

Legacy Christian Academy



High School Curriculum Guide

2009-2010

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Introduction

This High School Curriculum Guide will enable you, with the help of the department chairs, to plan a course of study for the upcoming year. The Curriculum Guide includes academic policies, as well as a descriptive list of course offerings available.

Course Selection

Your registration information will be used to determine the number of sections needed in the master schedule each year. Elective courses that are under-enrolled may not be offered.

Course of Study

In our commitment to create an environment that will prepare the average to above-average student for college, we have designed our course offerings to include standard (college prep), Honors (advanced), and Advanced Placement (college level) courses of study for many of our disciplines. Honors courses have the same basic content as standard courses, presented at a more challenging level and accelerated pace with additional homework expectations. This allows each student to flourish in an environment that is best suited to his or her individual needs. Guidelines for placement into AP and Honors courses are found within the Curriculum Guide. AP classes do not mirror standard or honors curriculum, but are patterned after college level classes (including higher critical thinking and writing, and significant homework expectations).

General Information

Enrollment Requirements and Class Size

Students take eight classes per semester on an A/B block schedule of 90 minutes per class. Classes at Legacy Christian Academy will typically not exceed 24 students per class. LCA reserves the right to cancel classes with fewer than ten students enrolled.

Course Registration

Registering for classes for the following academic year takes place in the spring. Students will receive their Course Request form which must include recommendations by their current teachers for next year's Honors or AP classes. The student will complete this Course Request form and turn it in to the school Registrar.

All course requests received in the Registrar's office by the published deadline will be given equal preference for space in the student's recommended classes. All requests received after the deadline will be processed on a first-come first-served basis. Space availability cannot be guaranteed for students who do not meet the deadline.

Drop/Add Requests

Drop/Add requests will be considered during the first week of classes only if the requested class change fulfills the student's graduation requirements and if the master schedule allows. Since class schedules and teacher assignments are determined on the basis of registration in the previous spring, students should carefully consider their selections when registering for the following year. Although student choices of electives will be honored to the greatest extent possible, balance in class size and numbers of requests may preclude granting a first choice in all instances.

Homework

Teachers assign homework on a regular basis. Students should, with parental guidance, prioritize and manage their own schedules to allow time for homework to be balanced with personal activities. In planning their scheduling, students should allow for adequate time to complete assigned homework, study for tests, and prepare for major projects. The school strongly suggests that parents and students should carefully consider their student's commitment to academics and sports; and extra-curricular, church, and family activities in consideration of the student's self-discipline and work ethic. RenWeb should be consulted regularly for homework assignments and grades earned.

Homework is assigned in various classes according to the following guidelines:

- ◆ Standard Course: approximately 1 hour outside of class for every class meeting
- ◆ Honors Course: approximately 1 ½ hours outside of class for every class meeting
- ◆ AP Course: approximately 2 hours outside of class for every class meeting

Homework Guidelines:

- ◆ Parents may and should be interested in and encourage their child's efforts; however, homework ultimately represents a student's effort. (Sharing homework, unless specifically permitted in certain cases of group work by teachers, breaks the Honor Code.)
- ◆ Assignments are seldom given over Thanksgiving break, Christmas break, Spring break, or Easter break.
- ◆ Good study habits are necessary for success at Legacy and in college. The following are suggestions for students reinforcing or improving upon present habits:
 - 1.) Do not procrastinate. Plan ahead. Do not put off assignments, papers, or homework. Use your assignment book to plan ahead, and mix major assignments with your daily homework so both will be completed well.

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- 2.) Set up a regular study time and location. Do not study in a busy part of the house where there are other distractions. Set up a regular study location and let other family members know so they can work their own routine around your schedule.
- 3.) Collect all materials needed. Set up everything you will need for your study time so that you will not need to get up constantly, and be distracted from your tasks.
- 4.) Be realistic about time expectations. Do not expect to do all of the preparation work in one hour the night before a test or a major paper is due. Allow enough time to do your best job on the expected work, but also some time to do additional research or problem solving which may not have been assigned. Allow yourself time to be curious and creative.

Honors and Advanced Placement Enrollment

Honors and Advanced Placement courses are demanding, and the written approval of the appropriate faculty and the Department Head is mandatory for enrollment in Honors or AP courses.

Questions concerning recommendations need to be made first to the student's current teacher. Following this, inquiries may be made of the Department Head.

A student may not enroll in more than two AP courses per semester without the written approval of the Registrar.

Advanced Placement courses are weighted with one additional quality point credit on transcripts. Honors courses are weighted with one-half of an additional quality point on transcripts.

For Returning Students:

Faculty members have the right to consider not only the student's numerical grade average, but also their maturity, diligence, and developmental aptitude for advanced level courses. Occasionally an 'A' student may not be recommended because the faculty member believes it is in the student's best interest to remain in the Standard College Prep class.

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Additionally, enrollment in an Honors course does not guarantee a recommendation for the following year; students must demonstrate the ability to thrive and succeed in the advanced-level course. At the end of each year, teachers will reevaluate placement in their courses, and continuation is subject to approval by the faculty member and/or the Department Head.

Course offerings for Honors courses are dependent upon students' needs/interests, as well as faculty availability. The school reserves the right at any time to restrict Honors classes on the basis of any of these factors. In the event that a section is full, or more students are recommended than the section can sustain, the school reserves the right to determine, on the basis of faculty input, which students will be placed in the Honors course. If this occurs, decisions will be made on the basis of the following criteria, in this order:

- 1.) Final grade average for the previous year. Whether the class was Honors or Standard College Prep will be considered.
- 2.) Student character, diligence, maturity, developmental fitness, etc, as determined on the basis of assessment by faculty.
- 3.) All other factors being equal, the school may also consider standardized test scores to determine students' general aptitude in a subject.

For New Students:

In general, the school does not place new students in Honors or AP classes. Because of the transition involved in adapting to a new school environment and because of the difficulty in assessing course equivalency from other schools, we believe it is in the best interest of the majority of new students to enter Standard College Prep classes for the first year. At the end of this time, it will be easier for faculty to assess the best placement for a student.

Exceptions may be made for students who have demonstrated superior performance in specific subjects, both in classes and on standardized tests, but availability will still be subject to the same limitations placed upon our returning students. In the event that a section is full, or more students are recommended than a given section can sustain, the school reserves the right to give priority placement to returning students who meet the above qualifications.

Honor Graduates

For a student to graduate with Honors, he must complete a minimum of ten honor level courses with a minimum of three of the ten honor courses consisting of AP level courses. Honor graduates will earn a weighted GPA of 3.00-3.49. High Honor graduates will have posted a GPA of 3.5 or higher. Students must have attended Legacy Christian Academy for a minimum of four semesters. Note: GPA is not rounded up.

Valedictorian and Salutatorian will meet the following criteria:

- The student must have attended Legacy for a minimum of six semesters.
- Only grades earned at Legacy are considered.
- At the close of the second semester grading period, when all the senior grades are recorded except for senior exams, high school grades are averaged for all seniors eligible for the two honors.
- The GPA is used for selection.
- In the case of a tie, the numerical average is used to determine valedictorian and salutatorian only. Beyond this, the honor of valedictorian is shared, and no salutatorian is named.
- In the event a transfer student is in the running for the honors, that student's six or seven semesters at Legacy will be compared with all seniors' GPAs for the same six or seven semesters of their high school career. Our goal is to equally weigh the GPA earned only at LCA.

Distinguished Achievement High School Graduate requirements are listed under the Texas Education Code and will receive special recognition upon graduation.

Honors Lists

Academic Champions – weighted GPA of 4.0 and above.

Academic Warriors – weighted GPA between 3.50 and 3.99.

Note: Averages are not rounded up.

Exams

The school year is divided into two semesters, at the end of which students take two-hour examinations. Examinations account for 20 percent of the total grade in the High School. If a student is ill and cannot take an exam at the established time should:

- ◆ Supply a parental note, and
- ◆ Contact the course teacher to schedule make-up exams.

Legacy Christian Academy's policy for exemption of exams for seniors and AP students is as follows:

- ◆ Senior exemptions in year-long courses occur only during the second semester.
- ◆ Senior exemptions in one-semester courses are at the discretion of the teacher with Department Head approval.
- ◆ Seniors may be exempt only with an average of 90 over the course of the two semesters, with a minimum of 90 in the second semester (or a 90 average for a one-semester class).
- ◆ Senior Advanced Placement (AP) students may be exempt from second-semester final exams if they earn an 85 average or higher by the end of the week before senior exams, and are scheduled to take the College Board AP exam.
- ◆ Non-senior Advanced Placement (AP) students may be exempt from a second semester final exam if they earn an 85 average or higher by the end of the week before underclassmen exams, and are scheduled to take the College Board AP exam.

A different form of evaluation may be substituted for the final exam at the discretion of the teacher with the approval of their Department Head.

Failures

Any grade below 70 is a failure. To receive a passing grade and earn credit in a year long course, a student must earn a two-semester average of 70. A student failing more than two core subjects for the year will be considered for repetition of the grade or dismissal.

Grade Reporting

The academic year is divided into two semesters. Each semester is divided into 3 grading periods. At the end of each grading period, progress reports will be sent home containing the student's cumulative grades for the semester at that point. Grades will be reported as follows:

- ◆ 1st grading period - grades for all students and comments for students earning 75 or below.
- ◆ 2nd grading period - grades for all students and comments for students earning 75 or below.
- ◆ Semester grading period - end-of-semester grades for all students, and comments for students who have failed.

Grading System

Legacy uses a numerical grading system:

- ◆ A: 90-100
- ◆ B: 80-89
- ◆ C: 70-79 (70-74 is Deficient)
- ◆ F: Below 70 (Failing)

Replacement Credit

Students who fail a High School course which is required for graduation must repeat the course, either in summer school or during the regular academic year. If a student repeats a course at Legacy Christian Academy, that passing grade replaces the original failing grade in the student's GPA calculations. Replacement grades from a course taken at another institution will be averaged with the original failing grade in the student's GPA calculations. Students who intend to earn credit from another institution to be averaged with a failed grade at Legacy must receive permission ahead of time from the Registrar. Note: Except on rare occasions, and with approval from the Director, students may not take summer coursework at other institutions to fulfill **future** course requirements.

Summer School

A student who fails two courses in one year is considered in academic jeopardy and will have to make up at least one course in summer school. The student's academic progress in the following year will be closely monitored by the Registrar, and if in the judgment of the school there is not sufficient improvement, the student may be asked to withdraw from Legacy Christian Academy.

Enrichment (Tutorials)

Students are encouraged to seek individualized extra help from teachers during Enrichment at the end the school day, Monday through Thursday. This time allows students to ask questions, to clarify ideas, to practice or reinforce skills, make up work or tests missed due to absences, or to pursue a special topic of interest. Any student having difficulty scheduling extra help should see the Department Head. Any student with a grade below 75 is strongly encouraged to attend Enrichment/Tutorials. Daily attendance for Enrichment (Tutorials) is maintained in each classroom. Students are required to sign in and sign out. Parents may check on a student's attendance in tutorial by contacting the Dean of Students.

Honor Code Violations

Legacy Christian Academy reserves the right to report honor code and discipline violations (including, but not limited to, suspensions and expulsions) to colleges where students have applied for admission.

Test Scheduling

Legacy attempts to avoid overburdening students with too many tests on the same day. No student should have more than two tests on the same day (note that this does not apply to quizzes, projects, or papers due). If a student has more than two tests scheduled on the same day, the student is encouraged to speak with his/her teachers at least one day prior to the tests, to arrange for rescheduling.

Records and Recommendations

Requests for records, transcripts, and recommendations should be made in writing to the Registrar, preferably 48 hours in advance of a deadline. There is a request form available in the Registrar's office. The school reserves the right to withhold student records when accounts are delinquent.

Transfer Students

Students transferring from other high schools will be expected to meet our general requirements for graduation, which consists of 28-29 credit units (1 unit = 1 year or 2 semesters). Permission may occasionally be granted to waive one of the requirements, at the Director's discretion. Courses and grades from only accredited organizations will be accepted at Legacy Christian Academy.

Core requirements (18-19):

- ◆ 4 units of English
- ◆ 4 units of Mathematics
- ◆ 3.5 units of History (must include ½ unit of Government)
- ◆ ½ Economics
- ◆ 4 units of Science
- ◆ 2 units of same Foreign Language (3 units is recommended.)

Additional requirements (10):

- 4 units of Bible
- ◆ 1.5 units of PE (1/2 unit of credit earned for every 2 seasons of athletic participation.)
- ◆ ½ unit of Health
- ◆ 1 unit of Fine Arts
- ◆ 1 unit of Technology
- ◆ ½ unit of Speech
- 1 1/2 units of Elective courses from any of the courses offered except PE.

High School 4-Year Course of Study

Graduation Requirements

The Legacy Christian Academy program exceeds the requirements of the Texas Education Code for the Recommended High School Program.

Note: 1 unit of study equals 1 full year or 2 semesters. A 1-semester class provides one-half (0.5) of a unit.

Legacy Standard Diploma Requirements:

A minimum of 28 total units is required for graduation beginning with the class of 2013:

1. 4 English: English I, II, III, and IV
2. 4 Math: Algebra I, Geometry, Algebra II, & Pre-Calculus Standard. Math Models may count as a high school math credit if taken before Algebra II. Math required in all 4 years of H.S. Algebra I may be taken in 8th grade w/conditions.
3. 4 Science: Biology, Principles of Technology (Physics), Chemistry, + 1 lab science. Alg. I to be taken before or concurrent with Principles of Technology. Alg II to be taken either before or concurrent with Chemistry. Science required in all 4 years of H.S.
4. 4 Social Studies: World Geography, World History, U.S. History, ½ Economics, ½ Government .
5. 2 Years of the same Foreign Language: (1 year may be taken in 8th grade w/ conditions)
6. 1 ½ Physical Education: (½ credit may be substituted by 2 sports, or cheerleading and/or dance team in 2 sports)
7. ½ Health Education
8. 1 Fine Arts
9. ½ Speech
10. 1 Technology
11. 1 ½ Electives
12. 4 Christian Studies Bible Classes

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Legacy Honors Diploma Requirements

(Requires at least 7 Honors (PreAP) and 3 AP level credits)

A minimum of 29 total units is required for graduation beginning with the class of 2013:

1. 4 English: English I, II, III, and IV or AP Language & Composition, AP Literature & Composition.
2. 4 Math: Algebra I, Geometry, Algebra II, Pre-Calculus, Calculus (AP). Math required in all 4 years of H.S. Algebra I may be taken in 8th grade w/conditions.
3. 4 Science: Biology I, Chemistry I, Physics I, and 1 additional lab science: Biology AP, Chemistry AP or Anatomy Honors. Algebra II to be taken either before or concurrent with Chemistry or Physics. Science required in all 4 years of H.S.
4. 4 Social Studies: World Geography, World History, U.S. History (AP), ½ Economics, ½ Government, or U.S. Government and Politics (AP).
5. 3 years of the same Foreign Language: (1 year may be taken in 8th grade w/ conditions).
6. 1 ½ Physical Education: (½ credit may be substituted by 2 sports, or cheerleading and/or dance team in 2 sports)
7. ½ Health Education
8. 1 Fine Arts
9. ½ Speech
10. 1 Technology
11. 1 ½ Electives
12. 4 Christian Studies Bible Classes

In order for a senior to participate in the graduation exercises of Legacy Christian Academy:

1. The senior must be enrolled in Legacy the last 9 weeks before graduation or have completed graduation requirements the semester before.
2. The senior, in order to graduate, must be enrolled and attend on campus at least four blocks of classes.

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3. The Finance Office must clear seniors from all financial responsibilities (tuition, fees, fines, etc.).
4. The School Office must clear seniors from all property responsibilities (locker clean out, textbook/library book submission, athletic equipment, school lock, etc.).
5. The senior must have participated in at least one ministry or community service project.
6. The senior must have taken the SAT or the ACT.
7. Seniors will be allowed to participate in graduation ceremonies if the above standards have been met and if the required number of classes/credits has been completed. A senior will still be allowed to "walk the stage" if they are no more than one credit short. Any student that is short more than one credit will be denied the opportunity to participate in the graduation ceremonies on graduation night.
8. A home school student wishing to participate in Legacy's graduation ceremonies must take a minimum of four blocks.

Core Subjects Course of Study

The following tables provide examples of typical Standard College Prep and Honors course sequences in each of the five core subjects: English, Mathematics, History, Science, and Foreign Language.

Standard College Prep

Subject	9th Grade	10th Grade	11th Grade	12th Grade
<i>English</i>	English I	English II	English III	English IV
<i>Mathematics</i>	Algebra I	Geometry	Algebra II	Advanced Math (AMDM)

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<i>Social Studies</i>	World Geography	World History	US History	Government & Economics
<i>Science</i>	Biology	Principles of Technology	Chemistry I	Environment. Science or Elective Science
<i>Bible</i>	Bible	Bible	Bible	Bible
<i>Foreign Language</i>	Spanish I	Spanish I or Spanish II	Spanish I or Spanish II	Spanish II

* See Diploma Requirements or Course Description pages for math and science prerequisites.

* Spanish and Latin are currently offered. Other languages may be added in the future.

Honors

Subject	9th Grade	10th Grade	11th Grade	12th Grade
<i>English</i>	English I Honors	English II Honors	AP Lang. and Comp.	AP Lit. and Composition
<i>Mathematics</i>	Geometry Honors	Algebra II Honors	Pre-Calculus Honors	AP Calculus
<i>Social Studies</i>	World Geog. Honors	World Hist. Honors	AP U.S. Hist.	AP Govt. Econ Honors
<i>Science</i>	Biology I Honors	Chemistry I Honors	Physics Honors	AP Chem, Anatomy Honors, or AP Biology

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<i>Bible</i>	Bible	Bible	Bible	Bible
<i>Foreign Language</i>	Spanish I or Spanish II	Spanish II or Spanish III Honors	Spanish III Honors	

* See Diploma Requirements or Course Description pages for math and science prerequisites.

* Spanish and Latin are currently offered. Other languages may be added in the future.

*A mixture of Standard College Prep and Honors Courses within a single student’s schedule is encouraged where the student is motivated by the challenge and qualified for the extra rigor of Honors courses.

Descriptions of Courses Offered

English

English I: Introduction to Literature and Composition

This course provides an introduction to literature through various texts, from contemporary novels to Shakespeare's plays. The particular focus of this course is on critical reading of texts fused with writing assignments, with an emphasis on expository writing. Students will become versed in the application of literary tools such as narrative structure, imagery, symbolism, point of view, and tone. Students will also write a research paper demonstrating mastery of correct vocabulary, grammar, usage, style, and Modern Language Association (MLA) reference format.

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Consistent application of biblical principles to literary themes and personal essays is a mainstay of the course.

English I Honors: Intro. To Literature and Composition

This course exposes 9th Grade Honors students to selections of literature, including short stories, novels, essays, poetry, and drama. Students will actively read and analyze each selection, while connecting the literature to experiences outside the classroom. Students will also develop grammar skills and build a foundation for vocabulary comprehension. Students will also write a research paper demonstrating mastery of correct vocabulary, grammar, usage, style, and Modern Language Association (MLA) reference format. Each student will build a portfolio written throughout the year in a variety of formats. Consistent application of biblical principles to literary themes and personal responses is a mainstay of the course.

English II: Introduction to Western Literature

In this course, students continue to develop critical thinking and writing skills. Much of the literature students read this year is laden with philosophical ideas, addressing issues such as suffering, truth, identity, romantic individualism, race and society, existentialism, and the role of art in history and contemporary culture. Students will explore, discuss, and critique these ideas together, while fine-tuning their analytical abilities and experience the enlightening possibilities of literature. From representations of leadership in early modernity, to existentialist interpretations of redemption, students will be challenged to enter into a variety of fictional worlds. The course will also cover the role of genre in understanding literature. Both minor and major written essays will be assigned, including a research paper. Vocabulary will be tested regularly. Biblical principles are applied consistently through discussion of the literature and written expression.

English II Honors: Introduction to Western Literature

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This course exposes 10th Grade Honors students to selections of literature, including short stories, novels, essays, poetry, and drama. Students will actively read and analyze each selection, while connecting the literature to experiences outside the classroom. Students will also develop grammar skills and build a foundation for vocabulary comprehension. Both minor and major written essays will be assigned, including a research paper. Each student will build a portfolio written throughout the year in a variety of formats. Biblical principles are applied consistently through discussion of the literature and written expression.

English III: American Literature and Composition

This course offers a study in analytical writing, critical reading, and upper-level vocabulary for college-bound juniors. Students will learn the value of specific word choices, the reasons for varied sentence structures, how to integrate ideas in a multi-paragraph essay, and how to develop an analytical writing voice. Students will write almost nightly during the first semester, completing elaboration exercises, narrative essays and character studies. During the second semester, students will write analytical essays and a research paper on a social issue in America. In this course, students will study the literature of America from pre-colonial to contemporary times. Literary movements such as transcendentalism, romanticism, realism, and imagism will be examined, through the lens of a biblical worldview. Building vocabulary through Greek and Latin root studies, along with an emphasis on grammatical structures, will equip students to handle college work and the SAT.

English III AP: Language and Composition

Successful completion of this course, ending with a qualifying score on the AP Language and Composition exam, can lead to credit for the first semester of college English, commonly known as the rhetoric course. Therefore, this course has been modeled after freshman college English courses, and the syllabus has been approved by the College Board. Through extensive writing practice in various modes and reading essays by professional writers with an emphasis on American literature, and through the lens of a biblical worldview, students will develop their own style and gain greater confidence in their ability to express

themselves through writing. Students learn various forms of composition, including fiction, critical reviews, and essays of definition, description, narration, exposition, and argumentation. Several research projects centered on the students' interests and on American issues will be produced. Each student will have amassed a portfolio by year's end. Vocabulary study through Greek and Latin roots will prepare students for college-level reading and the SAT as well.

English IV: A Survey of British Literature

In this course, students will study the literature of England from the Anglo-Saxons to contemporary times. In conjunction with the readings, students will write analytical and narrative essays, including a literary criticism research paper in Modern Language Association (MLA) format. Writing will focus on critical thinking, stylistic skills, and correct grammar usage. Students will also enhance their vocabulary through a base of Greek and Latin roots. Reading and writing are assigned regularly, and taught with a Christian worldview.

English IV AP: Literature and Composition

Successful completion of this course, ending with a qualifying score on the AP Language and Composition exam, can lead to credit for one or two semesters of college English, commonly known as the rhetoric course. Therefore, this course is designed after freshman level literature courses, and the syllabus has been authorized by the College Board. This course engages students in reading and critical analysis of imaginative literature. Through the careful reading of selected drama, novels, and poetry, students should deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students will consider a work's structure, style, and themes, as well as the use of figurative language, imagery, symbolism, and tone. Readings will be accompanied by thoughtful discussion and written analysis with fellow students, and critiques through a Christian worldview. Research projects will center on literary criticism. This course will

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concentrate on the literature of the British Isles, with added selections from the canon of world literature. A vocabulary program, based on Greek and Latin roots, is incorporated to continue to prepare students for the SAT and AP exams.

Creative Writing

This elective writing enrichment course prepares students for essay writing on college and scholarship applications, and offers opportunities for creative expression. Through extensive writing practice, and reading various texts by professional writers, students will develop their own style and gain greater confidence in their ability to express themselves through writing. Students learn various forms of composition, including fiction, critical reviews, poetry, and essays of definition, description, narration, exposition, and persuasion. Students will incorporate the Christian worldview in their written expression.

Literary Genres

This elective reading enrichment course allows students to explore various genres and imitate them in their creative writing. Various texts, such as biblical prose and poetry, allegories, myths, novels, dramas, comedies, and poetry from various literary periods are addressed. Students explore the writers' techniques, the composition of the texts, and then employ those discoveries to develop their own writing voice. This course requires outside reading as homework.

Mathematics

Algebra I

This course is an introduction to topics in Algebra. These topics include linear functions, exponential functions, rational functions, quadratic functions, radical functions, polynomials, equations, inequalities and systems of equations. This course demonstrates math's usefulness and encourages independent thinking. Problem solving, logical reasoning, and critical thinking skills will be emphasized through the use of cooperative learning and technology.

Geometry

Geometry moves from inductive to deductive reasoning to produce logical proofs. A basic understanding of undefined terms progresses to manipulation of three-dimensional figures and advanced problem solving. Algebraic skills involving graphs, equations, radicals, and trigonometry are utilized. Hands-on explorations, constructions, and activities enhance the visual and spatial nature of the course, while connecting the intrinsic characteristics of Euclidean geometry. Prerequisite: Algebra I.

Algebra II

Students use advanced algebraic concepts to continue the exploration of equations, inequalities, functions, polynomials, rational expressions, graphing, and the properties of conic sections. Topics introduced in this course include matrices and complex numbers, and graphics calculators will be used where appropriate. Prerequisite: Algebra I.

Pre-Calculus

The purpose of this course is to familiarize students with a library of algebraic and transcendental functions, operations on those functions, and graphing techniques, to prepare them for a course in calculus. This course begins with a study of functions and their graphs, including linear functions, quadratic functions and conic sections, polynomial and rational functions, exponential and logarithmic functions, and trigonometric functions. In addition, the students will study right triangle and circle trigonometry, identities, sequences and series, data analysis, and solving trigonometric equations. Prerequisite: Algebra II and Geometry. A graphing calculator is required for this course.

AP Calculus

This course prepares students to take the AP Calculus AB-level exam. Topics include functions and their graphs, limits, derivatives and their applications, integrals and their applications, and numerical approximations. This course encourages independent thinking. Problem solving, logical reasoning, and critical thinking skills will be emphasized through the use of cooperative learning and technology. Prerequisite: Pre-Calculus. A graphing calculator is required for this course.

Social Studies

World Geography (9)

This course guides students in seeking to understand the world God created, through knowledge of physical and human geography, interrelations of the world's regions and cultures, increased global awareness, and environmental concerns. A significant portion of the course in conjunction with TEA objectives centers around the physical processes that shape patterns in the physical environment; the characteristics of major land forms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of world population; and relationships among people, places, and environments. An emphasis on Biblical principles is applied to the subject matter and in students' lives. Students examine the importance of Christian missions to bring the gospel to the lost in various countries around the world.

World Geography Honors (9)

This course guides students in seeking to understand the world God created, through knowledge of physical and human geography, interrelations of the world's regions and cultures, increased global awareness, and environmental concerns. A significant portion of the course in conjunction with TEA objectives centers around the physical processes that shape patterns in the physical environment; the characteristics of major land forms, climates, and ecosystems and their interrelationships; the political, economic, and social processes

that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of world population; and relationships among people, places, and environments. Honors students in this course will focus on analysis of data and information, such as analysis of how location affects economic activities in different economic systems, identify the processes that influence political divisions and analyze how different points of view affect the development of public policies, compare how components of culture shape the characteristics of regions, and analyze the impact of technology on the physical environment. An emphasis on Biblical principles is applied to the subject matter and in students' lives. Students examine the importance of Christian missions to bring the gospel to the lost in various countries around the world.

World History (10)

This course covers world history from ancient times to the nineteenth century with emphasis on the western world cultures. It is a study of significant achievements and events of peoples, empires, and nations, and is viewed as a record of both progress and decline. As outlined in TEA objectives students will focus on important events and issues in world civilizations; investigate the causes and effects of political and economic imperialism and major political revolutions since the 17th century; the impact of geographic factors on major historic events; identify the historic origins of contemporary economic systems; understand the process by which democratic-republican governments evolved as well as the ideas from historic documents that influenced that process; the historical development of important legal and political concepts; the history and impact of major religious and philosophical traditions; the connections between major developments in science and technology and the growth of industrial economies. This course will also focus on Christian history and biblical principles that are interwoven throughout all of world history. The historical themes that are developed demonstrate the interrelations of ideas and events of the past and how they affect contemporary life.

World History Honors (10)

This course covers world history from ancient times to the nineteenth century, with emphasis on the cultures of the western world. Traditional historical points of reference in world history

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as outlined in TEA objectives are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which democratic-republican governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies. This course will also focus on Christian history and biblical principles that are interwoven throughout all of world history. Students will also study historical themes demonstrating the interrelations of ideas and events of the past and how they affect contemporary life. Students will use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

United States History (11)

This course provides comprehensive coverage of the history of the United States from the Civil War through the twentieth century. Historical content in conjunction with TEA objectives focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights. Students examine the impact of geographic factors on major events and analyze causes and effects of the Great Depression. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and the times during which they were created. Students analyze the impact of technological innovations on the American farm and labor movements. This course takes a positive, patriotic approach to American history, bringing to life events and personalities that have shaped our nation placing a special emphasis on our Christian heritage. Important concepts

and ideas in history are explored as well as emphasizing the responsibilities that comes with our rights as American citizens.

AP United States History (11)

Advanced Placement United States History is a college level course that is offered to high school students enabling them to possibly earn college credit. This course provides comprehensive coverage of the history of the United States from the Pre-Colonial Era into the twenty-first century. It will incorporate a positive, patriotic approach to American history placing a special emphasis on our Christian heritage. The following themes in line with College Board recommendations will be emphasized during this comprehensive study of U.S. history: demographic changes over the course of America's history, economic trends and transformations, the development of political institutions, social reform movements, the role of religion in the making of the U.S., the history of slavery and its legacies, war and diplomacy, and the U.S. on a global stage. This course will trace these themes during this course of study to reveal to students the interrelations among themes and how they shape the changes in our history. This is a rigorous, fast paced and challenging course, and the students in this course should possess strong reading and writing skills, along with self motivation to spend substantial time in study, reading, and research outside of class. This course is designed to develop the student's skills in document analysis and essay writing.

Government (12)

This course is an in-depth examination of institutions, processes, politics, and policies that are a crucial part of our government system, from it's founding to present day at the national, state, and local levels. This course is the culmination of the civic and governmental content and concepts in conjunction with TEA objectives. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. System of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of

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places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a democratic society, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. This course is current with international events and America's relationship and responsibility to other nations' governing. Incorporated in this course is the Christian world view as applied to the foundation of our government system and our responsibilities as Christian Americans today.

AP U.S. Government & Politics (12)

The AP Government & Politics: United States course provides an analytical perspective on government and politics in the United States. It is a college level course that is offered to high school students enabling them to possibly earn college credit. It provides an analytical perspective on government and politics in the United States. As stated in the College Board Course Description, this course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality, and follows a syllabus approved by the College Board. These topics will be addressed in detail: Constitutional Underpinnings of U.S. Government, Political Beliefs and Behaviors, Political Parties, Interest Groups, and Mass Media, Institutions of National Government: The Congress, the Presidency, the Bureaucracy, and the Federal Courts, Public Policy, and Civil Rights and Civil Liberties. Also incorporated in this course is the Christian world view as applied to the foundation of our government system and our responsibilities as Christian Americans today.

Economics (12)

The goal of the senior year Economics course is for the student to demonstrate an understanding of basic economic concepts as stated by the Voluntary National Content Standards including scarcity, marginal cost/benefit, allocation of goods and services, the role of incentives, gain from trade, specialization and trade, markets - price and quantity determination, the role of price in

the market system, the role of competition, the role of economic institutions, the role of money, the role of interest rates, the role of resources in determining income, profit and the entrepreneur, economic growth, the role of government, using cost/benefit analysis to evaluate government programs, macroeconomy dealing with income/employment and prices, unemployment and inflation, and monetary and fiscal policy. Students become familiar with the economic system of the United States and how it operates. They also explore the roles of various components of the American economic system as stated in the concepts above. Students examine their roles as consumer, worker, investor and voting citizen. Topics of discussion include the Stock Market, comparative economic systems, and the impact of political and social decisions on the economy. Students will analyze economic questions and issues at local, state, national, and international levels.

Economics Honors (12)

This course also provides an understanding of basic concepts as stated by the Voluntary National Content Standards including scarcity, marginal cost/benefit, allocation of goods and services, the role of incentives, gain from trade, specialization and trade, markets - price and quantity determination, the role of price in the market system, the role of competition, the role of economic institutions, the role of money, the role of interest rates, the role of resources in determining income, profit and the entrepreneur, economic growth, the role of government, using cost/benefit analysis to evaluate government programs, macroeconomy dealing with income/ employment and prices, unemployment and inflation, and monetary and fiscal policy. Students become familiar with the economic system of the United States and how it operates. They also explore the roles of various components of the American economic system as stated in the concepts above. Students examine their roles as consumer, worker, investor and voting citizen. Topics of discussion include the Stock Market, comparative economic systems, and the impact of political and social decisions on the economy. Students will analyze economic questions and issues at local, state, national, and international levels. This course will take additional hours of study to complete, as these students require more focus on gaining, testing, and applying higher-order thinking skills. It also requires students to interpret information, create their own

examples, design solutions to problems, and analyze cause and effect.

Psychology and Sociology (9-12)

Sociology teaches students about human behavior in the complex world in which they live, and shows students how sociological theories and methods can be applied to examinations of daily life in individual and group relationships. In conjunction with TEA objectives, students will study topics such as the history and systems of sociology, cultural and social norms, social institutions, and mass communication. Psychology is an in-depth study of institutions, processes, ideologies, and practices that are crucial parts of human interactions. A significant portion of the course, in conjunction with TEA objectives, centers on students considering the development of the individual and the personality. The study of psychology is based on an historical framework and relies on effective collection and analysis of data. Students study topics such as theories of human development, personality, motivation, and learning. Students develop proficiency in understanding practices of our country and other countries, as current events and theories affecting people are covered. This course emphasizes student participation, prayer, responsibility, and acknowledgement of human behavior.

Science

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Biology

This is a survey course in biology, taught from an ecological perspective. Topics such as biochemistry, cellular structure, molecular and Mendelian genetics, animal physiology, and the diversity of life, build upon this central theme. Students' understanding is reinforced through the integrated use of computer technology and a variety of hands-on investigations, dissection, microscopy, and field studies.

Biology Honors

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This is an advanced survey course in biology, taught from a molecular perspective. Themes in molecular genetics and human physiology interact with current local and national issues as students explore the societal issues surrounding topics such as the ethics of cloning and the eradication of infectious diseases. In addition to mastery of biological concepts, students develop skills in data collection, microscope use, literature research, and a variety of biological research tools.

AP Biology

Designed to be the equivalent of an introductory college-level biology course, the two main goals are to help students develop a conceptual framework for modern biology and gain an appreciation of science as a process. Studies include molecules, biochemistry, cell biology, heredity and evolution, organism populations, diversity of organisms, anatomy and physiology of plants and animals, and ecology. Emphasis is placed on inquiry and hands-on laboratory activities. This course prepares students to take the AP Biology exam. Prerequisite: Chemistry or faculty approval.

Chemistry I

This course provides students with a broad introduction to chemical principles and concepts. Topics include chemical quantities and equations, the atom, the periodic table, rates of reactions, acid/base chemistry, and chemical structures. The course draws on basic algebraic skills such as solving equations and using ratios. Prerequisite: Algebra II, or concurrent with Algebra II.

Chemistry II

This continued exploration of chemistry is primarily designed for students who are considering a college major in science. The main objective is to learn about the composition of materials found in our physical world. Students will gain an understanding of topics such as the thermodynamics of chemical and physical changes, acid/base equilibrium, reaction energy and kinetics, and electrochemistry. Laboratory activities are performed to

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provide an opportunity to reinforce the concepts with first-hand experience, as well as learn general laboratory skills and safety. Students will be able to see and appreciate the applications of chemistry to everyday life processes. Prerequisite: Chemistry I.

Physics

This course seeks to provide a basic knowledge of how the world and universe around us function. Conceptual understanding of many fields within physics is emphasized, while strengthening problem-solving skills and applying mathematics as a tool to deepen understanding and appreciation. Lab demonstrations and activities enhance classroom learning. In this course, students will have the opportunity to develop curiosity, creativity, reasoned skepticism, and admiration of the fabric of creation. Topics covered include mechanics, properties of matter, heat, electricity, magnetism, light, and atomic and nuclear physics. Prerequisites: Geometry, or concurrent with Algebra II.

Anatomy and Physiology

This course is designed to prepare students for college studies in degrees such as biology, biochemistry, kinesiology, nutrition, medicine, and allied health professions. It focuses on how the structures and functions of each body system work to maintain homeostasis (internal equilibrium). Topics covered in the first semester include the organization of the body on chemical, cellular, tissue, organ, and system levels; integumentary, skeletal, and muscular systems; and nervous and endocrine systems. Topics covered in the second semester include the circulatory, cardiovascular, and lymphatic systems; respiratory, digestive, and urinary systems; reproductive systems; and human development and inheritance. Prerequisite: Algebra I; and Biology and Chemistry with B averages, or C averages with faculty approval.

Foreign Language

Latin I

This course is a first-level Latin class for any High School student. Students learn to read and translate basic Latin constructions, study elements of Roman civilization, explore etymological dictionaries, and increase their knowledge of Latin phrases and abbreviations commonly used in the modern world. Junior High and High School Latin I classes may be combined depending on student enrollment and faculty availability.

Spanish I

This course is intended to help the student reach a Novice-High level of proficiency according to the ACTFL (American Council on the Teaching of Foreign Language) guidelines for speaking, listening, reading, and writing. The student begins to comprehend words and phrases in the form of simple questions, statements, and frequently-used commands. Practice of new skills and vocabulary occurs through various classroom activities and at-home assignments such as paired conversations, practice drills, oral presentations, spoken and written exercise, and assigned readings. Basic classroom communication is maintained in Spanish. After a few weeks, the students are able to communicate personal information and describe their physical setting at an elementary level. Spanish I will also introduce Students will also be introduced to the geography and culture of the Spanish-speaking world through authentic materials, music, magazines, and videos. The course also attempts to train students in the use of strategies unique to language study.

Spanish II

This course is a continuation of Spanish I that aims to help the student reach an Intermediate-Low level of proficiency. The vocabulary and grammar of the course will be taught with communicative functions in mind. While topics from Spanish I are reviewed, there will be a broader variety of reading material, including culturally authentic selections, and a greater freedom to create with the language, in the form of dialogues, letters, and short compositions on guided topics. Further development of listening and speaking skills will be accomplished through regular use of audio and video, and predominant use of the target language in class. Students will also further their knowledge of various aspects of the history and culture of the countries

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comprising the Hispanic world, including Spanish-speaking communities in the United States. Prerequisite: Spanish I.

Spanish III

This course continues the communicative approach to language acquisition begun in levels I and II, and is taught mostly in Spanish. The students greatly broaden their vocabulary base and expand their knowledge of Spanish sentence structure. They begin to communicate on a more sophisticated level through speaking activities such as role-play, improvisation, and narrating, in the past, present, and future, dealing with topics concerning personal feelings and opinions, social activities, and issues. They also begin to read more challenging journalistic and literary selections on themes of personal and cultural interest. Listening skills are strengthened with extensive use of culturally authentic audio and video materials. The course aims to help the student attain an Intermediate-Mid level of proficiency. Prerequisite: Spanish II.

Christian Studies

Let God Be God: A Study of the Attributes of God

A.W. Tozer, author of The Knowledge of the Holy, says that “what comes into our minds when we think about God is the most important thing about us.” It is not a matter of how much you believe but rather what you believe in. And it is the object of your belief that will be the focus of this course. Students will be challenged as they study who God is and how He interacts with His creation. Attributes such as His omniscience, His sovereignty, His immutability, and many other aspects of God’s character will be studied in light of the question, What does that have to do with me?

Mastering Bible Study Skills

This course walks the student through a method of practical and reliable skills for studying God’s Word on your own. In addition to learning a systematic approach to the study of the Bible, you will become familiar with resources that will assist you in your

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investigation of God's Word and will help you gain a greater understanding for meaningful application.

Biblical Worldview

The senior Biblical Worldviews class is a comprehensive and practical means of teaching students to understand the Christian faith with the mind, as well as with the heart. Each chapter is based around life questions that the Christian, as well as the non-believing, student have regarding their origin, the mess that the world is in, the hope for a world that makes sense, the purpose of their life and their destiny when they die. It is taught in a way to help students develop an authentic faith of their own, a lifestyle that is reflective of Christ, as well as a passion to share truth with others. A great deal of emphasis is placed on being a good listener to others who think differently from what the Christian worldview espouses. The students will interact in a way that will hopefully cause others to think about life and God in a way that they have never done before.

Physical Education

Physical Education

Students develop life-long skills by participating in a variety of sports and fitness-related activities.

Health

This course covers health and fitness-related topics such as nutrition, weight control, eating disorders, diseases' risk factors, injury prevention, cardiovascular fitness, and abstinence-based sex education. Students will also be exposed to basic life support techniques and become certified in CPR.

Fine Arts

Foundations In Art

This course introduces students to elements of two-dimensional and three-dimensional design. Visual awareness and sensitivity

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are expanded through study of the elements of art and principles of design used in famous artworks. Students are challenged to find visual solutions to problems by examining various media, techniques, and technology in creating designs, patterns, and forms. Students will also gain a greater knowledge of color theory and design vocabulary.

Drawing I

In this course, students study value, proportion, composition, foreshortening, and other related techniques, through drawing assignments. A variety of drawing media, including pencil, pen-and-ink, charcoal, and pastel, are explored in creating original artwork. Students complete drawings of subjects such as still-life, self-portraits, and landscapes. Prerequisite: Foundations In Art.

Drawing II

This course provides students interested in drawing with the opportunity to further develop their drawing skills. Problem-solving is emphasized as students create and compose their own drawings of still-life, perspective, and portrait subjects. Students also learn about master artists' drawing techniques, and copy famous drawings from art history. Prerequisite: Drawing I.

Ceramics and Pottery

In this course, students learn methods for creating unique pieces of pottery, including techniques for hand-building, glazing, and firing. Three-dimensional design principles are applied in making a variety of decorative clay pieces. Students study the works and techniques of master potters, to enrich their own creations. Prerequisite: Foundations In Art.

Concert Choir

The primary goal of this course is to rehearse and perform choral music. Within the context of these rehearsals, instruction will emphasize the improvement of vocal, sight-reading, and

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listening and blending skills. Students will study music theory and music history in order to further appreciate the music they are singing. The Concert Choir performs throughout the year at various concerts and festivals.

Ensemble

Ensemble is reserved for those students who are selected for One Voice, an auditioned vocal ensemble group. This group auditions in the late spring of the school year for a position for the upcoming school year. These students will learn vocal excellence and have a desire to use their musical gifts and talents to glorify God. Students will sing on weekends for various opportunities within the community. Students purchase an ensemble outfit and a t-shirt; both outfits will be worn throughout the year when representing Legacy Christian Academy in the community.

Technology

Computer Fundamentals

This one-semester course is designed for the student who wants to feel comfortable with computers and be able to handle minor problems on their own, and is particularly recommended for students who are new to Legacy Christian Academy. Students will learn the essentials of computer history, development, hardware components, and software applications. Through hands-on experience, they will understand the functions of processors, memory, motherboards, hard drives, and other components, and identify common problems. Students will also be introduced to networking technologies and develop basic skills in file management, Microsoft Excel, PowerPoint, and Word.

Web Design

The fundamentals of web design are covered in this one-semester course. Students begin by learning HTML code, developing an understanding of how websites operate. After creating a website using text-based HTML coding, students will then learn how to create websites in Macromedia/Adobe Dreamweaver, the same software used by many professional

developers. As a final project in the course, students will develop an extensive website to be posted on the World Wide Web.

Graphic Design and Presentation

This one-semester course introduces students to graphic design methods using Adobe Photoshop, and advanced presentation techniques using Microsoft PowerPoint. Students will learn the basic use of Photoshop's many tools for photo editing and image manipulation, and will design, create, and deliver multimedia PowerPoint presentations.

Communication and Society

Speech

This course is an in-depth examination of the communication process. It covers basic areas such as self-concept, communicating with others, interactive listening, interviewing, public speaking, speaking to inform, speaking to persuade, and speaking to promote social cohesion.

Yearbook

Students participate in the production of the school yearbook, the Warrior. During class, students learn how to conduct interviews, write copy text, take photographs, and design layouts. Students create yearbook spreads by compiling the information and images in publishing software, and acquire graphics skills using photo-editing software. Outside of class, students are expected to attend events, take photographs, conduct interviews, and collect information for assignments.

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Students also assume responsibility for producing assigned pages of the yearbook that require additional work outside of class. It is recommended, but not required, that students have a digital camera for this class.

Journalism

Journalism has been developed to teach the details of news gathering, writing, and reporting. Emphasis is on the use of accepted news writing techniques, planning, drafting, and completing written communications, use of engaging language, clarity, and correct use of the conventions and mechanics of written English, use of computer technology, electronic media, media law, and Biblical work ethics. Students will also be involved in the production of the quarterly *Warrior Trail*.

Accreditations & Contact Information

Legacy Christian Academy is accredited by the Southern Association of Colleges and Schools (SACS) for grades six to twelve.

Legacy Christian Academy is also recognized by the Texas Education Agency, and affiliated with The College Board.

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