



**LEGACY**  
PREPARATORY CHRISTIAN ACADEMY

HIGH  
SCHOOL  
**Course  
Catalog**

2021-2022

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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**

Legacy offers two diploma plans, Distinguished and Recommended. Students desiring an official diploma from Legacy Preparatory will need to determine which plan they will follow by meeting with our Academic Advisor. Changes to this selection can be made only after joint consultation with the parent and Academic Advisor. The class Valedictorian and Salutatorian 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**

The Academic Advisor will meet with each student and parents to discuss and choose a diploma plan and plan high school courses. 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, Publications I/Media Art, Theater Arts (FOIL), Publications II/Yearbook, Broadcast Journalism
Speech	0.5 credit	Speech
Health	0.5 credit	Health
General/Academic Electives	4 credits	Driver's Ed (0.5), Discipleship (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, Publications I/Media Art, Theater Arts (FOIL), Publications II/Yearbook, Broadcast Journalism
Speech	0.5 credit	Speech
Health	0.5 credit	Health
General/Academic Electives	4 credits	Driver's Ed (0.5), Discipleship (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/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/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 may 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 these test(s) directly through the testing center's website ([collegeboard.org](http://collegeboard.org) for the SAT or [act.org](http://act.org) for the ACT).

## 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 once the student begins to take high school classes. Certain 7th and 8th grade courses (Foreign Language, Algebra I, Health, Speech), will count towards high school credit requirements and will 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 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 and top 10%.

## **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 exemplary Christian character and a cumulative, weighted GPA of 3.5.

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. Yearly dues of \$20.00 per sophomore and junior year and \$10 for senior year are collected from each member of NHS to cover the cost of a pin, certificate, letterman patch, graduation cords, and national chapter membership fees.

*\*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 7<sup>th</sup>/8<sup>th</sup> grade will appear on the high school transcript and will 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 with a 70 or above. 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 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 (9<sup>th</sup>-12<sup>th</sup> 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 Advisor for specific transfer credit guidelines.) Transfer credits will be calculated 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:**

- Begin 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 July 1<sup>st</sup> and others 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.

## **COMMUNITY SERVICE**

LPCA HS students are required to complete a minimum of 70 hours (average of 17.5 hours a year) of documented community service (beginning June 1st after 8th grade year through April 1st of 12th grade year) in order to receive a diploma from Legacy Prep. HS students not attending Legacy Prep for the total of their four high school years will be required to complete 17.5 hours per year of their attendance at Legacy Prep. HS students are required to document this volunteerism requirement via their Praxi portal. HS students should contact the HS Principal Assistant with questions.

## 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 can 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 effective 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 worldview 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 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 skills 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 with the light of Scripture and with historical perspective to understand an author's worldview and to compare this to the Bible
- 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

**MATH**  
High School

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.

The Science department at Legacy Preparatory Christian Academy exists to prepare students to defend their faith in God as the Creator of the universe. In studying science, we behold the wisdom, might, and sovereignty of God as displayed in all aspects of His creation. We aim to lead students towards a greater understanding of God's creation through inquiry, analysis, experimentation, and mathematical manipulations. "The heavens declare the glory of God, and the skies above proclaim the work of his hands." (Psalm 19:1). Therefore, God's Word is the ultimate authority and is integrated into all curriculum and subjects. In addition, we strive to prepare students for success in college by utilizing state-of-the-art technology, providing differentiated learning experiences, and maintaining high expectations.

**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?



## 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 Freshmen 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 expository, narrative, and persuasive essays as well as begin an introduction to literary analysis. Students will study the research process and practice the basic steps of research paper writing. The literature focuses on a variety of classic novels, poetry, and short stories by a wide variety of authors. In all works, students will compare the worldview of various authors to a Biblical standard.

**Parent Role:** Guide for dependent study

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

#### English 9 Advanced Honors

##### **Course ID: ENGL-901**

The Freshmen English Advanced Honors course will continue strengthening the foundations of successful writing, reading, and composition while challenging students to develop their literary analysis skills. Students will read a variety of classic novels, poetry, short stories, and drama while making connections to historical and cultural issues. Students will demonstrate their understanding of structure and style with narrative, descriptive, persuasive, and literary analysis compositions as they develop personal style and write with detail. Students will further their grammar skills and improve their vocabulary. Advanced Honors focuses on deeper levels of analysis, independent reading, and critical thinking.

**Parent Role:** Guide for dependent study

**Course Prerequisites:** Successful completion of the previous course in the English sequence during the preceding school year with an average of 87% and teacher recommendation.

## **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 read *Unbroken*, *Hamlet*, *Fahrenheit 451*, *Cry*, *the Beloved Country* and *The Screwtape Letters*, as well as short stories, poetry, essays, and speeches by a range of authors. Students will focus on the biblical theme of a life dependent on the grace of 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 10 Advanced Honors**

### **Course ID: ENGL-1001**

Sophomore English Advanced Honors students will continue to build on their previous experience with literary analysis and develop their skills in the research process by exploring connections between literature and history. Emphasis is placed on choosing sources, writing with an academic voice, and documentation as well as strengthening their grammar skills and vocabulary. Advanced Honors requires students to express their ideas through Socratic seminars and discussion with added weight on independent thinking and critical analysis. Students will read a variety of texts with the purpose of comparing worldviews of different cultures and times.

**Parent Role:** Guide for dependent study

**Course Prerequisites:** Successful completion of the previous course in the English sequence during the preceding school year with an average of 87% and teacher recommendation.

## **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*, *Uncle Tom's Cabin*, *The Poisonwood Bible*, and *Night*, 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*, *Uncle Tom's Cabin*, *Poisonwood Bible*, *Night*, *The Old Man & the Sea*, *The Scarlet Letter*, 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. Advanced Honors coursework will include independent reading and research.

**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 as will vocabulary development. The students will read the following major works--*Pride and Prejudice*, *1984*, *Mere Christianity*, and *Macbeth*—as well as a variety of short stories, essays and poems. 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

## **HISTORY**

### **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, landforms, 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 into 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

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

This level course contains the same general concepts as the advanced algebra 1 course, but some covered in less depth. Course coverage will include a review of symbols, expressions, properties, real numbers, relations; equations, expressions and functions, including absolute value; linear equations and functions; systems of equations; inequalities; exponents and exponential functions\*; polynomials and factoring; quadratic equations and functions; rational expressions\*; radical expressions and equations and geometry; basic intro to right triangle trig\*; statistics and probability\*. This course is taught from the Biblical perspective that all order comes from God and that the language of mathematics reveals His character and enables stewardship the earth, ideally accomplished in submission to the leadership of His Holy Spirit.

**Parent Role:** Guide for Dependent Study

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

\*Denotes concepts covered at introductory levels.

**Advanced Honors: Algebra I****Course ID: MATH-901**

This course is vertically aligned to prepare students for advanced math classes in the upper grades. Course coverage will include a review of symbols, expressions, properties, real numbers, relations; equations, expression and function, including absolute value; linear equations and function; systems of equations; inequalities; exponents and exponential functions; polynomials and factoring; quadratic equations and functions; rational expressions; radical expressions and equations and geometry; basic intro to right triangle trig; statistics and probability. This course is taught from the Biblical perspective that all order comes from God and that the language of mathematics reveals His character and enables stewardship the earth, ideally accomplished in submission to the leadership of His Holy Spirit.

**Parent Role:** Guide for Dependent Study

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

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

This level course contains the same general concepts as the advanced geometry course, but most are covered at an introductory level. 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; and probability. A review of key algebra 1 concepts is included. This course is taught from the Biblical perspective that all order comes from God and that the language of mathematics reveals His character and enables stewardship the earth,

ideally accomplished in submission to the leadership of His Holy Spirit.

**Parent Role:** Guide for Dependent Study

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

### **Advanced Honors: Geometry**

#### **Course ID: MATH-1001**

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; probability. Most topics require integration of algebra 1 concepts. This course is taught from the Biblical perspective that all order comes from God and that the language of mathematics reveals His character and enables stewardship the earth, ideally accomplished in submission to the leadership of His Holy Spirit.

**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. This course is taught from the Biblical perspective that all order comes from God and that the language of mathematics reveals His character and enables stewardship the earth, ideally accomplished in submission to the leadership of His Holy Spirit.

\*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. This course is taught from the Biblical perspective that all order comes from God and that the language of mathematics reveals His character and enables stewardship the earth, ideally accomplished in submission to the leadership of His Holy Spirit.

\*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. This course is taught from the Biblical perspective that all order comes from God and that the language of mathematics reveals His character and enables stewardship the earth, ideally accomplished in submission to the leadership of His Holy Spirit.

**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, 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. This course is taught using Biblical stewardship principles.

**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.

## **Dual Credit Calculus I**

### **Course ID: MATH-1301**

Limits and continuity; the Fundamental Theorem of Calculus; definition of the derivative of a function and techniques of differentiation; applications of the derivative to maximizing or minimizing a function; the chain rule, mean value theorem, and rate of change problems; curve sketching; definite and indefinite integration of algebraic, trigonometric, and transcendental functions, with an application to calculation of areas. 4 college credits (MATH 2413)

**Parent Role:** Guide to Independent Study

**Course Prerequisites:** Place at college level either through exempt SAT/ACT scores or TSI scores; MATH 2412 (College Pre-Calculus) or placement by testing.

## **SCIENCE**

### **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 with a "B" or above 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. Place at college level either through exempt SAT/ACT scores or TSI scores.

## **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. Place at college level either through exempt SAT/ACT scores or TSI scores.

## **Forensic Science**

### **Course ID: SCIE-1103**

Forensic science applies technology to make discoveries and bring criminals to justice, following the entire forensic process—from pursuing the evidence trail to taking the findings to trial. By careful examination of the crime scene elements, even the most heinous crimes can be solved. Forensic Science uses a structured and scientific approach to the investigation of crimes such as assault, abuse and neglect, domestic violence, accidental death, and homicide. Students will learn terminology and investigative procedures related to crime scenes, questioning and interviewing, and scientific procedures used to solve criminal acts. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes. Students will conduct fingerprint, ballistics, and blood spatter analysis. Students will gain knowledge and understanding of forensic science by studying the history, legal aspects, and career opportunities in the field of forensics. Students will learn the importance, from investigation and to the legal process, of accurately questioning, hypothesizing, analyzing data, concluding, and communicating. Being part of the investigative process can provide victims and families with an opportunity for closure, healing and justice.

**Parent Role:** Guide for Independent Study

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

## **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 and Algebra II

## **Programming and Engineering Science**

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

In the first semester, this course will provide a comprehensive, fast-paced introduction to text based and graphical computer programming. The goal is not to teach a specific computer language, but to help students learn the art of computational problem solving. The second semester will introduce students to physical programming and electronic circuits utilizing analog and digital signals. Students will learn to design, build, and draw electrical schematics for functional engineering prototypes like a fan and a night light utilizing programmable electronic circuit boards, breadboards, DC motors, LEDs, resistors, sensors, motors, and much more. Through these projects students will learn to create robotic devices that can autonomously interact with their surroundings through various sensors and input components. They will also have some exposure to soldering, 3D engineering design, and 3D printing. No programming experience required.

**Parent Role:** Guide for Independent Study

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

## **Advanced Honors: Programming and Engineering Science**

### **Course ID: SCIE-1203**

This advanced honors course will take an in-depth approach to the level concepts and include more customized projects, circuit calculations, and circuit analysis including but not limited to Ohm's Law, Watt's Law, Kirchhoff's Circuit Law, and Kirchhoff's Voltage Law. In the first semester, this course will provide a comprehensive, fast-paced introduction to text based and graphical computer programming. The goal is not to teach a specific computer language, but to help students learn the art of computational problem solving. The second semester will introduce students to physical programming and electronic circuits utilizing analog and digital signals. Students will learn to design, build, and draw electrical schematics for functional engineering prototypes like a fan and a night light utilizing programmable electronic circuit boards, breadboards, DC motors, LEDs, resistors, sensors, motors, and much more. Through these projects students will learn to create robotic devices that can autonomously interact with their surroundings through various sensors and input components. They will also have exposure to soldering, 3D engineering design, and 3D printing. No programming experience required.

**Parent Role:** Guide for Independent Study

**Course Prerequisites:** Junior or Senior status and successful completion of Algebra II. Strong math skills desirable.



## 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 required, one semester course. Speech includes discussions of the communication process, audience analysis, and public speaking guidelines, as well as topic choice, re- search, 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")

### 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

## **Math Lab**

### **Course ID: GEMLAB-100**

This course is a mathematics support course for our high school math classes (Algebra I, Geometry, and Algebra II). This class is intended to help students build confidence and develop the basic skills necessary to be successful for their high school math courses. The instructor(s) will work with students on the concepts being discussed in class during that week.

**Parent Role:** Guide for Dependent Study

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

## **Publications 1/Media Art**

### **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. In addition, 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.

**Parent Role:** Guide for Dependent Study

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

## **Publications 2/Yearbook**

### **Course ID: GEPUB-200**

Students will use the publication skills they learned in Publications 1 and apply it to the creation of the school's Yearbook. Students will continue to learn photography skills, as well as photo editing skills. They will learn to condense large amounts of information into short informative captions and short summative articles.

**Parent Role:** Guide for Dependent Study

**Course Prerequisites:** 9th -12th Grade status, Publications 1/Media Art

## **Broadcast Journalism 1**

### **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. Students will also study the components of effective communication and audience engagement. **NOTE: Students can receive .5 credit to meet their Speech requirement. Credits cannot count for 2 categories.**

**Parent Role:** Guide for Dependent Study

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

## **Broadcast Journalism 2**

### **Course ID: GEBJR-200**

Students will focus on film. During the first semester, students will learn how to film and edit a movie, using current industry standard software. During the second semester, students will create web content for the school by filming and editing several short films. The students' PC's will require increased RAM.

**Parent Role:** Guide for Dependent Study

**Course Prerequisites:** 9th -12th Grade status, Broadcast Journalism 1

## **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 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

## **Life and College Preparedness**

### **Course ID: GELCP-100**

This course teaches foundational skills and success strategies to assist students as they approach choosing a college, major/career and beyond, to the building blocks needed for independent living.

**Semester 1** will focus upon college and career preparedness, including topics such as personal interests, core values, college and career options, learning styles, academic study strategies, organization skills, time management and essential career skills such as effectively applying for jobs, writing resumes, etc.

**Semester 2** will explore and teach practical building blocks needed to confidently and successfully navigate independent living, such as money management and budgeting, resilience, interpersonal skills, stress management, basic sewing, car maintenance and first aid, and meal planning.

**Parental Role:** Guide for Dependent Study

**Course Prerequisites:** Recommended for grades 10<sup>th</sup>- 12<sup>th</sup> grade

## **Robotics and Engineering Design I**

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

In this year long course students will work through team-based challenges focusing on robotics hardware and underlying technologies, explicit math and science concepts, and the engineering process. In addition, students will learn to 3D design and print their own custom robot parts. Since the tools and parts will stay at school, students will have little to no work outside class, but they will have the opportunity second semester to participate in one practice meet and compete for a chance to win a spot at the TAPPS State FIRST Tech Challenge competition. Students taking is course will earn a .5 credit

for Fine Arts and a .5 general elective credit OR a full general elective credit depending on the student's credit need.

**Parental Role:** Guide for Dependent Study

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

## **Robotics and Engineering Design II**

**Course ID: GEROBO-101**

In this year long course students will use their current programming and building skills learned from either Robotics I or Engineering to develop new robotic devices that are competition worthy during the first semester. They will work through team-based challenges focusing on robotics hardware and underlying technologies, explicit math and science concepts, and the engineering process. In addition, students will learn to 3D design and print their own custom robot parts. Since the tools and parts will stay at school, students will have little to no work outside class, but they will have the opportunity to participate in several local practice meets along with a regional tournament and the TAPPS State FIRST Tech Challenge competition. Although these competitions are not required for students in the program, students will be highly encouraged to make every effort to participate in as many as possible especially the regional tournament and the TAPPS state competition. Students taking is course will earn a .5 credit for Fine Arts and a .5 general elective credit OR a full general elective credit depending on the student's credit need.

**Parental Role:** Guide for Dependent Study

**Course Prerequisites:** Robotics and Engineering Design I or successful completion of AH Programming and Engineering Science or instructor approval

## **Infectious Diseases**

**Course ID: GEINDS-100**

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: GEMDTM-100**

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.

## **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

### **Theater Arts**

#### **Course ID: FATHAR-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. Students will be introduced to singing as a part of an ensemble and learning to sing in harmony. Public performance will be a graded part of this course.

**Parent Role:** Guide for Dependent Study

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

### **Theater Tech**

#### **Course ID: FATHTC-100**

This is a foundational course in theatrical performance. Little or no theater experience is required. Students will work on sourcing or creating props, set pieces, and costumes. Some students will also work with microphones, sound, and lighting.

**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, conjugating verbs, 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:** 8th - 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

## **American Sign Language I**

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

Students will learn basic vocabulary and grammar of the natural language that is used by members of North American (USA and Canada) Deaf Community, both in receptive form (understanding another's signing) and expressive form (signing to others). Students will regularly interact one on one with classmates in ASL, and in group settings.

In addition, students will learn about the rich history and proud culture of the Deaf, as well as learn about famous Deaf people. The students will have opportunities to meet and interact with Deaf persons and interpreters for the Deaf. Students will learn how to gloss (transfer into writing) American Sign Language (ASL) and how to translate ASL into English. The basics of interpreting from ASL to English are taught and practiced.

Students will learn about the importance of sign language in Deaf Missions and ministry, and about the importance of the American Sign Language Version (ASLV) of the Bible, which is the first sign language in the world to have a complete Bible.

Students will learn to sign worship songs in ASL and basic vocabulary of Christianity. Numbers and fingerspelling are introduced.

**Parental Role:** Guide for Dependent Study

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

## **American 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 nonmanual markers, classifiers, direct address, and gesturing), sign to voice interpreting skills, and knowledge of Deaf culture. Faith vocabulary is expanded. Deaf art and literature are introduced. Students are introduced to Deaf poetry, ABC stories and numerical stories. The value and importance of the ASLV (American Sign Language Version) of the Bible is explored. Worship music interpretation will be expanded.

**Parental Role:** Guide for Dependent Study

**Course Prerequisites:** American Sign Language I

## **American 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 grammar, interpreting skills, and knowledge of Deaf culture values. Students will hone and build on the skills and knowledge previously acquired in ASL 1 and ASL 2 to the intermediate level and will carry on extensive conversations with one another in ASL without voice. Understanding of Deaf culture norms will be applied to the increased development of communication skills.

Students will become knowledgeable about famous writers and performers of ASL literature (Deaf poetry and stories) and how the literature applies to the perspectives of American Deaf culture. Students will write and perform their own ABC stories.

Music interpreting skills will be expanded. Deaf missions and ministry will be more fully explored.

**Parental Role:** Guide for Dependent Study

**Course Prerequisites:** American 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



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

## DISCIPLESHIP COURSES

### DISCIPLESHIP COURSES 9th-12th Grade

Discipleship in the 7<sup>th</sup> through 8<sup>th</sup> grades focused on Bible knowledge and understanding our faith and witness. Beginning with the ninth grade, Discipleship content moves more from content toward application and from head knowledge to personal ownership of beliefs and responsibilities. Review will be done as necessary, for the sake of students who were not in the earlier Discipleship program. Effort will be made to keep students in small groups that are intact for the year. This better facilitates confidence in discussion and social development. The course progression includes moving from Bible memorization to verse application and finding verses for application. Discipleship classes count as .25 credits per year completed for a total of one credit at the culmination of a student's high school career.

#### **Discipleship 9**

**Course ID: DISC-900**

**Title: The Character and Attributes of God, and Personal Holiness (Leviticus 20:26)**

The first semester is dedicated to understanding and appreciating the character and attributes of God, including the Trinity. Attention is given to His holiness and how we are to reflect the character of God. The second semester focuses on personal holiness, including reasons for and how to keep sexually pure into marriage.

**Parent Role:** Guide for Dependent Study

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

#### **Discipleship 10**

**Course ID: DISC-1000**

**Title: Personal Walk with God (John 17:3)**

Going beyond memorization and facts to where it begins to become their own faith, not their parent's faith. Not just memorizing verses, but how they apply to life. This includes practice talking with God and listening to Him, and not just depending on others to tell us what He is like.

**Parent Role:** Guide for Dependent Study

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

#### **Discipleship 11**

**Course ID: DISC-1100**

**Title: Preparing for the Future (Jeremiah 29:11)**

In this course students further the process started in 8<sup>th</sup> grade of understanding who we are in Christ and His will for us. To teach the principles of leading others in all aspects of life. To help prepare students for acceptance into a technical school, college or university.

**Parent Role:** Guide for Dependent Study

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

**Discipleship 12****Course ID: DISC-1200****Title: Holding and Defending the Faith (Colossians 2:1-5)**

Students discuss how to keep, defend, and share their faith after high school. This is to complete the transition from parents' faith to their own faith. This includes understanding how those outside of Christ view the world, how to recognize and avoid traps of other worldviews, how to relate to others lovingly yet without compromise, and ways to influence our world for Christ.

**Parent Role:** Guide for Dependent Study**Course Prerequisites:** 12<sup>th</sup> Grade Status