening and reading instead of speaking and writing. As these skill become more natural, the focus will shift toward more speaking and writing.

Spanish 8 (Upper School Spanish 1)

This course is a continuation of seventh grade Spanish. The students continue their acquisition of the target language by exposure to high frequency language structures. While this course continues with class discussions and oral stories in the target language, the students will spend more time in speaking and writing. This course includes the reading of 4 Spanish novels designed for language learners. Students can expect the majority of the class to be conducted in the target language. Spanish 7 is a prerequisite for this course. **Successful completion of this course along with Spanish 7 earns the student one credit toward the upper school foreign language graduation requirement. A student whose average is a C or below in Spanish 8 may be required to repeat Spanish 1 in ninth grade.**

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.

Humanities 6

This course includes the continual development of the following skills: reading, writing, listening, and speaking. It is an integration of English grammar and writing skills along with the study of geography and history of ancient civilizations. Students will read from a variety of literary works. The writing component progresses from sentence structure to the well-developed short essay. A formal sequential study of grammar is included in the course beginning with a foundation of the parts of speech. In addition to academic curriculum, this course also emphasizes personal organization, group dynamics, test-taking strategies, and critical thinking. Latin Words and Roots are studied to prepare and strengthen student’s vocabulary, reading comprehension and test taking skills.

Humanities 7: Texas History and World Geography

This course will lead students through the history of Texas, from before its days as a part of Mexico to the present. In addition, students will be given a survey of world geography, paying particular attention to learning vital map skills and better understanding the State of Texas. The literature of the course includes novels and biographies about Texas and important people from her past, as well as various short stories and poems from the vast body of American literature. Formal grammar studies and vocabulary development will continue to be strengthened through Latin Roots instruction. Writing will focus on development in conciseness and coherence.

Humanities 8: American History

This course surveys the historical events leading to the Civil War and continues through the issues facing our nation today while connecting the literature of our nation to its historical context. The study of language includes vocabulary, parts of speech, mechanics, sentence structures, and the process of writing. Critical thinking skills will be developed through analysis of literary works and through writing responses – both formal and informal. Utilization of research, persuasion, and comparison/contrast techniques will further develop the effective writing skills necessary for high school and beyond. Students will be encouraged to write both creatively and analytically to further enhance understanding of the history/literature connection. The concept of God’s sovereignty will be emphasized as we evaluate our place in the “cycle of a nation,” the legacy we received and the legacy that is being passed on to future generations.

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.

Math 6

The math curriculum for this level is designed to promote the development of the students' understanding of practical mathematical concepts and procedures in a way that fosters their ability to solve problems, to reason, and to communicate in mathematical terminology.

Math 7

The Math 7 curriculum is designed to give the student the skills and foundation necessary for success in Pre-Algebra along with solidifying the concepts of arithmetic. The student will reinforce arithmetic skills while learning the more abstract concepts associated with algebraic thinking. The elements covered will include all arithmetic operations, integer operations, fraction, decimal, and percent operations, multi-step problem solving, solving for unknowns, real number operations, and an introduction to linear equations, trigonometry, functions, and polynomials.

Pre-Algebra

This course in Pre-Algebra is designed to give the student the skills necessary to be successful in Algebra 1. The elements taught will include all operations with rational numbers, solving equations and inequalities, problem solving, measurement, geometry, probability and statistics, graphing and polynomials.

Algebra 1

Algebra 1 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. **Students will be placed into Algebra 1 based on a combination of criteria including the Orleans-Hanna Algebra Prognosis Assessment. Successful completion of this course earns the student one credit toward the upper school mathematics graduation requirement. A student whose average is a C or below in Algebra 1 during grade eight may be required to repeat this course in grade nine.**

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.

MS Athletics:

Fall -

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

Winter-

- Basketball
- Soccer
- Cheerleading (Girls)

Spring-

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

Students will participate in a physical education program during off-season and when not participating in competition athletics.

SCIENCE DEPARTMENT

All science faculty adhere to and instruct in congruence with a biblical world view illuminating the creative majesty of God. As one studies science, he/she becomes more aware of the magnificence of the creator and the creation. Science is the study of the natural world and the things that affect it. The Brook Hill Science Department stresses critical thinking, logical reasoning, and problem solving. Implementing a hands on approach in science labs encourages cooperative learning leading to a firm foundation in the skills of observation, analysis and drawing conclusions.

Middle School Science includes courses designed to lay a solid foundation in the natural sciences. Following are the different areas which are emphasized each year:

Science 6: Earth and Space Science

This course focuses on astronomy and geology and analyzes the nature and properties of energy and non-living matter.

Science 7: Life Science

The study of science includes more than the absorption of information. Process skills and critical thinking skills are emphasized in Life Science. Students will be given many opportunities to develop these skills through a combination of laboratory experiments, class lectures and field explorations.

Science 8: Physical Science

Physical Science is a course designed to instruct eighth grade students in the study of chemistry and physics. It will lay a solid foundation in these areas so learning can be built on and extended in each area at the high school level. The course is designed to not only build scientific vocabulary and concepts, but to encourage and develop problem-solving skills. The approach to this class will include a great deal of “hands on” activity by the students through class demonstrations, laboratory exercises, and student progress.

TECHNOLOGY DEPARTMENT

To prepare for success in the 21st century, it is vital that students develop foundational computer knowledge and skills. The Brook Hill middle school computer curriculum focuses on keyboarding skills, the effective use of common computer programs, and how to use technology in a safe and appropriate manner.

Computer 6: Keyboarding & Cyber Literacy

Computer 6 is designed to engage students through physical interaction with technology. The primary focus of the course is to teach proper keyboarding technique which will assist students as they communicate in the technological world. Through practice, drills and keyboarding activities students will build muscle memory resulting in faster typing and ultimately cyber literacy. Students will be introduced to the basic operations of practical computer programs that will help them through their sixth grade year and beyond.

Computer 7: Keyboarding & Cyber Literacy

The fall semester is designed to help students develop speed and accuracy by learning the touch operation of alphanumeric/keyboard characters. Emphasis is placed on the following: mastery of the keyboard with desirable keyboarding techniques; development of speed and accuracy; and proper care of the equipment.

The spring semester will emphasize the importance of what it means to be a good digital citizen and how to use technology in a safe and appropriate manner. Students will also learn how to efficiently and effectively use the internet as a research tool including strategies for finding the most relevant and reliable sources of information.

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APPENDIX

MATH COURSE PLACEMENT CRITERIA

Although there is a natural transition from Lower School to Middle School, the transition from general math (focusing on basic skills and computation) to upper level math (abstract concepts of algebra and beyond) does not actually begin until 7th grade in pre-algebra. All Brook Hill students entering pre-algebra should have mastery of foundational mathematical skills.

PREDICTING SUCCESS in PRE-ALGEBRA and ALGEBRA

Many factors can influence success in pre-algebra and algebra:

1. *Aptitude*- Ability to handle new learning situations that are similar to those faced in learning algebra;
2. *Achievement*- Knowledge necessary for learning algebra and skill in applying this knowledge;
3. *Motivation and Interest*- School and career plans, study habits, study skills, and attitudes toward mathematics.

The *Orleans-Hanna Algebra Prognosis Test* assesses some of these important attributes. All students will complete the assessment prior to placement in Algebra 1.

ALGEBRA 1- 8th GRADE

Beginning in 8th grade, Brook Hill offers an advanced mathematics program, an enriched course of study, to students who have demonstrated exceptional mathematical ability and achievement. A student in this mathematics program moves directly from Pre-Algebra in 7th grade to high school level Algebra 1 in 8th grade, thus providing room in the student's schedule to complete a calculus course as a senior in high school. (See below.) According to the National Council of the Teachers of Mathematics (NCTM), "There is little or no reason to accelerate a student into Algebra 1 (in junior high) unless the student intends to continue mathematics study through a fifth year of secondary study in an academically appropriate course such as calculus" and demonstrates the mathematical ability to do so.

Placement in the 8th grade Algebra I course is made by the math department chair, Dean of Academics and the Academic Counselor. A student may not take Algebra 1 as an 8th grader without a passing grade in an approved pre-algebra course because the skills learned from this course are essential for the proper mathematical development of the student. Furthermore, approximately one-third of the math portion of the ACT is pre-algebra, and successful completion of a pre-algebra course will enhance student performance on this college entrance exam.

GRADE 7 MATH PLACEMENT – All students are in Math 7 Advanced Course 2

To be placed in Pre-Algebra, a student must meet three of the following four criteria:

1. A student must have a minimum score of 85 in a completed Math 6 course.
2. A student must earn a minimum score of 90th percentile on the CTP4 Mathematics section.
3. A student must achieve a successful score on the *Pre-Algebra Prognosis Test*.
4. A student must receive a positive recommendation from their Math 6 teacher.

A student who does not meet the Pre-Algebra criteria will be placed into Math 7 Advanced Course 2.

GRADE 8 MATH PLACEMENT

To be placed in Algebra 1, a student must meet three of the following four criteria:

1. A student must have a minimum score of 85 in a completed Advanced Course 2.
2. A student must earn a minimum score of 90th percentile on the CTP4 Mathematics section.
3. A student must achieve a raw score of 80 or above on the *Orleans-Hanna Algebra Prognosis Test*.
4. A student must receive a positive recommendation from their pre-algebra teacher.

A student who does not meet the Algebra 1 criteria will be placed into Pre-Algebra.

GRADE 9 MATH PLACEMENT (from Algebra 1)

To be placed into Geometry, a student must meet three of the following four criteria:

1. A student must have a minimum score of 85 in a complete Algebra 1 course.
2. A student must earn a minimum score of 90th percentile on the CTP4 Mathematics section.
3. A student must achieve a raw score of 80 or above on an Algebra 1 end-of-course assessment.
4. A student must have a positive recommendation from their Algebra 1 instructor

Students who do not meet the criteria for Geometry will be placed into Algebra 1.

These criteria were established in the best interest of the student to enhance his or her mathematical development and to ensure success in the mathematics program at Brook Hill throughout middle and upper school.

MATH COURSE SEQUENCE

	K-6	7	8	9	10	11	12	
MATH		Advanced Course 2	Advanced Course 3	Algebra 1-9	Geometry	Algebra 2	Advanced Algebra	
							College Algebra/ Statistics DC	
							College Algebra/ Trigonometry DC	
	Math 6					Algebra 2	Advanced Algebra	College Algebra/ Statistics DC
							College Algebra/ Statistics DC	Trigonometry DC
							College Algebra/ Trigonometry DC	Calculus DC/AP