

# **Legacy Christian Academy**



## **Middle School & High School**

### **Curriculum Guide**

**2021-2022**

## **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, AP class, or Dual Credit Course. New incoming students will take the Renaissance diagnostic test and must score at least one grade level above their entrance grade level in math and/or Reading in order to register for an Honors, AP class or Dual Credit 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, AP classes and Dual Credit courses 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 FACTS 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)

**Mission Statement:**

Legacy Christian Academy provides a Christ-centered, 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 schedule, 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 Cognia. Graduates of Legacy Christian receive the Foundation 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. Our graduates will all graduate with the Distinguished Level of Achievement, still the highest program, as well as the STEM and Multidisciplinary Studies.

To graduate from Legacy Christian Academy a student MUST:

- accumulate a minimum of 27 credit hours in approved/required courses
- have completed and passed all approved/required courses within the same calendar year of graduation
- have regularly attended all classes for the required number of days
- have their tuition account current and paid in full
- enroll for their senior year and pass a minimum of five academic courses at Legacy which does not include any physical education courses
- perform 10 hours of community service per semester for a total of 20 hours their senior year

To participate in the graduation ceremony in May, a senior MUST:

- complete all of the above written requirements
- pass all the required semester and year long classes of their senior year. They may not complete an approved credit recovery class their senior year and participate in the graduation ceremonies.

A senior who fails to accumulate the necessary credits at Legacy (see page 8 under Academic Requirements) cannot participate in the graduation exercise but can complete credit recovery approved by the registrar and receive a Legacy diploma. A senior choosing to recover a credit in order to receive a Legacy diploma must complete all work within the calendar year after the date of the graduation. Account must be current and paid in full in order for students to participate in the graduation ceremony.

## Honor Graduates

For a student to graduate with an Honors Diploma, he/she must complete a minimum of ten honors level courses. For the student to graduate with High Honors, he/she must complete a minimum of ten honors level courses with a minimum of three of the ten honors courses consisting of AP level courses. Please see the Course Expectations and Contract for Honors and AP Courses under Academics at the school's website. For the award of Honor Graduate a student must earn a grade GPA of 3.00 or higher. For the award of High Honor Graduate, a student must earn a GPA of 3.5 or higher. Students must have attended Legacy Christian Academy full time for the last four semesters.

Other pertinent information about LCA can be found in the Middle School and High School Family Handbook, which is distributed to families during Legacy Launch. There are extra copies in the front office and a copy can be found on the website [legacychristianacademy.org](http://legacychristianacademy.org).

## Degree Plan

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
Spanish I	Spanish II	Spanish III H	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

Art

Advanced Art (by approval from Art Advisor)

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

Theatre Production

Advanced Theatre Arts (Tryouts in April for following year)

Worship Team

Robotics (1 semester)

AP Computer Science A

Entrepreneurship

Personal Finance

Horticulture

Ceramics

Sculpture

Outdoors

**Dual Credit Classes Offered with LIT (approval by registrar, must meet requirements):**

11th grade - US History 1301 and 1302

12th grade - English 1301 and 1302; Economics 2301; Government 2305; Math 1314 (College Algebra)

# Degree Plan

## 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	U.S. History H	Econ H/AP Gov
Biology H	Chemistry H	Physics H	Science H/AP
Bible	Bible	Bible	Bible 12
Spanish I	Spanish II	Spanish III H	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
- Advanced Art (by approval from Art Advisor)
- CAD (1 semester)
- Photography (prerequisite: Graphic Design)
- Yearbook (by approval from Yearbook Advisor)
- Cheer (Tryouts in April for following year)
- Athletics (Boys and Girls; prior approval from athletic director)
- Theatre Arts
- Theatre Production
- Advanced Theatre Arts (Tryouts in April for following year)
- Worship Team
- Robotics (1 semester)
- AP Computer Science A
- Entrepreneurship
- Personal Finance
- Horticulture

Ceramics  
Sculpture  
Outdoors

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

**Dual Credit Classes Offered with LIT (approval by registrar, must meet requirements):**

11th grade - US History 1301 and 1302

12th grade - English 1301 and 1302; Economics 2301; Government 2305; Math 1314 (College Algebra)

## Descriptions of Courses Offered

### Bible

#### ***The Inner Man (12)***

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

#### ***Behold Your God (9-11)***

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.

#### ***Route 66 (6-7 grade) Old/New Testament Survey***

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.

### ***Wise Up (8 grade) Dynamic Christian Living***

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.

## **English Language Arts**

***English 8/8 Honors:*** This course emphasizes grammar, vocabulary, and writing skills. The grammar and writing portions of the course utilize the Shurley English program for instruction. The textbook is online only. Application of Biblical principles is expected in student essays. The vocabulary portion of the course is online at Membean.com. This program personalizes the vocabulary list and experience for each student. The Honors Class extends the above skills and assignments to prepare students for High School Honors classes.

### ***English I: Introduction to Literature and Composition (9)***

This course provides an introduction to literature through various texts, from contemporary and classic 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. Through the study of character development, students will learn the rudimentary steps for writing literary analysis essays. Students will also write a research paper demonstrating mastery of correct vocabulary, grammar, usage, style, and Modern Language Association (MLA) reference format. Each week, students will use the vocabulary program, Membean, to complete personalized vocabulary goals. 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 (9)***

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. Each week, students will use the vocabulary program, Membean, to complete personalized vocabulary goals. Students will also write a research paper demonstrating mastery of correct vocabulary, grammar, usage, style, and Modern Language Association (MLA) reference format. From narrative writing to literary analysis, 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 (10)***

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. Students will use the vocabulary program, Membean, to complete personalized vocabulary goals. Biblical principles are applied consistently through discussion of the literature and written expression.

### ***English II Honors: Introduction to Western Literature (10)***

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. Students will use the vocabulary program, Membean, to complete personalized vocabulary goals. 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 (11)***

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. In this course, students will study the literature of America from pre-colonial to contemporary times. Literary movements such as transcendentalism, romanticism, and realism will be examined, through the lens of a Biblical worldview. Students will use the vocabulary program, Membean, to complete personalized vocabulary goals. They will also build vocabulary through Greek and Latin root studies, along with an emphasis on grammatical structures. This 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. Students will use the vocabulary program, Membean, to complete personalized vocabulary goals. This program 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 (12)***

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 use the vocabulary program, Membean, to complete personalized vocabulary goals. 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. According to the College Board, “an AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. This course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course [will] deepen and expand their understanding of how written language functions rhetorically: to communicate writers’ intentions and elicit readers’ responses in particular situations.”

Both minor and major written essays will be assigned. Students will use the vocabulary program, Membean, to complete personalized vocabulary goals. This program will build vocabulary through Greek and Latin root studies, along with an emphasis on grammatical structures, and it will equip students to handle college work and the SAT. Mastery of this class requires in-depth daily discussions on rhetoric; as such, twenty-five percent of the student’s grade will depend upon his

or her completion of the assigned readings and active participation in class discussions.

### ***Reading 8/8 Honors***

In this course, students will study literature including short stories/poetry, nonfiction, and novels. As part of the reading, Students will become versed in the application of literary tools such as narrative structure, imagery, symbolism, point of view, mood and tone, and figurative language. There will be a strong emphasis on using textual evidence in verbal discussions and writings. ***Into Literature***, published by HMH, will be the primary source of reading selections, with the exception of novels. The Honors Class extends the above skills and assignments to prepare students for High School Honors language arts classes.

### ***Reading 6***

In this course, students will study literature including short stories/poetry, nonfiction, and novels. As part of the reading, Students will become versed in the application of literary tools such as narrative structure, imagery, symbolism, point of view, mood and tone, and figurative language. There will be a strong emphasis on using textual evidence in verbal discussions and writings. ***Into Literature***, published by HMH, will be the primary source of reading selections, with the exception of novels.

## **Mathematics**

***6th Grade Math - Algebra II classes use the TEKS as the driving Math Curriculum. McGraw Hill is the book that we use, as well as the ALEKS Program and Kuta Software for supplements. Pre-Calculus, Calculus, and College Algebra use College Board curriculum, Larson textbooks, and Kuta Software for a supplement.***

### ***6th Grade Math***

This course develops the basic math concepts that were taught in elementary school, as well as introducing new concepts necessary for laying the foundation of middle school math. Topics include rational number operations, order of



operations, equations, inequalities, proportional relationships, coordinate graphing, data analysis, statistics, probability, basic geometry, and personal financial literacy. Students will use conceptual understanding, critical thinking, along with computational, procedural, and problem solving skills.

### ***7th Grade Math***

This course solidifies the new math concepts introduced in 6th grade, in addition to introducing some Pre-Algebra concepts that are necessary for a successful understanding of higher level math. Topics include rational number operations, equations, inequalities, percent and proportionality, algebraic expressions, measurement and geometry, probability and statistics, data analysis, and personal financial literacy. Students will use conceptual understanding, critical thinking, along with computational, procedural, and problem solving skills. A scientific calculator is required for this class.

### ***7th Grade Math Honors***

This course solidifies the new math concepts introduced in 6th grade, in addition to introducing some Pre-Algebra concepts that are necessary for a successful understanding of higher level math. Topics include rational number operations, equations, inequalities, percent and proportionality, algebraic expressions, measurement and geometry, probability and statistics, data analysis, and personal financial literacy. Students will use conceptual understanding, critical thinking, along with computational, procedural, and problem solving skills. Prerequisite: Demonstrates mastery of 6th Grade Math with a grade of 90 or higher. A scientific calculator is required for this course.

### ***8th Grade Math***

This course is designed to create a solid foundation for a deeper understanding of higher level math courses, as well as being an introduction to Algebra I. Topics include rational and irrational numbers and operations, equations, inequalities, linear relationships, linear and nonlinear functions, proportional relationships and reasoning, geometry, data analysis, and personal financial literacy. Students will use conceptual understanding, critical thinking, along with computational, procedural, and problem solving skills. A scientific calculator is required for this course.

### ***Algebra I Honors (8th Grade Course) HS credit***

This course develops the main 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. Prerequisite: Demonstrates mastery of 7th Grade Math with a grade of 90 or above, or demonstrates mastery of 7th Grade Honors Math with a grade of 85 or above. A graphing calculator is required for this course.

### ***Algebra I***

This course develops the main 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. A graphing calculator is required for this course.

### ***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. A graphing calculator is required for this course.

### ***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. A graphing calculator is required for this course.

### ***Pre-AP Pre-Calculus (Honors Class)***

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.

### ***Dual Credit 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. This is a Senior Level class that is offered as a face to face instructional setting in the Fall and an online dual-credit class in the Spring. In the Spring, students will use the class period to complete the online assignments and tests. Students will receive college credit for this class. Students will also have the option of taking the CLEP test at the end of the Spring Semester. Prerequisite: Algebra II, Geometry, and acceptance into the Dual Credit program at Lamar. A scientific 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 Cultures & Geography (6)***

This course covers people and places of the contemporary world. In conjunction with TEA guidelines, societies selected for study are chosen from the following regions of the world: Europe, Russia and the Eurasian Republics, North America, Middle America, South America, Southwest Asia, North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific Realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of selected societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students study and compare government, education, and religious institutions that are common to all societies. Students explain how the level of technology affects the development of the selected societies and identify different points of view about selected events. This course will also focus on Biblical principles and Christian history that are interwoven throughout the history of the world.

### ***Texas History (7)***

This course covers the history of Texas from early times to the present. Students examine the full scope of Texas history, including the cultures of Native Americans living in Texas prior to European exploration and the eras of mission-building, colonization, revolution, republic, and statehood. In conjunction with TEA guidelines, the focus in each era is on key individuals, events, and issues. The course emphasizes the impact of Christianity in the settlement and development of the state. Students identify regions of Texas and the distribution of population in those regions and explain the factors involved in changing Texas from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens. Using primary and secondary sources to examine the rich and diverse cultural background of Texas, students identify the different racial and ethnic groups that settled in Texas to build a republic and then a state. Students analyze the impact of scientific discoveries and technological innovations on the development of Texas.

### ***American History (8)***

This course covers the history of the United States from the Colonial Era through the Reconstruction Period following the Civil War. Historical content focuses on

the political, economic, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early Republic, westward expansion, sectionalism, Civil War, and Reconstruction. In conjunction with TEA guidelines, students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze economic factors that influenced colonial America and the early years of the Republic and identify the origins of the free enterprise system. An emphasis is placed on American beliefs and principles including limited government, checks and balances, federalism, separation of powers, and individual rights. Students use primary and secondary sources to examine the rights and responsibilities of U.S. citizens and the importance of leadership in a democratic society. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States. This course will also focus on Biblical principles and Christian heritage that are interwoven through the history of our country.

### ***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 landforms, 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 landforms, 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 twenty-first 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 the 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 come with our rights as American citizens.

### ***United States History Honors (11)***

This course provides comprehensive coverage of the history of the United States from the Civil War through the twenty-first 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 the 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. The following themes will be emphasized during this 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 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 come with our rights as American citizens.

### ***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 national standards. 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 worldview as applied to the foundation of our government system and our responsibilities as Christian Americans today.

### ***AP U.S. Government and Politics (12)***

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

The required project adds a civic component to the course, engaging students in exploring how they can affect, and are affected by, government and politics throughout their lives. The project might have students collect data on a teacher-approved political science topic, participate in a community service activity, or observe and report on the policymaking process of a governing body. Students should plan a presentation that relates their experiences or findings to correlate with what they are learning in the course.

### ***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, macro economy 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**

### ***Life Science- 6th Grade***

Students engage in hands-on activities, inquiry-based studies of cell structure and function, genetics, plants, animals, ecology, and the human body. An emphasis is placed on developing the student's science vocabulary, improving lab techniques, and skills in observation and classification. An additional objective of the course is

to produce well-organized and efficient students. This is achieved by weaving study habits and organizational skills into daily instruction.

### ***Earth Science- 7th Grade***

Students engage in hands-on activities, inquiry-based studies of earth science including geology, earthquakes, volcanoes, minerals, rocks, Earth's water systems, atmosphere and space. An additional objective of the course is to produce well-organized and efficient students. This is achieved by weaving study habits and organizational skills into daily instruction.

### ***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. The science classes aim to glorify God through studying his creation at every level from the molecular to the universal.

### ***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. The science classes aim to glorify God through studying his creation at every level from the molecular to the universal.

### ***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. The science classes aim to glorify God through studying his creation at every level from the molecular to the universal.

Prerequisite: Chemistry or faculty approval.

### ***Chemistry and Chemistry Honors***

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. The science classes aim to glorify God through studying his creation at every level from the molecular to the universal.

Prerequisite: Algebra II, or concurrent with Algebra II.

### ***Forensic Science***

This 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 the Texas Essential Knowledge and Skills (TEKS). As per TEKS laboratory investigations will comprise 40% of instructional time. The science classes aim to glorify God through studying his creation at every level from the molecular to the universal.

### ***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. The science classes aim to glorify God through studying his creation at every level from the molecular to the universal.

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. The science classes aim to glorify God through studying his creation at every level from the molecular to the universal. 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. The science classes aim to glorify God through studying his creation at every level from the molecular to the universal. Prerequisite: Algebra I; and Biology and Chemistry with B averages, or C averages with faculty approval.

### ***Outdoors- 6-8th grade***

Outdoors class allows students to use the beauty of nature as their classroom. They learn to appreciate all of God's creatures in their natural habitats while visiting local parks and sanctuaries. They learn skills for survival and recreation that help disconnect them from the ever growing dependencies on technology.

### ***IPC Introduction to Physics and Chemistry - 8th grade course (HS credit)***

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. The science classes aim to glorify God through studying his creation at every level from the molecular to the universal.

## **Foreign Language**

### ***Spanish I***

Spanish 1 uses Biblical foundations along with the BJU Press curriculum, relevant audio/video, live connection with missionaries and people located in Spanish speaking regions, and opportunities to communicate with peers on a regular basis to grow each student's understanding and use of Spanish.

### ***Spanish II, III Honors***

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. Students use Quizlet.com to emphasize the needed vocabulary. In addition, students will use inquiry based and collaborative research activities to study world cultures.

## **Physical Education**

### ***Physical Education***

Students will understand and identify different ways to enjoy staying active. They will identify the importance of physical activity as it relates to being a child of God. They will develop life-long skills such as teamwork by participating in a variety of sports and fitness-related activities.

### ***Health***

This course covers four pillars of holistic health. The students will discuss physical fitness and exercise science. Also covered is nutrition wellness and consumer education. Students will learn to appreciate mental health and suicide awareness. Students will work on the health of their spirits through a relationship with God. Students will research the dangers of smoking and vaping, social media safety, and family awareness using a variety of sources and projects. This will allow students to assess sources for authenticity and reliability to make important health decisions in their own lives.

## **Fine Arts**

### ***Middle School Art (6-8)***

This course introduces students to the elements and principles of art. Students are able to explore different mediums and projects to show how the elements and principles of art create compositions.

### ***Foundations in Art (9-12)***

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.

### ***Ceramics (9-12)***

In this three-dimensional design course, students are able to learn and explore different techniques using clay. The students are introduced to what a kiln is and how the kiln transforms the clay into pottery. The students also have an opportunity to explore and create different techniques on how to glaze their ceramic pieces.

### ***Sculpture (9-12)***

In this three-dimensional design course, students will have the opportunity to learn how to assemble different types of objects using various materials. The students will be able to understand how to manipulate found objects to create sculptures.

### ***Theatre Production (9-12)***

Theatre Production 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 and the technical side of the worship experience. 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 and chapel. Students gain the confidence and technique needed to become a skilled technician. Most importantly, students will explore ways to use the theatre experience to teach Biblical truths and values.

### ***Theatre Arts (6-8)***

Middle 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. 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. Most importantly, students will explore ways to use the theatre experience to teach Biblical truths and values. Participation in competitions and performances outside of class is not required.

### ***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. Most importantly, students will explore ways to use the theatre experience to teach Biblical truths and values. Participation in competitions and performances outside of class is not required.

### ***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. Most importantly, students will explore ways to use the theatre experience to teach Biblical truths and values. Students are required to participate in drama competitions, performances, and chapel.

### ***Worship Team (9-12)***

Worship team prepares students for the chapel/church setting in which they lead others into worship. It includes both vocal and instrumental worship. This is NOT a class for learning beginning instruments, but one to learn how to implement prior knowledge into the worship setting. Along with practice and performance, there will be biblical foundation study.

## **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

### ***AP Computer Science A***

AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures.

### ***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

## **Miscellaneous**

### ***Entrepreneurship***

Foundations in Entrepreneurship uses Biblical foundations along with the Ramsey Solutions curriculum. In addition, current videos and biographies along with personal growth text will be utilized for instructional purposes. Students will have the opportunity to present business plans to local business owners and entrepreneurs for evaluation.

### ***Personal Finance***

This course prepares your child for many facets of personal finance. They will learn to make a budget, open a bank account, write checks, balance their bank account, prepare their own taxes, and save and pay cash for their car and college education. This course delves into insurance, IRAs, credit and debit, giving students confidence in their ability to handle money. Journal questions are included to help prompt student engagement. This is a digital course with video lessons of Dave Ramsey and his team of experts. All national standards of personal finance are covered in this course.

### **Horticulture**

Horticulture emphasizes the introductory studies in the horticulture industry, plant growth and development, equipment and uses, soils and plant nutrition, propagation methods, garden preparation, and methods of special ornamental and garden plant production. Students receive practical skills training through laboratory and class cooperative activities conducted in the school garden.

### ***Robotics (6-8)***

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. In this one semester course students will also prepare for competition.

### ***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.