

SECONDARY: 7TH-12TH

GENERAL INFORMATION

COURSE PREREQUISITES

Course prerequisites include satisfactory performance on the appropriate placement test, successful completion of the preceding course in the LCA sequence, or permission from the Secondary Dean/Director. Specific prerequisites are listed at the conclusion of each course description.

COURSE CO-REQUISITES

Some courses require concurrent enrollment in a different course. Specific co-requisites are listed at the conclusion of each course description. For seniors who have fulfilled 4 years of co-requisite requirements (such as in math) they may enroll in an upper-level science class without concurrent enrollment in an LCA math course, although they are strongly encouraged to do so.

CURRICULUM

Curriculum lists will be made available to parents. Parents are responsible for acquiring all required curriculum before the first day of classes in each semester.

NUMERICAL GRADING

Core and elective academic courses are graded on a scale of 0-100 and will appear numerically on report cards. Semester grades will appear on report cards as letter grades (see “Academic Policies-Grade Reporting”). Some 9-12th grade fine arts courses are numerically graded.

PASS/FAIL GRADING

General electives are Pass/Fail grading. Courses graded on a Pass/Fail basis and will appear on report cards as “P” or “F”.

PARENTAL ROLE

At the junior high level, the parental role is primarily co-teacher for dependent study. At the high school level, the parental role is primarily co-teacher for independent study (see “Primary Parent Roles”).

SECONDARY DEPARTMENT PURPOSE STATEMENTS

LANGUAGE ARTS PURPOSE

To think, write, read, and discuss critically; to discern an author’s presuppositions and biases; to ascertain major themes and literary elements; and to ascertain to what degree they correlate with biblical truth. Students will understand the impact literary works have or have had on historical time periods by utilizing classic works of literature as well as regularly writing original thesis-driven analyses based on these works.

HISTORY PURPOSE

To utilize literature, primary sources, and current events to instill Christian character and ethics in students by teaching them the beliefs and principles upon which governments and societies are founded. Students will be able to analyze the past and the present, determine causes and effects of world events, and discern truth and falsehood in major cultures, philosophies, and modern day issues by applying their knowledge of a biblical worldview.

WORLDVIEW PURPOSE

Through an intentional four-year study of the Bible and various genres of literature, students will gain a working understanding of the meaning behind each of the nine worldview questions, the Biblical answers for each, and will ultimately be able to apply these questions to all disciplines and to their own life experiences (e.g., literature, science, history, current events, philosophy). The nine basic worldview questions are: Is there a god or gods? If so, what is he (or they) like? What is the nature or origin of the universe- its origin and structure? What is the nature of man? What is the basis of ethics and morality? What is the cause of evil and suffering? What happens to man at death? How is knowledge possible, if indeed it is? What is the meaning of history? How would the way a man answers these questions inform the way a man lives? Students will also be encouraged toward character and spiritual formation and maturity in Jesus Christ.

MATH PURPOSE

To provide students a basic mathematical foundation that will enable their future success at a level appropriate to the student's mathematical aptitude, ability, and future educational plans.

SCIENCE PURPOSE

To equip students with an understanding of the natural world, thereby increasing their appreciation of the Creator and inspiring them to steward that creation responsibly.

FINE ARTS PURPOSE

To provide enriching, uplifting, and diverse opportunities for our students to explore their artistic gifts and reflect God's truth and beauty in serving our community. Students will have opportunities to explore the Fine Arts through Worship Arts, DrumLine, Performing Arts, Photography and Art.

WORLD LANGUAGE PURPOSE

Spanish and American Sign Language

To enable students to communicate in a variety of cultural settings to build relationships and share the Gospel.

JUNIOR HIGH CORE COURSES (7th-8th)

7th GRADE ENGLISH

The 7th grade English Language Arts and Reading class continues to build the foundations of writing through grammar, structure, and style. Writing instruction includes various modes of writing such as expository and comparison/contrast essays, narratives, poetry, and research reports. Literature instruction includes a study of literary and poetic devices that develop students' early literary analysis skills. Students also develop public speaking skills through class discussions and oral presentations.

Parent Role: *Co-Teacher for Dependent Study*

Prerequisite: *Successful Completion of 6th grade English or satisfactory performance on appropriate placement test*

Co-requisite: *7th grade History*

7th GRADE AMERICAN HISTORY

In this literature-based course covering the time period from early explorers to the events preceding WWI, students study the founding, establishment, and history of the United States. The novels provide a glimpse into the daily living experience and worldview of the time period and/or historical persons being studied. Information learned is further reinforced and enhanced through classroom activities, reenactments, games, videos, and mapping skills. A strong emphasis is placed on Biblical integration, reading and writing.

Parent Role: *Co-Teacher for Dependent Study*

Prerequisite: *Successful completion of 6th grade history or satisfactory performance on appropriate placement test*

Co-requisite: *7th grade English*

7th GRADE GENERAL MATH

The mathematics course for 7th grade students includes a reinforcement of basic skills as well as the opportunity for mastery of percent, integers, and exponents. Algebra topics are introduced, such as linear equations, functions, equations, and inequalities. 7th grade mathematics will also include an introduction of geometry concepts, personal finance, and probability. The focus of the course is to prepare students for 8th grade Pre-Algebra and classes that follow. This course is for those students who need another year to grow in their math skills and a general introduction to algebra concepts before taking Pre-Algebra.

Parent Role: *Co-Teacher for Dependent Study*

Prerequisite: *Successful completion of 6th grade math*

7th GRADE PRE-ALGEBRA

Pre-Algebra for 7th graders is an accelerated course for math students who have excelled in 6th grade math and demonstrated the skills for math that moves at a faster pace. This course will enhance the skills and knowledge essential in building a solid foundation for success in algebra. The algebraic process is introduced early in the course and practiced throughout the year. Developing problem-solving methods as well as transitioning from the word

problem to the algebraic equation are taught. Understanding algebraic terminology and processes such as combining like terms, balancing an equation, the distributive property, clearing decimals and fractions, and factoring are essential. Students build on their understanding of integers, rational numbers, exponents, sequences, functions, probability, ratios, and proportions. Understanding and applying the slope-equation of a line and graphing equations on a coordinate plane are expected. Instruction aims for mastery of geometry concepts, such as the Pythagorean Theorem, the effect of scaling on perimeter, area and volume, and volume and surface area of complex figures are emphasized.

Parent Role: *Co-Teacher for Dependent Study*

Prerequisite: *Successful completion of 6th grade math, satisfactory performance on appropriate placement test, teacher recommendation, and evaluation of additional factors as deemed necessary by LCA.*

7th GRADE LIFE SCIENCE

Life Science students study the fundamental principles of living organisms. Fall semester focuses on: scientific inquiry, classifying living organisms, cell structure, cell processes (cellular respiration and photosynthesis), cell reproduction (mitosis & meiosis), genetics, DNA, bacteria, protists and fungi. Spring semester students study the animal kingdom, including animal classification as well as animal behavior, a tour of biomes, plant structure and processes, leading into the study of ecology and the environment, finishing with a brief study on nutrition and digestion. Interactive notebooks, lab activities, and experiments enhance this course of study.

Parent Role: *Co-Teacher for Dependent Study*

Prerequisite: *Successful completion of 6th grade science or satisfactory performance on appropriate placement test*

Co-requisite: *7th grade math (General Math or Pre-Algebra)*

8th GRADE ENGLISH

The 8th English Language Arts and Reading class continues to build the foundations of writing through grammar, structure, and style. Writing instruction includes, but is not limited to, the five-paragraph essay structure, a thesis-driven expository research paper, narrative, and poetry. Students strengthen their understanding of the writing process through editing and revising. Literature instruction includes various genres and a study of literary and poetic devices. Students also develop public speaking skills through class discussions and oral presentations.

Parent Role: *Co-Teacher for Dependent Study*

Prerequisite: *Successful completion of 7th English or satisfactory performance on appropriate placement test.*

Co-requisite: *8th grade History and Geography*

8th GRADE AMERICAN HISTORY (Fall Semester)

This one-semester course completes the study of American History that began in 7th Grade American History. Students learn the important events that shaped modern American History after World War I to the present in the fall semester. This course includes literature and writing to reinforce and enhance student learning.

Parent Role: *Co-Teacher for Dependent Study*

Prerequisite: *Successful completion of 7th grade history or satisfactory performance on appropriate placement test*

Co-requisite: *8th grade English*

8th GEOGRAPHY (Spring Semester) (High School Credit)

This one-semester course provides a survey of the earth and its resources as God created them. Students discuss the use of those means by man as they study each region of the world from a mission-focused perspective and examine each in terms of their religion, government, economic systems, physical features, and history. Students study the state of evangelism, missions, and the persecuted church in each region. Students are expected to memorize the locations of the major countries and physical features that they study as well as write a variety of essays about the human geography of each region. Note: this is a credit-bearing high school class and will have a final exam.

Parent role: *Guide for dependent study*

Co-requisite: *8th grade English*

8th GRADE PRE-ALGEBRA

Pre-Algebra enhances the skills and knowledge essential in building a solid foundation for success in algebra. The algebraic process is introduced early in the course and practiced throughout the year. Developing problem-solving methods as well as transitioning from the word problem to the algebraic equation are taught. Understanding algebraic terminology and processes, such as combining like terms, balancing an equation, the distributive property, clearing decimals and fractions, and factoring are essential. Students build on their understanding of integers,

rational numbers, exponents, sequences, functions, probability, ratios, and proportions. Understanding and applying the slope-equation of a line and graphing equations on a coordinate plane are expected. Instruction aims for mastery of geometry concepts, such as the Pythagorean Theorem, the effect of scaling on perimeter, area and volume, and volume and surface area of complex figures are emphasized.

Parent Role: *Co-Teacher for Dependent Study*

Prerequisite: *Successful completion of 7th grade general math*

8th GRADE ALGEBRA I HONORS (High School Credit)

This course is designed for the highly motivated student who excels and/or has a natural curiosity in math. This course requires a strong ability to problem solve independently. This course covers the following topics more in depth than the on-level course. Topics covered include: functions and graphs; rational numbers; solving equations and inequalities; linear equations; systems of equations and inequalities; exponents and exponential functions; polynomials and factoring; quadratic equations and functions; radical expressions and equations; rational expressions and functions.

Parent Role: *Co-Teacher for Dependent Study*

Prerequisite: *Successful completion of 7th grade Pre-Algebra, and recommendation by the department head, or superior performance on appropriate placement test.*

8th GRADE PHYSICAL SCIENCE

This is an introductory course designed to expose students to the fundamental concepts of the physical sciences. Topics instructed include the physics of motion by focusing on Newton's Laws, machines, motion, work, energy, thermal energy, electricity and magnetism. Students are also introduced to basic chemical principles including the composition of matter, atomic structure, bonding, and chemical reactions. Through laboratory exercises and exploration, students will use measuring, unit conversion, and the scientific method to discover physical science.

Parent Role: *Co-Teacher for Dependent Study*

Prerequisite: *Life Science*

Co-requisite: *Minimum - Pre-Algebra*

8th GRADE INTRODUCTION TO PHYSICS AND CHEMISTRY (High School Credit)

This course is designed to introduce students to the application of mathematics in the fundamental concepts of physics and chemistry. Students use basic algebra in applying mathematics to the physics of motion, work, machines, energy, thermal energy, electricity and magnetism. Topics covered also include the composition of matter, chemical principles and atomic structure, atomic bonding, writing and balancing chemical equations, and solubility. Laboratory exercises and reports are an integral part of this course.

Parent Role: *Co-Teacher for Dependent Study*

Prerequisite: *Pre-Algebra; Satisfactory performance on appropriate placement test for incoming students. Successful completion of Life Science*

Co-requisite: *Minimum-Honors Algebra I*

JUNIOR HIGH ELECTIVES (7th-8th)

BIBLE DISCOVERY (8th-9th) (High School Credit)

This one-semester course provides an overview of the Old and New Testaments with introduction to the structure and themes of God's Word. As students journey through the Biblical narrative, they will discover the truths and applications that God has placed in each book of the Bible. Students gain a foundational experience with God's Word as they develop a deeper understanding of our relationship with God through His Word and its application to our lives. Students participate in engaging learning strategies through guided class discussions, activities, and key words with hand signs. This course is designed to draw students into a memorable experience with the Biblical narrative for the purpose of applying biblical truth to contemporary life. Students may enroll in this course beginning with the summer after completion of 8th grade.

Parent role: *Co-teacher for dependent study.*

TECHNOLOGY APPLICATIONS

KEYBOARDING

Students are introduced to basic keying techniques through proper finger placement, timed exercises/repetition drills, use of alphabetic/numeric skill building, and periodic assessments. In addition, students progress into fundamental applications of Microsoft Word processing essential for other Microsoft applications. This is a one semester course only.

Parent Role: *Co-Teacher for Dependent Study*

Prerequisite: *None*

Grading: *Letter Grade*

COMPUTER SCIENCE IA - Fall only (8th-12th) (High School Credit)

See description under "High School courses - Academic Electives."

COMPUTER SCIENCE IB - Spring only (8th-12th) (High School Credit)

See description under "High School courses - Academic Electives."

FINE ARTS

THEATRE PRODUCTION (6th-8th)

This course is a practical learning experience in performing and creating a theatre production. Students learn about the art and technique of acting and then polish their performance skills by being a part of the collaborative process of a production. Students are expected to memorize lines; research and create their characters; be prepared and focused for rehearsals; and work as a part of an ensemble to perform. Extra time outside of class may be required for set, props, costuming, and dress rehearsals.

Parent Role: *Project Assistant*

Prerequisites: *No previous acting experience or training required*

Grading: *Letter Grade*

SECONDARY ART (7th-8th)

General Description

Secondary Art is for students with varying degrees of art experience. Students are trained and challenged within each course according to their abilities. They explore concepts, media, and techniques of the Visual Arts. Art history is integrated throughout the program to reinforce technique and increase appreciation of the masters.

- **ART I (Fall only)-** This beginner class explores basic techniques using the Elements of Art as the foundation for creating work. Projects focus on drawing techniques using dry media such as pencil, pen, charcoal, and scratchboard.

Parent Role: *Project Assistant*

Prerequisite: *No previous art experience required*

Grading: *Pass/Fail*

- **ART II (Spring only)-** This class builds on the foundational concepts from ART 1 using the Principles of Design. Projects focus on a variety of techniques including both dry and wet media, such as pencil, ink, paint, and pastels.

Parent Role: *Project Assistant*

Prerequisite: *ART I or equivalent experience to be considered by Instructor*

Grading: *Pass/Fail*

WORSHIP ARTS (8th)

PRAISE BAND

General Description

Students learn musicianship and worship theology in addition to learning to play together as a band. Within this program, we generally have three teams; I, II, and III. Praise Band I plays approximately once in Higher Ground. Praise Band II play occasionally in Higher Ground. Praise Band III plays more often in Higher Ground and for special events at the school and off campus. Praise Band II and Praise Band III are composed of our more experienced musicians and singers who can prepare sets more quickly. Praise Band I is for students who are

currently developing their skills and have less experience. When registering for Praise Band, you will receive an application and audition dates. All students interested in any of the bands need to fill out a placement application and attend a placement audition. This enables the teachers to determine which band is the best fit for the student. It also helps the teachers prepare for their classes according to the skill level of the students. (**Placement audition and application required**)

****Please note, only after initial auditions of 9th-12th grade students have taken place, will openings be available to 8th grade students for Praise Band I.****

- **PRAISE BAND I**

Parent Role: Project Assistant

*Co-requisite: Higher Ground (vocalists and instrumentalists are **strongly encouraged** to take private lessons)*

Grading: Pass/Fail

DRUMLINE CORPS (7th-8th)

This course is designed to teach music ensemble concepts, team building, expanded knowledge of music theory, and drumline technique and performance. This class is ideal for any student who wishes to further their knowledge in music and percussion by way of a drumline ensemble. All students interested in this course are given audition material and asked to sign up for an audition time on one of the audition dates. Drums are provided by LCA; however, students will need to supply their own practice pad, practice sticks, and a music binder for this class. Private lessons are strongly suggested for students in this course. This ensemble performs at designated sporting events, school pep rallies, other school functions, and scheduled concerts.

Prerequisite: Demonstration of acceptable skill level by way of audition.

Co-requisite: Higher Ground

Grading: Pass/Fail

SECONDARY ASSISTANCE (7th-12th)

MATH LAB (7th-12th)

The Math Lab provides all 7-12th grade students enrolled in an LCA math course an opportunity to receive extra help with math concepts introduced in the formal math classrooms, including the math concepts covered in the physical sciences. The Math Lab is not designed to supplant the formal classroom teacher or the student's co-teacher at home. Careful monitoring by the lab's instructor will ensure that the lab is used for its intended purpose. Enrollment is not required; however, the lab will be available on a first-come, first-served basis with a maximum number of students allowed at a given time. Students must sign in and out of the Main Office. Students must wear their LCA uniform or LCA-approved spirit wear when attending Math Lab.

Co-requisite: Any LCA 7-12th Math course

WRITING LAB (7th-12th)

The Writing Lab provides all 7-12th grade students enrolled in an LCA core course an opportunity to receive help to enhance their overall writing skills (short essays, research papers, etc.). The Writing Lab is not designed to supplant the formal classroom teacher or the student's co-teacher at home. Enrollment is not required. Students must wear their LCA uniform when attending Writing Lab.

HIGH SCHOOL CORE COURSES (9th-12th)

High school is the time to prepare students for the rigor and demands of college. In the 11-12th grades, the workload for some classes will increase for more advanced classes due to the greater depth and increased amount of material. These courses are an excellent preparation for college, and graduates typically find the transition to college a step versus a leap. The increased workload is noted in the course descriptions. Some students will take more time, others less time for these courses. The Junior/Senior year is also a season where students have more activities and social opportunities than in their younger years. It is highly recommended that parents/students complete the Life Load Calculator to ensure a student's workload is balanced.

ENGLISH AND WORLDVIEW

(English, Bible, Worldview and History Courses)

GEOGRAPHY (9th)

This one-semester course provides a survey of the earth and its resources as God created them. Students discuss the use of those means by man as they study each region of the world from a mission-focused perspective and examine each in terms of their religion, government, economic systems, physical features, and history. Students study the state of evangelism, missions, and the persecuted church in each region. Students are expected to memorize the locations of the major countries and physical features that they study as well as write a variety of essays about the human geography of each region. Note: this is a credit-bearing high school class and will have a final exam.

Parent role: Guide for dependent study

BIBLE DISCOVERY (9th)

This one-semester course provides an overview of the Old and New Testaments with introduction to the structure and themes of God's Word. As students journey through the Biblical narrative, they will discover the truths and applications that God has placed in each book of the Bible. Students gain a foundational experience with God's Word as they develop a deeper understanding of our relationship with God through His Word and its application to our lives. Students participate in engaging learning strategies through guided class discussions, activities, and key words with hand signs. This course is designed to draw students into a memorable experience with the Biblical narrative for the purpose of applying biblical truth to contemporary life.

Parent role: Co-teacher for dependent study.

ENGLISH I (9th)

This English Literature course focuses on reinforcing students' understanding of both the writing process and literary analysis. Writing instruction includes various modes of writing, such as literary analysis, expository, narrative, and persuasive essays as well as timed writing. Students increase the sophistication of their writing through the editing and revising process. Literature instruction includes works in a variety of genres, with the Wisdom Books of the Old Testament serving as key Biblical Integration texts. Students continue their study of literary analysis with an emphasis on context and authorial intent. Students also develop public speaking skills through class discussions and oral presentations.

Parent Role: Co-Teacher for Dependent Study.

Prerequisite: Successful completion of 8. grade English or satisfactory performance on appropriate placement test

Co-requisite: Worldview I

WORLDVIEW I (9th)

Worldview I is a foundational course that introduces students to the basics of biblical interpretation and the essential beliefs of the Christian faith. The primary text used in the course is the Bible. The aim for this is that students will appreciate the depth and transformative power of God's word and how it responds to tough questions posed by society. Additionally, students will engage supplemental works, such as the course textbook and various writings that will assist them in beginning to recognize how God is active within the culture and what he expects from Christians.

Parent Role: Co-Teacher for Dependent Study

Prerequisite: Successful completion of 8. grade history or satisfactory performance on appropriate placement test

Co-requisite: English I

ENGLISH I HONORS (9th)

This class parallels the timeline and content of English I, with the opportunity to go deeper into the material through reading, research, and writing at a more accelerated pace.

Parent Role: Co-Teacher for Dependent Study.

Prerequisite: Successful completion of 8. grade English and recommendation by the department head or superior performance on appropriate placement test

Co-requisite: Worldview I Honors

WORLDVIEW I HONORS (9th)

This class parallels the timeline and content to Worldview I, with the opportunity to go deeper into the material through reading, research, and writing and to move at a more accelerated pace.

Parent Role: *Co-Teacher for Dependent Study*

Prerequisite: *Successful completion of 8th grade history and recommendation by the department head, or superior performance on appropriate placement test*

Co-requisite: *English I Honors*

ENGLISH II (10th)

This English Literature course focuses on refining students' understanding of the writing process and literary analysis. Writing instruction includes various modes of writing and emphasizes students' style and voice as well as a sophisticated integration of source material to support students' analysis. Timed and expository essays and literary analysis are emphasized. Students also complete a thesis-driven expository research paper. Literature instruction corresponds thematically with Worldview II. Through the literary analysis of these texts, students study the development of World Literature. The Gospel of John and Book of James serve as key Biblical Integration texts. Students also develop public speaking skills through class discussions and oral presentations.

Parent Role: *Co-Teacher for Dependent Study*

Prerequisite: *Successful completion of Worldview I and English I or satisfactory performance on appropriate placement test*

Co-requisite: *Worldview II*

WORLDVIEW II (10th): Western Civilizations from the Greeks to the Reformation

The second of the Biblical Worldview courses, Worldview II builds on the foundation of the Nine Worldview Questions through a study of ancient Greek and Roman civilizations and the growth of Europe through the Western Church, the Middle Ages, the Renaissance, and the Protestant Reformation. The course continues to use the Bible as a primary resource for understanding ethics and morality, worldview, and the will of God throughout history. Students also read literature of varying genres to reinforce the history and worldview of each era. This course includes a thesis-driven research paper. This course satisfies the requirements for 6 credits of World History.

Parent Role: *Co-Teacher for Dependent Study*

Prerequisite: *Successful completion of Worldview I and English I or satisfactory performance on appropriate placement test*

Co-requisite: *English II*

ENGLISH II HONORS (10th)

This class parallels the timeline and content of English II, with the opportunity to go deeper into the material through reading, analyzing, researching, and writing at a more accelerated pace.

Parent Role: *Co-Teacher for Dependent Study*

Prerequisite: *Successful completion of Worldview I Honors and English I Honors and recommendation by the department head or superior performance on appropriate placement test*

Co-requisite: *Worldview II Honors*

WORLDVIEW II HONORS (10th) Western Civilizations from the Greeks to the Reformation

This class parallels the timeline and content to Worldview II, with the opportunity to go deeper into the material through reading, research, and writing at a more accelerated pace. This course satisfies the requirements for 6 credits of World History.

Parent Role: *Co-Teacher for Dependent Study*

Prerequisite: *Successful completion of Worldview I Honors and English II Honors and recommendation by the department head or superior performance on appropriate placement test*

Co-requisite: *English II Honors*

ENGLISH III (11th)

This English Literature course focuses on bringing students closer to mastery of the writing process and literary analysis. Writing instruction includes poetry explication, literary analysis, timed writing, and a thesis-driven expository research paper along with other genres. Literature instruction surveys important cultural works of American Literature from the 17- to 20- centuries. Selected works provide students with the key developments in American thought and culture with an emphasized comparison and contrast with the Biblical Worldview. Biblical Integration occurs organically as students identify and determine the meaning of Biblical allusions, images, symbols, and themes in each text. Students also develop public speaking skills through class discussions and oral presentations.

Parent Role: *Co-Teacher for Independent Study*

Prerequisite: *Successful completion of Worldview II and English II or satisfactory performance on appropriate placement test*

Co-requisite: *Worldview III*

WORLDVIEW III (11th): American History

The third of the Biblical Worldview courses spans the eras from the European Exploration of the New World through the present, with a special focus on God's unique plan for America through its founding and history. Students identify key ideas that emerged from each period of study and connect those ideas to the people and events in the greater story of history, including how those ideas shaped America. Students compare and contrast these philosophical, political, social, and cultural ideas with the Biblical worldview. Finally, students determine the degree to which each of these ideas is still prominent in our culture and evaluate a Biblical response to them. This course heavily incorporates American literature and primary sources to strengthen students' understanding. This course includes a thesis-driven research project. This course satisfies the requirements for 6 credits of American History.

Parent Role: *Co-Teacher for Independent Study*

Prerequisite: *Successful completion of Worldview II and English II or satisfactory performance on appropriate placement test*

Co-requisite: *English III*

ENGLISH III HONORS (11th)

This class parallels the timeline and content of English III, with the opportunity to go deeper into the material through reading, analyzing, researching, and writing at a more accelerated pace.

Parent Role: *Co-Teacher for Independent Study*

Prerequisite: *Successful completion of Worldview II Honors and English II Honors and recommendation by the department head or superior performance on appropriate placement test.*

Co-requisite: *AP United States History*

AP UNITED STATES HISTORY (11th)

This course is designed to equip students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. Students learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. Biblical integration in this course includes the spread of Christianity throughout the New World and growing United States over various time periods, the biblical roots of representative government as it was conceived by the founding fathers, and Biblical views on key issues present throughout our history, such as expansion and slavery, with the supplemental use of the BJU Press Student Activities Manual. It is expected that students take the Advanced Placement United States History Exam in the spring to possibly qualify for college credit. This course satisfies the requirements for 6 credits of American History.

Parent Role: *Co-Teacher for Independent Study*

Prerequisite: *Successful completion of Worldview II with an average of 90 or above or satisfactory performance on appropriate placement test*

Co-requisite: *Honors English III*

APOLOGETICS (11th/12th)

This one-semester course equips students to understand and express a defense of the Christian faith. Students develop tools to communicate how living within the Gospel narrative is the most true, plausible, and beautiful way to be in the world. Students will analyze the compelling evidence for God's existence, Scripture's reliability, Christ's historicity, and humanity's longing to be in communion with God. Through this course, students will see that God invites His people into the only true and good way to live as well as an eternal relationship with God while learning to articulate that reality to nonbelievers in winsome and loving ways.

Parent Role: *Co-Teacher for Independent Study*

SENIOR SEMINAR: LIFE LEADERSHIP (12th)

In this one-semester senior capstone course, students explore the qualities and practices of Christian leadership in overall preparation for success in life in college and beyond LCA. Students examine the qualities of Biblical leadership through the observations of key leaders in scripture and identify the essential skills needed for effective leadership of self and others. Students discover and implement the skills needed for personal discipline, care, and

goal setting as a preparation for the college environment. The course includes a senior project that develops and demonstrates these leadership skills in an area of choice in the community. This course, in conjunction with English IV/Dual Credit (12th), completes the Worldview requirement for the 4th year of Worldview studies.

Parent role: co-teacher for independent study.

ENGLISH IV (12th)

This English Literature course focuses on bringing students to mastery of the writing process and literary analysis. Students write sophisticated critical and evaluative essays as well as a formal academic research paper. Through a broad selection of texts from British Literature, students analyze both the meaning of texts and the worldview that shapes those texts' meaning. Biblical Integration occurs organically through the analysis of texts. Students also develop public speaking skills through class discussions and oral presentations. This course, in conjunction with Senior Seminar: Life Leadership (12th), completes the English requirement for the 4th year of Worldview studies. **Students should expect 4 to 5 hours per week of outside work in this class.**

Parent Role: *Co-Teacher to Independent Study*

Prerequisite: *Successful completion of Worldview III and English III or satisfactory performance on placement test*

Co-requisite: *Senior Seminar*

ENGLISH IV HONORS (12th)

This class parallels the timeline and content of English IV, with the opportunity to go deeper into the material through reading, analyzing, researching, and writing at a more accelerated pace.

Parent Role: *Co-Teacher for Independent Study*

Prerequisite: *Successful completion of AP US History and English III Honors and recommendation by the department head or superior performance on appropriate placement test.*

Co-requisite: *Senior Seminar*

AMERICAN GOVERNMENT (12th – DUAL CREDIT)

This one semester course explores the foundations of the “American Experiment” beginning with a thorough study of the principles, philosophies, and original intent of the Founding Fathers as seen in the Declaration of Independence, United States Constitution, and the Bill of Rights. The role of the three branches of the U.S. government and the separation of powers are given detailed attention, along with issues and current events pertaining to the U.S. and the world. This course emphasizes the rights and responsibilities of citizenship as it seeks to instill in students the proper spirit of patriotism upon which self-government depends. This course, along with the one semester economics course, completes the requirement for the 4 years of Worldview studies.

Parent Role: *Co-Teacher to Independent Study*

Prerequisite: *Successful completion of Worldview III and English III or satisfactory performance on appropriate placement test*

Note: LCA has entered into an agreement with Colorado Christian University to offer this course as a dual-credit course. Students earn 3 hours of high school credit, and 3 hours of college credit upon successful completion of this course. Families must pay an additional fee to CCU to enroll in this course.

ECONOMICS (12th – DUAL CREDIT)

This one semester course analyzes the aggregate economic behavior pertaining to national income, employment, and the level of prices; money, banking, and monetary policy; government spending, taxation, and fiscal policy. This course, along with the one semester government course, completes the requirement for the 4 years of Worldview studies.

Parent Role: *Co-Teacher to Independent Study*

Prerequisite: *Successful completion of Worldview III and English III or satisfactory performance on appropriate placement test*

Note: LCA has entered into an agreement with Colorado Christian University to offer this course as a dual-credit course. Students earn 3 hours of high school credit, and 3 hours of college credit upon successful completion of this course. Families must pay an additional fee to CCU to enroll in this course.

MATHEMATICS

ALGEBRA I (9th)

This is the Algebra I course in the standard diploma sequence in which the last course is Pre-calculus. Course coverage includes a review of symbols and expressions, along with the commutative, identity, associative, and distributive properties; integers and rational numbers; equations and formulas; inequalities, exponents, and polynomials; polynomials and factoring; graphs and linear equations; systems of equations; inequalities and absolute value; rational expressions and equations; radical expressions and equations; relations and functions; quadratic equations; and an introduction to right triangle trigonometry.

Parent Role: *Co-Teacher for Dependent Study*

Prerequisite: *Pre-Algebra*

Note: *For current students and students entering LCA in their 9th grade year, Algebra I is required to be taken on campus at LCA to build a strong foundation for successful completion of subsequent courses.*

ALGEBRA I HONORS (8th-9th)

This course is designed for the highly motivated student who excels and/or has a natural curiosity in math. This course requires a strong ability to problem solve independently. This course covers the following topics more in-depth than the on-level course. Topics covered include: functions and graphs; rational numbers; solving equations and inequalities; linear equations; systems of equations and inequalities; exponents and exponential functions; polynomials and factoring; quadratic equations and functions; radical expressions and equations; rational expressions and functions.

Parent Role: *Co-Teacher for Dependent Study*

Prerequisite: *Pre-Algebra*

Note: *For current students and students entering LCA in their 8th or 9th grade year, Honors Algebra I is required to be taken on campus at LCA to build a strong foundation for successful completion of subsequent courses.*

GEOMETRY (9th-10th)

Students are introduced to basic geometric concepts and relationships including appropriate language and symbolism. Deductive and inductive reasoning are studied, including traditional two-column proofs. Algebra skills learned in Algebra I are maintained and augmented throughout the course. Properties of triangles, quadrilaterals, and polygons are studied. Right triangles are explored including right triangle trigonometry with applications. Circles are studied including relationships between angles, arcs, chords, secants, and tangents. Surface area and volume are studied with prisms, cylinders, cones, pyramids, and spheres. Coordinate geometry is used including equations for lines and circles and systems of equations.

Parent Role: *Co-Teacher for Dependent Study*

Prerequisite: *Algebra I taken at LCA (current students) or satisfactory performance on Algebra I placement test (new students entering LCA)*

GEOMETRY HONORS (9th-10th)

This course is designed for students who have excelled in math and/or are especially motivated to go beyond the normal course work. The expectations for this course are higher than for a regular geometry course in that a greater emphasis is placed upon students' ability to reason abstractly, analyze, and evaluate problems in a variety of ways. Students are introduced to basic geometric concepts and relationships including appropriate language and symbolism. Deductive and inductive reasoning are studied including appropriate language and symbolism and traditional two-column proofs. Algebra skills learned in Algebra I are maintained and augmented throughout the course. Properties of triangles, quadrilaterals, and polygons are studied. Right triangles are explored including right triangle trigonometry with applications. Circles are studied including relationships between angles, arcs, chords, secants, and tangents. Surface area and volume are studied with prisms, cylinders, cones, pyramids, and spheres. Coordinate geometry is used including equations for lines and circles and systems of equations.

Parent Role: *Co-Teacher for Dependent Study*

Prerequisites: *Algebra I or Honors Algebra I taken at LCA (current students) or satisfactory performance on Algebra I placement test (new students entering LCA)*

ALGEBRA II (10th-11th)

In Algebra II, students build on the knowledge and skills from Algebra I. Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root,

cubic, cube root, absolute value, rational functions, and their related equations. They will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods.

Parent Role: *Co-Teacher to Independent Study*

Prerequisite: *Algebra I*

Prerequisite: *Algebra I taken at LCA (current students) or satisfactory performance on Algebra I placement test (new students entering LCA)*

ALGEBRA II HONORS (10th-11th)

In Honors Algebra II, students build on the knowledge and skills from Algebra I. Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. They will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods. Students will explore extension and enrichment topics beyond the Algebra II TEKS and demonstrate their understanding in art, rocketry and additional applicable projects.

Parent Role: *Co-Teacher to Independent Study*

Prerequisite: *Algebra I or Honors Algebra I taken at LCA (current students) or satisfactory performance on Algebra I placement test (new students entering LCA)*

COLLEGE ALGEBRA (11th/12th – DUAL CREDIT)

Students continue to build on the foundations developed in previous math courses. This course is a study of relations and functions including polynomial, rational, exponential, logarithmic, and special functions. Other topics include basic concepts of algebra, complex numbers, systems of equations and inequalities, theory of equations, the binomial theorem, matrices and determinants, conic sections, mathematical reasoning skills, sequences and series, and applications. Dual Credit courses incur additional fees due to college credits given.

Parent Role: *Co-Teacher to Independent Study*

Prerequisite: *Algebra II or Honors Algebra II*

Note: LCA has entered into an agreement with LeTourneau University to offer this course as a dual-credit course. Students earn 6 hours of high school credit, and 3 hours of college credit upon successful completion of this course. Families must pay an additional fee to LeTourneau University to enroll in this course. Registration is for spring semester only.

PRE-CALCULUS & TRIGONOMETRY HONORS (11th/12th – DUAL CREDIT)

Honors Pre-Calculus is an advanced study of functions and analytic geometry. This class is intended to prepare the student for future studies in calculus at the college level and is designed for students who have strong mathematical abilities and interests. The fall semester will include topics in polynomials, rational functions, exponentials, logarithms, conic sections, and systems of equations and inequalities. The spring semester will include topics in trigonometry, including various applications of trigonometric laws, vectors, and polar coordinates, as well as a study of series and sequences. **The typical students should expect 5-6 hours per week of outside work in this class, while some students will require additional time.**

Parent Role: *Co-Teacher to Independent Study*

Prerequisite: *Algebra II and recommendation by the department head or superior performance on appropriate placement test*

Note: LCA has entered into an agreement with LeTourneau University to offer this course as a dual-credit course. Students earn 6 hours of high school credit, and 5 hours of college credit upon successful completion of this course. The fall semester is equivalent to 3 hours of college credit in Pre-Calculus. The spring semester is equivalent to 2 hours of college credit in Trigonometry. Families must pay an additional fee to LeTourneau University to enroll in this course.

AP CALCULUS AB (12th)

The primary focus of this course is to develop the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Topics include functions and graphs, continuity in terms of limits, the concept of the derivative and its applications, and the concept of the integral and its application. In May, all students will take the AP calculus exam. This test is designed

to assess how well a student has mastered the concepts and techniques of the subject matter. It is expected that students take the Advanced Placement Calculus AB Exam in the spring to possibly qualify for college credit. **The typical students should expect 5-6 hours per week of outside work in this class, while some students will require additional time.**

Parent Role: *Co-Teacher to Independent Study*

Prerequisite: *Dual Credit Pre-Calculus & Trigonometry or superior performance on appropriate placement test*

SCIENCE

Note: *High School LCA science courses require corequisite math courses. Carefully note prerequisites and corequisites requirement for each science class described below.*

BIOLOGY (9th)

This course introduces students to the living world with an emphasis on stewardship. The curriculum is designed to assist students in becoming independent learners through hands-on, inquiry-based activities, lab investigations, problem solving, and critical thinking questions. Topics covered include: cell structure and physiology, energy transfer and cellular processes, genetics, evolution, ecology, and a survey of the kingdom.

Parent Role: *Co-Teacher for Dependent Study*

Prerequisite: *Successful completion of Introduction to Physics and Chemistry or Physical Science. For incoming students, satisfactory performance on appropriate placement test*

Co-requisite: *Minimum- Algebra I*

BIOLOGY HONORS (9th)

This course is designed for students with an interest in biology and a desire to be challenged by a faster pace and greater depth in material coverage. The format is lecture oriented and includes hands-on inquiry-based activities, lab investigations, problem solving, and critical thinking questions. Topics covered include: cell structure and function, energy transfer and cellular processes, genetics, evolution, ecology, and a survey of the plant and animal kingdoms including classification and diversity. Additionally, students complete one major project with a research component each semester. Required lab activities are incorporated into this course.

Parent Role: *Co-Teacher to Independent Study*

Prerequisite: *Successful completion of Introduction to Physics and Chemistry and recommendation by the department head or superior performance on appropriate placement test*

Co-requisite: *Minimum - Algebra I*

CHEMISTRY (10th)

This course involves the study of matter and energy in relation to chemical change. Topics include: dimensional analysis, atomic theory and structure, periodic table, compounds, molecular concepts, equations and reactions, stoichiometry, states of matter, gas laws, solutions, acids/bases and oxidation, and reduction reactions.

Parent Role: *Co-Teacher to Independent Study*

Prerequisite: *Successful completion of Biology or satisfactory performance on appropriate placement test.*

Co-requisite: *Minimum - Geometry*

CHEMISTRY HONORS (10th)

This course is recommended for students interested in the sciences. Topics are similar to Chemistry I with greater depth, faster pace, and more involved lab experiments. An additional lab fee is required for this course.

Parent Role: *Co-Teacher to Independent Study*

Prerequisite: *Successful completion of Biology and recommendation by the department head or superior performance on appropriate placement test*

Co-requisite: *Honors Algebra II*

PHYSICS (11th/12th)

This is an introductory course exploring the topics of kinematics, projectile motion, Newtonian mechanics, momentum, work, energy, power, sound waves, optics, electromagnetism, and electrical circuits, along with hands-on, inquiry-based laboratories. Students will discover how Creation reflects the intelligent and ordered nature of its Creator.

Parent Role: *Co-Teacher to Independent Study*

Prerequisite: Chemistry

Co-requisite: Minimum - Algebra II

PHYSICS HONORS (11th/12th)

This course is recommended for students interested in the sciences. Physics Honors is an in-depth, algebra-based physics course intended to give a deep conceptual understanding of physics in order to prepare the student for success in college physics. The course explores the topics of kinematics, projectile motion, Newtonian mechanics, momentum, work, energy, power, sound waves, optics, electromagnetism, and electrical circuits, along with hands-on, inquiry-based laboratories.

Parent Role: Co-Teacher to Independent Study

Prerequisite: Successful completion of Chemistry and recommendation by the department head or superior performance on appropriate placement test

Co-requisite: Minimum - Honors Algebra II

ANATOMY AND PHYSIOLOGY HONORS (11th/12th)

In the fall semester, students review basic chemistry, cytology, and histology in preparation for study of the anatomical and physiological components of the integumentary, skeletal, muscular, and nervous systems. In the spring, students continue with an examination of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Lab work and dissections complement the course with the majority of the dissections taking place in the spring semester. This course is recommended for students preparing for careers in health-related professions, science technology, science education, or physical education. **The typical students should expect 5-6 hours per week of outside work in this class, while some students will require additional time.**

Parent Role: Co-Teacher to Independent Study

Prerequisite: Chemistry

Co-requisite: Minimum – Geometry

ENVIRONMENTAL SCIENCE (11th/12th – DUAL CREDIT)

This course involves the study of patterns and processes in the natural world and the role of humans as stewards of the natural resources and their use. In this course, students will be introduced to major ecological and environmental concepts that affect the world in which we live. Students will consider physical, biological and chemical processes that affect the environment as well as examine scientific principles and the application of those principles to natural systems.

Parent Role: Co-teacher to Independent study

Prerequisite: Chemistry

Note: LCA has entered into an agreement with LeTourneau University to offer this course as a dual-credit course. Students will earn 6 hours of high school credit, and 4 hours of college credit (course plus lab) upon successful completion of this course. Families seeking dual credit will pay an additional fee to LeTourneau University to enroll in this course.

WORLD LANGUAGES

SPANISH I (9th-12th)

Beginning Spanish course designed for students with little to no previous knowledge of Spanish. Students receive instruction in basic language and grammar structure through proficiency-based language teaching with attention to selected aspects of the Hispanic Culture. The LCA goal is to achieve conversational fluency by providing opportunities to apply what they learn through reading, writing, listening, and speaking exercises. This class is designed to give a strong foundation for increasing fluency for the novice student.

Parent Role: Co-Teacher for Dependent Study

SPANISH II (9th-12th)

Spanish II is a continuation of Spanish I. Students receive instruction in the next level of language structures and opportunities to apply what they are learning in reading, writing, listening and speaking exercises to make

conversational fluency the goal of LCA Spanish. The class is designed to give a strong foundation for increasing fluency.

Parent Role: *Co-Teacher to Independent Study*

Prerequisite: *Successful completion of Spanish I or satisfactory performance on comprehensive placement exam or appropriate placement test (for new LCA students)*

SPANISH III (10th-12th)

Spanish III is the final course in a three-year Spanish program designed to develop and enhance language and writing skills acquired in Spanish I and II. The course, taught primarily in Spanish, emphasizes conversational fluency through proficiency-based language teaching. Spanish III includes advanced grammar components to equip students who will take college-level Spanish or who may choose to take the College Level Examination Program (CLEP) test.

Parent Role: *Course Monitor*

Prerequisite: *Successful completion of Spanish II or satisfactory performance on appropriate placement test*

ACADEMIC ELECTIVES

Note: Courses under this section are given a letter grade.

CREATIVE WRITING - One Semester (9th-12th)

Creative Writing provides students with the opportunity to deepen their creative writing skills through the guidance of the teacher and mentor texts that provide students with examples of well-written and entertaining stories.

Instruction includes developing story ideas, creating believable fictional worlds and characters, plot development and pacing, dialogue, editing and revising, and organically incorporating that which is good, true, and beautiful into their writing. Students who are already working on a creative piece are encouraged to continue writing it as part of their coursework. Students will complete a major writing project for publication in the course literary journal.

COMPUTER SCIENCE IA - Fall only (8th-12th)

This one-semester Computer Science course is an exploratory course, which teaches students the basics of creating computer software. The course guides students through a variety of programming scenarios created to teach fundamental programming concepts. Students will utilize Python to learn how to make shapes, create motion, use conditionals, design loops, develop lists, and use them appropriately in a coding scenario. Students will learn how to build a program from the ground up, work in groups, and debug existing code. As an exploratory course, this is an opportunity for students to try something new, challenge themselves, and see technology in a new way. Interested students will continue on to Computer Science IB in the spring semester.

Parent Role: *Co-Teacher for Dependent Study*

Prerequisite: *LCA Keyboarding class or adequate performance on LCA Keyboarding Proficiency Test (minimum requirement: 30 wpm with correct posture and home key finger placement.)*

COMPUTER SCIENCE IB - Spring only (8th-12th)

This one-semester Computer Science course is a continuation of the fall semester Computer Science IA course. Students will continue building on the concepts learned in Computer Science IA and will be required to complete a final project at the end of the semester developing a game of their choosing using all of the concepts they have learned throughout the year in both courses. Students will be expected to think outside the box and challenge their current way of thinking.

Parent Role: *Co-Teacher for Dependent Study*

Prerequisite: *Computer Science IA*

COMPUTER SCIENCE II - Full year course (9th-12th)

In this course, students will build on concepts learned in Computer Science IA and IB. Students will continue utilizing Python to learn more about colors, patterns, and creating art on the screen. Students will also learn object-oriented programming, which is critical to developing more sophisticated software, and how to use data with coding including uploading data sets. Students will then incorporate the use of all of these concepts as they explore developing code in Science, Artificial Intelligence, Music, and Game Development. Students will continue to work

in groups, build projects from the ground up, and utilize what they have learned in other courses and in life in a hands-on environment. This course will be meeting at the same time as the Computer Science I courses, giving students the opportunity to master prior concepts by coming alongside and teaching these concepts to the Computer Science I students. Students will be encouraged to bring their ideas and skill to this fun, engaging course.

Parent Role: *Co-Teacher to Independent Study*

Prerequisite: *Computer Science IA & IB*

INTRODUCTION TO BUSINESS – Fall or Spring Semester (11th–12th – DUAL CREDIT)

In this one semester course, students will receive an introduction to business management, entrepreneurship, human resources, etc., with the goal of equipping students with a better understanding of college major and career options related to business.

Parent Role: *Co-Teacher to Independent Study*

Note: LCA has entered into an agreement with LeTourneau University to offer this course as a dual-credit course. Students earn 3 hours of high school credit, and 3 hours of college credit in Business upon successful completion of this course. Families must pay an additional fee to LeTourneau University to enroll in this course.

PERSONAL FINANCE (11th-12th)

In this one-semester course, students utilize the *Dave Ramsey Foundations in Personal Finance Curriculum* to learn about biblical stewardship principles for their personal finances as well as practical applications of personal finance fundamentals. Students master material through projects and experiences such as mock interviews for jobs, job shadowing, planning and living on a budget, applying for scholarships, preparing to buy a car and designing a portfolio of mutual funds in addition to traditional testing.

Parent Role: *Co-Teacher to Independent Study*

FINE ARTS ELECTIVES

Note: Courses under this section are given a letter grade.

GENERAL ELIGIBILITY

Students who enroll in Fine Arts classes which include a performance such as Theatre or Praise Band, must meet extracurricular activity grade eligibility guidelines (see “Academic Performance Standards” under the “Student Code of Conduct”). Students who do not meet Academic Performance Standards will limit future participation in these Fine Arts classes until they demonstrate consistent academic performance. Higher Ground is a Co-requisite for these Fine Arts classes.

DIGITAL PHOTOGRAPHY I - Fall only (9th-12th)

In this one-semester class, students are introduced to basic photography skills including composition, exposure, lens selection, and usage of various light sources. Additionally, students gain experience in taking various types of photographs including landscape, sports, and portraits. The semester project is to create a basic photography folio of pictures. Students are expected to have access to a dSLR digital camera with manual control (unless another camera is approved by the instructor), computer, and basic photo editing software. The final project incurs some costs, not to exceed \$50 per student.

Parent Role: *Co-Teacher for Dependent Study*

Prerequisite: *No previous experience required; this course will be enriching for all skills levels.*

Note: *A dSLR with at least one lens and necessary accessories (battery, cables, etc.) is required for this class. A complete list of supplies and recommendations will be available upon enrollment.*

DIGITAL PHOTOGRAPHY II - Spring only (9th-12th)

Students continue to build on the concepts presented in the introductory class. They learn to edit their images in photo editing software, such as Photoshop Elements or Lightroom CC (recommended purchase for the home), have the opportunity to work with artificial lighting in greater depth, use their work to be a blessing to other departments at LCA, and create finished projects that are sure to become keepsakes. The final project incurs some costs, not to exceed \$50 per student.

Parent Role: *Co-Teacher for Dependent Study*

Prerequisite: *Digital Photography I or permission of the instructor.*

Note: A dSLR with at least one lens and necessary accessories (battery, cables, etc.) is required for this class. A complete list of supplies and recommendations will be available upon enrollment.

JOURNALISM / YEARBOOK - Full year course (9th-12th)

In this course, students have multiple opportunities to use graphic design, journalism, and other forms of communications to produce LCA projects such as the yearbook and newspaper. Students study and practice design processes including origination of ideas, design, layout, typography, and photography. Students use desktop publishing and other software (e.g., Yearbook Avenue and Lucid Press) to create layouts and manipulate images. Guest instructors, with specialties in a variety of communication fields, teach students about their area of expertise, and provide project opportunities for students to grow in these areas. Students have the honor of designing layouts throughout the yearbook and helping to create a product that will be cherished for years to come. They also learn how writing for an audience through these outlets can help perfect their craft of writing in a fun and engaging way.

Parent role: *Project Assistant*

Prerequisite: *Application to determine student's interests and experience and to choose the editors and assistant editors for the yearbook and newspaper*

SECONDARY ART (9th-12th)

General Description

Secondary Art is for students with varying degrees of art experience. Students are trained and challenged within each course according to their abilities. They explore concepts, media, and techniques of the Visual Arts. Art history is integrated throughout the program to reinforce technique and increase appreciation of the Masters.

- **ART I – Fall only** This beginner class explores basic techniques using the Elements of Art as the foundation for creating work. Projects focus on drawing techniques using dry media such as pencil, pen, charcoal, and scratchboard. No previous art experience required
Parent Role: *Project Assistant*
- **ART II – Spring only** This class builds on the foundational concepts from ART 1 using the Principles of Design. Projects focus on a variety of techniques including both dry and wet media such as pencil, ink, paint, and pastels.
Parent Role: *Project Assistant*
Prerequisite: *Art I or equivalent experience to be considered by Instructor*
- **FINE ART STUDIO I – Fall only** This course is designed to provide a place for advanced art students to focus on their personal style and have guidance from the teacher in their artistic journey and help to compile their art portfolios. This class will be somewhat self-paced and will cover units including Art History, Your Art, Your Portfolio, and Your Exhibit.
Parent Role: *Project Assistant*
Prerequisite: *Art I and II or equivalent experience to be considered by Instructor*
- **FINE ART STUDIO II – Spring only** This course is a continuation of Fine Arts Studio I for advanced art students. Students will continue to receive guidance in developing their personal art portfolios along with further refinement of their artistic skills. Students will also discuss requirements and the application process for pursuing admission into an art program. A final art exhibition will be the culmination of this course.
Parent Role: *Co-Teacher for Independent Study*
Prerequisite: *Fine Art Studio I*

PRAISE BAND (8th-12th)

General Description

Students learn musicianship and worship theology in addition to learning to play together as a band. Within this program, we generally have three teams; I, II, and III. Praise Band I plays approximately once in Higher Ground.

Praise Band II play occasionally in Higher Ground. Praise Band III plays more often in Higher Ground and for special events at the school and off campus. Praise Band II and Praise Band III are composed of our more experienced musicians and singers who can prepare sets more quickly. Praise Band I is for students who are currently developing their skills and have less experience. When registering for Praise Band, you will receive an application and audition dates. All students interested in any of the bands need to fill out a placement application and attend a placement audition. This enables the teachers to determine which band is the best fit for the student. It also helps the teachers prepare for their classes according to the skill level of the students. **(Placement audition and application required)**

****Please note, only after initial auditions of 9th-12th grade students have taken place, will openings be available to 8th grade students for Praise Band I.****

- **PRAISE BAND I**

Parent Role: Project Assistant

*Co-requisite: Higher Ground (vocalists and instrumentalists are **strongly encouraged** to take private lessons)*

- **PRAISE BAND II**

Parent Role: Project Assistant

*Co-requisite: Higher Ground (vocalists and instrumentalists are **strongly encouraged** to take private lessons at least twice a month with an approved instructor)*

- **PRAISE BAND III**

Parent Role: Project Assistant

*Co-requisite: Higher Ground (vocalists and instrumentalists are **strongly encouraged** to take private lessons at least twice a month with an approved instructor)*

PRAISE BAND TECH (9th-12th)

Students work with LCA Tech staff learning how to run and set up the audio/visual equipment to assist Praise Band and other performers during Higher Ground. Occasional time outside of class may be necessary to assist during special performances. **(application required)**

Parent Role: Project Assistant

Prerequisite: Approval from praise band instructor

Co-requisite: Higher Ground

DRUMLINE CORPS (7th-12th)

This course is designed to teach music ensemble concepts, team building, expanded knowledge of music theory, and drumline technique and performance. This class is ideal for any student who wishes to further their knowledge in music and percussion by way of a drumline ensemble. All students interested in this course are given audition material and asked to sign up for an audition time on one of the audition dates. Drums are provided by LCA; however, students will need to supply their own practice pad, practice sticks, and a music binder for this class. Private lessons are strongly suggested for students in this course. This ensemble performs at designated sporting events, school pep rallies, other school functions, and scheduled concerts.

Prerequisite: Demonstration of acceptable skill level by way of audition.

Co-requisite: Higher Ground

THEATRE PRODUCTION (9th-12th)

This course is a practical learning experience in the performing and technical aspects of theatre production. This class is recommended for committed actors who desire to experience a professional work environment. Students polish their performance skills by being a part of the collaborative process of a production. Students are expected to memorize lines, research and create their characters, be prepared and focused for rehearsals, work as a part of an ensemble, and perform. The fall production is typically a play with auditions held at the beginning of the fall semester. The spring production is typically a musical with auditions held just prior to the winter break. Each student will incur a production fee, not to exceed \$100 per semester. This fee includes but is not limited to costumes, makeup, sets, and props.

Parent Role: Project Assistant

Prerequisite: No previous acting experience or training required.

Co-requisite: Higher Ground

Fall Semester: Due to schedule conflicts, students participating in football may not participate in the theatre production.

THEATER TECH (9th-12th)

Students work with the theatre teachers and LCA Tech staff to run the audio/visual equipment, create props and sets, move production props and sets, run lighting equipment, etc. Students are required to attend each class, all dress rehearsals, and performances.

Parent Role: Project Assistant

Prerequisite: Approval from the high school theatre teacher

Co-requisite: Higher Ground

Grading: Pass/Fail

Fall Semester: Due to schedule conflicts, students participating in football may not participate as the theatre tech.

GENERAL ELECTIVES

Note: Courses under this section are given a pass/fail grade.

STUDENT INTERNSHIP (9th-12th)

The Internship gives students the opportunity to learn practical life skills and build their resume as they assist different LCA departments. Interns work directly with an LCA Director to learn department-specific skills. The following departments are accepting applications: Athletics and Student Life. All interns collaborate with other interns per Director instruction and present a capstone project in their field at the end of the school year. All intern candidates must submit an application, cover letter, resume, and three references to the Director in order to be considered. Interviews will be conducted with qualified applicants. Students will receive high school credit.

Parent Role: Course Monitor

Prerequisite: Director approval

STUDENT TEACHER AIDE (9th-12th)

Teacher aides are provided to teachers and staff who have requested student assistance and are assigned according to student preference, position availability, and teacher/staff request. Students who wish to be aides must have been an LCA student for at least one semester, be enrolled in at least two academic classes, and complete a Teacher Aide Application which is returned to the Registrar. Students are eligible to be an aide only for classes they have previously taken and it must be a lower grade level class. Students may not serve as a Student Aide for more than one class period per school day without administrative approval. Students will receive high school credit.

Parent Role: Course Monitor

Prerequisite: Academic Advisor approval

NON-CREDIT CLASSES

STUDY HALL (9th-12th)

A study hall will be available each class hour for students on campus not enrolled in any other class. Students may not register for more than two periods of study hall on the same day and may register for no more than one study hall for every academic course in which they are enrolled. Enrollment in a study hall is required for any students expecting to be on campus but not in class during school hours. As in all other classes, attendance is mandatory. Excused and unexcused absences do apply for study hall. Excessive unexcused absences will be treated as a discipline issue with the possible consequence of dismissal from the study hall for the remainder of the semester. LCA offers study halls for the purpose of providing students with a library-like environment in which to do homework and/or study. Students should not expect study hall to be a place of social interaction with other students. Study halls are not graded; however, study hall will appear on a student's report card so that cumulative absences may be noted.

Parent Role: Course Monitor

STUDENT MENTORS (9th-12th)

Student mentors are passionate about an area of the school and serve LCA by investing their time and talents in other students on campus. Student mentors are recommended by LCA staff, approved by the respective Dean/Director, and serve under the direction of a member of the LCA staff. Mentors are required to attend class daily. Student mentors are not charged a fee, and do not receive transcript credit for their service.

***Prerequisite:** Instructor recommendation and approval*

***Parent Role:** Course Monitor*