



The Charles
Finney
School

Course Catalog

The Charles Finney School
2070 Five Mile Line Rd.
Penfield, NY 14526
585-387-3770
fax: 585-387-3771
www.finneyschool.org

Artwork and graphic design by Greg Hollar

Note: All courses subject to availability and course content is subject to revision.

© 2006 by The Charles Finney School

Revised March 5, 2008

There are occasional blank pages in the on-line course catalog because this is a facsimile of the print version, minus the divider pages. This allows us to retain the original pagination.

Table of Contents

Welcome from the President	4
Statement of Educational Goals and Values	5
Charles Finney School Board of Directors	7
Elementary School Course Overview	9
Middle School Course Overview	13
Middle School Common Subjects	14
Middle School Extra Curricular Activities	19
High School Course Overview	21
High School Policies	34
High School Extra Curricular Activities	35
High School Other Activities and Programs	37
Admissions Policies	39

Non-Discrimination Policy

The Board of Directors of The Charles Finney School has adopted the following non-discrimination policy: The Charles Finney School recruits and admits students of any race, color, or ethnic origin to all rights, privileges, programs and activities. In addition, the school does not discriminate on the basis of race, color, or ethnic origin in administration of its educational policies, fees, educational programs, athletic programs, and extra-curricular activities. Furthermore, The Charles Finney School does not discriminate on the basis of race, color, or ethnic origin in the hiring of its certified or non-certified personnel.

Dear Students and Parents,

It is impossible to describe the essence of the courses and curriculum in a few pages. However, on the pages that follow is our best attempt to provide you with a realistic overview of courses and their content across the developmental levels and programs offered at The Charles Finney School. Woven through the fabric of the curriculum is a deep realization that truth exists, that Christ was sent by the Father to save us, and that He left His Holy Spirit with each of us who have recognized and received Him as Lord until His work on Earth is done. Following this realization is a philosophy of education that embraces the spiritual, emotional, relational, physical, and intellectual needs of all students.

The best way to understand the "curriculum" is to spend some time observing life being lived at Finney during the school day, at concerts and art openings, on the playing field during service projects, in chapel services, through Finney FAMILY and FACES groups, in the classroom and outside of it -- through the students', teachers', parents', and volunteers' lives. Please make an appointment to visit us and spend the day.

Take some time to get to know Finney. Finney is a place that kids call "a second home." The faculty and staff are well-educated, intelligent, creative, compassionate, people who have a call from God on their lives not only to instruct, but also to teach with the inspiration that can only come from the Holy Spirit. They realize, as they come alongside parents who have a commitment to train their children in the ways of the Lord, that their work has eternal significance. Whether it's third grade math, 8th grade U.S. History, Studio Art, or AP Biology, we are committed to do our best to teach in the light of the Word of God with creativity, imagination, and passion.

Our graduates attend some of the finest colleges and universities in the world. They earn record amounts of merit scholarships, awards, and distinguished honors. For Finney, education starts with a focus on character training rooted in God's Word, it continues through Senior year, and it never really ends until we see the Lord. Please take time to review our statement of educational goals and values on pages 5-6 of this booklet.

My hope is that Finney meets your needs as a family. Together with our faculty and staff, we look forward to getting to know you better. This is merely one way to help us along that path.

In Christ,
The Charles Finney School

Statement of Educational Goals and Values

- I. Introduction and Vision Statement
- II. Educational Values
- III. Specific Goals

I. Introduction and Vision Statement

In order to fulfill its vision, The Charles Finney School has adopted a set of values and goals that guide every aspect of education at the school, including academic and non-academic activities. These values and goals follow the school's vision statement, which declares ...

The Charles Finney School will educate students in a school environment that

- ◆ Challenges them to develop a wholly Christian world-view.
- ◆ Encourages them to discover their gifts and reach their potential by excelling in all areas of study, vocation, and life.
- ◆ Provides the coordinated efforts of the students, their teachers, their parents and their pastors.

So that they may grow in character, compassion and wisdom, taking their places as exemplary leaders of tomorrow, and will promote in succeeding generations of students a Christian world-view, which links our theology in the church with our theology in the practical areas of life, such as lifestyle, family, work, and civic affairs.

We will realize this vision by:

- ◆ Providing a curriculum designed to give a Christian worldview.
- ◆ Exemplifying, modeling and encouraging excellence.
- ◆ Fostering the discovery and development of the students' gifts and talents.

II. Educational Values

These values follow directly from the school's Vision statement and comprise a core of principles that guide every designable aspect of teaching and learning at the school.

The Charles Finney School is a Christian, college preparatory school that values:

- ◆ Christian faith, character and worldview
- ◆ Excellence in all areas of learning
- ◆ Creativity, imagination, and innovation
- ◆ Active, effective citizenship in our communities
- ◆ Service and Leadership
- ◆ Cooperation among family, church and school in educating children

III. Specific Goals

In cooperation with each student's family and church, Finney will educate each student to:

1. Develop a mature, reflective and deeply personal worldview based on a relationship with God and study of the Bible that is the basis of the student's academic knowledge skills and reasoning, social relationships, educational and professional goals, and ethical and moral values.
2. Become prepared to succeed in study at the finest colleges and universities.
3. Attain mastery of knowledge, skills and reasoning at the college preparatory level in the following disciplines:
 - Athletics and Personal Health
 - Biblical Studies
 - Computer Sciences and Applications
 - English Literature and Composition
 - Fine Arts and Music
 - Foreign Language
 - History and Social Sciences
 - Mathematics
 - Natural Sciences
4. Value and practice a healthy physical and social lifestyle rooted in a Christian world-view.
5. Value and practice Servant-Leadership.
6. Become active, effective citizens of the local community, region, nation and world.
7. Discover, cultivate and appreciate his or her God-given talents.
8. Acknowledge that God has a purpose for his or her life and pursue understanding and realization of that purpose.
9. Develop a personality and character rooted in a deeply personal, spiritual relationship with God through Jesus Christ that demonstrates the "Fruits of the Spirit" found in Galatians 5:22.

The Charles Finney School Board of Directors

Mr. Norman Leenhouts	Chairman
Mr. Steve Desino	Assistant Board Chair
Mr. Michael VanLeeuwen	President, The Charles Finney School
Mr. William Carpenter	
Rev. Chuck DeGroat	
Rev. Ron Domina	
Mrs. Katherine Durgo	
Rev. Tony Martorana	
Rev. Michael McDonald	
Ms. Lydia Palmer	
Mr. James Paulino	
Mr. Terry Rechlin	
Mr. Arnold Smeenk	
Mr. Jason Tones	
Dr. John Walker, PhD.	
Mrs. Lisa Winter	

Finney Parent Council

If you are a parent of a Finney student, then you are a member of the association. The Parent Council helps to support the faculty and staff through the ***Parents Encouraging Teachers program*** as well as sponsoring a variety of other activities.

Please look for the meeting announcements in the school newsletter and pray about how you can be involved.

Kindergarten

The Charles Finney School kindergarten program combines learning and fun in a multi-sensory, Christ-centered program. Academically, the students will learn to read beginner books, add and subtract numbers to ten, write sentences, use their imaginations, and expand their knowledge of science and social studies concepts. Spiritually, the students will grow in their knowledge of Christ and the Bible, and learn to make Biblical choices in their lives. Socially, the students will learn how to work and play together in the body of Christ.

1st Grade

First grade focuses on establishing a firm foundation in core subject areas. Reading is taught through a strong phonics-based, literature-enriched, individualized program. Writing skills are covered daily through journals and creative writing. Math and science concepts are taught through multi-sensory hands-on activities, and social studies activities are taught through thematic units.

Spiritually, the foundation is laid for Biblical world-view through an understanding of how to build our lives on God and His truth. In Biblical studies, the focus is on creation, the fall, and the Patriarchs.

2nd Grade

Students continue to develop core academic skills. They begin to read more advanced “chapter books” as well as work on spelling, phonics, and composition skills, including creative and report writing. Our math skill development includes work with concepts such as place value, money, and time. Students also continue to strengthen their computational skills in addition, subtraction and - for those who are ready - multiplication and division. Our science and social studies units are theme-based and include numerous exciting activities.

The Bible-based world-view is further developed through understanding how to have a relationship in harmony with God. This is supplemented by our Biblical studies that begin with the life of Moses and continue through the Judges of Israel.

3rd Grade

Students are introduced to more complex mathematical concepts such as multiplication and division, simple probability, and fractions. Students develop fluency and confidence in reading and individual expression in writing. Grammar, vocabulary, spelling, and phonics are stressed. Students also continue to develop scientific inquiry skills while studying plants, animals, nutrition, and natural resources.

Students learn about bearing God’s image and how that impacts their identity as they continue to grow in developing a Christian world-view. Biblical studies pick up with the life and calling of Samuel and conclude with the division of the Kingdom of Israel.

4th Grade

A strong emphasis is placed on reading, writing, listening, and speaking skills. Students will continue to concentrate on mathematical reasoning skills, as well as principles of physical science and biology. Students will investigate the history of the New York State region.

They will explore God's intentions for our relationships with others and how our sin nature impacts them. In Biblical studies, the students will learn about the major and minor prophets and their messages.

5th Grade

Fifth grade is the capstone to the first phase of schooling. Students will continue to develop their reading comprehension and writing skills as well as pursue the study of United States history. Life, physical and earth sciences as well as mathematical concepts such as decimals, graphing and geometry will be explored.

Continuing the Christian world-view concepts started in 4th grade, students will explore God's intentions for our relationships with others and how our sin nature impacts them. In Biblical studies, the students will learn about the major and minor prophets and their messages.

Bible: Building on the Rock

Biblical instruction is integrated throughout the curriculum at all levels. Along with age-appropriate Biblical teaching, Christian faith, principles, and character permeate every area of instruction. In addition, students in grades K-5 begin to connect Biblical facts to a foundational understanding of a Christian world-view.

Computer

Instruction is offered to all students in developmentally appropriate amounts and levels. Students become familiar with the hardware, develop their keyboarding skills, and learn basic computer applications. Learning takes place by integrating computer lessons with their classroom units of study.

Library Skills

Instruction is offered during the student's technology (computer) period. During the elementary years, students will become familiar with the media center, Dewey Decimal system, and types of materials available. Also, an emphasis is placed on developing research skills.

Physical Education

Physical Education begins in kindergarten and focuses on helping students to develop motor skills, coordination, knowledge and skill in a variety of sports and games. Demonstrating teamwork, displaying personal effort, and building self-confidence are principles, which are also underscored in this course. Students learn basic principles for health and fitness and are encouraged to lead active, healthy lives.

General Music (Kindergarten & Grades 1 – 3)

Kindergarten and first grade students discover music through joyful and developmentally appropriate activities involving singing, listening, movement, and instruments. In addition to ensemble work and rhythm skills, students will learn the instruments of the orchestra, beginning music notation, and a bit of music history - all shared from a Biblical perspective.

Classes are taught by, Ms. Penny Kunkel (Miss Penny), a licensed Kindermusik educator and faculty member with *Rochester Center for Redeeming the Arts*. Parents are always welcome to visit a class and join in the fun!

General Music (Grades 4-5)

The General Music course offers creative methods of learning music regardless of how one may learn. This course introduces students to and actively develops an awareness of a variety of music styles and simple instrumentation, depending upon the grade level. This course places great emphasis on music theory in order to solidify a musical foundation, utilizing innovative activities to aid in retaining the information and contains a listening component for all styles of music, as well as the development of ear training.

Elementary Band

Students in 4th and 5th grades will have the opportunity to take band lessons through the school. Elementary Band will perform in Finney's Christmas and spring concerts.

Art (Kindergarten – 2nd Grade)

Students begin their study of the visual arts by exploring the elements of art line, shape, texture, and color and its use as the primary building blocks of great works of art. They also learn how to identify these elements in their work, as well as in the work of others. Children at this age also work on their fine motor skills and experiment with movement and art vocabulary. A wide range of art production will be explored at this level. Major artists of study include: Kandinsky, Ted Harrison, Klimt, O'Keefe and others.

Art (3rd – 5th Grades)

Students within this age group continue the study of the elements of art, shape, value and form. They also are introduced to the principles of art such as contrast, repetition and pattern. Students begin to understand what makes up a “good” composition, and how to apply these principles within their own work. We continue to use critical thinking skills to critique works of art, as well as the artwork that is produced. Students will start to participate in a class critique to discuss how their work, and that of their classmates was successful and give some feedback on areas that may still need improvement.

At this age level, students will continue to broaden their exposure to diverse art media and materials. Students will learn about value and form, how to develop their fine motor skills, and how to add depth and realism to their drawings and works of art. Movements in art such as *Impressionism* (Van Gogh, Monet, Renoir, Gauguin and Cassatt) are introduced. They will also study the Masters of the Renaissance (Michelangelo, Leonardo daVinci, etc.), and the abstract arts (Pollack, Mondrian, Picasso, etc.).

Middle School

At The Charles Finney School, middle school students are encouraged to become critical thinkers. There is a strong emphasis on Christian world-view in all subjects, and students are taught to analyze concepts from that world-view. Middle school students follow a four-day rotating schedule, with each class meeting every day during a 45-minute period. Bible classes and PE meet every other day, as do band and choir. The middle school schedule closely mirrors the high school schedule, which allows advanced students to participate in high school courses such as math.

Advisory

Each middle school student is assigned an advisor. The advisor meets with the students daily for thirty minutes, and is knowledgeable about each student's general academic standing. The advisor meets individually with each student on a weekly basis to discuss academic and other issues relevant to the student's life. The advisor is the point person for the students and their families for school-related questions, and will meet with parents on parent conference days.

6th Grade Curriculum Overview

Bible: Grades 6 & 7 - A Light To The Gentiles

In grades K through 5, your students have been learning about their faith mainly from the Old Testament. *A Light To The Gentiles* from "Christian Schools International" will help your children understand more fully what it means to be part of God's family. Students closely examine the life of Christ, Paul's missionary journeys, the "Revelation" to "John", and the history of the early church. These stories of uncompromising faith teach clearly that Jesus Christ is the answer no matter what circumstance in which we are.

Mathematics

Text: New York Mathematics (Scott Foresman and Addison-Wesley)

Students will master mathematical concepts including whole numbers, decimals, multiplying and dividing whole numbers, and decimals, data and statistics, number theory, fractions, addition, subtraction, multiplication and division of fractions, measurement, ratio, proportion and probability, understanding and using percentages, geometry, perimeter, area and volume, and integers and equations. In addition to working with the actual mathematical procedures and principles, the students also learn how to apply these concepts to everyday life through exciting themes such as our Earth, museums, entertainment, travel, plants, business, sports, hobbies, shopping, amusement parks, field days, and fascinating facts, thereby tying math into other core subjects.

Social Studies

Text: Why We Remember: United States History (Addison-Wesley)

Students will learn about the beginning of the United States from the first Americans through the period immediately preceding the Civil War. Concepts include early civilizations, exploration, the conquest of the Americas, the English colonies, the French and Indian War, the Revolutionary War, the creation of the Constitution, the creation of political parties, the War of 1812, the Industrial Revolution, the Westward Movement, and differences between life in the North and life in the South. There is also an infusion of local and New York State history as it pertains to the events during these periods of American history. Regular writing is required.

English Language Arts

Text: Literature: Timeless Voices, Timeless Themes (Prentice Hall)

Students work toward mastery of grammar and vocabulary. They read classic literature for their age group. Short stories from the text are studied. There is a strong emphasis on understanding the writing process and becoming a critical writer, and DBQ's (Document Based Questions) are introduced.

Science

Text: Science Explorer: Earth Science (Prentice Hall)

Students will study topics including exploring the planet Earth, inside the Earth, the Earth's changing surface, Earth's waters, weather and climate, and astronomy. There are hands-on, interactive lab activities, as well as an integration of technology into the classroom. Regular writing activities are also required.

Spanish

Text – Realidades A (Prentice Hall)

Students learn to speak, read and write about topics including greeting people, numbers, letters, time, body parts, weather, favorite activities, personality traits, school schedules and subjects, and items found in a classroom. The culture of various Spanish-speaking countries is studied. On-line activities are used to supplement class lectures and hands-on activities.

7th Grade Curriculum Overview

Bible: Grades 6 & 7 - A Light To The Gentiles

In grades K through 5, your students have been learning about their faith mainly from the Old Testament. *A Light To The Gentiles* from “Christian Schools International” will help your children understand more fully what it means to be part of God's family. Students closely examine the life of Christ, Paul's missionary journeys, the “Revelation” to “John”, and the history of the early church. These stories of uncompromising faith teach clearly that Jesus Christ is the answer no matter what circumstance in which we are.

Mathematics

Text: Middle School Math Course 2 (Scott Foresman – Addison Wesley)

7th grade students will master mathematical concepts including graphs and data, algebraic formulas, expressions and equations, decimal and fraction concepts in solving equations, operations with fractions, geometry and measurement, ratios, rates and proportions, proportion, scale and similarity, percentages, integers, and counting and probability. In addition, the students integrate technology and problem solving skills when working with the actual mathematical procedures and principles, making the content relevant to their everyday lives.

Social Studies

Text: Why We Remember: United States History (Addison-Wesley)

Students learn about the United States from the beginning of the Civil War through the present. Concepts include the Civil War and Reconstruction, the changing West, the rise of industry and big business, the growth of cities, an era of reform, progressive presidents, expansion overseas, the Spanish-American War, World War I, the Great Depression, the New Deal, World War II, the Cold War Era, the Vietnam War, and our new role in a changing world. There is also an infusion of local and New York State history as it pertains to the events during these periods of American history. Regular writing is required.

English Language Arts

Text: Literature: Timeless Voices, Timeless Themes (Prentice Hall)

Students work toward mastery of grammar and vocabulary. They read classic literature for their age group. Short stories from the text are studied. There is a strong emphasis on understanding the writing process and becoming a critical writer, along with a continuation of the use and understanding of DBQ's (Document Based Questions).

Science

Text: Science Explorer: Life Science (Prentice Hall)

Students study many topics including cells and heredity, from bacteria to plants, animals, human biology and health, and ecology. There are hands-on, interactive lab activities, as well as an integration of technology into the classroom. Regular writing activities are required.

Spanish

Text – Realidades A (Prentice Hall)

Students learn to speak, read and write about topics including their classroom, food and beverages, likes and dislikes, health and exercise, the community, leisure activities, activities outside of school, extending, accepting and declining invitations, and talking about when events happen. The culture of various Spanish-speaking countries is studied. On-line activities are used to supplement class lectures and hands-on activities. Simple Scripture verses are memorized.

8th Grade Curriculum Overview

Bible-Grade 8 Lightbearers

Lightbearers is a video-based curriculum for 8th grade designed to help students clearly understand the tenets of the Christian worldview, and how it compares to the tenets of the leading humanistic worldviews of our day. Students will learn how to apply their Christian faith to every area of life: theology, philosophy, ethics, biology, sociology, psychology, law, politics, economics, and history.

Some of the issues covered include: abortion, apologetics, cults, evolution, feminism, homosexuality, naturalism, moral relativism, pluralism, relationships, and socialism.

This curriculum is designed specifically for the middle school classroom, complete with day-to-day lesson plans, projects, resources, quizzes, and helps, providing all the information needed to successfully teach worldviews to your child.

Mathematics

Text – Middle School Math Course 3 (Scott Foresman – Addison Wesley)

8th grade students will master mathematical concepts including data analysis, integers and absolute values, variables, expressions and equations, linear equations and inequalities, ration and proportion, percentages, number sense, rational and irrational numbers, geometry and measurement, area and volume, algebraic functions and relationships, similarity, congruence and transformations, and counting and probability. In addition, students integrate technology and problem solving skills when working with the actual mathematical procedures and principals, making the content relevant to their everyday lives.

Social Studies

Text – World Explorer: People, Places and Cultures (Prentice Hall)

In addition to mastering geography skills and learning the concept of human and cultural geography, students study the physical geography, history and culture of the United States, Canada, Latin America, Europe, Russia, Africa, Asia and the Pacific Realm. These regions will also be explored in the context of today's world. Technology is infused into the class, and regular writing is required.

English Language Arts

Text: Literature: Timeless Voices, Timeless Themes (Prentice Hall)

Students work towards mastery of grammar and vocabulary. They read classic literature for their age group. Short stories from the text are studied. There is a strong emphasis placed on understanding the writing process and becoming a critical writer. There is also a continuation of the use of DBQ's (Document Based Questions) in writing.

Science

Text – Science Explorer: Physical Science (Prentice Hall)

Students study topics including chemical building blocks, chemistry in action, motion, forces and energy, sound and light, electricity, and magnetism. There are hands-on, interactive lab activities, as well as an integration of technology into the classroom. Regular writing activities are required.

Spanish

Text – Realidades B (Prentice Hall)

Students learn to speak, read and write about topics including families, celebrations, expressing possession, restaurants, homes and chores, shopping, expressing preferences, buying gifts, telling what happened in the past, vacations, the community, movies and television, and technology. The culture of various Spanish-speaking countries is studied. On-line activities are used to supplement class lectures and hands-on activities. Scripture verses are memorized.

Middle School Common Subjects

Bible: Finney Families

Finney Families are small groups made up of a blend of students from grades six to eight along with a “mentor” faculty member to facilitate. The purpose of these groups is to create an atmosphere conducive to the development of the students’ commitment to be a follower of Jesus Christ. This will be a safe place for a student to use his or her Christian worldview to determine the way that personal situations are handled. Through prayer and the building of trusting relationships, students will also learn more about being the people God has created each of them to be.

Computer

Instruction is offered to all students in developmentally appropriate amounts and levels. In middle school, students become familiar with hardware, developing their keyboard skills, and learning basic computer applications. Application takes place as they integrate computer lessons with classroom units of study.

Library Skills

Instruction is offered during the student’s technology (computer) period. Throughout middle school, the students become familiar with the media center, Dewey Decimal system, and types of materials available. Also, an emphasis is placed on developing research skills.

Physical Education

Physical Education focuses on helping students develop motor skills, coordination, knowledge, and skill in a variety of sports and games. Demonstrating teamwork, displaying personal effort, and building self-confidence are principles that are also underscored in this course. Students learn basic principles for health and fitness, and are encouraged to lead active, healthy lives.

Art

The primary focus of art education in middle school, is preparing students for high school level visual arts, while building on the foundation that was prepared through the elementary experience. Starting in grade 6, students will go into more depth with each art project. Students will fully develop skills such as drawing and sketching, realism and cartooning, figure drawing, one and two point perspective drawing, texture and form techniques, painting techniques, and understanding fully the principles of design (all principles, emphasis, contrast, balance, unity, repetition, rhythm and pattern), as well as the elements of art. Both principles and elements are the building blocks necessary for the mastery of art production, art appreciation and art criticism.

The continuation of art history is important at this stage of development. For each unit of study, students will be exposed to an artist from that time period. Artists of study include LeRoy Neimen, Degas and Escher.

It is also important to include art awareness. Students at the middle school level will learn about art in our society today. They will learn the role and function of art in the world around us, and possible career choices available in the arts.

General Music

General music course offers creative methods of learning music regardless of how one may learn. This course actively assists students to experience an awareness of and introduction to a variety of music styles and simple instrumentation, depending upon the grade level. General music course places great emphasis on music theory in order to solidify a musical foundation. However, this course is seasoned with innovative activities to aid in retention of information. The course will contain a listening component of all styles of music, as well as the development of ear training.

Middle School Band

Middle School Students will have the opportunity to take band lessons through the school. Middle School Band will perform in Finney's Christmas and Spring concerts.

Middle School Extra Curricular Activities

Athletics

Middle school students in 7th and 8th grades may participate in a program of modified sports that includes soccer in the fall and basketball during the winter sports seasons. There are separate teams for boys and girls and a well qualified and carefully selected coach leads each team. Attendance at regularly scheduled practice sessions is required.

Robotics Team

Students in 8th grade may apply for a spot on the Finney Robotics team. Permission from the middle school science teacher and approval from the lead Robotics instructor is required.

Music

All students are encouraged to participate in the Finney music program. The music program includes Studio Orchestra, Jazz Ensemble, Chorus, Choir, and Worship Teams. The music department produces two major concerts each year – a Christmas concert in December and a spring concert in May. Also, students regularly perform throughout the community at shopping malls, retirement homes, and elementary schools. See the music course descriptions for more information on these groups.

Theater

By participating in drama, students increase their self-confidence as they take risks and perform for an audience. The self-discipline and communication skills they learn help them in their other academic subjects and throughout life. Drama develops the skills of concentration, imagination, cooperation/collaboration, and listening; these skills are essential and improve academic performance. The drama program at Finney allows students from 3rd grade through 12th grade to develop proficiency in abilities that, although not addressed in their core curriculum, will serve them for the rest of their life.

Clubs

Middle school clubs change with student interest, while others are constant. Interested students are encouraged to establish a club oriented toward any appropriate activity or interest. All clubs have faculty advisors and are open to all students. Current and past clubs include:

Chess	Day of Caring (community service)
Drama	Intercessory Prayer
Student Council	Yearbook

Social Activities

Middle school students enjoy a variety of activities throughout the year such as roller skating parties, field days, school fairs, and ice cream socials. The middle school student government works to provide additional opportunities for fellowship and looks for ways to enhance unity among students and faculty members.

Student Government

Middle school has its own separate government that consists of a president, vice president, secretary, treasurer, and chaplain. The officers meet regularly with the principal to discuss middle school issues and possible solutions to perceived problems. Elections are held in the fall.

Community Service

Although there is no formal requirement, many Finney students participate in a variety of volunteer service activities throughout the year, such as missionary work, retirement home visits, delivering holiday food baskets, reading to younger students, serving in Finney's C.A.T.C.H. peer tutoring, working at Flower City Work Camp.

The one formal program that involves our students is Finney's annual *Day of Caring* in the spring, which provides tangible service to our community.

Field Trips

Field trips are designed to reinforce classroom curriculum and enhance the student learning experience by taking standard lessons to a greater depth. The teachers and principal will plan appropriate field trips. Parents who would like to serve as volunteer drivers and chaperones are welcome, as are suggestions for field trip destinations.

Fundraising

There are two optional school-wide fundraisers that all students are invited to participate in each year – a fall event that varies from year-to-year – and the annual *Chocolate Run*, a spring run-a-thon that serves as our primary event. These two fundraisers are fun-filled with plenty of recognition and awards for those who participate and each one provides significant assistance for the school, which helps to hold down tuition costs for our families.

In addition to the above, some athletic teams, clubs, and extra-curricular activities may organize an event or fundraiser to provide funds to meet particular needs.

High School Curriculum Overview

Biblical Studies

Bible 9: A. God 's Unfolding Plan, B. Missions

God 's Unfolding Plan is designed to give our students an overview of the entire Old Testament. They will study Old Testament writings including the Pentateuch, Histories, Poetry and Wisdom, and Prophets.

We will also take time to look into the lives of some missionaries and the price that has been paid to spread the good news of our Savoir. Students will study people like A.W. Tozer, Robert Cowles, Jean Livingstone, Joy Corby, and others on the meaning of missions. We will learn from their personal experiences to help equip each one to fulfill Jesus' Great Commission.

Bible 10: A. Hope of the World, B. History Of Christianity

Hope of the World is designed to give the student an overview of the entire New Testament and an understanding of the Church as it has developed through history, from the Early Church Fathers to Present Day. We will study New Testament writings such as the Gospels, Acts, Epistles, and Apocalypse.

History Of Christianity is a survey course designed to provide glimpses of some of the pivotal events in the spread of Christianity. It also sketches some of the great Christian figures that have significantly affected Christian history thereby shaping the history of the world.

Bible 11: A. Systematic Theology, B. Apologetics

This course is designed to cover the basic areas of biblical theology including Christology, Soteriology, Hamartiology, Eschatology, Angelology, Pneumatology, and Ecclesiology.

In the second half of the year the students will immerse themselves in the three major approaches to Christian apologetics including Thomastic (Classical), Evidential and Presuppositional. This will provide our students with a solid foundation to stand on in our ever-shifting world. They will be well prepared to “Understand The Times” as they enter into their final year of high school.

Bible 12: Understanding the Times

Understanding the Times is a course in comparative worldviews that gives students the opportunity to understand how worldviews work in the world around them. Each section of material helps to expand an understanding of Biblical Christian, Secular Humanist, Marxist/Leninist, and New Age worldviews as they address different "life questions" and areas of study. Each student will learn to identify and challenge with biblical truth, the basic error in the other worldviews. An introduction to critical thinking and argumentation skills is included in order to sharpen each student's ability to communicate what he/she has learned, not as mere information, but as life-transforming truth.

Center for Entrepreneurship

Ethics and Business

The purposes of the Ethics & Business course are to (1) familiarize students with basic Christian ethics, (2) familiarize students with basic terms and concepts in business, and (3) teach students to apply Christian ethical principles to all areas of their lives, with an emphasis on business and professional activities.

This course will be a half-year, half-credit course, which will count as one social studies or religion elective. It will be open to all juniors and seniors. The course will teach students subject matter in the areas of ethics and business, reinforce critical thinking and writing skills taught in English, Social Studies and Religion courses. As well, it will afford students opportunity to apply substantive knowledge taught in Government and Economics and Religion courses.

Lessons will consist primarily of lectures, discussions and in-class activities focused on assigned readings. Students will have regular written assignments in which they will reflect upon and respond to assigned readings and lectures and apply concepts to real-life business cases.

Additionally, the guest speakers from the local business community will be invited to address students with their insights into ethical issues in business.

Seminar in Entrepreneurship

The purpose and scope of this course is to teach the knowledge, skills, and values that will encourage and enable the student to understand the principles of entrepreneurship, and how it differs from traditional business. In addition, we look at how these principles can be applied to all aspects of life, while considering the unique challenges and moral implications brought to light when God's law meets the world of business.

Topics and discussions include: What is an entrepreneur? How to know if you have the traits to become one, Pros and Cons of Entrepreneurship, Where do ideas come from?, Market research and opportunity recognition, Entrepreneurs' Vocabulary, Ethical business applications, Success Stories, Types of legal business entities, Financing new business, General Overview of business plans, Marketing and Sales, Patents, trademarks, and copyrights, Taxes and record keeping, Self evaluation tests, guest speakers and field trips.

Computer and Information Sciences

Intermediate Computer - Web Design

Students learn to design and develop Internet websites. This course includes graphic design for digital media, usability, and interface design. Students will learn to write HTML code with *Dreamweaver*, a web development software application. Basic photo and image editing skills will be learned with *Adobe Photoshop*. Other technical skills learned include Javascript, cascading style sheets, compatibility standards, and image optimization. The class will be taught through a combination of lectures, demonstrations, handouts, discussions, and lab time. Final grade consists of projects, assignments, quizzes, and a final project recommended for intermediate-level computer users.

Programming

The purpose of this course is to provide students with an introduction to the basics of programming in 'C'. Coursework will be split into worksheets that test basic concepts, short programming assignments that cover the fundamentals, and longer, more creative programming projects in which the students have an opportunity to synthesize what they have learned.

Computer Graphic Design:

Please see **Fine Arts - Arts** section of this catalog.

English

English 9

Patterns in Literature includes a study of a variety of literary skills necessary to appreciate and understand literature, relate literature to language, composition and thinking skills. Students will study the short story, poetry, be introduced to drama and to the novel as a form. Additional skills will include the use of literary terms, reading skills, vocabulary skills, thinking skills and speaking and listening skills.

Grammar and Composition: Along with grammar usage and mechanics, the following will be included: Using the senses in writing, thinking skills or writing, the writing process itself, understanding the paragraph, writing effective compositions, developing sentence style, writing a personal narrative, exploring expository writing, using persuasion in writing, writing short reports, group discussion and informal speaking, study skills, business letters and forms.

Mythology: A basic introduction to Greek and Roman Mythology.

English 10

World Literature: A chronological survey that provides an opportunity for students to examine the attitudes and customs of many cultures throughout history, as well as major historical events, authors and literary genres. Additional topics addressed include vocabulary, writing skills and technique related to literature. A brief research paper will be required.

Grammar and Composition: Along with grammar usage and mechanics, the following will be included: Responding to your "world" and "world-view" in writing, clear thinking and writing, the writing process, composition, improving sentence style, writing a short story, writing effective persuasion, reports, formal speaking, test taking strategies, and establishing study skills.

English 11

American Literature is a chronological survey of mostly major American authors, periods, forms and works in American Literature. Included will be reading skills, vocabulary skills, thinking, speaking and listening skills, writing skills and technique as related to literature. In addition, an in-depth study of the novel as a form will begin using American and other works.

Grammar and Composition: Along with grammar usage and mechanics appropriate to grade level, the following will be included: Personal viewpoint writing, composition, matters of style, writing stories and poems, exposition analysis, definition, comparison and contrast, persuasive writing and argumentation, literary analysis paraphrase and summary, critical listening and the media, writing the research paper, essay tests and SAT preparation.

Mythology: A more in-depth study of the Greek and Roman mythological systems and how they relate to the study of literature.

English 12

British Literature is a chronological survey of cultural attitudes and customs of the British throughout history as well as major historical events. A study of authors and genres is included (some American). Writing skills are a continuation of those introduced in English 11.

Grammar and Composition: Along with grammar usage and mechanics appropriate to the grade level, the following will be included: Personal writing, journaling, critical thinking and writing, matters of style, imaginative writing, exposition analysis continued, writing critical reviews and papers, and writing a critical research paper.

Advanced Placement (AP) Literature

The major focus of the course is critical reading and writing. This will include writing about various forms of literature in the critical sense. Readings will be more difficult and writing will be judged at a higher standard. In addition to matters studied in English 12, a comparative mythology unit in creation myth will be studied, as well as the concept of the archetype.

Creative Writing

This course will give students the tools they need to write clearly and concisely, think critically and creatively express themselves through various styles of writing techniques. They will also experience and take part in teacher and peer critiques to strengthen their personal writing skills.

Fine Arts Courses – Art

Studio in Art

Studio in Art is a broad-based exposure to art, with emphasis on developing basic techniques and knowledge, as well as developing art appreciation and awareness. A wide variety of media will be used. The first goal is to encourage students to develop an appreciation for art and an understanding of its value both to our culture and to God, our Creator. The second goal is to discover, encourage, challenge and develop the God-given creativity of all students, whatever their ability level. Historical examples will be used frequently to illustrate concepts and develop a familiarity with art history and well-known works of art.

Computer Graphic Design

This course gives students the opportunity to explore programs *Adobe Illustrator* and *Adobe Photoshop* to create logo designs, as well as computer graphics. Students will also utilize digital cameras, USB cords, the printer and the scanner. In this course, students will be creating their own personal logo, CD design, and poster layout, as well as poster design and other client-based media. Students will learn what it is like to be a graphic artist in today's society.

Drawing & Painting

The Drawing and Painting course is practice in the media of self-expression using the principles and techniques of drawing and painting. Structural principles of drawing involving geometric and other abstract forms, the study of perspective, the application of line, dark and light, form, color, and texture in their various aspects will be studied. The development of skills in various techniques will be stressed including pencil, watercolor, pen and ink, acrylics, pastel, and charcoal. A portion of time will be devoted to the study of various movements in painting and art history.

Photography I

This course offers students an opportunity to learn their way around the darkroom. They will learn camera and darkroom mechanics as well as receive extensive darkroom experience. Students will learn to develop their own film and prints. They will also experiment with more advanced darkroom skills to create higher contrast and master designed layout. Students will learn further advanced skills to add a creative touch to their work. Once students have mastered the photo technique, they will be able to produce some reflective pieces. An abbreviated history of the photo experience in America today will be explored. In addition, students will study various artists who continue to use photography in their work today.

Photography II

This course seeks to build upon the foundation set by Photography 1 and develop the student's own personal vision. The student will learn advanced lighting, and composition techniques as well refine their skills in the darkroom. The student will also be exposed to the greater world of photography outside of fine art and become versed in its uses as a medium for editorial, documentary, journalism and advertisement. Finally the student will begin to make the transition from the wet darkroom to the digital darkroom.

Advanced Placement (AP) Studio Art Drawing or 2D Design

This course will help students prepare a portfolio for the AP exam, college applications, Scholastic competition, NYS Summer School for the Arts, etc. Students will also learn to develop a strong personal vision and voice. Observational drawing skills will be stressed in order to develop a strong foundation for college, as it is an expectation for college admissions. The creation of sufficient amounts of quality work to qualify for the AP exam will be the primary goal of this course. Meeting this goal will also satisfy the other portfolio requirements. The student may choose to prepare for either the Drawing category or 2D Design category of the AP Portfolio exam. Students may also elect to prepare a portfolio but not take the exam and receive credit as Advanced Drawing and Painting. It is usually suggested by the College Board that students take this course for two years if preparing for the AP exam.

Fine Arts Courses – Music

Music Theory I and II

Music Theory I and II covers the basic and intermediate principles of music theory and ear training. Students will learn major and minor key signatures and scales, intervals, rhythms, time signatures, triads, 7th chords, diatonic major and minor chords, figured bass, three and four part writing, melodic structure, harmonic progressions, and inversions. The various musical elements learned will be tied together by writing an original composition as the final project.

Prerequisite: Students should have at least 2 years experience in the choir or orchestra. Guitar and piano students should have at least 2 years of lesson experience and be familiar with note names, major scales, and major key signatures.

Advanced Placement (AP) Music Theory

AP Music Theory briefly reviews Music Theory I and II through composition, performance, and study. Students will learn cadences, phrases, periods, non-chord tones, dominant 7th chords, ii7 and vii7 chords, diatonic seventh chords, secondary functions, diatonic modulations, extra modulatory techniques, secondary and diminished resolutions, musical form, pop music symbols, blues scales, and 12 bar blues form. The class goal is to apply comprehension of the material in performance and daily music endeavors. Each week students engage in listening, performance, written, creative, and analytical exercises to achieve a comprehensive understanding and skill base. Sighting-singing, melodic dictation, rhythmic dictation, and composition are some of these exercises. A practice exam will be administered prior to students take the AP exam in May.

Prerequisite: Music Theory I and II, and at least three years of choir or orchestra. Piano and guitar students should have studied at least three years on their instrument.

Music Appreciation

The Music Appreciation course offers a broad sampling of music history, styles of music, light music theory (just enough to aid in the appreciation) and class discussions. This course involves a vast amount of both listening and analyzing of musical styles and instrumentation. Attendance at two live (and approved) concerts is required for this course.

High School Choir

High School Choir is composed of a chorus of mixed voices soprano, alto, tenor, and bass performing a rich variety of music including classical, traditional hymns, folksongs, patriotic, contemporary worship, gospel, jazz, pop and more. Students demonstrating interest and ability in music are encouraged to join. Students will learn dedication, unity, and self discipline as they experience full ensemble rehearsals. In class, students will develop skills in ear training, sight-reading, tone quality, rhythm, vocal consistency, harmony, style and interpretation, range and much more. This ensemble performs at various events within the school setting and outside of school. Group voice lessons are also a part of this class and are scheduled on a rotating basis. It is highly recommended that a student desiring to participate in other musical activities (ex.

Chapel Worship Team, special music, spring musical) become an active member of this ensemble. The Charles Finney School is a NYSSMA member institution.

Jazz Ensemble

Students explore swing, Latin, funk, big band, pop, and other styles associated with jazz. Jazz phrasing, improvisation, and syncopation are among a wide variety of topics covered. Performance material includes full jazz ensemble charts and small combo lead sheets. Students learn to play together in a comfortable and encouraging atmosphere. Participation in ensembles (orchestra, choir, jazz) is highly recommended for those wishing to join extra-curricular activities such as the worship team or the school musical.

Studio Orchestra

The orchestra performs a wide variety of music including classic orchestral and band arrangements, Broadway, marches, hymns, and pop music. Students learn dedication, unity, and self-discipline as they experience full ensemble rehearsals. During the rehearsals, students are taught to contribute good tone, balanced playing, musical nuance, heart, energy, and a bold sound. Throughout the year, students become aware of and reflect on music in scripture.

Performances include two main concerts, occurring in December and May, which often include a combined number with the high school choir. Other performance opportunities include events such as scheduled performances at churches, chapels, nursing homes, the Finney Open House, and at area shopping malls. These performances are likely to include string quartets, flute quartets, brass choirs, percussion ensembles, or clarinet ensembles that are formed based on instrumentation and interest.

The Charles Finney School is a NYSSMA member institution, which enables students to participate in solo festivals, all county events, and all-state festivals.

Worship Elective

The worship class is a new addition to the high school program. This class is a musical ensemble that also includes Biblical teaching. The class focuses on vocal technique and instrumental musicianship in the context of contemporary worship. The class also includes the study of some basic Biblical principles of praise and worship, the Biblical context of the learned songs, a study of selected Psalms, basic principles of sound engineering, and principles and techniques of leading a congregation in song. We also hope to compose some original songs of praise and worship. The students of the worship class will regularly participate in the weekly chapel services in various capacities.

Mathematics

Algebra

Algebra (9th grade) seeks to develop a logical progression of ideas such as using variables to replace numbers. Topics to be explored include using inverse operations to solve equations and inequalities, complex fractions, radicals, factoring polynomials, graphing equations, and solving word problems - all with the goal of developing higher level thinking skills.

Students will be evaluated by various methods, including homework, quizzes covering important topics, cumulative tests, and semester finals given at the end of the 2nd quarter and at

the end of the 4th quarter. Students will also complete assignments that require communication skills and will research various topics relating to mathematics.

Geometry

In this course designed for sophomores, students investigate the properties of triangles, quadrilaterals, circles, and parallel lines, and apply what they learn to coordinate geometry and algebra. Also covered: Euclidean geometry and probability.

Prerequisite: Algebra

Trigonometry

This course continues the development of the useful topics of logic, statistics, and probability presented in Geometry. The topics covered include complex numbers, relations and functions, logarithmic functions, circles, and trigonometry. The goals of this class are to develop proficiency with mathematical skills, to expand understanding of mathematical concepts, to improve logical thinking, and to promote success.

Prerequisite: Geometry

Pre-Calculus

Pre calculus is a rigorous mathematics course that brings together nearly all the mathematics that the student has been taught up to this point. The interconnection of topics is emphasized. Problem solving strategies are central to the course, which is designed to serve as the entryway to some of the most historically important avenues of human thought and many of the most powerful mathematical topics.

Content: This course will be an intense introduction to several advanced topics in mathematics including trigonometric functions and analytic trigonometry, vectors, polynomial, rational, and radical functions, exponential and logarithmic functions, sequences and series, and limits. Students also will continue their study of systems of equations and inequalities, probability, along with an introduction to Calculus. Great emphasis will be placed on the "rule of four", graphical, analytic, numeric, and verbal exploration of topics.

Prerequisite: Trigonometry

Advanced Placement (AP) Calculus AB

Calculus is one of the most exciting, wide-reaching courses in Mathematics that a student will encounter. It is through Calculus that one understands the precise relationships that allow predictions into the motions of moving bodies and the effects of forces. Calculus enables scientists to predict the motions of planets and stars through space, describes the delicate structure of a snowflake, and allows industry to maximize profits and minimize costs based on gathered data and mathematical models. The practical applications are nearly endless. Indeed, a deep understanding of the physical world around us is impossible without Calculus.

This course focuses on the study of the calculus. Students will prepare to take the Advanced Placement Calculus (AB level) test. These high standards require a level of commitment. The AP grade will be determined by the student's level of success on the exam administered by The College Board in May. This exam has portions where students will be

expected to use a graphing calculator and portions where no calculator at all will be permitted. Thus, our preparation for that exam will reflect that process. The final goal is scoring a 3, 4 or ideally a 5 on the AB calculus AP exam in May. Thus, expect tests/quizzes where you will not have access to a calculator, but also commit a great amount of effort toward learning all the attributes and features of your calculator. The use of technology in calculus only adds to the understanding and achievement a student can reach in calculus. Calculus is required of most students who enter a technical course of study in college (math, science, medicine, engineering, etc.). This course is designed to prepare the student for college level study, using college level materials. **The work ethic on the student's part must rise to meet those standards.**

Prerequisite: Pre-Calculus

Advanced Placement Calculus BC

This course focuses on the study of the calculus. Students will prepare to take the Advanced Placement Calculus (BC level) exam. These high standards require a level of commitment. You will be expected to research topics at various levels using the Internet, published books on Calculus and other resources available to you. The ability to do independent study is vital to your success in this course. The AP grade will be determined by the student's level of success on the exam administered by The College Board in May. This exam requires the student to be fluent in all the topics of AB calculus and additional topics learned through out this year for BC calculus. This exam has portions where students will be expected to use a graphing calculator and portions where no calculator at all will be permitted. Thus, our preparation for that exam will reflect that process. The final goal is scoring a 3, 4 or ideally a 5 on the BC calculus AP exam in May. Thus, expect tests/quizzes where you will not have access to a calculator, but also commit a great amount of effort toward learning all the attributes and features of your calculator. The use of technology in calculus only adds to the understanding and achievement a student can reach in calculus. Calculus is required of most students who enter a technical course of study in college (math, science, medicine, engineering, etc.). This course is designed to prepare you for college level study, using college level materials. **The work ethic on the student's part must rise to meet those standards.**

Prerequisite: Advanced Placement Calculus AB

Math for Business & Personal Finance

This course provides a comprehensive overview of personal financial management. Students will be introduced to the tools, strategies and skills needed in personal successful money management.

Science and Technology

Earth Science

This course offers an overview of the four areas of Earth Science: Geology, meteorology, astronomy and oceanology. With hands-on experiences and projects, students will learn how to observe, collect and record data that will allow them to explore our planet and the events that change it. It will increase their awareness of how we impact the future of our planet and generate thought-provoking questions that will engage their creativity. As a result, their problem-solving skills will be enhanced, as well as their ability to work collaboratively.

Biology

Biology is the study of living things. In this course we will cover topics of biochemistry, cellular biology, human anatomy and physiology, genetics, DNA, evolution, and ecology. The course will include lectures and separate lab periods. This course is designed to provide students with an overall picture of the living world around them, as well as provide a foundation for a college-level course in General Biology or Advanced Placement (AP) Biology.

Chemistry

Chemistry is the study of matter, its structure, properties, composition, and the energy involved as matter undergoes changes. Major topics include atomic structure, chemical formulas and equations, chemical bonding, electrochemistry, organic chemistry, and nuclear chemistry. The class includes five lectures and a separate lab period each week. This course will prepare students for General Chemistry at the college level and other upper level science courses.

Prerequisite: Geometry

Forensics

The Forensic science curriculum is an advanced course taught in two semesters of high school. The primary objective of the course is to provide students with a fundamental understanding of modern biology, forensic science and the scientific processes. Thereby building a foundation for success in the college level science courses to follow. Forensic science is recommended for high-achieving students and for students who have a particular interest in biology, forensics and the natural sciences. The course places a high priority on developing critical thinking skills by examining real world problems and actual crime scene cases. The curriculum examines topics with more depth and includes more advanced resource material. Laboratory investigations play a more prominent role in the course and students are expected to design and carry out experiments using appropriate methods and resources.

Physics

Physics is designed to replace some of the misconceptions held by students regarding our physical world. Through hands-on experiences and with teacher-guided questions, students will learn to create their own repertoire of knowledge to replace erroneous ideas about what happens in the world around them. They will learn that Physics involves more than equations and laws. They will learn to investigate and create, as well as answer questions as they collaborate with classmates on topics including but not limited to electricity, velocity, and Quantum Theory.

Prerequisite: Trigonometry

Robotics

The Robotics course is based on the premises and parameters of the U.S. F.I.R.S.T. organization (Fostering Interest in Research, Science and Technology). As Team 1405, it will enable students to participate in competitions with the robot they design and create. As stated in the NASA application process, "Participation in F.I.R.S.T. is incredibly rewarding, but it is difficult. It will likely be one of the most difficult things your students have ever done, but as Albert Einstein said, 'In the middle of difficulty lies opportunity.'"

Due to its nature, students will be forced to stretch their imaginations, incorporate skills from many content areas, learn new problem-solving skills, and above all, learn to work as a member of a team under varying conditions and pressures.

This course allows the classroom walls to expand and gives each team member the opportunity to apply their learned skills to real life situations. Built in are ample opportunities for evangelism and community service. Gracious professionalism is one of the underlying values of F.I.R.S.T., and as Christians, this value is exemplified as we base our efforts on the example Christ has set forth.

Social Studies

Global Studies I (World History: Creation to the 18th century)

The objective of Global Studies I is to provide each student with a Christian historical view of global events from creation to the rise of monarchs and the age of exploration (18th century). The student will master this material through studying the text, class discussion and activities, assigned homework, special projects, and writing assignments throughout the school year. The instructor's intent is to incorporate other course curricula by utilizing projects and other assignments that combine the efforts of both classes (i.e. Global Studies and English).

Global Studies 2: (World History - 18th century to present)

The objective of Global Studies II is to provide each student with a Christian historical view of global events from the age of revolution through present current events. The student will master this material through studying the text, class discussion and activities, and assigned homework, special projects and writing assignments throughout the school year. The instructor's intent is to incorporate other course curricula by utilizing projects and other assignments that combine the efforts of both classes (i.e. Global Studies and English).

United States History

United States History is a one-year course offered to students who have successfully completed both Global Studies I and II. Students will begin the course with a geographic overview of the continental United States before moving onto colonization and ending with material regarding present day matters. The course itself is divided into two semesters. During the first semester, students will be responsible for all materials covered between the first days of instruction through the Civil War, with a final exam given on this historic time period at the end of the second quarter. During the second semester, material from the time period of reconstruction through the present day will be covered, culminating in a comprehensive final exam on material covered throughout the year.

Students will be expected to review political, social, and economic events with a critical eye, while analyzing and evaluating the cause and effect of past and present events. The course will be taught through lecture and notes, using supplemental materials such as video clips, movies, active and differentiated instruction, projects, and reading.

Civics

An outline course covering the major topics regarding citizenship including the rights, duties and responsibilities of living in the United States of America.

The course will emphasize the central place of the Lord Jesus Christ as the foundation of our form of government. It will include an examination of the different forms of government in history. Students will participate in an in depth analysis of the United States Constitution including the Bill of Rights and study the Founding Fathers views on our government using original source materials. We will also examine the importance of the bible in the foundation of the United States and the formation of the Republic. The 3 branches of Federal Government will be analyzed in depth and we look forward to interaction with local and state government including potential guest speakers and forums for debates. Students will participate in Individual and group projects, presentations and debates.

Languages

Spanish I

Spanish I prepares students to understand and effectively communicate, both orally and in writing, the Spanish vocabulary and grammar related to school, sports, travel and cultural activities. Students will gain a basic knowledge of South American and Central American culture including geography, history, food, tourist attractions, and family life. Students will be able to express ideas, both written and oral, in the present, present progressive, and preterit tenses.

Spanish II

Spanish II prepares students to read, write and speak accurately in the present, past, future, conditional, present perfect, and progressive tenses using the Spanish vocabulary and grammar related to communication, travel, manners, shopping and cooking, in addition to material learned in Spanish I. Students will gain a basic knowledge of Spain including geography, food, history, tourist attractions, and family life and holidays, in addition to regional differences in language and traditions.

Prerequisite: Spanish I

Spanish III

Spanish III practices and reinforces material learned in Spanish I and II. In this course, students learn more about various Spanish-speaking countries and their culture through their textbook and Spanish literature. Students will study the subjunctive tense, and have more emphasis on reading, writing and speaking. This course will also teach students how to use the basics of sharing their faith in Spanish.

Prerequisite: Spanish II

Spanish IV

Students discuss Spanish grammar, spelling, phraseology, and learn how to describe things in Spanish and to understand more advanced Spanish phrases. Special emphasis will be put on communication, dialect, accent, reading, and translation. Students are encouraged to participate in group research projects and activities throughout the course so that they may collaborate with other students and instructors.

Prerequisite: Spanish III

Humanities

Advanced Placement (AP) Psychology

Advanced Placement Psychology is a first-year college level course designed to introduce students to the systematic and scientific study of the behavior and mental processes of man. Students will learn some of the discoveries made by psychologists of the past century, as well as important terms, concepts and approaches relating to psychology, types of research, facets of human behavior and cognition, and the diagnosis and treatment of various disorders. Students are encouraged to think critically and creatively and are expected to apply concepts to life situations.

Students are responsible for a research paper or final project and are expected to take the Advanced Placement Psychology exam in May, which offers the opportunity to earn college Credit. (A score of 3 or higher is required to receive college credit).

Physical Education

Physical Education 9-12

Physical Education for grades 9-12 focuses on developing the skills, knowledge and strategies of a variety of athletic sports and games. Our goal is to build the sportsmanship, confidence and teamwork skills of each student. We teach the basic principles of health and fitness and encourage our students to live active, healthy lives.

High School Policies

Finney Graduation Requirements

The **minimum** graduation standard for a student at The Charles Finney School requires the student to pass four courses each in Bible, English, Mathematics, Social Studies, (or one for each year in the high School) and Physical Education (this requirement is often satisfied by participation in athletics), along with three courses in Science and Spanish, and one course each in Art or Music, and Health. Students are required to take a **minimum** of seven credits per year (at least 24 credits are required for graduation), and typically students have earned 30 or more credits upon graduation. Adjustments to the minimum number of credits may be offered if the student elects more than one Advanced Placement (AP) course. It is not uncommon for students to take four years of Science, Art, or Music in addition to other required courses and electives.

Academic Probation

It should be understood that academic achievement is the first priority for all Finney students. However, recognizing the important role that school activities also plays in the lives of our students, we have attempted to place both academics and extra-curricular activities in perspective so that they may co-exist. Please refer to the Student-Parent Handbook for more information.

Typical plan for a four-year course of study

Freshman Year

English 9	1 credit
Algebra	1 credit
Earth Science	1 credit
Global Studies 1	1 credit
Spanish I	1 credit
Studio in Art or Music Appreciation	1 credit
Bible 101: Basic Christian Doctrine	½ credit
Physical Education	½ credit (pass/fail)

Sophomore Year

English 10	1 credit
Geometry	1 credit
Biology	1 credit
Global Studies II	1 credit
Spanish II	1 credit
Drawing & Painting or Music Theory I/II	1 credit
Bible 201: Old Testament Survey	½ credit
Physical Education	½ credit (pass/fail)

Junior Year

English 11	1 credit
Trigonometry	1 credit
Chemistry	1 credit
AP US History or US History	1 credit
Spanish III	1 credit
Photography I or AP Music Theory	1 credit
Elective course	1 credit
Bible 301: New Testament Survey	½ credit
Physical Education	½ credit (pass/fail)

Senior Year

AP English 12 or English 12	1 credit
AP Calculus or Pre-Calculus	1 credit
Physics	1 credit
Civics	1 credit
AP or Advanced Art	1 credit
Bible 12: Understanding the Times	1 credit
Elective course	1 credit
Physical Education	½ credit (pass/fail)

Extra Curricular Activities

Athletics

The Charles Finney School Falcons participate in the New York State Public High School Athletic Association (NYSPHSAA) Section V Athletics (class DD). The Finney Falcons also are active members of the Rochester area Private-Parochial League, where we compete against other private schools.

Both boys' and girls' varsity teams have won sectional championships and many of our athletes have received awards for their athletic accomplishments. In March 2007, our boys' basketball team enjoyed a tremendous run, winning the Class D New York State Championship for the second consecutive year. We are the first Section V team to win back-to-back titles in 23 years.

All students are encouraged to participate in athletics and through fifteen years of varsity sports, no student has been 'cut' from a team. More than 75% of our high school students play at least one sport each year.

Fall Boys' Football (Junior Varsity and Varsity)
 Boys' Soccer (Junior Varsity and Varsity)
 Girls' Soccer (Junior Varsity and Varsity)
 Girls' Volleyball (Junior Varsity and Varsity)
 Co-ed Cross Country (Varsity)

Winter Boys' Basketball (Junior Varsity and Varsity)
 Girls' Basketball (Junior Varsity and Varsity)
 Cheerleading (Varsity)

Spring Boys' Baseball (Junior Varsity, Varsity)
Girls' Softball (Varsity)
Co-ed Golf (Varsity)

New York State Bar Association Mock Trial

Mock trial is a competition that provides students with hands-on opportunities to further their understanding of the law, court procedures, and our legal system while honing their speaking, listening, reading and reasoning skills. County champions advance to regional competitions, with six teams meeting in Albany for the statewide finals each May. Local attorneys act as mentors and coaches and have a great impact on our students.

Robotics Team

The Charles Finney School Robotics Team (Falcons1405) supplements daily technology classes with after-school meetings to build a working robot for competition in U.S. F.I.R.S.T. Robotics. Students with an interest and aptitude in technology should consider joining the team, as the practical experience will have a very positive impact on college and career preparation.

In three years of competition, our program has built a solid reputation, winning the northeast regional competition in Annapolis, Maryland in the spring of 2004 and then finishing in a tie for eighth place in the nationals at the Georgia Dome in Atlanta. In 2006, our team finished as a semifinalist in the spring regional competition held at Rochester Institute of Technology.

Music

All students are encouraged to participate in the Finney music program. Each year dozens of students participate in Studio Orchestra, Jazz Ensemble, Chorus, Choir, and Worship Teams. The music department produces two major concerts annually, with the Christmas concert in December and the spring concert in May. Students also perform regularly throughout the community at shopping malls, retirement homes, and elementary schools. Please see the music course descriptions for more information on the aforementioned groups.

Worship Teams

Finney Worship Teams lead worship at Finney chapel services and other events throughout the community. Assisted by a faculty advisor, the teams meet weekly for rehearsals. Any student called to worship in music, either instrumentally or vocally, is encouraged to participate. It is highly recommended that a student desiring to participate on the worship teams be an active member of the instrumental and/or vocal ensembles at the school.

Theater

Each year, The Charles Finney School produces two theatrical productions, a fall play and a spring musical. Previous play productions include *Our Town*, *Cheaper by the Dozen*, and *A Midsummer Night's Dream*. Finney's repertoire of musicals includes *Annie*, *Godspell*, *Cinderella*, *The King and I*, *West Side Story*, *Meet Me in St. Louis*, and *Annie Get your Gun*.

Whether in set design and construction, sound and lighting, make-up and hair, stage management, acting, singing, dancing, or even assisting the director, all students are encouraged to participate in the *Finney Players Drama Company*.

Clubs

Some clubs wax and wane with student interest, while others are constant. Interested students are encouraged to establish a club oriented toward any appropriate activity or interest. All clubs have faculty advisors and are open to all Finney students. Current and past clubs include:

C.A.T.C.H. Student Mentoring	Chess Club
Class Governments	Community Service: <i>Day of Caring</i>
Disaster Relief Team	Finney Players Drama Company
Intercessory Prayer Teams	Literary Magazine
NYS Bar Association Mock Trial	Newspaper
S.A.T. preparation course for Juniors	Ski & Snowboarding Club
Sound Tech Teams	Student Council
Worship Teams	Yearbook

Other Activities and Programs

Chapel Services

Chapel is an extraordinary opportunity each week for students and faculty to connect with our Lord Jesus. We enjoy contemporary praise and worship with practical teachings aimed at shaping godly character within our Finney students. Chapel services are student-led as much as possible, particularly at the high school level.

Parents are always encouraged to visit with us in chapel. Please call the office to verify the day and time of the grade level of your student's chapel service.

Learning Support Services

The Learning Support Services assists students by cooperating with teachers to meet student needs in and out of the classroom. This includes consulting with teachers in the planning process and adding to the instructional process through learning styles, extra tutoring, and enrichment.

Class Trips and Activities

Class governments and their advisors organize activities periodically throughout the school year, which can include pizza parties, bowling nights, and weekend retreats. The annual junior/senior class prom is a highlight of the school year, as this formal event is held at a local party house or upscale restaurant. During the spring of the senior year, there is a special class trip, which, in past years has been to such destinations as Toronto, Virginia Beach, Cape Cod, Boston, and Moscow. Twenty-six students from the class of 2007 went to New Orleans in May specifically to help a family displaced by Hurricane Katrina and build a house through Habitat

for Humanity. While our senior trips are focused on Christian service, students have time for fun as well.

Community Service

Although there is no formal requirement, many Finney students participate in a variety of volunteer service activities throughout the year, such as missionary work, retirement home visits, delivering holiday food baskets, reading to younger students, serving in Finney's C.A.T.C.H. peer tutoring program, and working at Flower City Work Camp.

The one formal program that involves our students is Finney's annual *Day of Caring* in the spring, which provides tangible service to our community.

Student Government

Each high school class has an annual election of officers including a president, vice president, secretary, treasurer, and chaplain. These officers are responsible for leading their classmates in activities that will be of mutual benefit to all students, as well as enhancing the overall life of the school.

There is also a student council that is elected by the full body of high school students. This group has responsibility to work with school administration in problem solving and in advancing the cause of the school.

All class government groups and the student council have faculty/staff advisors that assist in guiding the group in service ideas and the completion of their agreed-upon projects.

Field Trips

Field trips are designed to enhance student learning and reinforce classroom curriculum by allowing students to experience classroom lessons in greater depth. Past field trips have been to such locations as the GEVA Theater, the Nazareth College Performing Arts Center, Genesee Country Museum, The Strong Museum, Lollipop Farm, the University of Rochester, the Memorial Art Gallery, Rochester Institute of Technology, and the Rochester Museum and Science Center.

Fundraising

There are two optional school-wide fundraisers that all students are invited to participate in each year – a fall event that varies from year-to-year – and the annual *Chocolate Run*, a spring run-a-thon that serves as our primary event. These two fundraisers are fun-filled with plenty of recognition and awards for those who participate and each one provides significant assistance for the school, which helps to hold down tuition costs for our families.

In addition to the above, some athletic teams, clubs, and extra-curricular activities may organize an event or fundraiser to provide funds to meet particular needs.

Admissions Policies

Financial Aid

Financial Aid will be available for the 2008-2009 school year. An application must be completed and a copy of your Federal Income Tax Return **MUST** accompany your application. No application will be considered without this important document. The deadline for returning families to submit an application for the 2008-2009 school year is April 22, 2008. Financial aid for new families will be awarded on a rolling basis after that date, depending on the availability of funds. You will receive a letter from the Scholarship Committee upon review of your application.

Admissions Policy

The Charles Finney School admits qualified students on a first-come basis. Current students are given preference for early re-enrollment. The following are required for admissions:

Elementary

- Readiness Test (as needed)
- Admissions Application
- Registration Fee
- Enrollment Contract
- Pastoral Reference
- Student Records

Middle School

- Placement Exam (as necessary)
- Admissions Application
- Registration Fee
- Enrollment Contract
- Pastoral Reference
- Personal Reference
- Student Records

High School

- Placement Exam (as necessary)
- Admissions Application
- Registration Fee
- Enrollment Contract
- Personal References
- Pastoral Reference
- Student Records

Visiting The Charles Finney School and Student Shadowing

Prospective Finney students and their parents are encouraged to visit our school to get a taste of learning at Finney. Prospective students will have the opportunity to shadow another student at their grade level by attending classes and activities throughout the course of a school day. We ask that you call the Finney office (585-387-3770) to make these arrangements prior to that day of your visit.