



# THE CAMBRIDGE SCHOOL OF DALLAS

## CURRICULUM GUIDE

### 2022-2023

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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 98 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 AP courses, three of which are mandated in the English and history departments, and a fourth AP course chosen from several others offered each year. 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 Cognia. 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 2023**

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
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<i><b>TOTAL</b></i>	<i><b>27 credits</b></i>

**STANDARDIZED TESTING PROFILE**

In addition to consistent National Merit commended students and finalists listed below, in the last fourteen years Cambridge has produced 29 AP National Scholars, 111 AP Scholars with Distinction, 44 AP Scholars with Honor, and 104 AP Scholars.

	NATIONAL MERIT		SAT PROFILE			ACT
	Commended	Finalists	Math	EBR-W	Total	Composite
<i>Class of 2022</i>	2 Commended		649	669	1318	27.3
<i>Class of 2021</i>	2 Commended		640	653	1293	27.5
<i>Class of 2020</i>	1 Commended		611	614	1225	26.7
<i>Class of 2019</i>			657	618	1275	27.8
<i>Class of 2018</i>	5 Commended	3 Finalists	684	687	1371	28.6
<i>Class of 2017</i>	1 Commended		671	652	1323	25.3

## CURRICULUM OVERVIEW

	English	History & Government	Mathematics	Science	Theology	Foreign Language	Fine Arts	Classical	Electives	Athletics	
MIDDLE SCHOOL	5	Children's Literature, Grammar & Composition [with Writing Lab]	Cultural Geography	Mathematical Foundations	Life Science [with lab]	Biblical Catechism	MS Art or MS Music			Physical Education	
	6		Western Civilization I					Pre-Algebra 6: Arithmetic and Number Theory			
UPPER SCHOOL	7	British Literature, Grammar & Composition	Western Civilization II	Pre-Algebra 7: Mathematical Method	Earth Science [with lab]	Biblical Narrative	MS Latin I	MS Art	Socratic Tradition	2 seasons of Athletics over 2 years	
	8	American Literature & Composition	Western Civilization II	Algebra I	Physical Science [with lab]	Introduction to Theological Studies	MS Latin II	MS Art, MS Drama, or MS Music	Logic		
	9	*Classical Literature & Composition	*Ancient-Medieval History	*Geometry	*Biology [with lab]	*Biblical Theology	Three consecutive years of the same language – modern or *classical (additional years may be taken as electives)	Studio Art I or Cambridge Chorale		3 elective credits required - choose from additional courses in math, science, fine arts, humanities, foreign language, or *philosophy	4 seasons of Athletics over 4 years
	10	*Medieval & Renaissance Literature & Composition	*European History	*Algebra II	*Chemistry [with lab]	*Theological Studies I and *Theological Studies II (not necessary to take these in order)		Studio Art II or Cambridge Chorale			
11	*AP English Language & Composition (American Literature)	*AP United States History	*Pre-Calculus or *Advanced Pre-Calculus	*Physics [with lab], *AP Physics 1, *AP Physics 2, *Engineering, Environmental Science [with lab], or *AP Biology		Photo Journalism, Cambridge Chorale, Studio Art III, *AP Music Theory, or *AP Studio Art: Drawing, 2-D Design, or 3-D Design					
12	*AP English Literature & Composition (Modern European Literature)	*Political Philosophy/ *United States Government and Politics	Finite Mathematics or *AP Calculus AB		*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.

*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. Aaron Cassidy, Joshua Jeffrey, Matthew Lewis, and Hannah Nelson.

#### **Children’s Literature, Grammar, & Composition (Grades 5 & 6)**

The study of a variety of great works of children’s literature and the foundational elements of quality writing. In 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 (which includes a Writing Lab), 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): *Building Securely English 7*; Andersen; Bolt; Kipling; MacDonald; O’Dell; Aesop, *Fables*; D’Aulaires *Book of Greek Myths*; *Chronicles of Narnia*; *The Wind in the Willows*; *The Sword and the Circle*; *Vocabulary from Classical Roots*  
Professor: Lewis

#### **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: *Preparing for Usefulness English 8*; Carroll; Doyle; MacDonald; Shakespeare; Stevenson; *The Hobbit*; *The Pilgrim’s Progress*; *A Christmas Carol*; *Pygmalion*; *Vocabulary from Classical Roots*  
Professor: Nelson

#### **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: Douglass; Hawthorne; Hemingway; Irving; Steinbeck; Twain; *To Kill a Mockingbird*; *The Red Badge of Courage*; *The Bridge of San Luis Rey*; *Vocabulary from Classical Roots*  
Professor: Jeffrey

#### **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: Aeschylus; Aristotle; Augustine; Basil the Great; John Chrysostom; Cicero; Clement of Alexandria; Homer; Justin Martyr; Plutarch; Shakespeare; Sophocles; Alfred, Lord Tennyson; Tertullian; Thucydides; *The Aeneid*; *The Office of Assertion*; *Reading and Writing about Literature*  
Professor: Jeffrey

#### **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: Dante Alighieri; Chaucer; John Donne; George Herbert; Shakespeare; *Beowulf*; *Paradise Lost*; *Sir Gawain and the Green Knight*; *The Office of Assertion*; *Essential Literary Terms*  
Professor: Cassidy

#### **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: Cather; Edwards; Ralph Waldo Emerson; Faulkner; Fitzgerald; Frost; Hawthorne; Hemingway; Melville; Miller; O’Connor; Thoreau; Twain; Wilder; Tennessee Williams  
Professor: Jeffrey

## **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: Austen; Camus; Dickens; Eliot; Goethe; Kafka; Molière; Tolstoy; Voltaire; *Crime and Punishment*  
Professor: Cassidy

## **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. Hannah Nelson, Steven Schrum and Moryam VanOpstal.

### **Cultural Geography (Grade 5)**

An introduction to the study of geography and culture. In this course, students will examine the biblical foundations for studying geography and culture as they develop map reading skills alongside critical thinking skills, as well as gain a better insight into the layout of the world by studying the four quadrants of the globe successively. 1 credit

Primary Text(s): *Cultural Geography*

### **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): *Famous Men* series; *Holt World History*  
Professor: Nelson

### **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: Schrum

### **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): *A Little History of the United States*  
Professor: VanOpstal

### **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 9<sup>th</sup> ed*  
Professor: Schrum

### **European History (Grade 10)**

A survey of the history of Europe and its impact on the development of Western civilization and the modern world. In this course, students will focus on key figures and events, moving from the late Middle Ages to the Modern and Post-Modern eras, while wrestling with cultural, economic, political, and theological continuities and discontinuities. The course will also integrate critical interaction through class discussion and written responses with period-specific primary sources (including analysis and synthesis with other materials, and introduction to research-based writing). 1 credit

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

### **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): *Land of Hope*  
Professor: VanOpstal

### **Political Philosophy (Grade 12, 1<sup>st</sup> 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 with greater depth, clarity, and nuance. ½ credit

Primary Text(s): Numerous historical documents

Professor: VanOpstal

### **United States Government & Politics (Grade 12, 2<sup>nd</sup> 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): *US Government: Enduring Principles, Critical Choices (3<sup>rd</sup> 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. Erin Caldwell, Amy Harvey, Betsy Jackson, Dana Mendoza, Bethany Nine, and Brianna Stewart.

### **Mathematical Foundations (Grade 5)**

A course using the Saxon mathematics program. In this course, students will be taught the skills needed to perform basic mathematical operations as well as problem-solving strategies in the content areas of addition, subtraction, multiplication, and division of whole numbers, decimals, fractions, ratios & proportion, and geometry 1 credit

Primary Text(s): *Saxon Math*

### **Pre-Algebra: Arithmetic & Number Theory (Grade 6)**

A firm foundation in the most basic operations, properties, and principles underlying all of mathematics. Students will explore the relationships between these basic operations, properties, and principles to gain a deeper understanding of how and why arithmetic works. This “ground up” approach to arithmetic, through knowledge of number theory and basic math properties, will grow students’ mathematical intuition. Concepts covered in this course include addition, subtraction, multiplication, division, exponents, prime factorization, fractions, decimals, percents, and square roots. 1 credit

Primary Text(s): *The Art of Problem Solving: Prealgebra*

Professor: Jackson

### **Pre-Algebra: The Mathematical Method (Grade 7)**

A firm foundation of the most basic operations, properties, and principles of mathematics, adding an effective understanding of the concept of variables and an early exploration of graphs, tables, equations, and mathematical language. The course focuses on understanding and practicing the way mathematicians devise methods for solving problems. Students devise mathematical tools for use in this and future courses, exercise skills at manipulating numbers, and develop habits for effective communication. Topics include the order of operations; ratios and proportions; simplifying expressions; advanced arithmetic operations; solving equations; graphing and tabulation; linear equations; linear inequalities; basic geometry; and basic probability and statistics. 1 credit

Primary Text(s): *The Art of Problem Solving: Prealgebra*

Professor: Stewart

### **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: Caldwell

### **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): *Texas Geometry (Pearson)*

Professor: Mendoza

## 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: Nine

## 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*, 3<sup>rd</sup> ed.

Professor: Mendoza

## 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*, 10<sup>th</sup> ed.

Professor: Jackson

## Special Topics in STEM

An advanced STEM elective. In this course, students will examine deeply a topic in the STEM discipline chosen at the discretion of the professor(s). The course structure and focus will embody the characteristics of being classical, Christian, and college preparatory, while furthering the goal of academic discipleship. The course may be taken for credit more than once, assuming different course topics. ½ or 1 credit

Primary Text(s): vary based on subject

## Science

The Science program at the Cambridge School of Dallas exists to provide a thorough study of 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. Amy Harvey, Matthew Lewis, Bethany Nine, Brianna Stewart, and Karlvin Wong.

### General Science (Grade 5)

An introduction to physical and life science that investigates the principles of physics, chemistry, and biology, as well as environmental and earth science. In this course, students will participate in a variety of activities, experiments, and projects in order to gain an insight into how God has ordained the laws of nature. Students will learn to appreciate the diversity and the complexity of God's creation as they explore science in the world around them. 1 credit

Primary Text(s): *Exploring Science All Around Us*

### 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 (LabAids)*

Professor: Lewis

### **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: Stewart

### **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, 2<sup>nd</sup> 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): *Chemistry for Accelerated Students*  
Professor: Harvey

### **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, 5<sup>th</sup> ed.; Holt Physics*  
Professors: Stewart

### **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, 13<sup>th</sup> ed.*  
Professor: Lewis

### **Engineering Design**

A project-based survey of authentic engineering practices in six different engineering fields, highlighting engineering's potential to impact human lives and the world around us by using a multi-level engineering design process. In this course, students will collaborate in teams as they develop and practice the engineering skills and habits of mind central to the engineering profession, learn to quantify systems, apply common engineering tools and techniques, generate and select concepts, design, test and verify a prototype, and document and communicate their work. (This course is developed with funding from the National Science Foundation by a team of University of Texas faculty and NASA engineers, Engineer Your World [EYW]). 1 credit

### **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, 10<sup>th</sup> 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, 6<sup>th</sup> ed.*  
Professor: Stewart

### **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, 6<sup>th</sup> ed.*  
Professor: Nine



## Special Topics in STEM

An advanced STEM elective. In this course, students will examine deeply a topic in the STEM discipline chosen at the discretion of the professor(s). The course structure and focus will embody the characteristics of being classical, Christian, and college preparatory, while furthering the goal of academic discipleship. The course may be taken for credit more than once, assuming different course topics. ½ or 1 credit

Primary Text(s): vary based on subject  
Professor: Harvey

## 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, Matthew Lewis, Hannah Nelson, Paul Wolfe, and Karlvin Wong.

### Biblical Catechism (Grades 5 & 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: Nelson

### 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  
Professor: Wong

### 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; *Christian Beliefs: Twenty Basics Every Christian Should Know; Turning Points*  
Professor: Lewis

### 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  
Professor: Isbell

### Theological Studies I (Grades 10 & 11)

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: McGrath, *Christian Theology Reader* (Gregory of Nyssa; St. Athanasius; St. Augustine; St. Anselm); *Mere Christianity*  
Professors: Lewis

### Theological Studies II (Grades 10 & 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 disciplines of Christian maturity. ½ credit

Primary Texts/Authors: McGrath, *Christian Theology Reader* (Martin Luther, John Calvin, John Murray)  
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?; Is God a Moral Monster; Return to Reason; The Abolition of Man; Miracles; The Problem of Pain*  
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. Erin Caldwell, Hannah Nelson, and Brent Richards.

### **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: Nelson

### **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: Caldwell

### **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*

### **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: Caldwell

### **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: Caldwell

### **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: Caldwell

### **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)*

## Spanish I

An introduction to the Spanish language and culture. In this course, students will develop a Novice-Low level of proficiency in listening, speaking, reading, and writing as defined by the American Council for Teachers of Foreign Languages. The language will be promoted through Interpersonal, interpretive, and presentational communication, acquisition of vocabulary and mastery of basic grammar concepts such as the past tense. This will be accomplished through use of authentic texts such as poems, songs, and literature. This course will be conducted with an immersion style format where Spanish is spoken by the professor and the students 90% of the time. 1 credit

Primary Text(s): *Texas Auténtico 1*  
Professor: Richards

## Spanish II

A study of the Spanish language that builds upon the vocabulary, grammar and culture points learned in Spanish I. In this course, students will develop a Novice-High level proficiency in listening, speaking, reading, and writing as defined by the American Council for Teachers of Foreign Languages. The language will be promoted through Interpersonal, interpretive, and presentational communication, acquisition of vocabulary and mastery of basic grammar concepts, such as the subjunctive and future tenses. This will be accomplished through the use of authentic texts such as poems, songs, and literature. This course will be taught with an immersion style format where Spanish is spoken by the professor and the students 95% of the time. 1 credit

Primary Text(s): *Texas Auténtico 2*  
Professor: Richards

## Spanish III

A study of the Spanish language that builds upon the vocabulary, grammar and culture points learned in Spanish I and II. In this course, students will develop an Intermediate-Low to Mid-Level proficiency in listening, speaking, reading, and writing as defined by the American Council for Teachers

of Foreign Languages. The language will be promoted through interpersonal, interpretive, and presentational communication, acquisition of vocabulary and mastery of basic grammar concepts, such as the past subjunctive tenses. This will be accomplished through the use of authentic texts such as poems, songs, and literature. This course will be taught with an immersion style format where Spanish is spoken by the professor and the students 100% of the time. 1 credit

Primary Text(s): *Texas Auténtico 3*  
Professor: Richards

## Spanish IV

An advanced-level Spanish class where the students will have the opportunity to maintain and further their language skills through the exploration of literature, short stories, art, poetry, and architecture in the context of various Spanish-speaking countries. In this course, students will be encouraged to use the acquired language and cultural awareness skills by volunteering in Hispanic community settings where the language is spoken. Moreover, this class will not only encourage the student to go deeper with their knowledge and understanding but also foster their desire to continue as a lifelong learner of the Spanish and Latin American language and culture. 1 credit

Primary Text(s): *Triangulo*

## 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*

## 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 Brenda Robson and Monica Israel Spence.

### Middle School 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*, 5<sup>th</sup> ed.; *Art Talk*, 2<sup>nd</sup> ed.; *Art through the Ages: A Global History*, 13<sup>th</sup> ed.  
Professor: Robson

### 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: Spence

### **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: Spence

### **AP Music Theory**

An advanced study of music theory. In this course, students will learn to recognize, understand, and describe the basic materials and processes of music. Students will also develop skills by listening to, reading, writing, and performing a wide variety of music. 1 credit.

Textbook: *Musician's Guide to Theory & Analysis*

### **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: Robson

### **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: Robson

### **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

Professor: Robson

### **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*

### **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

## **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, Barb Isbell, Joshua Jeffrey, and Matthew Lewis.

### **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 through their English classes 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: Isbell

### **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: Lewis

## 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: Jeffrey

## Special Topics in Humanities

An advanced elective in the humanities. In this course, students will examine deeply a topic in the humanities chosen at the discretion of the professor(s). The course structure and focus will embody the characteristics of being classical, Christian, and college preparatory, while furthering the goal of academic discipleship. The course may be taken for credit more than once, assuming different course topics. ½ credit

Primary Text(s): vary based on subject  
Professor: Nelson

## 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. Fifth and 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 Staff

Athletic Director – Timothy Waters  
Athletic Associate – Rilee Pickett

### Physical Education (Grades 5 & 6)

An opportunity for students to be introduced to the variety of sports offered at CSD. In this class, students 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

Professors: Pickett/Waters

### Cambridge offers the following sports

(additional fees apply):

<b>Fall</b>	Cross Country (MS/US) Soccer (MS/US) Volleyball (US, girls only)
<b>Winter</b>	Basketball (MS/US)
<b>Spring</b>	Track & Field (US) Tennis (MS/US) Golf (MS/US)

## 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 faculty members, seven have Ph.D.'s and seven others have master's degrees in their areas of teaching.

### Administration & Staff

Victoria Cagle, *Director of Development & Communications* – A.S., Lone Star College; B.S., Tarleton State University

Amy Harvey, *Director of Student Life* – M.S., University of North Texas; B.A., Baylor University

Dr. John Howell, *Academic Dean* – 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

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

Mary Frances Lott, *Business & Facilities Manager* - B.A., Baylor University

Whitney Messer, *Assistant Director of Admissions* - B.A., Texas A&M University

Sarah Nava, *Administrative Assistant* - B.B.S, Dallas Baptist University; A.S., Brookhaven College

Rilee Pickett, *Athletic Associate* – B.S., University of North Texas; A.S., Tyler Junior College

Moryam VanOpstal, *Dean of Students*– Ph.D., M.A., University of Dallas; B.A., Hillsdale College

Timothy Waters, *Athletic Director* – M.Ed., University of North Texas; B.B.A., Howard University

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

### Faculty

Erin Caldwell, Latin/Greek – M.C., University of Dallas; B.A., Baylor University

Dr. Aaron Cassidy, English – Ph.D., Baylor University; M.A., Texas Women's University; B.A., University of North Texas

Amy Harvey, Science – M.S., University of North Texas; B.A., Baylor University

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/Yearbook – Ph.D., M.A.Th., M.A.C.E, Southwestern Baptist Theological Seminary; B.M. University of Alabama

Betsy Jackson, Mathematics – B.S., United States Military Academy

Joshua Jeffrey, English/Logic – B.A., Baylor University

Matthew Lewis, Classical/Science/English/ Theology – M.Div., Redeemer Seminary; B.S., University of North Texas

Dana Mendoza, Mathematics – B.S., University of Texas at Dallas

Hannah Nelson, English/History/Theology/Latin – M.World Arts, Graduate Institute of Applied Linguistics; B.A. University of California at San Diego

Bethany Nine, Mathematics/Science – M.A.C.E., Dallas Theological Seminary; M.S., University of Salford; B.S., University of Florida

Dr. Brent Richards, Spanish – Ph.D., Ohio State University; M.Sc., London School of Economics & Political Science; B.A., Northwestern University

Brenda Robson, Art – B.S., Liberty University; A.A., The Art Institute of Dallas

Dr. Steven Schrum, History – Ph.D., M.A., Washington University; B.A., Lafayette College

Monica Israel Spence, Music – M.M., George Mason University; B.M., The Catholic University of America

Brianna Stewart, Science/Mathematics – B.S., University of Minnesota – Twin Cities

Dr. Moryam VanOpstal, History/Political Philosophy – Ph.D., 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/Mathematics/Theology – Th.M., Dallas Theological Seminary; M.A., Columbia University; B.A., Rutgers University

## CAMBRIDGE COLLEGE ADMISSIONS

College Admissions and Matriculations (\*) for the Classes of 2014-2022

Abilene Christian University	John Paul the Great Catholic Univ.	Texas Tech University*
Allegheny College	Juanita College	The King's College
Asbury University*	Kansas State University	United States Air Force Academy
Auburn University	Lawrence University	United States Military Academy*
Austin College*	Lehigh University	United States Naval Academy*
Bates College*	Letourneau University	University of Alabama
Baylor University* (Honors)	Liberty University*	University of Arkansas*
Belmont University (Honors)	Louisiana State University	University of California – Davis
Beloit College	Loyola Marymount University	University of Chicago*
Berry College	Loyola University of Chicago	University of Colorado – Boulder
Biola University* (Honors)	Merrimack College	University of Connecticut
Boston University*	Michigan State University	University of Dallas*
Boston College	Millsaps College	University of Florida
Carleton College*	Mississippi State University	University of Georgia*
Case Western University	(Honors)	University of Houston
Central State University*	Northwestern University	University of Illinois
Chapman University	Ohio State University	University of Iowa
Cheyney University of Pennsylvania	Oklahoma City University*	University of Kansas*
Clarkson University*	Oklahoma State University	University of Mary Hardin Baylor*
Clemson University	Oregon State University	University of Mary Washington
Coe College	Penn State University*	University of Miami
College of Charleston*	Pepperdine University	University of Minnesota*
College of William and Mary	Pittsburg State University*	University of Mississippi
College of Wooster	Pratt Institute	University of Nebraska
Colorado Christian University	Purdue University*	University of New England*
Colorado School of Mines	Regis University	University of North Carolina*
Colorado State University	Rhodes College*	University of North Texas*
Covenant College*	Ringling College of Art and Design*	University of Notre Dame*
Dallas Baptist University*	Rochester Polytechnical University	University of Oklahoma*
Depaul University*	Rose-Hulman Institute of Technology	University of Oregon*
Depauw University	Rutgers University	University of St. Andrews*
Drexel University	St. Edward's University	University of the South (Sewanee)*
Duke University*	St. John's College – Annapolis	University of Southern California*
Earlham University	St. John's College – Santa Fe*	University of Texas at Arlington (UT CAP)*
Eastern University (Honors)	St. Louis University	University of Texas at Austin*
Elon University	St. Olaf College	University of Texas at Dallas*
Emory University	Salve Regina University*	University of Texas at San Antonio*
Fordham University*	Sam Houston State University*	University of Texas at Tyler (UT CAP)*
Florida State University	Samford University* (Honors)	University of Toronto
Franciscan University of Steubenville*	San Diego State University	University of Tulsa
Furman University*	Savannah School of Art and Design	University of Virginia*
Georgetown University*	Seattle University*	University of Washington
Georgia Tech*	Seattle Pacific University*	University of Wyoming
Gordon College*	SMU* (Honors)	Valparaiso University
Hamilton College*	Southwestern University	Vanderbilt University*
Hawaii Pacific University	Southwestern Assemblies of God University*	Villanova University*
Hendrix College	Spring Hill College*	Virginia Tech
Hillsdale College*	Stephen F Austin St University*	Wake Forest University*
Hope College*	Texas A&M University *	Wabash College*
Houston Baptist University	Texas A&M University at Galveston*	Washington and Lee University*
Indiana University	Texas A&M University at Commerce*	Webb Institute*
Jacksonville University	TCU*	Westmont College*
John Brown University*		Wheaton College*
		Whitman College

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 Louie Little, Admissions Associate (see contact information below). The Application for Enrollment and all forms are available through our admissions portal on Blackbaud Education Management. To access the admissions portal, submit an inquiry (<https://cambridgedallas.myschoolapp.com/app/embed#inquiry/22121>). You may also find the Frequently Asked Questions regarding Admissions helpful ([www.cambridgedallas.org/admissions-faq](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. After submitting an admissions inquiry, you will receive an email asking you to authenticate your account, which will provide you access to the admissions checklist.
3. Submit the Application for Enrollment, upload a handwriting sample, upload transcripts for the past two years, and pay the \$125 application fee.
4. Register to take the ISEE Test (Online at [www.ertest.org](http://www.ertest.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.
5. Send recommendation form requests to a current English teacher and a current Math teacher (via admissions checklist).
6. Submit copy of student's birth certificate (if student was not born in the United States, provide proof of legal resident status).
7. 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](mailto:pwolfe@cambridgedallas.org), ext. 101

**Registrar** – Dr. Barb Isbell  
[bisbell@cambridgedallas.org](mailto:bisbell@cambridgedallas.org), ext. 106

**Business/Facilities Manager** – Whitney Messer  
[wmesser@cambridgedallas.org](mailto:wmesser@cambridgedallas.org), ext. 116

**Athletics** –  
Timothy Waters, [twaters@cambridgedallas.org](mailto:twaters@cambridgedallas.org)  
Rilee Pickett, [rpickett@cambridgedallas.org](mailto:rpickett@cambridgedallas.org)

**Academic Dean** – Dr. John Howell  
[jhowell@cambridgedallas.org](mailto:jhowell@cambridgedallas.org)

**Admissions/College Placement** –  
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