



**LEGACY**  
PREPARATORY CHRISTIAN ACADEMY

HIGH SCHOOL  
**Course  
Catalog**

2018-2019

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Please note: Not all courses listed in the LPCA Course Catalog are offered within a given school year.

# GRADUATION REQUIREMENTS

## **Graduation (High School Only)**

Legacy offers two diploma plans. Prior to the start of their 9th grade year, students desiring an official diploma from Legacy Preparatory will have declared and be working towards one of the published diploma plans. After the beginning of the 9th grade year, changes to this selection can be made only after joint consultation with the parent and Academic Advisor. The class Valedictorian will be selected only from the Legacy Preparatory Distinguished Plan participants.

Students are required to successfully complete one of the following diploma plans to receive a Legacy Preparatory High School Diploma. Each semester course counts as a 1/2 credit, and students must successfully earn a total of 26 credits during the 9th - 12th grades. A passing grade, which is a final average of 70 or greater, is required to receive course credit. Transfer credits and course grades earned will be reviewed and credit assigned as appropriate.

## DIPLOMA PLANNING

Students should meet with the Academic Advisor at the end of their 8th grade year to choose a diploma plan and to plan high school courses (prior to registration for high school). New high school students should meet with the Academic Advisor prior to registration to choose a plan, confirm previous high school credits, and plan Legacy courses.

## Legacy Recommended Diploma Plan

Subject	Credits Required	Course Examples
English	4 credits	English 9, 10, 11, 12
Math	4 credits	Algebra I, Geometry, Algebra II, 1 Additional Math: Consumer Math, Pre-Calculus, Calculus
Social Studies	4 credits	Geography, World History, U.S. History, Government/ Economics
Science	4 credits	Biology, Chemistry, 3 <sup>rd</sup> science, 4 <sup>th</sup> science
Foreign Language	2 credits	2 years of the same language
PE/Athletics	2 credits	PE, Football, Basketball, Track, Baseball, Volleyball, etc. (1 team sport equals 0.5 credit) Cheer equals 1.0 credit
Fine Arts	1 credit	Art, Choir, Electronic Media Art, Drama, Publications, Broadcast Journalism
Speech	0.5 credit	Speech
Health	0.5 credit	Health
General/Academic Electives	4 credits	Driver's Ed (0.5), Leadership (0.25 per year), SAT Prep, Home Economics, Robotics, extra PE course (only 1 extra allowed), extra Fine Arts courses, extra Math, extra Science, extra Foreign Language courses, Approved Dual Credit Courses

<b>Legacy Distinguished Diploma Plan</b>		
<b>Subject</b>	<b>Credits Required</b>	<b>Course Examples</b>
English	4 credits	English 9, 10, 11, 12
Math	4 credits	Algebra I, Geometry, Algebra II, 1 Additional Math: Pre-Calculus, Calculus
Social Studies	4 credits	Geography, World History, U.S. History, Government/ Economics
Science	4 credits	Biology, Chemistry, 3 <sup>rd</sup> Science, Physics
Foreign Language	3 credits	3 years of the same language
PE/Athletics	1 credits	PE, Football, Basketball, Track, Baseball, Volleyball, etc. (1 team sport equals 0.5 credit) Cheer equals 1.0 credit
Fine Arts	1 credit	Art, Choir, Electronic Media Art, Drama, Publications, Broadcast Journalism
Speech	0.5 credit	Speech
Health	0.5 credit	Health
General/Academic Electives	4 credits	Driver's Ed (0.5), Leadership (0.25 per year), SAT Prep, Home Economics, Robotics, extra PE course (only 1 extra allowed), extra Fine Arts courses, extra Math, extra Science, extra Foreign Language courses, Approved Dual Credit Courses

\*\* Distinguished Plan requires a minimum of 6 courses to be either Advanced Honors or Dual Credit level.

## **PSAT/SAT/SAT SUBJECT TESTS/ACT TESTING**

### **PSAT /NMSQT**

The PSAT is made available to Legacy freshmen, sophomores, and juniors each year as preliminary training for the SAT.

The PSAT is a shorter version of the SAT, with a diagnostic component providing skills feedback. Administered by high schools to freshmen, sophomores, and juniors each year in October, the PSAT/NMSQT aids high schools in the early guidance of students planning for college and serves as the qualifying test for scholarships awarded by the National Merit Scholarship Corporation. Rigorous course work is the best preparation for the PSAT/NMSQT. (College Board)

### **SAT Subject Tests**

SAT Subject Tests are the only national admissions tests that measure students' knowledge and skills in particular subject areas, and their ability to apply that knowledge. The SAT Subject Tests give students an additional opportunity to distinguish themselves and showcase their skills in a particular subject area. There are 20 SAT Subject Tests covering 16 core subjects in five areas: English, history, mathematics, the sciences and languages. (College Board)

Students are responsible for identifying the colleges of interest that require one or more SAT Subject Tests for admission.

Students should take SAT Subject Tests as near as possible to the completion of their studies in a given discipline at the high school level. Thus, a ninth-or 10th-grade student who is taking biology and does not expect to take a more advanced biology course in high school may want to take the SAT Subject Test in Biology in May or June of that year. Because there is so much variation in which exams are required by colleges, students must be responsible for checking college Web sites, catalogs and similar sources to be sure they have the most up-to-date information. (College Board)

## **SAT/ACT REQUIREMENT**

All students in grades 11-12 are encouraged to take the SAT/College Board test, and/or ACT at least once before they graduate from Legacy Preparatory Christian Academy. College applications and many scholarship applications require either SAT and/or ACT scores. LPCA recommends the student take the test(s) no later than the fall of the senior year. Ideally, the student should plan on taking the test(s) the spring of the junior year.

The SAT and ACT tests are college entrance exams.

The SAT is one factor in the admissions decision. Some colleges (about half) use the SAT for placement as well. The SAT is administered seven times during the year in the United States (six times a year internationally). Typically, students are encouraged to take the SAT at least once in the spring of their junior year and again in the fall of their senior year if they are not satisfied with their spring scores. Taking the test early in the spring of the junior year enables the student and the counselor to see the results while conversations about college are going on. It also means that the student has the information while researching and visiting colleges. Most colleges require an admissions test such as the SAT for admissions purposes, and use the test to reach "an overall judgment about admissibility" for incoming freshman. (Trends in College Admission, 2000)

Each student is responsible for registering for the test(s) (see Collegeboard.com), and for informing the Legacy Academic Advisor of their intent.

## **GRADES AND GPA**

### **Grade Point Average**

An overall average of 70 or higher is required to graduate from LPCA. A student's GPA will begin to accumulate in 9th grade. Certain 7th and 8th grade courses (Spanish, Algebra I, Health, Speech), may count towards credit requirements, but the grades for all such courses taken prior to 9th grade will not be included in the calculation of a student's high school GPA. Classes on a Pass/Fail grading scale will not count toward a student's GPA.

Dual Credit courses and Advanced Honors classes offered through Legacy Prep will be calculated on a 5.0 scale. Dual Credit courses taken directly through the college that can count towards a requirement on the diploma plan will be computed on a 4.0 scale. Once all requirements are completed, dual credit courses will no longer compute into the GPA. High School level transfer credits will not count toward a student's GPA.

## **Valedictorian & Salutatorian**

The guidelines determining the valedictorian and salutatorian of the Senior Class are as follows:

- Class Rank - Valedictorian and Salutatorian are only chosen from those students who will receive the Distinguished Diploma plan.
- The Valedictorian must have an average of 93 or above, and the Salutatorian must have an average of 91 or above.
- Only those students who have attended LPCA high school from the beginning of their sophomore year, including the entire junior and senior year, will be considered for either of these two positions.
- Only those students who have not been on any type of disciplinary probation during the senior year will be considered for these two positions.
- To qualify for either of these positions, seniors must be current in all class work and assignments, be in good standing with teachers/coaches, and must be attending LPCA in a minimum of 3 core classes.
- When comparing two students, Legacy will consider 3 components:
  1. The GPA of their academic coursework
  2. The student's average grade
  3. If both components are the same, we will then compare the length of time as an LPCA student

The Valedictorian and Salutatorian will be determined after the Fall semester (typically in January) of the student's senior year.

### **Determining Class Rank**

LPCA reserves the right to not place students according to their GPA class rank at this time, except for the sole purpose of declaring class Valedictorian/Salutatorian.

### **Academic Lettering**

Students meeting the following criteria are eligible to receive an application for academic lettering:

- A sophomore student having a cumulative average of 90, while attending LPCA, full-time their freshman year is eligible to receive a jacket and/or letter with no bars.
- A junior student having a cumulative average of 90 for all subjects in either their freshman or sophomore year is eligible for a letter jacket with the appropriate number of bars or a letter.
- A senior student having a cumulative average of 90 for all subjects in their freshman, sophomore, or junior year is eligible for a letter jacket with the appropriate number of bars or a letter.
- Transfer students will become eligible to receive the appropriate award only after completing one full year of LPCA high school in which the grade requirements (as

outlined above) are met and their transfer grades meet the grade requirements of the award.

Students must be currently enrolled to purchase a jacket or a letter, and must meet the following guidelines:

- Freshmen are allowed to order a letter jacket but with only the front Legacy logo and their name on the back of the jacket. Freshmen may place approved patches on their letter jackets at the end of their freshman school year.
- New high school students, regardless of grade, are allowed to order a letter jacket, but with only the front Legacy logo and their name on the back of the jacket. Freshmen may place approved patches on their letter jackets at the end of their freshman school year.
- Returning tenth through twelfth grade students and higher are allowed to order a letter jacket and pre-approved patches.

### **National Honor Society**

Candidates under consideration for membership in the National Honor Society must have an 88 cumulative average. This average will be computed using the following courses: math, English, science, leadership, social studies and foreign language. They must complete an activity sheet showing leadership, service, and character qualities. The LPCA National Honor Society Committee will evaluate each prospective member's character, service, and leadership. The selection process will follow the NHS National Guidelines. Invitations to membership and information about the induction ceremony will be given when the selection process is complete. A one-time fee of \$20.00 is collected from each member of NHS to cover the cost of a pin and a certificate. Behavioral infractions of any degree may result in revocation of membership.

## **CREDITS**

### **Credit for HS Courses Taken in 7/8<sup>th</sup> Grade**

All grades for high school courses taken in 8<sup>th</sup> grade (and Spanish IA in 7<sup>th</sup> grade) will appear on the high school transcript. High school courses taken during the 7<sup>th</sup> and/or 8<sup>th</sup> grades will be given the actual grade on the transcript, but the grades will not count in the calculation of the student's high school grade point average (GPA). High school credit will be awarded if a student passes the course. A maximum of three high school credits may be earned while in 7<sup>th</sup>/8<sup>th</sup> grade. Please see the Academic Advisor for a list of applicable courses and for approval prior to registration.

### **Other Transfer of Credit Requests**

Students who wish to take any course outside of the traditional schedule and receive credit must get administrative approval. This includes correspondence courses, virtual online courses, credits-by-exam, dual credit, summer school, and any college summer programs. This allows the school the opportunity to evaluate the program to determine what, if any, credit can be awarded.

### **Dual Credit & Advanced Honors**

LPCA has a Dual Credit agreement with Lone Star College. All Dual Credit courses must be approved in advance by the Principal or Academic Advisor. Dual Credit courses and Advanced Honors classes offered through Legacy Prep will be calculated on a 5.0 scale. Dual Credit courses taken directly through the college that can count towards a requirement on the diploma plan will be computed on a 4.0 scale. Once all requirements are completed, dual credit courses will no longer compute into the GPA.

### **Credit Equivalents and Transfer of Grades**

Students desiring to transfer high school credit from another accredited private or public school for use toward earning a diploma at LPCA must provide an official transcript from that school. Each high school course (9th-12th grade) requested as a transfer credit toward a LPCA diploma will be processed in terms of the following equivalents:

- One complete semester course at an accredited high school = ½ credit at LPCA
- One complete year-long course at an accredited high school = 1 credit at LPCA

Students desiring to transfer high school credits from an unaccredited high school, home-school, or umbrella-school program will be individually assessed for transfer of credit based on a general equivalency and mastery of course content—including possible entrance testing in a given course. (Please contact the High School Principal for specific transfer credit guidelines.) Transfer credits will not calculate in a student's GPA.

**In order to receive a diploma from Legacy, HS students are required to take a minimum of three core courses at Legacy, per semester, per each year enrolled. Core courses are math, English, science, and social studies.**

## COLLEGE PREPARATION TIMELINE

### **Freshmen should plan to:**

- Work with their academic advisor to create a yearly schedule for meeting graduation requirements.
- Take challenging classes in core academic courses. Consider taking honors courses when the opportunity is available.
- Begin to evaluate what classes they enjoy and those that come easy for them. Subjects and/or activities that come more naturally for the student is a good place to start for career exploration.
- Explore and identify career fields of interest through online research and by attending career fairs and other events.
- Get involved with community-based and leadership-oriented activities.
- Keep a running list of accomplishments, awards, and recognitions to use in preparing a resume and college applications.
- Keep in mind that many of these freshman-year activities should continue through all four years of high school. Career planning, in particular, will merit careful, ongoing research; students may need help refining their goals as they learn new information.

### **Sophomores should plan to:**

- Begin exploring career options. After taking and receiving your scores for the PSAT exam, you will receive access to the College Board's website called "My College Quickstart and My Road". This site provides students with a personality assessment, interest inventory, and a college finder. This is an excellent site that is STRONGLY recommended for students to begin exploring career and major options.
- Begin to attend college and career information events.
- Reach out to mentors in the fields of interest. Consider doing some volunteer work in their area of career interest.
- Consider taking Dual Credit courses beginning their Junior year.

## Junior Checklist

### In fall semester, juniors need to:

- Take the PSAT. Students must take the test in 11th grade to qualify for National Merit scholarships and programs.
- Continue using the College Board's website for career exploration and college information.
- Continue attending college fairs and college-prep presentations.
- Research career options in the **Occupational Outlook Handbook**:  
[www.bls.gov/ooh/](http://www.bls.gov/ooh/)

### In spring semester, juniors should:

- Meet with the high school advisor/counselor to verify that graduation requirements will be met on schedule.
- Register for college admission exams such as the **SAT** and **ACT**; take practice tests to prepare before the big day.
- Begin to identify **scholarship opportunities** to pursue; note deadlines on calendar. All colleges have their own scholarships that you will want to research and apply for. Also, visit [www.fastweb.com](http://www.fastweb.com) to research other potential scholarship opportunities.
- Continue to research colleges and request information, if needed.

## Senior Checklist

### During the summer, soon-to-be seniors should:

- Start college visits (of course, you can always start your visits earlier).
- Narrow down the colleges being considered. Make sure that the college offers the major you are interested in pursuing.

### In fall semester, seniors will need to:

- Register for and take (or retake) the SAT and/or ACT, if not already done.
- Complete and submit college applications *prior to deadlines*. (Some applications open on August 1<sup>st</sup>. It's always better to apply early, if possible.)
- Complete and submit scholarship applications *prior to deadlines*. (Check individual college websites for deadline dates.)

- Request transcripts and letters of recommendation.
- Register for a **Federal Student Aid PIN**.

**In spring semester, seniors will need to:**

- Work with parents to complete and submit the **FAFSA**. (Parents must have submitted their income taxes before completing the FAFSA.)
- Review and make any necessary changes/corrections to the **Student Aid Report**. (Once you submit your FAFSA, you will receive a Student Aid Report.)
- Finish submitting scholarship applications.
- Visit colleges on your “short list.”
- Consider college acceptances; compare financial aid packages offered.
- Call college financial aid representatives with questions.
- Decide on the college to attend and contact its offices.
- Make informed decisions about student loans.

Although the temptation to slack off during the last year of high school may be strong, students should be made aware that college admissions officers will expect to see that they’ve worked hard to keep grades up and continued their involvement in school and community activities.

## **GRADE LEVEL CLASSIFICATION**

### **Beginning High School Classification**

In order to encourage academic advancement with approval of instructor and High School Principal, Legacy students in 7th and 8th grade may take courses that earn high school credit without being classified as a high school student. However, there is a maximum of three credits that can be earned before their classification changes. Once a student begins his 4th credit (including transfer credits), the student will then automatically be classified as a high school student (9th grade). From that point on, the student will only have four years of high school eligibility in academic, fine arts, and athletic competition. **Please note, NCAA Scholarship may be denied due to high school courses taken prior to high school.**

In addition, a 7th or 8th grade student who is taking high school level courses must have an equal or greater number of courses classified as 7th or 8th grade level in order to receive the lower classification. Such classification must be noted on the student’s high school transcript.

**9th-12th Grade Classification**

A high school student's grade level classification will be established upon admission to Legacy and will advance one grade level each year thereafter based on successful completion of courses. For students who advance their studies to graduate at an earlier date, grade classification will be adjusted the last semester of their enrollment. A student's grade level classification will not change during the school year, except in the case of students who are graduating early (i.e., these students will be reclassified in January for graduation purposes).

**COMMUNITY SERVICE**

Students are required to participate in a minimum of 70 hours of documented community service (over the course of four years) in order to receive a diploma from Legacy Prep. Students are required to document volunteerism counting towards this requirement, using the form provided by the school. Forms should be turned in at the end of each semester, and a new form will be provided.

## PRIMARY PARENTAL ROLES

The following descriptions will help you understand the level of involvement each class at Legacy requires. Each course described in this catalog has a designated Parent Role, according to the following descriptions.

**Co-Instructor** - In this role, parents will receive instructions from the classroom teacher on a regular basis outlining homework assignments, follow-up study over covered material, and preparation or review needed for the next class. They will also bear the primary responsibility for direct instruction in some aspects of the course, such as spelling, and in monitoring their child's academic progress (including the timely submission of all assignments).

**Private Tutor** - In courses involving this role, parents receive instructions from the classroom teacher on a regular basis outlining homework assignments, follow-up study over covered material, and any preparation or review needed for the next class. Courses utilizing this role will usually be at the elementary level.

**Guide for Dependent Study** - This role will usually relate to parents with children in grades 7-10. These students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, the teachers are dependent upon parents to make certain their children keep up with the course material assigned and to communicate to teachers if difficulties arise. In some cases, private tutoring might be necessary.

**Guide to Independent Study** - Academic courses at the 11th and 12th grade levels will usually involve this role by the parent. Here, the parent has the opportunity to monitor the independent school work performed by their children while it is still possible for them to provide additional guidance if needed. Courses offered by a University-Model School® at this level should mimic that of a junior or community college program where independent study skills and disciplined planning for completing homework assignments are necessary.

**Interactive Discussion** - In courses utilizing this role (ex. Health courses), parents are expected to interact with their children on teacher-directed topics throughout the semester. Students will then reflect on those interactions through class discussions and written assignments. These courses are designed to place emphasis on the parent-student relationship by emphasizing and reinforcing the values parents are teaching within their home. These courses also provide families with the opportunity to explore and interact on issues that are of importance, especially during the teen years.

**Course Monitor** - Some courses will involve equipment or expertise which necessitates that teaching be done in the classroom and leaves little for parents at home. This role, therefore, will require the least amount of time by parents, but its importance cannot be understated. The primary responsibility of parents is to track the progress of their children and to monitor how well they are doing. Are they becoming discouraged? Are they enjoying the class? What are the activities being done each day in class? What are the activities being

done each day in class? What are they learning? In short, parents need to show an interest and express this to their children. If problems should develop, teachers need to know immediately.

**Project Assistant** - Some courses utilizing this role would include different grade levels of drama or music. The primary responsibility of parents is to track the progress of their children and to monitor how well they are doing. They need to have a sincere interest in their children's class activities and express that interest to their children. Furthermore, help at home might be needed occasionally in support of a particular project. If problems should develop, teachers need to know immediately.

**Parent Coach** - The role of the parent coach is to provide individual practice and instruction to his/her son or daughter at home. The director or team coach will organize the group activity (choir, band, team sport, etc.), direct practices, and communicate to the parent-coaches information and directions concerning regular home practice on individual skills. This role is used primarily for competitive extracurricular activities in grades 1-8 and possibly 9-12.

**The Active Supporter** - This parental role usually involves competitive class or extra-curricular activities designed for 11th and 12th grade students (and possibly 9th and 10th grades as well). In competitive high school programs preparing students for college, conditioning training, practice, and work on individual skills go beyond the expertise of most parents. As a result, parents are instead required to actively support their children through regular attendance at games, performances, and practices or rehearsals. Parents are also encouraged to show their support by participating in booster club activities which usually play a vital role in supporting high school extracurricular programs. At a time when older students are beginning to increase their time away from home as they move gradually toward independence, high school athletics offers parents a regular avenue through which to remain an active part of their children's lives and interests.

## Course Catalog

Please note: Not all courses listed in the LPCA Course Catalog are offered within a given school year.

## Departmental Purpose Statements & Goals

### ENGLISH High School

The LPCA English Department is committed to building Christian students who can articulate their ideas well through effective communication. A deep understanding of all areas of English offers students the opportunity to discover the unique individual God created them to be and a deeper understanding of God's character. For this reason, we are able to make every branch of English meaningful. We promote literacy by studying vocabulary to increase comprehension and depth of learning. We study grammar to become more efficient writers so that our communication is respected and credible, allowing us to build relationships with others in order to share what is eternally important. We study literature with a Christian world view to learn to discern how authors use words and sentences to create meaning.

### English Department Goals for the High School

#### Grammar:

- Learn and utilize the rules that govern the English Language
- Incorporate this learning into composition
- Recognize the improper and poor usage of grammar and its impact on communication
- Incorporate the use of a wide range of vocabulary through definition, recognition and usage

#### Spelling:

- Keep the attention to spelling detail at the forefront of importance in all subjects
- Memorize principles in order to spell properly
- Consistently apply principles of proper spelling to writing

#### Composition:

- Mastery of neat, proper penmanship techniques
- Understand the content of well-structured writing in order to reproduce these qualities
- Application of grammar skill and usage and vocabulary definitions into writing
- Invent with ease and skill
- Use the logical thought process in order to arrange and organize composition

- Gather and use reference material in research and writing process
- Understand the process of editing and revising for a polished work

**Literature:**

- Continue to cultivate the habit of daily reading
- Provide the opportunity to read well written, classically praised literature
- Understand and apply literary terms
- Analyze and synthesize all components of great literary works through higher order, critical thinking skills
- Read all works in light of the scripture and with historical perspective
- Actively participate in “The Great Conversation” with the authors (what does it mean to be human, what is valuable and what is right?)

**HISTORY**  
High School

The History department at Legacy Preparatory Christian Academy exists to equip students to view History in light of God’s sovereignty and plan as well as prepare them for effective ministry and useful citizenship. Through the study of history in light of the scripture, we will develop a love of God and His relationship with many cultures. This will come through the acquisition of general facts and ideas and how these fit in the scheme and course of history throughout the ages.

**History Department Goals for the High School**

- Know, dissect, and understand a cohesive, working timeline of world events and the leaders and figures that shaped them
- Use literature to develop a further understanding of historical events
- Incorporate the role of the God and church in the shaping of history
- Revere the heroic qualities of many who make history and understand the mistakes of those who also left their mark
- Always use the scripture to interpret the events of history and see God’s unfolding plan and our purpose in the plan
- Understand and believe that we are citizens with duties to our country including to act, respond, serve and impact history
- Believe that each individual is created for ministry and has a role in The Great Commission

While studying History, we will focus on the following principles and questions in order to process our studies and develop critical thinking skills:

What does a particular author, artist, historical figure, historical event say about the following:

- Is there a God or gods? If so, what is He (are they) like?

- What is the nature of the universe — it's origin and structure?
- What is the essential nature of man?
- What is the basis of morality and ethics?
- What is the cause of evil and suffering?
- What happens to man at death?
- What is the meaning of history?

The history department concurs with the following statement:

Each of us has an overall way of looking at the world, which influences what we do day by day. This is what we call a 'world view'. And all of us have a world view, whether we realize it or not. We act in accordance with our world view, and our world view rests on what to us is the ultimate truth. –by Dr. Francis Schaeffer

## **SCIENCE** High School

High School Science Department Purpose Statement:

The high school science department at Legacy Preparatory Christian Academy exists to prepare students to defend their faith in God as the Creator of the universe. Students will correlate science with God's word. Students will memorize and apply scientific vocabulary, participate in inquiry based learning, and complete laboratory experiments. Students will use their God-given gifting in science. We will implement higher order thinking skills as students cultivate scientific knowledge.

### **High School Science Department Goals:**

- Memorize and apply scientific vocabulary and terms used in a Biblical worldview to defend their faith
- Use the scientific method to prove the validity of scientific theories
- Run laboratory experiments and dissections
- Communicate in writing how to validate scientific theories and knowledge using the Bible
- Understand and apply the basic principles of biology, chemistry, and physics
- Assess in a variety of ways including written, oral, and lab evaluations

While studying science, we will focus on the following principles and questions in order to process our studies and develop critical thinking skills:

- What are the popular theories of the origin of the universe? Which of these theories align with scripture?
- How is God evident in biology, chemistry, and physics?
- How do biology, chemistry, and physics show that God is a God of order and detail?
- How can you use biology, chemistry and physics to share your faith?

The Math department at Legacy Preparatory Christian Academy exists to communicate and recognize God's order in Creation. The math department also exists to introduce students to logical and analytical thinking and problem solving skills through basic and advanced math skills.

**Math Department Goals for the High School**

- Present mathematical process and thought as a means to execute God's dominion mandate, to gain insight into His ways, and to incite awe and reverence for our Creator and Lord
- Recognize mathematical equations as tools used to quantify, analyze, interpret, manipulate, and test real-world applications, in order to confidently ensure safe and efficient implementation in their respective contexts
- Practice, build upon, and utilize mastered computational, algebraic, and problem-solving skills and concepts
- Perceive and apply abstract concepts
- Appreciate the cumulative progression of mathematical science
- Learn through recognition of logical and organized ideas
- Glorify God through the acknowledgment of and willful participation in His orderly Creation
- Recognize that God's revelation of mathematics to man is not to lead us into independence from Him but to equip us for His purposes, and that in its furthest reaches, this revelation necessitates a mandatory dependence on Him.

## High School Courses

In most High School classes, the **Parent Role** is Guide for Dependent/Independent Study. Students are generally at a dependent/independent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, **the teachers are dependent upon parents** to make certain their children keep up with the course material assigned and to communicate to teachers if difficulties arise. In some cases, private tutoring might be necessary.

**Course Prerequisites** in all High School classes involve successful completion of the preceding course in the grade level sequence during the preceding school year, or permission of the instructor, as indicated under each course description.

### ENGLISH

#### English 9

##### **Course ID: ENGL-900**

The Freshman English course will continue expanding and strengthening the foundation necessary to be a successful writer, reader, and communicator. This entails a study in grammar conventions, Greek and Latin word roots, and appropriate conventions when writing or speaking to different audiences. The students will demonstrate their understanding of structure and style by composing essays that consist of their own unique and thoughtful ideas supported with factual, textual evidence. They will begin studying the research process and practice the basic steps of research paper writing. The freshman class will be reading the following works: *How to Read Literature Like a Professor*, *The Odyssey*, *Romeo and Juliet*, *Animal Farm*, and *To Kill a Mockingbird*, in addition to poetry and numerous short works by a wide variety of authors. Students will focus the biblical theme of virtue.

**Parent Role:** Guide for dependent study

**Course Prerequisites:** Successful completion of the previous course in the English sequence during the preceding school year.

## **English 10**

### **Course ID: ENGL-1000**

Sophomore English students will continue the study of the research process by exploring each step of the process extensively and then completing a full-length research paper during their second semester. Students will also use their knowledge of structure and style to compose different types of essays and texts. Students will continue their studies by exploring grammar conventions and vocabulary. Students will explore literature with a variety of themes represented. They will be reading: *Unbroken: A World War II Story of Survival, Resilience, and Redemption*, *A Tale of Two Cities*, *Fahrenheit 451*, and *The Screwtape Letters*, as well as other shorter works by a range of authors. Students will focus on the biblical theme of making their hearts pleasing to God.

**Parent Role:** Guide for dependent study

**Course Prerequisites:** Successful completion of the previous course in the English sequence during the preceding school year.

## **English 11**

### **Course ID: ENGL-1100**

Junior English students will focus on the American experience as they begin with the Native American oral tradition and continue reading their way through the Age of Faith, Age of Reason, The Age of Realism and the Contemporary Period. The majority of their writing will continue to develop their use of style and structure as they write about the American experience and their own personal narratives. Students will read *The Crucible*, *The Scarlet Letter*, *Uncle Tom's Cabin*, *The Help*, and *The Great Gatsby* in addition to the poetry, essays and documents that represent the history of America to date. Thematically, students will discuss the biblical concept of the steadiness and faithfulness of our God throughout the ages and into their futures.

**Parent Role:** Guide for dependent study

**Course Prerequisites:** Successful completion of the previous course in the English sequence during the preceding school year.

## **Advanced Honors: English 11**

### **Course ID: ENGL-1101**

Junior English students will focus on the American experience as they begin with the Native American oral tradition and continue reading their way through the Age of Faith, Age of Reason, The Age of Realism and the Contemporary Period. The majority of their writing will continue to develop their use of style and structure as they write about the American experience and their own personal narratives. Students will read *The Crucible*, *The Scarlet Letter*, *Uncle Tom's Cabin*, *The Help*, and *The Great Gatsby* in addition to the poetry, essays and documents that represent the history of America to date. Thematically, students will discuss the biblical concept of the steadiness and faithfulness of our God throughout the ages and into their futures.

**Parent Role:** Guide for dependent study

**Course Prerequisites:** Successful completion of the previous course in the English sequence during the preceding school year.

## **English 12**

### **Course ID: ENGL-1200**

Senior English students will work extensively on polishing their expository, analytical, and rhetorical analysis writings. Continuing to practice the research process is an emphasis of this course. Students will be given the opportunity to advance their composition skills as they refine their understanding of formal English grammar. Revision and editing skills will continue to receive attention. An important element of the curriculum is its stress on vocabulary development. The students will read the following novels: *Pride and Prejudice*, *Great Expectations*, *Pilgrim's Progress*, and *That Hideous Strength*. 12th graders will focus on the biblical theme of aligning their thoughts with the Truth.

**Parent Role:** Guide for Independent Study

**Course Prerequisites:** Successful completion of the previous course in the English sequence during the preceding school year.

### **Dual Credit: Composition and Rhetoric I**

#### **Course ID: ENGL-1201**

Intensive study and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. 3 college credits.

**Parent Role:** Guide for Independent Study

**Course Prerequisites:** Place at college level English either through exempt SAT/ACT scores or TSI scores

### **Dual Credit: Composition and Rhetoric II**

#### **Course ID: ENGL-1202**

Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. 3 college credits.

**Parent Role:** Guide for Independent Study

**Course Prerequisites:** Place at college level English either through exempt SAT/ACT scores or TSI scores; Completion of Composition and Rhetoric I

### **Cultural Geography**

#### **Course ID: HIST-900**

*Cultural Geography 9* (3rd ed.) provides a survey of geographic principles through a regional approach. Students will "travel" from continent to continent around the world studying the geography, cultures, land forms, climates, resources, economy, religions, and government of each country. This new edition is filled with photographs, charts, maps, and first-person accounts that make this "virtual world tour" an exciting and stimulating exploration of world geography and culture.

**Parent Role:** Guide for Dependent Study

**Course Prerequisites:** Freshman or higher classification

### **World History**

#### **Course ID: HIST-1000**

World History guides the student through the story of history from the beginning of time to modern day. Students are encouraged to explore the past and delve in to the twists and turns of world history through relevant activities and class discussions. The text emphasizes how a Christian worldview affects the study of history, illustrating the crucial nature of viewing history through the lens of the Bible. Students also read important literature from the time period. World History provides an essential survey key to future study.

**Parent Role:** Guide to Independent Study

**Course Prerequisites:** Sophomore or higher classification and successful completion of Cultural Geography

### **United States History**

#### **Course ID: HIST-1100**

BJUPress: "*United States History* recounts the story of our nation's history from its discovery and colonization up to the present day. Special attention is given to God's providence and America's Christian heritage."

**Parent Role:** Guide for Dependent Study

**Course Prerequisites:** Junior or higher classification and successful completion of World History

### **Dual Credit: United States History to 1877**

#### **Course ID: HIST-1101**

A survey of U.S. history from Pre-Contact Societies through Reconstruction. Themes to be developed include westward expansion and globalization, slavery, Native Americans, and religious and social changes. An additional purpose of this course is to introduce students to the skills and practices of history. 3 college credits.

**Parent Role:** Guide for Independent Study

**Course Prerequisites:** Junior or higher classification and successful completion of World History. Place at college level either through exempt SAT/ACT scores or TSI scores

**Dual Credit: United States History Since 1877**  
**Course ID: HIST-1102**

A survey of U.S. history from 1877 to the present. Topics will include western expansion, industrialization, immigration, imperialism, economic, political and social developments, the wars of the 20th century and the changing status and conditions of women and minorities. Another purpose of this course is to introduce students to the skills and practices of history. 3 college credits.

**Parent Role:** Guide for Independent Study

**Course Prerequisites:** Junior or higher classification and successful completion of World History. Place at college level either through exempt SAT/ACT scores or TSI scores

**U.S. Government**

**Course ID: HIST-1200**

Continuing with an understanding of the history of American government, students will evaluate the Constitutional Convention and the U.S. Constitution. Each branch of government and the relationship of each to the others is explored and analyzed. The roles and rights of citizens in a democracy is discussed, and historical events such as the Civil Rights Movement are covered. The course looks at the American political system and how it affects governmental action at the federal, state, and local levels. Different systems from capitalism to communism are compared, and the role of government in international relations is analyzed. The course is taught from a biblical perspective as students acquire 21st Century skills in preparation for college.

**Parent Role:** Guide to Independent Study

**Course Prerequisites:** Senior classification and successful completion of high school U.S. History.

**Economics**

**Course ID: HIST-1201**

This multidimensional course introduces and explores economics beginning with the concept of supply and demand all the way to the economic systems found in the world. The class includes personal finance sections which allow students to consider important economic principles and investigate practical information about budgeting, banking, debt, credit and interest. Students will also achieve a fundamental understanding of core economic principles with a variety of activities to help students apply their new knowledge to the real world.

**Parent Role:** Guide to Independent Study

**Course Prerequisites:** Senior classification and successful completion of United States Government.

**Dual Credit: Macroeconomics****Course ID: HIST-1202**

A study of macroeconomic principles. Analysis of the market economy; national income accounting; income determination; stabilization policies: monetary and fiscal policy; money and banking; demand and supply-side economics; monetarist vs. Keynesian view; inflation theories such as distinction between demand-pull and cost-push theories, Phillips curve analysis; labor market and determination of unemployment rate. 3 college credits.

**Parent Role:** Guide to Independent Study

**Course Prerequisites:** Place at college level either through exempt SAT/ACT scores or TSI scores

**Dual Credit: Federal Government****Course ID: HIST-1203**

Origin and development of the U.S. Constitution, structure and powers of the national Government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights. 3 college credits.

**Parent Role:** Guide to Independent Study

**Course Prerequisites:** Place at college level either through exempt SAT/ACT scores or TSI scores

**MATH****Algebra I****Course ID: MATH-900**

This course is vertically aligned to prepare students for advanced math classes in the upper grades. Course coverage will include a review of symbols and expressions, along with the commutative, identity, associative, and distributive properties; integers and rational numbers; equations and formula; inequalities, exponents and polynomials; polynomials and factoring; graphs and linear equations; systems of equations; inequalities and absolute value; rational expressions and equations; radical expressions and equations; relations and functions; and quadratic equations.

**Parent Role:** Guide for Dependent Study

**Course Prerequisites:** Successful completion of Pre-Algebra during the preceding school year

**Geometry****Course ID: MATH-1000**

This course is vertically aligned to prepare students for advanced math classes in the upper grades. This course includes a basic introduction to geometry including definitions, theorems, and postulates; an introduction to proofs; the geometry of parallel lines and planes, congruent triangles and using congruent triangles with other figures,

right triangle, and circles; area and perimeter of polygons, surface area and volume; transformations, symmetry and similarity and an introduction to trigonometry.

**Parent Role:** Guide for Dependent Study

**Course Prerequisites:** Successful completion of Algebra I during the preceding school year

## **Algebra II**

### **Course ID: MATH-1100**

This level course contains the same general concepts as the advanced algebra 2 course, but some covered in less depth. Course coverage includes real numbers and problem solving; equations and inequalities; linear relations and function; linear and non-linear systems of equations and inequalities; matrices\*, including operations, determinants, and inverses; quadratic functions and relations; complex numbers; cubic and cube root functions, polynomials and polynomial functions; inverses and radical functions and relation; exponential and logarithmic functions; rational expressions and equations; conic sections\*; sequences and series\*, probability and statistics\*, right triangle trigonometry, including laws of sine and cosine.

\*Denotes concepts covered at introductory levels.

## **Advanced Honors: Algebra II**

### **Course ID: MATH-1101**

This course is vertically aligned to prepare students for advanced math classes and physics in the upper grades. Course coverage includes real numbers and problem solving; equations and inequalities; linear relations and functions; linear and non-linear systems of equations and inequalities; matrices, including operations, determinants, and inverses; quadratic functions and relations; complex numbers; cubic and cube root functions, polynomials and polynomial functions; inverses and radical functions and relations; exponential and logarithmic functions; rational expressions and equations; conic sections\*, sequences and series, probability and statistics\*, right triangle trigonometry, including laws of sine and cosine, periodic functions, identities, and equations\*, vectors

\*Denotes concepts covered at introductory levels.

**Parent Role:** Guide for Independent Study

**Course Prerequisites:** Successful completion of Algebra I and Geometry

## **Advanced Honors: PreCalculus**

### **Course ID: MATH-1200**

This course is vertically aligned to prepare students for advanced math classes in the upper grades. Course coverage includes functions from a calculus perspective, power, polynomials, and rational functions, exponential and logarithmic functions, trigonometric functions, trigonometric identities and equations, systems of equations and matrices, conic sections and parametric equations, vectors, polar coordinates and complex numbers, sequences and series, inferential statistics, limits and derivatives.

**Parent Role:** Guide for Independent Study

**Course Prerequisites:** Successful completion of Algebra II and/or previous course in the math sequence during the preceding school year or satisfactory performance on a diagnostic placement test.

### **Consumer Math**

#### **Course ID: MATH-1201**

Students will create and manage a monthly budget, balance monthly expenses using “check book” system and “Excel,” evaluate monthly payments of a loan with compounded interest, calculate total payoff of a loan with compounded interest, spend wisely by comparing various percent discounts and taxes, learn to establish good credit and maintain good credit, compare and contrast savings accounts, money markets, CD’s and bonds, compare and contrast checking accounts with local banking information, learn about income taxes and how to complete forms, compare and contrast insurance, calculate sales taxes, percent of discounts, and find total costs of items.

**Parent Role:** Guide for Independent Study

**Course Prerequisites:** Successful completion of Algebra II and/or previous course in the math sequence during the preceding school year or satisfactory performance on a diagnostic placement test.

### **Advanced Honors: Calculus**

#### **Course ID: MATH-1300**

This course is vertically aligned to prepare students for advanced math classes in the upper grades. Course coverage includes analysis of graphs, limits of functions, asymptotic and unbounded behavior, continuity as a property of functions, concept of the derivative, derivative at a point and as a function, second derivatives, applications and computation of derivatives, interpretations and properties of definite integrals, applications of integrals, Riemann sums, Fundamental Theorem of Calculus, techniques and applications of anti-differentiation, numerical approximations to definite integrals.

**Parent Role:** Guide for Independent Study

**Course Prerequisites:** Successful completion of Algebra II and/or previous course in the math sequence during the preceding school year or satisfactory performance on a diagnostic placement test.

**Biology****Course ID: SCIE-900**

This course is vertically aligned to prepare students for advanced science classes in the upper grades. While maintaining its focus on biblical integration, this course covers cellular biology, genetics, biotechnology, taxonomy, origins, microbiology, botany, zoology, and human anatomy. The course also presents Christian positions on biotechnology, abortion, evolution, ecology, disease, and drugs. An emphasis on laboratory and process skills is included.

**Parent Role:** Guide for Dependent Study

**Course Prerequisites:** Successful completion of previous course in the science sequence during the preceding school year

**Chemistry****Course ID: SCIE-1000**

This course is vertically aligned to prepare students for advanced science classes in the upper grades. Chemistry presents students with the foundational ideas behind atomic structure, bonding, stoichiometry, nomenclature, kinetic theory, solutions, equilibrium, thermodynamics, acid-base chemistry, electrochemistry, organic and biochemistry, and nuclear chemistry. This course will focus more on the chemistry concepts and introduce the math involved. The text stresses the marvels of design in Creation and promotes the development of organized problem solving.

**Parent Role:** Guide for Independent Study

**Course Prerequisites:** Successful completion of Biology during the preceding school year

**Advanced Honors: Chemistry****Course ID: SCIE-1001**

This course is vertically aligned to prepare students for advanced science classes in the upper grades. Chemistry presents students with the foundational ideas behind atomic structure, bonding, stoichiometry, nomenclature, kinetic theory, solutions, equilibrium, thermodynamics, acid-base chemistry, electrochemistry, organic and biochemistry, and nuclear chemistry. This course will involve math concepts. Students will calculate limiting and excess reactants, effusion rates, boiling/freezing points, enthalpy, entropy, determine saturation states, predict precipitation amounts, write neutralization reactions, determine salts, balance redox reactions and more. The text stresses the marvels of design in Creation and promotes the development of organized problem solving.

**Parent Role:** Guide for Independent Study

**Course Prerequisites:** Successful completion of Biology during the preceding school year, must be concurrently enrolled in Algebra II

## **Anatomy and Physiology**

### **Course ID: SCIE-1100**

This course focuses on God's creation of the human body. Topics covered include the chemical basis of life, cells, cellular metabolism, tissues, blood, the senses, nutrition, water, electrolyte, and acid-base balance, and pregnancy, growth, development, and genetics. The following body systems are covered in-depth: integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, immunity, digestive, respiratory, and reproductive.

**Parent Role:** Guide for Independent Study

**Course Prerequisites:** Successful completion of Biology and Chemistry.

## **Dual Credit Anatomy and Physiology I**

### **Course ID: SCIE-1101**

A study of the structure and function of the human body. Emphasis will be given to the study of cells and tissues and anatomical and physiological interrelationships of the integumentary, skeletal, muscular, and nervous systems. Designed primarily for students entering health careers. 4 college credits.

**Parent Role:** Guide for Independent Study

**Course Prerequisites:** Successful completion of Biology and Chemistry.

## **Dual Credit Anatomy and Physiology II**

### **Course ID: SCIE-1102**

A continuation of Anatomy and Physiology I. Emphasis will be given to the study of the anatomical and physiological interrelationships of the endocrine, circulatory, immune, respiratory, digestive, reproductive and urinary systems. Designed primarily for students entering health careers. 4 college credits.

**Parent Role:** Guide for Independent Study

**Course Prerequisites:** Successful completion of Biology and Chemistry.

## **Intro Computer Programming and Engineering**

### **Course ID: SCIE 1202**

The first semester, will provide a comprehensive, fast-paced introduction to Python through building computer games. The goal is not to teach a specific computer languages, but to help students learn the art of computational problem solving. The second semester, will introduce students to Science, Technology, Engineering, and Mathematics (STEM) concepts through physical programming utilizing electronic circuit boards, breadboards, dc motors, LEDs, resistors and much more! No programming experience required.

**Parent Role:** Guide for Independent Study

**Course Prerequisites:** Junior or Senior status. Strong math skills desirable.

## **Marine Biology**

### **Course ID: SCIE-1200**

This course concentrates on marine wildlife and marine habitats. It provides a survey of members of each biological kingdom that live in marine environments. The student will learn about the microscopic organisms that make life in the ocean possible, including details about their interesting habits and life cycles. The course also includes several dissections and two field trips. Biology required.

**Parent Role:** Guide for Independent Study

**Course Prerequisites:** Successful completion of Biology

## **Advanced Honors: Physics**

### **Course ID: SCIE-1201**

This course covers the foundations of physics, measurement, motion in one dimension, vectors and scalars, motion in a plane, dynamics, circular motion, Newton's Laws, work and energy, conservation of energy, momentum, periodic motion, mirrors and lenses, electricity, circuits, magnetism, and quantum mechanics while maintaining a biblical focus.

**Parent Role:** Guide for Independent Study

**Course Prerequisites:** Successful completion of Chemistry, Anatomy and Physiology, and Algebra II

## **Infectious Diseases**

### **Course ID: SCIE-1300**

This course will cover emergence, spreading and control of various infection diseases. This will include the history of infectious diseases, basic reproductive cycles, epidemic curves, human/wildlife interface, hot zones, pathology, transmission, drug resistance, vaccination, quarantines, antibiotics, antivirals, ethical challenges of disease control. The course will also cover the evolution of virulence, drug resistance, and eradication of diseases.

**Parent Role:** Guide for Independent Study

**Course Prerequisites:** Successful Completion of Biology

## **Medical Terminology**

### **Course ID: SCIE-1301**

This course will help students learn and recognize word roots, prefixes, and suffixes used in medical language today. Learn how to combine words to create meaningful medical conditions as well as comprehend their definition and know the correct spelling. In this medical terminology course, we'll cover medical terms related to all major body systems, including: muscular system, skeletal system, respiratory system, circulatory system, digestive system, reproductive system, and urinary system.

**Parent Role:** Guide for Independent Study

**Course Prerequisites:** Successful completion of Biology and Health.

## High School Elective Courses

### Health

#### **Course ID: HEALTH-100**

Health is a required, semester long course meeting one hour per week to be taken if pursuing a diploma from Legacy. Health will provide students with an understanding of the basic needs of the human body and help them learn to promote his health physically, emotionally, intellectually, socially. This course covers a variety of topics including nutrition, exercise, personal hygiene, safety, and disease.

**Parent Role:** Guide for Dependent Study

**Course Prerequisites:** 9th - 12th Grade status

### Speech

#### **Course ID: SPCH-100**

Speech is a one semester course. Speech includes discussions of the communication process, audience analysis, and public speaking guidelines, as well as topic choice, research, organization, and effective communication. Speaking projects include introductions, interviews, demonstration speeches, declamations, informative speeches, devotional speeches, and persuasive speeches.

**Parent Role:** Guide for Dependent Study

**Course Prerequisites:** 9th - 12th Grade status

## **GENERAL ELECTIVES** (Designated "GE")

### Technology I

#### **Course ID: GETECH-100**

This semester-long course is designed to develop students' keyboarding and computer skills. Students will learn keyboarding habits that maximize typing speed and accuracy. Use of Microsoft Word, PowerPoint, and Excel will be taught, as well as basic graphics skills. Students will learn to transform documents in pdf, how to organize computer files, and how to use flash drives. Students will also learn how to use online file sharing sites such as Dropbox and online search engines. Basic computer maintenance will also be taught. REQUIREMENTS: laptop computer with Microsoft Office Home and Student 2010

**Parent Role:** Guide for Dependent Study

**Course Prerequisites:** 9<sup>th</sup>-12<sup>th</sup> grade status

## **Technology II**

### **Course ID: GETECH-200**

During this semester-long course, students will continue to hone keyboarding skills as well as practice more in-depth use of Microsoft Word, PowerPoint, and Excel; in addition, students will learn how to use Microsoft Publisher. Students will learn how to create a website, how to set up and utilize email systems such as Constant Contact and Mail Chimp, and how to set up online surveys. Students will learn to create and upload videos and place them in a website and how to create simple graphics.

**Parent Role:** Guide for Dependent Study

**Course prerequisite:** 9<sup>th</sup> -12<sup>th</sup> grade status and Successful completion of Technology I

## **Debate I**

### **Course ID: GEDEBE-100**

This course provides instruction and practice in the art of public speaking, with an emphasis on debate. Students train to compete in in-class tournaments in the events of a team debate, personal debate, and Extemporaneous Speaking (impromptu speeches analyzing current events). Most of the course focuses on the in-class debating of major political and ethical issues. Students will learn to debate successfully spiritual and philosophical arguments. Students are taught case-writing, rebuttals, cross-examination skills, analytical thinking, and political and moral philosophy.

**Parent Role:** Guide for Dependent Study

**Course Prerequisites:** 9th - 12th Grade status

## **Psychology**

### **Course ID: GEPSYC-100**

An introductory course dealing with the elementary principles of human behavior. Designed especially for those students majoring in the social or biological sciences, pre-medicine, or education.

**Parent Role:** Guide for Dependent Study

**Course Prerequisites:** 10th - 12th grade status

## **Dual Credit: Psychology**

### **Course ID: GEPSYC – 101**

This course is a survey of the essential subject areas, major theories and approaches to the scientific study of behavior and mental processes. 3 college credits.

**Parent Role:** Guide to Independent Study

**Course Prerequisites:** Place at college level either through exempt SAT/ACT scores or TSI scores

## **Home Economics**

### **Course ID: GEHMEC - 100**

This semester-long course is designed to introduce high school students to the basics of cooking and preparing foods using various techniques and tools. Students will learn aspects of food safety, nutrition, menu planning, as well as food preparation. Additionally, students will learn the vocabulary and technical terms used in a kitchen. Students will be introduced to child development and a caregiver's roles and responsibilities. Students will learn the basics of consumer practices.

**Parent Role:** Course Monitor

**Course Prerequisites:** 9<sup>th</sup>-12<sup>th</sup> grade status

## **Publications**

### **Course ID: GEPUB-100**

This course will focus on publication writing as it pertains to LPCA/and the UMS system at large. Students will conduct interviews of students, staff, faculty members, or others in the community to create newsworthy articles for publication in PAWS for Thought. Students will also be introduced to the photography and video side of media. Students will help design the school yearbook.

**Parent Role:** Guide for Dependent Study

**Course Prerequisites:** 9<sup>th</sup> -12<sup>th</sup> Grade status

## **Broadcast Journalism**

### **Course ID: GEBJR-100**

Students will learn the skills of creating a news broadcast. Instruction includes: on-screen talent, script writing, operation of digital cameras and digital imaging, digital graphics, mastery of audio techniques, lighting, production, monitoring equipment and set design. Students will be producing the School News by filming the morning announcements and opening assembly that will broadcast via the Legacy TV Station.

**Parent Role:** Guide for Dependent Study

**Course Prerequisites:** 9<sup>th</sup> -12<sup>th</sup> Grade status

## **SAT Prep**

### **Course ID: GESAT-100**

In this course students will learn test taking strategies for the PSAT and SAT. Critical reading, math, and writing are all focused on. Students will review critical test concepts and learn methods to improve test performance and optimize study time. The course integrates online and DVD tutorials as well as full-length practice tests with instant online analysis and feedback.

**Parental Role:** Guide for Dependent Study

**Course Prerequisites:** 9<sup>th</sup>-12<sup>th</sup> Grade status

## **College and Career Success**

### **Course ID: GECCS-100**

This course teaches success strategies to assist students as they get closer to choosing a college and major/career. Emphasis will be placed upon exploring personality, interests and values to increase self-understanding in order to begin the selection process towards an appropriate major and career. Students will learn about careers that meet their personality, interests, and values and explore college options based upon their majors. They will also identify their learning styles and learn academic study strategies. Finally, students will apply life management techniques such as time and money management to accomplish personal goals.

**Parental Role:** Guide for Dependent Study

**Course Prerequisites:** 11<sup>th</sup> or 12th Grade status

## **Robotics**

### **Course ID: GEROBO-100**

In this challenging and fun semester long class, the students will work to design, construction, and program robots using LEGO MINDSTORM EV3 hardware and ROBOTC (C# based language) programming software. Students will work through team based challenges focusing on robotics hardware and underlying technologies, explicit math and science concepts, and the Engineering Process.

**Parental Role:** Guide for Dependent Study

**Course Prerequisites:** 9th-12th grade status

## **FINE ARTS COURSES**

(Designated "FA")

### **Studio Art**

#### **Course ID: FASART-100**

Studio Art I is an art course focused on the basic elements of art and the principles of design using drawing materials such as charcoal, markers, color pencils, ink, and paint. The class is designed to help students develop the ability to create meaningful works of art as well as discuss or critique various works of art. Students will be introduced to artists from both the past and present, who worked with different mediums (pencil, charcoal, ink, paint, clay) and various concepts in art. Additionally, students will learn the vocabulary and technical terms used in art. Students will be assessed through art projects, written critiques, and homework assignments.

**Parent Role:** Guide for Dependent Study

**Course Prerequisites:** 9th-12th grade status

## **Electronic Media Art**

### **Course ID: FAMART-100**

In this course students will combine artistic design with technical skills to produce a variety of electronic media. Students will be introduced to digital video, basic photography, special effects, graphic design, and web design. A digital camera and PC laptop will be required for this course. The PC laptop must have a minimum operating system of Windows XP.

**Parent Role:** Guide for Dependent Study

**Course Prerequisites:** 9<sup>th</sup>-12<sup>th</sup> grade status

## **Drama**

### **Course ID: FADRAM-100**

This is a foundational course in theatrical performance. Little or no theater experience is required. Students will participate in exercises to build technique and performance skills. Students will be exposed to the audition process. Public performance will be a graded part of this course.

**Parent Role:** Guide for Dependent Study

**Course Prerequisites:** 9th - 12th Grade status

## **FOREIGN LANGUAGE COURSES**

(Designated "FL")

## **French I**

### **Course ID: FLFREN-100**

French I provides students the opportunity to learn the beautiful French language. Students will learn to speak, comprehend, read, and write French. An emphasis will be placed on correct pronunciation, learning the French alphabet, and learning the sounds of the various letter combinations, giving students a solid foundation for speaking French. Students will be required to learn a vast vocabulary. Grammar will include present tense, completed past tense, basic future tense, as well as the basic parts of speech. The French culture will also be explored.

**Parent Role:** Guide for Dependent Study

**Course Prerequisites:** 9th - 12th Grade status

## **French II**

### **Course ID: FLFREN-200**

French II builds upon the grammar skills and vocabulary acquired in French I. Students will continue to improve speaking, comprehending, reading, and writing French. Students will continue learning a vast vocabulary. Grammar taught will include reflexive verbs, imperfect tense, conditional tense, future tense, comparative and superlative of adverbs. The French culture will also be studied.

**Parent Role:** Guide for Dependent Study

**Course Prerequisites:** Successful completion of French I

### **French III**

#### **Course ID: FLFREN-300**

French III further continues to build upon the grammar skills and vocabulary acquired in French I and II. Students will further expand their French vocabulary and knowledge of French culture. Students will become more proficient in speaking, comprehending, reading, and writing French. Grammar taught will include relative pronouns, interrogative pronouns, interrogative adjectives, the subjunctive, pluperfect tense, and the past conditional tense.

**Parent Role:** Guide for Dependent Study

**Course Prerequisites:** French II

### **Sign Language I**

#### **Course ID: FLSIGN-100**

Through the curriculum, Signing Naturally, students will learn how to carry on everyday conversations with a Deaf person, understand basic ASL grammatical rules (facial expressions, body language, body shifting/direct address, listing, eye gaze, classifiers, some mouth morphemes, and gesturing), begin learning sign to voice interpreting skills, and develop an awareness of Deaf culture values. These objectives will be met through classroom instruction, role-playing, DVDs, games and field trips. Very little talking will be permitted in class; most interaction between students and teacher is in ASL. By the end of the year, the students will be able to converse in ASL for over two hours.

**Parental Role:** Guide for Dependent Study

**Course Prerequisites:** 9<sup>th</sup>-12<sup>th</sup> Grade status

### **Sign Language II**

#### **Course ID: FLSIGN-200**

This class is a continuation of the American Sign Language I class. Students will continue our study and practice of conversational signing, ASL grammatical rules (including non-manual markers, classifiers, direct address, and gesturing), *sign to voice* interpreting skills, and knowledge of Deaf culture values. In addition, we'll learn Christian vocabulary, develop additional numerical vocabulary (which is very elaborate in ASL), and begin learning *voice to sign* interpreting skills. These objectives will be met through classroom instruction, role-playing, DVDs, games and field trips. Very little talking will be permitted in class; most interaction between students and teacher is in ASL.

**Parental Role:** Guide for Dependent Study

**Course Prerequisites:** Sign Language I

### **Sign Language III**

#### **Course ID: FLSIGN-300**

This class is a continuation of the American Sign Language II class. Students will continue their study and practice of conversational signing, ASL grammatical rules (including non-manual markers, classifiers, direct address, and gesturing), interpreting skills, and knowledge of Deaf culture values. The primary emphasis of this course is sixfold: learning additional ASL grammar structure (along with its formal terminology), new vocabulary will be taught, retaining the grammar and vocabulary they have already

learned, mouth morphemes are emphasized on a deeper level, further development of voice to sign interpreting skills, and sharpening receptive skills (particularly classifiers and gesturing) through ASL storytelling. These objectives will be met through classroom instruction, role-playing, DVDs, games and field trips. Very little talking will be permitted in class; most interaction between students and teacher is in ASL.

**Parental Role:** Guide for Dependent Study

**Course Prerequisites:** Sign Language II

## **Spanish I**

### **Course ID: FLSPAN-100**

The Spanish I course serves as a comprehensive introduction to the Spanish language and Latin culture. Students will learn through the four basic language skills—reading, listening (comprehension), writing and speaking. In addition, each chapter studied includes a specific aspect of culture to familiarize the student with everyday Hispanic life. Students will be expected to master an extensive vocabulary; grammar points including present, immediate future and completed past tenses; phonetic pronunciation; sentence formulation (both oral and written) and familiarization with culture.

**Parent Role:** Guide for Dependent Study

**Course Prerequisites:** 9th - 12th Grade status

## **Spanish II**

### **Course ID: FLSPAN-200**

The Spanish II course serves as a continuation of exposure to the Spanish language and Latin culture. Students will continue through the four basic language skills—reading, listening (comprehension), writing and speaking. In addition, each chapter studied includes a specific aspect of culture to familiarize the student with everyday his-panic life. Students will be expected to master an extensive vocabulary; grammar points including present, immediate future and completed past tenses; phonetic pronunciation; sentence formulation (both oral and written) and familiarization with culture.

**Parent Role:** Guide for Dependent Study

**Course Prerequisites:** Spanish IA and Spanish IB or Spanish I

## **Spanish III**

### **Course ID: FLSPAN-300**

The Spanish III course serves as continuation of exposure to the Spanish language and Latin culture. Students will continue through the four basic language skills—reading, listening (comprehension), writing and speaking. In addition, each chapter studied includes a specific aspect of culture to familiarize the student with everyday Hispanic life. Students will be expected to master an extensive vocabulary; grammar points including present, immediate future and completed past tenses; phonetic pronunciation; sentence formulation (both oral and written) and familiarization with culture.

**Parent Role:** Guide for Dependent Study

**Course Prerequisites:** Spanish II

## **Spanish IV**

### **Course ID: FLSPAN-400**

The Spanish 4 course serves as a compilation of Spanish 1, 2, 3. Students will be reinforcing their Spanish skills through speaking, grammar and reading. Additionally, students will continue familiarizing themselves with the Latin culture through the study of the arts, cuisine, and everyday situations. Students will be expected to be able to communicate in Spanish while in class. This class will be held in Spanish throughout the school year.

**Parent Role:** Guide for Dependent Study

**Course Prerequisites:** Spanish III

## **TEACHER ASSISTED STUDY HALL**

(Designated "TASH")

### **TASH - Teacher Assisted Study Hall**

#### **Course ID: TASH-100**

Teacher Assisted Study Hall is a study period designed for students to study when they have an open period between classes for which they are registered. Study Hall will be quiet. No games, headphones, or talking will be permitted. Students must come with work to do or something to read. A teacher will preside over study hall and attendance will be taken at the start of each period just like in any class. The teacher will be available to assist students with their assignments and answer questions as needed.

\*TASH is NOT a credit bearing class.

**Parent Role:** Course Monitor

**Course Prerequisites:** 9<sup>th</sup>-12<sup>th</sup> Grade status

## **PE and ATHLETIC COURSES**

(Designated "ATH")

High School competitive sports at Legacy begin in 9th grade, with the offering varying each year according to availability of practice/game facilities and sufficient quantities of student participants. Detailed information (e.g., cost, duration of season, practice times, coaches, etc.) will be distributed immediately prior to the start of each sport season, and participants will register at that time. Practice times for most teams will be before or after school. Most sports are a five day a week commitment.

### **Physical Education**

#### **Course ID: PE-100**

Physical Education student learn the importance of teamwork through organized games and begin to learn the fundamentals of such team sports. Students further their knowledge in fitness and movement skills. They also learn about individual conditioning and its value to good health. Students should expect some physical contact in this class.

**Parent Role:** Course Monitor

**Course Prerequisites:** 9th - 12th Grade status

## **Basketball, Boys or Girls Course**

### **ID: ATH-HSBB**

This athletic course that provides team building, individual assessment and goal setting, skills, techniques, rules and conditioning necessary to participate in varsity basketball.

This class begins training in October.

**Parent Role:** Active Supporter

**Course Prerequisites:** 9th - 12th Grade status

## **Football**

### **Course ID: ATH-HSFB**

This athletic course provides team building, individual assessment and goal setting, as well as the skills, techniques, rules and conditioning necessary to participate in varsity football. This class begins training in August.

**Parent Role:** Active Supporter

**Course Prerequisites:** 9th - 12th Grade status

## **Cheerleading**

### **Course ID: ATH-CHEER**

Athletes will learn and improve in skills such as stunting and cheer as well as learning to lead in a way that will honor Christ and be uplifting to all athletes and peers. Cheer is a year round sport, so will earn 1 credit if the full season is completed.

**Parent Role:** Active Supporter

**Course Prerequisites:** 9th - 12th Grade status; a mandatory five day practice the week prior to camp in addition to camp for one week over the summer is a prerequisite to enrolling in the Cheer elective.

## **Track and Field**

### **Course ID: ATH-HSTR**

Spring competition will start the first Monday of February to late April. Due to no on-site facilities for Legacy Prep, practice times/duration and meets are determined prior to the start of each season. In general, students' participation in track and field should expect 4 to 8 track meets per season.

**Parent Role:** Active Supporter

**Course Prerequisites:** 9th - 12th Grade status

## **Cross Country**

### **Course ID: ATH-HSCC**

Fall competition will start the first Monday of August to late October.

Due to no on-site facilities for Legacy Prep, practice times/duration and meets are determined prior to the start of each season. In general, students' participating in cross country practice four days a week and should expect 4 to 8 meets per season.

**Parent Role:** Active Supporter

**Course Prerequisites:** 9th-12th Grade status

## **Swimming**

### **Course ID:ATH-SWIM**

This athletic course provides team building, individual assessment and goal setting, as well as the skills, techniques, rules and conditioning necessary to participate in varsity swim. This class begins training in October. Swimmers will practice with their USA swim club.

**Parent Role:** Active Supporter

**Course Prerequisite:** 9th - 12th Grade status

## **Volleyball**

### **Course ID: ATH-VBALL**

Fall competition will start the first Monday of August to mid-October. Practices will be held Monday through Friday afternoons for 1.5 hours each day (5 pm to 6:30pm) at Legacy Prep. Students will compete in 20-22 games and in a limited number of in-season tournaments.

Parent Role: Active Supporter

**Course Prerequisite:** 9<sup>th</sup>-12<sup>th</sup> Grade status

## **Baseball**

### **Course ID: ATH-HSB**

Practice is estimated to begin second Monday in January and will be held Monday through Friday afternoons for two hours each day (4–6 pm). Competitions will begin at the end of January and run through early May. Students will compete in 18 - 22 games and two to three tournaments.

**Parent Role:** Active Supporter

**Course Prerequisite:** 9<sup>th</sup>-12<sup>th</sup> Grade status

## **Tennis**

### **Course ID: ATH-HSTEN**

Spring competition will start the last Monday in February to middle of April. Practice will take place on Monday, Wednesday, and Fridays from 1 pm to 3 pm at Bear Branch Park.

**Parent Role:** Active Supporter

**Course Prerequisite:** 9th-12th Grade status

## **Golf**

### **Course ID: ATH-GOLF**

This athletic course provides team building, individual assessment and goal setting, as well as the skills, techniques, and rules necessary to participate in varsity golf. This class begins training in March.

**Parent Role:** Active Supporter

**Course Prerequisites:** 9th - 12th Grade status

## LEADERSHIP COURSES

### LEADERSHIP COURSES 9th-12th Grade

In order to live as “college-worthy, character witnesses of Christ,” students are called from the broad road of popular culture to lead the way on the narrow path. Jesus said, “Enter through the narrow gate. For wide is the gate and broad is the road that leads to destruction, and many enter through it. But small is the gate and narrow is the road that leads to life, and only a few find it” (Matthew 7:13-14). To depart from the norm and walk a different path, students must be given the tools to think and act with an eternal perspective and a biblical worldview. They must become leaders.

As students move from elementary Bible into Leadership courses, they dig deeper into God’s Word. Students complete an overview of the Old and New Testaments, study Israel’s history and leaders, and are introduced to the tenets of the biblical worldview. They explore the origin and formation of the Bible and learn that God’s Word has been proven true again and again through archaeology, history, and science. Students learn Bible study skills that may be applied to other academic subjects, and are encouraged to become stewards of their own time by developing increased independence in daily Bible study, prayer, academic studies, and other responsibilities.

In 8th – 12th grades, students learn more advanced Bible study tools to enable them to find answers to their toughest questions. Each course is built around an in-depth study of the Bible. As students study the attributes of God, they learn that God is holy so they should live lives of purity. By studying the book of Acts, students learn to become mission-minded and share the good news. Students compare the biblical worldview with the leading humanistic world-views of our day and begin to view relationships and social issues through the lens of the Bible. Ultimately, students will recognize that the Holy Spirit guides us as we abide in Christ.

Leadership classes count as .25 credits per year completed for a total of one credit at the culmination of a student’s high school career.

#### **Leadership 9**

##### **Course ID: LEAD-900**

This course is designed on the premise that the more we come to know God through a careful study of His Word, the greater our desire will be to maintain a right relationship with Him. In the fall semester, students study God’s attributes, including holiness. Students explore who we are as mankind (our sinful nature), and how we can cultivate godly character. As always, students are reminded that apart from Christ, godly character is impossible and are encouraged most of all to keep Him at the center of their lives. In the spring, students apply this knowledge to the issues of emotional and physical purity. Students are encouraged to develop convictions that will help them walk wisely and lead by example. *We are currently piloting a principles of leadership*

*curriculum that will be incorporated into all classes in the 2015-16 school year.*

**Parent Role:** Guide for Dependent Study

**Course Prerequisite:** 9<sup>th</sup> Grade status

## **Leadership 10**

### **Course ID: LEAD-1000**

This course helps students discover a richer spiritual life infused with joy, peace, and a deeper understanding of God. Students explore the classic disciplines, or central spiritual practices, of the Christian faith. Students learn the importance of worship, confession, contemplation, fasting, and service, and how to put these into practice in daily life. Students then learn the steps of inductive Bible study – observation, interpretation, and application. Students will leave this course understanding the spiritual disciplines necessary for a deep-rooted faith and having the tools necessary to study the Bible themselves. *We are currently piloting a principles of leadership curriculum that will be incorporated into all classes in the 2015-16 school year.*

**Parent Role:** Guide for Dependent Study

**Course Prerequisites:** 10<sup>th</sup> Grade status

## **Leadership 11**

### **Course ID: LEAD-1100**

In a pluralistic culture, students need to understand differing perspectives and how to articulate their faith. This apologetics course equips teens to effectively explain why they believe what they believe, and how to respond to worldviews like evolution, atheism, new age, Islam, and secular humanism. Various forms of relativism are addressed, including values clarification, multiculturalism, and political correctness. In the spring semester, the course focuses on career-shaping decisions to help students build their career plans wisely and faithfully. Students also spend several weeks studying godly leadership principles including conflict resolution and risk-taking. *We are currently piloting a principles of leadership curriculum that will be incorporated into all classes in the 2015-16 school year.*

**Parent Role:** Guide for Dependent Study

**Course Prerequisites:** 11<sup>th</sup> Grade status

## **Leadership 12**

### **Course ID: LEAD-1200**

Senior year is both an end and a beginning. What legacy will students leave? Through a series of devotionals, this course walks students through their senior year as they finish applications, make big decisions, experience senioritis, and prepare for life after high school. Students revisit leadership principles studied in prior years to hone skills such as balancing tasks and relationships, calculating needs and resources, casting vision, navigating obstacles, and evaluating performance. Throughout the course, students provide input on the real-life challenges and temptations they are facing, and spend time discussing how to take the next steps toward a lifetime of spiritual health. At the end of the year, students meet individually with the Dean of Family Ministry to get connected

with the campus student ministries at the college of their choice.

**Parent Role:** Guide for Dependent Study

**Course Prerequisites:** 12<sup>th</sup> Grade Status