High School

Program of Studies 2015 – 2016

TABLE OF CONTENTS

High School Contacts .................................................................................................................. 2
The Registration Process ............................................................................................................. 3
The Academic Program .............................................................................................................. 6
Grading Policies .......................................................................................................................... 14
List of High School Courses .................................................................................................... 16
Four Year Plan Worksheet ....................................................................................................... 17
Course Descriptions .................................................................................................................. 18
  Bible ......................................................................................................................................... 18
  English .................................................................................................................................... 22
  Fine Art ................................................................................................................................... 26
  Foreign Language ..................................................................................................................... 29
  Math ......................................................................................................................................... 33
  Science ................................................................................................................................. 37
  Social Studies ....................................................................................................................... 40
  Other ....................................................................................................................................... 43
<table>
<thead>
<tr>
<th><strong>HIGH SCHOOL CONTACTS</strong></th>
</tr>
</thead>
</table>

**Administration:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greg Glenn</td>
<td>Head of School</td>
<td><a href="mailto:greg.glenn@lipscomb.edu">greg.glenn@lipscomb.edu</a></td>
</tr>
<tr>
<td>Lanny Witt</td>
<td>Principal</td>
<td><a href="mailto:lanny.witt@lipscomb.edu">lanny.witt@lipscomb.edu</a></td>
</tr>
<tr>
<td>Jesse Savage</td>
<td>Assistant Principal</td>
<td><a href="mailto:jesse.savage@lipscomb.edu">jesse.savage@lipscomb.edu</a></td>
</tr>
<tr>
<td>Diana Benson</td>
<td>Administrative Assistant</td>
<td><a href="mailto:diana.benson@lipscomb.edu">diana.benson@lipscomb.edu</a></td>
</tr>
</tbody>
</table>

**Counseling Center:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amy Cowell</td>
<td>College Counselor</td>
<td><a href="mailto:amy.cowell@lipscomb.edu">amy.cowell@lipscomb.edu</a></td>
</tr>
<tr>
<td>Lisa Coleman</td>
<td>Academic Counselor - 11th and 12th</td>
<td><a href="mailto:lisa.coleman@lipscomb.edu">lisa.coleman@lipscomb.edu</a></td>
</tr>
<tr>
<td>Betsy Thomas</td>
<td>Academic Counselor - 9th and 10th</td>
<td><a href="mailto:betsy.thomas@lipscomb.edu">betsy.thomas@lipscomb.edu</a></td>
</tr>
<tr>
<td>Amanda Moody</td>
<td>STARS Counselor</td>
<td><a href="mailto:amanda.moody@lipscomb.edu">amanda.moody@lipscomb.edu</a></td>
</tr>
</tbody>
</table>

**Department Chairs:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chasidy Burton</td>
<td>English</td>
<td><a href="mailto:chasidy.burton@lipscomb.edu">chasidy.burton@lipscomb.edu</a></td>
</tr>
<tr>
<td>Martha Ann Hawkins</td>
<td>Foreign Language</td>
<td><a href="mailto:marthaann.hawkins@lipscomb.edu">marthaann.hawkins@lipscomb.edu</a></td>
</tr>
<tr>
<td>Robert King</td>
<td>Fine Arts</td>
<td><a href="mailto:robert.king@lipscomb.edu">robert.king@lipscomb.edu</a></td>
</tr>
<tr>
<td>Jennifer Agee</td>
<td>Mathematics</td>
<td><a href="mailto:Jennifer.agee@lipscomb.edu">Jennifer.agee@lipscomb.edu</a></td>
</tr>
<tr>
<td>Kristi Reynolds</td>
<td>Science</td>
<td><a href="mailto:kristi.reynolds@lipscomb.edu">kristi.reynolds@lipscomb.edu</a></td>
</tr>
<tr>
<td>Mark Pugh</td>
<td>Social Studies</td>
<td><a href="mailto:mark.pugh@lipscomb.edu">mark.pugh@lipscomb.edu</a></td>
</tr>
<tr>
<td>Doug Williams</td>
<td>Bible</td>
<td><a href="mailto:douglas.williams@lipscomb.edu">douglas.williams@lipscomb.edu</a></td>
</tr>
</tbody>
</table>

**Other Departments:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Michael Roller</td>
<td>Director of Athletics</td>
<td><a href="mailto:mike.roller@lipscomb.edu">mike.roller@lipscomb.edu</a></td>
</tr>
<tr>
<td>Ryan Roller</td>
<td>Director of Marketing/Admissions</td>
<td><a href="mailto:ryan.roller@lipscomb.edu">ryan.roller@lipscomb.edu</a></td>
</tr>
<tr>
<td>Kim Schow</td>
<td>Admissions Assistant</td>
<td><a href="mailto:kim.schow@lipscomb.edu">kim.schow@lipscomb.edu</a></td>
</tr>
<tr>
<td>Greg Perry</td>
<td>Director of Spiritual Formation</td>
<td><a href="mailto:greg.perry@lipscomb.edu">greg.perry@lipscomb.edu</a></td>
</tr>
<tr>
<td>Amy Welch</td>
<td>Director of Spiritual Formation</td>
<td><a href="mailto:amy.welch@lipscomb.edu">amy.welch@lipscomb.edu</a></td>
</tr>
<tr>
<td>Doug Williams</td>
<td>Director of Spiritual Formation</td>
<td><a href="mailto:douglas.williams@lipscomb.edu">douglas.williams@lipscomb.edu</a></td>
</tr>
<tr>
<td>Dona Howell</td>
<td>Media Specialist</td>
<td><a href="mailto:dona.howell@lipscomb.edu">dona.howell@lipscomb.edu</a></td>
</tr>
<tr>
<td>Phil Sanders</td>
<td>Director of Technology</td>
<td><a href="mailto:phil.sanders@lipscomb.edu">phil.sanders@lipscomb.edu</a></td>
</tr>
<tr>
<td>Donna Brasher</td>
<td>Technology Integration Specialist/ Director of Online Learning</td>
<td><a href="mailto:donna.brasher@lipscomb.edu">donna.brasher@lipscomb.edu</a></td>
</tr>
</tbody>
</table>
Registration Process for Rising 10th, 11th, and 12th Grade Students

1. **Information:** In January and February during grade level meetings, counselors will hand out course request materials and talk to students about their courses and any new offerings in the school.

2. **Thinking:** After these meetings, students will have some time to talk to their teachers and their parents about what courses they should take next year.

3. **Decision:** Students fill out a grade level course request form and should select enough classes to fill 7 periods for both semesters. Students should also include several alternative courses as possible options in the event requested classes are not available. Students and parents must sign the course request form.

4. **Counselor Meeting:** After the course request form is filled out and signed, students will sign-up for a time to meet with their counselor. Counselors are available to meet individually with each student or family to complete the student’s requests for courses next year and/or to discuss the student’s 4 year plan.

5. **Schedules Created:** By late May, the Master Schedule for the school is created based on the course requests of all the students. These requests determine sections and staffing. For this reason, students may no longer change the courses they have requested.

6. **Schedules Released:** By mid-July, all students will receive their schedules via RenWeb. Only **VALID** schedule changes may be made at this time, which include updating course selections based on summer school credits or correcting a scheduling error made by the school. **INVALID** requests include requesting changes for the sake of getting a different teacher, for a more favorable order in the schedule, or to take classes with one’s friends.

Registration for next year’s courses is held each January through February. Lipscomb Academy sets the number of sections and builds its Master Schedule based entirely on student requests for courses. The spring registration determines the courses the school will offer the following fall. Once the Master Schedule has been created, students are obligated to take the courses they requested. It is unlikely students will be able to change their schedules in August or September. Students, therefore, should plan their schedules in a thoughtful, careful manner to match their abilities and their educational needs.

During registration, students submit requests for courses. As much as possible these requests are honored and scheduled, but they are not guaranteed. Some courses are offered on a year to year basis and are decided based on course demand or teacher availability. In all cases, when students are unable to be placed in their requested course, the counseling office will work with the students to select a different course to complete the schedule.
Additional Information

1. **Structure:** For recording grades, Lipscomb Academy High School follows a semester system with two nine-week grading periods in each semester. Class periods are 50 minutes long with 7 periods per day in a normal day. The school year has 180 days of instruction.

2. **The Only Changes Allowed in August:** Valid schedule corrections include updating course selections based on summer school or credit recovery credits, or to correct a scheduling error or change made by the school. These valid changes should take place before the school year starts or no later than the first 10 school days of the year. During this time, a student may request a change of teacher if the student is retaking a class that he/she failed with the same teacher during a previous year. For all other students, the beginning of the fall semester or the spring semester is not a time to revise student schedules. The Master Schedule has been completed based on student course requests.

3. **Dropping in Level:** Students are expected to carefully consider their course load in the spring during registration including time commitments for the classes as well as outside activities like sports, plays, and jobs. Based on this careful consideration, students are discouraged from dropping a level in their courses due to over commitment, seeking a different teacher or simply changing their mind. Consideration, however, will be given to special hardships and a Course Waiver Form will need to be signed by the student and parent. The Course Waiver Form states that the student is dropping a course against the recommendation of the school. This signed form will be kept on file for the duration of high school.

4. **Classes may not be changed:** Students may not change a class to avoid failing, to get out of work different from their expectations, to change teachers or to revise the order of the schedule. Consideration, however, will be given to special hardships. Students with low grades should seek help from various resources available to improve and be successful (see below).

**Problems With A Class**
A student who is experiencing problems in a class will not be removed from the class outside the policies stated above. When problems develop, the following procedures should be followed:

1) The student should consult the teacher for ways to improve or to receive extra help.
2) The student should seek help from the various resources available: teacher tutoring, discipline area tutoring sessions, peer tutoring, or LEP as arranged.
3) If the problem still exists, the parent should talk to the teacher. Conversation can occur over the phone or through email, but the best communication is still person to person with an appointment.
4) If the problem continues to exist, the parent can request a school meeting that includes the teacher, the student, the parent(s), the appropriate school counselor, the department chair, and principal. This team will form a plan of action.
5. **Registering for a course without having the required pre-requisite(s):** A signed Course Waiver Form is necessary when seeking admittance into a course without having the necessary pre-requisite(s) or recommendation of the school. By signing the Course Waiver Form, the parent and student are agreeing to the increased demands of the class and realize approval from administration in no way guarantees success in the course. The Course Waiver Form is signed during the registration process.

6. **Full-Year Courses Last One Year:** Full-year courses may not be dropped during the semester or at the end of the first semester, even if only an elective. The end of the 1st semester is not a time for rescheduling.

7. **Service Learning Program:** The Lipscomb Academy Service Learning program is designed to combine community service and student learning. The goal is for students to become engaged their communities by using knowledge they have gained through classes and programs at Lipscomb Academy. Each student is required to participate in one Lipscomb Academy sponsored service learning project each school year as part of the 15 hours of community service.
Course Levels

College Preparatory courses follow content standards, learning expectations, and performance indicators. College prep courses are open to all students.

Honors level courses substantially exceed the content standards, learning expectations, and performance indicators of college prep courses. Teachers of honors courses model instructional approaches that facilitate maximum interchange of ideas among students: independent study, self-directed research and learning, and appropriate use of technology. All honors courses include multiple assessments exemplifying coursework (such as short answer, constructed-response prompts, performance-based tasks, open-ended questions, essays, original or creative interpretations, authentic products, portfolios, and analytical writing). Additionally, an honors course includes a minimum of five of the following components: (1) Extended reading assignments that connect with the specified curriculum. (2) Research-based writing assignments that address and extend the course curriculum. (3) Projects that apply course curriculum to relevant or real-world situations. (4) Open-ended investigations in which the student selects the questions and designs the research. (5) Writing assignments that demonstrate a variety of modes, purposes, and styles. (6) Integration of appropriate technology into the course of study. (7) Deeper exploration of the culture, values, and history of the discipline. (8) Extensive opportunities for problem solving experiences through imagination, critical analysis, and application. To enroll in an honors course, students should be recommended by their present teacher in that discipline. Students should have records of high achievement on standardized testing. New students requesting Honors courses should meet certain criteria by obtaining a teacher recommendation from previous school attended, receiving certain % correct on placement tests and/or submitting writing samples. For honors courses, teachers add three points to each nine weeks’ average and exam grade (but not to the semester average). The 3 point added is equivalent to a 3% curve on the semester grade.

Advanced Placement (AP) courses are college-level courses with a prescribed core curriculum. The AP National Examination is provided by and graded by the College Entrance Examination Board (CEEB) and is administered to AP students in May of each year. Individual colleges and universities have their own specific standards for granting college credit for AP work. To enroll in an AP course, students should be recommended by their present teacher in that discipline and meet any required pre-requisites. All AP students are required to take the AP exams in May and there is a registration fee for these exams. The AP exam fee is set by College Board and is subject to change year to year. The College Entrance Examination Board (CEEB) assigns a number to each high school to be used by students on all AP, SAT and ACT test applications. Students use this number frequently throughout their high school career. THE CEEB NUMBER FOR LAHS IS 431-655.

Advanced Placement courses offered are AP Chemistry, AP Biology, AP Calculus AB, AP U.S. History, AP English Language and Composition, AP English Literature and Composition, AP Human Geography, AP U.S. Government and Politics, AP Microeconomics, AP Macroeconomics, AP Studio Art, AP Psychology and AP Spanish. The curriculum uses the approved Advanced Placement Curriculum and textbooks. AP courses often use college level textbooks and therefore, students should be prepared to purchase or rent any textbooks required for the AP course. All students who take AP classes are required to take the AP Exams held at the end of the year. Students who take AP classes will have 5 points added to each nine week average and the semester exam (but not to the semester average). The 5 points added is equivalent to a 5% curve on the semester grade.
Lipscomb Academy Dual Enrollment Program

Because of the unique connection that Lipscomb Academy shares with Lipscomb University, we are proud to share the special dual enrollment program offered at Lipscomb Academy. Students have the opportunity to graduate high school with up to 30 hours of college credit.

Lipscomb Academy’s Dual Enrollment program which allows students to receive both high school credit and university credit simultaneously is open to any Junior or Senior who meet the required criteria listed below. Lipscomb Academy has partnered with Lipscomb University to provide college-level course work on our campus by providing dual credit for Bible classes such as Story of Jesus and Story of the Church, College Algebra, Trigonometry and Analytic Geometry, Physics as well as Western Civilization Since 1600. Along with dual enrolled courses being offered on our campus, students also have the unique opportunity to take dual enrolled courses on the university’s campus as a dual-enrolled student. Additional information about the university’s dual enrollment program, including approved class lists for each semester, can be found at www.lipscomb.edu/dualenrollment.

Students interested in participating in any dual enrollment courses must meet the admission requirements and be admitted to the university prior to the start of classes for the semester they plan to enroll. Students desiring to take classes at the university must demonstrate a high maturity level and ability to complete college level course work. To be considered for admission into the dual enrollment program, the student must receive the approval from the high school principal to take dual enrolled courses and once approved must submit the following items:

- Lipscomb University application in its entirety for admission (this also will serve as college admittance to the university at the student’s request)
- ACT/SAT Scores (as well as meeting certain prerequisites, such as specific sub-scores on the math and English portions of the ACT/SAT, if applicable)
- Official high school transcript
- Academic Evaluation form from the school’s guidance counselor

Students also must have met all the prerequisites listed for the university course and exceptions will not be made for students who do not meet these course prerequisites. In addition, the student is also responsible for submitting the dual enrollment grant application by the state-mandated deadline (Sept. 15 for the fall semester, Feb. 1 for the spring semester, and May 1 for the summer term). Grant information and the grant application can be found at www.TN.gov/collegepays. The school counseling office will work with students to complete the dual grant applications by the deadlines listed above. Students who do not submit the grant application by the specified deadline are responsible for payment in full for the charges incurred by participation in the dual enrollment program.

Lipscomb University Dual Enrollment Policies and Protocols:

ADMISSIONS PROCESS
As a participant in the dual enrollment program, you are subject to the same admission, matriculation, disciplinary and degree requirements governing all other university applicants. As such, completing the application process will also serve as a Release of Information that authorizes the institution to share appropriate admission, financial, academic and advising information concerning the enrollment and performance, of you the student, to appropriate departments of the University to complete your admittance."
Please begin this process by creating an account at the following link and completing and submitting the online application: [http://www.lipscomb.edu/dualenrollment](http://www.lipscomb.edu/dualenrollment)

In addition to completing your application for dual enrollment we will be rolling over this application to count as your application to the University once you graduate from High School.

[https://secure.lipscomb.edu/admissions/form/detail/2244](https://secure.lipscomb.edu/admissions/form/detail/2244)

**ELIGIBILITY**

Please remember that eligibility for DE classes require a **21 composite score on the ACT**. The eligibility for individual classes are as follows:

* College Algebra - 21 on math subscore
* Physics - 19 on math subscore
* Freshman Comp I - 20 on English subscore
* Precalculus - 24 on math subscore

**DUAL ENROLLMENT GRANT**

The deadlines for applying for the Dual Enrollment Grant are September 15th, February 1st and May 1st ---- approval will not be given to anyone who is late. In addition, please make sure the application is filled out correctly regarding the “institution granting credit.” Students MUST indicate Lipscomb University, not the school they plan to attend. If they do this incorrectly, they will NOT receive a grant because they will not be on the dual enrolled list to verify with the state.

Another important note regarding the dual enrollment grant is any student in a dual enrolled course receiving more than 3 credit hours will be responsible for the additional charge for the average of credit hours beyond the 3 hours. An example of this is a course with 4 credit hours, the student will be responsible and billed for 1 credit hour = $100.00.

**CREDIT WAIVERS**

Students who are sitting in dual enrolled classes for high school credit only MUST submit a waiver form. The academic counselor will fax this form to Lipscomb University’s admission’s office NO LATER than the assigned deadline. Students cannot change their minds and receive credit once dual enrolled rosters have been finalized.

**WITHDRAWING FROM CLASS**

Students will have a window of time during which they can withdraw from the class for credit. That window of time for each semester can be found on the Lipscomb University website. Students choosing to withdraw WILL NOT receive a refund of tuition. In order for students to not owe tuition money, they will need to have the academic counselor remove them from the dual enrollment roster by the assigned deadlines.

**LINES OF COMMUNICATION**

Parents and students need to direct any inquiries through the academic counselor. Parents and students should not call or email the university’s dual enrolled coordinator directly. This will make sure that the academic counselor is in the loop on anything that is going on, and that the coordinator for the dual enrolled program is able to know who students are and which school they attend.

**END OF SEMESTER/GRADES**

You will be provided with the Registrar’s instructions close to the end of the semester. Grades will be submitted in a timely way since some of seniors may need to have transcripts sent to other institutions.
Lipscomb Academy Dual Enrolled Procedures:

DUAL ENROLLED COURSE REQUEST PROCESS
Student desiring to take dual enrolled course(s) should meet with the high school academic counselor during the course request registration period to determine if the student has met the criteria for Lipscomb University’s dual enrolled program and to seek the high school principal’s approval to take dual enrolled courses. This approval should be requested through the counseling office. It is the responsibility of the student to make sure the college or colleges of choice accept dual credit transcripts and the desired dual enrolled course(s) meet specific college degree programs that the student is interested in pursuing. Once criteria are met and approval is obtained from the principal, the student may proceed forward with the scheduling of the dual enrolled course(s).

SCHEDULING DUAL ENROLLED COURSES
Student will work with the high school academic counselor to coordinate the university course timing with the student’s high school schedule. The timing of the university classes must blend in with the high school schedule to allow for the student to get to and from classes in a timely manner and to meet the 6 classes per semester policy. The academic counselor will work with the student to submit their dual enrolled application and the necessary paperwork to Lipscomb University for admittance to the program as well as help the student register for the university class through the student’s MyLipscomb account if necessary.

TENNESSEE DUAL GRANT DEADLINES
Student must complete the online dual grant application and meet the deadline in order for the tuition to be covered for the dual enrolled course.

TEXTBOOKS
Students enrolled in dual enrolled courses must obtain the required textbooks for the class. Textbooks can be purchased through the university bookstore or rented from reliable sources.

MY LIPSCOMB ACCOUNT
Students must setup and utilize the MyLipscomb account for university classes. University professors utilize Blackboard for posting assignments and for student submittals of coursework. Students can seek help in setting up MyLipscomb accounts through the Help Desk at the university or with the high school academic counselor

DUAL ENROLLED COURSE SYLLABUS
Once a student obtains a course syllabus from the professor of the dual enrolled course, the student should make a hard copy or digital copy of the syllabus and turn it in to the high school academic counselor.

UNIVERSITY CALENDAR
Students, enrolled in dual credit classes(s) on the university campus, should follow the university calendar and is required to attend classes even if the high school is not in session. This may apply to the start and stop dates of semesters, fall break, spring break, snow days and various in-service days associated with the high school.

WITHDRAWAL FROM DUAL ENROLLED COURSE
Students wishing to withdraw from university courses must meet with high school academic counselor to change their overall schedule and must meet the university withdrawal deadlines in order to withdraw from the university course. Student may also be required to return the state dual grant money if mandated by the state or the university.
ATTIRE AND PUNCTUALITY
Students must remain in high school attire while attending classes on the university campus and be responsible for punctuality on both campuses (this follows campus security guidelines).

COURSE WORK EXPECTATIONS
Students must complete course syllabus of the dual enrolled course(s) This may require after school hours for various activities such as group work.

GRADES
Students must receive the course grade from their professor and/or their MyLipscomb account. Grades should be delivered in writing to the high school academic counselor for inclusion on high school transcript. The student may print the grades from the MyLipscomb account or have the professor email the academic counselor with the student’s grade.

ADDITIONAL DUAL CREDIT POINTS
The additional 5 points for DC and AP courses will be added by the high school academic counselor if additional points are not already added by the college professor.

UNIVERSITY GRADING SCALE
The university grading scale does not follow Lipscomb Academy’s grading scale. The Academy will honor the university grade on the high school transcript. University grading scale is as follows: 90 or above = A, 89 - 80 = B, 79 – 70 = C, 69 or below = F. This allows for a more rigorous level of coursework.

MAINTAINING DUAL CREDIT GRANT
In order to maintain the Dual grant for the following semester, a student MUST earn a minimum of a B average (89 – 80 = B) in the previous semester. Students taking one dual enrolled course cannot receive a grade of a 2.75 (the minimum grade set by the state for continuance to receive the dual grant award the next semester); therefore, a student taking one university course per semester, will need a B to maintain the dual grant award the next semester.

SUMMER DUAL ENROLLED CLASSES
Dual enrollment university courses may be taken in the summer on the university campus. A student wanting to take a dual enrolled course over the summer should meet with the high school academic counselor in early April to discuss registering for the course and to make sure all deadlines are met.

DUAL ENROLLED TRANSCRIPT
The student is responsible for obtaining the Lipscomb University dual enrolled transcript and forwarding it to the student’s college of choice. See university registrar webpage for instructions and payment information. http://www.lipscomb.edu/registrar/transcripts
**Blended courses** are offered as an alternative to the traditional classroom setting. In these courses, a portion of the instruction and assignments are given in a traditional classroom setting and a portion of instruction and assignments are completed on-line. Course assignments and instruction will be given every day but not always in a face to face setting. Students will need to supply their own laptop if they wish to work during their blended study hall time.

**Summer Online courses** are also available to students 9 – 12 and are held from June 1st to the last week of July (approximately 8 weeks). Students taking online courses will receive a .5 credit for the semester course. Courses currently offered are Health, Economics, Government, Personal Finance, Proverbs and Ecclesiastes and Microsoft Office. Beginning with the class of 2016, students are required to take an online or blended class for graduation. There is a fee associated with summer online courses.

**Outside Online Courses** must be from an accredited program and all online programs must be approved by the counseling office and/or the Principal before a student enrolls in the online program. Lipscomb Academy administration reserves the right to refuse any credits from online programs not previously approved by the Principal.

**College Preparedness**

By virtue of being a college preparatory school, many opportunities exist for parents and students to become familiar with college preparedness. All students and families participate in a 1:1 meeting with the college counselor during the spring of the student’s junior year to begin the college process. In addition to an excellent academic record, a student must meet deadlines, take a college entrance exam such as the ACT or SAT, file appropriate forms, and secure financial information, etc. in order to attend the college/university of their choice. To assist families, large group meetings are held yearly regarding financial aid, scholarships, testing, etc. and students’ files are continually monitored as their portfolio develops throughout their high school career. Naviance Family Connection which is introduced in the freshman year is a resource provided by the school for families to search for college information, scholarships, and submit documents.

College recruiters are routinely on campus distributing information in our Counseling Center. Several times throughout the year recruiters visit campus during the lunch hour to discuss any questions that students or parents may have. College Fairs are announced, posters are displayed, and web-based announcements are used to alert families as to the times and locations.

Seniors are encouraged to check with the counselor about the College Level Early Placement (CLEP) testing program prior to April 1. If there is a question about the college-testing requirement for a particular college, students are advised to check with the guidance office as early as possible.

**Standardized Testing**

**LAHS CEEB (College Entrance Examination Board) NUMBER IS 431-655.** The following is a brief description of the major types of national tests that are offered in preparation for applying to colleges. Application information is available in the Counseling Center. (See also www.collegeboard.org or www.ACT.org.)

**WrAP** - All 9th and 10th graders will take the WrAP, a national writing assessment.

**PSAT/NMSQT – Preliminary Scholastic Assessment Test/National Merit Qualifying Test (CEEB Test Program):** Given in October to high school students in the 9th, 10th, and 11th grades. The PSAT is the basis for merit scholarships for juniors. It is the same format as the SAT I and is useful as an indicator of SAT scores and/or test practice.
SAT I – Scholastic Assessment Test (CEEB Test Program): Many competitive colleges and universities require and/or accept the SAT for admission (check admissions for requirements). It is a three-hour test in three sections measuring verbal, mathematical reasoning ability, and writing ability.

SAT II – Subject Tests (CEEB Test Program): These one-hour tests measure the application of knowledge in specific subject areas. Three tests are possible on one test date. Many four-year colleges require three subject tests; one is usually English Composition (check admissions for requirements). SAT-II test(s) are taken in the spring of the junior year or the terminal year of the subject taken. SAT-I and SAT-II tests cannot be taken on the same day.

ACT – American College Testing Program (ACT Test Program): Four 35-50 minute tests are given in English, Mathematics, Reading, and Science. For an additional fee an optional writing test is also available. Public colleges and some private colleges in the Midwest, West, and South commonly require the ACT (check admissions for requirements).

AP – Advanced Placement Tests (CEEB Test Program): AP tests are given in May. The tests are usually three hours in length and are based on college level courses taken in high school. The tests are scored 1 through 5. Usually, a score of 3 or better earns college credit in that subject. College credit depends on the individual college’s policies regarding acceptance of AP courses and each student’s performance on the AP exam.

Lottery Scholarships

AWARD AMOUNTS FOR THE TENNESSEE HOPE SCHOLARSHIP

For entering freshmen beginning with fall 2015 and thereafter

Four-Year Institutions and two-year institutions with on-campus housing: Up to $1,750 per full-time enrollment semester as a freshmen and sophomore; then up to $2,250 per full-time enrollment semester as a junior and senior

Two-Year Institutions: Up to $1,500 per full-time enrollment semester as a freshman and sophomore

- Award amounts are available for summer enrollment
- Class status is determined by the postsecondary institution

To be eligible for a lottery Hope Scholarship, a student must be a Tennessee resident by September 1st of the senior year and must apply with the Free Application for Federal Student Aid (FAFSA), available at www.fafsa.ed.gov. The student must have at least a 21 ACT/980 SAT OR a cumulative GPA of 3.0 based on the state grading scale: A = 93-100 (4.0), B = 85-92 (3.0), C = 75-84 (2.0), D = 70-74 (1.0). An additional $1000 merit award is given to students with a 3.75 cumulative GPA AND a minimum 29 ACT/1280 SAT. Most Tennessee state and private colleges are eligible for these scholarships. For more information, you may contact the Tennessee Student Assistance Corporation at 1-800-342-1663 or (615) 741-1346, or go to the web-site: www.TN.gov/collegepays.

NCAA Eligibility

To be eligible to play Division I and II collegiate sports, high school students must meet NCAA requirements. Students should register with the NCAA Clearing House during their junior year and complete registration at www.eligibilitycenter.org. When taking the ACT or SAT, it is the student’s responsibility to have their scores sent directly from these testing services to the NCAA using the Eligibility Center code “9999” as a score recipient.
GPA and National Test Scores:

**Division I** has a sliding scale for grade-point averages and test scores. The lower GPA a student makes the higher SAT/ACT test score the student must make. Only core courses are used in the calculation of the grade-point average. The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used. The ACT score used for NCAA purposes is a sum of the four sections on the ACT: English, math, reading and science.

**Division II** has a minimum Core GPA of 2.00 and a SAT score requirement of 820 or an ACT sum score of 68.

Course Requirements:

<table>
<thead>
<tr>
<th>Division I: 16 Core-Course Rule</th>
<th>Division II: 16 Core-Course Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 years of English</td>
<td>3 years of English</td>
</tr>
<tr>
<td>3 years of mathematics (Algebra I or higher)</td>
<td>2 years of mathematics (Algebra I or higher)</td>
</tr>
<tr>
<td>2 years of natural/physical science</td>
<td>2 years of natural/physical science</td>
</tr>
<tr>
<td>1 year of additional English, math, or natural/physical science</td>
<td>3 years of additional English, math, or natural/physical science</td>
</tr>
<tr>
<td>2 years of social science</td>
<td>2 years of social science</td>
</tr>
<tr>
<td>4 years of additional courses (from any area above, foreign language or comparative religion*/philosophy). *(LAHS Bible classes do not qualify)</td>
<td>4 years of additional courses (from any area above, foreign language or comparative religion*/philosophy). *(LAHS Bible classes do not qualify)</td>
</tr>
</tbody>
</table>

**NAIA Eligibility**

The NAIA Eligibility Center is responsible for determining the NAIA eligibility of first-time student-athletes. Any student playing NAIA championship sports for the first time must meet the eligibility requirements. Students must have their eligibility determined by the NAIA Eligibility Center, and all NAIA schools are bound by the center’s decisions.

U.S. high school students who complete their junior year with an overall 3.00 GPA on a 4.00 scale and have scored at least 18 on the ACT or 860 on the SAT may receive an early eligibility decision. The student must 1) register with the NAIA Eligibility Center, 2) have his or her high school send an official transcript to the Eligibility Center and 3) contact ACT or SAT to have test scores sent to the NAIA (Code 9876). Eligibility information may be found at [http://www.playnaia.org/](http://www.playnaia.org/).
For transfer students, the cumulative GPA on the transcript for transferred work will be used without any recalculation other than conversion to a 4-point scale.

Comprehensive semester exams, accounting for 20% of the semester average, are administered at the end of both the first and second semester. An Exam Prep Day, a day designated for students and teachers to review for the exams, is held prior to the exams. No student is exempt from the first semester exams, but with a 95 average for the semester students may be exempt from second semester exams in year-long courses. Students are required to take exams in semester courses. Seniors are exempt from second semester exams in year-long courses. Exceptions will be determined by the High School Principal.

Students enrolled in honors courses and AP courses typically receive a curve in their grade in order to reward students for taking the more rigorous classes. At Lipscomb Academy, most honors courses carry a 3% curve, while all AP classes carry with them a 5% curve. The state does not give the curve for honors and AP courses until the end of the semester, but Lipscomb Academy allows the extra points to be added to the third nine weeks average in order to increase the chances for the student to be exempt from exams. The curve for the fourth nine-weeks is added to the grade after exams have been taken and the final average is determined. Therefore the 4th nine weeks curve will not be used to determine exam exemptions.

The Averaging Policy allows students to gain a full credit even though they failed the first semester. This is possible only if the average of both semester grades is a 70 or better. However, credit will not be given when the second semester grade is the failing grade. Summer school courses are not part of this policy. If a student is successful under this policy, the Report Card/Transcript credits only are changed to reflect the fact. The earned credit for the second semester of the course is changed manually from 0.5 to 1.0. Grades remain on record as earned.

Recovering Credit is required when the course grade in a core subject is a failing grade. A student cannot recover more than 2 credits per school year outside of Lipscomb Academy and cannot recover more than 2 credits in any single discipline of the 4 core subject areas while attending Lipscomb Academy. The student needing recovery credit should enroll in an accredited recovery program, complete the course and earn the necessary recovery credit before returning to Lipscomb Academy for the next school year. It is also the responsibility of the student to have the earned credit sent to Lipscomb Academy before the next school year begins in order for the student to continue on to the next level of the core course. Students requiring recovery credit will not be allowed to return to classes until the recovery credit is completed and the transcript is received by the counseling office. Student should see their counselor for a complete list of approved credit recovery programs.

Students taking high school courses in middle school (e.g., Algebra, Geometry, languages,) receive high school credit by passing (grade 70 or above) both semesters of the course. Students must take 4 math credits in high school regardless of high school math credits earned in middle school. Students must take 2 foreign language credits in high school regardless of high school foreign language credits earned in middle school.

Grades are recorded numerically by teachers on a 100% scale. The numeric grades are then reported as letters on report cards. To determine a grade point average, the semester average letter grades are assigned a 4, 3, 2, 1, or 0 and added together, then divided by the number of grades. All classes taken are figured in the GPA. All GPA’s are on a 4.0 unweighted scale.
<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Letter Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>A+</td>
<td>4</td>
</tr>
<tr>
<td>94 – 99</td>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>93</td>
<td>A-</td>
<td>4</td>
</tr>
<tr>
<td>92</td>
<td>B+</td>
<td>3</td>
</tr>
<tr>
<td>86 – 91</td>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>85</td>
<td>B-</td>
<td>3</td>
</tr>
<tr>
<td>84</td>
<td>C+</td>
<td>2</td>
</tr>
<tr>
<td>76 – 83</td>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>75</td>
<td>C-</td>
<td>2</td>
</tr>
<tr>
<td>74</td>
<td>D+</td>
<td>1</td>
</tr>
<tr>
<td>71 – 73</td>
<td>D</td>
<td>1</td>
</tr>
<tr>
<td>70</td>
<td>D-</td>
<td>1</td>
</tr>
<tr>
<td>Below 70</td>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

**Class rank** will only be used to determine Valedictorian, Salutatorian, and the Top Ten Percent of the graduating class. The class rank for graduation honors will be determined at the end of the seventh semester. A student must be enrolled at Lipscomb for the beginning of the junior year to be eligible for honors at graduation. Class rank will be determined by the cumulative numerical average including transfer credits; however, physical education credits above the one required for graduation will not be counted for ranking purposes. The High School Principal can disallow a student from ranking for graduation honors in cases where transfer credits are difficult to convert to the grading system at Lipscomb Academy.

The transcript is a historical document showing all courses taken in high school. Letters, not numbers, are used in reporting grades on the official transcript. All grades, passing and failing, are permanently recorded on the transcript. When a course is failed and then repeated either in Summer School through correspondence course, or online, the new grade does not replace the failed grade. The course and new grade are added to the transcript and averaged into the cumulative GPA.
### LIST OF HIGH SCHOOL COURSES

#### BIBLE
- The Story of Israel – 9th Grade
- The Story of Jesus – 10th Grade
- The Story of the Church – 11th Grade (0.5)
- My Story in God’s Story – 11th Grade (0.5)
- Engaging Faith & Culture I – 12th Grade (0.5)
- Engaging Faith & Culture II – 12th Grade (0.5)
- Christian Man (0.5)
- Christian Woman (0.5)
- Chapel Practicum (0.5)
- Story of Jesus – DC/LU (0.5)
- Story of the Church – DC/LU (0.5)
- Bible Choral Studies
- Bible-Early Light (Boys and Girls) (0.5)

#### ENGLISH
- English I
- English I Honors
- English II
- English II Honors
- English III
- English III Honors
- AP English Language and Composition
- English IV
- English IV Honors
- AP English Literature and Composition

#### FINE ARTS
- Art I
- 2D Design (0.5)
- 3D Design (0.5)
- Painting (0.5)
- Photography (0.5)
- AP Studio Art
- Band
- Chorus
- Fundamentals of Music - LU (0.5)
- Sight Singing - LU (0.5)
- Music Theory I - LU (0.5)
- Theatre Arts I
- Theatre Arts II – (0.5 – Spring)
- Intro to Technical Theatre - LU (0.5)
- Theatrical Choreography - LU (0.5)

#### FOREIGN LANGUAGES
- French I
- French II
- French III Honors
- French IV Honors
- Latin I
- Latin II
- Latin III Honors
- Spanish I
- Spanish II
- Spanish II Honors
- Spanish III Honors
- Spanish IV Honors
- AP Spanish
- Intermediate Spanish I,II LU (0.5)
- Intermediate French I,II LU (0.5)

#### MATHEMATICS
- Algebra I
- Algebra II
- Algebra II Honors
- Geometry
- Geometry Honors
- Pre-Calculus
- Pre-Calculus Honors
- AP Calculus AB
- Pre-College Algebra
- Statistics
- Statistics (0.5)
- Intro to College Algebra (0.5)
- College Algebra – DC/LU (0.5)
- Trigonometry and Analytic Geometry - DC/LU (0.5)
- Calculus I – LU (0.5)
- Calculus II – LU (0.5)
- Discrete Math – LU (0.5)
- Elementary Statistics – LU (0.5)

#### SCIENCES
- Biology
- Chemistry
- Chemistry Honors
- Physics
- Fundamentals of Physics – DC
- Fundamentals of Physics – LU (0.5)
- Environmental Science
- Pre-Medical Sciences - Blended (0.5)
- Human Anatomy and Physiology
- AP Biology
- AP Chemistry
- Intro to Engineering LU (0.5)

#### SOCIAL STUDIES
- World History and Geography
- U.S. History and Geography
- Economics (0.5)
- Economics Blended (0.5)
- U.S. Government (0.5)
- U.S. Government Blended (0.5)
- Psychology (0.5)
- Contemporary Issues (0.5)
- AP US Government and Politics
- AP Human Geography
- AP Microeconomics
- AP Macroeconomics
- AP Psychology
- AP US History
- Western Civilization II – DC
- Western Civilization I,II – LU (0.5)
- World Civilization I,II - LU (0.5)
- Intro to American Government – LU (0.5)
- Society and the Law – LU (0.5)
- Intro to Politics – LU (0.5)
- Intro to Sociology – LU (0.5)

#### OTHERS
- Accounting
- Personal Finance (0.5)
- Personal Finance Online (0.5)
- Microsoft Office Online (0.5)
- Intro to Computer Programming
- Foods & Nutrition - (0.5)
- Foods & Nutrition - Blended (0.5-Fall)
- Housing & Interior Design Blended (0.5-Spring)
- Textiles & Apparel (0.5)
- Journalism/Mizpah
- Journalism/The Pony Express
- Health (0.5)
- Healthful Living – LU (0.5)
- Lifetime Fitness I, II (0.5)
- Sports Team Participation (0.5)
- Speech (0.5)
- Intro to Communication - LU (0.5)
- Intro to Philosophy - LU (0.5)
- Intro to Computer Science - LU (0.5)

#### SUMMER ONLINE COURSES
- US Government (0.5)
- Economics (0.5)
- Health (0.5)
- Microsoft Office (0.5)
- Personal Finance (0.5)
- Proverbs and Ecclesiastes (0.5)
### Graduation Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th># of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bible (1 credit required for each year of attendance)</td>
<td>4</td>
</tr>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Math (must include Algebra I, Geometry, Algebra II, and one year beyond Algebra II)</td>
<td>4</td>
</tr>
<tr>
<td>Science (must include Biology, Chemistry, and one other science credit)</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies (must include a “World Focus”, U.S. History, Economics and ¼ of other soc. stud. credit)</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language (must be same language and consecutive years in high school)</td>
<td>2</td>
</tr>
<tr>
<td>Fine Art</td>
<td></td>
</tr>
<tr>
<td>PE/Sport (all sports potentially earn 0.5 credit per season)</td>
<td>1</td>
</tr>
<tr>
<td>Health</td>
<td>0.5</td>
</tr>
</tbody>
</table>

- Students must be enrolled in 6 academic courses each semester. Any exceptions must be approved by the high school principal.
- Blended or Online course required for graduation
- Government required as a 0.5 Social Studies requirement (beginning with the class of 2018)
- Service Learning requirement - 15 hours including an LA service learning project per year of attendance

<table>
<thead>
<tr>
<th>NINTH GRADE</th>
<th>CR</th>
<th>TENTH GRADE</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bible I</td>
<td></td>
<td>Bible II</td>
<td></td>
</tr>
<tr>
<td>English I</td>
<td></td>
<td>English II</td>
<td></td>
</tr>
<tr>
<td>Math:</td>
<td></td>
<td>Math:</td>
<td></td>
</tr>
<tr>
<td>Science: Biology</td>
<td></td>
<td>Science: Chemistry</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL CREDITS:</td>
<td></td>
<td>TOTAL CREDITS:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELEVENTH GRADE</th>
<th>CR</th>
<th>TWELFTH GRADE</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bible III: (1)</td>
<td></td>
<td>Bible IV: (1)</td>
<td></td>
</tr>
<tr>
<td>English III</td>
<td></td>
<td>English IV</td>
<td></td>
</tr>
<tr>
<td>Math:</td>
<td></td>
<td>Math:</td>
<td></td>
</tr>
<tr>
<td>Science:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>US History and Geography</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL CREDITS:</td>
<td></td>
<td>TOTAL CREDITS:</td>
<td></td>
</tr>
</tbody>
</table>
**COURSE DESCRIPTIONS**

*Bible Courses* (Students are required to take a Bible course each year of enrollment at Lipscomb Academy)

<table>
<thead>
<tr>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th grade Bible</td>
<td>10th grade Bible</td>
<td>11th grade Bible</td>
<td>12th grade Bible</td>
</tr>
<tr>
<td>The Story of Israel</td>
<td>The Story of Jesus</td>
<td>The Story of the Church (0.5)</td>
<td>Engaging Faith and Culture I (0.5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>My Story in God’s Story (0.5)</td>
<td>Engaging Faith and Culture II (0.5)</td>
</tr>
<tr>
<td>Biblical Choral Studies*</td>
<td>Biblical Choral Studies*</td>
<td>Biblical Choral Studies*</td>
<td>Cathedral Practicum****</td>
</tr>
<tr>
<td>Chapel Practicum****</td>
<td>Chapel Practicum****</td>
<td>Chapel Practicum****</td>
<td>Chaplain Practicum****</td>
</tr>
<tr>
<td>Christian Woman (0.5)</td>
<td>Christian Woman (0.5)</td>
<td>Christian Woman (0.5)</td>
<td>Christian Woman (0.5)</td>
</tr>
<tr>
<td>Christian Man (0.5)</td>
<td>Christian Man (0.5)</td>
<td>Christian Man (0.5)</td>
<td>Christian Man (0.5)</td>
</tr>
<tr>
<td>Dual Credit Story of Jesus (0.5)*****</td>
<td>Dual Credit Story of Jesus (0.5)*****</td>
<td>Dual Credit Story of Jesus (0.5)*****</td>
<td>Dual Credit Story of Jesus (0.5)*****</td>
</tr>
<tr>
<td>Dual Credit Story of the Church (0.5)****</td>
<td>Dual Credit Story of the Church (0.5)****</td>
<td>Dual Credit Story of the Church (0.5)****</td>
<td>Dual Credit Story of the Church (0.5)****</td>
</tr>
<tr>
<td>Summer Online Bible (0.5)**</td>
<td>Summer Online Bible (0.5)**</td>
<td>Summer Online Bible (0.5)**</td>
<td>Summer Online Bible (0.5)**</td>
</tr>
<tr>
<td>Early Light Bible***</td>
<td>Early Light Bible***</td>
<td>Early Light Bible***</td>
<td>Early Light Bible***</td>
</tr>
</tbody>
</table>

Students, who take 1 elective during 11th or 12th grade, will take 11th or 12th grade Bible the other semester. You may only take Biblical Choral Studies if you are in chorus and have already completed one year of chorus for fine arts credit.

** If students take summer online Bible, they will only need to take Bible for one of the two semesters.

*** This course meets at 7:10 before school Monday-Friday.

**** This course requires an application.

***** See Dual Credit information in the Program of Studies.
The Story of Israel – 9th Grade
In this course, we take an in-depth look at the Patriarchs of Genesis and how God walked with them. We also follow the Exodus into the old Law. We look at how the Lord, since the beginning of time has relentlessly pursued the human race to walk with us and use us for His divine purpose. The study of the Pentateuch (the first five books of the Bible) provides the foundation for the rest of Bible study in high school Spiritual Formation courses.

The Story of Jesus – 10th Grade
In this study of the Bible, we will focus on Christ becoming the Model for our lives, based on the New Testament writings attributed to John (John’s Gospel, 1 John, 2 John, and 3 John). John’s writings share similar language, style, topics, and theology. His writings also provide a unique perspective on the personalities and attributes of God, Jesus, and The Holy Spirit. This class will examine John’s writings in-depth, make practical faith applications, and give special attention to John’s uncompromising claims to Jesus' divinity. We will explore the life of Christ through John’s eyes in an effort to see our own lives in the light of Christ. Each chapter contains a portrayal of some special aspect of the character or work of Christ. Our goal will be to look deeply into these attributes in order to understand more about Christ and invite Him fully into our hearts. We will read the text, pray about it, discuss and analyze it, and apply each theme to our own lives. This is an academic and spiritual journey.

The Story of the Church – 11th Grade - (0.5) – Fall Semester
This course is an opportunity for students to explore the early life of the church from Jesus’ ascension to the end of the New Testament period. Students will study the book of Acts as a continuation of Jesus’ ministry and begin thinking through how God desires for us to join his story.

My Story in God’s Story – 11th Grade - (0.5) – Spring Semester
This course is designed to show students the relevance of scripture in today’s modern culture. Students will learn that God is not bound by time, and that His word was not only written for a first century audience but has meaning and application for the 21st century. Students will continue to think deeply about how their lives can be used in service to God’s kingdom.

Engaging Faith and Culture I – 12th Grade – (0.5) – Fall Semester
This course will explore the relationship of Christianity to Culture primarily through an examination of film and music. The biblical narrative will serve to critique this media, and it will also serve as a lens through which to view the intersection of faith and culture. Topics explored include themes of post modernity and relativism, redemption and forgiveness, and beauty and goodness. Poetry and themes found in Psalms will serve as one biblical connection between art and faith. Spiritual Disciplines will be used as formative tools to help students better engage the collision of faith and culture.

Engaging Faith and Culture II – 12th Grade – (0.5) – Spring Semester
This course is a continuation of the fall semester of Engaging Faith and Culture I.

Christian Man – (0.5)
Christian Man is an in depth study of Jesus words in the Sermon on the Mount. Students will examine issues related to discipleship, peacemaking, vocation, grace and redemption. The aim of this course is to encourage young men to creatively put Jesus’ challenging words into practice.
Christian Woman – (0.5)
Christian Woman is both a textual and topical Bible study. Using the life stories of important women in the Bible as platforms, the study seeks to help young women explore the idea of what it means to have a true, growing relationship with God. From that starting point, the study then moves to a discussion of how to view the other significant relationships in a woman's life through a Godly lens.

Chapel Practicum I, II – (0.5)
This course provides is for students with an interest in planning and leading high school chapel. Students will learn how to structure a worship service, observe and participate in worship from different churches in the area as well as hear from local worship leaders. Students will intensively study chapel themes for each semester. This course is available to students by application.

Story of Jesus – Dual Enrollment – (0.5)
This course is a college level study of what the four Gospels, with an emphasis on the Gospel of Luke, reveal about the life and message of Jesus, the significance of his redemptive work in God’s larger purpose and how disciples live out the story of Jesus in their own lives. This course is open to seniors who apply and are accepted to Lipscomb University. This course allows students to earn a Bible credit with Lipscomb University. (See section on Dual Credit courses for other requirements that must be met to be eligible.)

Story of the Church – Dual Enrollment – (0.5)
"This course is a college level study of the development of the early church from Jesus’ ascension to the end of the New Testament period. Our goal is to understand the beliefs and practices of the early church as well as their relevance for the life of the church today. This course is open to seniors who apply and are accepted to Lipscomb University. This course allows students to earn a Bible credit with Lipscomb University. (See section on Dual Credit courses for other requirements that must be met to be eligible.)

Biblical Choral Studies (co-listed with Fine Arts Chorus)
In recognition of a limited number of scheduling opportunities and the difficulty in fitting Chorus into an academically rigorous course of study, Chorus for Bible credit may be taken after the first year in the choral program. The repertoire of the LAHS choruses is almost exclusively sacred literature. Discussion and consideration of the meaning of these choral texts, many of which are taken directly from scripture, is integral in preparing for performances. The pieces become declarations of faith. A person’s first response to music is emotional, which is one reason singing is so important to our faith development. Most performances are also associated with some worship gathering. For those students who opt to receive their Bible credit through chorus, some additional assignments will be made relative to the repertoire. These may include such activities as writing a report on the meaning of selected pieces, writing a report on the background of the composer that lead to the composition of a piece, planning and carrying out service projects involving the unique gifts of the chorus members, viewing selected videos and writing a reflection on the content. Additionally, some chorus members may participate in the leadership of worship and devotionals.

Choral Description
• Members of all choruses receive a full academic credit and meet every school day. A “Commitment to Excellence” is the motto of the choral program. A placement audition is held in the spring for the following year, except for rising freshmen. The goals of the group include promotion of proficiency in singing and appreciation for musicianship in all areas of music. Members should possess a desire to improve and strive to put group goals over self interests. Chorus in grades 9-12 divides into 2 categories - beginning and advanced. The Concert Chorus is an auditioned ensemble for grades 10-12. They perform at numerous church concerts and adjudication festivals annually. The configuration of the
other choruses is determined each year based on the numbers and ability levels of those wishing to be in chorus. Freshmen may be in one of these beginning choirs without an audition. There may be gender specific choirs (Men's and/or Women's Choruses), or an additional mixed chorus (Chorale), or a combination of these scenarios. These ensembles also perform on some of the concerts with the Concert Chorus.

**Bible-Early Light (Boys and Girls)**
Our study will be a discussion based on the books, *Wild at Heart* and *Captivating*, by John and Stasi Eldredge. The goal of the class is to focus on one's heart, freeing the heart to have a deeper relationship with God, and faithfully growing into the person God wants us to be through healing and understanding. We will examine spiritual topics from both the male and female perspective and explore how God has placed His Spirit and creative love within each one of us for His ultimate glory. (Purchasing and reading the books as we discuss them is encouraged, but not required.) This is an academic and spiritual journey. Assessments will include the following: Completing warm-up questions / journaling, completing guided discussion handouts, group work, and projects. This is an accelerated class that will require time outside of class to complete assignments.

**Proverbs and Ecclesiastes - Summer Online (0.5)**
This summer online Bible class is a study based in Proverbs and Ecclesiastes. These books will be used as a foundation to develop a stronger understanding of God’s wisdom and how we can learn to be wise ourselves. The class will consist of reading along in scripture, reflective writing, responding to discussion questions and projects. Students will receive practical and spiritual applications of the unique and wonderful roles in God’s kingdom so that they will be inspired to grow in their relationships with God and their families. Taught by Jeremy King, this class is open to any junior or senior. This course meets the blended or online requirement required for the class of 2016 and forward.
**English Department** (Students are required to complete 4 credits in English. There are 3 options for students within the English program: College Prep, Honors College Prep, and Advanced Placement (11th and 12th Grade).

<table>
<thead>
<tr>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th grade English</td>
<td>10th grade English</td>
<td>11th grade English</td>
<td>12th grade English</td>
</tr>
<tr>
<td>9th grade English honors*</td>
<td>10th grade English honors*</td>
<td>11th grade English honors*</td>
<td>12th grade English honors*</td>
</tr>
<tr>
<td>AP Language*</td>
<td>AP Literature*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* All honors and AP courses require recommendation from the previous English teacher. Admission is based on performance in previous English classes and test scores. See criteria listed below

**Honors Program:**
The honors program in English strives to provide challenging classes by teaching students on a grade level above their own. Lipscomb Academy offers honors level courses at each grade level. Prospective students for this program must have a solid knowledge of grammar, a demonstrated writing ability, a desire to pursue scholarship, and the recommendation of their English teacher. The courses at each level focus on writing and literature, grammar, and research. At the end of each year, the teacher determines whether or not these students continue in the program for the following year and if new students will be allowed to enter the program.

**Criteria for students entering the honors English program:**
- Excellent English grades (A/B average)
- A desire to learn and a willingness to work
- The ability to work independently
- The current teacher’s recommendation
- Low absenteeism and tardiness
- A superior grasp of grammar
- Critical thinking skills
- Superior writing ability
- A growth mindset
- A love of reading

**Criteria for admission to English I Honors from Eighth Grade:**
- A/B average in honors English; A average in standard English (if choosing to enroll in honors English I)
- A minimum B- on a diagnostic grammar test
- 7 stanine or higher in reading on achievement test
- 24 on the WRAP test administered in 8th grade (score of 4 in all areas)
- Writing sample submitted to the English department – newly enrolled students

**Criteria for admission to English II Honors, English III Honors, AP English III, and AP English IV:**
- A/B average in previous English class
- A minimum B- on a diagnostic grammar test
- A writing sample to be evaluated by the honors instructor
- Teacher recommendation from previous English teacher
A committee of teachers will determine admission to the English II, English III, and English IV honors/AP program after a review of the student’s GPA, grammar test, writing sample, and teacher recommendation.

English I:
Freshman English is a foundation course for high school English classes. Grammar basics including the parts of speech, the parts of a sentence, phrases, clauses, diagramming, usage, and mechanics are reviewed in conjunction with writing and editing skills. Guidelines for formal writing are introduced along with structured paragraph writing and the five-paragraph essay. The research unit emphasizes finding credible sources, documenting in MLA style, and summarizing and paraphrasing information. An exploration of each literary genre includes literary terminology and an introduction to literary analysis. Prominent works include *To Kill a Mockingbird*, the *Odyssey*, *Romeo and Juliet*, and *Animal Farm*. Outside reading is an additional requirement for each nine weeks.

English II:
Sophomore English is located between a ninth-grade anthology of literature from various countries and a junior study of British literature and focuses on the American traditions of Mark Twain, Emily Dickinson, Robert Frost, and Nathaniel Hawthorne. In literature brimming with this country’s talents, students focus on background material of the time periods, biographical sketches of the authors, and classic American literature. Honors college prep classes will conduct an in-depth study of *The Scarlet Letter* and *The Adventures of Huckleberry Finn*. College prep classes will focus on *The Crucible* and *A Lesson Before Dying*. Threaded throughout these studies are literature-based vocabulary and grammar that focuses on verbals, clauses, and punctuation with a particular emphasis on comma usage. Vocabulary instruction is based on Greek roots. Standard classes complete a research project that focuses on types of sources, the process of research, and citations. Honors classes submit a complete research paper. The writing of paragraphs and major papers help to connect all aspects of the English II curriculum: literature, vocabulary, and grammar.

English III:
Junior English introduces students to British literature, from *Beowulf* and Chaucer to Shakespeare and the writers of the Romantic and Victorian periods. Honors students have two outside reading essays each nine weeks. Grammar study builds on a review of the basics, including ACT preparation, and emphasizes verbal phrases, clauses, comma usage, and punctuation. Throughout the school year students write short papers on literary topics. Students learn the process of writing a major research paper, including library techniques, note cards, rough drafts, outlines, citations, and MLA writing style and documentation. Online resources are utilized to assist with the research process.

English IV:
Senior English is the culmination of high school literary and language skills and prepares students for college composition and literature courses. Formal writing, analysis, and research are the foundation of the year’s study. A survey of grammar usage strengthens each writer’s skills in proofreading, editing, and revision. Within writing instruction there is a strong emphasis on conducting academic research, incorporating solid textual evidence, creating sound arguments, and offering a deep analysis of a subject. Writing is done inside and outside of class to improve individual writing skills and style. Students will also spend some time at the beginning of the semester on college applications, entrance essays, and personal statements. The course also introduces students to selections from world literature, with an emphasis on dense texts and literary analysis. Works such as *Oedipus the King*, *The Divine Comedy*, *Wuthering Heights*, *Hamlet*, *The Great Gatsby*, *All Quiet on the Western Front*, and *Death of a Salesman* illustrate the universality of man’s condition, needs, and vision. Because of its emphasis on literature and writing, the course provides seniors with a broad base for university work at a high academic expectation.
**Advanced Placement Program:**

Advanced Placement English is offered both the junior and senior year for exceptional and motivated students who are interested in obtaining college level credit in high school. Students who choose to take these college-level accelerated courses will be expected to have a solid knowledge of grammar, a demonstrated writing ability, a desire to pursue scholarship, a recommendation from their English teacher, and a strong determination to meet the demands of college-level work. There is strong emphasis on independent study in conjunction with classroom instruction. AP courses focus on college-level skills in reading, writing, research, argument, analysis, and synthesis at an accelerated pace. Students are required to take the AP exam in May, and the course is designed for preparation for the exam. College credit depends on the individual college’s policies regarding acceptance of AP courses and each student’s performance on the AP exam.

**AP English Language and Composition:**

Students may elect to take AP English Language and Composition their junior year with a recommendation from their English II Honors teacher. Students must be enrolled in Honors English I and Honors English II to be considered for admission to AP Language and Composition.

AP English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who write for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the general conventions and the resources of language contributed to effectiveness in writing. (AP College Board)

AP Language provides students with opportunities to write about a variety of subjects from a variety of disciplines and to demonstrate an awareness of audience and purpose. The overarching objective is to enable students to write effectively and confidently and emphasize the kind of writing they will experience in college level composition courses. Since AP Language is varied in content, students will have exposure to many different types of texts, thus strengthening their ability to read and think critically. Students will be exposed to a mixture of essays, speeches, nonfiction articles, and literary nonfiction such as *In Cold Blood*, *Nickel & Dimed*, *The Things they Carried*, *The Immortal Life of Henrietta Lacks*, and *Into the Wild*, and classic literature such as *The Crucible*, *Macbeth* and *Frankenstein*. (College credit depends on the individual college’s policies regarding acceptance of AP courses and each student’s performance on the AP exam).

**AP English Literature and Composition:**

Students may elect to take AP English Literature and Composition their senior year with a recommendation from their English III Honors teacher or AP English Language & Composition teacher.

This AP English course is designed to engage students in the careful reading and critical analysis of imaginative literature (AP College Board). The units taught emphasize the development of both critical thinking and writing skills. Required writing includes literary, expository and argumentative essays. Close analysis of each literary piece will include structure, theme, and style. Students should also demonstrate competence in grammar, mechanics, usage, and organization. This university-level course presents key works from world literature, British literature, and American literature. Hopefully, each student will appreciate a variety of literary works and also experience, interpret, and evaluate these works.

While all writing this year will be evaluated for both content and mechanics, the emphasis will be placed on thorough evidence that supports a clear statement or argument. There will also be a major focus on literary analysis in the form or poetry and prose. Students will write in class and outside of class and prepare for timed writing. Discussion will help stimulate ideas and generate a sharper focus as we analyze content, theme, and
artistry of each piece of poetry and prose. The overarching objective is to enable students to write effectively and confidently and emphasize the kind of writing they will experience in college level composition and literature courses. Students will be exposed to a variety of literary genres through poetry, prose, and drama. Students will study several poems from an anthology throughout the year and read critical reviews and theory over various poetry and prose selections. Major works such as *Oedipus the King*, *Wuthering Heights*, *Hamlet*, *The Awakening*, *The Great Gatsby*, & *Death of a Salesman* will be studied in depth and critically. (College credit depends on the individual college’s policies regarding acceptance of AP courses and each student’s performance on the AP exam).
**Fine Art Courses** (Students are required to complete at least one fine arts credit)

**Visual Art**

**Art I**
Art I is a "learn to draw" class designed to teach everyone to draw and enable the already experienced artist to advance to a higher level of skill. Basic principles of drawing and color theory are taught. The class is balanced with studio practice, homework drawing assignments and art history. There is a textbook to study elements and principles of art and design. Art history is also taught to give students a concept of the development of art from cave painting to the present time.

**2-D Design (0.5)**
This course will introduce you to the elements and principals of two-dimensional design. The class will encourage the student to adopt a creative approach to problem solving and to become self-critical in the editing of the work, as well as, understand how to add meaningful content to artwork. Familiarity with the terminology, concepts, and basic materials utilized in the studio by visual artists will be explored. An understanding of two dimensional design principles underlies all 2-D art from drawing and painting to photography, printmaking, illustration, and graphic design. **Prerequisite: Art I.**

**3-D Design (0.5)**
Three-Dimensional Design seeks to expand your understanding of design theory as it relates to the three-dimensional world. Working in media such as paper, Bristol board, corrugated board, foam core, Styrofoam and plaster, and wood, we will explore concepts of modularity, sequence and series, relief, contour, structure, and symmetry. We will examine the function of space, volume, mass, plane, and line. Sculptural issues will be explored through the solution of design problems. The main emphasis of this course is the development of critical thinking skills as they apply to three-dimensional art forms and to help you gain a deeper understanding of visual art. **Prerequisite: Art I.**

**Painting (0.5-Spring)**
Painting will focus on enhancing the knowledge of the elements of art and the principles of design while developing the skills using a variety of painting materials such as oil, acrylic, and watercolor. **Prerequisite: Art I.**

**Photography (0.5-Fall)**
Photography will improve the sense of design and content while emphasizing on visual awareness. Students will learn the basic principles and creative uses of the camera, learn the steps in developing black and white film, and learn how to print their own pictures in the dark room. Students will also learn the basics of digital photography, storage, and reproduction. **Prerequisite: Art I.**

**AP Studio Art**
AP Studio Art is offered as a fourth level Art class for high school students with a committed interest in pursuing the study of Art after high school. A strong application of technique, design, ability, and creativity will be necessary for evaluation. A strong work ethic and commitment of time to develop pieces of art will be expected. (College credit depends on the individual college’s policies regarding acceptance of AP courses and each student’s performance on the AP exam). **Prerequisite: Teacher approval.**
Music

Band
Students in grades 9 – 12 with at least one year of playing experience are eligible to participate in Concert Band with approval of the band director. Band students receive one full academic credit and meet every day. The focus of Concert Band is the development of musical skills through instruction in intermediate and advanced playing, reading, and listening techniques. Students are eligible to audition for Mid-State and All-State Band. This performing group will present a minimum of three concerts during the school year. Participation in Pep Band is required.

Chorus
"Commitment to Excellence" is the motto of the choral program. The goals of the group include promotion of proficiency in singing, appreciation for musicianship in all areas of music, and putting group goals over self-interests. Chorus in grades 9-12 divides into 2 categories - beginning and advanced. The Concert Chorus is an auditioned ensemble for grades 10-12. They perform at numerous church concerts and adjudication festivals annually. Freshmen also perform on some of the concerts with the Concert Chorus.

Alternative Bible Credit
- In recognition of a limited number of scheduling opportunities in an academically rigorous course of study, Concert Chorus for Bible credit may be taken after the first year in the choral program. Since the repertoire is almost exclusively sacred literature, consideration of the meaning of these choral texts is integral in preparing for performances. The pieces become declarations of faith. A person’s first response to music is emotional, which is one reason singing is so important to our faith development. For those who opt for Bible credit through chorus, additional assignments will be made relative to the repertoire such as writing a reports on the meaning of selected pieces or the background of the composer that lead to the composition of a piece, planning and carrying out service projects involving the unique gifts of the chorus members, viewing selected videos and writing a reflection on the content, and others. Additionally, some chorus members may participate in the leadership of worship and devotionals.

Dual Credit Fundamentals of Music (1103) University Campus Only
This course is designed for music majors, worship ministry majors, music minors, and non-majors with little or no previous training in music theory. Written and aural skills, notation, scales, key signatures, time signatures, intervals, and triads are included in the course of study. (Minimum grade of “C” is required to advance to Music 1133.) **Dual Credit course available to Seniors with permission of the LA Fine Arts Director. (See section on Dual Credit courses for other requirements that must be met to be eligible.)

Dual Credit Sight-Singing, Ear-Training I (1111) University Campus Only
This course includes rhythmic, melodic and harmonic dictation, error detection, improvisation, and sight-singing. Prerequisite: MU 1103. Co-requisite: Music 1133. (See section on Dual Credit courses for other requirements that must be met to be eligible.)

Dual Credit Music Theory I (1133) University Campus Only
This course is the first year of written theory and involves part-writing skills and musical notation of the “common practice” period (1600-1900). Prerequisite: MU 1103. Co-requisite: Music 1111. (See section on Dual Credit courses for other requirements that must be met to be eligible.)
Theatre

Theatre Arts I
This course is designed to actively involve students as observers, organizers, creators and evaluators in challenging experiences that develop the whole person physically, intellectually and emotionally. It involves the development of language, communication abilities, higher order thinking, problem solving skills and creativity. Included in this class is the study of many forms Theatre, history of Theatre to modern day techniques, stagecraft, acting, improvisation, play literature, play writing, media, and the technical side of stage lighting, set building and design, sound and sound effects, music, costuming, and much more.

Theatre Arts II (0.5 - Spring)
To enhance the Academic plan for students interested in delving deeper into a study of Theatre, there is now a Semester Class of Theatre Arts II. This class will have a more intense study of acting, character analysis, method acting, auditioning techniques, and play writing. This course of study would be for the student who is considering majoring in Theatre in college, OR It could also include students that want a deeper study of acting, students considering broadcasting, public speaking, marketing, sales, real estate, law, ministry, or other related fields as their future careers. The class would meet either first or second semester (whenever ONE ACTS are on the calendar), opposite of HS Speech, which I would also recommend to these students.

Pre-requisite for this course is;
1.) Theatre Arts 1 AND/OR
2.) Being a member of SRO or ITS, and Participation in a HS Theatre Production AND
3.) An Application and Interview Process with Mrs. Craig
4.) Must be a Sophomore, Junior, or Senior

Dual Credit Introduction to Technical Theatre – (2453) University Campus Only
MWF - 10:00-10:50 - FALL SEMESTER ONLY
This course will analyze technical problems of production, including construction, scene design and lighting.
**Dual Credit course available to Seniors with permission of the LA Fine Arts Director and recommendation of LA Theater Director. (See section on Dual Credit courses for other requirements that must be met to be eligible.)

Dual Credit Theatrical Choreography: various styles – (2131)
University Campus Only
MWF 15:00-15:50 or MWF 16:00-16:50 – Semester Course, offered Fall and Spring Semesters
A practical class for developing the performer’s technique in various forms of dance for the musical theatre
**This Dual Credit course available to Juniors and Seniors with permission of the LA Fine Arts Director and recommendation of LA Theatre Director. (See section on Dual Credit courses for other requirements that must be met to be eligible.)
**Foreign Language Courses** (two credits of the same foreign language required in high school)

**French I**
French I deals with the basics of the French language. The study of grammar includes verb conjugations, sentence structure, and the present tense, and an introduction to the past tenses. Pronunciation skills are honed through the study of the alphabet, accent marks, and phonetics. Students encounter much vocabulary, including greetings, dates, time, weather, daily activities, colors, numbers, clothing, and food. Conversational skills are practiced for use in both formal and informal settings. The basics of translation are introduced. Geography, culture, and history units are introduced in this first year as well.

**French II**
French II begins with a review of grammar and basic vocabulary. Students then delve into deeper grammatical concepts, such as the past, imperfect, and future tenses. Grammar, vocabulary, pronunciation, translation, and conversational skills are expounded upon and honed through lecture notes, homework, oral comprehension activities, and guided conversations. Students become better acquainted with the francophone community through a study of French-speaking countries around the world. Students also gain a sense of the depth of French history through class projects.

**French III Honors**
French III reaches past the complexities of grammatical concepts and endless lists of vocabulary words, focusing more on the culture and literature of the French-speaking world. Dialogues and pronunciation receive key attention, and cultural background is emphasized. More complex grammatical forms, such as the subjunctive mood, future clauses, and relative pronouns are presented. The students delve deeply into French art and literature, studying the works of Impressionist painters and adapted selections of classic works of literature from medieval France through the twenty-first century.

**French IV Honors**
French IV continues the work begun in French III. A heavy emphasis on reading classic works and writing prepares students for topic-specific, college courses such as French literature. Conversation skills continue to develop as students are presented with vocabulary and expressions which reflect the function of daily life in a foreign culture (e.g., students learn how to make a doctor’s appointment, explain any ailments, and receive treatment). Students are strongly encouraged to take the CLEP test at the culmination of this year in order to receive college credit.

**Latin I**
Latin I introduces the language--its culture, influences, basic syntax, and base vocabulary. Students ideally master all five declensions of nouns and all six tenses, both active and passive voices. Translations--both Latin to English and English to Latin--are practiced. Introductory units on culture and history lay the foundation for additional study in upper level courses. Prerequisites: 8th grade English teacher’s recommendation and/or a strong grammar background.

**Latin II**
Latin II completes most essential grammar work and has more involved translations, as well as deeper studies of Roman history and etymology. Grammar studies include verbals, indirect statement, and the subjunctive mood. In-depth work in history--the kingdom, the republic, and the empire--involves the students in research and audio-video material. Students meet and translate some of the prominent Roman writers, especially Caesar. The course also reinforces the culture and influence of the Roman world on present society. Prerequisite: Latin I.
**Latin III Honors**
The focus of Latin III is a study of Cicero, the greatest prose writer of Rome. Examples from three genres of writing--an oration, an essay, and various letters--form the basis of translation the students are given. Students study a biography of Cicero, which emphasizes more of these translations and more Roman culture. Legal, scientific, and medical terminology, as well as vocabulary which specifically relates to the works of Cicero, are taught, and advanced grammatical structures, such as the passive periphrastic and gerundives, are presented to the students. Historical perspectives are also considered an integral part of this study since the events of the day were significant components in the works of Cicero. Prerequisite: Latin II instructor’s approval.

**Spanish I**
Spanish I properly sets the foundation for future study, growth, and knowledge of the target language. It is viewed as being a vocabulary immersion year with grammatical emphasis being placed on subject pronouns, present tense verbs, and basic sentence structure. Listening and speaking skills are also emphasized. Reading, writing, and other vocabulary studies are introduced through a TPR novel in the form of simple sentences and paragraphs. Cultural/regional items are also discussed. In Spanish I, students will journal weekly for assessment purposes. The journal tracks the students' progress in the skills of reading, writing, and listening.

**Spanish II**
Spanish II incorporates the basic skills required to know a language: listening, speaking, reading, and writing. Cultural information is taught in an effort to appreciate differences in the global world. Emphasis is placed on learning appropriate vocabulary and on reviewing and building grammar skills learned in Spanish I. A significant amount of time is given to listening comprehension via teacher instruction, DVD’s, and *Destinos*, a student-designed video/mystery story. Instruction and practice are given in learning how to ask for and receive essential information, i.e., food, transportation, purchases, etc. The goal is to survive in a Spanish speaking country with the basic skills of communication. Readings are an important part of Spanish II. These readings come from short stories, up-to-date magazine articles, children’s books, a small novel, and realia (authentic Spanish items). Writings involve small paragraphs concerning everyday problems and/or situations. The writings serve as a measure of ascertaining the level of grammar understood by the student. Spanish II also incorporates memorization of scripture in Spanish with an emphasis on preparing students for international and local mission opportunities.

**Spanish II Honors**
Advanced Spanish is designed for the student who has an interest in Spanish and is considering studying additional Spanish after Spanish II. Advanced Spanish strives to make the student more marketable in today’s global world and engages the student in meaningful conversation. The curriculum includes a nine weeks of Spanish conversation which teaches survival skills while in a Hispanic country, including vocabulary over transportation (airport and taxi), hotel, restaurant, shopping and haggling, and medical attention. **Spanish II Honors prerequisites:** Students must have an A (94%) or higher in Spanish I (based on their first semester grade), a recommendation from the Spanish I teacher, be willing to complete summer assignments that will be distributed via email, and complete a contract ensuring that the course expectations are understood.

**Spanish III Honors**
In Spanish III more emphasis is placed upon listening comprehension via listening to the instructor, Spanish cable channel, and *Destinos*, a high school designed “telenovela” video that guides the students through listening to over thirty episodes of a mystery. Much more emphasis is given to speaking, as the students read stories aloud, retell Bible lessons in their own words, respond to daily questions over their activities, create dialogues which
engage them in survival types of scenarios, and answer questions from the lesson. Exercises from the textbook and workbook review grammar; the instructor also provides additional information about the grammar in from Spanish I and Spanish II. Writings are assigned over stories that are read, hypothetical situations, and personal experiences. Students read short stories and vignettes in the textbook as well as articles from magazines and newspapers to increase their reading comprehension.

**Spanish IV Honors**
Spanish IV meets with the AP Spanish Language class. Emphasis is placed on grammar, speaking, writing, and reading. As grammatical structures are refined through homework exercises and classroom explanations, the students also learn to synthesize articles and radio broadcast. They also learn to write e-mails, letters to a friend, and other informal ways of communication. Furthermore, they work on their oral communicative skills by listening to radio broadcasts, reading related articles, and preparing a two minute discourse which they record, assimilating and synthesizing this information. They practice informal questioning wherein they broach different skills such as convincing, arguing, and counseling by being interviewed for a job, explaining to a police officer why they were speeding, as well as other practical survival communication skills. Spanish IV also dives deeper into the culture of Spanish speaking countries including: Central America, South America, and Europe. Emphasis is also given to reading short stories for comprehension, tone, and interpretation. They read articles from the Internet to stay current with global events and to learn new vocabulary. They also listen to a minimum of an hour of Spanish cable television a week to improve their listening skills, and, while in class, they listen to short dialogues, long dialogues, and both short and long narratives. These practices allow them to be more successful when taking AP Spanish Language. **Prerequisite:** Spanish III.

**AP Spanish Language**
AP Spanish is a college preparatory course intended for students who wish to develop their proficiency in all four language skills: listening, speaking, reading, and writing, and who hope to receive college credit by passing the AP Spanish Language Exam. This course covers the equivalent of an intermediate to advanced level college course in Spanish grammar, composition, and conversation. The course is intensive and demanding as it aims to allow students to learn the language well enough to advance to an intermediate level or advanced level in a college course.

**Dual Credit Intermediate Spanish**
Dual enrollment Spanish is designed for high school students to be able to participate in the college experience of Spanish and to receive college credit at the end of two semesters. Dual enrollment is an intermediate level Spanish course with an online placement test and a score of 354 required to enter into the course. The students meet with intermediate level students at the university three days a week for 50 minutes, and they participate in an hour’s lab experience each week. The lab experience is divided into listening, serving, textbook online activities, and interviews. The listening exercises are one hour Spanish news shows either online or on television wherein the student writes a one page summary in Spanish of the events as well as listing 30 new Spanish words or phrases learned. Service consists of working in the Hispanic community as an interpreter or facilitator, and often involves the students’ working in a church or school setting wherein the student assists Hispanics new to the country with learning English, computer skills, or other helpful survival skills. The interviews involve pairing up with another student, a one on one interview with the professor, and a one on one final exam interview with a native born Hispanic. The students discuss such things as personal information, short stories read or short films viewed, and a native born Hispanic's experiences in the United States as well as his/her faith issues. The online textbook activities reinforce the vocabulary and those grammatical items reviewed and learned in the five chapters covered each semester. The grammar learned is a review/reinforcement of elementary concepts, a refining of those concepts, and a more in depth study of how the Spanish language works. Chapter one reviews
all present tense verbs, regular and irregular, verbs like **gustar**, **ser** vs. **estar**. Chapter two reviews preterite and imperfect tenses, and the differences between them. Chapter 3 teaches the present subjunctive in noun clauses, object pronouns, and commands. Chapter 4 teaches the subjunctive in adjective clauses, reflexive verbs, and differences between **por** and **para**. Chapter 5 teaches the future and conditional and relative pronouns. Chapter 6 teaches the subjunctive in adverbial clauses, past subjunctive, comparatives and superlatives. Chapter 7 teaches the present perfect, the present perfect subjunctive, and uses of **se**. Chapter 8 teaches the past perfect, the past perfect subjunctive, and the uses of the infinitive. Chapter 9 teaches the future perfect, the conditional perfect, and **si** clauses. Chapter 10 teaches the passive voice, negative and affirmative expressions, and a summary of the indicative and the subjunctive. (See section on Dual Credit courses for other requirements that must be met to be eligible.)
**Mathematics Courses** (Students are required to complete four math credits including Algebra I, Geometry, and Algebra II. Higher level math courses may need to be taken depending upon the level of math begun in 9th grade. Grades are calculated as part of the cumulative GPA for the high school level classes completed in middle school. The only way to replace this class is to repeat the class in the 9th grade.)

<table>
<thead>
<tr>
<th>Lipscomb Academy Math Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8th</strong></td>
</tr>
<tr>
<td>8th grade math</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Algebra I Honors*</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

* Requires teacher approval.

**Must have below a grade of C in previous math courses and a 20 or below ACT math score. This class does not meet the requirements for NCAA clearinghouse.

*** Must have teacher recommendation and a 21 or above ACT math score and an overall ACT composite of at least a 21.

**Algebra I**

Algebra I is a foundational course that serves as a gateway to all other high school math classes. The Glencoe Algebra I Series is used as the textbook. Topics that are covered during the year include solving a variety of equations, graphing, functions, systems of equations, factoring, radicals and quadratic equations. A solid foundation in the skills learned in Algebra I will greatly increase the students’ chances for success in further math classes.
Geometry
In this course the student will obtain knowledge of the vocabulary, symbols, diagrams, theorems, postulates and proofs used in geometry. Specifically the course covers points, lines, planes, angles, parallel lines and planes, congruent triangles, similar polygons, right triangles, circles, areas of plane figures, areas and volumes of solids, coordinate geometry, constructions, loci and transformations.

Geometry Honors
This course is an advanced study of Euclidean Geometry. In addition to the topics covered in the regular geometry course, this course will emphasize proof and deductive reasoning. The class will move at a more rapid pace and will provide an in-depth study of each concept. Prerequisite: This course is offered to ninth grade students who have been recommended for Honors Mathematics classes.

Algebra II
This is a study of traditional algebra concepts integrated with the study of geometry. First and second degree equations are studied in depth and there is a heavy emphasis on problem solving. Conic sections, trigonometry, and logarithms are introduced and the correct use of the calculator is taught. Significant class time is spent in teacher assisted work on these problems; however independent homework and student responsibility are also key.

Algebra II Honors
This is a study of traditional algebra concepts integrated with the study of geometry. First and second degree equations, conic sections, trigonometry, logarithms, and problem solving are some of the concepts taught. The correct use of the calculator is emphasized.

Pre-Calculus
This course is designed primarily for seniors, or for juniors who plan to take Statistics or College Algebra/College Trigonometry in their senior year. Early in the year, much emphasis will be given to analytical geometry and the study of functions. The TI83+ or TI89 will be used extensively by the students and teacher via computer projection equipment to study the relationships between functions and graphs. The "reform" movement in mathematics gives much more emphasis in studying functions analytically as well as through tables and graphs. Technology improvements have dramatically changed the way Pre-Calculus is taught. Nearly a third of the year will then be given to the study of trigonometry. Circle trigonometry goes beyond the geometric concept of an angle. Circular representations of angles allow us to study many real world phenomena that are periodic in nature. Triangle trigonometry uses the geometric concepts to find distances and areas given any polygonal region. Logarithms will be studied to be able to solve problems with exponential variables as is often the case in Chemistry as well as Economics. Conics and their interesting reflective properties will be studied. As time allows, some topics of discrete mathematics including sequences will be studied.

Pre-Calculus Honors
The students in Pre-Calculus Honors should be juniors who are on track to take AP Calculus during their senior year. The content of the curriculum will be much the same as the other Pre-Calculus courses offered at LAHS. The main difference in the honor's course is that all students will be assumed to take AP Calculus. Effectively, this class will be the first year of a two year sequence. More emphasis will be given to interpreting problems verbally, numerically, graphically, as well as analytically. The students will be expected to transfer knowledge to various situations in an effort to prepare them for AP Calculus and the AP Calculus exam.

Before studying calculus, all students should complete four years of secondary mathematics designed for college-bound students: courses in which they study algebra, geometry, trigonometry, analytic geometry, and
elementary functions. These functions include those that are linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise defined. In particular, before studying calculus, students must be familiar with the properties of functions, the algebra of functions, and the graphs of functions. Students must also understand the language of functions (domain and range, odd and even, periodic, symmetry, zeros, intercepts, and so on) and know the values of the trigonometric functions.

**AP Calculus AB**
Advanced Placement Calculus consists of a full high school academic year of work that is comparable to calculus courses in colleges and universities. It is required that students who take AP Calculus will seek college credit by taking the AP Exam. Most of the year will be devoted to topics in differential and integral calculus. The course emphasizes a multi-representational approach of calculus, with concepts, results, and problems being expressed graphically, numerically, analytically and verbally. Also note that a detailed course description including philosophy, goals, prerequisites, and topical outline are given at: [http://apcentral.collegeboard.com/courses/descriptions/1,,151-162-0-8879,00.html](http://apcentral.collegeboard.com/courses/descriptions/1,,151-162-0-8879,00.html) Prerequisite – teacher approval and summer review on teacher wiki located at dlhscalculus.wikispaces.com (College credit depends on the individual college’s policies regarding acceptance of AP courses and each student’s performance on the AP exam).

**Pre College Algebra** (1 High School Credit in Mathematics)
This course is a developmental course and is a review of Algebra I and Algebra II. This course is designed for students who need to develop better math skills to prepare for college mathematics. The first semester concentrates on topics in Algebra I such as real numbers, equations, inequalities, problem solving, graphing, polynomials, factoring, systems of equations and math skills required to improve scores on the ACT. The second semester will concentrate on topics in Algebra II such as factoring, inequalities, problem solving, rational expressions, functions, exponents, radicals, and quadratic equations and functions. This course is designed for students who have **below a grade of C in previous math courses.** This class **does not** meet the requirements for NCAA Clearinghouse.

Pre-requisites:
1. Teacher recommendation.
2. **Regular** Algebra I, Algebra II and Geometry
3. Grades below a C in previous math classes and a 20 or below ACT math score.
4. An Algebra I and Algebra II placement test is given at the beginning of this course.

**Statistics**
Statistics is the science of gaining information from numerical data. Although statistics can be extremely complicated in theory, this course will be concerned with the practice of statistics. There are three basic parts to the practice of statistics, which will be incorporated in this course. Data analysis concerns methods and ideas for organizing and describing data using graphs, numerical summaries, and more elaborate mathematical descriptions. Data production includes some basic concepts about how to select samples and design experiments. Finally, statistical inference moves beyond data in order to draw conclusions about a wide universe. In other words, we will attempt to put data in context.

**Dual Credit College Algebra**
This university level course includes the study of functions, graphs, polynomial functions, exponential and logarithmic functions, systems of equations and inequalities, matrices, sequences, series and probability in one semester. Student must select Dual Credit Trigonometry and Analytical Geometry or another LU Dual Enrollment Math course for second semester, if College Algebra was taken the first semester. (See section on Dual Credit courses for other requirements that must be met to be eligible).
Dual Credit Trigonometry and Analytical Geometry
This course is offered to students as a second semester course for those who have completed Dual Credit College Algebra. This course is the study of trigonometric and circular functions, trigonometric analysis, analytical geometry of conic sections, and rotation of axes, parametric equations and polar coordinates. Pre-requisites are listed below. (Also, see section on Dual Credit courses for other requirements that must be met to be eligible.)

Pre-requisites:
1. Teacher recommendation
2. Pre-Calculus, and a 21 ACT Math Score, or a 21 ACT math score and at least an 87% on the Algebra II placement test. Student must also have a ACT composite score of at least a 21.
3. The Algebra II placement test will be given at the beginning of the course.

LU Dual Enrollment Math Courses
LU Dual Course Descriptions can be found at: www.lipscomb.edu/dualenrollment
**Science Courses** (Students are required to complete three science credits including Biology and Chemistry. Physics is recommended by colleges and ACT/SAT.)

Lipscomb Academy Science Sequence

Recommended Sequence is Biology, Chemistry and Physics.  
(This suggestion is based on data collected by ACT and colleges)

Biology, Chemistry and 1 elective are required for graduation, but 4 credits are suggested.

<table>
<thead>
<tr>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Science</td>
<td>Biology</td>
<td>Chemistry</td>
<td>3 science credits required for graduation. Additional science electives would be the same as 11th grade options.</td>
<td></td>
</tr>
<tr>
<td>Environmental Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Science</td>
<td>Biology</td>
<td>H Chemistry **</td>
<td>3 science credits required for graduation. Additional science electives would be the same as 11th grade options.</td>
<td></td>
</tr>
<tr>
<td>Environmental Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Science</td>
<td>Biology</td>
<td>Chemistry</td>
<td>3 science credits required for graduation. Additional science electives would be the same as 11th grade options.</td>
<td></td>
</tr>
<tr>
<td>Environmental Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Require an A or B in chemistry.
** Requires an A or B in Algebra I
*** See Dual Credit information in the Program of Studies.
Biology
Freshman biology will prepare the student in the following six areas: 1) Cells, 2) Interactions, 3) Photosynthesis and Respiration, 4) Genetics and Biotechnology, 5) Diversity, and 6) Evolution. It will be our purpose to study each of these topics from a perspective of faith in the God who created heaven and earth.

Chemistry and Chemistry Honors
Chemistry is a course that explores the properties of substances and the changes that substances undergo. The student will investigate the following: atomic structure, matter and energy, interactions of matter, properties of solutions, and acids and bases. Students will explore chemistry through hands-on laboratory investigations as well as normal class-work. The students’ experiences in chemistry should enable them to understand the role of chemistry in their lives. These 2 classes will cover mostly the same topics and consist of a similar format. The honors chemistry will cover topics with more detail and depth. The honors class will move at a faster pace and will, therefore, cover a few more topics. If you usually do well in science classes, plan on majoring in a scientific field in college, do well in math, or plan on taking an AP science course, you should take honors chemistry.
Chemistry Honors Prerequisite: Algebra I (A or B average) and math teacher recommendation.

Physics
Physics is the branch of science concerned with the nature and properties of matter and energy. This course includes the discussion of a variety of topics such as motion, forces, gravity, momentum, energy, heat, fluids, waves, light, optics, electricity, and magnetism. Topics will be explored both conceptually and mathematically. A basic understanding of both algebra and geometry are required for this course.

Dual Credit Physics
Dual Enrollment Physics is the equivalent to a three hour Introductory Physics class at the college level. This class will cover many of the same topics covered in Physics, but will cover them in greater detail. Topics such as mechanics, energy and waves will be discussed. This class does not require Physics as a prerequisite, but you may take the class if you have already taken Physics. (See section on Dual Credit courses for other requirements that must be met to be eligible.)

Environmental Science
Environmental Science is a laboratory science course that enables students to develop an understanding of natural and man-made environments and environmental problems the world faces. Students explore environmental science concepts through an inquiry-based approach. ACT college readiness standards will be taught through units such as Earth Systems, The Living World, Human Population, Water and Land Resources, Energy Resources and Consumption, Pollution and Waste Production, Global Change, and Civic Responsibility. This is NOT the recommended course for students planning on a science major in college.

Human Anatomy and Physiology
Human Anatomy and Physiology is designed to introduce the major components of the human body. This course is for those students with an interest within the medical field. The course will be challenging by covering all of the body systems. This course will be a full year course.
Prerequisite: Chemistry (A or B average).

AP Biology
This course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. At the end of the course, students who receive an acceptable score on the AP examination (usually a 3, 4, or 5 depending on the college) are permitted to undertake upper-level courses in
biology or to register for courses for which biology is a prerequisite. Other students may fulfill a basic requirement for a laboratory-science course and will be able to undertake other courses to pursue their majors. The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and one in high school chemistry as well. It serves to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. (College credit depends on the individual college’s policies regarding acceptance of AP courses and each student’s performance on the AP exam). **Prerequisite: Chemistry (A or B average).**

**AP Chemistry**

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. It studies the topics from first year chemistry in more depth and also introduces new topics. It differs from the first year course with respect to the topics covered, the emphasis on chemical calculations, time spent on the course, and the kind of laboratory work done by students. (This class begins before school some mornings, do not register for zero period courses.) College credit depends on the individual college’s policies regarding acceptance of AP courses and each student’s performance on the AP exam). **Prerequisite: Honors Chemistry (A or B average).**

**Pre-Medical Science - Blended (Semester class)**

Do you plan on entering a medical field in your future? We will apply science that you have already learned to medically related topics. We will also learn a lot of new science that you will be studying in college. This class will give you a head start and prepare you for difficult classes that you will take in college such as Organic Chemistry and Biochemistry. We will study a variety of topics and continually relate those topics to everyday life through labs and use of Web 2.0 technologies. This course is open to juniors and seniors who have completed chemistry. This course meets the blended or online requirement required for the class of 2016 and forward.

**Prerequisite: Chemistry (A or B average).**
Social Studies Courses (Students are required to take three credits of social studies, including a “World Focus”, US History and Geography, ½ credit in Economics and ½ credit in Gov’t. (class of 2018.).)

<table>
<thead>
<tr>
<th>Lipscomb Academy Social Studies Course Offerings</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Credits Required but 4 Credits are recommended</td>
</tr>
<tr>
<td>The grades listed in front of the courses are the course level and the suggested grades in which these courses should be taken, but exceptions can be requested.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>World Focus (1 required)</th>
<th>US Focus (1 required)</th>
<th>Government (0.5 required**)</th>
<th>Economics (0.5 required)</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10 World History and Geography (1)</td>
<td>11 US History and Geography (1)</td>
<td>10-12 Government* (0.5)</td>
<td>10-12 Economics* (0.5)</td>
<td>Any previous courses</td>
</tr>
<tr>
<td>9-12 AP Human Geography (1)</td>
<td>11 AP US History(1)</td>
<td>11-12 AP Government* (1)</td>
<td>11-12 AP Micro-economics* (1)</td>
<td>11-12 Psychology (0.5)</td>
</tr>
<tr>
<td>12 Dual Credit Western Civilizations (II) (1)</td>
<td></td>
<td>10-12 Summer Online Government* (0.5)</td>
<td>11-12 AP Macro-economics* (1)</td>
<td>11-12 AP Psychology (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10-12 Blended Government* (0.5)</td>
<td>10-12 Summer Online Economics* (0.5)</td>
<td>11-12 Contemporary Issues (0.5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10-12 Blended Economics* (0.5)</td>
<td></td>
</tr>
</tbody>
</table>

* Government and Economics are designed and taught as a senior level course.
** This requirement will begin with the Class of 2018.

World History and Geography
This course will cover the Ancient World, Middle Ages, Early Modern Times, the Monarchs, Modern Europe, Modernization and World Conflict. The approach used to study these topics is based on themes, including religion, communication, conflict and individual leaders.

Economics or Economics Blended (0.5)
Economics provides students with an introduction in the principles of Macroeconomics and Microeconomics. The course is intended to develop basic and essential areas of content knowledge and skills that will be necessary to function as a consumer or producer in a free market economy. Both content knowledge and skills will be correlated to God’s word in an effort to enhance their core values and beliefs, and to ultimately enhance their Spiritual growth.

Economics Online (0.5-Summer)
On-line Contemporary Economics provides students with an introduction in the principles of Macroeconomics and Microeconomics. The course is intended to develop basic and essential areas of content knowledge and skills that will be necessary to function as a consumer or producer in a free market economy. The On-line Contemporary Economics course brings economics to life with rich, practical examples that make concepts clear and intriguing. The course blends economic expertise and educational insights with comprehensive content, sound instructional design, and extensive print and media tools. This class now includes two chapters covering
personal finance, information on managing money, and being a responsible consumer. A wealth of print, video, electronic, and online resources make it simple to address varied learning styles, use formal and informal assessment, and integrate technology where it makes sense to you. This course meets the blended or online requirement required for the class of 2016 and forward. Prerequisite: 10-12 grades.

Contemporary Issues (0.5)
This is a one semester course that is designed to help students discover their responsibility as citizens. Students will be given the framework to better understand the political and social issues that our society faces by exploring both the history of these issues as well as current policies affecting these issues. Each issue will be studied from both the secular and Christian perspectives. The goals of this class are for students to be able to formulate their own ideas on how these issues will influence the future and how they can positively influence their society. Students will be given the opportunity to develop both written and verbal debate skills.

Western Civilization Since 1600 – Dual Credit
This course is a senior elective designed to survey Western Civilization since 1600 with an emphasis on 20th and 21st century international trends impacting the United States. Special attention is given to Modern Europe, the World Wars, the Cold War and Vietnam. Special activities both semesters include corresponding with United States Congressmen and other elected officials, classroom debates, simulations on controversial national and international problems, and guest speakers. Western Civilization Since 1600 is a dual credit class. (See section on Dual Credit courses for other requirements that must be met to be eligible.)

The AP Government & Politics
United States course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. While there is no single approach that an AP Government & Politics: United States course must follow, certain topics are generally covered in college courses.

U.S. Government or U.S. Government Blended (0.5)
This course focuses on the United States' founding principles and beliefs. Students will use the constitution to study the structure, functions, and powers of the government at the national, state, and local levels. Emphasis on the application of the Constitution and other associated pieces of legislation will be explored.

U.S. Government Online (0.5-Summer)
United States Government is a semester course that focuses on the United States' founding principles and beliefs, and the structure, functions, and powers of government at the national level, with some attention paid to the state and local level. Student experiences will lead them toward an understanding and appreciation of U.S. Government and the importance of the individual's role in this system. This course meets the blended or online requirement required for the class of 2016 and forward.

U.S. History and Geography
US History is a survey of the origins and development of this nation's government, economy, society and culture. This course is especially designed to equip students with the critical-thinking skills that will enable them to make reasoned, objective judgments about historical interpretations, contemporary issues and traditional American values. Community resources are widely used to increase student's understanding of and appreciation for the impact of past events on their family history. This is an 11th grade required class.
AP U.S. History
Advanced Placement United States History is designed to be a college level course and prepare students for the AP Exam. Students will study United States History from beginnings through present day (this material is often divided into two courses in college). This course will include a very heavy reading load, and will require students to master a vast body of knowledge, analyze various writings and primary source documents, and write historical essays. This course fulfills the United States History graduation requirement and has the potential to allow students to earn college credit. (College credit depends on the individual college’s policies regarding acceptance of AP courses and each student’s performance on the AP exam).

AP Human Geography
The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. (College credit depends on the individual college’s policies regarding acceptance of AP courses and each student’s performance on the AP exam).

AP Psychology
The purpose of the AP course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. The aim is to provide a learning experience equivalent to that obtained in most college introductory psychology courses. (College credit depends on the individual college’s policies regarding acceptance of AP courses and each student’s performance on the AP exam).

AP Macroeconomics
The purpose of the AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

AP Microeconomics
Advanced Placement Microeconomics is a course designed to provide students with a thorough understanding of the principles of economics as they apply to individual decision-making units, including individual households and firms. Students taking the course will spend time examining the theory of consumer behavior, the theory of the firm, and the behavior of profit-maximizing firms under various market structures. They will evaluate the efficiency of the outcomes with respect to price, output, consumer surplus, and producer surplus. Students will have an opportunity to examine the behaviors of households and businesses in factor markets, and learn how the determination of factor prices, wages, interest, and rent influence the distribution of income in a market economy. Students will also consider instances in which private markets may fail to allocate resources efficiently and examine various public policy alternatives aimed at improving the efficiency of private markets. (College credit depends on the individual college’s policies regarding acceptance of AP courses and each student’s performance on the AP exam).
Psychology (0.5)
This is an introductory course taught on the high school level. The course is designed to be practical, interesting and informative. The student will better understand the pressures of life by studying a background of heredity and environmental conditions. This is a good course in preparation for college.

Other Course Opportunities

Accounting
Accounting I introduces concepts and principles based on a double-entry system of maintaining the electronic and manual financial records for a sole proprietorship, partnership and corporation. It includes analyzing business transactions, journalizing, posting, and preparing worksheets and financial statements.

Personal Finance (0.5) – (also offered summer online)
This course may be taken as a Sophomore, Junior, or Senior, although there may be more near term application for the Senior student. The sources of the course’s curriculum will be “Foundations in Personal Finance” by Dave Ramsey, “The Secret to Joyful Giving” by Randy Alcorn, and the NIV Bible. The course will include an overview of the 5 Foundations to Financial Peace, basic goal setting, basic budgeting, checking account management, saving, the time value of money, investment options, the dangers of debt, the purpose of insurance, and joyful giving (time and money). The students will engage in a variety of “hands on” activities demonstrating the application of fundamental principles related to each of the topics covered. Instruction will include some interactive lecture, DVD clips on subjects covered, and actual sample materials of the subject matter covered. An iPad, iPhone, or Laptop and a printer are required for use during the course.

Participants will be able to develop a fundamental financial plan by the end of the course. Students will clearly see the role that personal finance plays in their personal lives as they move from parental management of their finances to their decision making and personal financial results and consequences of choices made. Students will be encouraged to open up a personal checking account prior to or at the start of this class.

Online Microsoft Office (0.5) – (also offered summer online)
This introductory course covers many facets of Microsoft Office. You will need the Microsoft Office 2010 version for this class. The text we will use has step by step instructions for this specific version. Word processing will be covered with Word, spreadsheets with Excel, presentations with PowerPoint, and desktop publishing with Publisher. All lessons will be submitted via e-mail or posting online. Good keyboarding skills, while not required, will speed up completion of assignments. A web page will be used to display assignments. Completed assignments will be uploaded to Schoology. This course meets the blended or online requirement required for the class of 2016 and forward. Prerequisite: 9-12 grades.

Introduction to Computer Programming
This computer science course is designed to give students foundational skills in problem-solving, higher-order thinking and computer programming. Students will acquire programming skills through the process of creating solutions to problems and challenges presented to them. Students will work individually and in collaborative groups to program mobile apps, games and other software applications that solve specific problem. This course is recommended for students in grades 10-12.
Nutrition & Foods – (0.5)
Learn to read a recipe! Take this opportunity to learn to make your own snacks or meals. Nutrition and Foods is a tenth through twelfth grade, one-semester course that is very activity-oriented. Students and members of their cooking groups will be involved in foods labs approximately two times per week. The labs are planned to give students plenty of opportunity to practice cooking skills in addition to learning facts relating to manners, table setting, nutrition, and cooking terms. The others days we will be involved in project work and activities, some individual and some in groups, that will help you to know the why behind what you are cooking and how to get the best results when you are in the kitchen. We will study the science of nutrition and explore other cultures through their foods and customs.

Nutrition & Foods - Blended (0.5-Fall)
Learn to read a recipe! Take this opportunity to learn to make your own snacks or meals. Nutrition and Foods is a tenth through twelfth grade, one-semester course that is very activity-oriented. Students and members of their cooking groups will be involved in foods labs approximately two times per week. The labs are planned to give students plenty of opportunity to practice cooking skills in addition to learning facts relating to manners, table setting, nutrition, and cooking terms. Approximately 45 hours (1/2 of a normal semester of 90 hours) of instruction will be completed online, since students will only be in class on an alternate 2day/3day per week schedule. Plan to bring your laptop, to school if you want to work during your study hall period or complete the assignments at home. This course meets the blended or online requirement required for the class of 2016 and forward.

Housing & Interior Design - Blended (0.5-Spring)
Students interested in color, fabrics or room arrangements would be interested in this course. Interior decoration is a semester course available to students in the tenth through twelfth grades. This is a hands-on class with many activities. Students will learn to combine colors, group objects and select fabrics effectively. They will also learn housing styles and furniture styles and learn how to lay out a floor plan for a house. With the aid of the computer, students will get to design a house as part of the course. Prior computer experience is not necessary. This is a beginning for anyone interested in the interior decorating field or anyone just interested in rearranging their room at home. Approximately 45 hours (1/2 of a normal semester of 90 hours) of instruction will be completed online, since students will only be in class on an alternate 2day/3day per week schedule. Plan to bring your laptop, to school if you want to work during your study hall period or complete the assignments at home. This course meets the blended or online requirement required for the class of 2016 and forward.

Textiles & Apparel (0.5-Spring)
Take this opportunity to learn to make clothing for yourself and others. Textiles and Apparel is a highly individualized one semester course available to students in grades ten to twelve. Because students will work at their own pace, this class is suitable for the beginner or someone who already is familiar with sewing. The class will be an asset for students interested in a future in fashion design, who want to be able to add to their present wardrobe inexpensively, or need the skills necessary to repair or alter clothing. Many students also choose to make pillows or other decorative accessories for their room. Also, on an individual basis, students may choose (not required) to learn some type of handwork, such as cross-stitch, needlepoint, or smocking. Students will be required to furnish their own sewing supplies and fabric as needed.

Health (0.5)
Health is a semester course required of all students for graduation. During the course of the semester one of the primary goals of the class is to make the student more aware of personal health and how to improve and
maintain it during their life. Topics discussed include chapters on drug abuse, alcohol abuse, tobacco abuse, AIDS, physical fitness, emergency care, CPR, diseases, and others as time allows. This is one of the most practical and relevant courses offered.

**Health Online (0.5-summer)**
Health is a semester course required for all students for graduation. The course will have six units: Nutrition and Personal Fitness, Personal Wellness, Substance Abuse, Disease Prevention, Sexuality and Family Life, and Safety and First Aid. Taught by Mrs. Brasher and Mrs. Reynolds, this course will use many fun Web 2.0 tools to reinforce the health curriculum. Assignments will be turned in via e-mail or other web based alternatives. This course is open to any student in grades 9-12. This course meets the blended or online requirement required for the class of 2016 and forward.

**Lifetime Fitness I, II (0.5 per semester)**
Students will learn concepts and skills that will contribute to a healthy lifestyle including flexibility, nutrition, and resistance training. Students will also participate in a variety of lifetime activities that are conducive to a healthy and active lifestyle. These may include: jogging, weight lifting, yoga, tennis, golf, racquetball, frisbee golf, hiking, etc.

**Sports Team Participation (0.5 per season with PE standards met)**
A student may choose to receive their physical education credit through documented participation on a school athletic team. Football and Basketball (girls and boys) are offered at the end of the school day. Students receive a 0.5 credit each year of participation for these sports, with the exception of Football the Senior year. All other students participating in sports that do not meet during school hours or receive a grade, may potentially receive a 0.5 credit for PE upon completion of the entire season of the sport and by meeting the PE standards set forth by the team coach.

**Speech (0.5)**
Students throughout their lives will communicate within the family, within the workplace, and within society. In order to become a more effective communicator, students will need to develop the skills to generate ideas, research topics, organize information, listen critically to others, and to prepare and give oral presentations. The student will give seven major speeches in the semester: informative, demonstrative, convincing, persuasive, entertaining, inspirational, as well as the final speech. The class will also utilize presentation technologies, libraries, databases, and computer networks. This class is open to all students; no prerequisite is needed.

**Broadcasting (0.5)**
The Sports Broadcasting Class is available for a limited number of students who want to pursue journalism and broadcasting. The class is responsible for live streaming all home football and basketball games and a select number of special events. The class is scheduled outside of normal school hours with 5 hours of training in the fall semester and short monthly meetings thereafter. Students will earn a pass/fail grade for .5 credits.

**Journalism/Mizpah**
Basic journalistic layout and design are taught in the process of documenting the school year. Photographic composition is taught and students are encouraged to learn camera techniques to take better pictures. Students are taught computer skills as the *yearbook* layout is put on computer to meet the trends in technology. Prerequisite: Students must be approved to take this class.
Journalism/The Pony Express
In journalism students will produce the school newspaper, *The Pony Express*. In the course, students will learn how to collect information through basic reporting skills, to write news stories, feature stories, editorials, and sports stories; and to write headlines and cut lines. This course also emphasizes learning to design and produce a camera-ready product for the printer using desktop publishing skills learned while working with the software, QuarkXPress. Prerequisite: Students must be approved to take this class.