

# **Legacy Christian Academy**



## **Middle School & High School**

## **Curriculum Guide**

**2017-2018**

## **Course of Study**

In our commitment to create an environment that will prepare our students for college, we have designed our course offerings to include Standard (college prep), Honors (advanced), and Advanced Placement (college level) courses of study for our core classes. 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. 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).

## **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.

**The following three pages contain a copy of LCA's Honors/AP Contract:**

# Legacy Christian Academy Course Expectations and Contract For Honors and AP Courses

Course Title: \_\_\_\_\_ Student's Name: \_\_\_\_\_

Understanding that God has gifted each child with unique gifts and abilities, Legacy Christian Academy dedicates itself to develop each student's abilities in a manner that brings honor to God. Most of our students are hardworking students who thrive in a college preparatory atmosphere, and they feel successful and stimulated in standard college preparatory courses. A percentage of our students are ready for a more challenging atmosphere, thrive on that competition, and are willing to commit to the increased demands of an advanced level course. Please use the following list of characteristics as a guide to assess a student's suitability for our advanced program. This list is compiled from various College Board publications.

## Characteristics of an Honors or AP student:

- Self-motivated, and intrinsically motivated by the discovery process when studying or creating a project; prefers scholarly endeavors over other pursuits
  - Embraces compressed instruction on basic information, requires little practice of basic skills, ready to move to application of skills in a very short time frame, accepts a fast pace
  - Enjoys reading, reads for pleasure beyond assigned school reading, reads perceptively, is eager to experience the magic created for a reader through authors' various techniques
  - Regularly "goes beyond the teacher" in observations, analysis, and conclusions due to divergent thinking; enjoys pursuing the complexities of a problem
  - Comes to class ready to pursue a line of questioning rather than passively accept instruction
  - Aably supports group members in cooperative learning exercises and projects
  - Often makes connections across the curriculum, synthesizing information from course to course
  - Realizes grades are important, but not more important than the learning; does not struggle to maintain an A/B average in core classes
  - Former teachers in the vertical team can attest to the student's maturity as witnessed in behavior, work ethic, integrity, attitude toward authority, and academic standing
  - Actively engages parents and teachers as co-learners in his or her own individual pursuits
- With the preceding characteristics in mind, Legacy Christian Academy presents this*

## CONTRACT FOR STUDENTS, PARENTS, AND TEACHERS

### STUDENTS WILL:

1. Understand that enrollment in an advanced class does not guarantee acceptance into the following year's class.
2. Maintain an average of 85 in an Honors class, or 90 in a standard level college-prep class, to be allowed to register for the next year's Honors or AP class. New incoming students will take the BASI standardized test and must score at least one grade level

above their entrance grade level in math and/or English in order to register for an Honors or AP course.

3. Complete summer assignments as a required element of the course. Choosing not to complete the assignment means choosing not to be in the advanced level course, if such an assignment is made for the course.
4. Complete all academic prerequisites for an advanced level class.
5. Work diligently to maintain a high average. Falling to a 79 average or below for any grading period (progress report or report card) will cause your parents and teachers to re-evaluate your placement in advanced level courses.
6. Understand that an AP class is a college level course, not a high school level course. The homework load for an advanced class, particularly an AP course, is significantly different from that of a college prep class. You will do more work to prepare for class, at a more complex level, than your friends in standard classes.
7. Keep track of grades earned, and understand that grading in an advanced class is often different from other classes. For example, there are usually fewer daily grades, and major grades are usually weighted more heavily. Learn how your teacher grades.
8. Recognize that if we have to change your schedule for you to come out of an advanced level course, you will have to change more than just that one class. Schedules often are changed significantly to accommodate any move.
9. Plan to take the AP exam when enrolled in an AP course. The cost of the exam is approximately \$90 per exam, and is the responsibility of the student, not the school.
10. Abide by the Honor Code. Honesty and integrity are important for all students, but the higher expectations in advanced level courses sometimes tempt students to make poor choices. "To whom much is given, much is expected"; while you develop your God-given abilities, as academic leaders you will be held highly accountable to the Honor Code.
11. Sign the contract below and return it to your advanced level teacher, one copy for each different advanced level class.

#### PARENTS WILL:

1. Read the "Students Will" section above.
2. Understand that we have an open enrollment policy regarding advanced level courses; we welcome students to the rigor of Honors and AP classes if they can succeed in that atmosphere and maintain the required course average of 85 or higher.
3. Help their child practice time management and prioritizing skills so he or she will be more successful.
4. Recognize that making an A or B in a standard class does not guarantee an A or B in an advanced level course. A number of our students have a good work ethic and enjoy making good grades; those characteristics alone will not lead to success in an advanced level. Rather than a teacher saying, "In a standard class the students do ten problems, so honors students will do twenty," it is more true to say, "In a standard class the students have to do ten problems to understand the process; in honors they understand the process after three problems, then jump to a higher complexity for the next seven." If the student has a good work ethic, but cannot deal with compressed instruction of basic skills and a higher level of critical thinking, he or she should not

be in advanced class. Those students should, instead, stay in a standard class and enjoy making high grades.

5. Agree to work in partnership with the advanced level teacher to serve the best interests of their child.
6. Observe spring registration dates; class sizes are limited, and an advanced level class will be filled on a first-registered, first-served basis.
7. Make a copy of this contract to keep for their information, if they so choose.

**TEACHERS WILL:**

1. Agree to teach the Honors or AP course at a pace, depth, and complexity at a challenging level.
2. Advise a student and parents within the first progress report grading period if the student's work is not proficient for success so the decision concerning placement can be reconsidered.
3. Foster a love of learning and disciple a spirit of discovery by being prepared to guide gifted students in their pursuits.
4. Communicate due dates, test dates, grades, etc. in advance to parents through RenWeb so they can help their children budget their time.
5. Engage in a partnership with the students' parents, working together in their children's best interests.
6. Love the students, as we love ourselves.

Signed: \_\_\_\_\_ Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_  
(Student) (Student)

Signed: \_\_\_\_\_ Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_  
(Parent) (Parent)

Signed: \_\_\_\_\_ Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_  
(Teacher) (Teacher)

Revised 2017

**Mission Statement:**

Legacy Christian Academy provides a college preparatory culture of educational excellence wherein young men and women are trained spiritually, academically, physically, and artistically to reach their God-given destinies.

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.

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.

## 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 the 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

## Graduation Requirements

LCA is accredited with the Southern Association of Colleges and Schools, or SACS. Graduates of Legacy Christian receive the Distinguished Diploma, the highest program in the state of Texas. Our Texas Legislature passed House Bill 5 into law, which modifies high school graduation requirements beginning with the class of 2018. It establishes a Foundation Program for high school graduation, offers students endorsements in up to five areas, and provides for an option for a distinguished level of achievement. However, our 2018 graduates and beyond will all graduate with the distinguished level of achievement, still the highest program, as well as the STEM and Multidisciplinary Studies.

## Honor Graduates

For a student to graduate with Honors, he must complete a minimum of ten honors level courses with a minimum of three of the ten honors 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.

Other pertinent information about LCA can be found in the Middle School and High School Family Handbook, which is handed out to families during Legacy Launch. There are extra copies in the front office.

## Degree Plan through 2017

| 9 <sup>th</sup> : | 10 <sup>th</sup> : | 11 <sup>th</sup> : | 12 <sup>th</sup> :   |
|-------------------|--------------------|--------------------|----------------------|
| English I         | English II         | English III        | English IV           |
| Alg. 1            | Geometry           | Alg. 2             | College Algebra      |
| W Geography       | W History          | U.S. History       | Economics/Government |
| Biology           | Chemistry/Physics  | Chemistry/Physics  | Forensic Science     |
| Bible             | Bible              | Bible              | Bible 12             |
| For. Language     | For. Language      | For. Language      | Elective             |
| Health/Speech     | Elective           | Elective           | Elective             |
| Elective          | Elective           | Elective           | Elective             |

**Electives:**

**Required:**

- 1 year PE
- 1 year Fine Arts
- 1 year Technology

**Elective Possibilities:**

- PE (2 sports also count as one year of PE)
- Graphic Design/Web Design
- One Voice (by approval from Fine Arts Director)
- Art/Advanced Art
- CAD (1 semester)
- Photography (prerequisite: Graphic Design)
- Yearbook (by approval from Yearbook Advisor)
- Cheer (Tryouts in April for following year)
- Athletics (by approval from Athletic Advisor)
- Theatre Arts

## Degree Plan through 2017 Honors Track

| 9 <sup>th</sup> : | 10 <sup>th</sup> : | 11 <sup>th</sup> :  | 12 <sup>th</sup> : |
|-------------------|--------------------|---------------------|--------------------|
| English I H       | English II H       | AP Lang/Composition | AP Lit/Composition |
| Geometry H        | Algebra 2 H        | Pre-Calculus H      | AP Calculus        |
| W Geography H     | W History H        | APUSH               | Econ H/AP Gov      |
| Biology H         | Chemistry H        | Physics H           | Science H          |
| Bible             | Bible              | Bible               | Bible 12           |
| For. Language     | For. Language      | For. Language       | Elective           |
| Health/Speech     | Elective           | Elective            | Elective           |
| Elective          | Elective           | Elective            | Elective           |

### **Electives:**

#### **Required:**

- 1 year PE
- 1 year Fine Arts
- 1 year Technology

#### **Elective Possibilities:**

- PE (2 sports also count as one year of PE)
- Graphic Design/Web Design
- One Voice (by approval from Fine Arts Director)
- Art/Advanced Art
- CAD (1 semester)
- Photography (prerequisite: Graphic Design)
- Yearbook (by approval from Yearbook Advisor)
- Cheer (Tryouts in April for following year)
- Athletics (Boys only; by approval from Athletic Advisor)
- Theatre Arts
- Dance

**Honors Science Electives:** AP Chemistry, AP Physics II, Anatomy/Physiology H, Environmental Science, AP Biology

# Descriptions of Courses Offered

## Bible

9th-11th--Behold Your GOD--attributes of the Trinity

### The Inner Man

As followers of God, we must be “strengthened with might by His Spirit in the inner man” (Ephesians 3:16). This Bible study helps youth focus on inward development, not just outward conformity. It shows from Scripture how righteousness is the result of the Lord changing us, making our actions the result of inward purity and strong character

### The Life of Christ

A journey through the Gospel of John which develops not only a deeper knowledge of Christ, but also a deeper relationship with Him. Featuring maps, photographs, and recreations of biblical landmarks, *The Life of Christ* examines the ministry and work of God’s Son within Israel’s historical and geographical context.

### Behold Your God

This study has one purpose—to encourage your students to know their God. By presenting the Bible as God’s self-revelation, *Behold Your God* magnifies the character and work of the Father, the Son, and the Holy Spirit. As students know and love their incomprehensible God, they’ll discover a grace they can reflect to others.

### 6th Grade studying Route 66 which is an Old/New Testament Survey

#### Route 66

This study provides a basic introduction to the structure and themes of the Word of God. As students journey through this fast-moving survey, they will discover truths and applications that God placed in each book of the Bible. God’s gracious work is clear—from creation to the cross to the consummation of time.

### 7th/8th studying Dynamic Christian Living

#### Wise Up

In middle school, young people face more and more decisions on their own. Soon they find that their new freedoms are followed by greater responsibility and

higher expectations. *Wise Up* encourages your students to study the wisdom of God in Proverbs, allowing Him to shape their lives into the image of His Son, Christ.

#### Dynamic Christian Living

Every Christian should desire to become like Christ. This study gives your students the tools to begin their journey toward spiritual maturity. They will gain an understanding of introductory Christian doctrine, including salvation, the study of the Bible, and the power of prayer. Students will learn how to live out their love for God and share Him with others.

12th Grade--Biblical Worldview and Marriage and Family (Love, Sex, and Marriage)

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

### ***English I Honors: Introduction to Literature and Composition***

This course exposes 9<sup>th</sup> 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. A summer project is due the

first day of school. 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***

This course exposes 10<sup>th</sup> 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. A summer project is due the first day of school. Consistent application of Biblical principles to literary themes and personal responses is a mainstay of the course.

### ***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. During the first semester, students will complete elaboration exercises, narrative essays, reading logs, and character studies. During the second semester, students will

write analytical essays and a research paper on a social issue in America, partnered with the American History class. 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 AP: Literature and Composition***

Successful completion of this course, ending with a qualifying score on the AP Literature and Composition exam, can lead to credit for one or two semesters of college English, commonly known as the composition and rhetoric courses. Therefore, this course is designed after freshman level 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 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. A summer project is due the first day of school. Consistent application of Biblical principles to literary themes and personal responses is a mainstay of the course.

### ***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. Grammar skills are strengthened through consistent lessons integrated with the writing curriculum. 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 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.

## **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.

### ***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 graphing calculators will be used where appropriate. Prerequisite: Algebra I.

### ***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.

### ***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.

### ***College Algebra***

The College Algebra curriculum is derived from the College Board CLEP exam. The main topics covered are: Algebra and Functions, Counting and Probability, Data Analysis and Statistics, Financial Mathematics, Geometry, Logic and Sets, and Numbers of Theory and Measurement. The students will solve routine, straightforward problems, as well as non-routine problems requiring an understanding of concepts and the application of skills and concepts.

### ***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 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 (APUSH) (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 students' 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 its 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 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 and 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.

## **Science**

### ***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***

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***

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.

## ***Forensic Science,***

This is a senior level course, is designed as an introduction to the skills law enforcers use to investigate crimes. It will focus on observation, comprehension skills, and problem solving. It will provide the history of, as well as explain, the technology used today in crime scene investigation. Topics include fingerprinting, DNA analysis, ballistics, and fraud detection. The course is aligned with National Science Education Standards (NSES) as well as Texas Essential Knowledge and Skills (TEKS). As per TEKS laboratory investigations will comprise 40% of instructional time.

## ***AP Chemistry***

Comparable to a first-year college course, this course is an in-depth study of the principles and concepts in chemistry. Students are required to demonstrate an understanding of these principles through application in a laboratory situation. Content includes structure and bonding, stoichiometry, thermodynamics, kinetics, and quantitative analysis. This course is designed toward advanced placement for the college bound students. Prerequisite: Chemistry and Algebra II

## ***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 Honors***

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.

### ***IPC Introduction to Physics and Chemistry***

Integrated Physics and Chemistry forms the foundation of a successful high school science curriculum. It's designed to introduce the student to the fundamental concepts of the scientific method, the metric system, and the physical sciences in order to prepare for upper-level laboratory courses such as biology, chemistry, and physics. The students will acquire knowledge and apply it in the following areas: A Christian's Philosophy of Science and the Scientific Method, Scientific Measurement and the Metric System, Introductory Chemical Principles, and Introductory Physics Principles.

### ***Foreign Language***

***Spanish I, II, III Honors, IV Honors***

***French I, II, III Honors***

***Latin I, II, III Honors***

***German I***

The immersion learning experience provides a carefully structured series of activities; lessons that help learners think, and communicate in the target language. Students should develop core skills in reading, writing, speaking, and listening. Diligent LCA students quickly build proficiency in a new language with the Rosetta Course platform.

# 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 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.

## ***Advanced Art***

Advanced Art students will pursue various mediums and further their development with skills and techniques, improving competency to express their personal creative expressions. The emphasis is to prepare those students determined upon advanced training and careers in art to better meet the challenges of such an undertaking by giving varied, in-depth art experiences.

# Technology

## ***Graphic Design***

This one semester course introduces students to graphic design methods using Adobe Photoshop. Students will learn the use of Photoshop's many tools for photo editing and image manipulation. Students will work with layers, incorporate color

techniques, use painting tools, work with special layer functions, create special effects with filters, use clipping masks, paths, and shapes, transforming type, liquefy images, performing image surgery, annotating and automating an image, and create and deliver multimedia PowerPoint presentations.

### ***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.

### ***Photography***

Fundamentals in photography are designed to offer experiences with a Nikon D3200 SLR camera. Various camera settings will be learned to offer greater creative and technical control. This course builds the foundation for visual literacy regarding both form and content of photographic images. The elements and principles of design as they relate to photographic composition are emphasized. Students learn framing within the viewfinder and explore various compositional principles. Students also learn to examine images critically through weekly critiques. Digital processing techniques are introduced using Adobe Photoshop. Prerequisite: Graphic Design

### ***Auto CAD (Computer Aided Design)***

This one semester course involves numerous resources for introductory CAD training, as well as more specific learning materials related to things like modeling, techniques, and working with objects. Other areas include Autodesk Cloud, object selection, and scaling objects, in addition to dimension operations and block insertion.

### ***Yearbook***

Students participate in the production of the school yearbook, the Warrior Shield. 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. Students also assume responsibility for producing assigned pages of the yearbook that require additional work outside of class. Prerequisite: Approval from the Yearbook Advisor

### ***Chromebook/Google Classroom***

In this course we will learn about the Chromebook and its advantages, as well as how to use it with the Chrome operating system. We will also learn about the many features and resources available free for students through G Suite for Education and how to use many of them. These resources will help us all become more efficient learners in all of our classes.

### ***Tech Theatre: (9-12)***

Technical Theatre at Legacy is a high school course that gives the opportunity for students to explore the creative arts side of theatre. The course focuses on beginning stage craft techniques that are the foundation for technical theatre. The beginning technicians will learn set construction and design. Sound, light, costume, and makeup design will also be taught. Through projects and work on Mainstage productions, students gain the confidence and technique needed to become a skilled technician.

### ***Advanced Theatre Arts: (9-12)***

Advanced theatre is a performance based high school course that students can audition for every year. Students selected for Advanced Theatre Arts read and analyze plays and apply criteria to perform in various competitions throughout the year. Like the regular theatre arts class, students will draw on events and experiences to create scripted monologues and scenes, create scenic designs for existing plays, and build characters through observation, improvisation and script analysis. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore careers in theatre arts and begin to develop a portfolio of their work. They also attend and critique theatre productions and identify ways to support the theatre in their community. Students are required to participate in drama competitions and performances.

### ***Theatre Arts: (9-12)***

High school theatre arts is a performance based fine arts course that does not require an audition. Students will draw on events and experiences to create scripted monologues and scenes, create scenic designs for existing plays, and build characters through observation, improvisation and script analysis. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore careers in theatre arts and begin to develop a portfolio of their work. They also attend and critique theatre productions and identify ways to support the theatre in their community. There is opportunity for students to compete and perform throughout the year. Participation in competitions and performances outside of class is not required.

## **Miscellaneous**

### ***Robotics***

The LCA Robotics course is designed to educate, inspire, and help students gain invaluable confidence in the subjects of science, technology, engineering, and math skills that are being incorporated into many current and emerging careers. Students have the ability to expand their knowledge and gain real hands on experience in problem solving, logic sequences, math, engineering, testing, computer programming, and the value of working with others to achieve challenging goals. Students will be using state of the art Lego brand EV3 robots, Mindstorms computer programming software, and will be introduced to an array of high tech ultrasonic, pressure, temperature, gyro, and light sensors to help them solve a variety of Robotic challenges. Many of these sensors are similar to the Mars rovers used by NASA and JPL. The course will also be supplemented with an introduction to 3D printing and associated programming.

## ***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.