



Mission statement

To provide an outstanding college preparatory education grounded in Christian faith and values.

The Pisgah Prep Experience is defined by a strong academic foundation focusing on traditional liberal arts instruction in math, science, history, language arts and the humanities with particular emphasis on the arts, technology, and Christian service.



Middle School Course of Study by Grade Level

GRADE SIX	GRADE SEVEN	GRADE EIGHT
Chr. Ed. -Old Testament	Chr. Ed. -Old Testament	Chr. Ed. -Gospels
English	English	English
World Geography	World History	American History
Integrated Math	Pre-Algebra-Integrated	Algebra I-Integrated
Life Science	Earth Science	Physical Science
Physical Ed & Health	Spanish	Spanish
EXPLORATORY	EXPLORATORY	EXPLORATORY
Music/Drama	Music/Drama	Music/Drama
Visual Arts	Visual Arts	Visual Arts
Spanish	Health	Health
Computer Literacy	Physical Education	Physical Education

Talent Improvement Period (TIP)

Middle School is an important time in any child's life for identifying and building God-given talents, not only in academics, but in other areas as well. The Talent Improvement Period, or TIP, allows time during the school day, everyday, for students to develop their unique talents in band, chorus, strings, reading, athletic conditioning and theatre arts. Daily instruction and practice throughout the year in these areas promotes significant growth and development in each student. The TIP program occurs during the school day, preventing conflict with after-school participation in athletics or other endeavors.

The TIP participation commitment is for the entire school year, since most involve a culminating performance aspect, project completion or measured development throughout the year. In general, the TIP classes are organized by grade level, although in band, most advanced students are placed together regardless of grade.

All Middle school students participate in TIP. In preparing for the upcoming school year, students are asked to rank their preferences and placement is made as closely as possible to their wishes--given their academic placement or other needs. Daily class schedules for Middle School students are also dependent upon the individual student's selection of their talent improvement program activity. TIP courses are not to be confused with the required exploratory courses that are part of the four-quarter rotation in each grade. Some TIP courses do have prerequisites, such as athletic conditioning, that require summer participation in order to enroll for school year participation. Advanced band is another example--requiring a certain level of instrument proficiency. The results are outstanding, as students apply their effort and their interest throughout the year, focusing on specific talent improvement. The result is a noticeable difference in mind, body and spirit. As an added advantage, the TIP experience in Middle School often translates into even greater student interest and confident participation in Upper School electives or extra-curricular groups.

Opportunities for participation also exist in weekly chapel, student government, athletics, service projects, and a number of age-appropriate student oriented clubs.

Sixth Grade

Christian Education

The Bible and The House of Israel

This course begins with an overview of the Bible and the history of the Bible itself. The subject matter includes: Stories of the Ancient World, the Patriarchs, Slavery and Covenants, the Journey to Canaan, The Conquest, Judges, Israel's Early Monarchy, and ends with a study of Archeology. Students will examine how God revealed Himself uniquely to the Israelites. Students will also examine how the obedience and disobedience of the Israelites led to either an intimate or distant relationship with God. The goal of the class will be to build an exceptional understanding and ability to recall events, individuals and truth of the Bible from which students will grow in their love for and understanding of God. The foundation of Biblical knowledge learned this year will serve as a foundation for the intellectual, emotional and spiritual growth we strive to accomplish at Pisgah.

Retreat at Sharp Top Cove (Grades 6-8)

This three-day overnight retreat away from campus provides time early in the school year for teachers and students to gather together at Sharp Top Mountain in Jasper, Georgia, in the spirit of mutual respect and personal sharing. The program is designed for everyone to build a sense of community, provide time for personal reflection and to help students discover ways in which God is calling them to their fullness as persons. The retreat is led by the school Chaplain with the assistance of youth program ministers and the Middle School faculty who plan activities that include song, skits, serious talks, open discussions and lots of fun. Students count "Sharp Top" as an annual highlight in student life.

English

Language Arts

The sixth grade language arts course provides students the opportunity to learn concepts in grammar, practice the skills of writing, and to explore various genres of literature. These three major components of Language Arts are interwoven throughout the school year. The writing component provides opportunities for creative writing as well as structured writing and includes learning parts of speech, sentence structure and correct grammar. Vocabulary designed to meet standardized goals is incorporated with the reading of fiction and non-fiction so that when it is time to prepare and present a research report, students are more than adequately able to demonstrate their skill in language and personal expression.

History - Social Studies

Geography: The World and Its People

The purpose of this course is to integrate the study of geographical locations with different cultures, their history and their specific regions. This sixth grade geography course begins and ends with an overall look at the world and its people, water, climate, landforms and vegetation. Students will focus on specific regions within Europe and The Americas. In each regional study students will learn about the land, the country's economy, and their people, along with some of the problems these regions face in today's world. Interdisciplinary work with the Christian Education curriculum helps students gain an understanding of how economic, political and religious changes in a small geography can impact the world.

Mathematics

Integrated Math

The sixth grade mathematics curriculum is designed as the gateway to algebra, geometry and other integrated mathematics. As such, the textbooks in the series feature ample opportunity for students to relearn and practice basic mathematical skills using the four operations and the four-step strategy to problem solving. Since the integrated textbook is algebra-based, there are applications in each unit that emphasize geometry, measurement, proportionality, algebra, fractions, decimals and statistics. The curriculum follows a structured scope and sequence that introduces, reinforces, and extends topics needed for success in the areas of Pre-Algebra, Algebra and Geometry and their applications.

Science

Life Science

Science processes and problem solving are crucial factors in stimulating interest and success in science. More than just memorizing terms, students explore the world of science through a variety of activities. They learn to experiment, manipulate science equipment, analyze and communicate scientific data. They become familiar with and understand characteristics and classification of living things, cells, viruses and bacteria; identify characteristics of protists, fungi, plants and animals; and understand the human body systems. They strive throughout the year to apply the scientific method by working toward the following goals:

- Practice safety in lab procedures
- Develop science process skills
- Establish a working vocabulary of science terms
- Explore science concepts utilizing reference and technological resources
- Develop an appreciation of all God's Creations: living organisms, nature and the universe

Physical Education

Sixth grade students have physical education daily. This is an important aspect to the day. Here they are instructed in various team, as well as, individual sports. Students learn to integrate the basic skills of a team sport along with a cognitive grasp of the sport through applied rules and strategies. Learning sportsmanship, respect and appreciation of fair competition are fundamental to the experience. Fitness is an important part of the curriculum. Daily fitness warm-up routines are employed. Students are assessed in the form of the Presidential Fitness Program annually. Wellness and appreciation for God's gifts of physical ability, good health and the means to strengthen and care for these gifts is emphasized.

Exploratories

World Language: Spanish

During 6th grade, students have the opportunity to explore Spanish in a nine-week course. Topics include colors, numbers, food, the alphabet, and other general subject matter. Culture and customs are also discussed. Songs and games are integrated into the course. This brief experience helps students prepare to meet the world language requirements of the 7th and 8th grades.

Performing Arts

Theatre

The goal of middle school theatre is to prepare students for public speaking and performance through classroom exercises in storytelling, scripted readings, and improvisation. Lessons and techniques are often introduced through theatre games. Practice in this non-threatening, supportive environment builds poise and self-confidence for the stage as well as reinforcing life skills in interpersonal communication.

General Music

General music focuses on skill development for reading staff and rhythmic notation, identifying and defining standard notation, symbols for pitch, rhythm, dynamics, tempo, articulation and expression. To develop skill in composition, students learn to create short melodies that are accurate in pitch and rhythm within specified guidelines. The compositions grow in difficulty as the term ends. Using the Kodaly system of solfege, students learn to sing and develop their musical ear by learning the relationship of one pitch to another. Students are exposed to a general chronological history of important composers by listening to major music compositions. The program is fully implemented through the use of a Yamaha electronic music lab.

Technology: Digital Technology Competency

Students in the 6th grade are provided with the opportunity to hone their typing skills and to learn how to effectively use the Microsoft Suite of productivity applications for success in the classroom. Students learn how to use PowerPoint, Word and parts of Excel. Competency in efficient use of computer filing systems and transferring information from one digital source to another is also emphasized in the one-quarter course. As students move into the 7th and 8th grades the topics mastered in this course provide them with the skills to grow even more with course-integrated technology. Interesting projects and natural curiosity make this a very popular part of the sixth grade curriculum.

Visual Art: Ancient Culture

Sixth grade students have visual art as an exploratory class every day for a nine-week quarter. It is the beginning of a three-year Middle School survey of our cultural heritage. Discussions involving visual examples, active looking, and critical thinking begin with the study of early caveman art followed by that of Australia, Sub Saharan Africa, Egypt, China, Greece and Rome. Students first understand the role of art in these ancient cultures and then express themselves through hands-on activities in a similar style using appropriate elements, resources, and symbols.

Organization / Study Skills

The Study Skills curriculum is designed to enhance students' academic performance in all subject areas. This is done by teaching students specific learning strategies as they seek to: organize their assignments, gather information, memorize factual material, study for tests, review material covered in class, develop efficient study habits, and engage in more difficult conceptual thinking. The research-based curriculum upon which the lessons will be based gives students practical methods for reaching their highest potential and for gaining academic success in all subject areas. The Sixth grade begins with Level A. Each grade level covers the same material but in greater depth as the levels increase. This provides for the repetition of skills and methods of learning from which students will benefit throughout their academic endeavors. The study skills curriculum is delivered across disciplines.

Interdisciplinary Excursions

Middle School students thrive on variety of experiential instruction. The Atlanta area provides a wealth of opportunities for interdisciplinary day trips. At least once per semester, students leave the campus to travel to curriculum related sites, such as the Chattahoochee Nature Center, to spend the day involved in programmed activities and grade level fun with classmates. Follow up lessons are conducted across the curriculum with an emphasis on the lessons learned and the enlightening experiences from the excursion.

After School Assistance and Homework Policy

As an added student benefit, each teacher is available after school for 30 minutes to assist with homework or to answer questions. The Middle School utilizes a purposeful homework policy that encourages students to come well prepared to class. For more information please see the MS handbook via the school website.

Seventh Grade

Christian Education

The Bible and The Day of the Lord

This Old Testament course focuses on the kings and prophets of Israel and Judah after the time of King Solomon. It includes the exile, the return from captivity, and the times leading up to the birth of Christ (intertestamentary times). This course emphasizes the various ways the Old Testament prepared mankind for the coming of Christ. Lessons of faith and character are also revealed by the study of these important books of the Old Testament.

Retreat at Sharp Top Cove (Grades 6-8)

This three-day overnight retreat away from campus provides time early in the school year for teachers and students to gather together at Sharp Top Mountain in Jasper, Georgia, in the spirit of mutual respect and personal sharing. The program is designed for everyone to build a sense of community, provide time for personal reflection and to help students discover ways in which God is calling them to their fullness as persons. The retreat is led by the school Chaplain with the assistance of youth program ministers and the Middle School faculty who plan activities that include song, skits, serious talks, open discussions and lots of fun. Students count "Sharp Top" as an annual highlight in student life.

English

Language Arts

The seventh grade curriculum in language arts, besides increasing the level of skill development in all three components of language, stresses the writing process by emphasizing prewriting, drafting, revising, editing, proof reading and publishing. Vocabulary skills are increasingly strengthened and adapted to all genres of literature. The reading of a variety of novels, short stories, poetry, fiction and nonfiction allows students to interpret literary elements and techniques, make comparisons, predictions, generalizations and conclusions.

Additionally, throughout the curriculum students learn to acquire effective oral communication and research skills.

History - Social Studies

World History

Seventh grade social studies is fast paced beginning the year with a study of the Byzantine Empire, Islam's Golden Age and African Cultures followed by the study of the Native Americans of both North and South America including East Asian cultures of the same time period. The second semester engages students in the global quests in the European Age of Exploration and the cultural impact of the Renaissance. Investigation of The Enlightenment followed by a study of the Industrial Revolution helps set the stage to understand the rise of Imperialism in the 19th century. The fourth quarter provides a study of World Wars One and Two, a review of the basis of the confrontations in both the Korean and the Vietnam wars and the eventual fall of Soviet communism in the late 20th Century.

Mathematics

Integrated Pre-Algebra

The Pre-Algebra program is an introductory, integrated Algebra and Geometry program that further explores and provides the foundations of Algebra and Geometry with in-depth opportunities for practical application. Furthermore, Pre-Algebra puts a greater focus on the concepts of Algebra using variables and formulas in problem solving. The goal of this Glencoe curriculum is to prepare students to continue in an integrated course of Algebra where the level of difficulty for computation increases with each new concept.

Science

Earth Science

Using a constructivist approach to science education, this course provides an atmosphere in which students can practice observation skills/using prior knowledge, direct cooperative learning activities, differentiate between variables and controls, and draw meaningful conclusions. Incorporating classroom instruction with class discussion, this course covers the diversity of Earth's development through a comprehensive examination of all geologic and paleontologic processes, meteorology, oceanography, astronomy and environmental influences.

World Language

Spanish Level 1A

The academic year will cover the first half of Level I. Basic topics such as greetings, describing one's self, various foods, and the family unit will be covered in present tense. Culture and history of the language is also part of the learning experience. Workbooks that provide for additional writing practice accompany student textbooks. Cassette or CDs and videos are used in class to further enhance listening comprehension skills as well as pronunciation. Both languages offer the opportunity for a beneficial comparative review of our own English language. This year offers the essential preparation and foundation for success at the 8th grade and successive Upper School levels of the language.

Exploratories

Arts

Theatre

The goal of middle school theatre is to prepare students for public speaking and performance through classroom exercises in storytelling, scripted readings, and improvisation. Lessons and techniques will often be introduced through theatre games. Practice in this nonthreatening environment will build self-confidence for the stage as well as reinforce life skills.

General Music: Music Analysis and Appreciation

Building on the skills learned in grade six, this course teaches students to listen to, analyze and describe music using the appropriate terminology. This includes describing musical events (instruments used, form of piece, rhythm patterns), analyzing the elements in diverse genres and cultures (ethnic instruments), and demonstrating knowledge of basic music principles (meter, rhythm, tonality). Using specific criteria appropriate to the style of music, their appreciation of music is enhanced by learning to evaluate music and music performances, their own and other's performances and compositions. The program is fully implemented through the use of a Yamaha electronic music lab.

Visual Art: European Art

Art in seventh grade, as in the previous year, reinforces the elements of art while drawing on cross-cultural references and critical thinking skills to analyze, interpret, and evaluate the masterpieces of our cultural heritage. This quarter focuses on major developments in art from the Middle Ages through the late 19th century. Projects trace the development of Western art from illustrated manuscripts through Renaissance illusions of perspective, Baroque printmaking and portraiture to the color studies of the French Impressionists. Students begin at this point to realize the influence of art on history and the influence of historical activity on art. Through hands-on activities in each area students continue to develop their unique God-given talents. Students also recognize the importance of the various forms of art as a means of expression both profound and entertaining to the beholder and to the artist.

Health & Physical Education

Physical Education

Students in grade seven meet for physical education daily for one quarter. Emphasizing a realistic assessment of their individual strengths and weakness, the students are encouraged to work on their weakness and advance their strengths through fitness training. The students participate in the Presidential Fitness Program. Seventh graders learn units of study in team as well as individual sports. At this time an emphasis on skill as well as cognitive development is stressed.

Health

Students in seventh grade meet for health daily for one quarter. The class focuses on making healthful decisions and setting goals for long-term well-being. A primary goal in Middle School Health is to educate students regarding important health habits. Lessons and topics include selecting and eating foods with good nutritional value, personal healthcare and hygiene, the importance of physical fitness, understanding physical development, and how to avoid harmful substances. Students are taught and practice developing good refusal skills and ways to promote positive self-respect and confidence.

Organization / Study Skills

The Study Skills curriculum is designed to enhance students' academic performance in all subject areas. This is done by teaching students specific learning strategies as they seek to: organize their assignments, gather information, memorize factual material, study for tests, review material covered in class, develop efficient study habits, and engage in more difficult conceptual thinking. The research-based curriculum upon which the lessons will be based gives students practical methods for reaching their highest potential and for gaining academic success in all subject areas. The Sixth grade begins with Level A. Each grade level covers the same material but in greater depth as the levels increase. This provides for the repetition of skills and methods of learning from which students will benefit throughout their academic endeavors. The study skills curriculum is delivered across disciplines.

Interdisciplinary Excursions

Middle School students thrive on variety of experiential instruction. The Atlanta area provides a wealth of opportunities for interdisciplinary day trips. At least once per semester, students leave the campus to travel to curriculum related sites, such as the Chattahoochee Nature Center or the Dahlonega Mineral Mines, to spend the day involved in programmed activities and grade level fun with classmates. Follow up lessons are conducted across the curriculum with an emphasis on the lessons learned and the enlightening experiences from the excursion.

After School Assistance and Homework Policy

As an added student benefit, each teacher is available after school for 30 minutes to assist with homework or to answer questions. The Middle School utilizes a purposeful homework policy that encourages students to come well prepared to class. For more information please see the MS handbook via the school website.

Eighth Grade

Christian Education

The Bible and The Light to the Gentiles

This New Testament course focuses on the life of Christ, the history of the early church, Paul's missionary journeys, and the Revelation to John. An emphasis will be placed on personal life application of biblical truths found in the Gospels of the New Testament. The course is the culmination of the Middle School Christian Education experience and serves as preparation to pursue further learning in the Upper School where required courses are supplemented with electives.

Retreat at Sharp Top Cove (Grades 6-8)

This three-day overnight retreat away from campus provides time early in the school year for teachers and students to gather together at Sharp Top Mountain in Jasper, Georgia, in the spirit of mutual respect and personal sharing. The program is designed for everyone to build a sense of community, provide time for personal reflection and to help students discover ways in which God is calling them to their fullness as persons. The retreat is led by the school Chaplain with the assistance of youth program ministers and the

Middle School faculty who plan activities that include song, skits, serious talks, open discussions and lots of fun. Students count "Sharp Top" as an annual highlight in student life.

English

Language Arts

The eighth grade language arts course reinforces the basic fundamentals of acquiring effective language skills learned in grades six and seven, but it also advances the acquisition of those skills to a higher level of difficulty. The eighth grade curriculum also incorporates novels, poetry, short stories, speaking and writing skills as well as research skills in order to be properly prepared to make oral presentations and present evidence of good writing. Successful completion of the 8th grade Language Arts curriculum assures rising Upper School freshman that they possess all of the tools and knowledge necessary to meet the requirements of the college preparatory curriculum.

History: Social Studies

American History

Our study of American History begins with the colonization by English settlers in Virginia and New England with reference to Georgia's role in the colonies. Life in early America is reviewed and the hardships endured described. Students explore the causes of the American Revolution and the war itself in depth followed by a thorough study of the Constitution, its meaning and importance today. An analysis of the Jefferson Era is discussed along with a study of the War of 1812. Students examine the emergence of the nation's internal conflict over the issue of slavery, regional economics, and the rising crisis of the future of the still comparatively young United States of America, resulting in the outbreak of the American Civil War. The war is studied in depth along with the problems experienced during Reconstruction. At the end of the year the students travel locally on an interdisciplinary trip to the Kennesaw Mountain National Park and battlefield which helps to bring to life the realities of armed civil conflict in that period of our history.

Mathematics

Integrated Algebra I

Prerequisite: Integrated Pre-Algebra

This first year Algebra Course is designed to provide students with a firm foundation of Algebraic concepts. Properties of real numbers, writing linear equations, solving and graphing linear inequalities, solving systems of linear equations, properties of exponents, polynomials and factoring are stressed throughout the course. Emphasis is placed on translation of words to Algebraic expressions, problem solving, and application of formulas. Students are prepared to progress from this course to an integrated Algebra II curriculum. Student's performance and success in this class aids the guidance office in helping place students in the appropriate mathematics class for their freshman year in the Upper School.

Science

Physical Science

Students continue to learn to explore the world of science through a variety of activities, becoming even more familiar with experimentation and the scientific method, manipulating science equipment, analyzing and communicating scientific data. Topics covered include energy and motion, states of matter, classification of matter, the periodic table, atomic structure, chemical bonds, properties of the elements, compounds, solutions, chemical reactions, acids, bases and salts, waves and sound, light electricity, magnetism, and energy sources. Throughout the year they are required to: Practice safety in lab procedures, Develop science process skills, Establish a working vocabulary of science terms, Explore science concepts utilizing reference and technological resources and Develop an appreciation of all God's Creations: living organisms, nature and the universe.

World Language

Spanish IIB

Students complete the second half of Spanish Level I. The same text and accompanying materials are used for this course as in grade seven. Students learn to express themselves in simple past tense and a form of the future tense. Throughout the year students continue to develop writing and conversation skills.

Having successfully completed this course the student is awarded the equivalent of one high school Carnegie Unit entitling the student to enroll in Level Two Spanish in the Upper School in their freshman year.

Exploratories

Arts

Theatre

The goal of middle school theatre is to prepare students for public speaking and performance through classroom exercises in storytelling, scripted readings, and improvisation. Lessons and techniques will often be introduced through theatre games. Practice in this nonthreatening environment will build self-confidence for the stage as well as reinforce life skills.

General Music: Music as an Independent Art Form

This course continues to further the student's music literacy skills and compositional skills. Students learn to transpose melodies they compose and then perform on the keyboard. Students learn to translate melodies from solfege notation into standard notation. Aural skills are developed when students analyze phrases and forms of pieces by ear. Students are encouraged to apply this analysis skill to any type of music they enjoy. Students are exposed to a general chronological history of important American composers by listening to major music compositions.

Visual Art: American Art

Art in eighth grade is the culmination of a three-year Middle School survey. The curriculum reinforces the elements of art while exploring the major periods in American art. Beginning with a study of Native American resources, students learn about Early American crafts, regional architecture, narrative painting, the invention of photography, and modern media. Students use critical thinking skills and hands-on activities to analyze, interpret, and evaluate our national heritage and further develop their own God-given talents.

Health & Physical Education

Physical Education

Students in grade eight meet for physical education daily for one quarter. The eighth grade curriculum consists of integrating basic knowledge and skills into team play and developing an awareness of individual sports and lifelong activities that enhance their physical fitness. An emphasis on complete fitness and the benefits derived from being in your best personal shape is a goal during the eighth grade year. Students participate in the Presidential Fitness Program.

Health

Students in eighth grade meet for health daily one quarter. The main goal in Middle School Health is to educate students on better health habits and to promote wellness. Lessons and topics involve eating foods with good nutritional value, personal healthcare and hygiene, the importance of physical fitness, physical development, and how to avoid harmful substances. We practice good refusal skills and ways to promote positive self esteem. The class focus is on making healthful decisions and setting goals for long-term wellbeing.

Organization / Study Skills

The Study Skills curriculum is designed to enhance students' academic performance in all subject areas. This is done by teaching students specific learning strategies as they seek to: organize their assignments, gather information, memorize factual material, study for tests, review material covered in class, develop efficient study habits, and engage in more difficult conceptual thinking. The research-based curriculum upon which the lessons will be based gives students practical methods for reaching their highest potential and for gaining academic success in all subject areas. The Sixth grade begins with Level A. Each grade level covers the same material but in greater depth as the levels increase. This provides for the repetition of skills and methods of learning from which students will benefit throughout their academic endeavors. The study skills curriculum is delivered across disciplines.

Interdisciplinary Excursions

Middle School students thrive on variety of experiential instruction. The Atlanta area provides a wealth of opportunities for interdisciplinary day trips. At least once per semester, students leave the campus to travel to curriculum related sites suited for 8th graders, such as CNN Headquarters or Kennesaw Mountain National Battlefield and Park, to spend the day involved in programmed activities and grade level fun with classmates. Follow up lessons are conducted across the curriculum with an emphasis on the lessons learned and the enlightening experiences from the excursion.

After School Assistance and Homework Policy

As an added student benefit, each teacher is available after school for 30 minutes to assist with homework or to answer questions. The Middle School utilizes a purposeful homework policy that encourages students to come well prepared to class. For more information please see the MS handbook via the school website.

Upper School

The Upper School offers a challenging college-preparatory curriculum that includes Honors level courses in each of our academic core disciplines, as well as a variety of Advanced Placement (AP) offerings.

In addition to our strong academic foundation, our distinctly Christian context for learning challenges students to question the messages of a popular culture that, at times, devalues notions such as truth and beauty. Our focus on traditional liberal arts training in math, science and the humanities, as well as a strong emphasis on technology and the arts, gives students the tools they will need to be successful in college.

Absences

- Students who are absent from an individual course ten or more times per semester may lose credit for the course or receive a reduction in their grade for the course.

Course Selection and Changes, Schedules

- All students are required to enroll in a minimum of 5 courses per semester unless enrolled in the IQUEST program.
- The school cannot guarantee that all courses offered in a given semester or academic year will be available to all students. This is particularly true for students who for a variety of reasons, including but not limited to course failure or transfer from another school, do not follow the typical Pisgah sequence.
- Specific combinations of traditional, honors, or AP courses may not be possible due to scheduling constraints. Additional limitations of elective opportunities may be expected based upon core course selections.
- Preference for specific teachers will not be a consideration for course selection or changes.

Student schedules will not be produced until the school has processed the signed re-enrollment contract and deposit. Contracts turned in after the deadlines are subject to the course availability regardless of the initial student course request.

Class Rankings

- Class rankings are calculated to determine Valedictorian and Salutatorian awards only. Valedictorian and Salutatorian will be awarded only to students who have attended Pisgah for a minimum of the two full years prior to graduation. Calculation of rank is based upon all eligible upper school credits, including Upper School credits earned in Middle School if applicable. The numeric grade point average (1-100) is calculated to two decimal points. Grades earned in the second semester of the senior year are not included in this calculation. The Valedictorian and Salutatorian are expected to give an address at the commencement ceremony.

Exams

- Exams will be held at the end of each semester for each grade level. The length of exams in the Upper School is 90 minutes. Semester exams will count for no more than 25% and no less than 10% of the cumulative grade. On exam days, dismissal for the Upper School is 12:00 p.m. or earlier. Proctors dismiss students from the exam, and parents should meet their children outside of the building to leave the school grounds. There is no carpool on exam days.
- The school cannot approve absences during exams unless there is an illness or unavoidable emergency. Such situations should be addressed with the Principal.
- Final exam dates are published on the school calendar. Exact periods are determined and published later in the semester.

Semester Exam re-take policy

- Upper School students who have a failure the Spring Semester as the result of a final exam, may be eligible for a re-exam if all of the following conditions are met:
 - The student must have had a pre-exam passing grade.
 - The exam grade cannot be lower than a 50.
 - The student must take the re-exam at a specified date and time.
 - In a yearlong course, the student must have had a passing average for the Fall Semester.
 - The maximum passing grade that will be reported on the report card and transcript, with a re-exam, will be a 70.
 - No re-exams will be available for the Fall Semester.

Eligibility for Athletics

- In order to be eligible to participate in athletics, students must satisfy the requirements of the *Georgia High School Association* and the specific requirements of Mount Pisgah Christian School.
- Students must have passed six academic classes and maintained a minimum average of 70 for the preceding semester.
- Interim semester grades do not affect a student's eligibility.
- Students failing one course may at the discretion of the Principal and the Athletic Director, have limitations or restrictions placed on their athletic participation.
- Students failing two or more courses are automatically placed upon academic probation for the period of one quarter.
- Students placed on academic probation will be ineligible to participate in any athletic events or practices until grades are issued for the next quarter and it is determined that the student is now meeting eligibility requirements.
- Academic grades received at the conclusion of the spring semester, will determine athletic eligibility for the following fall, unless the course is made up in its entirety during summer school with a passing grade.

Grades and the Issuance of Credit

- Mount Pisgah Christian School uses a numeric grading system.
- Pisgah operates on the semester system. The regular academic year is divided into two (2) semesters of approximately equal length. Student progress reports are issued on a quarterly basis and recorded for credit determination on a semester basis. Upper School course credit is based on the semester numeric grade average.
- To receive a passing grade and earn a Carnegie credit in a yearlong class, a student must earn a two-semester average of 70 or above **and** have a passing average for second semester. If a student fails the second semester, but passes the first semester, that student will need to make up the second semester in a SACS accredited summer school program.
- Weighting of Honors and AP courses: At the end of first semester, 3 points are added to a student's grade in Honors classes and 6 points are added to a student's grade in AP classes. These points are not reflected on his/her report card. These points are added into his/her grade through the registrar's office and placed on the final transcript. Students falling below 84 in Honors and 81 in AP classes before their points are added will be placed on probation for the next semester. The registrar will send a list of those students to the respective teacher and to the principal.

A = 90 – 100	Excellent Progress
B = 80 – 89	Above Average Progress
C = 70 – 79	Satisfactory Progress
F = 69 - below	Failing

Resubmission Mastery Policy

If a student fails a quiz/test (other than a semester exam) the student may resubmit the assessment for a higher score if the teacher deems it appropriate. The higher score will replace the lower one; the two will not be averaged. In order to resubmit an assignment or test, students must adhere to the following guidelines:

- Students must obtain permission from the teacher to resubmit a failed quiz/test. Resubmission will be permitted at the teacher's discretion, and he or she reserves the right to change the format of the assessment if necessary.
- The student's parent must officially request that the student resubmit the quiz/test.
- The student must complete a calendar (agreed to by the teacher), including a time frame for resubmission and a list of ideas for improving the performance.
- When possible, the student must attach the original quiz/test to the new version.

Extra-credit

Extra-credit, while not expressly forbidden, is strongly discouraged. Extra-credit is often offered to help students bolster a low grade, but in the climate of a mastery policy this reason is rendered moot.

Graduation Requirements

- The following represent the minimum requirements for graduation. Students take a minimum of six (6) classes per semester. Student progress and interests are considered each year so that modifications can be made to the individualized four-year-plans. The graduation requirements allow for maximum flexibility in course options while maintaining a standard that meets the requirements for admission to the Georgia University system. It will be the expectation that students will generally exceed these requirements in the pursuit of the most academically challenging curriculum available to them each year. It will be the responsibility of the student and the parents to monitor and ensure timely progress toward these graduation requirements, with the advice and counsel of the guidance office.
- Seniors are required to apply to a minimum of three colleges and be accepted to one as a condition of graduation.
- The administration reserves the right to modify graduation requirements for students enrolled in a program of study delivered by IMPACT.

English	4 units
Mathematics	4 units
Science	3 (4 recommended) units
Social Studies	3 (4 recommended) units
World Language	3 (4 recommended) units
Christian Education	2 units
Physical Education	1 (incl. Health) units
Fine Arts	1 unit
Electives	1 (incl. Technology) units
<i>*Total Carnegie Units required for graduation: 22</i>	

Homework

Homework policy (Remediation)

Students who fail to turn in homework assignment to a specific teacher at the beginning of the class period will receive a zero for that homework and will be required to report to that teacher's classroom at 3:05. At that time, the student will be responsible for completing the homework that was not turned in, will remain in the classroom until 3:35 P.M., and will begin work on completion of the next day's assignment. Upon successful completion of the missed assignment, a score of 60 will be entered into the grade book. If a student fails to complete the homework assignment during remediation or report for remediation as prescribed by the teacher and policy, the zero will remain.

- Homework will contribute no more than 10% of the student's total grade. Given the other policies noting that final exams will not count for more than 20% (for MS) or 25% (for US) for the total grade, this means that quizzes, regular tests, projects, labs, and papers will take on greater importance, making up about 65-70% of the total grade.
- Homework does not fall under the retake policy.
- Homework should be expected in all core courses on a regular basis. This will generally be 25-30 minutes per night for traditional courses. Honors and AP classes generally will carry an additional 15 minutes of homework per night in each course. The amount of homework may fluctuate from day to day and is expected to include time spent studying for quizzes and tests.
- Weekends will be treated as a single night and homework should not exceed those considered for a standard weeknight.
- No assignments will be given over extended holidays such as Thanksgiving, Christmas, Easter, or Spring Break, aside from long term projects for which students have a clear timeline. Additional homework exemptions may be designated at the discretion of the principal.

Honor Roll Policy

Honor roll distinctions are made in the semester following the accomplishment. For the fall semester, an assembly to recognize the recipients will take place in the early spring. For the spring semester, an assembly to recognize the recipients will take place early in the fall semester. For seniors, this recognition will continue to be made at graduation.

- *Honor Roll with Great Distinction Requirements:*
All A's in all subjects for both semesters in the school year. This award is given at the end of the school year.
- *Honor Roll with Distinction Requirements:*
All A's and no failures in a Semester in all subjects, all semester.
- *Honor Roll Requirements:*
An average of 90 or above with no failures in all subjects.

Honors/AP Courses

Initial Enrollment

Students wishing to enroll in an Honors course should apply for that Honors course no later than January of the preceding academic year. Additional requests will be considered at the conclusion of the spring semester of the preceding academic year.

Consideration of application to an Honors course will be based upon the following criteria and the availability of the desired course.

- The student must earn a two-semester average of 87 or above in the current, non-honors discipline for which he or she seeks Honors enrollment during the following year; students enrolling in an Honors course after taking an Advanced Placement or Honors course must have earned at least an 80 in that AP course.
- Students must obtain written parental/guardian permission to begin the application process.
- Students must secure a satisfactory recommendation from the current non-Honors teacher.
- Students must sign, along with his or her parent(s)/guardian, the letter of commitment to the Honors policy and its standards.

Maintaining Good Standing in Honors course

In order to remain in good standing in an Honors course, a student must adhere to the following requirements.

- Students must earn a final grade of 83 or above in each Honors course each semester.
- Students must along with their parents, re-sign the letter of commitment to the Honors policy and its standards at the beginning of each academic year.

Honors Probation

- Honors probation applies individually to each Honors course in which the student does not earn an 83 or above; Honors probation status in one course does not indicate Honors probation in other Honors courses.
- Should a student fail to earn a final grade of 83 in any given semester, the teacher will place the student on Honors probation for that course.
- The administration will track the probationary student's progress during fall semester; should the student earn an 83 or higher fall semester, the student will be returned to good standing for that course.
- If a student has earned an 82 or below at the end of spring semester, the teacher will place him/her on Honors probation.

Removal from the Honors Program

- The administration will remove as needed, any student who fails to meet these requirements, or who fails to accept or perform to the level of expectation outlined in the letter of commitment to the Honors program.
- If a student fails to meet the requirements for enrolling and/or continued good standing in an Honors class, the administration will remove the student from that Honors course.
- After two semesters have passed since the student's removal from an Honors course (for any reason), the student may seek re-enrollment in the Honors program.

Honor Code, Plagiarism, and Removal From the Honors Program

- Students enrolled in the Honors Program shall neither violate the Honor Code nor plagiarize. In accordance with the Mount Pisgah Christian School Honor Code and Plagiarism Policy, Honors students will be held accountable for the full consequences of defiance of either policy. The administration reserves the right to remove offending students from the Honors Program.

HOPE Scholarship Eligibility

To be eligible for the HOPE scholarship, students must graduate high school with a "B" average, as defined by the HOPE program. Beginning with the Class of 2007, the state's definition of a "B" average changed slightly. The following is currently applicable to all students at Pisgah.

Only courses that are considered within the state's definition of "core curriculum" are included in the HOPE GPA. A core curriculum class is defined as a class that **could** be used toward meeting the 4 units of math, 4 units of English/ Language Arts, 3 units of social sciences, 3 units of science and 2 units of world language, needed to graduate with a College Preparatory Diploma. Thus, Christian Education and general elective courses are not included in the calculation. However, any core curriculum courses attempted over and above the sixteen core courses required for a College Preparatory Diploma are included, even if they are taken as an elective. For example, a student who has taken Biology, Chemistry, and Environmental Science going into his/her senior year has already satisfied the MPCS science requirement. Physics, however, if taken in the senior year, will also be included in the HOPE GPA because Physics is a core-curriculum course.

Previously, the local school assigned the weights at their discretion. Beginning with the Class of 2007, the Georgia Student Finance Commission (GSFC) will weight grades. Grades for honors courses or other special courses will not be weighted. Only "Advanced Placement" courses will be given weight by the Commission when calculating the grade point average for Hope Scholarship Eligibility. AP courses will earn an extra 0.5 points. Thus an un-weighted 86 in an AP course would earn 3.5 quality points, whereas the same grade in an honors or traditional course would earn 3.0 quality points. HOPE considers 4.0 the highest grade possible, thus an A in an AP course would not receive 4.5 quality points.

Each senior's complete transcript will be uploaded to a Georgia State Finance Commission (GSFC) website so they may be able to determine the student's HOPE eligibility.

- The language from the [Georgia State Finance Commission](#) (GSFC) is very specific about the calculation of the HOPE GPA.

Beginning with the Class of 2007, HOPE Scholars in the college preparatory curriculum track must graduate from an eligible high school with a minimum of a 3.0 cumulative grade point average on a 4.0 scale. Each grade for a student in attempted coursework in English, mathematics, science, social science, and world language that would have satisfied a core curriculum graduation requirement for a college preparatory diploma if the student had successfully completed it must be equated to a grade on a 4.0 scale, such that a grade of "A" equals a 4.0, "B" equals 3.0, "C" equals 2.0, "D" equals 1.0, and "F" equals 0. ... "Advanced Placement" or "International Baccalaureate" [courses] will be weighted by the Commission when calculating the grade point average for Hope Scholarship Eligibility. Grades for Honors courses or other special courses will not be weighted.

Parent Conferences

- Conferences between teacher and parents/guardians are not offered at set times during the school year and are instead encouraged on an as needed basis.
- Conferences addressing other specific subject area needs may be scheduled throughout the year at parent request.

The school is not able to offer conferences to families whose account with the school is not current.

Mini-mester

The *Mini-mester* model is a variant of what many colleges offer during the shoulder season between semesters, and promises to dramatically enhance the elective opportunities available to our students. For the first two weeks in January and again for two weeks in March, all students will have the opportunity to concentrate in two different electives of their choosing. These electives are in addition to the standard electives offered across the semester and are taught by faculty who because of their responsibilities to teach in the core subjects, are otherwise unavailable to teach elective courses during the traditional semester. All courses carry .25 Carnegie credits (1/4 credit) and some courses may be taken in both sessions to earn .50 credits (1/2 credit).

The faculty has identified over 70 new courses in all subject areas that will be offered during the mini-mester. These courses range from concentrated humanities electives with titles such as *The Spanish American War and American Imperialism* and *Shakespeare's Tragedies*; science courses like *Forensic Science* demonstrate chemistry's application to fighting crime; math electives such as intensive *SAT prep* and even a course on the mathematical nature of infinity, appropriately titled *To Infinity and Beyond*. These electives have been grouped by department with the addition of a general elective category.

The goal of the mini-mester is to expand the availability of student options and to allow students to pursue their academic passions in ways that continue to develop their own unique abilities. It is anticipated that the mini-mester will also eventually support student participation in internship opportunities and academic trips that would not be possible at other schools with a traditional and static academic calendar.

Records and Transcripts

- Requests for copies of transcripts must be made in writing, signed by the parent/guardian, and sent directly to the Registrar. Student records will not be released if there are any outstanding fees, library fines, book replacement charges, or past due tuition/debits.
- The school reserves the right, and is obligated to report, honor and discipline violations including, but not limited to, suspensions and expulsions, to schools where students have applied for admission.
- The school abides by the provisions of the Buckley Amendment, also known as the Family Educational Rights and Privacy Act. If a parent wishes to view a child's records, the school must receive a written request with a 24-hour notice. The school abides by this same Act with respect to the rights of non-custodial parents. In the absence of a court order to the contrary, the school will provide the non-custodial parent with access to the academic records and to other school-related information regarding the child. If there is a court order specifying that there is to be no information given, it is the responsibility of the custodial parent to provide the school with an official copy of the court order. In addition, the mere payment of tuition or child support payments does not, in and of itself, allow access to educational information concerning the child. The school requests divorced parents to furnish the school with a copy of the custody section of the divorce decree.

Senior Week and Graduation

- Participation in Senior Week activities including Baccalaureate and Commencement are not optional and are a condition of graduation.
- Students "walking" and receiving their diplomas at commencement is a privilege that may be withheld at the discretion of the administration for disciplinary reasons.

Summer School

- Students who fail an academic course during the course of the school year are required to satisfactorily repeat that course in an approved summer school program.
- All approved summer school study must be taken at a school that is accredited by the Southern Association of Colleges and Schools, or SACS.
- No other programs, including online courses, will be accepted for credit.

Support Services

Guidance Office

- The guidance counselor is responsible for working with individual students in the planning and maintenance of the Four Year Plan (see Form #1) for student course selection. Beginning in the 8th grade, students will meet with a guidance counselor to select courses that fulfill both the core graduation requirements, as well as elective opportunities. In instances in which students elect to apply for admission to either Honors or AP courses, the criteria specified above shall govern (see Form #2).
- The Student Support Team (SST) meets regularly to discuss student-related issues under the leadership of the guidance counselor and with participation from the principal and the Chaplain.
- All student accommodations including testing accommodations are reviewed and conferred by the guidance office in the form of a Formal Written Instructional Plan or FWIP (see Form #3)

At Pisgah, most students will succeed through our rigorous academic curriculum and, if any difficulties are encountered, they will be helped through our guidance and support team programs. However, we recognize that some students require additional specialized support to reach their potential, while others need greater opportunity to explore their gifts. The program provides a collection of educational experiences and services that can help these students. All of our services share a common goal: help students take it to the next level and include:

- IQuest – A shortened-day school program for students pursuing a passion outside of the classroom.
- Academic Coaching – Weekly one-on-one coaching sessions to help students better plan and manage their academic workload
- Tutoring and Homework Help – Subject-specific tutoring; private reading specialist training and supervised homework session

Office of College Advisement

- The office of the Director of College Advisement (DOCA) will assist students and parents with the process of college discernment and application for admission. Beginning in the sophomore year, the DOCA will provide a meaningful timeline that will facilitate the often confusing world of college selection and admission. The DOCA will guide families through this process and will provide a level of care that includes the packaging and mailing of the complete application packet.
- The DOCA hosts a College Night in January/February of each year to introduce students and parents to the process of college advisement and to issue students a copy of the College Advisement Handbook.

High School Four-Year Course of Study

9th Grade Course of Study

Subject	Traditional	Honors
English <i>Required: 4 Units</i>	English 1	English 1 Honors
Mathematics <i>Required: 4 Units</i>	Geometry	Geometry Honors
Science <i>Required: 3 Units</i>	Biology	Biology Honors
Social Studies <i>Required: 3 Units</i>	Ancient History	Ancient History Honors
World Language <i>Required: 3 Units</i>	French II or Spanish II (Level I courses if needed)	French II Honors Spanish II Honors
Additional Required Courses	Electives as required	Electives as required

10th Grade Course of Study

Subject	Traditional	Honors
English <i>Required: 4 Units</i>	English II	English II Honors
Mathematics <i>Required: 4 Units</i>	Algebra II	Algebra II Honors
Science <i>Required: 3 Units</i>	Chemistry or Environmental Science	Chemistry Honors
Social Studies <i>Required: 3 Units</i>	World History	AP World History
World Language <i>Required: 3 Units</i>	French III or Spanish III	French III Honors Spanish III Honors
Additional Required Courses	Electives as required	Electives as required

11th Grade Course of Study

Subject	Traditional	Honors
English <i>Required: 4 Units</i>	English III American Literature Survey	English III Honors American Literature
Mathematics <i>Required: 4 Units</i>	Advanced Algebra and Trigonometry	Pre-Calculus AP Statistics
Science <i>Required: 3 Units</i>	Human Anatomy and Physiology Environmental Science	AP Biology AP Chemistry Physics
Social Studies <i>Required: 3 Units</i>	US History	AP US History Honors US History Honors
World Language <i>Required: 3 Units</i>		French IV Honors or Spanish IV Honors
Additional Required Courses	Electives as required	Electives as required

12th Grade Course of Study

Subject	Traditional	Honors
English <i>Required: 4 Units</i>	English IV British Literature Survey	English IV Honors British Literature or AP Literature and Composition
Mathematics <i>Required: 4 Units</i>	Statistics	AP Calculus AB AP Statistics
Science <i>Required: 3 Units</i>	Human Anatomy and Physiology Environmental Science Physics	AP Biology AP Chemistry
Social Studies <i>Required: 3 Units</i>	Government/Economics	Government/Economics Honors
World Language <i>Required: 3 Units</i>		AP French AP Spanish
Additional Required Courses	Electives as required	Electives as required

Additional Required Core and Elective Courses

Religion Requirements	Specific Course Requirements	Technology Courses	Fine Arts Courses
<i>Required: 2 units</i>	<i>Required: 1.5 units</i>	<i>Required: .5 unit</i>	<i>Required: 1 unit</i>
Bible 1	PE	Web Design	Visual Arts
Bible 2	Health	Programming	Music
Bible 3	ACT/SAT Prep	Computer Apps	Drama
Bible 4			

Additional Required Core and Elective Courses

Fine Arts Courses that satisfy the Graduation Requirement	Technology Courses that satisfy the Graduation Requirement
<i>Yearbook I or II</i>	<i>Integrated Computer Applications</i>
<i>Visual Arts</i>	<i>Web Design 1</i>
<i>Advanced Studio 2D or 3D</i>	<i>Web Design 2</i>
<i>AP Studio 2D or 3D</i>	<i>Object-Oriented Programming 1</i>
<i>Band</i>	<i>Object-Oriented Programming 2</i>
<i>Chorus</i>	<i>AP Computer Science A</i>
<i>Music Appreciation</i>	<i>AP Computer Science A/B</i>
<i>Jazz Appreciation</i>	<i>Microsoft Office</i>
<i>Advanced Acting</i>	
<i>Intro to Theatre</i>	
<i>Stagecraft</i>	
<i>Video Production</i>	

Electives

- Elective courses are divided into either General or Core electives. General electives may be taken to fill a student schedule and to satisfy the Technology, Physical Education, and Fine Arts requirements. Core electives are courses that may also meet the minimum requirements for graduation in a particular core area, but for those students who have already these minimums, they are designated electives (For example, a fourth year of a world language or science would be designated as a core elective.). Core electives are noted in *italics*.

General and Core Electives

Course Title	Course Number
Fine Arts	
Visual Arts	FAV101
Art History	FAV102
Advanced Studio	FAV201
Painting	FAV202
Photography	FAV301
Drawing	FAV401
Drawing 2	FAV402
AP Art	FAV901
Band	FAM101
Choir	FAM201
Jazz Appreciation	FAM302
Music Appreciation	FAM303
Intro to Theatre	FAD101
Advanced Acting	FAD201
Stage Craft	FAD301
Video Production	FAD501
Intro to Speech and Debate	FAC101
Journalism	FAC102
Competitive Debate	FAC103
Yearbook I	FAC104
Yearbook II	FAC105

Core Subject Electives	
<i>AP World History</i>	HIS901
<i>AP US History</i>	HIS301
<i>AP European History</i>	HIS 903
<i>AP English Literature</i>	ENG901
<i>AP Biology</i>	BIO901
<i>AP Calculus</i>	MAT901
<i>AP Chemistry</i>	CHM901
<i>AP Statistics</i>	MAT903
<i>AP French</i>	FRE901
<i>AP Spanish</i>	SPA901
<i>Environmental Science</i>	SCI201
<i>Physics Honors</i>	PHY102
<i>Physics</i>	PHY101
<i>Human Anatomy and Physiology</i>	HAP101
<i>French IV Honors</i>	FRE401
<i>Spanish IV Honors</i>	SPA401
<i>Statistics</i>	MAT501
Technology	
Integrated Computer Applications	BAT201
Microsoft Office	BAT202
Web Design I	BAT301
Web Design II	BAT401
Object Oriented Programming I	BAT501
Object Oriented Programming II	BAT601
AP Computer Science	BAT901
Physical Education	
Weight Training	PHE301
Strength and Conditioning	PHE401
Physical Education	PHE101
Health	PHE201
Topics in Sociology: Sports Ethics	SOC401

Christian Education/Bible	
<i>Bible: History of the Early Church</i>	RES101
<i>Bible: S.A.L.T</i>	RES 201
<i>Bible: World Religions</i>	RES301
<i>Bible: Theology and Apologetics</i>	RES401
Topics in Religion: Ethics	RES501
Christian Spiritual Formation	RES502
Profile of a Christian Thinker	RES503
Chapel Band	RES504
General	
Topics in Sociology: Environmentalism	SOC301
Cinema: Cultural Perspectives	GEN301
Psychology	PSY101
Topics in History: Civil War	HIS601
SAT/ACT Prep	GEN401
Study Skills	GEN501
Expository Writing/Research	ENG601
Creative Writing	ENG602
Senior Study Hall	GEN400

Academic Year Course Descriptions

Mathematics

Algebra I (MAT100)

The course explores using variables to represent data. Students are taught to write, evaluate, and simplify variable expressions. Students will build on this knowledge to write and solve linear equations. Students will perform operations with real numbers, and will display and analyze statistical data and find probabilities of simple events.

Algebra II (MAT101)

The course will build upon topics and skills learned in Algebra I and continues with problem solving and reasoning. Students will learn a variety of techniques, both computational and graphing.

Geometry (MAT201)

The course has students introduced to points, lines, angles, and the concept of congruency. Students are taught to apply inductive and deductive reasoning to situations in preparation for writing proofs. Students will explore parallel and perpendicular lines. They will review slope, writing linear equations, right triangles and the Pythagorean Theorem. Students will explore proportional parts of triangles and proportional relationships between similar figures. Students are introduced to trigonometric ratios.

Advanced Algebra and Trigonometry (MAT301)

The course covers the topics of advanced Algebra and prepares the student for Pre-Calculus or the first course of Calculus as required by the student's desired major in college. Students will demonstrate proficiency in correctly using formulas, solving systems of equations by various methods, and representing functions in various forms according to given information. They will perform computations expressing solutions in specified forms; recognize special functions; know their special characteristics; graph those functions and indicate special points and lines related to those functions.

Pre-Calculus Honors (MAT411)

The course is a study of functions and their graphs, including polynomial, rational, exponential, logarithmic, and trigonometric functions. The tools used in mathematical modeling to write equations for and to graph real-world phenomena are explored. Sequences, series and the concept of limits are also taught.

Calculus/AP Calculus (MAT901)

The course is the study of functions, limits, derivatives, integrals, and applications to integral and differential calculus. Students are taught the interconnections among these representations. Students are taught the meaning of the definite integral as a limit of Riemann sums and as the net accumulation of a rate of change and be able to use integrals to solve a variety of problems. Students are taught to model a written description of a physical situation with a function, differential equation, or an integral.

Statistics and Probability (MAT501)

This course is designed to introduce students to the major concepts and tools for designing experiments and collecting, analyzing, and drawing conclusions from data. Topics include graphical displays of data, measures of position, central tendency, and dispersion. It also covers correlation, and, experimental design, probability, modeling, random variables, the normal t- and chi-square distributions, confidence intervals, and hypothesis testing.

English

English I (ENG101)

English I is a study of literary genres. This course combines an introduction to the novel, short story, poetry, drama, myth, and nonfiction with skills in writing and oral communication. Students continue to develop vocabulary and apply effective reading strategies to a wide variety of text; establish effective writing and research habits; and refine language skills as they apply to writing, listening, speaking, and viewing. Use of the writing process (prewriting, drafting, editing, revising, and publishing) will be emphasized.

English II (ENG201)

English II is a thematic study of multicultural literature. Students explore universal themes and symbols common to literary works including the novel, short story, poetry, drama, and nonfiction through writing and oral communication. Students continue to develop vocabulary and apply effective reading strategies to a wide variety of text; establish effective writing and research habits; and refine language skills as they apply to writing, listening, speaking, and viewing. Analysis of literature will be emphasized.

English III (ENG301)

English III is a chronological study of the major literary topics and themes across the United States from pre-colonial times to present day. This course examines the development of these themes as they relate to the culture and character of the American people through writing and oral communication skills. Students will continue to develop vocabulary and apply effective reading strategies to a wide variety of text; establish effective writing and research habits; and refine language skills as they apply to writing, listening, speaking, and viewing. Research skills will be emphasized.

English IV (ENG401)

English IV is a chronological study of the major literary topics and themes of the British Empire from the Anglo-Saxon period to present day. This course examines the development of these themes as they relate to culture and history through writing and oral communication skills. Students will continue to develop vocabulary and apply effective reading strategies to a wide variety of text; establish effective writing and research habits; and refine language skills as they apply to writing, listening, speaking, and viewing. Preparation for college composition, class discussion, and literature analysis will be emphasized.

AP English Literature (ENG901)

The course is a collegiate level examination of primarily British literature, including novels, essays, plays, and poetry. Students are taught to write as a specific preparation for successful completion of the AP exam for this course. An emphasis is placed on narrative, expository, persuasive and expressive discourse. Students are required to take the Advanced Placement examination in May.

Expository Writing (ENG601)

The course teaches the techniques for writing effective prose, excluding fiction, in which student writing is extensively reviewed, edited, and discussed in class through writer's conferences. Reading about various issues and by learning to evaluate sources and arguments, students will learn to read critically and to respond effectively to a wide variety of topics and forms, both online and in print. Real-world application of writing skills will be emphasized.

Creative Writing (ENG602)

The course teaching the styles and methods of writing fiction in which student writing is extensively reviewed, edited, and discussed in class through a workshop approach. The course affords an opportunity for self-expression, promotes critical thinking, expands the imagination, and develops the use of figurative and literal language. Drawing from their own experiences and professional models, students will become critical readers and editors of their own and others' work. Students will be encouraged to submit works for publication.

Journalism (FAC102)

The course is designed to provide an overview of the print media and how it works. Students learn how to gather and report a story for newspapers and magazines completing units in news writing, sports writing, interviewing, features, design/production, copy editing, creating editorials, and media law/ethics. Students work together as part of the school newspaper staff to create interesting and entertaining material and to communicate their thoughts and ideas creatively to readers in print. The goal of this course is to better prepare students for college through improved communication skills.

Speech and Debate (FAC101)

The course presents the basics of human communication in a variety of contexts with an eye on the linguistic processes that constitute good speech. The basic formats of public debate will be presented in an effort to improve student abilities in the realms of critical thinking and discourse organization.

Competitive Debate (FAC103)

The students will expand their knowledge of the rules and formats of forensic debate by participating in in-class practice. The student will complete this knowledge by participating in GHSA-sanctioned debate tournaments as a member of Mount Pisgah's debate team.

Science

Biology (BIO101)

The course provides a basic overview of fundamental life processes, interactions among organisms, and appreciation of how scientists work. Six major themes will be investigated: Unity within Diversity, Evolution (as it relates to unity and diversity among organisms), Energy, Homeostasis, Systems and Interactions, and the Nature of Science. Students will study the fundamental aspects of cellular biology, the biochemical basis of life, and investigate the transfer of energy from the sun through living systems. In biology, students will develop an understanding of the principles and mechanisms of genetics and analyze important concepts of natural selection as they relate to diversity of life while studying the six kingdoms.

Chemistry (CHM101)

This traditional course in chemistry uses experimentation, observation, and problem solving to reinforce a study of atomic theory, bonding, chemical periodicity, metric measurement, chemical reactions, and the primary states of matter. Students use their mathematical skills to analyze and synthesize quantitative data to solve problems in chemistry. Also emphasized are problem solving skills, a disciplined approach to study, and skills in writing lab reports through the critical thinking and analytical reasoning required in the scientific method. An important aspect of this work is learning to apply safety skills and the ability to work in groups.

Physics (PHY101)

This is an introductory college preparatory course in Physics. Emphasis is placed on learning and understanding the principles and concepts of physics as well as problem-solving. Students will participate in laboratory activities, which include the use of computers in analyzing the collected data. Students are required to write detailed lab reports on these activities. In problem solving, students use their skills in algebra, trigonometry, vector analysis, and graphing. Topics include mechanics, properties of matter, heat, sound and light, electricity and magnetism, and atomic and nuclear physics.

Environmental Science (ENV101)

The course uses management of natural resources as a basis for learning Environmental Science principles and skills. Students will develop and apply their scientific literacy by studying the interrelationship of humans to Earth's interior, land, sea, air, and space.

Human Anatomy and Physiology (HAP101)

The goal of the course is to provide students with a basic understanding of the structure and functions of the human body with an emphasis on homeostasis. Study includes anatomical orientation, protection, support and movement, integration and regulation, transportation, absorption and excretion, reproduction, growth, and development. Students work cooperatively in lab groups. Microscopes and prepared slides are used to investigate histology while dissections are a main focus of laboratory work.

AP Biology (BIO901)

AP Biology is the equivalent of an introductory biology course taken by college freshmen at the university level. The supplemental materials, textbook, pace of instruction, range and depth of topics covered, and laboratory activities presented in AP Biology are equal to the academic level and standards of a typical university-based laboratory science course. The course is organized into three major instructional areas: Molecules & Cells, Heredity & Evolution, and Organisms & Populations. One-fourth to one-third of the credit in a college biology course is derived from laboratory work. A similar proportion will be allocated for the laboratory in the AP course. Students will be exposed to all 12 of the official College Board AP lab topics and meet all of the objectives for each of the labs. At the end of the school year, students who demonstrate mastery of the course content on the Advanced Placement Exam may earn up to one-year college credit in a laboratory life science course.

AP Chemistry (CHM902)

Students who have already completed an introductory chemistry course learn and apply the basic principles, concepts, and operations of college chemistry. Topics include atomic theory, bonding, periodicity, acid-base chemistry, oxidation-reduction, equilibrium and thermodynamics. Students use computers with interactive learning software, maintain a laboratory notebook, and use scientific calculators to solve problems. The course requires extensive home preparation that must be done nightly. Students are required to take the Advanced Placement examination in May.

History

Ancient History (HIS101)

The course focuses on the earliest civilizations and their contributions to future societies in government, technology, arts and sciences. The topics of study include but are not limited to the civilizations of the Indus river valley, Mesopotamia, ancient Greek and Minoan civilization and the Roman Republic and Empire.

World History (HIS201)

The course focuses on world events beginning with the early modern period that followed the Renaissance. It centers on the major world powers and those areas most affected by them though the impact of a variety of cultural, economic, and political forces. Throughout this study, students will analyze the influence of past events on today's thinking and the actions of modern governments and individuals.

AP World History (HIS901)

AP World History, a college-level course, presents a global approach to understanding the development of societies from early man to the present. Cause and effect and comparative studies within these processes are emphasized. Students are prepared to take the required AP exam administered by College Board in May.

US History (HIS301)

US History is a two-semester course that focuses on significant historical events beginning with the colonization of North America and concluding with present-day events. Topics discussed in great depth include the root causes for colonial settlement and revolution, the founding documents and principals of the early republic, sectional differences and the Civil War, Reconstruction and the rise of the industrial state, social movements and the global influence of the United States in the 20th century.

AP US History (HIS902)

AP US History is a college-level course that takes an exhaustive look into the political, social, economic, and military history of the United States, beginning with colonization and extending to the present-day. Critical reading and writing are the basis for course discussions that are consistent with an entry level college survey course. Students are prepared to take the required AP exam administered by College Board in May.

AP European History (HIS903)

AP European History, a college-level course, focuses on the study of Europe from the Renaissance to the present. Emphasis is placed on periodization with the incorporation of the following themes: Intellectual and Cultural History, Political and Diplomatic History, and Social and Economic History. Students are prepared to take the required AP exam administered by the College Board in May.

Government (PSC401)

Government is a one-semester course offered to seniors as part of the state graduation requirement. The course surveys the origin and foundational formation of the constitutional republic established in the United States. Students will examine in detail the Legislative, Executive, and Judicial branches of government with the ultimate goal of becoming better informed and participatory citizens of the republic to which they belong.

Economics (ECN101)

Economics is a one-semester senior course taken by seniors as part of the state graduation requirement. The course surveys basic economic principals; students learn how these are applied by the individual, the firm, and the government, to make decisions that satisfy seemingly insatiable, wants with limited resources.

Topics in History: The American Civil War (HIS601)

This course is a one-semester elective designed to give students an in-depth understanding of the American Civil War. Students will explore the social, political, and military experiences of Americans during the War.

Psychology (PSY101)

The course introduces students to the basic concepts and techniques of modern psychology as a behavioral science. The course provides an overview of the major areas of study within the science of psychology, emphasizing principles and research on topics such as: how the brain functions and affects human behavior; how humans learn; the nature of and determinants of human emotion; what motivates human behaviors; what factors affect memory, judgment, and decision-making; how behavior is affected by the social environment; human development; and abnormal behavior.

Sociology (SOC101)

This survey course introduces students to the basic principles of sociology. The course examines broad sociological concepts, and specific topics include social organization and disorganization, socialization, culture, and social change.

World Language

French IA/B (FRE101)

This course provides an introduction to the French language and culture through a variety of listening, reading, writing, and speaking activities. It aims to build a solid foundation of beginning French skills focusing on oral and written communicative competence within contextual situations.

French II (FRE201)

This course is designed to build upon beginning French language skills through a variety of listening, reading, writing, and speaking activities. It focuses on achieving oral and written communicative competence within contextual situations.

French III (FRE301)

This course is designed to build upon intermediate French language skills and explore the world of French culture, including: civilization, history, literature, music, art, and film, through a variety of listening, reading, writing, and speaking activities. It focuses on achieving oral and written communicative competence within contextual situations.

Spanish IA/B (SPA101)

This entry-level course provides an introduction to the Spanish language, culture and geography through a variety of listening, reading, writing, speaking activities. The course builds a solid foundation of beginning Spanish skills focusing on oral and written communicative competence within contextual situations.

Spanish II (SPA201)

Spanish II presents the language from a cultural perspective, with emphasis on sentence and basic paragraph structure. The grammar foundation includes the use of regular and irregular verbs, in the imperfect, the future, the present subjunctive, and the negative command forms. The student is exposed to listening, speaking, reading and writing situations.

Spanish III (SPA301)

Spanish III continues to thoroughly develop language skills in reading, writing, listening, and speaking. There is a more advanced emphasis on Hispanic culture, as many of the chapters present daily life, art, culture, history, and present-day social problems in Spanish-speaking countries. As the students further enhance their Spanish vocabulary, more advanced grammatical concepts are introduced.

Spanish IV (SPA401)

Spanish IV presents the language based on the disciplines of listening, speaking, reading and writing. The course includes topics such as current events, education, business, geography, travel and literature. The course provides a practical review of grammatical forms from the present to the subjunctive forms of regular and irregular verbs, and vocabulary sections for each part of the curriculum.

AP Spanish (SPA901)

The AP Spanish Language Course is a fifth-year level course and students entering the course are expected to be at Intermediate-Mid proficiency level according to ACTFL guidelines. When leaving the course, students are expected to achieve an Intermediate-High proficiency level. The course will emphasize the integration of the four skill areas of reading, writing, speaking and listening in task-based learning situations that reflect a variety of situations and registers.

Christian Education/Bible

History of the Early Church (RES101)

This New Testament course focuses upon the history of the early church, the missionary journeys of Paul, the Pauline and General Epistles, and the Revelation to John. An emphasis will be placed upon personal life application of biblical truths found in this New Testament survey course.

S.A.L.T. (Student Action Leadership Training) (RES201)

The course introduces students to various concepts of personal development and servant leadership training. This semester-long course provides a basic understanding of leadership concepts, theories and group dynamics. The course assists students in developing a personal philosophy of leadership. Students determine an awareness of their own ability and style of leadership. These skills are developed through study, discussion, reflection, and action.

World Religion (RES301)

Students will develop their own personal worldview and to build an understanding of current worldviews. This class examines the differences between historic Christian faiths and other views represented in major religions, cults, and ideologies. Students will learn how to respond to each of these from a Christian perspective.

Theology and Apologetics (RES401)

Designed by the MPCS Christian Education Department, this course presents the basic theological doctrine of the Evangelical Christian church. It presents students with some of the major prevailing world views found in secular society today. Students will explore what it means to think as a disciple of Christ while living and interacting in a secular society.

Topics in Religion: Ethics (RES501)

The course is an examination of popular culture through the lens of a Christian Worldview. Students consider how followers of Jesus Christ live lives within a popular culture while maintaining an identity as children of another Kingdom. Over the course of the semester, students embark on an explorative journey that probes for truth within three readily identifiable messages: the first is that message within them; the second is the message of popular culture as it is recognized in society, media, entertainment, art, and literature; and the third is the message of Jesus Christ.

Christian Spiritual Formation (RES502)

Christian spiritual formation is a dynamic process of growth and change in one's spiritual development. This course will be an introductory overview of the dynamics involved in the formation of mature character in the life of the Christian. Students will explore the nature of spiritual formation within various traditions of spirituality and their implications for Christian living today. The theology of spiritual disciplines will be investigated as a tool set for further Christian growth.

Profile of a Christian Thinker (RES503)

This course explores the life and critiques the ideas in the writings of C.S. Lewis. After providing a literary and personal background, we look at key themes through many of Lewis's original works: lesser known science fiction, fantasy and theological books. Students will have an opportunity to be exposed to the spectrum of his work and be able to contrast it with the writing of his contemporaries. By the end of the course, students will be able to articulate a perspective on Lewis's contributions to literature and theology.

Chapel Band (Theology of Worship and Chapel Production) (RES504)

By examining classical and contemporary forms of worship that differ from their own context, students will clarify their own understanding of worship as a part of a greater whole. While being "in the trenches" of high school life, students will create a strategy for reaching those of secular worldviews through thoughtful planning and organization of a Chapel hour presented by the class. Other instructors of the arts will guest lecture to provide a perspective on their area of expertise.

Arts

Visual Arts (FAV101)

Visual Arts is the foundation course for Upper School art classes. It introduces the student to vocabulary, elements of art, and principles of design, color theory, criticism, and aesthetics. Each unit includes visual and historical references from ArtTalk and multicultural sources followed by hands on studio projects in a variety of media.

Art History (FAV102)

Art History is a course aimed at encouraging an understanding of humanity from a visual arts perspective. It is a comprehensive study of art through the ages. Elements, principles, and vocabulary of art will be examined alongside works of famous artists within the cultural context of each time period.

Advanced Studio (FAV201)

The course is an upper level course for artists interested in following a visual arts track. It expands upon the fundamentals of art with more complex and long-term projects in which the student is encouraged to develop his own personal style and concentration. Students submit their work to peer reviews employing College Board standards.

Painting (FAV202)

Painting introduces students to various classical and contemporary styles, techniques and concepts. This is an advanced level course that builds on the fundamentals learned in both the Visual Arts and Fine Arts Drawing programs. Major painting styles and movements will be examined. Color theory, linear perspective, pictorial composition, figure/ground relationships, visual perception, spatial concepts, and critical thinking skills will be emphasized extensively.

Drawing (FAV401)

This course is an extension of Visual Arts designed to offer students additional opportunities for a focused exploration of a variety of drawing materials and techniques in perceiving and interpreting visual ideas. Students will further develop their drawing skills through various studies in proportion, shading, perspective, and compositional arrangement.

Fine Art Drawing II (FAV402)

This course is for the artist interested in following a visual arts track. It is an upper level course and extension of Drawing I. Drawing II is designed to approach a variety of drawing materials and practices in a more concentrated manner. Life drawing will be the primary subject examined with an emphasis on realism and technique.

AP Studio Art (FAV901)

AP Studio Art is a college level course. Students may choose between Drawing and 2D Design. Either choice requires the submission of a slide portfolio in May demonstrating mastery of the medium in breath and concentration plus five originals of the students' best work.

Band (FAM101)

Students will learn scales, rhythms and musical expression appropriate for their level of performance. The students will be encouraged to audition for Honor Bands. Those students who demonstrate a higher degree of competence on their respective instruments will learn scales, rhythms, and appropriate music for performances. These students will be encouraged to strive for Honor Bands for GMEA and GISA.

Chorus (FAM201)

The course teaches students to sing properly and read music by exploring sight-singing, beginning music theory, rhythm, proper breath support and posture. Students explore vocal music through elements of melody, harmony, rhythm and form. They have the opportunity to perform and audition for GMEA All State and GISA All-Select Choir.

Jazz Appreciation (FAM302)

The course is designed to help students appreciate jazz as a unique form of music. The course will cover types of jazz, forms of jazz, and the major contributing artists to the development of jazz.

Music Appreciation (FAM303)

At the conclusion of this class the student will be able to discuss the various components involved in construction of music. This will include timbre, form, basic harmonic information, historical styles, and contemporary trends.

Introduction to Theatre (FAD101)

The course covers the basics of theatre. It includes elements of history, performance, production, and technical theatre. Involvement in one or more of the school productions is encouraged but not required.

Advanced Acting (FAD201)

This course is designed for students who wish to continue deeper into acting for the stage. While including many elements of theatre, the focus of this class is performance. Involvement in one or more of the school productions is required. Introduction to Drama is a pre-requisite for this class unless otherwise approved.

Stagecraft (FAD301)

The course introduces students to backstage and technical elements of theatre. Topics include Stage Management, House Management, Lighting, Sound, Set, Props, Costumes, and Backstage. Approval is required to repeat this course as an advanced version of the elective. Involvement in one or more of the school productions is required.

Photography (FAV301)

Photography is a digital based course which introduces students to the early development of cameras and different metal, glass, and paper based processes before considering the changing role of photography in the 20th century. Students study techniques and aesthetics to create electronic files that become the basis of Photoshop manipulation and the ultimate use of photography as art.

Video Production (FAD501)

The course is an introduction to the basics of video production. The students use advanced equipment such as the Canon GL2 Digital Video Camera and the Mac G5 for Digital Video Editing. The process of envisioning, creating, and producing video projects is the primary focus. Entrance into this class requires approval from the instructor as class size is limited to maintain effectiveness.

Cinema: Cultural Perspectives (GEN301)

The course is designed to combine the fields of cultural studies and film. Students investigate film theory and concepts, but will also use films as a point of cultural contact. After each, students discuss the relevant historical and cultural issues. Students utilize their knowledge of film theory to discuss the film as a cultural product.

Yearbook I & Yearbook II (FAC104)(FAC105)

This course includes an extensive study of publishing, including layout, design, and desktop publishing. A limited amount of time will be devoted to learning the fundamental concepts of photography. Each student will be responsible for the design and layout of ten pages in the MPCS yearbook.

Technology**Integrated Computer Applications (BAT201)**

This course presents comprehensive and in-depth coverage of concepts and techniques in using Excel 2003. Students will begin by creating worksheets

and charts and using functions, formulas, formats and web queries to enhance their Excel spreadsheets. Students will analyze, sort and query lists as well as create templates and create reports using large and multiple spreadsheets.

Microsoft Office (BAT202)

This course presents comprehensive coverage of concepts and techniques in using Microsoft Office. Students will master many advanced techniques in each of the following programs: Word, Excel, Access, and PowerPoint (all part of Microsoft Office 2003). Using Word, students will make documents with tables, charts, and watermarks; they will generate form letters and directories and will create professional proposals and newsletters. Excel is software which students will master, using financial functions to analyze data in a variety of ways, create and use lists and list functions, and create templates. Using Access, students will be introduced to databases and several of its functions, including customized reports and forms, and creating queries. Students will enhance their PowerPoint knowledge by using visuals and modifying visual elements for presentations.

Web Design 1 (BAT301)

This course presents comprehensive and in-depth coverage of concepts and techniques in using HTML to create web pages. After completing this course, students with no prior web design knowledge will be able to create Internet sites on the World Wide Web. Students will create web pages with links, images, different types of formatting, tables, image maps and frames.

Web Design II (BAT401)

This course presents fundamentals of Web development using HTML.01. The student will be taught how to create Web pages using HTML. JavaScript and fundamental programming concepts will also be introduced. Included in this will be the four logic constructs: sequence, selections, iteration, and case structures. Modular programming concepts will be emphasized throughout.

AP Computer Science A (BAT901)

This class is the equivalent of a first semester college course in computer science. This class emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development. The course also emphasizes the design issues that make programs understandable, adaptable, and, when appropriate, reusable. In addition, an understanding of the basic hardware and software components of computer systems and the responsible use of these systems are integral parts of the course. Students will create and debug algorithms in java using classes, objects, iterations, selections, arrays, array lists, inheritance, polymorphism, and collections. Students will create and analyze many selections of java code, a few of which are recursive methods and a variety of searching and sorting algorithms.

AP Computer Science AB (BAT902)

AP Computer Science AB includes all the topics of Computer Science A, as well as a more formal and a more in-depth study of algorithms, data structures, and data abstraction. For example, binary trees are studied in Computer Science AB but not in Computer Science A. The use of recursive data structures and dynamically allocated structures are fundamental to Computer Science AB.

Physical Education

P.E. (PHE101)

The physical education curriculum emphasizes a diverse of fitness, lifetime and team sports activities. Students will learn how to improve strength, endurance, flexibility and cardiovascular health.

Health (PHE201)

This course will focus on wellness issues, such as nutrition, self-esteem, drug and alcohol awareness, growth and development, injury prevention, safe behaviors, first aid and emergencies, etc. This course is designed to teach about health concepts that affect our daily lives. Health is a subject that is part of an everyday life. Making good, positive, healthy decisions will affect our minds, bodies, and personal growth.

Weight Training (PHE301)

This course strives to teach each student the skills necessary to gain muscular strength, muscular endurance, and flexibility. This course will emphasize the benefits of weight training and will provide activities facilitating the correct execution of various lifting techniques. Resistance programs will be organized in linear and nonlinear methods.

Strength and Conditioning (PHE401)

This course strives to teach each student the skills necessary to gain muscular strength, muscular endurance, and flexibility. This course will emphasize the benefits of weight training and will provide activities facilitating the correct execution of various lifting techniques. Resistance programs will be organized in linear and nonlinear methods.

Study Skills

SAT/ACT Prep (GEN401)

This course is designed to strengthen students' test-taking skills and to increase preparedness for standardized test (PSAT, ACT and SAT). Students will practice thinking strategies, will become thoroughly familiar with the structure of standardized exams, and will build verbal competence and mathematics reasoning.

Mini-Mester Course Descriptions

The goal of the mini-mester is to expand the availability of student options and to allow students to pursue their academic passions in ways that continue to develop their own unique abilities. It is anticipated that the mini-mester will also eventually support student participation in internship opportunities and academic trips that would not be possible at other schools with a traditional and static academic calendar.

English

(MENG 1001) American Adolescent Literature: Three Novels by Robert Cormier

This course will explore various themes that adolescent readers have had to confront in a wide variety of scenarios which developed during the second half of the twentieth century. (Steve Harrison)

Texts: *After the First Death* by Robert Cormier
The Chocolate War by Robert Cormier
Beyond the Chocolate War by Robert Cormier

(MENG 1002) Short Story: The Short Stories of Stephen King

This course will examine a significant number of Stephen King's short stories and explore what inspired their creation. This course focuses on the genre of horror fiction and will rely on the author's explanations as outlined in his book entitled *On Writing*. (Steve Harrison)

Texts: *Skeleton Crew* by Stephen King
Night Shift by Stephen King
On Writing by Stephen King

(MENG 1003) Southern Literature

This course will focus on literature written by southern authors. The course will center on *Gone With The Wind* (Margaret Mitchell), *Downtown* (Anne River Siddons), and select poetry by southern poets, and literature/poetry that has been written in response to the Civil Rights Movement. The course will include a field trip to the Margaret Mitchell House and/or Oakland Cemetery. (Leah Horan)

Texts: *Gone With The Wind* by Margaret Mitchell
Downtown by Anne River Siddons

(MENG 1004) Chicano Literature

This course will focus on literature by Chicano authors. The course will center on poetry, novels, and the integration of Hispanic culture. The course will also include discussion about the influence of the Hispanic culture with American culture and the impact of immigration. (Leah Horan)

Texts: *The House on Mango Street* by Sandra Cisneros
Harvest of Empire by Juan Gonzalez
Aztlan and Viet Nam by George Mariscal

(MENG 1005) Jon Krakauer

This course will focus on non-fiction literature written by Jon Krakauer. Krakauer's adventure narratives feature some of the best non-fiction accounts of mankind's struggle to survive in nature's most extreme conditions. (Leah Horan)

Texts: *Under the Banner of Heaven* by John Krakauer
Into Thin Air by John Krakauer
Into the Wild by John Krakauer

(MENG 1006) William Shakespeare: A Survey of Drama

This course of drama study will focus on a Shakespearean comedy and a problem play. Students with prior knowledge of, experience with, or interest in other Shakespearean works will enjoy this survey course of two of Shakespeare's lesser known, but equally important plays. Students will examine and discuss elements of dialogue, theme, characterization, conflict, language, and interpretation of the Bard's works. (Meredith Morris)

Texts: *Measure For Measure* by William Shakespeare, Arden Shakespeare
Much Ado About Nothing by William Shakespeare, Arden Shakespeare

(MENG 1007) Creative Writing and Poetry

This course will focus on developing students' creative writing skills in the areas of poetry, biography, fiction, short stories, and playwriting. Within a collaborative forum, students will be encouraged to express their writing talents by crafting original works which reflect their individual ideas and interests. (Meredith Morris)

Texts: All course materials are provided by the instructor.

(MENG 1008) ACT Preparation: Verbal Intensive

This course will introduce students to the structure, content, and format of the ACT. Because the ACT is quite different from the SAT, this course will provide an overview of this standardized college admissions test with guided instruction in the areas of writing, reading comprehension, essay, grammar in context, vocabulary, science, and math. Students will learn effective test-taking strategies and will gain practical experience by applying these skills on practice tests. (Meredith Morris)

Text: *The Real ACT Prep Guide* Peterson, Second Edition

(MENG 1009) SAT Preparation: Verbal Intensive

This course will focus specifically on the two major verbal sections of the SAT—Critical Reading and Writing. Particular emphasis will be placed on mastering test-taking strategies and techniques for achieving success on the following sub-sections of the SAT: short reading passages, short paired reading passages, long reading passages, long paired reading passages, identifying sentence errors, improving sentences, improving paragraphs, and the timed essay. Students will gain valuable standardized test-taking experience by completing practice tests in a controlled environment and will receive feedback and assessment on test performance. (Meredith Morris)

Text: All course materials will be provided by the instructor.

History

(MHIS 1001) Pre-Columbian History: Cortez's Conquest of the Aztec Empire

This course will be an in-depth study of the realization of Christopher Columbus's dreams and the initial destruction of the Native American population of Meso-America. This course will primarily focus on the landing of Hernan Cortez and his march on the Aztec capital of Tenochtitlan beginning in 1519. (Steve Harrison)

Texts: *The Conquest of New Spain* by Bernal Diaz
The Aztecs Rise and Fall of an Empire by Hugh Thomas

(MHIS 1002) The Spanish-American War and the Beginning of American Imperialism

This course will be an in-depth exploration and analysis of the Spanish-American War era which is very often covered far too quickly in the standard U.S. history text. (Steve Harrison)

Texts: *The Spanish-American War and President McKinley* by Lewis L. Gould
Images of the Spanish-American War: April – August 1898 by Stan Cohen

(HIS 1003) Military History Simulations

The course employs various simulations to recreate important events of the Civil War and World War II. This course does not require any previous knowledge of military strategy, though a general interest in history and the two focus periods is strongly encouraged. (John Whitehurst)

Texts: All course materials will be provided by the instructor.

(MHIS 1004) History and Film I: MAD Movies.

Mutual Assured Destruction and Cold War fears as revealed through the films of the era (1945-1990). This class would include an analysis of films like: Dr. Strangelove, Fail Safe, The Hunt for Red October, On the Beach, The Day After, Wargames, and Red Dawn. The course will evaluate the evolution over time of how Hollywood has treated this theme of self-destruction. (John Whitehurst)

Texts: All course materials will be provided by the instructor.

(MHIS 1005) History and Film II: Guns and Greed

The Military-Industrial Complex as Post-World War II Cultural Bogeyman: This class will focus on Hollywood's use of the evolution of the military-industrial complex as a recurring antagonist in films. Students will be expected to utilize the techniques of film criticism to analyze recurrent themes, motifs, and metaphors of the sometimes subtle use of the military and big business and the prime evildoers in the American political system. (John Whitehurst)

Texts: All course materials will be provided by the instructor.

(MHIS 1006) The Vietnam Experience

The course examines the impact of the war on Americans in the military and those at home. Additionally, the course will examine the immediate and long term impact of the war on Vietnam, its land and people. Some of the issues that will be examined are the American anti-war movement, President Johnson's decision not to run for reelection in 1968, the responses of Americans to returning Vietnam War veterans, the use of Napalm in the war by the U.S. and its effects on the people and environment of Vietnam. (Diane Wood)

Texts: All course materials will be provided by the instructor.

(MHIS 1007) American Indians: 19th Century wars on the Great Plains and American Southwest

This course examines the conflict between soldiers, settlers and Indians as the United States expansion of the 19th century led to a conflict of cultures. Particular emphasis will be placed on the resettlement policies of the US Government including the reservation system and the Dawes Act. (Bill Shelnut)

Text: All course materials will be provided by the instructor

(MHIS 1008) American Indians: The Struggle to Save a Culture.

This course will address how various Indian tribes continue to challenge both federal and state governments over land usage rights. The course will address specific areas of conflict and court cases addressing the issues and their decisions. Class discussions and debates will encourage students to analyze how they view the problem and its possible solutions. (Diane Wood)

Text: All course materials will be provided by the instructor

(MHIS 1009) History of the Early Sports of the United States

This class will focus on the origins and development of baseball, boxing, and horseracing in the United States. These three spectator sports provide the backdrop for the formation of powerful imagery in the development of America's cultural identity. (Chad Shell)

Text: All course materials will be provided by the instructor

(MHIS 1010) Didacticism in Classic Television

This course examines the inculcation of moral values in classic television. The course will focus on the attempts of television dramas and situation comedies to teach America how to live: The Andy Griffith Show, Leave it to Beaver, The Cosby Show, and Family Ties (Chad Shell).

Text: All course materials will be provided by the instructor

(MHIS 1011) Topics in History: World War II

This course is designed to give students an in-depth understanding of one of the most fascinating and influential periods in world history. Students will explore the social, political, and military experiences of all nations involved. Particular emphasis will be placed on the Americans experience with respect to combatants and on the home front. (Bill Shelnut)

Text: All course materials will be provided by the instructor

(MHIS 1012) History of the 1960's

This course examines the major social, cultural, political, and economic developments in the United States during the 1960s. Major areas of concentration include the antecedents of 1950's Liberalism, the Civil Rights Movement, Vietnam, and the college student protest movement, all wrapped in a pop culture garb. (Andrew Jones)

Text: All course materials will be provided by the instructor

(MHIS 1013) Famous Greek and Roman Battles

This course takes a comparative look at both Greek and Roman military strategies and operations and leadership on the battlefield. Who held the greatest loyalty among his men – Julius Caesar or Leonidas, Scipio or Miltiades for example? Why did certain strategies work while others did not? What were the riskiest or the most desperate tactics? The course will encourage the students to “become” the generals, analyze the battles and decide if they would lead any differently. (Diane Wood)

Text: All course materials will be provided by the instructor

(MHIS 1014) “Freak”onomics

Prereq. Seniors only

This unique course takes a very different and controversial look at economics. The authors of the text draw extreme and sometimes highly controversial conclusions about a variety of subjects including morality, race, crime, and parenting. (Gentry Arnette)

Text: *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything* by Steven Levitt and Stephen Dubner

Mathematics

(MMAT 1001) Trigonometry Applications

This course introduces the basic concepts of angles, angle measurements, and trigonometric functions. Students will learn the importance of design and construction through applications and measurements in our daily life. (Fawzi Khalaf)

Text: All course materials will be provided by the instructor

(MMAT 1002) SAT Preparation: Mathematics Intensive

This course is designed to assist students in preparing for the SAT and increase their scoring power. Students will get a comprehensive, concise look at how the SAT is developed and scored. The four basic mathematical components (arithmetic, algebra, geometry, and miscellaneous) will be intensively reviewed. (Fawzi Khalaf)

Text: All course materials will be provided by the instructor

(MMAT 1003) Vectors and Scalars

This course will focus on several examples of vector and scalar quantities (distance, displacement, mass, temperature, velocity, and acceleration).

This course explains force, motion, and its application in engineering and physics through arithmetic operations and the relationship to Cartesian graphs. This course may also be taken for science credit. (Fawzi Khalaf)

Text: All course materials will be provided by the instructor

(MMAT 1004) History of Mathematics

This course is primarily an investigation into the origin of concepts and discoveries in mathematics. To a lesser extent, it is also an investigation into the standard mathematical methods and notation of the past. The pace of mathematical developments will be compared to historical events and scientific discoveries. Computer lab time will be needed for this course. (Ernest Adams)

Text: All course materials will be provided by the instructor

(MMAT 1005) Logic Problems and Puzzles

This course looks at the various types of logic problems and puzzles that can be solved using logic, problem solving sequences and “common” sense. This course requires no particular subject knowledge, but it is not for students who give up easily and expect to be told the answer. Students will also have the opportunity to enter local logic competitions. Limit class to 10 students or fewer. (Ernest Adams)

Text: All course materials will be provided by the instructor

(MMAT 1006) Applied Geometry: Woodcarving

Students will apply Geometry, angles, proportion and design to create a woodcarving, using only a very short bladed knife. Students will be required to wear safety gloves and to handle knives in a safe manner at all times. (Cuts may/will unfortunately occur.) Students will learn about the grain of wood and how to carve with, against and across the grain. Blade control and stop cuts will be major objectives. Wood, knife and gloves will cost approximately \$60.00 per student. Class size is limited to eight students per course. (Ernest Adams)

Text: All course materials will be provided by the instructor

(MMAT 1007) To Infinity and Beyond

This course examines the historical debate between Georg Cantor and Leopold Kronecker regarding infinity. Students will read the short story “Welcome to the Hotel Infinity,” which uses the analogy of a hotel with an infinite number of rooms to help explain this concept. Students should have a working knowledge of the real numbers, natural numbers and integers. Also, students should be knowledgeable about one to correspondences and relations. (David Rogers)

Text: All course materials will be provided by the instructor

(MMAT 1008) The Mathematics of Bowling

This course will hone students' arithmetic skills through keeping score, as well as apply geometrical concepts through the use of the arrows in the lane. Students will learn the history of the game, as well as proper etiquette. Students will be expected to cover the expense of trips to the alley. The school will provide transportation. Max size 14. (David Rogers)

Text: All course materials will be provided by the instructor

(MMAT 1009) Geometry Constructions

Students will explore historical geometric constructions with a straight edge and compass. No prior knowledge of geometry is necessary. Students will provide compass and straight edge. (David Rogers)

Text: All other course materials will be provided by the instructor

Science

(MSCI 1001) Forensic Science

This course is designed for students to learn how crimes are solved by thoroughly exploring forensic science. The latest scientific and investigative techniques, as well as investigative terminology, will be learned and used as a means to analyze evidence of crime scenes. (Latoria Anthony)

Course Prerequisite: Chemistry

Text: All course materials will be provided by the instructor

(MSCI 1002) Introductory Organic Chemistry

This course is designed to explore the constitution and properties of the different classes of organic compounds, with considerable attention to stereochemistry, reaction mechanisms, and synthetic organic chemistry. The laboratory work involves an introduction to the major synthetic and analytical techniques of organic chemistry including the preparation of representative organic compounds and the isolation of compounds from natural sources. (Latoria Anthony)

Course Prerequisite: Chemistry

Text: All course materials will be provided by the instructor

(MSCI 1003) Vectors and Scalars

This course will focus on several examples of vector and scalar quantities (distance, displacement, mass, temperature, velocity, and acceleration).

This course explains force, motion, and its application in engineering and physics through arithmetic operations and the relationship to Cartesian graphs. This course may also be taken for math credit. (Fawzi Khalaf)

Text: All course materials will be provided by the instructor

(MSCI 1004) Zest for Zoology

This course is an introduction the general survey of zoology. The major topics of consideration include the system of animal classification, animal diversity and ecology, systematics, and the anatomy and physiology of animal organ systems. (Instructor TBD)

Text: All course materials will be provided by the instructor

(MSCI 1005) Bioethics

Prereq. Biology

This course examines the issues scientific discovery poses for medical researchers. The major areas of study include stem cell research, cloning, gene mapping and therapy, reproductive issues, euthanasia, treatment of the terminally ill and other issues. The course approaches these politically volatile topics from a biblical framework and acknowledges the likelihood of disagreement in some areas. (Instructor TBD)

Text: All course materials will be provided by the instructor

World Language

(MFL 1001) Introduction to Latin

An introductory course in Latin designed to make students aware of linguistic derivatives, sentence structure and grammatical concepts in their most basic forms. Students will learn Latin vocabulary and syntax, along with basic grammatical structures. Reading and writing skills will be the focus of this course. (Cera Marsh)

Text: All course materials will be provided by the instructor

(MFL 1002) Conversational Spanish (for students at level 3 or above)

The focus in this class will be building vocabulary, developing oral communication and aural comprehension skills. Students will come away with hands on experience and greater confidence in dealing with everyday situations in Spanish. (Cristina Oldknow)

Text: All course materials will be provided by the instructor

(MFL 1003) Introduction to French

This course will address the basics of the French language. Students will learn first year vocabulary and grammar, as well as conversational phrases for everyday situations. (Cristina Oldknow)

Text: All course materials will be provided by the instructor

(MFL 1004) Introduction to German

This course will address the basics of the German language. Students will learn first year vocabulary and grammar, as well as conversational phrases for everyday situations. (Cristina Oldknow)

Text: All course materials will be provided by the instructor

(MFL 1005) Palates of the World

This course invites students to a culinary experience that explores a variety of cultures through the food that they eat. This course will travel the world and metro-Atlanta restaurants to savor the flavors of all seven continents. Students will prepare a research paper on an area of their choice as well as prepare a three-course sampling of cuisine from the area of their study. (Cera Marsh)

Text: All course materials will be provided by the instructor

Christian Education

(MCED 1001) The Theology of Evil

This course is an interdisciplinary look at the interpretation of evil in art, music, literature, sociology, history, and cinema. (Charles Junn)

Text: All course materials will be provided by the instructor

(MCED 1002) Biblical Archaeology

This course provides a look at Old Testament and New Testament archeology and how it supports the information given in the Bible from a historical/literary perspective. (Charles Junn)

Text: All course materials will be provided by the instructor

(MCED 1003) Introduction to Biblical Exegesis

This course uses Exegetical tools and rudimentary exposure to Biblical Hebrew and Greek to delve deeper into interpretation of Biblical texts. (Charles Junn)

Text: All course materials will be provided by the instructor

(MCED 1004) Theology in Cinema

Beyond looking at theological symbolism in movie imagery, looking at how film has served and can serve as religious function. Films TBD. (Charles Junn / Andrew Jones)

Text: All course materials will be provided by the instructor

(MCED 1005) Community Service

Students enrolled in this mini-mester will not only study the theology of service, but also have the opportunity to serve their community through a variety of means. Possible partnering organizations include: Mount Pisgah UMC, John's Creek City Council, North Fulton Charities, Atlanta Area Food Bank, etc. (Charles Junn / Andrew Jones)

Text: All course materials will be provided by the instructor

(MCED 1006) Peer Mentorship / Discipleship

Particularly for upper classmen, this mini-mester would be an extension of the leadership program established at Sharptop. Seniors and Juniors could lead small groups, bible studies, advisory periods, or even be involved in MS classes as a tutor or TA. A one-day team building retreat is possible. (Andrew Jones)

Text: All course materials will be provided by the instructor

Arts

(MART 1001) Performing Arts Seminar

This course is open to all students who are interested in performing in either the winter or spring theatrical productions. Casting of those shows will be conducted through this course. Audition techniques, Acting Seminars, Musical Theatre performance, and the Meisner Technique will all be explored in depth. (Brent Pesola)

Text: All course materials will be provided by the instructor

(MART 1002) Thespian Projects

Students enrolled in this course will develop a minimum of three major Thespian Projects for various performance venues, including the Georgia and International Thespian Society Festivals. Projects will be drawn from the following areas: Monologues, Duet Acting, Group Scene, Duet and Group Musical, and Ensemble Musical Performance. Students will research materials and rigorously prepare them for a final polished showcase. There is an extra-curricular requirement associated with this class. (Brent Pesola)

Text: All course materials will be provided by the instructor

(MART 1003) Choral Music Symposium

This course is open to students interested in exploring vocal music technique and performance. Students will be placed into various solo and ensemble groups to prepare a variety of musical selections from a broad range of genres. Selected students will also prepare pieces for the GISA and GMEA State Music Festivals. The course will culminate with a Concert Showcase. (Instructor TBD)

Text: All course materials will be provided by the instructor

(MART 1004) A Brief History of American Music

This course is an historical examination of music ranging from the music of the Native Americans through Copeland, Cage, and Adams. Topics would include the creation of jazz and rock and roll music. (Bryan Hatmaker)

Text: All course materials will be provided by the instructor

(MART 1005) Christian Music through the Ages

This course is a study of the relationship between the church and music from the middle ages- through modern times. The class would cover the various styles of Christian music from early times to present and would include instrumental, choral and popular music. (Bryan Hatmaker)

Text: All course materials will be provided by the instructor

(MART 1006) Drumline

The course involves the instruction of music fundamentals through drumline techniques. No prior experience required, but the students will learn to read music, tempo, rhythm, and proper sticking. (Bryan Hatmaker)

(MART 1007) The Art of Caricature

In this course students will be learning about the satire, the history and the varying styles of caricature art. Students will then create their own works of caricature. (Libby Geiselmayer)

Text: All course materials will be provided by the instructor

(MART 1008) Baroque Painting

In this course students will be learning about the 17th century Baroque period including major artists of the period including Rubens, Caravaggio, and Bernini. Students will study the style of these artists and execute works that are inspired by this tradition. (Libby Geiselmayer)

Text: All course materials will be provided by the instructor

General Education and Physical Education Electives**(MGED 1001) Introduction to Media Production**

This course is an introduction to video editing for students who have little to no experience working with digital media. Students will learn basic camera shots, editing techniques, and production process to be able to make their own collection of shorts throughout the semester. (Jones)

Text: All course materials will be provided by the instructor

(MGED 1002) Advanced Media Production

Prereq: Intro to Media Production

An advanced level mini-mester where students will learn to use more advanced digital editing programs and software, including learning the ability to podcast films and other digital media. Final project: short film. (Andrew Jones)

Text: All course materials will be provided by the instructor

(MGED 1003) Introduction to TV News Reporting

This course will focus on the basics of electronic news gathering, media writing, interviewing, production and performance, on-camera and voice-over delivery. Students will gain practical hands-on experience with reporting, writing, and "news desk" anchoring. (Rebecca Williams)

Text: Associated Press Broadcast News Handbook (Paperback) by Brad Kalbfeld

(MGED 1004) Financial Peace for the Next Generation

This course empowers students to make sound financial decisions for life.

Financial Peace is the most effective tool that schools can utilize to provide financial education and enrichment for their students before they graduate. Financial Peace resources are designed to meet the individual needs of every student's learning style by offering a variety of faith-based interaction, activities and games (The Price is Wrong!) that will create a positive learning experience. (Blake Davenport)

Text: All course materials will be provided by the instructor

(MGED 1005) Introduction to Psychology

This course provides an in-depth look at the work of the greatest 20th century psychologists. Students will learn the basic concepts and terminology associated with the most important schools of thought in the field of psychology. (Hannah Salus)

Text: All course materials will be provided by the instructor

(MGED 1006) Interior Decorating

This course will address the basic principles of residential design, space planning, use of color and pattern in the home. Students will learn how to create rooms that are functional and attractive. (Cristina Oldknow)

Text: All course materials will be provided by the instructor

(MGED 1007) Sociology: Perspectives-Understanding Other Cultures

This course will highlight the customs and perceptions of cultures outside of the United States as well as address commonly perceived stereotypes. An exploration into the Latino, Middle-Eastern and Asian cultures will be the prime areas of focus. (Cera Marsh)

Text: All course materials will be provided by the instructor

(MGED 1008) The Psychology of Criminal Behavior and Lying

Through an examination of research, popular media, and real cases students will examine the various aspects of the criminal mind. Students will learn about the various types of criminal behavior, be exposed to theories about how these individuals develop, and be able to understand the definition of "insanity." Behavioral profiling and the detection of deception will be explored in depth. Finally we will explore societal norms and civil liberties that appear to sometimes prevent intervention from occurring before tragedy strikes. (Bryan Smyth)

Text: All course materials will be provided by the instructor

(MGED 1009) Robotics

In this course students will learn how to use the power and excitement of robotics. In this course, students will use NXT LEGO® Mindstorm as well as the Carnegie Mellon Robotics Academy Curriculum to learn introductory aspects of: Programming, ratios and proportions, fractions and decimals, measurement, applied geometry, scientific method, technological literacy.

(MPED 1001) Health

This course is a general study of human health. Course topics include an extensive examination of human nutrition, health risks, alcohol and drug awareness and prevention (ADAP certificate required for Driver's permit), and fitness for life. This course when taken in both mini-mester sessions satisfies the state requirement for health. (John Messinger)

Text: All course materials will be provided by the instructor

(MPED 1002) Sports Ethics

This topics in sociology course examines a wide range of situational issues confronting athletes and athletics at the secondary, collegiate, and professional level. Areas of major study include the use and detection of performance enhancing drugs, NCAA recruitment rules and infractions, collective bargaining protections and issues, substance abuse and other rules violations policies. The course approach is case studies. (Gary Downs)

Text: All course materials will be provided by the instructor.

Advisory Program

Purpose is power! Enabling students to explore and discover who they are, what makes them unique, how to find significance in their lives, and how to maximize their potential—that's the unique power of Pisgah Advisory. This program provides a system for students to identify and develop their strengths and talents, set goals, and make exciting and insightful discoveries about themselves. Because of this, Pisgah graduates enjoy a distinct advantage—beyond being prepared for college, they are truly ready for life.

The Pisgah Advisory program inspires students to experience those "Ah Ha" moments--when they realize their significance, value, and potential. Through a planned, ongoing approach to identifying strengths and enhancing self-awareness—this program allows students to appreciate their unique abilities and clarify their purpose and direction.

Students develop a personal portfolio of resources for dealing with many of life's challenges: confidence, focus, passion, resilience, self-awareness, as well as the ability to connect and maintain meaningful relationships. Throughout their lives, they can call upon these valuable qualities and skills when facing decisions and opportunities, handling adversities, and overcoming obstacles.

During Advisory sessions, Upper School students participate in small groups based on grade and gender. Throughout the year, these groups meet weekly to participate in the Peak Performance and discipleship advisory programs.

The discipleship advisory uses the power of a facilitated small-group discussion to enhance the chapel experience that immediately follows the advisory period.

The Peak Performance advisory:

- Asserts that success is an intentional approach to life that ensures you are a faithful steward of your gifts and talents.
- Facilitates students' discovery of their strengths and passions via self-reflection, feedback from others and validated questionnaires. This includes Gallup's Strengths Quest process (www.strengthsquest.com) that gives students the opportunity to identify and develop their top natural talents, improve their grades, strategically determine a rewarding career path, and maximize their potential.
- Teaches students that their unique ability is found at the intersection of their talents, passion, values and experience. The key to success is attending to all of these areas.

- Orients students to the idea that they have more opportunity for success by building on their strengths, rather than trying to fix a weakness.
- Assists students as they develop their personal mission statements and learn to use the Peak Performance planner, (see an excerpt of the Peak Performance Planner on the pages that follow). This planner helps focus the student on short and long-term goals and helps them build awareness of how their strengths are lived in their everyday lives.

As students proceed through the process of college advisement, this knowledge about themselves and their strengths gives added insight and helps to inform their choices as they seek to make the “match” that is right for them. The Director of College Advisement hosts yearly information sessions for each grade level to inform and guide students and parents through the process of college advisement. This includes general timelines and advice as well as personal college counseling and individualized college application strategies. Through this process, students are given all of the guidance needed to maximize their chances for admission to the college that best matches their personality and goals.

Pisgah seniors have an impressive record of college acceptance. In 2009, nearly 90% of Pisgah seniors were accepted by their first college of choice.

Individualized, student-focused guidance throughout the adolescent journey is a Pisgah trademark. Full-time Guidance Counselors serve both Middle and Upper School students. Pisgah’s Student Support Team (SST) meets regularly to discuss student-related issues under the leadership of the guidance counselor and with participation from the principal and Chaplain. The Guidance Counselors also secure all student accommodations including testing accommodations. Upper School Guidance Counselor develops and maintains the Four Year Plan for student course selection beginning in 8th grade to be sure they are meeting all graduation and college entry requirements.

PISGAH PEAK PERFORMANCE PLANNER



I PRESS ON TOWARDS THE GOAL FOR THE PRIZE
OF THE UPWARD CALL OF GOD IN CHRIST JESUS.
PHILIPPIANS 3:14



“For I know the plans I have for you,” declares the Lord,
 “plans to prosper you and not to harm you, plans to
 give you hope and a future.” *Jeremiah 29:11*

Name:	
Grade:	Advisor:

Personal Mission Statement

My Strengths	
Strengths Quest Top 5	Other Strengths
1.	
2.	
3.	
4.	
5.	

Accountability	
Accountability Partner	
Meeting Schedule	
When	
Where	
How Often	

Goals	
Short Term Goals	Long Term Goals
1.	1.
2.	2.
3.	3.

Notes

Date ____ / ____ / ____

Weekly Action Steps – (How to Reach My Goals)

1.

2.

3.

4.

5.

Biggest Struggle This Week

What Can I Do Differently Next Week?

Best Result This Week:

Rate Yourself This Week – (1 is mediocre, 5 is exceptional)

Goal Focus/Progress

 1 2 3 4 5
Weekly AccountabilityDid we meet? yes no

Action Items from Meeting

(Prayer, reviewed goals, discussed struggles, etc.)

"The problem is not that there are problems. The problem is expecting otherwise and thinking that having problems is a problem." Theodore Rubin