



THE CAMBRIDGE SCHOOL OF DALLAS

CURRICULUM GUIDE

2011-2012

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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 106 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 five 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 2012

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	0.5 credits
ELECTIVES	3 credits
ATHLETICS – one season = 0.5 credits	2.5 credits
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TOTAL	27 credits

STANDARDIZED TESTING PROFILE

Over the past six years, Cambridge has maintained a 77% pass rate on AP exams in sixteen different subjects. In the last six years Cambridge has produced 5 AP National Scholars, 30 AP Scholars with Distinction, 15 AP Scholars with Honor, and 40 AP Scholars. In addition to consistent National Merit commended students and finalists, Cambridge has received two National Merit Hispanic Recognitions and one National Merit Achievement Recognition.

	NATIONAL MERIT		SAT PROFILE			
	Commended	Finalists	Verbal	Math	Writing	Total
<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	Classical Literature, Grammar & Composition	Classical Heritage & Geography	Pre-Algebra [Saxon 8/7]	Life Science [with lab]	Bible Overview	Introductory French	6th Grade Art		Physical Education
	7	American Literature, Grammar & Composition	US History & Geography	Pre-Algebra	Earth Science [with lab]	Old Testament Survey	MS Latin I	7th Grade Art	Socratic Tradition	3 seasons of Athletics over 2 years
	8	Literature, Grammar & Composition	World Cultures & Geography	Algebra I	Physical Science [with lab]	New Testament Survey	MS Latin II	8th Grade Art	Logic	
UPPER SCHOOL	9	Classical and Medieval Literature & Composition [with Writing Lab]	Ancient-Medieval History	Geometry	Biology [with lab]	Church History	Classical or Modern	Dramatic Arts I or Studio Art I	*Logic Lab*	5 seasons of Athletics over 4 years
	10	British Literature & Composition	AP European History	Algebra II	Chemistry [with lab]	Systematic Theology	Classical or Modern	Dramatic Arts II or Studio Art II	3 elective credits required - choose from additional courses in math, science, fine arts, foreign language, or philosophy	
	11	AP English Language & Composition	AP United States History	Pre-Calculus or Advanced Pre-Calculus	Physics [with lab] or AP Biology	Spiritual Formation	Classical or Modern	Photo Journalism, Studio Art III, or AP Studio Art: Drawing, 2-D Design, or 3-D Design		
	12	AP English Literature & Composition	Political Philosophy/ AP United States Government and Politics	<i>AP Calculus AB or Finite Mathematics</i>	<i>AP Physics B, AP Biology, or Environmental Science [with lab]</i>	Apologetics	<i>Classical or Modern</i>			

*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 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. Shelly Hobbs, Mariel Mueller, and Paul Weinhold.

Classical Literature, Grammar, & Composition (Grade 6)

The study of literature, grammar, writing, and vocabulary. 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, and expository. 1 credit

Primary Text(s): *Our Mother Tongue, Open the Deck, Easy Grammar*
Professor: Perkins

American Literature, Grammar, & Composition (Grade 7)

A study of predominantly American short stories and novels. In this course, students will expand their understanding of literary constructs such as character, plot, and theme, fortify their grammatical knowledge through labeling and diagramming, and practice the shaping of organized and well-supported paragraphs. 1 credit

Primary Text(s): Short Stories packet; *Christmas Carol; Johnny Tremain; Adventures of Tom Sawyer; Macbeth*
Professor: Hobbs

Literature, Grammar, & Composition (Grade 8)

An examination of the tragic and comic genres in both drama and prose. In this course, students will learn the essential components of tragedy and comedy, identify those components in literature, and articulate their literary analyses in progressively complex essays. 1 credit

Primary Text(s): *Oedipus Rex; Merchant of Venice; Pride and Prejudice; My Name Is Asher Lev*
Professor: Hobbs

Classical and Medieval Literature & Composition [with Writing Lab] (Grade 9)

An exploration of a wide selection of literary works ranging from ancient Greek epics to the great medieval stories of Great Britain. In this course, students will enhance their appreciation for classical literature, develop the discipline of careful reading, and communicate written literary analyses with clarity, structure, and cohesion. In the lab component, students will practice writing methods such as description, comparison, narrative, and refutation/confirmation, and employ these methods in crafting the overall argumentation of a thesis statement. 1 credit

Primary Text(s): *Norton Anthology of Western Literature*
Professor: Mueller

British Literature & Composition (Grade 10)

A close reading of texts from the English Renaissance to the ushering in of the Modern age in Great Britain. In this course, students will further hone their literary and writing skills through Socratic discussion, annotation, and composition. 1 credit

Primary Text(s): *Henry V; Paradise Lost; Frankenstein; Tale of Two Cities; Heart of Darkness; Prose Style: A Contemporary Guide*
Professor: Hobbs

AP English Language & Composition (Grade 11)

An exploration of language and its uses through the reading of fiction, non-fiction, and poetry by major American authors. In this course, students will analyze the rhetorical techniques, purposes, and style of various literary works, while also crafting their own written expression to communicate specific rhetorical purposes. Students will analyze and incorporate researched information in their writing and offer mature, well-supported argumentation to defend their opinions and ideas. 1 credit

Primary Text(s): *My Antonia; As I Lay Dying; Scarlet Letter; The Sun Also Rises; Tales of Henry James; Classical Rhetoric for the Modern Student; Writing with Clarity and Style*
Professor: Weinhold

AP English Literature & Composition [English 12]

The study of a broad selection of literary works from various genres and periods (novels, plays, poems, autobiography, and epic). In this course, students will carefully analyze these readings—their specific details, style, and themes—in order to develop their understanding of literary interpretation as the ability to discern multiple meanings in a given literary text. Students will also sharpen their facility in expressing their understanding of literature in short essays and critical reflections. 0 credits

Primary Text(s): *The Stranger*; *Crime and Punishment*; *The Bacchae*; *An Introduction to Poetry*; *The Iliad*; *Othello*; *Twelfth Night*; *Night*; *To the Lighthouse*
Professor: Weinhold

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 Daniel Faubus, Shelly Hobbs, Blake Schwarz, and Stephen Shipp.

Classical Heritage & Geography (Grade 6)

A survey of world history beginning with the creation story and ending in modern times. 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): *History of the World*; *Famous Men* series
Professor: Perkins

US History & Geography (Grade 7)

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): *Call to Freedom*
Professor: Shipp

World Cultures & Geography (Grade 8)

An examination of the history, geography, and collective culture of the major cultural centers of the world today, with special focus on the major world religions. In this course, students will interact with the political and physical geography of the world today, analyze the various cultures and philosophies of the world, and understand the broader story of the world as it has come to be what it is today. Through this study, students will be guided to immerse themselves in the thoughts and ideas of the world around them in order that they might understand that world on its own terms. 1 credit

Primary Text(s): *World Geography: Building a Global Perspective*
Professor: Hobbs

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): *World History, Mapping the Human Journey: Ancient History*
Professor: Schwarz

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): *The Western Heritage (since 1300)*
Professor: Faubus

AP United States History (Grade 11)

A survey of American history from the Age of Exploration and Discovery to the present. In this course, students will learn to assess historical materials—relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents, and historiography as it relates to U.S. history. 1 credit

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

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: Shipp

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

An examination of the formal and informal institutions and processes that comprise the American political system. In this course, students will become more informed on the nature and workings of their government, gain a sense of the developments that have occurred over time, reflect on the theoretical underpinnings of American political practice, and, of course, to prepare for the AP exam. ½ credit

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

Professor: Shipp

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. Pattie Davis, Ken Hahn, and Matt Shell.

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: Perkins

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: Shell

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: Davis

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: Davis

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: Davis

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.

Professor: Shell

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: Shell

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*, 6th ed.
Professor: Shell

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: Shell

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. Kenneth Hahn 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: Perkins

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: Wiegand

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: Mosher

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 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: Mosher

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: Hahn

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: Mosher

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: B

A thorough survey of the basic physical principles of motion, force, gravity, energy, waves, vibrations, electricity, magnetism, electromagnetic waves and nuclear physics, allowing students to understand and appreciate the laws that govern the motion and behavior of all objects, from the sub-atomic realm to the entire universe. 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 Exam. 1 credit

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

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. Soo Chang, Barb Isbell, Sloan Lee, Blake Schwarz, and Paul Wolfe.

Bible Overview (Grade 6)

A survey of the Bible through daily scripture readings, including at least one chapter from each book. In this course, students will be introduced to the beauty of the biblical narrative, recognize the Judeo-Christian themes of creation, fall, and redemption, and gain knowledge of important people and events in the Old and New Testaments. ½ credit

Professor: Perkins

Old Testament Survey (Grade 7)

A survey of the Old Testament, with analysis of the content as well as the literary, historical, and theological contexts of each book. In this course, students will explore the single, unifying theme of God's redemptive purpose as revealed in the major events of the Old Testament, from creation through the prophetic era. ½ credit

Primary Text(s): OT Survey Notebook
Professor: Chang

New Testament Survey (Grade 8)

A survey of the New Testament, with analysis of the content as well as the literary, historical, and theological contexts of each book. In this course, students will focus on God's redemptive purpose as revealed through the life and passion of Jesus Christ, the apostolic ministry, and the establishment and expansion of the Christian church through the first century. ½ credit

Primary Text(s): ESV Study Bible
Professor: Isbell

Church History (Grade 9)

An analysis of the growth and expansion of the Christian church from the 1st to the 21st century. In this course, students will develop an appreciation of the faithful realization and fulfillment of God's redemptive purpose in Christ as evidenced in the history of the church, understand their own Christian tradition, roots, and heritage, and seek to discover this generation's strategic place in the world in fulfilling the Great Commission of Jesus Christ. ½ credit

Primary Text(s): *Church History in Plain Language*
Professor: Chang

Systematic Theology (Grade 10)

An introduction to the major doctrines of the Christian faith. In this course, students will gain a biblical and systematic knowledge of the doctrines of scripture, God (Father, Son, and Holy Spirit), man and creation, the church, angels and demons, salvation, and the end times. ½ credit

Primary Text(s): *Systematic Theology*
Professor: Schwarz

Spiritual Formation (Grade 11)

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

Primary Text(s): *True Spirituality; The Screwtape Letters*
Professor: Schwarz

Apologetics (Grade 12)

The study of intellectual credibility and rationality of Christian theism. In this course, students will learn the case for the truth of the Christian worldview, answer prominent objections to Christian theism, and critique major worldviews that are incompatible with Christianity. Specific focus is given to the atheism of Richard Dawkins, the problem of suffering, the claim that the doctrine of the incarnation is logically

incoherent, the major arguments for the existence of God, and the historical case for the resurrection of Jesus. ½ credit

Primary Text(s): *Worldviews in Conflict*; *C.S. Lewis's Dangerous Idea*; *Dawkins' God: Genes, Memes and the Meaning of Life*; *Lord or Legend?*; *Will the Real Jesus Please Stand Up?*; *Does God Exist?*

Professor: Lee

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, Mariel Mueller, Olivier Pelletier, and Jeremy Straus.

Introductory French (Grade 6)

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

Professor: Pelletier

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: Faubus

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: Faubus/Mueller

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: Faubus/Mueller

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: Mueller

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: Vergil

An exploration of Vergil's masterpiece *The Aeneid*. Students are expected to have mastered the major grammatical concepts and possess a substantial list of Latin vocabulary. In this course, students will begin to perfect their translation skills and become knowledgeable about *The Aeneid* as a whole by translating around 1800 lines of Latin, reading the remaining portions of *The Aeneid* in English, and engaging classical scholars on *The Aeneid* through secondary sources. 1 credit

Primary Text(s): *Vergil's Aeneid Books I-VI; Vergil's Aeneid Books X & XII; The Aeneid*

Professor: Mueller

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*

Professor: Faubus/Mueller

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)*

Professor: Faubus

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

French I

A study of basic French grammar, listening, and conversation. In this course, students will develop the language skills necessary for progressive levels of French through student-guided discussions, short compositions, and cultural projects. 1 credit

Primary Text(s): *Voilà: An Introduction to French*

Professor: Pelletier

French II

A study of French grammar, focusing on reading and speaking as means toward fluency. In this course, students will be introduced to advanced grammatical topics, viz. the conditional and future tenses, and develop proficiency by reading from the novel *Le Petit Prince*. 1 credit

Primary Text(s): *Voilà: An Introduction to French; Le Petit Prince*

Professor: Pelletier

French III

A study of more advanced French grammar, leading toward fluency in reading, listening and speaking. In this course, students will master all French grammar, expand their vocabulary by speaking French almost exclusively, read excerpts of major works, and view films in the original language. 1 credit

Primary Text(s): *En bonne forme*

Professor: Pelletier

AP French Language

An advanced study of French grammar, emphasizing active communication in French and aiming toward fluency in reading, writing, speaking, and listening. The course content reflects the arts, current events, literature, sports, and recent French intellectual output. In this course, students will organize and compose essays, refine their French language skills in the context of many topics and activities, and prepare for the AP French Language exam. 1 credit

Primary Text(s): *Cours supérieur*

Professor: Pelletier

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: Straus

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: Straus

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: Straus

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): *Triangulo*; AP Spanish Workbook
Professor: Straus

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 Michelle Noah, Charlotte Seifert, and Lili-Erika Wiegand.

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*
Professor: Noah

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: Noah

8th Grade Art

A studio-based course focusing on the work and techniques of the Great Masters of Art. In this course, students will broaden their own artistic expressions and knowledge by learning how to create light and shadows, color, landscapes and seascapes, weight and balance within two-dimensional and three-dimensional art, and by recognizing the many different media and techniques used in art to instill confidence in their own artistic capabilities. ½ credit

Primary Text(s): *Art Fundamentals: Theory and Practice*, 5th ed.; *Art Talk*, 2nd ed.; *Drawing: A Contemporary Approach*, 4th ed.
Professor: Noah

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: Seifert

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: Seifert

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

Professor: Seifert

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: Seifert

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

Professor: Tomba

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

Professor: Tomba

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: Wiegand

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. Sloan Lee and Blake Schwarz.

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: Mueller

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: Lee

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: Lee

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*
Professor: Lee

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: Lee

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): Boethius, *Consolation of Philosophy*; Anselm, *Monologion & Proslogion*; Descartes, *Meditations, Objections, and Replies*; Berkeley, *Three Dialogues between Hylas and Philonous*; Brown, *The Restoration of Reason*; Hume, *Dialogues concerning Natural Religion*
Professor: Lee

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

Primary Text(s): *The Quick and Easy Way to Effective Speaking*
Director: Lee

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 (3 seasons in middle school, 5 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: Steven Lee

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: Faculty

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 fee

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

Cambridge offers the following Upper School sports:

* = additional fee

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

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 6:1, combining master teachers with small classes for effective pedagogy. Of the full-time faculty members, three have Ph.D.'s, two are Ph.D. candidates, and ten others have master's degrees in their areas of teaching.

Administration & Staff

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

Dr. Kenneth Hahn, *Academic Dean* - Ph.D., M.S., B.S., Texas A&M University, M.A., Dallas Theological Seminary

Blake Schwarz, *Dean of Students* – M.Div., Reformed Theological Seminary; B.S., Wake Forest University

Jan Bates, *Business & Facilities Manager* - B.B.A., Texas Tech University

Lauren Johnson, *College Placement Director/Registrar* – B.A., Wake Forest University; M.A. Biblical Studies, Reformed Theological Seminary

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

Soo Chang, *Director of Admissions* - M.Div., Talbot School of Theology; B.S., University of Southern California

Alecia Jenkins, *Director of Development* - B.B.A., University of Texas

Steven M. Lee, *Athletic Director* – Th.M., Dallas Theological Seminary; B.A., University of Maryland at College Park

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

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

Dr. Robert Sloan Lee, *Philosophy* – Ph.D., M.A., Wayne State University; B.A.A.S., University of North Texas

Jill Mosher, *Science* – B.S., University of Tennessee; masters studies in progress, Lincoln Memorial University

Mariel Mueller, *Latin* – H. Humanities studies in progress, University of Dallas; B.A., Baylor University

Michelle Noah, *Art* - B.F.A., University of Oklahoma

Olivier Pelletier, *French* – B.A., University of Dallas

Tami Perkins, *6th Grade* – B.A., University of Texas at Austin

Blake Schwarz, *History, Theology* – M.Div., Reformed Theological Seminary; B.A., Wake Forest University

Charlotte Seifert, *Art* – M.F.A., B.F.A., Southern Methodist University

Matt Shell, *Mathematics* – M.A.T., University of Texas at Dallas, B.A., Texas A&M University

Stephen Shipp, *Government* – Ph.D. Candidate, University of Dallas; M. Litt., University of St Andrews; B.A., Patrick Henry College

Jeremy Straus, *Spanish* – B.A., University of Wisconsin, Oshkosh

Sheree Tomba, *Drama* – B.A., New York University

Paul Weinholt, *English* – Ph.D. studies in progress, M.A., M. English, University of Dallas; B.A., Covenant College

Lili-Erika Wiegand, *Science and Yearbook* – B.S., Dallas Baptist University; M.A. Missiology, Southwestern Baptist Theological Seminary; M.A. Counseling, Dallas Baptist University; Ph.D. studies in progress, B.H. Carroll Theological Institute

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

Karlvin Wong, *Science* – M.A., Columbia University; B.A., Rutgers University

Faculty

Soo Chang, *Theology* – M.Div., Talbot School of Theology; B.S., University of Southern California

Pattie Davis, *Mathematics* – M.L.A., Southern Methodist University; B.S., University of North Texas

Daniel Faubus, *Latin, History* – B.A., Luther College

Dr. Kenneth Hahn, *Science, Mathematics* – Ph.D., M.S., B.S., Texas A&M University, M.A., Dallas Theological Seminary

Shelly Hobbs, *English* – M. Humanities, University of Dallas; B.A., Dallas Baptist University

CAMBRIDGE COLLEGE MATRICULATIONS

Class of 2002-2005	Class of 2006-2008	Class of 2009-2011
Auburn University, AL	Auburn University, AL	Abilene Christian University, TX
Austin College, TX	Austin College, TX	Auburn University, AL
Baylor University, TX	Baylor University, TX	Baylor University, TX
Carleton College, MN	Birmingham-Southern College, AL	Benedictine College, KS
Covenant College, GA	Claremont McKenna College, CA	Covenant College, GA
Dallas Baptist University, TX	Colgate University, NY	Dallas Baptist University, TX
Duke University, NC	Columbia University, NY	Davidson College, NC
Elon University, NC	Collin County CC, TX	Georgia Tech, GA
Furman University, SC	Furman University, SC	Harding University, AK
Geneva College, PA	Hillsdale College, MI	Northern Arizona University, AZ
Georgetown University, DC	Jacksonville University, FL	Northwestern University, IL
Harding University, AK	Northwestern University, IL	Oklahoma State University, OK
King's College, NY	Rhodes College, TN	Rhodes College, TN
North Georgia College, GA	St. Louis University, MO	Rice University, TX
Pepperdine University, CA	St. John's College, MD	Ringling College of Art & Design, FL
Rhodes College, TN	Southern Methodist University, TX	Samford University, AL
Rice University, TX	Texas A&M University, TX	Savannah College of Art & Design, GA
Savannah College of Art & Design, GA	Texas Christian University, TX	Stanford University, CA
St. John's College, NM	Thomas Aquinas College, CA	Texas A&M University, TX
Southern Methodist University, TX	United States Naval Academy, MD	Tulane University, LA
Stanford University, CA	University of Arkansas, AK	United States Naval Academy, MD
Texas A&M University, TX	University of Georgia, GA	University of Arkansas, AK
Texas Christian University, TX	University of Michigan, MI	University of Dallas, TX
United States Naval Academy, MD	University of Minnesota, MN	University of Mary Hardin-Baylor, TX
University of Mississippi, MS	University of Mississippi, MS	University of North Texas, TX
University of North Texas, TX	University of North Texas, TX	University of Oklahoma, OK
University of Notre Dame, IN	University of Southern California, CA	University of Southern California, CA
University of Oklahoma, OK	University of Texas at Austin, TX	University of Texas at Austin, TX
University of Southern California, CA	University of Tulsa, OK	Washington & Lee University, VA
University of Texas, Dallas, TX	Wake Forest University, NC	
Wake Forest University, NC	Washington University, MO	
Westmont College, CA		
Wheaton College, IL		

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. Soo Chang, Director of Admissions, at 214-357-2995 x103 or schang@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 (<http://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
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Dean of Students – Mr. Blake Schwarz
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Business/Facilities Manager – Ms. Jan Bates
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Assistant Administrator – Ms. Barb Isbell
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College Placement/Registrar – Ms. Lauren Johnson
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Admissions – Mr. Soo Chang
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Director of Development – Mrs. Alecia Jenkins
ajenkins@cambridgedallas.org, ext. 104

Athletic Director – Mr. Steven Lee
smllee@cambridgedallas.org, (214) 500-5215

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



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