



LEGACY
CHRISTIAN ACADEMY

ACADEMIC HANDBOOK
2018-19

Table of Contents

| | |
|---|-----------|
| GUIDING PRINCIPLES | 1 |
| ACCREDITATION AND MEMBERSHIP | 1 |
| ACADEMIC INFORMATION..... | 1 |
| Legacy Christian Academy Graduation Requirements | 2 |
| Required Credits/Classes for Graduation..... | 2 |
| Legacy Class Load Requirements | 2 |
| Legacy Honors and Advanced Placement Courses..... | 3 |
| Requirements for Accelerated Classes..... | 3 |
| Make Up Work..... | 3 |
| College Credit Opportunities..... | 4 |
| Advanced Placement..... | 4 |
| Post-Secondary Enrollment Options (PSEO)..... | 4 |
| On-Site PSEO (On Legacy’s Campus)..... | 4 |
| Online PSEO (Online Only) | 5 |
| Example of Opportunity to Receive 37 College Credits | 6 |
| While a Student at LCA Through AP & PSEO Courses | 6 |
| College Planning Timeline | 7 |
| Naviance Student..... | 8 |
| Explore Careers and Clusters | 8 |
| Résumé..... | 8 |
| Goals..... | 8 |
| Career Interest Profiler | 9 |
| Game Plan | 9 |
| Colleges I’m Thinking About..... | 9 |
| SuperMatch College Search | 9 |
| StrengthsExplorer | 9 |
| Colleges I’m Applying To..... | 9 |
| Scholarship Match..... | 9 |
| ACADEMIC POLICIES..... | 10 |
| Philosophy of Learning..... | 10 |
| Late Work Policy | 10 |
| Middle School..... | 11 |
| High School..... | 12 |
| Extra Credit Policy | 13 |
| Test Retake Policy | 13 |
| Absence Work Policy | 14 |
| Extracurricular Eligibility | 14 |

| | |
|--|-----------|
| Grading Information | 15 |
| Grade Scale – 5 th -12 th Grade..... | 15 |
| Class Ranking and Weighting of Grades | 15 |
| Academic Mid-quarter Reports and Report Cards..... | 15 |
| Honor Roll..... | 15 |
| Extracurricular Eligibility | 15 |
| Academic Probation | 16 |
| Failing a Semester Course | 16 |
| Graduation Honors | 16 |
| National Honor Society..... | 16 |
| Course Withdrawal Policy | 17 |
| Academic Information for Parents | 17 |
| Moodle..... | 17 |
| PowerSchool | 17 |
| Google Apps | 17 |
| Statement of Academic Integrity..... | 18 |
| LCA School Policy Regarding Cheating | 18 |
| Plagiarism | 18 |
| Forgery..... | 19 |
| MIDDLE SCHOOL COURSES | 20 |
| Requirement for Accelerated Classes..... | 20 |
| Bible | 21 |
| English..... | 22 |
| Fine Arts | 23 |
| Life Skills | 25 |
| Mathematics..... | 25 |
| Physical Education | 26 |
| Science..... | 26 |
| Social Studies | 27 |
| Technology | 28 |
| Other | 29 |
| HIGH SCHOOL COURSES..... | 30 |
| Requirement for Accelerated Classes..... | 30 |
| Bible | 30 |
| English..... | 32 |
| Fine Arts | 34 |
| Mathematics..... | 37 |
| Physical Education..... | 40 |
| Science..... | 41 |
| Social Studies | 43 |
| Technology | 44 |
| World Language | 45 |
| Other | 46 |

GUIDING PRINCIPLES

Mission: Legacy Christian Academy exists to equip the mind and disciple the heart of each student for Christ-like living.

Core Values: Legacy Christian Academy fulfills its mission through focusing on our Core Values of:

- Christ Centered
- Academically Excellent
- Student Focused
- Strong Relationships
- Partnering with Parents

ACCREDITATION AND MEMBERSHIP

Legacy Christian Academy is accredited for grades K-12 through the Association of Christian Schools International (ACSI) AdvancED.

Legacy Christian Academy is a member of the Minnesota Independent School Forum (MISF), College Board, the Minnesota State High School League (MSHSL), National Honor Society (NHS), and the Minnesota Christian Athletic Association (MCAA).

ACADEMIC INFORMATION

Legacy Christian Academy takes seriously its mission – “to equip the mind and disciple the heart of each student for Christ-like living.” To be effective in today’s world, a student must be prepared academically. We believe that excellence brings influence and therefore we offer courses that push students to work to their God-given potential. This Handbook spells out these opportunities, as well as explains graduation requirements and other details for students and parents. Please read this Handbook carefully and if you have any questions, see the School Guidance Counselor or Secondary Principal. This Handbook is available at www.lcamn.org, under the Academic Tab.

The Administration reserves the right to not offer a course based on student registration numbers. Also, a student may not be enrolled in a requested class if it does not fit in his/her schedule.

Legacy Christian Academy Graduation Requirements

A student must earn 24 credits for graduation from Legacy Christian Academy, and .25 credits of Winterim per year as applicable.

Required Credits/Classes for Graduation

| | | |
|--------------------|-----|---|
| Bible | 3 | Old Testament, Christian Theology, Biblical Worldview |
| English | 4 | |
| Fine Arts | 1 | Options: Band, Choir, 2D Design, 3D Design, Ceramics, Drama, Yearbook, Graphic Design, Video Production |
| Health | .5 | |
| Math | 3 | All U of M universities are expecting at least four years of high school mathematics |
| Physical Education | 1.5 | 9 th -12 th grade students earn .25 credit for each school sport they participate in, up to 1 credit |
| Science | 3 | Physical Science, Chemistry*, Biology (Physics/Engineering strongly recommended) |
| Senior Service | 0 | All seniors are required to perform 25 hours of Community Service. This requirement is coordinated through the Spiritual Life Coordinator's Office. |
| Social Studies | 3 | US Government (.5 credit), Economics (.5 credit), World History, US History |
| World Language | 2 | Spanish |

* Beginning with the Class of 2020, students will be required to take Chemistry.

Legacy Class Load Requirements

All Legacy high school students must take the required full load of classes. There are no part-time students at Legacy. The class load is the total of courses taken at Legacy plus approved PSEO courses for juniors and seniors.

Students in 7th-11th grade must be registered for 7 class periods in a day. This may consist of 7 classes or 6 classes and a study hall. Seniors must register for at least 6 class periods. TA does not count for a class period, unless the student is enrolled in at least 2 honors/PSEO classes, is on target to graduate, and has a cumulative GPA of 3.5 by the end of their junior year. Then upon approved application, that student may enroll in 5 LCA classes and have 2 other periods filled by choosing 2 of the following 3 options: 1 period as a TA, 1 free period, or 1 period in online PSEO class (assigned to a Study Hall). All other seniors may have 1 of their 6 class periods dedicated toward online PSEO (assigned to a Study Hall). Any senior may be a TA during a free period. These are the following senior class load options:

- 5 LCA class periods, plus 1 period dedicated to online PSEO (Study Hall will be assigned), plus 1 free period or TA hour.
- 5 LCA class periods, 1 TA period (if the student qualifies), 1 period dedicated to online PSEO or free period.
- 6 LCA class periods plus 1 free period
- 6 LCA class periods plus 1 TA period
- 6 LCA class periods plus 1 period dedicated to online PSEO
- 7 LCA class periods and no online PSEO

All Legacy students must take at least one Bible course per year and must attend Chapel and Legacy Period.

Legacy Honors and Advanced Placement Courses

Legacy offers both honors courses or Advanced Placement (AP) courses in most academic departments. Honors courses offer greater depth and challenge in that subject. As a result, the workload and academic expectations are higher than the regular course. Admission to honors and Advanced Placement courses is based on a cumulative GPA of 3.2 or higher.

A student needs to carefully consider the increased workload when applying for more than one honors or Advanced Placement class. Having honors and/or Advanced Placement courses on one's high school transcript is looked on very favorably by university Admissions Departments.

Any students receiving a grade lower than a C at the end of the first semester may be moved to a regular section of the class at the start of the second semester.

Requirements for Accelerated Classes

Students must have a cumulative GPA of 3.2 (calculated through the last semester completed), have earned a B in the regular class or a C in the honors class in that subject area, and have met class-specific prerequisites to be admitted into accelerated classes. If a student has met the 3.2 cumulative GPA requirement, the specified grade requirement in the previous class, and has met class prerequisites, he/she needs to get the teacher's signature of the accelerated class(es) on his/her Course Registration Form to register.

If a student does not have a cumulative GPA of 3.2, but is advanced in a subject matter, he or she can go to the teacher of that class and receive an application to fill out to apply to be admitted to that class. These students may not be allowed to take numerous accelerated courses.

Make Up Work

The student is responsible for requesting make up work, and each faculty member defines his or her own make up work policy. Due to the nature of certain classes, there is no guarantee that make up work will be available before the absence. A teacher will not pursue a student who has missing work due to absences; it is the student's responsibility to find out what work he/she is missing, to talk to the teacher about when this work is due, and to get the work in on time. Teacher's assignments and due dates are

posted on Moodle sites, so missing school is no longer an excuse for not knowing assignments and due dates.

College Credit Opportunities

Advanced Placement

AP courses are college level courses that allow a student to receive high school credit with the possibility of college credit. Each course culminates with the Advanced Placement Test administered nationally each spring. Scores on these tests range from 1 to 5, with 5 being the highest. Colleges vary in the placement and/or credit they award for performance on these tests. Usually colleges will grant placement in an upper division course or college credit for scores of 3, 4, or 5. However, in every instance the award of placement and/or credit is up to the individual college. Any student receiving a grade lower than a C at the end of the first semester may be moved to a regular section of the class at the start of the second semester. Students need to have at least a cumulative GPA of 3.2 to enroll in these courses.

Options: AP US History

Post-Secondary Enrollment Options (PSEO)

PSEO is a program open to Minnesota's high school juniors and seniors allowing them to take college courses while they are in high school, at no additional cost to the student. Legacy offers on-site PSEO (college courses taught by Legacy instructors) and online PSEO (college courses taught by a University of Northwestern-St. Paul professor through an online learning format). It is important to note that taking a PSEO course will impact both a student's college and Legacy transcript and GPA. LCA students enrolling in these courses can expect the rigor of a college course and at the same time receive both high school and, for those students completing the course with a C- or higher, college credit. LCA does not allow for full-time PSEO students. A student must have a cumulative GPA of 3.2 or higher and score an 18 on his or her PreACT test to enroll in a PSEO course. It is important to note that taking a PSEO course will impact both a student's college and Legacy transcript and GPA.

On-Site PSEO (On Legacy's Campus)

Legacy is partnering with the University of Northwestern-St. Paul to offer courses to qualified juniors and seniors on Legacy's campus. Approved and trained by the University of Northwestern, Legacy instructors teach these courses during the school day. The syllabus and textbook are determined by Northwestern and equivalent to what is taught at Northwestern to college students. LCA students enrolling in these courses can expect the rigor of a college course and at the same time receive both high school and, for those students completing the course with a C- or higher, college credit. These courses may fulfill LCA required classes/credits for graduation. A student must have a cumulative GPA of 3.2 or higher, score an 18 on his or her PreACT test, and meet class prerequisites to enroll in these courses. Students have two weeks to drop an on-site PSEO class without penalty. Applications are due to Mrs. Lunderby by May 15. It is important to note that taking an on-site PSEO course will impact both a student's college and Legacy transcript and GPA.

On-Site Options: MAT1126 Precalculus; MAT1005 Math for the Liberal Arts; MAT2122 Calculus; ENG1105 Composition; LIT1100 Literature, PHE1065 Lifetime Fitness and Wellness; PHI2005 Introduction to Philosophy; SPA1002 Beginning Spanish 2

Online PSEO (Online Only)

Online PSEO classes will only count towards elective credit at LCA. Students are only allowed one (1) elective credit per year. Students are only allowed to take one (1) online class per semester and classes must be approved by Legacy. Applications are due to Northwestern by July 1. The following guidelines have been adopted at Legacy for students participating in online PSEO through the University of Northwestern-St. Paul:

1. Online PSEO courses taken by students may count toward the elective credits required to graduate. The online PSEO courses approved for Legacy students are located on the website under the Academic Handbook tab. Courses that are not approved will not be granted Legacy credit.
2. Each PSEO credit will count as .25 Legacy credit. Up to one Legacy credit per year can be earned through online PSEO.
3. Juniors and seniors who are on track with graduation credits will be limited to one online PSEO class per semester. LCA students may only have one period per semester dedicated to online PSEO classes.
4. Students will have a scheduled class period during which to work on the online PSEO class.
5. Students who successfully complete an online class will receive college credit at the University of Northwestern-St. Paul and high school credit on their Legacy transcript. There is no guarantee that the credits will transfer seamlessly to other colleges. However, Northwestern credits are generally transferable, and they have developed classes for their PSEO program that have high transferability.
6. The grade earned in the online course will be calculated as a part of the cumulative LCA GPA. If a student fails a PSEO online course, the "F" will appear on the Legacy transcript and be calculated into a student's GPA. The "F" will also appear on the University of Northwestern-St. Paul's transcript.
7. The start and end dates for the Northwestern online PSEO classes do not coincide with the LCA semester dates. The student will be required to begin the class outside of school time and fulfill all deadlines set by the University of Northwestern. If the student has been scheduled to work on the PSEO class in Study Hall and completes the class, they would then have a Study Hall.
8. If students desire to drop their online PSEO course without consequences, it must be done within the first week of its Northwestern start date.
9. Students will be required to have a check-in meeting quarterly with the Guidance Counselor for accountability purposes.
10. Students need to have a cumulative GPA of 3.2 or higher and score at least an 18 on his or her PreACT test to enroll in online PSEO courses.
11. It is the family's responsibility to fill out the appropriate state PSEO and University of Northwestern-St. Paul's forms and submit them by the deadline. These forms will be provided by the Guidance Counselor at Legacy.

Students and parents should take the following factors into consideration when thinking about taking online PSEO courses:

1. The online environment is predominantly independent learning and will require students to be self-motivated and mature since they will be responsible for their learning.

2. While the format of the online classes is non-traditional and flexible, students should expect to be challenged and have nightly and/or weekly homework, tests, projects, or papers. Students must be disciplined to follow the designed scope and sequence of the course in order to be successful.
3. The University of Northwestern has policies and procedures for the completion of online work, grading, tests, late work, and other educational practices and do not necessarily follow the same policies and procedures as Legacy. Therefore, parents and students need to understand and agree to follow the institution's designed curriculum.
4. While Legacy will help in the enrollment process of these courses and include this coursework on a student's transcript, the student and parents will primarily be dealing with the online instructor and Northwestern. It is critical to understand the expectations for communication and also realize that online education is different from a traditional classroom experience. The majority of communication will occur electronically, so students and parents need to understand and follow the procedures designed by the partnering institution to ensure success.

Example of Opportunity to Receive 37 College Credits While a Student at LCA Through AP & PSEO Courses

| <u>Course</u> | <u>Grade</u> | <u>College Credit</u> | <u>LCA Credit</u> |
|---|--------------------------------------|-----------------------|-------------------|
| UNW English Comp – On-site PSEO | 11 th | 4 | 1 |
| UNW English Lit - On-site PSEO | 12 th | 4* | 1 |
| UNW Precalculus – On-site PSEO | 11 th or 12 th | 4 | 1 |
| UNW Math for Liberal Arts or UNW Calculus and Analytic Geometry I | 12 th | 4 | 1 |
| UNW Fitness/Wellness – On-site PSEO | 11 th or 12 th | 1 | .5 |
| UNW Philosophy – On-site PSEO | 11 th or 12 th | 4 | 1 |
| UNW Beginning Spanish 2 – On-site PSEO | 11 th or 12 th | 4 | 1 |
| AP US History | 11 th or 12 th | 4* | 1 |
| PSEO – Online | 11 th | 4 | 1 |
| PSEO – Online | 12 th | 4 | 1 |
| Total College Credits | | <u>37</u> | |

* Advanced Placement courses are designed to prepare students for the Advanced Placement Test administered nationally each spring. Scores on these tests range from 1 to 5, with 5 being the highest. Colleges vary in the placement and/or credit they award for performance on these tests. Usually colleges will grant placement in an upper division course for scores of 3, 4, or 5. For scores of 4 or 5, many colleges have been known to grant credit towards college graduation, but in every instance the award of placement and/or credit is up to the individual college.

College Planning Timeline

Jeremiah 29:11 “‘For I know the plans I have for you,’ declares the LORD, ‘plans to prosper you and not to harm you, plans to give you hope and a future.’”

Grade 9

- Choose for yourself to work hard academically.
- Get involved in school, church, work, and community.
- Attend individual academic planning meeting with Mrs. Lunderby to discuss transcripts, academic planning in high school, the importance of grades and extracurricular activities, and college entrance exams.
- Use Legacy’s Naviance Student website (<http://connection.naviance.com/legacyca>) to assist with college and career planning – *Explore Careers and Clusters, Résumé, Goals*.

Grade 10

- Choose for yourself to work hard academically.
- Get involved in school, church, work, and community.
- Attend individual college/academic planning meeting with Mrs. Lunderby to discuss high school classes, graduation requirements, college credit options in high school, college entrance exams, and college planning.
- Use Legacy’s Naviance Student website (<http://connection.naviance.com/legacyca>) to assist with college and career planning – *Explore Careers and Clusters, Résumé, Goals, Career Interest Profiler, Game Plan*.
- Attend the National College Fair and/or Christian College Fair.
- Take the PreACT (practice ACT).
- Plan some college visits.

Grade 11

- Choose for yourself to work hard academically.
- Get involved in school, church, work, and community.
- Attend individual college planning meeting with Mrs. Lunderby to discuss high school classes, graduation requirements, college credit options in high school, college planning, ACT/SAT preparation, and college applications.
- Use Legacy’s Naviance Student website (<http://connection.naviance.com/legacyca>) to assist with college and career planning – *Résumé, Goals, Colleges I’m Thinking About, SuperMatch College Search, StrengthsExplorer*.
- Attend the National College Fair and/or Christian College Fair.
- Plan some college visits.
- Take the PSAT (practice SAT) in October, review your results and take action to build on weaknesses.
- Prepare and study for ACT and/or SAT. Consider taking Legacy’s ACT prep class.
- Take the ACT (www.actstudent.org) and/or SAT (www.sat.org/register).

Grade 12

- Attend individual college application meeting with Mrs. Lunderby to discuss college options and applications.
- Take or retake the ACT (www.actstudent.org) or SAT (www.sat.org/register).
- Attend the National College Fair and/or Christian College Fair.
- Consider attending Legacy's College Financial Aid Evening.
- Plan some college visits.
- Use Legacy's Naviance Student website (<http://connection.naviance.com/legacyca>) to assist with college and career planning – *Résumé, Goals, Colleges I'm Thinking About, Colleges I'm Applying to, Scholarship Match*.
- Get your materials ready prior to your applications - write any necessary essays, get any required recommendations and finalize your résumé.
- Submit college applications and ask LCA to send your high school transcript. Request University of Northwestern-St. Paul to send your transcript, if applicable.
- In conjunction with your parents, fill out the required financial aid forms including the FAFSA. Parents consider attending LCA's financial aid and college informational evening to learn more about financial aid options.
- Make your final decision.

REMEMBER: EVERYTHING YOU DO IN HIGH SCHOOL MATTERS!

Naviance Student

Naviance Student is Legacy's college and career planning website. All students have a personal account and will be guided through the various college and career planning activities that the website offers.

Explore Careers and Clusters

- Students can search by keyword for careers or open an advanced search page
- Displays an advanced search section to find careers based on categories or Holland codes
- Lists career clusters that students can explore to find careers of interest in the cluster

Résumé

- Students can build and edit a résumé according to a template
- Create unlimited printable résumés

Goals

- Students can set goals and timeframes for achieving them

Career Interest Profiler

- Assesses career interest using the Holland Interest codes
- Gives some career planning resources

Game Plan

- Surveys students about their post-secondary goals
- Can be accessed by a counselor in the student folder

Colleges I'm Thinking About

- Displays a list of colleges a student is interested in, along with application deadlines, expected difficulty, and student's level of interest
- Students can add colleges to the list on this page

SuperMatch College Search

- A new college search that utilizes a "fuzzy" approach to ranking the student's preferences
- It provides not only a list of schools that match the student's needs perfectly, but the student will also see the ones that come close

StrengthsExplorer

- StrengthsExplorer powered by Gallup, will help students uncover talents and reveal potential strengths
- From there, students will begin a wonderful journey of discovery, and have the tools they need to make the most of their talents

Colleges I'm Applying To

- Displays a list of colleges the student is applying to
- Includes the Common Application FERPA release
- Lets students share progress of application and application status
- Displays list of teacher recommenders and the status of the recommendation letter
- Student can indicate which college he or she is attending

Scholarship Match

- Displays a list of scholarships student may be qualified for based on data entered about the student
- Student can add scholarship to personal list

ACADEMIC POLICIES

Philosophy of Learning

At Legacy Christian Academy, we are committed to providing students with an academic experience that will prepare them for the future and the unique call God has for each student. This means that students will be invited to fully learn, understand, and apply the material, as well as develop the academic habits and skills necessary for success in college and life. Students develop these skills through their work in their classes by advocating for themselves, taking responsibility for their learning, struggling and not achieving success the first time they try something, and learning how to use their resources and gain the help they need to meet expectations

As we focus on learning, there are keys of implications for the 5th-12th classrooms and instruction:

- Grades measure learning and report student progress. Grades are determined by how students meet the learning criteria, which are driven by the learning standards laid out by Legacy and the State of Minnesota. It is important that grades be understood as a measurement tool and an indicator of progress, not as the end goal or as a reward or punishment.
- Assessments are tools used to determine learning standard and concept mastery. For this reason, 75% of a student's grade will be based on performance tasks, such as projects, presentations, and summative assessments, and 25% on other assignments and homework.
- A student's learning habits and behaviors, like putting forth one's best effort, organization, timeliness, and participation, are measured and reported separately from the grade. These habits are extremely important and separating them from the grade helps students and parents know clearly what a student has learned, as well as how a student is performing in class through separate measurements. While these habits do not weigh into the class grade, there are implications attached to them through the late work policy and eligibility requirements.

Late Work Policy

At Legacy Christian Academy, we believe in helping students develop strong study skills and instilling in them a work ethic, time management skills, and sense of responsibility that will serve them as they move on from Legacy and continue to serve Christ. We also believe that student grades should accurately reflect the amount of the content the student has mastered. For this reason, we will not deduct points for late assignments until the summative assessment for the unit. However the following policy is in place as we seek to hold students accountable not only for content, but for developing essential habits for life, and creating the best learning environment for all students. The following policy applies to every class, and starts over each semester.

As a staff, we commit to:

- Supporting students in extraordinary circumstances. We want students to feel confident to take responsibility for their learning, and advocate for themselves when extra time is necessary on assignments.
- Collaborating with students and parents to create plans for learning that will ensure success for every student.
- Sending communication either via email or telephone regarding assignments that are late.
- Timely feedback on all student work. Students can expect high quality feedback on their homework, assignments, and tests within five days of the due date. Essays and research papers will be returned to students with feedback within 8 days.
- Grades that are up-to-date on PowerSchool. All homework, assignments, and assessments will be graded, and entered into PowerSchool within five days of the due date. Essays and research papers will be returned to students with feedback in 8 days.

Middle School

When a student has a late assignment in any class in 7th-8th grade, the following support system will be put into place:

- Students with late assignments will be assigned to attend Academic Support during their lunchtime. We believe that students are responsible and capable, and if they are late on an assignment, we want to support them by providing them with a setting that is conducive to finishing all work and getting help if necessary. Students will attend academic support during their lunchtime every day until all work has been completed in every class.
- If the student fails to complete a missing assignment within 5 days beyond the due date, the next step (listed below) may take effect.
- Should a student become habitual with late work, the student may be asked to drop all extracurricular activities, and attend after-school tutoring sessions as part of their plan for academic success.

Additional Information:

- Students may turn in late work until the summative assessment for the unit. (ie. unit test, essay, or project). Any missing work after the summative assessment will result in a zero.
- Late work policy does NOT apply to summative assignments or tests. Should a student not turn in a summative project, performance, test, or essay, they will receive a zero the day it was due, as they did not meet the deadline. If the student is absent, absence policy applies.

The following steps will help support students and ensure that teachers, parents, and students are in communication regarding the student's progress:

1. The first time a student does not complete an assignment by the set deadline, parents will be notified of the missing assignment.
2. The second time a student does not complete an assignment by the set deadline, parents will be notified of the missing assignment, and a meeting will be set up with the teacher to develop a plan with parents and the student to set them on a path for success.
3. The third time a student does not complete an assignment by the set deadline, the student will be ineligible in their extra-curricular activities until the assignment is submitted. In addition, the student must obtain signatures from each of his/her teachers that they have all assignments up-to-date in every class submitted before they are reinstated. This includes sports, drama, Student Council, Student Ambassadors, and any other clubs in which they participate. At this time, previously instated academic plans will be reviewed and amended based on student needs.
4. The fourth time a student does not complete an assignment by the set deadline, the student will be ineligible in their extra-curricular activities for two weeks. In addition, the student must obtain signatures from each of his/her teachers that they have all assignments up-to-date in every class submitted before they are reinstated. This includes sports, drama, Student Council, Student Ambassadors, and any other clubs in which they participate. At this time, previously instated academic plans will be reviewed and amended based on student needs. After school tutoring or summer school may be required.

High School

Our 9-12th grade late assignment policy is as follows:

1. The first two times a student does not complete an assignment by the set deadline, parents will be notified through an email.
2. The third time a student does not complete an assignment by the set deadline, parents will be notified. At this time, a meeting will be set up with the teacher, student, and parents to develop a plan for the student that will set them on a path for success in the class.
3. The fourth time a student does not complete an assignment by the set deadline, the student will be ineligible in their extra-curricular activities for two weeks. In addition, the student must obtain signatures from each of his/her teachers that they have all assignments up-to-date in every class submitted before they are reinstated. This includes sports, drama, Student Council, Student Ambassadors, and any other clubs in which they participate. At this time, previously instated academic plans will be reviewed and amended based on student needs.
4. The fifth time a student does not complete an assignment by the set deadline, the student and parent will have a meeting with Dr. Lohse and may be removed from the course. The student will be required to make up the credit either in the next school year if their schedule will allow, or through alternate means.

Additional Information:

- Students may turn in late work until the summative assessment for the unit (ie. Unit test or project). Any missing work will result in a zero.
- Late work policy does NOT apply to summative assignments or tests. Should a student not turn in a summative project, performance, test, or essay, they will receive a zero the day it was due, as they did not meet the deadline. If the student is absent, absence policy applies.
- If the student fails to complete a missing assignment within 5 days beyond the due date, the next step (listed below) may take effect.

Extra Credit Policy

Students cannot earn “extra credit.” The grade is a reflection of learning, not an accumulation of points.

Test Retake Policy

There are times when students struggle with content and experience circumstances that may lead to a poor grade on an exam. As grades are meant to be a reflection of what students know and the skills they have, students have the option to retake a test to improve their grade. As part of the process, we ask that students complete an appropriate amount of remedial work on the initial content to ensure that they have mastered the concepts that were previously missed. This may take different forms, and include tutoring depending on the subject and teacher. If a student wishes to retake a test, the following requirements must be met:

- All assignments must have been completed on time leading up to the summative assessment.
- Remedial work assigned by the teacher must be completed in a satisfactory manner and in the timeline set by the teacher.
- Retakes must be completed within ten days of the original test.
- Teachers may exercise discretion in how retakes take form. For example, instead of completing a test, students may be asked to complete a project or write an essay.

*Retake policy applies to exams, but does not apply to other summative assessments including projects and essays. When completing these other forms of summative assessment, students are encouraged and have the ability to gain feedback from teachers through the process.

**The last test grade is the student’s final grade.

Absence Work Policy

If a student is absent, it is their responsibility to communicate with each teacher about the assignments that were missed. For each school day that a student is absent, they are granted one school day to make up assignments, classwork, and assessments. For example, if a student is absent on Wednesday, missing work would be due on Friday, as well as the completion of assessments.

Extracurricular Eligibility

Students will be eligible to participate in extracurricular activities if they meet the following requirements (these activities include Student Ambassadors, Student Council, drama performances, clubs, and athletics):

1. Must be enrolled as a current student with all enrollment forms, athletic forms, and obligations met through the Admissions, Athletic, and Business Offices.
2. Must be a student in academic and behavioral good standing.
3. A student who is suspended from school may not participate in practices or games during the period of suspension. The Administration reserves the right to extend suspension from participation in activities depending on the severity of the discipline issue.
4. A student whose GPA falls below the minimum standard of 2.0 or is failing any course at Mid-Quarter Report or at the end of the quarter, will not be eligible to participate in the next two games or for two weeks of games/activities, whichever is longer. The student may participate in practice even though they are ineligible for games/activities.
5. Students who have four late assignments in a semester, in any given class will not be eligible to participate in the next two games or for two weeks of games/activities, whichever is longer. The student may participate in practice even though they are ineligible for games/activities. Reinstatement will require that the student gain signatures from all teachers at the end of the two weeks signifying that assignments are up-to-date in all classes.

Grading Information

Grade Scale - 5th-12th Grade

| | Percent | GPA |
|----|---------|-------|
| A | ≥93 | 4.0 |
| A- | ≥90 | 3.667 |
| B+ | ≥87 | 3.333 |
| B | ≥83 | 3.0 |
| B- | ≥80 | 2.667 |
| C+ | ≥77 | 2.333 |
| C | ≥73 | 2.0 |
| C- | ≥70 | 1.667 |
| D+ | ≥67 | 1.333 |
| D | ≥63 | 1.0 |
| D- | ≥60 | 0.667 |
| F | <60 | 0 |

Class Ranking and Weighting of Grades

Legacy does not rank students or weight grades.

Academic Mid-quarter Reports and Report Cards

Mid-quarter Reports will be emailed to 5th-12th grade students and parents/guardians halfway through each quarter.

A Report Card will be emailed to 5th-12th grade students and parents/guardians at the end of each quarter. Report Cards and online PowerSchool access will be withheld from students whose fines, fees, athletic uniforms, or school materials remain outstanding.

Honor Roll

High school students are listed on the B Honor Roll if their grade point average for a given quarter falls within 3.0-3.599. Students are listed on the A Honor Roll if their grade point average for a given quarter is 3.6 or higher.

Extracurricular Eligibility

Students will be eligible to participate in extracurricular activities if they meet the following requirements (these activities include Student Ambassadors, Student Council, drama performances, clubs, and athletics):

1. Must be enrolled as a current student with all enrollment forms, athletic forms, and obligations met through the Admissions, Athletic, and Business Offices.
2. Must be a student in academic and behavioral good standing.
 - a. A student who is suspended from school may not participate in practices or games during the period of suspension. The Administration reserves the right to extend suspension from participation in activities depending on the severity of the discipline issue.

- b. A student whose GPA falls below the minimum standard of 2.0 or is failing any course at Mid-Quarter Report or at the end of the quarter, will not be eligible to participate in the next two games or for two weeks of games/activities, whichever is longer. The student may participate in practice even though they are ineligible for games/activities.
- c. Students who have three late assignments in a semester, in any given class will not be eligible to participate in the next two games or for two weeks of games/activities, whichever is longer. The student may participate in practice even though they are ineligible for games/activities. Reinstatement will require that the student gain signatures from all teachers at the end of the two weeks signifying that assignments are up to date in all classes.

Academic Probation

Students whose semester grade point average falls below the minimum standard of 1.667 will be placed on academic probation for the next semester. Students who remain on academic probation for two consecutive semesters may be asked to leave LCA.

Failing a Semester Course

No credit towards graduation will be given for a failing semester grade. Therefore, if the failing grade is in a required course or if the credit is needed to meet the graduation credit total, steps must be taken to make up the course. A student should make an appointment with the Guidance Counselor to explore options for making up the failed credit.

These options may include:

- Re-taking the course if scheduling allows.
- Taking a pre-approved summer course through another district.
- Taking a pre-approved online course. An extra charge may apply for the course.
- Arranging for a summer independent study course through LCA. An extra fee will apply for this option.

Graduation Honors

Recognition of High Honors will be given at graduation to all graduating seniors who have achieved a cumulative GPA of 3.667 or above and have been at Legacy Christian Academy for at least two years. Honors recognition will be given to graduating seniors whose cumulative GPA is 3.5 or higher.

National Honor Society

National Honor Society is a national organization that honors students who excel in academics, character, leadership, and service. NHS has high standards for membership and the vetting process is extremely competitive.

All juniors and seniors who have been at LCA for at least one year and have a cumulative GPA of 3.5 or higher are invited to apply for membership in NHS. All applicants must meet the deadlines for material submission. An NHS selection committee, made up of teachers, will make final decisions on applicants for membership. Because of NHS guidelines, all qualified candidates will not necessarily be chosen for

membership. Each year, all NHS members must complete 10 hours of community service and in addition volunteer to help at one school-related event.

Course Withdrawal Policy

Students may make course changes within the first week of a semester. Students who wish to withdraw from a non-required course after the first week of each semester may do so if:

1. The request is made before the 6th week of the semester.
2. The student has the minimum number of credits.
3. The administration feels it's best for the academic success of the student.

Any student who wishes to drop/add a class must complete a Drop/Add Form, which is available from the Coordinator of Academic Affairs or the Guidance Counselor. All schedule changes require parental/guardian, teacher and Guidance Counselor approval with signatures on the Drop/Add Form before the change will be made.

Designated yearly courses are to be taken for the entire year and cannot be dropped or added at semester break unless there are extenuating circumstances as determined by the administration.

Academic Information for Parents

Moodle

Seventh through twelfth grade teachers will use Moodle Learning Management System to post course assignments, assessment dates, information, resources, and handouts for students and parents. Students are expected to use this site as a routine part of their learning experience at Legacy. Teachers will show students how to use this site and clarify academic expectations for its use in their courses. Parents can access the Moodle course pages by using their student's user name and password.

PowerSchool

Teachers will post the assignment and assessment grades on PowerSchool. To access your student's grades in PowerSchool, go to Quicklinks on the website and click on PowerSchool. Your Username and Password will be needed to access information. You can also use the PowerSchool app on your smartphone. If you have any questions, please call the Coordinator of Academic Affairs at 763.427.4595 ext. 205.

Google Apps

This application will be used by the students primarily for their email accounts and google docs. All 5th-12th grade students have an email account and are also in an email group, according to their grade. Teachers will send information to students through their email account so it is important that they check it often. Google docs are documents shared over the internet, giving teachers and students the opportunity to share and revise documents collaboratively.

Statement of Academic Integrity

Students at Legacy are expected to sign a Statement of Academic Integrity each semester.

LCA School Policy Regarding Cheating

Cheating is a misrepresentation of a student's abilities or efforts by using the work of others as your own or by using copied answers to complete assignments or tests. Providing work or answers to another student with the intent of giving them an unfair advantage is also considered cheating. All students involved are subject to consequences.

Expectations Specific to Course

Examples of Cheating

1. Telling classmates about material or questions on a test or quiz.
2. Receiving answers/questions or material that will enhance your performance, whether intentionally or unintentionally provided. (If students feel they have received information that will give them an unfair advantage, they should talk with their teacher prior to turning in their assignment or taking their test.)
3. Copying someone else's work without teacher permission.
4. Allowing someone to copy your work without teacher permission.
5. Copying from a teacher answer sheet or key.
6. Changing answers during in-class correction.
7. Copying online resources to complete schoolwork, such as a math assignment, without demonstration of mastery.
8. Misrepresenting completion of work, such as reading Cliff's Notes or watching a movie in place of reading an assigned book.
9. Using an online translator to create Spanish text to submit as your own is cheating. Students may use physical or online dictionaries to look up individual words.

Consequences for Cheating

Whenever a student is guilty of cheating, the teacher will collect the student's paper, quiz, or test, mark a zero for the work, and implement the following steps:

- First offense: The student will receive a grade of zero on the assignment and the parent is called by the teacher.
- Second and subsequent offenses: The student will receive a grade of zero on the assignment, referral to the school administration, in-school suspension, and a conference will be held between school administration and parent.

Plagiarism

Plagiarism is a piece of writing in which the words, phrases, or ideas have been taken from a different source and are presented as being your own work. Furthermore, plagiarism entails the use of others' ideas or words as one's own, even if those words or ideas are presented in a different order.

Examples of Plagiarism

1. Borrowing (without proper citation) ideas or quotations from another person
2. Collaborative work presented as one's own effort
3. Turning in another person's paper as if it were your own
4. Purchasing or downloading a paper from a person or company and turning it in or using portions of it
5. Cutting and pasting parts of another person's work into your own work

Consequences for Plagiarism

Whenever a student is guilty of plagiarism, the student will lose all credit for that work but may still be required to complete the work again at an acceptable level. When plagiarism first occurs, the teacher will notify the student's parents. After the second offense, the student and parent(s) will meet with the school administrator. Subsequent infractions of plagiarism may result in suspension or withdrawal.

Forgery

Forgery is an intentional act that has a goal to deceive. These intentional acts may include creating false documents, sending out communication under another person's name, changing a document, or signing someone's name without authorization.

Examples of Forgery

- Producing a false pass
- Signing a parent's or guardian's name to a document
- Sending out an email under another student's name or account

Consequences for Forgery

- First offense: Student will serve one hour of "community service" around the school, the teacher will contact the parent(s), and the administration will be made aware of the situation.
- Second offense: Student will serve a minimum of three hours of "community service" around the school, referral to school administration, and a conference will be held between the school administration and the parent(s). Subsequent infractions of forgery may result in suspension or withdrawal.

I understand the expectations for academic integrity and agree to abide by them.

Student Signature _____

MIDDLE SCHOOL COURSES

| 5th Grade | 6th Grade | 7th Grade | 8th Grade |
|---|---|--|---|
| Language Arts | Language Arts | English 7 | English 8 Honors English 8 |
| Mathematics 5 | Mathematics 6 | Pre-Algebra Honors Pre-Algebra | Algebra I Honors Algebra I |
| Science | Science | Life Science | Earth Science |
| Social Studies | Social Studies | World Geography | US History 8 |
| Bible | Bible | Understanding & Living God's Word (.5 credit) | Intro to Biblical Worldview (.5 credit) |
| Physical Education | Physical Education | Physical Education/Health | Physical Education/Health |
| Technology | Technology | 21 st Century Learning (.5 credit) | Life Skills (.5 credit) |
| Music | Music | | |
| | | | |
| Electives: Choose 1 – it will be opposite Technology Art 5-6 Beginning Band | Electives: Choose 1 – it will be opposite Technology Art 5-6 Beginning Band | Electives: Choose 2 – 1 of which must be a Performing Fine Art (Band or Choir) Festival Band Festival Choir Middle School Drama Art 7-8 Study Hall Learning Lab | Electives: Choose 2 – 1 of which must be a Performing Fine Art (Band, Choir, or Middle School Drama) Festival Band Festival Choir Middle School Drama Art 7-8 Study Hall Learning Lab |

Requirement for Accelerated Classes

Students must have a cumulative GPA of 3.2 (calculated through the last semester completed), have earned a B in the regular class or a C in the honors class in that subject area, and have met class-specific prerequisites to be admitted into accelerated classes. If a student has met the 3.2 cumulative GPA requirement, the specified grade requirement in the previous class, and has met class prerequisites, he/she needs to get the teacher's signature of the accelerated class(es) on his/her Course Request Form to register.

If a student does not have a cumulative GPA of 3.2, but is advanced in a subject matter, he or she can go to the teacher of that class and receive an application to fill out to apply to be admitted in to that class. These students may not be allowed to take numerous accelerated courses.

Bible

Bible 5 _____ (Yr)

The 5th grade Summit Ministries Bible curriculum *Building on the Rock* begins with an overview of building a life in Christ with a foundation of wisdom, fellowship, image-bearing, and servanthood. The class covers in depth what it means to be a good steward of all that God has created, and also the life and ministry of Jesus. Students will learn through class discussions, written assignments, and Scripture memory.

Bible 6 _____ (Yr)

The 6th grade Summit Ministries Bible curriculum *Building on the Rock* is entitled *The World of Worldviews: An Introduction to Biblical and Unbiblical Worldviews*. This curriculum is designed to teach students how to think biblically in a culture that has abandoned absolute truths. In the words of John Hay, creator and author of this curriculum, he states, "Summit Ministries is committed to developing curricula that can help students articulate and apply the Christian worldview to every aspect of reality."

Understanding & Living God's Word **(Sem)**

This class is focused on learning the various methods involved in interpreting the biblical text and applying it to our lives. Students will gain an understanding of the inspiration and authority of Scripture, the transmission and translation of the Bible, and practical Bible study tools. This class will help students understand and apply context (historical and cultural), literary genres, and literary devices to their devotional reading of Scripture. Students will learn how to practically apply Christian truth through spiritual disciplines into their lives.

Grade 7

Intro to Biblical Worldview _____ (Sem)

This course will be an introduction to the nature of worldviews and is designed to help students understand the unique truth of a biblical worldview, which answers all of life's most important questions. This course will open student's eyes to the fact that ideas have consequences, especially when those ideas do not begin with biblical truth. One goal of this class is defensive: to prevent students from being deceived by anti-Christian worldviews. A second goal is offensive: to train students to actively defend and live out the truth of Christianity in a culture of relativism and confusion. This course operates on the premise that every generation must be prepared to undertake a proactive Christianity - one that redeems culture rather than rejects it.

Grade 8

English

Language Arts 5 (Yr)

This course strengthens understanding of nonfiction and fiction content using a variety of reading strategies. Students engage in writing descriptive paragraphs, personal narratives, informational/expository essays, and research projects. Additionally, use of the Wonders curriculum develops vocabulary and spelling competency. The conventions of standard English grammar and usage are further developed in class work. Books read include the following: *Christian Heroes of the Faith* and *Island of the Blue Dolphin*.

Language Arts 6 (Yr)

This course develops greater understanding of all reading genres and an increased interest in reading and sharing content. Through authentic writing, students practice skills of literacy, incorporate spelling, develop vocabulary in the Wonders curriculum, and gain competency in the mechanics of writing. Students practice reading strategies, write autobiographical stories, create a newspaper, write and present a persuasive speech, compare and contrast topics, respond to a novel, and complete a research project. Students write extensive poetry and journal entries. Books read will include the following: *Roll of Thunder, Hear My Cry*; and *Where the Red Fern Grows*.

English 7 (Yr)

This course is designed to develop fluency in English skills through the structured study of grammar and writing, to construct vocabulary necessary for the identification of major literary devices in literature, to promote independent reading and develop reading comprehension, to identify literary devices in poetry and prose, and to expose students to the structured study of a novel. Literary works include the following: *A Christmas Carol*, *The True Confessions of Charlotte Doyle*, *Four Miles to Pinecone*, *Bronx Masquerade*, a collection of short stories, and a unit of Mythology. Vocabulary is studied on a regular basis from within the context of each story. Students are taught to use credible sources, use in-text citation to support claims, and cite sources following MLA guidelines.

English 8 (Yr)

This course is designed to develop proficiency in public speaking; to improve report-writing and research skills; to analyze literature through independent reading, concentrating on key elements of character, plot, conflict, theme and setting; and to challenge reading comprehension through the study of difficult literature. Literary works include the following: A collection of short stories, *The Outsiders*, *To Kill a Mockingbird*, *The Diary of Anne Frank*, and *The Giver*. Vocabulary is studied on a regular basis from within the context of each story. Students are taught to use credible sources, use in-text citation to support claims, and cite sources following MLA guidelines.

Honors English 8 (Yr)

At the Honors level, the students in this course engage in extended learning activities that require students to increase critical thinking skills and develop a much deeper understanding of the content areas. Students become skilled at researching, formulating essays, and becoming well-versed writers. This advanced course includes the standards and content of the English 8 course, but promotes advanced skills in reading, writing, speaking, and critical thinking. This course is designed to develop proficiency in public speaking; to improve report-writing and research skills; to analyze literature through independent reading, concentrating on key elements of character, plot, conflict, theme, and

setting; and to challenge reading comprehension through the study of difficult literature. Literary works include the following: A more expansive collection of short stories, *The Outsiders*, *To Kill a Mockingbird*, *The Traveler's Gift*, *The Diary of Anne Frank*, and *The Giver*. Additional challenging writing and research skills will be taught in this honors course. Vocabulary is studied on a regular basis from within the context of each story. Students are taught to use credible sources, use in-text citation to support claims, and cite sources following MLA guidelines.

Est. Weekly Homework: 1-2 hours

Fine Arts

Students in 5th and 6th grade will be required to take either Art or Band, which will alternate with Technology. Every 7th grade student will be required to take either Band or Choir. Every 8th grade student will be required to take a performing fine arts class (Band, Choir, or Middle School Drama). Middle School Electives meet 2-3 days a week.

Beginning Band (Yr)

Beginning Band is a beginning instrumental class for 1st and 2nd year students in 5th and 6th grade. This combined class meets three times weekly. Individual or group lessons will be given during the school day four to five times per quarter. The band will perform for the school and community at least three times during the school year. These performances are mandatory. Students will be given opportunities to participate and compete in additional events that may or may not require auditions.

Most students will need to have their own instrument to play. Some instruments may be available through the school, but must be pre-arranged upon availability. Students will be responsible to purchase their own lesson book and maintain the upkeep of their instrument. All large group band music will be provided by the school. It is highly recommended the student take preliminary lessons before the start of the school year. Percussionists must either audition or have at least two years of piano experience to play the drums.

Grades 5&6

Festival Band (Yr)

Festival Band is an intermediate instrumental music class. All concerts are mandatory and participation in Pep Band is required at designated sporting events. All large group band music will be provided. Students will be expected to purchase their own method and solo books. Students are responsible to maintain personal/school instruments in good working condition.

Experience playing a band instrument is preferred, but not required. Students can enter this class at a beginning level, but will need additional instruction to complete the coursework. Students interested in playing percussion must audition for that instrument. Two years of piano study is required prior to playing percussion. Please contact the Band Director for more specific information. This class is a **full year** commitment.

Grades 7-8

Music 5-6 (Yr)

This year-long class meets two times a week and provides students with the opportunity to grow in their understanding of one of God's greatest gifts - music. Through listening, singing, composing, moving, playing instruments, and writing, the students will continue to grow in their understanding and use of music and its basic elements of rhythm, melody, harmony, structure, expression, and timbre. Grade 5 places special emphasis on music from various cultures. Grade 6 places special emphasis on music history from the days of the Bible until present. *All students perform in a Fall Musical and a Spring Concert.*

Music Tech 5-6 (Yr)

This class meets twice a week for one trimester, alternating with other electives. This class is required and students will be assigned which trimester they will participate. The Music Technology class is a beginning class designed to introduce the student to creating musical and narrative ideas using the software product *Garageband*. Students will use the available MAC computer's at LCA to create their projects.

Festival Choir (Yr)

Festival Choir is a place where students can work to develop their voices individually as well as learn to contribute in an ensemble setting. Attention is paid to the unique characteristics of the middle school voice. Students can expect to rehearse and perform two-, three-, and occasionally four-part music in a variety of styles. They will also have opportunities to develop as soloists and to audition for State Honor Choirs.

Students will learn basic music reading skills to develop themselves not just as singers, but as well-rounded musicians. The choir performs on-campus for Chapel and evening concerts. They also perform off-campus several times a year in the community and at choral festivals. This class is a **full year** commitment.

Grades 7-8

Art 5-6 (Yr)

Art 5-6 is a year-long, project-based course used to strengthen students understanding and confidence in the Principles and Elements of Art and Design. We rotate through new and exciting art projects every four to six weeks. Students will also be introduced to many historical artists and diverse cultures throughout the year.

Together we will create paintings, drawings, sculptures, and mixed-media projects. Students who take this art class will be encouraged in their creative individuality. In Art 5-6 there's an emphasis on developing each student's God-given artistic ability. In addition, all students will keep an ongoing sketchbook.

Art 7-8 (Yr)

Art 7-8 is a project-based class, where students spend the majority of their time exploring various creative processes through many eclectic and more challenging projects. Students will be engaging in both two-dimensional and three-dimensional mediums. In addition, all students will keep an ongoing sketchbook and will be introduced to historical and contemporary artists at the beginning of each project. There is a great emphasis on developing each student's God-given creative abilities and gaining confidence in their personal skills and use of artistic techniques.

Middle School Drama (Yr)

In this introductory study of drama, students have the opportunity to explore the various skills needed for acting. Students will practice and create dramatic presentations through studying stage movement, pantomime, voice and diction, improvisation, storytelling, and character development. As in other drama classes, a complete willingness to cooperate and full participation in a team atmosphere is essential for success and enjoyment in this class.

By participating in drama activities, students will develop self-expression, creativity, collaboration, and observation skills. In this course, students will create dramatic presentations and perform these presentations. It is a great place for students to develop self-confidence in a trust-filled, supportive environment. Students will be required to attend the fall and spring high school theater productions for analysis, exposure, and class discussion.

Grade 7-8

Life Skills

Life Skills (Sem)

The goal of this class is to give students practical knowledge and skills that will effectively enhance their success in the real world. This course covers critical life skills such as the importance of meeting with God daily, staying connected to mentors and leaders, non-verbal communication, active listening skills,

conversation awareness, meeting and introducing people, making a good impression, improving your relationships, setting goals, understanding finances, creating a budget, and basic home skills.

Grade 8

Mathematics

Mathematics 5 (Yr)

Mathematics 5 is a continuation of what the students have learned in previous grades. Singapore Math employs the concrete to pictorial to abstract pedagogy. As students study whole numbers, fractions, algebra, ratio, decimals, and percentages they will gain depth of understanding, fluency with skills, and confidence in problem solving.

Mathematics 6 (Yr)

Mathematics 6 is a continuation of what the students have learned in previous grades.

Students will progress from the concrete to pictorial to abstract level to gain a comprehensive understanding of numbers, operations, equations, vocabulary, etc. Areas of study include positive and negative numbers, the number line, multiplication and division of decimals and fractions, ratios, percentages, algebraic equations, equalities and inequalities, coordinate planes, and perimeter and areas of geometric figures. Opportunity is presented for students to demonstrate knowledge of skills by applying them into “real-world” problems.

Pre-Algebra (Yr)

Students will work with the real number system performing operations with rational numbers. Students will be introduced to algebraic expressions, equations, and inequalities and proportions. They will also study volume and surface area of solids. Mathematics are approached from an in-depth conceptual understanding focusing on fluency within the skills. This helps the students build conceptual understanding through a focus on problem solving, a review of all basic math skills, and an introduction to other topics. Throughout the year there is an emphasis on the following topics and teaching methods: reasoning skills, problem

solving, number relationships and theory, patterns, and Algebra concepts.
Grade 7

Honors Pre-Algebra (Yr)

Students will work with the real number system performing operations with rational numbers. They are introduced to algebraic expressions, equations and inequalities, and proportions. They will also study volume and surface area of solids. The honors course will study additional topics including probability, statistics, rational expressions, and transformations.

The mathematics are approached from an in-depth conceptual understanding focusing on fluency within the skills. This helps the students build conceptual understanding through a focus on problem solving.

Grade 7
Est. weekly homework: 1-3 hours

Algebra I (Yr)

Students will continue developing their problem-solving strategies while exploring more in-depth linear Algebra concepts. Students will be introduced to exponents and scientific notation and then enter an in-depth study of linear algebra concepts such as finding linear equations, inequalities, and systems of equations. At the end of the course students will begin to explore polynomial expressions and functions.

Grade 8

Honors Algebra I (Yr)

Students will continue developing their problem solving strategies while exploring more in-depth linear algebra concepts. Students will continue working with exponents and scientific notation and enter an in-depth study of linear algebra concepts such as finding linear equations,

inequalities, and systems of equations. Students will also be assessed over factoring polynomials, solving quadratics, and graphing quadratics.

Grade 8

Est. weekly homework: 1-3 hours

Physical Education

Physical Education 5&6 (Yr)

PE for 5th & 6th grade meets two times each week.

This course provides students with opportunities to further develop their physical fitness level while enhancing individual skills used in team sports. Students will develop in muscular strength, muscular endurance, flexibility, agility, and cardiovascular fitness. To measure the fitness components, students take the Presidential Physical Fitness Test/Fitnessgram in the fall and spring.

Physical Education 7&8 (Yr)

This course provides students with opportunities to further develop their physical fitness level while enhancing skills in both individual and team sports. Students will develop muscular strength, muscular endurance, flexibility, agility, and cardiovascular fitness. To measure the fitness components, students take the Presidential Physical Fitness Test/Fitnessgram and run the mile or a pacer test weekly. Physical Education/Health is not a co-ed class in middle school. Students spend one quarter (7th grade – quarter 2 and 8th grade – quarter 3) in the Health classroom learning about and responding to the physical, emotional, social, and spiritual influences in their lives.

Science

Science 5 (Yr)

This course is a survey course used to study science from a biblical perspective. Students will learn to develop process skills, critical thinking skills, and scientific reasoning skills as they study units on minerals and rocks, matter, energy and heat, weather, biomes, interactions in an ecosystem, sound, light, the respiratory system, and the circulatory system.

Science 6 (Yr)

This course is a survey course used to study science from a biblical perspective. Students will learn to develop process skills, critical thinking skills, and scientific reasoning skills as they study units on earthquakes and volcanoes, weathering and erosion, natural resources, atoms and molecules, electricity and magnetism, motion and machines, heredity and genetics, the nervous system, and the immune system.

Life Science (Yr)

This Life Science course is designed to be a middle school survey course covering all the major areas of the biological sciences. This course will cover origin of life, cell biology, photosynthesis, cellular respiration, genetics, human biology, and plants. The goal of this class is to introduce the concept of studying science from a biblical perspective of life.

Grade 7

Earth Science (Yr)

This Earth Science course is designed to be a middle school survey course. This course will cover origin of the universe, the structure of the sun, earth's structure, its motion and position in the solar system, and processes that affect the earth such as weathering, erosion, rock cycle. Students also explore meteorology and how it affects our weather, the sun and earth's interaction and how the earth fits into our solar system. STEM units on building space vehicles and building a water filtration system will be included in the curriculum. The goal of this class is to introduce the concept of studying science from a biblical worldview.

Grade 8

Social Studies

Social Studies 5 (Yr)

This course explores the history of the New World from a Christian perspective. Geography study skills accompany each chapter as students learn the various landforms and geological identifications that span the continent. Students will study the historical beginnings of North America and its countries. They will go into greater depth of the Colonial America, the Great Awakening, the War of Independence, and the Declaration of Independence. Students will learn about the expansion as pioneers traveled westward and the impact of evangelism, and take a look into the Industrial Age and the 20th century. This will be accomplished through class readings, class discussions, group activities and projects, geography skills, and map studies. Mexico, West Indies, and South America are also part of the study of the New World.

Ancient History 6 (Yr)

This course explores the history and geography of the Old World. Students will study the ancient history and geography of the continents of Asia, Africa, Europe, and Australia from a Christian worldview. They will discover how the world today has been shaped by the history of the past. This will be accomplished through the art of note taking, class discussions, geography skills and map studies, group activities, and the writing of one research paper.

World Geography (Yr)

Students discover the physical, cultural, and spiritual aspects of various people and places throughout the world. Along with learning locations, they examine the history, major philosophies/religions and current events impacting places such as Latin America, Europe, the Middle East, Asia, and Africa. They focus on asking and answering questions crucial to understanding and interacting with people from other cultures. Students complete various

projects throughout the course in order to individualize their learning and further develop their research, analysis, collaboration, and communication skills. Through videos, class discussions, and simulations, students learn examples of God’s grace and power in saving people from every nation, tribe, people, and language. They gain an understanding of unreached people groups and the need for cross-cultural missions.

Grade 7

US History 8 (Yr)

In this course, students explore United States history from 1815 through the early 20th century. They use primary documents, historical documentaries, simulations, research projects, and debate to help them understand and answer crucial questions in American history. Students look to discover not only what happened, but to interpret the causes and effects of those events and connect them to life today. The past reveals the sinfulness of man, and in this course students will see God’s grace and our need for a Savior.

Grade 8

Technology

Technology 5-6 (Yr)

Computer use is integrated into daily lessons for the core subjects. Students practice the basic skills of keyboarding in addition to learning new programs. Students work with Google Docs, Google Presentation, Moodle, and other computer programs that are used to create class projects. They will learn what it means to be a digital citizen and participate responsibly and respectfully on the Internet. An emphasis is put on the collaborative potential of different computer programs, such as Google Docs and Moodle, and students are given opportunities to communicate and work collaboratively on assignments. Basic animation technology will be introduced and students will learn how to plan, produce, and edit a stop animation film of their own.

21st Century Learning (Sem)

21st Century students will continue to develop their computer skills and improve their understanding of how technology can be used effectively in the classroom and individually for homework. Also, the positive and negative consequences of living in our digital age are taught and discussed. In order to help students understand why we use technology and how technology is impacting the world we live in, students read current news articles and discuss the various consequences of living in a high-tech world. Students work with Google Docs, Google Presentation, iMovie, OpenOffice, Moodle, Prezi, and other computer programs that are used to create class projects. An emphasis is put on proper keyboarding technique and the collaborative potential of different computer programs, such as Google Docs and Moodle, and students are given opportunities to communicate and work collaboratively on assignments. Students also learn netiquette, what it means to be a digital citizen, how to be safe online, and how they can avoid plagiarizing information that they find on the Internet.

Grade 7

Other

Learning Lab (Yr)

Learning Lab is a class that is designed to come alongside students who need additional academic support in their schooling at Legacy.

The class is designed to help those students who may need extra help in organizing their time and classes, may need assistance in getting their assignments completed and turned in on time,

have specific needs outside of the traditional class due to a learning plan, or may need help learning study skills and staying on track academically.

Grades 7-8

HIGH SCHOOL COURSES

Requirement for Accelerated Classes

Students must have a cumulative GPA of 3.2 (calculated through the last semester completed), have earned a B in the regular class or a C in the honors class in that subject area, and have met class-specific prerequisites to be admitted into accelerated classes. If a student has met the 3.2 cumulative GPA requirement, the specified grade requirement in the previous class, and has met class prerequisites, he/she needs to get the teacher’s signature of the accelerated class(es) on his/her Course Request Form to register.

If a student does not have a cumulative GPA of 3.2, but is advanced in a subject matter, he or she can go to the teacher of that class and receive an application to fill out to apply to be admitted to that class. These students may not be allowed to take numerous accelerated courses.

Bible

Three (3) credits of Bible are required for graduation from Legacy. Students must take at least 1 semester of Bible each year. All students will be required to take Old Testament during their freshman year, Christian Theology their junior year, and Biblical Worldview their senior year.

| 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade |
|--|--|--|--|
| Old Testament (.5) Apologetics (.5) New Testament (.5) | Old Testament (.5) Apologetics (.5) New Testament (.5) | Apologetics (.5) New Testament (.5) Christian Theology | Apologetics (.5) New Testament (.5) Biblical Worldview |

Old Testament Survey (Sem)

Throughout this survey course, students will gain a foundation for the Old Testament and its theological themes by studying the basic storyline of the Old Testament, by learning the customs and geography of the Old Testament, by understanding how the Old Testament foreshadows and lays the foundation for Jesus Christ and New Testament teaching. Students will observe the unfolding plan of God’s purpose in creation and redemption, and discover how the Old Testament is relevant to them today and how it applies to their lives. Our course content will focus on the History books: Genesis through Esther.

Grades 9-12

New Testament Survey (Sem)

This course is a survey of the narrative of the New Testament, investigating the death and resurrection of Jesus Christ, the story of Acts, and Paul’s Epistles. This course also generally surveys various theological themes of the New Testament, studying the nature and purpose of Jesus Christ, the person of the Holy Spirit, the characteristics and ministries of the Church, what it means to be saved, and how Christians follow Christ and call others to follow Him as well. Throughout this course, students will apply a Close-Reading, inductive Bible study method and examine the unique particulars of the Christian worldview.

Grades 9-12

Christian Apologetics (Sem)

This course is a study of philosophical, scientific, historical, and archaeological arguments and evidences pointing to the truthfulness of God's existence and Jesus' Lordship. Throughout the semester, students will learn how to build a classical, cumulative case for the Christian worldview: an examination and practical application of the affirmation of objective, absolute Truth, philosophical and scientific arguments for God's existence, evidence pointing to the reliability and trustworthiness of biblical manuscripts, and an examination of Jesus' own words about who He is. This course is *evangelism-focused* in that students will learn how to "demolish strongholds" for the sake of the Gospel (2 Corinthians 2:15), but it is also *discipleship-focused* in that students are challenged to conform their every thought to Jesus Christ and the Christian worldview (Romans 12:2).

Grades 9-12

Christian Theology (Yr)

This course is a study in the foundational beliefs of the Christian faith. It will introduce the methods of systematic theology and the major topics within biblical revelation. Individual theological topics will be studied by asking and answering the key question: What does the whole Bible teach about this topic? The hope is that students will be able to personally answer the question: What do I believe, why, and what is the biblical support for this belief? Some of the doctrines covered are: the nature of theology, revelation, Scripture, God the Father, humanity, biblical manhood and womanhood, sin, the person and work of Christ, the person and work of the Holy Spirit, angels and demons, salvation, the church, and the end times.

Based upon Scripture as the ultimate source of authority, the doctrines are developed through the systematic examination and integration of relevant Scriptures with special attention given to doctrinal interpretations throughout Church history and their contemporary challenges. Throughout the course, students will be working on their Theology Capstone Project. This project will help students think through their personal beliefs, mission, and values, practice numerous spiritual disciplines, work through their personal theological positions, and end with a personal project that serves and influences their community or world based on their beliefs.

Grade 11

Biblical Worldview (Yr)

A "worldview" is the framework through which a person perceives, understands, and interacts with the world around himself/herself. In this year-long course, students will build upon Christian Theology by examining where and how both Scripture and biblical doctrine apply to every area of life. The Christian worldview itself will be analyzed and it will also be contrasted with the worldviews of Islam, Secular Humanism, Marxism, Cosmic Humanism (the New Age Movement), and Postmodernism - as each worldview understands specific areas of thought such as theology, philosophy, law, biology, economics, psychology, sociology, and ethics.

In lieu of semester exams, there will be an all-day, cumulative evaluation of analytical skills and the ability to speak knowledgeably in the voice of both a biblical Christian worldview and an assumed non-Christian worldview - the Worldview Parliament. Throughout the year, we will investigate specific current issues and concepts so that students are adequately equipped to interact with our culture and society at large. Overall, the maxim of this course is "Ideas and Beliefs have Consequences."

Grade 12

English

Four (4) English credits are required for graduation from Legacy.

| 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade |
|-------------------------------|---------------------------------|--|---|
| English 9 Honors English 9 | English 10 Honors English 10 | World Lit/American Lit UNW English Comp | World Lit/American Lit UNW English Lit |

English 9 (Yr)

This course is designed to help students master the writing process, to examine literary devices found in both prose and poetry, and to expand vocabulary and grammar within the study of complex literature. Writing components include expository writing, informal journals, poetry, faith integration papers, a research paper, and independent reading essays or projects. Literary components include a cross-section of short stories, mysteries, and poetry, the novel *Night*, and Shakespeare’s *Romeo and Juliet*. Students will also read from a variety of genres in their independent reading.

Honors English 9 (Yr)

An expanded version of English 9, this course includes the study of an extra novel, *Pride and Prejudice*. Additionally, the reading schedule for the literary works is set at a faster rate than that of English 9. There is also intensive grammar study and students are expected to have already mastered basic grammar skills. Another major goal of the Honors English 9 course is to expand students’ writing skills. Major writing assignments include independent reading essays and projects, faith integration papers, a literary research paper, and a mystery story. Students’ independent reading selections will primarily be from the Advanced Placement (AP) book list.
Homework: 1-2 hours per week

English 10 (Yr)

English 10 further develops the mastery of writing, research, grammar, literature analysis, and reading and vocabulary comprehension. Writing assignments include quarterly independent reading assignments and projects and a research paper. Students study American, British, and world literature from *The Language of Literature*. Other works include *Julius Caesar* and *The Pearl* with character motivation and actions being examined from a biblical perspective. Study of grammar and vocabulary is based on the context of the novels and stories being read.

Honors English 10 (Yr)

More than an accelerated version of English 10, this honors class provides a rigorous experience in academic writing, literary analysis, and interpretation. Writing assignments include a literary analysis unit, quarterly independent reading assignments, and a research paper. The first semester of this class focuses on British and world literature such as *Julius Caesar* and *A Separate Peace*. The second semester is an overview of American literature. Students study vocabulary on a regular basis from the literary works.
Homework: 1-2 hours weekly

American Lit (Yr)

American Lit further develops the students' analytical skills and improves student comprehension skills through writing essays and the reading and discussion of assigned literature. Students study works of American literature from every major time period, ranging from the Puritans to the Modernist movement. Major works include *The Scarlet Letter*, *The Adventures of Huckleberry Finn*, *The Great Gatsby*, and *Fahrenheit 451*. This class also places a high emphasis on the development of writing skills; a total of six papers will be written throughout the course of the school year. Students study vocabulary and grammar in context of the current literary work.

UNW English Composition (Yr)

ENG1105 - University of Northwestern-St. Paul PSEO Composition

This PSEO English class through the University of Northwestern-St. Paul examines the ways in which writers use language. The course, which parallels English Composition courses taught at many colleges, requires both intensive reading of prose and extensive writing in multiple essay genres in order to examine how writers use language to persuade, educate, enrage, and even entertain. Writing ranges from informal, reflective journals to formal, critical papers with an emphasis on expository, analytical, and argumentative writing. Students who pass this course with a C- or above receive college credit.

Grade 11

Homework: 3-4 hours weekly

Prerequisites: Student must meet the LCA accelerated course requirements, and also have a cumulative score of 18 or more on the PreACT test.

World Lit (Yr)

World Lit further develops the students' analytical skills and improves student comprehension skills through writing essays and the reading and discussion of assigned literature. Students study works of British literature from every major time period, ranging from the Anglo-Saxon and Medieval Periods to current contemporary works. Major works include *Macbeth*, excerpts from *Beowulf* and *The Canterbury Tales*, *Great Expectations*, and *The Screwtape Letters*. Writing assignments include a literary analysis research paper using MLA format. Students study vocabulary and grammar in context of the current literary work.

UNW English Lit (Yr)

LIT1100 - University of Northwestern-St. Paul PSEO Introduction to Literature

This PSEO English class through the University of Northwestern-St. Paul is a study of the literary genres of fiction, poetry, drama, and the novel. Emphasis is placed on literary conventions and textual analysis. Students who pass this course with a C- or above receive college credit.

Grade 12

Homework: 3-4 hours weekly

Prerequisites: Student must meet the LCA accelerated course requirements, and also have a cumulative score of 18 or more on the PreACT test.

Fine Arts

One (1) credit of Fine Arts will be required for graduation from Legacy.

| 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade |
|--|--|--|--|
| Concert Band Jazz Band Concert Choir 2D Design 3D Design Ceramics Advanced Drama Yearbook Graphic Design Video Production | Concert Band Jazz Band Concert Choir 2D Design 3D Design Ceramics Advanced Drama Yearbook Graphic Design Video Production | Concert Band Jazz Band Concert Choir 2D Design 3D Design Ceramics Advanced Drama Yearbook Graphic Design Video Production | Concert Band Jazz Band Concert Choir 2D Design 3D Design Ceramics Advanced Drama Yearbook Graphic Design Video Production |

Concert Band (Yr)

Concert Band is an intermediate to advanced instrumental music class. Students should already have at least three years of experience playing their instrument. Students will use recordings to submit most assignments using software products such as “SmartMusic,” “Garage Band,” “Audacity,” “iTunes” or other. Most products are free, although “SmartMusic” is an additional cost. Every student will be expected to attend all performances including concerts, tour, Pep Band, etc., unless otherwise indicated.

All large group band music will be provided. Students will be expected to purchase their own solo and lesson books. Students will be responsible to maintain personal/school instruments/music in good working condition. New students will need to audition for this class, unless they have participated in band the previous year. This class is a **full year** commitment. This course may be taken more than one year.

Grades 9-12

.5 Credit

Prerequisite: 3-5 years experience playing a wind/percussion instrument

Jazz Band (Yr)

Jazz Band is an intermediate to advanced class in jazz music. Students will only be allowed to take this class by audition **and** director approval. Please contact the Band Director to arrange an audition time. Current enrollment in Concert Band is required to participate in this class, unless authorized ahead of time by the instructor. All jazz music will be provided. Students will be responsible to maintain personal/school instruments/music in good working condition. Every student will be expected to attend all performances including concerts, tour, etc., unless otherwise indicated. This class is a **full year** commitment. This course may be taken more than one year.

Grades 9-12

.5 Credit

Prerequisite: Students will be allowed to take this class by audition only

Concert Choir (Yr)

Concert Choir provides a rich opportunity for high school students to experience and study the voice in an ensemble setting. There will be a continuing emphasis placed on the development of breath control, tone, vowel shapes, pitch, ear training, range, theory, ensemble balance, phrasing, and overall musicianship. The students perform a variety of musical styles on and off campus as well as participate in the MSHSL Large Group Contest. Students may also find opportunities as soloists through recitals, Solo/Ensemble Contest, and auditions for State Honor and All-State Choirs. Although the emphasis is on performance, some fundamentals of musical notation, theory, sight-singing, and ear-training are studied as part of the curriculum. Attendance at all performances is required, unless otherwise noted. The students have the opportunity to tour each year. Although tour is not required, students are encouraged to attend. Destinations and the length of tour vary each year. Students will be required to audition for this class unless they have been pre-approved by the Festival Choir Director, or participated in the Concert Choir the previous year. This class is a **full year** commitment. The course may be taken more than one year.

Grades 9-12

2D Design (Sem)

2D Design is a semester-long class focused on increasing observational skills and building confidence in students' God-given urge to create. The processes, materials, and tools of multiple 2D disciplines will be taught, including (but not exclusive to) drawing and shading, watercolor painting, printmaking, calligraphy, figure drawing, collage, portraiture, still-life, etc. Many historical art periods and artists are stressed as inspiration and relevance in the development of art created today. Students maintain a personal sketchbook for conceptual drawings and note taking and will be taking part in self and peer critiques during the course. Completed artworks are displayed in the various galleries within the

school. This course may be taken multiple times, each time for Fine Art or Elective credit.

Grades 9-12

3D Design (Sem)

3D Design is a semester-long class focused on the world of 3-dimensional artwork, it's value within art history and the world of art today. The disciplines of the course revolve around sculptural work and the processes successful artists employ to create powerful 3-dimensional work. There is an emphasis on personal expression and creative problem solving - including exploration of materials and tools. Metal, wire, cardboard, plaster, clay, and plastics are a few of the materials to be utilized. Students maintain a personal sketchbook for conceptual drawings and note taking and will be taking part in self and peer critiques during the course. Completed artworks are displayed in the various galleries within the school. This course may be taken multiple times, each time for Fine Art or Elective credit.

Grades 9-12

Ceramics (Sem)

Ceramics is a semester-long course where students will concentrate on learning a wide range of traditional ceramic techniques and methods. We will explore slab building, coil building, sculpture, wheel thrown pottery, glazing, and firing methods – among many others. The course will introduce a wide range of tools and processes foundational to ceramics production. Students maintain a personal sketchbook for conceptual drawings and note taking and will be taking part in self and peer critiques during the course. The desire within the course is to develop the art student's God-given ability to create - and to create in a manner that pleases Him.

Grades 9-12

Graphic Design (Sem)

Graphic Design is a semester-long course where students explore the fundamentals of the graphic design world. Students will learn about a variety of graphic design techniques, research current stylistic/commercial trends and learn to produce computer-generated art that effectively solves visual problems. The elements of design are emphasized as well as heavy use of computer-based design software - particularly Photoshop Elements. Students keep a sketchbook for conceptual drawings and note taking. Students will also be taking part in self and peer critiques during the course.

Grades 9-12

This course may only be taken once.

Video Production (Sem)

Video Production is an introductory course on the art of producing video media. The class will include instruction in camera use, on-screen composition, storyboarding, and computer editing.

Grades 9-12

This course may only be taken once.

Advanced Drama (Yr)

In this advanced course, students build on previous acting experience by learning advanced acting techniques, including sense recall and "method" acting. Students handle unique acting situations such as comedic timing, improvisation, and stage combat. They also learn technical aspects of theater and how to take on the role of Director and Stage Manager. The instructor uses a variety of text from plays for instruction and also requires students to participate in two major productions a year, for which students must audition. Required after-school rehearsals are necessary for productions

and participation in this class. Once plays are cast, students are not allowed to drop the class. Students from this class may also participate in the MSHSL One Act Competition. This course may be taken more than one year.

Grades 9-12

Prerequisite: One year previous experience in drama and/or teacher approval. Instructor reserves the right to ask any student to audition for the class. (Students who have not previously been enrolled in LCA drama classes will be required to audition or interview with the instructor.)

Yearbook (Yr)

The production of the school's Yearbook is a project-based learning opportunity for students to apply skills in technology and written and visual communication to design and market a real-world product of historic value. Today's yearbooks and online newspapers record events through articles, contemporary design, headlines, captions, and photos. The Yearbook staff will be involved in every aspect of production and therefore gain useful, real-world skills in time management, marketing, interviewing, photography, technology, advertising, design, and teamwork. This course may be taken multiple times, each time for Fine Art or Elective credit. Second-year students will be encouraged to select an emphasis such as leadership and editing, graphic design, photography, or sales and marketing.

Grades 9-12

Prerequisite: Instructor acceptance. Class size is limited so a completed application and instructor interview will be given preference. Those who have at least a B average in previous English classes and who have (or wish to develop) skills in written and visual communications will also be given course space preference. See Mr. Anderson for prerequisite details.

Mathematics

Three (3) credits of high school mathematics beyond Algebra I are required for graduation from Legacy. It may be possible for a student to change tracks from one year to the next; please consult your current mathematics teacher. **NOTE: ALL classes require a Texas Instruments 83 or 84 Graphing Calculator.**

The following is the suggested course plan for mathematics education at Legacy. If a student already has three credits of mathematics, a mathematics course is optional for 12th grade, but strongly recommended.

| 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade |
|-----------------------------|---|---|--|
| Geometry Honors Geometry | Geometry Algebra II Honors Algebra II | Algebra II Trigonometry Statistics UNW Precalculus | Trigonometry Statistics UNW Precalculus UNW Math for Lib Arts UNW Calc & Analytic Geom I |

| Grade | Track 1 | Track 2 |
|------------------------|---|------------------------------------|
| 9 th Grade | Geometry | Honors Geometry |
| 10 th Grade | Algebra II | Honors Algebra II |
| 11 th Grade | Trigonometry (S1)/ Statistics (S2) | UNW Precalculus |
| 12 th Grade | UNW Math for Liberal Arts or UNW Precalculus | UNW Calculus & Analytic Geometry I |

* Students who take Honors Algebra II are expected to continue into UNW Precalculus the following year.

The current mathematics teacher will recommend the appropriate mathematics course for each student. If you desire to be in a different class, please contact your current mathematics teacher in order to complete the appropriate application.

Geometry (Yr)

The student will learn to define basic geometric figures, formulate proofs, and apply the basic properties of geometric figures. A study is made of trigonometric ratios, the Pythagorean theorem, congruence and similarity. The circle and its parts are defined. Work is done in finding areas,

perimeters, and volume. Students will also explore how Geometry and Algebra concepts work together. This class requires that each student have a Texas Instruments TI 83 or 84 graphing calculator (no others will be supported).
Prerequisite: Algebra I or Honors Algebra I

Honors Geometry (Yr)

This course generally covers the same topics as Geometry, but with a more rigorous approach. The student will learn to define basic geometric figures, formulate proofs, and apply the basic properties of geometric figures. A study is made of trigonometric ratios, the Pythagorean theorem, congruence, and similarity. The circle and its parts are defined. Work is done in finding areas, perimeters, and volume. Students will also explore concepts in probability and statistics. This class requires that each student have a Texas Instruments TI 83 or 84 graphing calculator (no others will be supported).

Grade 9

Est. Weekly Homework: 1.5 - 2 hours

Prerequisite: 3.2 cumulative GPA, passing grade of C or higher in Honors Algebra I. Students currently receiving a passing grade of B or higher in Algebra I may be considered but must also have a cumulative GPA of 3.2 and a recommendation from the current teacher.

Algebra II (Yr)

The student studies properties of the real and complex number systems. Students will understand the concept of function, and identify important features of functions and other relations using symbolic and graphical methods where appropriate. They will recognize families of functions and inequalities and use them to model real-world situations, solve problems, and explain results in context. Students will generate equivalent expressions involving polynomials and radicals and use algebraic properties to evaluate expressions and solve equations.

This course has the luxury of flexible pacing to meet students' needs. When students need more time to master a concept, we can spend more time on that concept. When students are excelling, we can increase the pace. This class requires that each student have a Texas Instruments TI 83 or 84 graphing calculator (no others will be supported).

Grade 10

Est. Weekly Homework: 30 min daily

Prerequisite: Geometry or Honors Geometry

Honors Algebra II (Yr)

Honors Algebra II is a complete Algebra II course as described above with the addition of more in-depth study of functions and modeling with functions. Students are expected to continue into UNW Precalculus the following year. This class requires that each student have a Texas Instruments TI 83 or 84 graphing calculator (no others will be supported).

Grade 10

Est. Weekly Homework: 3 hours

Prerequisite: 3.2 cumulative GPA, a passing grade of C or higher in Honors Geometry, and a passing grade on a basic skills test administered at the end of the student's Geometry course. Students currently receiving a passing grade of B or higher in Geometry may be considered but must also have a cumulative GPA of 3.2 and a recommendation from the current teacher.

Trigonometry (Sem)

This course will encompass foundational skills in Trigonometry: unit circle, right triangle trigonometry, trigonometric graphs and their transformations, trigonometric identities, the Law of Sines and Law of Cosines, and solving trigonometric equations. **This course is not intended for those students who have taken Honors Algebra II or those who plan to take UNW Calculus & Analytic Geometry I.** This class requires that each student have a Texas Instruments 83 or 84 graphing calculator (no others will be supported).

Grades 11-12

Prerequisite: Algebra II

Statistics (Sem)

Students will learn the topics included in an Introductory Statistics course including experimental and survey design, data collection and organization, various statistical measures (variation, averages, correlation/regression), probability, sampling distributions, and statistical significance testing. This course is highly suggested for ALL college-bound students.

Grades 11-12

Prerequisite: Algebra II or Honors Algebra II

Foundations of Personal Finance (Elect)
(Sem)

This course is produced by (Dave) Ramsey Education Solutions. Students will be taught to develop informed money-management strategies and empowered with knowledge and application of basic financial principles so that they can make sound financial decisions in life. These principles will be taught from a biblical perspective.

Grades 11-12

UNW Precalculus (PSEO) (Yr)

MAT1126 - University of Northwestern-St. Paul PSEO Precalculus

This is a preparatory course intended for students who will take UNW Calculus & Analytic Geometry I. Topics include a short review of algebra, linear regression, applied math problems including exponential and logarithmic models, trigonometry, conic sections, polar coordinates, linear and non-linear systems of equations, and complex variables. This class is fast-paced, demanding, and requires very good time management skills. Please take this into consideration when signing up for this course.

This class requires that each student have a Texas Instruments TI 83 or 84 graphing calculator (no others will be supported).

Grades 11-12

Est. Weekly Homework: 3-4 hours

Prerequisite: Student must meet the LCA accelerated course requirements, and also have a cumulative score of 18 or more on the PreACT test.

UNW Math for Liberal Arts (Yr)

MAT1005 Mathematics for the Liberal Arts - University of Northwestern, St. Paul

This is a course designed for students who do not plan to pursue mathematics or science-related majors in college. This course will expose students to the mathematics they will need to function in society. Topics include the development of problem-solving skills, the mathematics of finance, the basics of probability and statistics, and spreadsheet applications to multivariable problem solving. This class requires that each student have a Texas Instruments TI 83 or 84 graphing calculator (no others will be supported).

Grade 12

Est. Weekly Homework: 2 hours

Prerequisites: Student must meet the LCA accelerated course requirements, and also have a cumulative score of 18 or more on the PreACT test

UNW Calculus & Analytic Geometry I (Yr)

MAT2121 - University of Northwestern, St. Paul PSEO Calculus & Analytic Geometry I

Calculus 1 is a mathematical foundation for future college courses and beyond. It is a continued study of functions and an introduction to the concepts and methods of limits, the derivative and the integral, and a demonstration of how they are applied in real world modeling situations, such as maxima/minima and related rates. Topics are examined graphically, numerically, and algebraically.

Students are required to have a Texas Instruments TI 83 or 84 graphing calculator (no others will be supported).

Grade 12

Est. Weekly Homework: 4 hours

Prerequisite: Student must meet the LCA accelerated course requirements, and also have a cumulative score of 18 or more on the PreACT test.

Physical Education

One and one half (1.5) PE credits and one half (.5) credit of Health will be required for graduation from Legacy.

NOTE: If a 9th-12th grade student is on a Legacy Junior Varsity or Varsity sports team, .25 credit of Physical Education will be awarded per sports season. Credit for participation in sports is not to exceed 1 credit.

| 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade |
|--|--|--|--|
| Physical Education Health (Boys or Girls) Strength & Conditioning | Physical Education Health (Boys or Girls) Strength & Conditioning | Physical Education Health (Boys or Girls) Strength & Conditioning UNW Fitness/Wellness | Physical Education Health (Boys or Girls) Strength & Conditioning UNW Fitness/Wellness |

Physical Education 9-12 (Sem)

This course provides students with opportunities to further develop their physical fitness level while enhancing skills in individual, dual, and team sports. More emphasis is placed on exploring new dual and team sports like badminton, pickle ball, quad ball, golf, eclipse ball, broomball, and speedball. Students will develop muscular strength, muscular endurance, flexibility, agility, and cardiovascular fitness. This is a co-ed class.

Health (Sem)

This class addresses health and wellness issues from a Christian worldview. We will investigate how to be healthy emotionally, mentally, physically, and spiritually. This course is project-based and will require collaboration by participants. This is a co-ed class. Grades 9-12. This is **not** a co-ed class.

Strength & Conditioning (Sem)

This course is designed to give students the opportunity to learn strength training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive strength training and muscular endurance activities. Students will learn basic fundamentals of strength, aerobic, and overall fitness training and conditioning. Students will be empowered to develop lifelong skills to aid them in becoming and staying physically fit. Grades 9-12. This is a co-ed class.

UNW Fitness/Wellness (Sem)

*PHE1065 - University of Northwestern-St. Paul
PSEO Lifetime Fitness & Wellness*

This course is an introduction to fitness and health principles with an emphasis on physical activity, nutrition, weight management, and health-related fitness concepts. Students will have the opportunity to assess their current levels of physical fitness, nutrition, and activity

patterns in order to develop a personalized health and fitness program. Students will be required to participate in a variety of physical fitness activities as well as the study of pertinent principles governing fitness.

Grades 11-12

1 credit PSEO, .5 LCA credit

Prerequisites: Student must have a cumulative GPA of 3.2 and also have a cumulative score of 18 or more on the PreACT test

Science

Three (3) credits of Science are required for graduation from Legacy. Starting with the graduating class of 2020 science requirements will include Physical Science, Chemistry, and Biology. It is strongly recommended that students planning on going into math, science, or engineering also take Physics/Engineering, and recommended that students going to college take four credits of science.

Science for 2018-19

Grade 9 **Physical Science**
Grade 10 **Chemistry** **Honors Chemistry**
Grades 11 & 12 **Biology** **Honors Biology** **Physics/Engineering**

| 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade |
|-----------------------|-------------------------------|--|--|
| Physical Science | Chemistry Honors Chemistry | Biology Honors Biology Physics/Engineering | Biology Honors Biology Physics/Engineering |

Physical Science (Yr)

Physical Science is an introductory course in the basic physical science principles found in physics and chemistry. The class will cover the physics of force, motion, work, power, energy, waves, electricity, and electromagnetism. Then in the last quarter, they will begin chemistry with the properties of matter, the atomic model, and the periodic table. A STEM unit on designing roller coasters will be included in the curriculum.

This course is designed to provide activities and discussions that allow students of different ability levels and interests to discover science concepts through inquiry and to apply the knowledge they've constructed to their own lives.

Grade 9

Chemistry (Yr)

This course is meant to be an introductory course in chemistry, but will not be majoring in anything that requires upper level chemistry classes. The course will do a quick review of the chemistry from the last quarter of physical science. We will focus on the basic principles of chemistry and how it applies to practical everyday life. Some of the topics we will cover include; scientific measurement, chemical bonding, molecular interactions, balancing chemical equations, solutions, and acids and bases.

Grade 10

Prerequisite: Physical Science

Honors Chemistry (Yr)

This course is meant to be an in-depth study in chemistry that provides a strong foundation of principles of chemistry. We will look at the atomic structure, the interaction between molecules, calculations of specific chemical quantities, the energy exchanged, and equilibrium maintained in a chemical change.

Grades 10-12

Prerequisite: Physical Science, 3.2 GPA, minimum of 85% for semester 1 and quarter 3 in science and math, and a minimum of 225 on the spring Science MAP score.

Biology (Yr)

Biology focuses on gaining a deeper understanding of life. In this course, students will study cellular processes, structure, and function in living systems, interdependence of organisms, and biological communities in ecosystems. The biology class will study genetics and heredity, variation within a species, the history and diversity of life, change in living systems, creation, and human interactions within living systems.

Grade 11-12

Prerequisite: Physical Science, Chemistry

Physics/Engineering (Yr)

This is a college preparatory physics course that will provide a strong foundation of physics concepts, as well as introduce students to the field of engineering. Students will explore concepts such as kinematics; Newton's laws of motion, work, energy, and power; linear momentum and collisions; circular motion and rotation; gravitation; electrostatics, electric circuits, conductors, capacitors, dielectrics; magnetic fields, and electromagnetism with emphasis on problem solving and mathematical analysis.

Students will learn how engineers use math, science, and creativity to solve problems. Laboratory activities will reinforce physics concepts and expose students to engineering design challenges in teams. Activities will range from bridge design to introductory robotics.

Grades 11-12

Prerequisite: Physical Science, Chemistry, and Algebra II

Social Studies

Three credits of Social Studies are required for graduation from Legacy. These 3 credits include US Government (.5), Economics (.5), World History (1), and US History (1).

| 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade |
|-----------------------|------------------------|--|--|
| US Government/Econ | World History | US History AP US History UNW Philosophy (Elective - 1 credit) | US History AP US History UNW Philosophy (Elective - 1 credit) |

US Government (Sem)

Students explore how our government was set up, how it works, and how it impacts our lives today. They gain an understanding of constitutional issues and events that are shaping our government along with increasing their skills of speaking, collaborating, analyzing, and evaluating. Students are challenged to look at all sides of issues and to develop a thoughtful, informed, God-honoring approach to government participation in the future. They participate in group discussions, debates, simulations, trials, and presentations.

Economics (Sem)

Economics is the study of the use of resources which have alternative uses and of the consequences of decisions about how to use those resources. Even a general awareness of economic concepts and principles goes a long way in understanding why individuals behave the way they do – whether as consumers, business owners, employees, or political leaders. Such awareness can also shed light on historical events and current issues.

This course will introduce and discuss both Micro- and Macro-Economics, utilizing content lectures, in-class discussions and activities, and various interactive games.

Grade 9

World History (Yr)

This course is intended to give students an academic survey of Western Civilization from the earliest civilizations of the Middle East through the Renaissance, Reformation, and Enlightenment. This course introduces the basic themes and concepts that have shaped the human experience.

Fundamental concepts such as the development of religion, government and politics, class and class struggle, economic ideas, science and technology, and culture serve as the focus of this class. In addition to the historical goal of this course, students will develop skills in research, cooperative learning, critical thinking, public speaking, and essay writing.

Grade 10

US History (Yr)

US History is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. This course provides a general overview of the history of the United States from the Gilded Age to the end of the 20th century, tracing how the U.S. became a modern nation. Students will not only learn to assess historical materials and weigh the evidence and interpretations presented in historical scholarship, but also develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.

Grades 11-12

AP US History (Yr)

Advanced Placement United States History is a survey of America's history from the age of exploration to the present from a political, social, economic, and spiritual standpoint. The course will make demands on the student that are equivalent to those made by introductory college courses. In addition to learning historical content, the student will also learn to analyze and interpret primary sources and write persuasive essays and analytical papers. This course will go beyond simply "what happened" to the "why and how" things happened as well as their consequences. Emphasis is placed on critical and evaluative thinking skills, essay writing,

interpretations of original documents, and historiography.

Grades 11-12

Est. Weekly Homework: 4 hours

UNW Philosophy (Elective) (Yr)

During the Medieval period, Philosophy was considered to be the "Handmaiden to Theology" in that honing and developing one's mind by thinking carefully about fundamental questions of life aides the Christian in the study and contemplation of God - we are to love the LORD our God with our minds, and a cultivated mind is better able to obey this commandment.

In this course, students will not only learn about Philosophy, but will exercise their minds by doing Philosophy. Students will examine six conceptual systems (Naturalism, and the worldviews of Plato, Aristotle, Plontinus, Augustine, and Thomas Aquinas) in order to evaluate their answers to fundamental questions in relation to the biblical Christian worldview. Students will also critically wrestle with core concepts and problems within sub-branches of Philosophy, such as Metaphysics, Epistemology, and Ethics. There will be a concise Summer Pre-reading component that will prepare students for the content of this course. Excerpts of original source material will supplement textbook reading during the course.

Grades 11-12

Est. Weekly Homework: 4 hours

Technology

Network Essentials (Sem)

This is an introductory, college-level course into the field of information technology. Students will be given a foundational exposure to networking concepts, technologies, and typical tasks assigned to a network engineer. Topics covered include communication models, network protocols, IP addressing and subnetting, physical

and logical topologies, transmission media as well as command-line configuration of Cisco hardware.

Grades 10-12

World Language

Two (2) World Language credits will be required for graduation from Legacy.

Spanish 1 (Yr)

This course lays the grammatical and vocabulary foundations for the Spanish language.

At course completion, students will be able to use regular and irregular verbs in the present tense, accurately pronounce using the Spanish sound system, ask and answer simple questions, and make use of strategies to extend understanding such as: cognates, pattern recognition, and word families.

Vocabulary topics include numbers, greetings, introductions, weather, foods, colors, telling time, school, places of interest, parties, and family life. Students will practice using all language modalities: listening, reading, speaking, and writing in Spanish.

Grades 9-11

Spanish 2 (Yr)

This course develops the Spanish 1 concepts to a higher level, focusing on expression of verbs in a variety of time frames (tenses). Students will be able to discuss more deeply their personal interests and activities, as well as extend into discussion about the greater community and world.

At course completion, student will be able to use verbs in the present, preterit, and imperfect tenses, as well as present progressive and affirmative commands. They will learn about language structures that apply to all languages: subjects, direct and indirect objects, long and short possessive pronouns, and parallel structures. They will improve their

pronunciation, ask and answer more complex questions, read authentic texts, and continue the use of strategies to extend understanding such as: cognates, pattern recognition, and word families.

Vocabulary topics include personal care, clothing, school rules, sport and club activities, errands, giving and receiving directions, chores and responsibility, and childhood activities. Students will practice using all language modalities: listening, reading, speaking, and writing in Spanish.

Grades 10-12

Prerequisite: Spanish 1

UNW Beginning Spanish II/Spanish 3 (Yr)

This course advances Spanish 1 and Spanish 2 skills into more fluency, particularly with writing and speaking. The course will be conducted Spanish with grammar being taught in English. At course completion, students will be able to communicate in Spanish with confidence and accuracy.

All grammar from Spanish 1 and Spanish 2 will be reviewed and extended. Additionally, students will add the subjunctive and imperative moods to their repertoire.

Vocabulary topics include broader work with cooking and food, family traditions, travel, health and medicine, higher education, and geography. Students will practice using all language modalities: listening, reading, speaking, and writing in Spanish.

Grades 11-12

Est. Weekly Homework: 4 hours

Prerequisite: Spanish 2

Other

College and Career Planning (Sem)

Students will explore their strengths and talents, research careers and college majors of interest, and build a portfolio of résumés, letters of reference, and sample essays for college, scholarship, and job applications. In addition, students will have the opportunity to arrange job shadow experiences, practice interview and conversational skills, and visit with guest speakers in a variety of professions.

Grades 10-12

English Language Learners (ELL) (Yr)

ELL program goals are: 1) to increase English reading abilities towards appropriate grade levels, and 2) to increase competency in academic English vocabulary, reading comprehension, writing, and speaking. Program components include developing academic vocabulary, developing study skills across classes, and providing opportunities to practice accurate pronunciation.

Grades 9-12

Learning Lab (Yr)

Learning Lab is a class that is designed to come alongside students who need additional academic support in their schooling at Legacy. The class is designed to help those students who may need extra help in organizing their time and classes, may need assistance in getting their assignments completed and turned in on time, have specific needs outside of the traditional class due to a learning plan, or may need help learning study skills and staying on track academically.

Entrepreneurship and Business Project Management (Sem Each)

This elective course will place students in real world business environments where they will not only study innovation, entrepreneurship, and business, but also hone their soft skills and workplace professionalism. Guest instructors, site visits, real world business projects, entrepreneurship advisors, and judges will become integral parts of the learning experience. This will enable students to excel in the collaborative and team-based work environment they will experience in their careers. This course will also incorporate a “Faith at Work” curriculum as students learn from senior professionals about how they have built successful careers and handled specific challenges in the workplace as Christian leaders. This course consists of:

Semester 1: Focuses on learning about human centered design, innovation, and entrepreneurship and culminates in a competition similar to the famous TV show “Shark Tank.” Working in teams, students will learn from professionals about the innovation process, human centered design, and new venture business development while creating their own business concept. Throughout the process, students will have access to professionals with specific experience in the various fields they are studying. This will culminate in each team presenting their business proposals to a panel of business entrepreneurship judges. This is completed using Osterwalder’s Business Model Generation and Value Proposition Canvas as seen at www.strategyzer.com and Stanford University’s Design School and IDEO’s Human Centered Design training modules as seen at <http://dschool.stanford.edu/use-our-methods/> and <https://novoed.com/hcd-acumen>.

Semester 2: Focuses on teams of students working on real consulting projects for local companies where they will face a specific challenge from the organization. In the past, organizations such as Best Buy, General Mills, Medtronic, Medica, Fairview, Habitat for Humanity, Aspire Beverage, Emerson Process Management, and Village Automotive Group have provided real, problem based projects. Using a specific framework developed by Chris Pears and Ann Senn, retired Senior Partner of Deloitte Consulting, students will research, ideate, evaluate, recommend, and formally present solutions on deliverables required by the client. To learn more about these projects, you can hear from both students and clients who have completed these projects at these video links:

<http://www.apritonadvisors.com/guest-instructors-mentors-project-providers.html>

<http://www.apritonadvisors.com/students.html>

Grades 11-12

TA (Teacher Assistant) (Sem/Yr)

Junior and senior students are eligible to be a Teacher's Assistant. Students are required to assist their teacher with tasks related to running errands in the building, grading objective assignments (true/false, matching, multiple choice), tutoring, or other duties needed by the teacher. TAs are expected to work for a minimum of 45 minutes every day, the equivalent of one class period.

Grades 11-12

0 Credit

Prerequisite: Acceptance based on teacher approval and is coordinated through the Guidance Counselor. For seniors, a semester will qualify for the Senior Service Requirement.