



THE CAMBRIDGE SCHOOL OF DALLAS

CURRICULUM GUIDE

2015-2016

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INTRODUCTION

Mission and History

The Cambridge School of Dallas (grades 6-12) is a Christ-centered, classical, college preparatory school committed to “Academic Discipleship: Fostering a Love of Learning with a Passion for Jesus Christ.” The School seeks to develop young Christian men and women who are well-educated, philosophically and biblically grounded, and academically prepared for admittance to highly selective colleges and universities. Founded in 1996 as Logos Academy, by 2002 Cambridge separately organized and matriculated its first senior class. The School is a nondenominational, coeducational institution and enrolled 112 students last academic year.

Academic Program

The Cambridge School of Dallas seeks to address both the heart and the mind, equipping students to influence and actively engage their culture and the world through challenging academic standards and high spiritual expectations. Cambridge seeks to maximize the potential of average to above-average students by placing them in an above-average curriculum founded upon an emphasis on the disciplines of the classical trivium—grammar, logic, and rhetoric. The grammar stage is not a reference merely to early language, but more broadly to the basics of every subject. Similarly, logic is not merely a subject or course unto itself but is the discipline of thinking well about any and all subjects. Finally, rhetoric refers to the formulation and communication of a subject, any subject, in a manner that demonstrates careful understanding and application.

In order to accomplish the school’s aims, the curriculum must be integrated universally. Each course within a particular subject is designed to build upon the previous, and our commitment to universal truth ensures that each discipline builds upon the others, so that upper level science is dependent upon earlier theology or literature courses in addition to earlier science courses. These demands demonstrate the importance of a classical, integrated structure and pedagogy. In a similar fashion, a distinctly Christian approach requires the integration of subject and faith at virtually every turn in the learning process. It goes without saying that the earlier students are immersed in this educational approach, the more likely they are to thrive and reach their full potential.

Cambridge’s academic program culminates in Advanced Placement [AP] courses in core and elective disciplines, which may be accepted for college credit. All upper school students take four required AP courses in English and history and have the option to take other AP courses as student interest and enrollment permit. Each AP course must meet the College Board’s curriculum guidelines and standards and use college level textbooks and materials. It follows naturally from Cambridge’s mission as a college preparatory school with a rigorous curriculum that AP courses would be required and offered both to challenge the students academically and to prepare them for future studies. In addition, students are required

to take four years of theology and complete a senior tutorial, a course which requires them to present and defend a thesis before a faculty panel.

The academic program at Cambridge is summarized by the following core principles:

- Maximizing the potential of average to above average students
- Norming curriculum to objective standards of mastery
- Stressing foundational beliefs through study of the Bible and the great tradition of orthodox Christianity
- Teaching curriculum from a biblical worldview
- Emphasizing persuasive speaking and writing
- Offering athletic, artistic, and extracurricular pursuits that develop natural abilities and talents as well as character and leadership skills

Accreditation

The Cambridge School of Dallas is accredited by the Southern Association of Colleges and Schools (SACS). Among its professional memberships are the College Board and the Educational Records Bureau. The School is not affiliated with a church or denomination.

GRADUATION REQUIREMENTS, CLASS OF 2016

To graduate from Cambridge, each Upper School student must maintain a cumulative GPA of at least 2.0 and earn the following course credits:

ENGLISH.....	4 credits
HISTORY & GOVERNMENT	4 credits
MATHEMATICS	3 credits
SCIENCE	3 credits
THEOLOGY – taken each year.....	2 credits
FOREIGN LANGUAGES – three consecutive years of the same language	3 credits
FINE ARTS – two years of same subject	2 credits
SENIOR TUTORIAL	1 credits
ELECTIVES	3 credits
ATHLETICS – one season = 0.5 credits	2 credits
TOTAL	27 credits

STANDARDIZED TESTING PROFILE

In the last seven years Cambridge has produced 15 AP National Scholars, 65 AP Scholars with Distinction, 26 AP Scholars with Honor, and 72 AP Scholars. In addition to consistent National Merit commended students and finalists listed below, Cambridge has received four National Merit Hispanic Recognitions and two National Merit Achievement Recognitions.

	NATIONAL MERIT		SAT PROFILE			
	Commended	Finalists	Verbal	Math	Writing	Total
<i>Class of 2015</i>	3 Commended	1 Finalist	664	653	636	1954
<i>Class of 2014</i>	1 Commended	1 Finalist	653	622	637	1911
<i>Class of 2013</i>	4 Commended	3 Finalists	689	647	665	2001
<i>Class of 2012</i>	2 Commended	1 Finalist	659	632	639	1930
<i>Class of 2011</i>	5 Commended	5 Finalists	698	676	679	2053
<i>Class of 2010</i>	5 Commended	3 Finalists	667	644	647	1958
<i>Class of 2009</i>	3 Commended	3 Finalists	675	659	680	2014
<i>Class of 2008</i>	1 Commended	1 Finalist	668	648	646	1962
<i>Class of 2007</i>	3 Commended	1 Finalist	672	629	660	1961
<i>Class of 2006</i>	7 Commended	1 Finalist	642	656	642	1930

CURRICULUM OVERVIEW

	English	History & Government	Mathematics	Science	Theology	Foreign Language	Fine Arts	Classical	Electives	Athletics
MIDDLE SCHOOL	6	Children's Literature, Grammar & Composition	Western Civilization I	Pre-Algebra [Saxon 8/7]	Life Science [with lab]	Biblical Catechism	Foreign Language	6th Grade Art or 6th Grade Music		Physical Education
	7	British Literature, Grammar & Composition	Western Civilization II	Pre-Algebra	Earth Science [with lab]	Biblical Narrative	MS Latin I	7th Grade Art	Socratic Tradition	2 seasons of Athletics over 2 years
	8	American Literature, Grammar & Composition	Western Civilization II	Algebra I	Physical Science [with lab]	Introduction to Theological Studies	MS Latin II	8th Grade Art, Drama, or Music	Logic	
UPPER SCHOOL	9	*Classical Literature & Composition	*Ancient-Medieval History	*Geometry	*Biology [with lab]	*Biblical Theology	Three consecutive years of the same language – modern or *classical <i>(additional years may be taken as electives)</i>	Studio Art I or Cambridge Chorale	**Logic Lab	3 elective credits required - choose from additional courses in math, science, fine arts, foreign language, or *philosophy
	10	*Medieval & Renaissance Literature & Composition	*AP European History	*Algebra II	*Chemistry [with lab]	*Theological Studies I		Studio Art II or Cambridge Chorale		
	11	*AP English Language & Composition	*AP United States History	*Pre-Calculus or *Advanced Pre-Calculus	*Physics [with lab], *AP Physics 1, or *AP Biology	*Spiritual Formation		Photo Journalism, Cambridge Chorale, Studio Art III, or *AP Studio Art: Drawing, 2-D Design, or 3-D Design		
	12	*AP English Literature & Composition	*Political Philosophy/ *United States Government and Politics	Finite Mathematics or *AP Calculus AB	Environmental Science [with lab], *AP Physics 1, *AP Physics 2, or *AP Biology	*Apologetics			*Senior Tutorial	

Courses marked with an asterisk () are considered “Core” and receive an additional weight of 0.6 toward a student’s GPA. In addition, all AP courses are weighted 0.6.

**Logic Lab is required of students entering the 9th grade who have not previously taken a course in Logic.

Italics indicate elective options.

DEPARTMENT AND COURSE DESCRIPTIONS

**Many course textbooks are listed by title or author only. Therefore, texts should not be purchased from the following information without first confirming which edition and/or translation is required.*

English

The English program at The Cambridge School of Dallas exists to train students in the art of writing rhetorically and in the critical analysis of major literary texts. A middle school foundation in the art of using language (grammar, vocabulary, logic, rhetoric) is reinforced in the upper school through compositional exercises in various writing styles, classical rhetoric, and ultimately a senior thesis. Students read core works in ancient, classical, poetic, American, British, and modern literature, progressing from examining formal and complex aspects of literature to analyzing themes and ideas and their relationship to the Christian worldview. Faculty include Profs. Christopher Benson, Shannon Pepe, and Abigail Taber.

Children's Literature, Grammar, & Composition (Grade 6)

The study of a variety of great works of children's literature and the foundational elements of quality writing. In the literature portion of this course, students will read a wide variety of great children's literature in order to gain a taste for quality reading materials that delight as well as instruct, expand their vocabulary breadth, learn the basic components of a story, develop greater comprehension and analysis skills, and discover universal truths in literature. In the grammar and writing component of this course, students will gain command of eight parts of speech, learn to write a well-structured paragraph and multi-paragraph essay, and study different types of writing such as narrative, descriptive, expository, and persuasive compositions. 1 credit

Primary Text(s): *Progressing with Courage English 6*; Hans Christian Andersen's *Fairy Tales*; *Chronicles of Narnia*; *D'Aulaires Book of Greek Myths*; *The Wind in the Willows*; *The Princess and the Goblin*; *The Sword and the Circle*; *A Man for All Seasons*; *Vocabulary from Classical Roots A&B*
Professor: Taber

British Literature, Grammar, & Composition (Grade 7)

An introduction to the formal study of literature, featuring classic works of British literature from various time periods. Genres include drama, allegory, and novel. In this course, students will develop habits of critical thinking and close reading, participate in seminars, and write narrative, expository, descriptive, and persuasive compositions; they will also gain proficiency in grammar and study vocabulary from classical roots. 1 credit

Primary Texts/Authors: *Building Securely English 7*; *The Pilgrim's Progress*; *A Christmas Carol*; *A Study in Scarlet & Other Sherlock Holmes Adventures*; *Pygmalion*; Robert Louis Stevenson; Lewis Carroll; William Shakespeare; *Vocabulary from Classical Roots C&D*
Professor: Taber

American Literature & Composition (Grade 8)

An introductory survey of American literature, featuring key works from the Colonial, Romantic, Realist, and Modern literary periods. Genres include short story, autobiography, and novel. In this course, students will develop habits of critical thinking and close reading, participate in seminars, and write compositions of explication, analysis, and response. 1 credit

Primary Texts/Authors: *The Red Badge of Courage*; *The Bridge of San Luis Rey*; Nathaniel Hawthorne; Frederick

Douglass; Mark Twain; John Steinbeck; Ernest Hemingway; *Vocabulary from Classical Roots E*
Professor: Pepe

Classical Literature & Composition (Grade 9)

A survey of ancient literature (in translation), featuring key works of Greek and Roman authors. Genres include epic poetry, narrative poetry, tragic drama, mythology, literary criticism, biography, theological discourse, and speech. In this course, students will develop habits of critical thinking and close reading, practice dialectical skills in seminars, and write compositions of explication, analysis, and response. 1 credit

Primary Texts/Authors: *The Aeneid*; Homer; Alfred, Lord Tennyson; Aeschylus; Sophocles; Plutarch; William Shakespeare; *The Office of Assertion*; *Reading and Writing about Literature*
Professor: Pepe

Medieval & Renaissance Literature & Composition (Grade 10)

A survey of Medieval and Renaissance literature, featuring key works from the Italian Middle Ages, Old English period, Middle English period, and English Renaissance. Genres include epic poetry, narrative poetry, drama, and lyric poetry. In this course, students will develop habits of critical thinking and close reading, practice dialectical skills in seminars, and write compositions of explication, analysis, and response. 1 credit

Primary Texts/Authors: *Beowulf*; *Paradise Lost*; Dante Alighieri; William Shakespeare; George Herbert; John Donne; *The Office of Assertion*
Professor: Benson

AP English Language & Composition (Grade 11/ American Literature)

An advanced survey of American literature, featuring key works from the Colonial, Romantic, Transcendental, Realist, and Modern literary periods. Genres include speech, novel, essay, short story, drama, and lyric poetry. In this course, students will develop habits of critical thinking and close reading, practice dialectical skills in seminars, and write compositions of explication, analysis, and response. 1 credit

Primary Texts/Authors: Nathaniel Hawthorne; Mark Twain; Jonathan Edwards; Herman Melville; Ralph Waldo Emerson; Ernest Hemingway; Flannery O'Connor; Robert Frost; Willa Cather; William Faulkner; Thornton Wilder; Arthur Miller; *The Writer's Workshop*
Professor: Pepe

AP English Literature & Composition [Grade 12/ Modern European Literature]

A survey of Modern European Literature, featuring key works from French, German, English, and Russian authors. Genres include novel, short story, drama, and lyric poetry. In this course, students will develop habits of critical thinking and close reading, practice dialectical skills in seminars, and write compositions of explication, analysis, and response. 1 credit

Primary Texts/Authors: *Crime and Punishment*; Jane Austen; Goethe; Charles Dickens; Leo Tolstoy; Albert Camus; Franz Kafka; T. S. Eliot; *The Writer's Workshop*
Professor: Benson

Print Journalism

A course focused on developing the skills required for creating and producing a Cambridge student newspaper. In this course, students will enjoy a creative but professional environment in which they learn and apply the practical issues of creating a newspaper, including different writing styles, editing practices, deadline policies, and industry-standard software such as Adobe's *In-Design*, *Illustrator*, *Photoshop*, and *Dreamweaver*. ½ credit

Primary Text(s): *The Associated Press Stylebook and Briefing on Media Law*

History and Government

The History and Government program at The Cambridge School of Dallas exists to instill within students a knowledge of history, a sense of God's providence in the affairs of men, and a familiarity with the theories and practices that men have developed in order to live in society. Students build a foundation through survey courses, augment this foundation through Advanced Placement courses in European and United States History, and, finally bring to bear their knowledge of history in courses in political philosophy and government. Faculty include Profs. Andrew Hollingsworth, Hannah Nelson, Chuck Rhine, Abigail Taber, and Moryam VanOpstal.

Western Civilization I (Grade 6)

A survey of world history beginning with the creation story and ending in the Early Middle Ages. In this course, students will examine the overall framework of the world's chronology, be introduced to key historical characters and myths, compare major ancient civilizations, and examine God's providence in history. 1 credit

Primary Text(s): *Story of the World, Volume I; Famous Men series; Holt World History*
Professor: Taber

Western Civilization II (Grade 7)

A survey of world history beginning with the Early Middle Ages and ending with the establishment of the thirteen British colonies in North America. In this course, students will examine the overall framework of the world's chronology, be introduced to key historical characters and myths, compare major ancient civilizations, and examine God's providence in history. 1 credit

Primary Text(s): *Famous Men series; Holt World History*
Professor: VanOpstal

Western Civilization III (Grade 8)

A survey of the history of the United States, from the Age of Exploration to at least World War II. In this course, students will navigate the major ideas, movements, people, and events of US History in order to grow into contributing members of society, learning from our nation's past mistakes and striving toward our common goals. 1 credit

Primary Text(s): *The American Pageant*

Ancient-Medieval History (Grade 9)

A survey of the major historical events and trends from the beginnings of agriculture to Medieval Europe with special emphasis on Western civilization, particularly the cultures of the ancient Greeks and Romans. In this course, students will gain a thorough and comprehensive knowledge of the major historical figures and events that shaped Western civilization, and learn to analyze cause and effect while developing a sound

understanding of the chronological order of historical events. 1 credit

Primary Text(s): *Spielvogel Western Civilization 9th ed*
Professor: Nelson/Rhine

AP European History (Grade 10)

A survey of European history from the Late Middle Ages to the present. In this course, students will develop analytical skills and factual knowledge necessary to deal critically with problems and issues in European history. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents, and historiography. 1 credit

Primary Text(s): *Spielvogel Western Civilization: Since 1300*
Professor: Hollingsworth

AP United States History (Grade 11)

A survey of U.S. history from the Age of Exploration and Discovery to the present. In this course, students will learn to assess the relative importance and reliability of historical materials, including the use of original sources, to evaluate the relevance of those to particular questions in U.S. history, to discriminate between competing scholarly interpretations, and to articulate their findings in essay form. 1 credit

Primary Text(s): *The American Pageant*
Professor: VanOpstal

Political Philosophy (Grade 12, 1st semester)

An introduction to some of the major ideas and thinkers in the history of western political thought ranging from antiquity to the American founding. In this course, students will engage in a close reading of selections from primary texts in political philosophy in order to grapple with the enduring questions in with greater depth, clarity, and nuance. ½ credit

Primary Text(s): Numerous historical documents
Professor: VanOpstal

United States Government & Politics (Grade 12, 2nd semester)

An examination of the basic principles of the American political order, their origin, and their influence on subsequent developments in government and law. In this course, students will consider the institutions and processes of American politics, their theoretical underpinnings, and how both theory and practice have been challenged and transformed over time.
½ credit

Primary Text(s): *Government in America: People, Politics, and Policy*, 10th ed.; *American Government: Readings and Cases*, 15th ed.
Professor: VanOpstal

Mathematics

The Mathematics program at The Cambridge School of Dallas provides students the opportunity to appreciate the beauty and utility of mathematics. All classes, both required courses and advanced electives, train students to use mathematical language and symbols to communicate ideas as they develop logical and critical thinking skills. Faculty include Profs. Sara Gudde, Michael Jones, and Bethany Nine.

Pre-Algebra [Saxon 8/7] (Grade 6)

A course using the Saxon 8/7 mathematics program. In this course, students will apply the basic mathematical operations to fractions and decimals, compute the surface area and volumes of geometric figures, solve for unknown variables, and understand number sets and theory. 1 credit

Primary Text(s): *Saxon 8/7 Math*
Professor: Nine

Pre-Algebra (Grade 7)

The development of a firm foundation for the discipline of Algebra and Geometry through the transformation from basic arithmetic to elementary algebraic reasoning and application. In this course, students will become familiar with mathematical concepts such as integers and expressions, solving equations, decimals, number theory, rational numbers and expressions, ratios, proportions, percents, equations and inequalities, graphing, measurement, area, volume, right triangles, statistics, probability, and polynomials. 1 credit

Primary Text(s): *Pre-Algebra, An Accelerated Course*
Professor: Jones

Algebra I (Grade 8)

A study of algebra, the language of higher mathematics and the technical language of physics and science, expanding on the groundwork laid in Pre-Algebra and concentrating on concepts of relationship and outcome without regard to specific number values. In this course, students will be introduced to concepts such as include operations with numbers, simple equations, positive numbers, negative numbers, distributive property, axioms, operations with polynomials, radicals, quadratic equations, equations with two variables, graphing, probability, statistics, exponents, rational algebraic expression, radical algebraic expressions, inequalities, and direct/indirect variation. Students will demonstrate comprehension in their ability to generate, represent and justify properties of arithmetic and apply these to specific problems. 1 credit

Primary Text(s): *Algebra I, Expressions, Equations, and Applications*
Professor: Nine

Geometry (Grade 9)

The development of concepts and skills through the deductive process and intuitive reasoning, leading to a better understanding of mathematical concepts and mastery of skills while developing abstract and logical thinking and broadening the knowledge required for further studies in higher math. In this course, students will master concepts such as points, lines, planes, angles, reason and proof, perpendicular lines, parallel lines, congruent triangles, quadrilaterals, proportion and similarity, right triangles, trigonometry, circles, polygons, surface area, volume, coordinate geometry, loci and transformations. 1 credit

Primary Text(s): *Geometry—Integration, Application, Connection*
Professor: Jones

Algebra II (Grade 10)

An exploration of relations, functions, systems, sequences, series, and probability. In this course, students will learn to appreciate the beauty and utility of mathematics as they develop the ability to communicate mathematical ideas. 1 credit

Primary Text(s): *Algebra and Trigonometry, Functions and Applications*
Professor: Gudde

Pre-Calculus (Grade 11)

The study of the mathematics of algebra, exponentials, logarithms, trigonometric functions, matrices, determinants, probability, and conic sections, emphasizing critical thinking, problem solving and graphical interpretation and analysis. In this course, students will begin to see the subject of mathematics as a unified whole, as well as a useful tool used to model and solve problems. As a result, students will develop a foundation for future studies in mathematics, science, engineering, and other mathematically oriented subjects. 1 credit

Primary Text(s): *Precalculus with Limits, A Graphing Approach*, 3rd ed.

Advanced Pre-Calculus (Grade 11)

An accelerated study of the mathematics of algebra, exponentials, logarithms, trigonometric functions, matrices, determinants, probability, conic sections, limits and introductory Calculus, emphasizing critical thinking, problem solving and graphical interpretation and analysis. In this course, students will focus on mathematics as a unified whole, as well as a useful tool used to model and solve problems. As a result, students will solidify a platform for future studies in mathematics, science, engineering, and other mathematically oriented subjects. 1 credit

Primary Text(s): *Precalculus with Limits, A Graphing Approach*, 3rd ed.

Professor: Gudde

AP Calculus AB

The study of the mathematics of change that enables us to model situations in the physical world. In this course, students will study limits, differentiation, integration, and applications with emphasis on those concepts required by the Advanced Placement program of the College Board, preparing for the AP Calculus AB exam. 1 credit

Primary Text(s): *Calculus of a Single Variable: Early Transcendental Functions*, 5th ed.

Professor: Nine

AP Calculus BC

The study of the mathematics of change that enables us to model situations in the physical world. In this course, students will study limits, differentiation, integration, applications, parametric functions, polar functions, vector functions, polynomial approximations, and series with emphasis on those concepts required by the Advanced Placement program of the College Board, preparing for the AP Calculus BC exam. 1 credit

Primary Text(s): *Calculus of a Single Variable: Early Transcendental Functions*, 5th ed.

Finite Mathematics

A mathematical course designed to prepare students for future study in business, management, finance, accounting, economics and social sciences. In this course, students will solve financial problems, solve systems of linear equations and inequalities using graphs and matrices, determine the probability of events, and describe and analyze data graphically and numerically. Microsoft Excel and PowerPoint are key tools in computing, graphing, modeling, solving, and presenting work. 1 credit

Primary Text(s): *Finite Mathematics, An Applied Approach*, 10th ed.

Professor: Jones

Science

The Science program at the Cambridge School of Dallas exists to provide a thorough study of the life and physical sciences, based on conceptual understanding, mathematical analysis, and experimentation. It seeks to endow each student with necessary background to appreciate the scientific method utilizing logic and reasoning skills and to provide a firm foundation from which meaningful (theological, philosophical and ethical) questions arise. Faculty include Profs. Ginger Jordan, Rick Moser, and Karlvin Wong.

Life Science [with lab] (Grade 6)

An introduction to life science ranging from the study of cells to human physiology. In this course, students will participate in a variety of projects and experiments in order to gain a preliminary understanding of cells and heredity, the diversity of living things, and human biology. 1 credit

Primary Text(s): *Life Science*

Professor: Wong

Earth Science [with lab] (Grade 7)

A macroscopic study of the size, beauty, and complexity of the solar system and the natural wonders of the Earth, including rocks, minerals, volcanoes, earthquakes, weather, and the ocean. In this course, students will observe what they are studying in the lab as well as practice the skill of reading and comprehending a science textbook. Students not only learn facts and ideas, but are also encouraged to be curious and inquisitive. 1 credit

Primary Text(s): *Earth Science*

Professor: Jordan

Physical Science [with lab] (Grade 8)

A balanced look into both chemistry and physics, providing the foundation for further studies in the scientific fields. In this course, students will examine the chemical processes that explain human observation of the physical world and discover

the interactions between matter and energy through forces and motion. 1 credit

Primary Text(s): *Physical Science: Concepts in Action*

Professor: Wong

Biology [with lab] (Grade 9)

A microscopic study of the cell and analysis of one of God's greatest creations, the human body. In this course, students will study cell structure and function, DNA and genetics, the homeostasis between plants and animals, the evolutionary theory, ecology, and human physiology. Students will not only master biological facts and ideas but will also gain skills in the laboratory and sharpen the skill of reading and comprehending a science textbook. 1 credit

Primary Text(s): *Essential Biology with Physiology*, 2nd ed.

Professor: Wong

Chemistry [with lab] (Grade 10)

An examination of the foundations and principles of chemistry, providing a thorough preparation in the central science. In this course, students will gain an in-depth understanding of the chemical structure, properties, processes, and reactions that occur in the world around them, increasing their appreciation for the complexities of creation. 1 credit

Primary Text(s): *Modern Chemistry*

Professor: Moser

Physics [with lab] (Grade 11)

The exploration of the development of the great ideas and principles in physics, including the history of physics, its technological, philosophical and aesthetic aspects, and its place in the history of ideas. In this course, students will study basic principles such as motion, force, gravity, energy, waves, electromagnetism, relativity and quantum physics, which allow discussion and analysis of the behavior of all objects, from the sub-atomic realm to the entire universe. Students should develop critical thinking and problem solving skills so that they mature in their understanding of the nature and methods of science. 1 credit

Primary Text(s): *Physics for Poets*, 5th ed.; *Holt Physics*
Professors: Moser

Environmental Science [with lab] (Grade 12)

An interdisciplinary course integrating physical and biological sciences (including physics, chemistry, biology, geology, and geography) into the study of the Earth's environment and investigating possible solutions to environmental problems. In this course, students will consider the complex and interrelated issues in environmental systems, climate change, human impacts, conservation of natural resources, environmental health concerns, pollution, and environmental policy. The Christian perspective of this course will enable students to reflect on these issues and make wise and ethical moral decisions concerning matters that affect humans and their environment. 1 credit

Primary Text(s): *Environmental Science*, 13th ed.
Professor: Jordan

AP Biology

A study of life focusing on the cell, genetics, heredity, organisms and populations, and physiology. In this course, students will gain important skills in the twelve labs performed throughout the year, and study themes including science as a process, energy transfer, the merits and weakness in Darwin's theory, continuity and change, relationship of

structure to function, regulation, interdependence in nature, and science, technology, and society in preparation for the AP Biology exam. Students are required to study topics on their own in order to cover all necessary material. Successful completion of the AP Biology exam may enable students to receive credit for a freshman level college Biology course. 1 credit

Primary Text(s): *Biology*, 6th ed.
Professor: Wong

AP Physics 1

A thorough survey of the basic physical principles of kinematics, dynamics, rotational motion, gravity, simple harmonic motion, momentum, work and energy, electric charges and forces, DC circuits (resistors), and mechanical waves and sound, all allowing students to understand and appreciate the laws that govern the motion and behavior of all objects. In this rigorous course, students will develop critical thinking and problem solving skills, train for future studies in the sciences and engineering, and prepare to perform well on the AP Physics 1 Exam. 1 credit

Primary Text(s): *Physics*, 6th ed.
Professor: Moser

AP Physics 2

A thorough survey of the basic physical principles of thermodynamics and gases, fluid statics and dynamics, electric fields and potentials, RC circuit analysis, magnetism and electromagnetic induction, optics, and quantum and nuclear physics, all allowing students to understand and appreciate the laws that govern the motion and behavior of all objects. In this rigorous course, students will develop critical thinking and problem solving skills, train for future studies in the sciences and engineering, and prepare to perform well on the AP Physics 2 Exam. 1 credit

Primary Text(s): *Physics*, 6th ed.
Professor: Moser

Theology

The Theology program at The Cambridge School of Dallas exists to instill within students a love for Scripture, a knowledge of the history and doctrinal basis of Christianity, and the ability to think through and give an answer for their faith. Students progress from developing a foundation through the study of the Christian canon and church history to applying this foundation in systematic theology, spiritual formation, and apologetics. The Bible is a central text in each of these courses. Faculty include Profs. John Howell, Barb Isbell, Abigail Taber, Tyler Taber, and Paul Wolfe.

Biblical Catechism (Grade 6)

A grammar course for biblical and theological study. In this course, students will focus on key questions related to the Christian faith and study specific verses from the Bible that answer these questions. ½ credit

Primary Text(s): ESV Study Bible
Professor: Abigail Taber

Biblical Narrative (Grade 7)

An introduction to the narrative of Christian scripture. In this course, students will explore the story line, major characters, and books of the Bible, including historical, literary, thematic, and topical aspects of the Bible. ½ credit

Primary Text(s): ESV Study Bible; *Glimpses of a Greater Glory*
Professor: Isbell

Introduction to Theological Studies (Grade 8)

An introduction to the major doctrines and events in the Christian faith. In this course, students will gain an introductory understanding of the major points in the history of the church and the setting for theological development and inquiry. They will also be introduced to the central points of doctrine that separate Christianity from all other religions and have served as the core of Christian orthodoxy from the fall of Jerusalem to the present day. ½ credit

Primary Text(s): ESV Study Bible; *18 Words; Turning Points*
Professor: Tyler Taber

Biblical Theology (Grade 9)

An introduction to the Bible, its nature, narrative, and primary themes. In this course, students will gain knowledge of the orthodox doctrine of Scripture, the development of the canon of Scripture, and the primary story line and central themes of Scripture. ½ credit

Primary Text(s): ESV Study Bible; *A Compact Guide to the Whole Bible*

Professor: Isbell

Theological Studies I (Grade 10)

A great books introduction to the major works and doctrines of the Christian faith. In this course, students will gain a biblical, historical, and systematic knowledge of the doctrines of God (Father, Son, and Holy Spirit), Creation, Anthropology, Christology, and the Atonement. ½ credit

Primary Texts/Authors: *Mere Christianity*; Gregory of Nyssa; St. Athanasius; St. Augustine; St. Anselm

Professor: Tyler Taber

Theological Studies II (Grade 11)

A great books introduction to the major works and doctrines of the Christian faith, in concert with spiritual formation. In this course, students will gain a biblical, historical, and systematic knowledge of the doctrines of Soteriology, Ecclesiology (including the sacraments), Eschatology, the Christian Life, and the priorities and disciples of Christian maturity. ½ credit

Primary Texts/Authors: *Screwtape Letters*; Martin Luther; John Calvin; Jonathan Edwards; John Murray

Spiritual Formation (Grade 11)

An introduction to the basic doctrines, priorities and disciplines of Christian life, with a view to growth toward Christian maturity. In this course, students will focus on the formation of the heart, including the emotions and the intellect by studying the spiritual disciplines and openly and sincerely discussing issues of critical importance to the Christian life. ½ credit

Primary Text(s): *The Screwtape Letters*; *Celebration of Discipline*; *Augustine's Confessions*; *Overcoming Sin and Temptation*

Professor: Wolfe

Apologetics (Grade 12)

The study of intellectual credibility and reasonability of Christian theism. In this course, students will learn the case for the truth of orthodox Christianity, answer prominent objections to Christian theism, and critique major rival perspectives which are incompatible with Christianity. Specific focus is given to the epistemology of religious belief, the major arguments for the existence of God, the historical case for the resurrection of Jesus, the coherence of the doctrine of the Incarnation, and the problem of suffering. ½ credit

Primary Text(s): *C.S. Lewis's Dangerous Idea*; *Dawkins' God: Genes, Memes and the Meaning of Life*; *Lord or Legend?*; *The Historical Christ and the Jesus of Faith*; *Is God a Moral Monster*; *Return to Reason*

Professor: Howell

Foreign Language

The Foreign Language program at The Cambridge School of Dallas exists to cultivate within students a thorough understanding and appreciation of a language other than their primary language. In learning to communicate in another language, students will gain a better understanding of their own. Students will progress from a foundation of basic grammar and vocabulary to advanced translation and composition. Currently faculty include Profs. Daniel Faubus, Sara Gudde, Andrew Hollingsworth, Hannah Nelson, and Chuck Rhine.

Foreign Language (Grade 6)

An introduction to a foreign language. In this course, students will read, write, and translate as they learn how to study a foreign language, and will become familiar with basic grammar topics through everyday assignments and projects. ½ credit

Professor: Taber

MS Latin I (Grade 7)

An introduction to the Latin language and culture of the ancient Romans. In this course, students will become acquainted with the many and complex forms of Latin grammar, gain a thorough conceptual understanding of how these grammatical forms apply to the translation of Latin sentences, build a foundation of Latin vocabulary, and learn about the derivation and etymology of related English words. 1 credit

Primary Text(s): *Ecce Romani I: A Latin Reading Program*; *Ecce Romani IA Language Activity Book*; *Ecce Romani IB Language Activity Book*

Professor: Faubus

MS Latin II (Grade 8)

A further exposition of Latin grammar and vocabulary and refinement of translation skills. In this course, students will be introduced to additional grammatical concepts, increase their Latin vocabulary and learn about the history, mythology, politics, and culture of ancient Rome through the translation of practice sentences and stories. 1 credit

Primary Text(s): *Ecce Romani II*

Professor: Nelson

Latin I (Grade 9)

An introduction to the grammar and vocabulary of the Latin language and the ideas and culture of the ancient Romans. In this course, students will become acquainted with the fundamentals of Latin grammar and sentence structure while gradually gaining an understanding of Roman values and customs by reading sentences composed by notable Roman authors which have been adapted to suit the student's level of competency. 1 credit

Primary Text(s): *Wheelock's Latin*; *38 Latin Stories*

Professor: Rhine

Latin II (Grade 10)

A continuation and deeper exploration of the grammatical concepts and ideas presented in Latin I. In this course, students will progress from intermediate to advanced Latin grammar culminating in the translation of large passages of minimally adapted works of Roman prose and poetry, preparing them for the study of unadapted Latin literature in Latin IV. 1 credit

Primary Text(s): *Wheelock's Latin; 38 Latin Stories*
Professor: Rhine

Intermediate Latin

A further exposition of Latin grammar and vocabulary and refinement of translation skills. In this course, students will complete their formal study of Latin grammar, increase their Latin vocabulary, continue their study of history, mythology, politics and culture, and refine their translation skills through the translation of primary texts from authors such as Cicero, Caesar, and Pliny. 1 credit

Primary Text(s): *Ecce Romani II; Ecce Romani III*
Professor: Faubus

Latin Literature

A transition from a Latin textbook to the rigors of directly translating unadapted Latin passages from original works of Roman authors. In this course, students will study the works of Cicero, Horace, and Ovid, gaining an appreciation of Latin prose and poetry and the grammatical and aesthetic dimensions of each genre, increasing their historical and cultural knowledge as it pertains to the individual works and authors, and applying their extensive knowledge of Latin grammar towards the development of true finesse in their translations. 1 credit

Primary Text(s): *Cicero's First Catilinarian Oration; Horace, Selected Odes and Satire 1.9; Love and Transformation: An Ovid Reader*
Professor: Faubus

AP Latin

A thorough exploration of two Roman literary masterpieces: P. Vergilius Maro's epic poem, the *Aeneid*, and C. Julius Caesar's military journal, *De Bello Gallico*. In this course students will prepare to take the AP exam by diligently studying these works while increasing their general knowledge of Latin grammar and vocabulary. Special attention will be given to understanding the cultural and historical context of each work as well as the ability of the student to use Latin to justify the positions taken on the essay questions. 1 credit

Primary Text(s): *Vergil's Aeneid: Selected Readings from Books 1, 2, 4, and 6; Caesar: Selections from his Commentarii De Bello Gallico*
Professor: Faubus

Latin: Livy

The capstone for Latin studies at Cambridge. Students are expected to have mastered the major grammatical concepts and possess a substantial list of Latin vocabulary. In this course, students will further refine their translation skills, become well acquainted with Livy's *Ab Urbe Condita*, and reflect on the relevance of Livy's characterization of traditional Roman values to the social and political situations of his time as well as our own. Students will also work on a

class project that varies from year to year based on the personality and interests of each particular class. 1 credit

Primary Text(s): *Livy Reader A: Selections from Ab Urbe Condita; Reading Livy's Rome: Selections from Books I-IV of Livy's Ab Urbe Condita; Scipio Africanus: Selections from Livy XXVI-XXX*

Greek I

An introduction to the grammar and vocabulary of ancient Attic Greek. In this course, students will become acquainted with the Greek alphabet, diacritical marks, transliteration, learn to read and translate ancient Greek, and study the history and culture of the region. 1 credit

Primary Text(s): *Athenaze: An Introduction to Ancient Greek, Volume I; Athenaze: An Introduction to Ancient Greek, Volume I (Workbook)*

Greek II

The development of foundational grammar and vocabulary in ancient Attic Greek. In this course, students will learn to find the first lexical form of most Greek words, allowing them to translate unadapted Greek passages with the aid of a dictionary and reference grammar. Particular emphasis is given to grammatical forms. 1 credit

Primary Text(s): *Athenaze: An Introduction to Ancient Greek, Volume II; Athenaze: An Introduction to Ancient Greek, Volume II (Workbook)*
Professor: Faubus

Spanish I

A study of basic Spanish grammar, listening, and conversation. In this course, students will learn core vocabulary and master the present and preterit verb tenses in order to gain the ability to engage native speakers in basic level conversations. 1 credit

Primary Text(s): *Realidades 1*
Professor: Gudde

Spanish II

A study of Spanish grammar, focusing on reading and speaking as means toward fluency. In this course, students will develop vocabulary to discuss common activities and pastimes in Spanish, review the preterit and present verb tenses, and learn commands, imperfect, and subjunctive verbs. The goal is to move the students into a new level of conversation with native speakers. 1 credit

Primary Text(s): *Realidades 2*
Professor: Hollingsworth

Spanish III

A study of more advanced Spanish grammar and vocabulary in order to move beyond basic communication. In this course, students will master the formation and basic rules for all verb tenses available in the Spanish language, allowing them to communicate on some level with a native speaker, regardless of the topic or context. 1 credit

Primary Text(s): *Realidades 3*
Professor: Hollingsworth

AP Spanish Language

An advanced study of Spanish grammar, emphasizing active communication in Spanish and aiming toward fluency in reading, writing, speaking, and listening. In this course, students will cover a wide array of vocabulary and become familiar with more intricate grammar rules in order to prepare for fluent conversations with native speakers with very few barriers. 1 credit

Primary Text(s): *AP Spanish: Preparing for the Language Exam*; *Gramática 2014*; *Reflexiones Introduccion a La Literatura Hispánica*; *Triangulo*; *Abriendo Paso*
Professor: Hollingsworth

Fine Arts

The Fine Arts program of The Cambridge School of Dallas exists to cultivate the creative disciplines of art, drama, and journalism in the life of the student through example and recreation. Visual art incorporates art history with the principles of design in order to gain a working knowledge of creating art. Drama develops the craft of acting both onstage in theatrical productions and in the classroom. Journalism involves the preparation and completion of all aspects of the school's yearbook. Professors include Sheree Benavides, Russell Garrett, and Grace Anne Wood.

6th Grade Music

An active study of music that will introduce students to sight singing, identifying simple rhythms, and performing in a recorder ensemble. Additionally, this course will serve as an introduction to music theory and music history. In this course, students will acquire an in depth musical vocabulary, learn to read music through the basics of music theory, and participate in music projects based on music history lessons. Emphasis will be placed on exposing the student to a variety of music so as to foster an appreciation of all styles of music. ½ credit

6th Grade Art

An active study of different types of art from ancient Egypt to modern contemporary art, focusing on the themes of art foundations, perspective, drawing, and sculpture. In this course, students will participate in art projects based on art history lessons, gain a perspective of art history through a focus on these four themes, and become familiar with the artistic compositions of line, contour line, gesture, form, shape, value contrast color, proportions, drawing and sculpture, and learn how art can be created through non-traditional methods. ½ credit

Primary Text(s): *A Child's History of Art: Sculpture*; *A Child's History of Art: Sculpture, Lesson Manual*

7th Grade Art

A studio-based course focused on art techniques used throughout the Renaissance. In this course, students will gain a perspective of art history by creating projects based on Renaissance discoveries, including linear perspective, portraiture, aerial perspective, and chiaroscuro. ½ credit

Primary Text(s): *Art Fundamentals: Theory and Practice*, 5th ed.; *Art Talk*, 2nd ed.; *Art through the Ages: A Global History*, 13th ed.

Professor: Wood

Middle School Music

An introductory study of the foundations of music. In this course, students will learn together how to read, write, and sing simple notation, as well as two- and three-part harmony. By sight-singing and ear-training exercises, simple composition tasks, and exposure to various types of world music, students will build the necessary foundational knowledge of music to succeed at higher levels. ½ credit.

Professor: Garrett

Cambridge Chorale

A performance-based course focused on building music abilities such as ear-training, sight-reading/singing, and active listening. In this course, students will learn historical information and the progression of western music theory, as well as develop performance abilities, skills, and a knowledge and appreciation of classical music. Throughout the year students will attend at least one professional concert, and perform vocal arrangements at appropriate school and community functions. 1 credit.

Professor: Garrett

Studio Art I

A studio-based foray into the basic elements of art and principles of design. In this course, students will use a variety of traditional art materials (pencil, pastel, paint, markers, clay and collage) to create projects that exhibit these elements and principles of art, and develop a broad understanding of the progression and development over time of visual art through the weekly study of art history. 1 credit

Professor: Wood

Studio Art II

A studio-based course designed to develop the drawing, painting and sculptural expression of the human form. In this course, students will build on the basic elements and principles from Art I, utilize charcoal, clay, collage and paint to explore the human figure by studying bones, the skeleton, and organic shapes in nature and self portraiture, and broaden their understanding of art history and ability to read and critique art. 1 credit

Professor: Wood

Studio Art III

A studio art course emphasizing content rather than technique, designed to encourage and build creative thinking in art. In this course, students will use a wide range of materials to explore image making and visual expression in order to strengthen their ability to express ideas in a creative manner and understand art that communicates in non-literal ways. Students will combine methods and materials such as mixed media, collage, drawing, painting, printmaking and sculpture to create art that expresses an idea or concept. Art III is a preparatory course for the AP Portfolio. 1 credit

AP Studio Art: Drawing, 2-D Design, or 3-D Design

A studio-based course devoted to producing an art portfolio for submission to the AP College Board (students choose from the mediums of drawing, 2-D design, and 3-D design). In this course, students work on in-class projects to build their “Breadth” section (12 projects showing their skill and knowledge of the elements of art and principles of design), and develop their “Concentration” (12 projects reflecting a specific idea that they have chosen to pursue/investigate/explore visually). Students participate in regular critiques of their work by their peers as well as participate in various field trips to see art being made by master artists. 1 credit (may be repeated for credit)

Professor: Wood

AP Art History

The examination and critical analysis of major forms of artistic expression from the past and present from a variety of cultures. In this course, students will understand how and why works of art function within their historical context by considering such issues as politics, class, religion, patronage, audience, gender, ethnicity, and the functions and effects of works of art. 1 credit

Primary Text(s): *Art through the Ages*

Dramatic Arts I

A performance-based study of the craft of acting, focusing on the singular performer. In this course, students will participate in acting exercises which cultivate their skills and culminate in their understanding of solitary acting by performing monologues. 1 credit

Dramatic Arts II

A performance-based study of the craft of acting in which students take their skills as a solitary performer (developed in Drama I) and add a partner in order to cultivate the art of duet acting. In this course, students will participate in acting exercises which develop these skills and culminate in the performing of duet scenes. 1 credit

Photo Journalism

A course focused on creating and designing Cambridge’s Yearbook, *The Pride*. In this course, students will enjoy a creative environment in which they learn and apply the practical issues of creating a yearbook, including meeting deadlines, working as a team, and taking responsibility for one’s work. By meeting these goals, students learn not only to be creative but also to be successful through a disciplined schedule. ½ credit

Professor: Benavides

Classical

The Classical program at The Cambridge School of Dallas exists to provide training in disciplines and perspectives which underlie and guide study and understanding in every subject. Faculty include Profs. John Howell and Michael Jones.

Declamation (Grades 6-11)

The practical application of the art of public speaking. In this curricular requirement (not a course with a regular weekly schedule), all students in grades 6 through 11 participate annually in the Declamation competition by delivering a poem, famous speech, or prose excerpt at various levels, culminating in a public presentation before the entire Cambridge community and a panel of outside judges. 0 credits

Director: Taber

Socratic Tradition (Grade 7)

An introduction to the study methods necessary for academic success and the primary philosophical literature concerning Socrates. In this course, students will carefully read selected texts of Plato and Xenophon, focusing on the classical virtues, ancient Greek geography and culture, and Socrates as a central figure of the western intellectual tradition worth imitating. ½ credit

Primary Text(s): Xenophon, *Conversations of Socrates*;
Plato, *Last Days of Socrates*; *Study Is Hard Work*

Professor: Jones

Logic (Grade 8)

A study of Aristotelian or categorical logic (with its emphasis on apprehension, judgment and inference) and the rudimentary elements of propositional logic (in particular, the common argument forms and chain arguments). In this

course, students will give special attention to determining the logical validity of an argument. ½ credit

Primary Text(s): *Traditional Logic I*; *Traditional Logic II*

Professor: Jones

Logic Lab (Grade 9)

A study of the basic principles of propositional (or modern) logic. In this course, students will focus on the distinctions between deduction (emphasizing common valid argument forms and natural deduction), induction, and inference to the best explanation, as well as survey some of the most common informal fallacies. ½ credit (**Required for 9th grade students who have not previously had Logic)

Primary Text(s): *Elements of Reasoning*

Philosophy I

A survey of Plato’s metaphysics, epistemology, and ethical theory and Aristotle’s moral philosophy. In this course, students will carefully read and engage Plato’s *Republic* and Aristotle’s *Nicomachean Ethics*, explore some of the methods and central questions of philosophy, and realize the importance of Plato and Aristotle as cornerstones of the western intellectual tradition. ½ credit

Primary Text(s): Plato, *The Republic*; Plato, *The Last Days of Socrates*; Aristotle, *Nicomachean Ethics*

Professor: Howell

Philosophy II

A survey of medieval, modern and contemporary philosophers, including but not limited to Boethius, Anselm, Aquinas, Descartes, and Berkeley. In this course, students will learn the importance of theism in the history of western thought, understand how a belief in God fits together with various philosophical views, and study such concepts as divine simplicity, the conflict between empiricism and rationalism, and the conflict between realism and idealism. Emphasis will be placed on evaluating arguments while simultaneously learning to give a charitable and close reading to the texts. ½ credit

Primary Text(s): Berkeley, *Three Dialogues between Hylas and Philonous*; Boethius, *Consolation of Philosophy*;

Anselm, *Monologion & Proslogion*; Descartes, *Meditations, Objections, and Replies*; Brown, *The Restoration of Reason*; Hume, *Dialogues concerning Natural Religion*

Senior Tutorial (Grade 12)

The capstone of the curriculum at The Cambridge School of Dallas. In this course, students will select and research a topic in depth, write a rigorous academic paper on that topic (under the direction of a tutor), and present and defend the paper publicly before an academic committee. Specific focus is given to developing, writing, and defending the paper, along with public speaking skills. ½ credit

Director: Howell

Athletics

The Athletics program at The Cambridge School of Dallas exists to provide students a Christian environment in which to participate in competitive athletics. In the sixth grade, students are enrolled in a daily physical education class. All other students earn athletic credits by participating in team sports (2 seasons in middle school, 4 seasons in upper school). Through athletic involvement, students develop athletic skills, build character and sportsmanship, learn to apply Christian principles and self-discipline in all facets of competition, and develop lifelong leadership skills and God-honoring service. The program is based on the principle set forth in Colossians 3:23: "Whatever you do, work at it with all your heart, as working for the Lord, not for men."

With school approval, students may earn outside equivalency for athletic activities not offered at Cambridge, such as lacrosse, swimming, and dance. Outside equivalency must be pre-approved (forms are available through the Athletic Office) and requires a signature from the responsible coach or instructor and a comparable number of hours.

Athletic Director: Ashley Kelly

Physical Education (6th grade)

An opportunity for students to be introduced to the variety of sports offered at CSD. In this class, students will learn the basics of soccer, volleyball and basketball, as well as participate in other games and activities designed to encourage teamwork and ensure that the students are getting exercise. 1 credit

Professor: Garrett

Cambridge offers up to three levels of team sports:

1. Middle School (7th & 8th grade)
2. Junior Varsity (8th – 11th grade)
3. Varsity (9th -12th)

Cambridge offers the following Middle School sports

(additional fees apply):

	<u>Girls</u>	<u>Guys</u>
Fall	Cross Country Soccer Volleyball	Cross Country Soccer
Winter	Basketball	Basketball
Spring	Track & Field Tennis	Track & Field Tennis

Cambridge offers the following Upper School sports

(additional fees apply):

	<u>Girls</u>	<u>Guys</u>
Fall	Crew Cross Country Volleyball	Crew Cross Country Soccer
Winter	Basketball Swimming	Basketball Swimming
Spring	Crew Golf Tennis Track & Field	Crew Golf Tennis Track & Field

CAMBRIDGE FACULTY

Cambridge seeks master teachers, especially those with extensive experience in teaching the AP courses offered in the curriculum. The student to faculty ratio is 5:1, combining master teachers with small classes for effective pedagogy. Of the full-time faculty members, three have Ph.D.'s, three are Ph.D. candidates, and five others have master's degrees in their areas of teaching.

Administration & Staff

Emily Bush, *Student Counselor* – M.S. candidate, University of North Texas; B.A., Wake Forest University

Dr. John Howell, *Dean of School* – Ph.D., M.A., B.A., Baylor University; Th.M., M.Div., Southwestern Baptist Theological Seminary

Dr. Barbara Isbell, *Registrar* – Ph.D., M.A.Th., M.A.C.E., Southwestern Baptist Theological Seminary; B.M., University of Alabama

Ashley Kelly, *Athletic Director* – B.A., Howard University

Louie Little, *Director of Admissions/College Placement* – M.B.A., University of Southern Mississippi; M. Humanities, University of Dallas; B.S., Mississippi State University

Chaney Nall, *Administrative Assistant* – B.A., Texas A&M University

Joy Savage, *Receptionist* - B.S., Oral Roberts University

Justin Weeks, *Business & Facilities Manager* – M.Div., Covenant Theological Seminary; B.A., University of Washington

Dr. B. Paul Wolfe, *Head of School* - Ph.D., University of Aberdeen; M.A., Dallas Baptist University; B.C.A., Dallas Baptist College

Faculty

Sheree Benavides, *Yearbook/Drama* – B.A., New York University

Christopher Benson, *English* – M.A., Missouri School of Journalism; M.A., St. John's College; B.A., Wheaton College

Daniel Faubus, *Latin/Greek* – B.A., Luther College

Russell Garrett, *Music/PE* – B.A., Abilene Christian University

Sara Gudde, *Mathematics/Spanish* – Th.M., University of Dallas; B.S., Kansas State University

Andrew Hollingsworth, *Spanish/History* – Ph.D. candidate, Evangelische Theologische Faculteit; Th.M., Dallas Theological Seminary; B.A., University of Texas at Austin

Dr. John Howell, *Philosophy/Theology* – Ph.D., M.A., B.A., Baylor University; Th.M., M.Div., Southwestern Baptist Theological Seminary

Dr. Barbara Isbell, *Theology* – Ph.D., M.A.Th., M.A.C.E., Southwestern Baptist Theological Seminary; B.M. University of Alabama

Michael Jones, *Mathematics* – Ph.D. candidate, MA, University of Dallas; B.A., Franciscan University of Steubenville

Ginger Jordan, *Science* – B.S., University of North Texas

Rick Moser, *Science* – M.S., University of North Texas; M.S., Texas Tech University; B.S., Hardin-Simmons University

Hannah Nelson, *Latin/History* – B.A. University of California at San Diego

Bethany Nine, *Mathematics* – M.S., University of Salford; B.S., University of Florida

Shannon Pepe, *English* – M.A. candidate, St. John's College, Annapolis; B.A., The University at Buffalo

Charles Rhine, *Latin/History* – Ph.D. candidate, The Catholic University of America; Th.M., Dallas Theological Seminary; B.A., University of North Texas

Abigail Taber, *English/6th grade* – B.A., Houghton College

Tyler Taber, *Theology* – Ph.D. candidate, Free University of Amsterdam; Th.M., Dallas Theological Seminary; B.S., University of Central Oklahoma

Moryam VanOpstal, *History/Political Philosophy* – Ph.D. candidate, M.A., University of Dallas; B.A., Hillsdale College

Dr. B. Paul Wolfe, *Theology* – Ph.D., University of Aberdeen; M.A., Dallas Baptist University; B.C.A., Dallas Baptist College

Karlvin Wong, *Science* – Th.M., Dallas Theological Seminary; M.A., Columbia University; B.A., Rutgers University

Grace Anne Wood, *Art* – B.F.A., Texas Woman's University

CAMBRIDGE COLLEGE MATRICULATIONS

Select College Admissions and Matriculations (*) for the Classes of 2002-2015

Auburn University <i>Honors*</i>	Hampden-Sydney College*	University of Arkansas*
Austin College*	Hillsdale College*	University of California, Davis
Bates College*	Hope College*	University of Chicago
Baylor University <i>Honors*</i>	King's College, New York*	University of Dallas*
Belmont University <i>Honors</i>	Lehigh University	University of Edinburgh, Scotland
Benedictine College*	London School of Economics	University of Georgia <i>Honors*</i>
Biola University <i>Honors</i>	New York University	University of Kansas
Boston College <i>Honors</i>	Northern Arizona University*	University of Mary Washington*
Boston University*	Northwestern University*	University of Miami
Bryn Mawr College	Pepperdine University*	University of Michigan, Ann Arbor
Carleton College*	Randolph-Macon College	<i>Honors*</i>
Case Western Reserve University	Rhodes College*	University of Minnesota*
Claremont McKenna College*	Rhode Island School of Design	University of Mississippi <i>Honors*</i>
Chapman University*	Rice University*	University of Missouri
Colgate University*	Ringling College of Art & Design*	University of North Carolina, Chapel Hill
College of Charleston*	St. John's College*	University of Notre Dame*
College of William & Mary	St. Louis University <i>Honors*</i>	University of Oklahoma <i>Honors*</i>
Colorado Christian University	Samford University <i>Honors Fellows*</i>	University of Southern California
Colorado School of Mines*	Santa Clara University	<i>Honors*</i>
Columbia University*	Savannah College of Art & Design*	University of Tennessee <i>Honors</i>
Cornell College	Southern Methodist University	University of Texas at Austin <i>Honors*</i>
Covenant College*	<i>Honors*</i>	University of Texas at Dallas <i>Honors*</i>
Davidson College*	Stanford University*	University of Tulsa*
Drexel University	Swathmore College	University of Virginia <i>Echols Scholars*</i>
Duke University*	Texas A&M University <i>Honors*</i>	Valparaiso University
Elon University <i>Honors*</i>	Texas Christian University <i>Honors*</i>	Vanderbilt University*
Emory University*	Texas Tech University <i>Honors*</i>	Wake Forest University*
Furman University <i>Honors*</i>	The Pratt Institute	Washington & Lee University <i>Johnson</i>
Geneva College*	Thomas Aquinas College*	<i>Scholars*</i>
George Washington University	Tulane University <i>Honors*</i>	Washington University of St. Louis*
Georgetown University*	United States Military Academy – West	Westmont College*
Georgia Institute of Technology	Point	Wheaton College*
<i>Honors*</i>	United States Naval Academy*	Williams College
Grove City College*	University of Alabama*	

The Cambridge School of Dallas Policies and Procedures Manual adopted by the Board of Trustees is the final authority for matters of policy related to the School. In the event of any conflicts between this document and the Policies and Procedures Manual, the Policies and Procedures Manual shall control. A copy of the Policies and Procedures Manual is available for review in the office of the Head of School.

ADMISSIONS INFORMATION

The Cambridge School of Dallas seeks average to above-average students from a variety of racial and socio-economic backgrounds who desire a Christ-centered, classical, college preparatory education. Cambridge admits students of any race, color, national and ethnic origin to all rights, privileges, programs, and activities generally made available to all students at the School. Cambridge does not discriminate on the basis of race, color, national, and ethnic origin in the administration of its educational and admissions policies, scholarship programs, or athletic and other school administered programs. The School does seek to maintain a balance between male and female students in every grade.

If you are interested in learning more about Cambridge or visiting our campus, please contact Mr. Louie Little, Director of Admissions, at 214-357-2995 x103 or llittle@cambridgedallas.org. All forms are available through the Director of Admissions; the Application for Enrollment is also available online (www.cambridgedallas.org/admissions). You may also find the Frequently Asked Questions regarding Admissions helpful (www.cambridgedallas.org/admissions-faq).

How to Apply

1. Schedule a student visit (although not mandatory, it is highly recommended that the student visit the school prior to applying).
2. Mail completed Application for Enrollment and the Application Fee of \$125 (Application is not complete until the fee is submitted) to:
Office of Admissions
3877 Walnut Hill Lane
Dallas, TX 75229
3. Register to take the ISEE Test (Online at www.erbtest.org or call 1-800-446-0320) and make sure The Cambridge School of Dallas is registered to receive the test score. Cambridge's ISEE Code is 447544.
4. Submit forms to school and teachers for completion:
 - Authority to Release School Records form to school(s) attended the past two years
 - Recommendation form to current English teacher
 - Recommendation form to current Math teacher
5. Submit copy of student's birth certificate (if student was not born in the United States, provide proof of legal resident status).
6. Attend a Family Interview (student and one or both parents) – scheduled by the School once all documentation is on file.

WHO TO CONTACT

Headmaster – Dr. Paul Wolfe
pwolfe@cambridgedallas.org, ext. 101

Admissions/College Placement – Mr. Louie Little
llittle@cambridgedallas.org, ext. 103

Dean of School – Dr. John Howell
jhowell@cambridgedallas.org

Registrar – Dr. Barb Isbell
bisbell@cambridgedallas.org, ext. 106

Business/Facilities Manager – Mr. Justin Weeks
jweeks@cambridgedallas.org, ext. 116

Front Desk (Receptionist) – Mrs. Joy Savage
jsavage@cambridgedallas.org, ext. 100

Athletic Director – Mrs. Ashley Kelly
akelly@cambridgedallas.org, (214) 537-6328



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