



**LEGACY**  
**CHRISTIAN ACADEMY**

**ACADEMIC HANDBOOK**  
**2020-21**

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## 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) and 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 Classic 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](http://www.lcamn.org), under the Academics 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. Beginning with the Class of 2024, 28 credits will be required for graduation.

### Required Credits/Classes for Graduation

Bible	3	Old Testament, Christian Apologetics (beginning with the Class of 24), Christian Theology, Biblical Worldview
English	4	
Fine Arts	1	Options: Band (.5 credit), Jazz Band (.5 credit), Choir, 2D Design (.5 credit), 3D Design (.5 credit), Intro to Ceramics (.5 credit), Advanced Ceramics (.5 credit), Yearbook, Graphic Design (.5 credit), Video Production (.5 credit)
Health	.5	
Math	3	Intermediate Algebra, Geometry, Algebra 2, Statistics (.5 credit) or PreCalc. (All U of M universities are expecting at least four years of high school mathematics.)
Physical Education	1	9 <sup>th</sup> -12 <sup>th</sup> grade students earn .25 PE credit for each school sport they participate in, up to .5 credit
Science	3	Physical Science, Chemistry, Biology (Physics/Engineering strongly recommended)
Social Studies	3	US Government (.5 credit), Economics (.5 credit), World History, US History
World Language	2	Spanish
Capstone Project	0	All juniors are required to complete a Capstone Project. This requirement is coordinated through the Junior Legacy Period Advisors.
*Leadership	.5	Leadworthy (.5 credit)
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.

\*Required beginning with the Class of 2022

## 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 7<sup>th</sup>-11<sup>th</sup> grade must be registered for 4 class periods in a day. This may consist of 4 classes or 3 classes and a study hall. Seniors must register for at least 3 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 his/her junior year. Then upon approved application, that student may enroll in 2 LCA classes and have 1 other period filled by choosing 1 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 4 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:

- 2 LCA class periods, plus 1 period dedicated to online PSEO (Study Hall will be assigned), plus 1 free period or TA hour.
- 2 LCA class periods, 1 scheduled TA period (if the student qualifies), 1 period dedicated to online PSEO or free period.
- 3 LCA class periods plus 1 free period
- 3 LCA class periods plus 1 TA period

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

## Legacy Honors Courses

Legacy offers honors 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 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 class. Having honors courses on one's high school transcript is looked on very favorably by university Admissions Departments.

Any student receiving a grade lower than a C at the end of the first grading period for the class may be moved to a regular section of the class for the remainder of the class.

## 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, has met the specified grade requirement in the previous class, and has met class

prerequisites, he/she may register for the accelerated class. The teacher of that course will approve those students that have registered for the accelerated classes.

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.

## **College Credit Opportunities**

### **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 (University of Northwestern-St. Paul and Bethel college courses taught by Legacy instructors and adjunct professors) and online PSEO (college courses taught by a University of Northwestern-St. Paul professor through an online learning format). 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/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 and Bethel University 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 UNW and Bethel and are equivalent to what is taught at UNW and Bethel 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. 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 through UNW - BIO1101 Principles of Biology I; MAT1005 Math for the Liberal Arts; ENG1105 Composition; LIT1100 Literature, PHE1065 Lifetime Fitness and Wellness; HIS1005 Western Civilization; HIS1007 Survey of American History; PHI2005 Introduction to Philosophy; and through Bethel University - HAS110 Introduction to Healthcare.*

## Online PSEO (Online Only)

Online PSEO classes will only count towards elective credit at LCA, unless other arrangements have been made with the secondary principal. Juniors are only allowed to take one online class per semester, and seniors are only allowed to take two online classes per semester. 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 Academics tab. Courses that are not approved may not be granted Legacy credit.
2. Each PSEO credit will count as .25 Legacy credit.
3. Juniors who are on track with graduation credits will be limited to one online PSEO class per semester. Seniors who are on track with graduation credits will be allowed to take two online PSEO classes per semester.
4. Juniors will have a scheduled study hall during which to work on the online PSEO class, and seniors will have a scheduled study hall if they are only scheduled in two other classes at LCA.
5. Students who successfully complete an online class will receive college credit at the University of Northwestern-St. Paul and/or Bethel University and high school credit on their Legacy transcript. There is no guarantee that the credits will transfer seamlessly to other colleges. However, UNW and Bethel 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 and/or Bethel University transcript.
7. The start and end dates for the UNW online PSEO classes may 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 UNW 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/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 at 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 57 College Credits While a Student at LCA Through PSEO Courses

<u>Course</u>	<u>Grade</u>	<u>College Credit</u>	<u>LCA Credit</u>
UNW English Comp - On-site PSEO	11 <sup>th</sup>	4	1
UNW English Lit - On-site PSEO	12 <sup>th</sup>	4	1
UNW Math for Liberal Arts	12 <sup>th</sup>	4	1
UNW Principles of Biology I	11 <sup>th</sup> or 12 <sup>th</sup>	4	1
UNW Fitness/Wellness – On-site PSEO	11 <sup>th</sup> or 12 <sup>th</sup>	1	.5
UNW Philosophy – On-site PSEO	11 <sup>th</sup> or 12 <sup>th</sup>	4	1
UNW Survey of American History - On-site PSEO	11 <sup>th</sup> or 12 <sup>th</sup>	4	1
UNW Western Civ - On-site PSEO	11 <sup>th</sup> or 12 <sup>th</sup>	4	1
Bethel Intro to Healthcare - On-site PSEO	11 <sup>th</sup> or 12 <sup>th</sup>	4	1
PSEO – Online	11 <sup>th</sup>	8	1
PSEO – Online	12 <sup>th</sup>	16	1
<b>Total College Credits</b>		57	

## 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.
- Pay attention in class when Mrs. Lunderby talks about college planning.
- Develop an understanding of your cumulative record and it’s importance.
- Use Legacy’s Naviance Student website (<http://connection.naviance.com/legacyca>) to explore careers and colleges.

### 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 explore careers and colleges.
- Attend the National College Fair and/or Christian College Fair.
- Take the PreACT (practice ACT).
- Plan some college visits.

### Grade 11

- All year - Choose for yourself to work hard academically.
- All year - Get involved in school, church, work, and community.
- All year - Use Legacy’s Naviance Student website (<http://connection.naviance.com/legacyca>) to assist with college and career planning.
- September and October - Attend the National College Fair and/or Christian College Fair.
- October - Take the PSAT (practice SAT), review your results, and take action to build on weaknesses.
- October - Consider attending LCA’s Financial Aid Evening event to learn about college financial aid.
- November and December - 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.
- Spring - Plan some college visits.
- Spring - Prepare and study for ACT and/or SAT. Consider taking Legacy’s ACT prep class.
- Spring - Take the ACT (<http://www.act.org>) and/or SAT ([www.sat.org/ready](http://www.sat.org/ready)).
- Spring - Consider creating a college list so you have an idea of where you will apply come fall semester of your senior year.

## Grade 12

- All year - Use Legacy's Naviance Student website (<http://connection.naviance.com/legacyca>) to assist with college and career planning.
- All year - Apply for scholarships. Try using [www.goingmerry.com](http://www.goingmerry.com).
- September and October - Attend individual post-secondary planning meeting with Mrs. Lunderby to discuss college options and applications.
- September and October - Take or retake the ACT (<http://www.act.org>) or SAT ([www.sat.org/ready](http://www.sat.org/ready)).
- September and October - Attend the National College Fair and/or Christian College Fair.
- September and October - Create a college list and become familiar with each college's application deadlines.
- September and October - Get your materials ready prior to your applications - write any necessary essays, get any required recommendations, and finalize your résumé.
- September and October - Fill out and submit college applications. Take your time. Be thorough. Consider having someone proof your applications.
- September and October - Ask LCA to send your high school transcript. Request University of Northwestern-St. Paul and/or Bethel to send your transcript, if applicable.
- October - In conjunction with your parents, fill out the required financial aid forms, including the FAFSA sometime after October 1. Parents, consider attending LCA's Financial Aid Evening event to learn more about financial aid options.
- Fall - Plan some college visits.
- Winter/Spring - Review financial aid award letters and ask for help from Financial Aid Advisors if the letters are unclear.
- Spring - Make your final decision. Most colleges expect a commitment by May 1.

## **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 5<sup>th</sup>-12<sup>th</sup> grade 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.
- 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 eight days.
- Grades that are up-to-date in 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 eight days.

## Middle School (7<sup>th</sup>-8<sup>th</sup>)

When a student has a late assignment in any class in 7<sup>th</sup>-8<sup>th</sup> 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 five 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:

- All missing work will be recorded as a “zero” in the gradebook until the assignment is completed.
- 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 work that is assigned to be completed and submitted in class.
- 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 through the “zero” in the gradebook via the PowerSchool Portal, 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, parents will be notified via email, and the student will be ineligible in their extracurricular 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, parents will be notified via email, and the student will be ineligible in their extracurricular 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 and 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<sup>th</sup>-12<sup>th</sup> 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 the “zero” in the gradebook via the PowerSchool Portal.
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 parent(s) 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, parents will be notified via email, and the student will be ineligible in their extracurricular 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 the student 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:

- All missing work will be recorded as a “zero” in the gradebook until the assignment is completed.
- 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 work that is assigned to be completed and submitted in class.
- 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 five 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. Students are eligible to retake **two** tests each quarter if the following requirements are 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 (10) days of the original test.
  - Teachers may exercise discretion in how retakes take form. For example, instead of completing a test, the student 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 for that assessment.

## 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.
  - 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 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 four late assignments in a quarter in high school, or three late assignments in a quarter in middle school, 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 - 5<sup>th</sup>-12<sup>th</sup> Grade

	Percent	GPA	Weighted GPA
A	≥93	4.0	5.0
A-	≥90	3.667	4.667
B+	≥87	3.333	4.333
B	≥83	3.0	4.0
B-	≥80	2.667	3.667
C+	≥77	2.333	3.333
C	≥73	2.0	3.0
C-	≥70	1.667	2.667
D+	≥67	1.333	1.333
D	≥63	1.0	1.0
D-	≥60	0.667	0.667
F	<60	0	0

### Class Ranking and Weighting of Grades

Legacy does not rank students. Beginning with the 2018-19 school year, grades will be weighted for Honors, UNW PSEO, and Bethel PSEO courses.



## **Academic Report Cards**

A Report Card will be emailed to 5<sup>th</sup>-12<sup>th</sup> 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 weighted GPA for a given quarter falls within 3.0-3.599. Students are listed on the A Honor Roll if their weighted GPA for a given quarter is 3.6 or higher.

## **Academic Probation**

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

## **Failing a Course**

No credit towards graduation will be given for a failing 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.

## **Requirement for Honors and PSEO Courses**

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, the teacher will “recommend them” to register for that class in PowerSchool.

If a student does not have a cumulative GPA of 3.2, but is advanced in a subject matter, he or she should request an application from the teacher of that class. The teacher will make the decision based on the completed application. These students may not be allowed to take numerous accelerated courses.

## **Graduation Honors**

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

## **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 weighted 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 ten hours of community service, and in addition volunteer to help at one school-related event.

## **Course Withdrawal Policy**

Students may make course changes for one week after the course begins. Students who wish to withdraw from a non-required course after the first week of the class may do so if the Administration feels it is 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 schedule change will be made. After the first week of the class, the Secondary Principal will also need to approve the schedule change.

Courses need to be taken for the duration of the course and cannot be dropped or added at quarter 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 username 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 school 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 5<sup>th</sup>-12<sup>th</sup> grade students have an email account and are also in an email group, based on their year of graduation. 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 year.

## 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. 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 Administration, in-school suspension, and a conference will be held between the 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 parent(s). 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 the Administration, and a conference will be held between the 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.

## MIDDLE SCHOOL COURSES

5th Grade	6th Grade	7th Grade	8th Grade
Language Arts	Language Arts	English 7	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 (.5 credit)	US History 8 (.5 credit)
Bible	Bible	Understanding & Living God's Word (.5 credit)	Christian Discipleship (.5 credit)
Physical Education	Physical Education	Health (.25 credit)	Health (.25 credit)
Music	Music	Life Skills (.25 credit)	Leadworthy (.25 credit)
Other:  Art 5-6 Innovation 5-6 Music Tech 5-6 Technology	Other:  Art 5-6 Innovation 5-6 Music Tech 5-6 Technology	Electives: Choose 2 of the following (.5 credits each)  Festival Band Festival Choir Music Production Physical Education	Electives: Choose 2 of the following (.5 credits each)  Festival Band Festival Choir Music Production Physical Education
Choose 1 of the following:  Beginning Band Applied Design Thinking	Choose 1 of the following:  Beginning Band Applied Design Thinking	Choose 2 of the following (.25 credits each)  Art 7-8 Engineering Innovation Learning Lab Study Hall	Choose 2 of the following (.25 credits each)  Art 7-8 Engineering Innovation Learning Lab Study Hall

## Bible

### **Bible 5**

The 5<sup>th</sup> 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**

The 6<sup>th</sup> 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 (.5 credit)**

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

### **Christian Discipleship (.5 credit)**

This course will be an introduction to what it means to be a disciple of Jesus Christ. Specifically, the course content will be built around Don Whitney's famous book *Spiritual Disciplines for the Christian Life*. Students will be introduced to and practice various types of spiritual disciplines and Christian discipleship. This is a "hands-on" class where students will be living out the content that is taught.

Grade 8

# English

## **Language Arts 5**

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 write and present a persuasive speech. 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*, *The Borrowers*, and *Island of the Blue Dolphin*.

## **Language Arts 6**

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, 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**

**(1 credit)**

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**

**(1 credit)**

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.



## Fine Arts

### Art 5-6

Art 5-6 is a 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 is an emphasis on developing each student's God-given artistic ability.

### Art 7-8 **(.25 credit)**

Art 7-8 is a project-based class where students spend the majority of their time exploring various creative processes through many eclectic and 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.

### Beginning Band

Beginning Band is a beginning instrumental class for 1<sup>st</sup> and 2<sup>nd</sup> year students in 5<sup>th</sup> and 6<sup>th</sup> grade. 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 twice 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 for rent 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 summer 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 **(.5 credit)**

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. Some instruments may be available to rent through the school.

Prerequisite is one year of experience, or audition by instructor. Two years of piano study and audition are required prior to playing percussion unless previously cleared with instructor. Please contact the Band Director for more specific information. This class is a **full year** commitment.

Grades 7-8

### Music Tech 5-6

Music Tech is a beginning tech class designed to introduce the student to creating musical and narrative ideas using a music creation software product. Students will use the available MAC computers at LCA to create their projects.

### Music 5-6

This class provides students with the opportunity to grow in their understanding of music - one of God's greatest gifts. 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. Music 5 places special emphasis on scales, solfege skill building and American music history. Music 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.*

### Festival Choir (.5 credit)

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. This class is a **full year** commitment.

Grades 7-8

### Music Production 7-8 (.5 credit)

Music Production is an intermediate class designed to continue encouraging students in their creativity using various media with an emphasis on recording and producing music. Students will be required to have access to a music creation software product and should have some basic knowledge of how to use it in order to complete this course. Students will use their own computers to create projects.

## Mathematics

### Mathematics 5

Mathematics 5 is a continuation of the mathematical learning students have been exposed to in previous grades. Singapore Math employs concrete and abstract pedagogy. As students study multiplying and dividing whole

numbers, adding and subtracting fractions, introduction to algebra, geometry involving area and volume, and decimal place value, they will gain depth of understanding, fluency with skills, and confidence in problem solving.

Foundational skills are built in Mathematics 5 that will be built upon in upcoming years.

## **Mathematics 6**

In Mathematics 6, students will develop an abstract level of mathematics, gaining a comprehensive understanding of numbers, algebra, geometry and more. Areas of specific study include positive and negative numbers, multiplication and division of decimals and fractions, ratios, percentages, equalities and inequalities, and coordinate planes. Opportunity is presented for students to demonstrate knowledge of skills by applying them into “real-world” problems.

## **Pre-Algebra** (1 credit)

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** (1 credit)

Students will work with the real number system performing operations with rational numbers. They are introduced to algebraic expressions, equations, 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

## **Algebra I** (1 credit)

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 and inequalities.

Grade 8

## **Honors Algebra I** (1 credit)

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

## Physical Education/Health

### Physical Education 5-6

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. Team play and sportsmanship will also be emphasized. To measure the fitness components, students take the Presidential Physical Fitness Test/Fitnessgram in the fall and spring.

### Health 7-8 (.25 credit)

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.

### Physical Education 7-8 - Elective (.5 credit)

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.

## Science

### Science 5

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

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, the immune system, and stars.

### **Life Science** (1 credit)

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 cell biology, systems of the body, interactions in ecosystems, human interaction in the environment, evolution from a Christian perspective, and genetics. The goal of this class is to introduce the concept of studying science from a biblical perspective of life.

Grade 7

### **Earth Science** (1 credit)

This Earth Science course is designed to be a middle school survey course. This course will cover the origin of the universe, earth systems and structure, its motion and position in the solar system, and processes that affect the earth such as tectonic plates, weathering, erosion, and the rock cycle. STEM units on building space vehicles, constructing earthquake resistant buildings, and designing 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**

This course explores the history of the New World from a Christian perspective. Students will study the historical beginnings of North America and its countries. They will go into greater depth of Colonial America, the Great Awakening, the War of Independence, and the Declaration of Independence. This will be accomplished through class readings, class discussions, group activities, and projects.

### **Ancient History 6**

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.

### **Geography** (.5 credit)

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 (.5 credit)**

In this course, students explore United States history from 1815 through 1945. They use primary documents, historical documentaries, and research projects 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

## **Other**

### **Innovation 5-6**

In this exploratory course, students will design, model, and create as they problem solve solutions to real-life problems. We will focus on collaboration and prototyping as students discover ways to think outside the box and continue to improve ideas and designs.

### **Technology 5-6**

Computer use is integrated into daily lessons for the core subjects. Students practice the basic skills of keyboarding and coding. Students learn to utilize the various Google platforms (Docs, Slides, etc.) to set them up for future academic use on homework, projects, and presentations. 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 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.

### **Applied Design Thinking 5-6**

In this course, students will work on projects throughout the year that will focus on the design thinking process. The students will walk through the processes of researching and brainstorming to solve problems and create opportunities for their ideas. They will use those efforts to analyze their ideas and then construct a prototype to solve the problem. Lastly, students will evaluate and connect their solutions to showcase their discoveries.

### **Engineering (.25 credit)**

This class introduces students to the engineering design process, through project-based learning. Students develop and use problem solving skills as they engage in mechanical and electrical engineering projects and real world application.  
Grades 7-8

### **Innovation 7-8 (.25 credit)**

In this exploratory class students will employ design thinking strategies to solve problems others are experiencing. They will use non-linear problem solving strategies to ideate, design, and create solutions and prototypes while collaborating and incorporating technology. Students will be encouraged to grow in the areas of grit and perseverance as they innovate.

**Leadworthy** **(.25 credit)**

In this course, students will develop leadership skills by working on principle-based decision-making, personal responsibility, attitude, and social skills. Other topics of study include consequences of choices, resisting peer pressure, healthy relationships, conflict resolution, public speaking, goal-setting, and financial literacy.

Grade 8

**Learning Lab** **(.25 credit)**

Learning Lab is a class designed to come alongside those students who need additional academic support during the school day.

The class is designed to help those students who may need extra help in organizing their time and classes, getting their assignments completed and turned in on time, supporting specific needs outside of the traditional class due to a learning plan, or learning study skills and staying on track academically. Growth mindset and executive functioning skills are also focuses of the class.

Grades 7-8

**Life Skills** **(.25 credit)**

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, improving your relationships, setting goals, understanding finances, applying for jobs and creating resumés, creating a budget, basic home skills, and completing a career investigation project.

Grade 7

# HIGH SCHOOL COURSES

## Requirement for Honors and PSEO 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, the teacher will recommend them to register for that class in PowerSchool.

If a student does not have a cumulative GPA of 3.2 but is advanced in a subject matter, he or she should request an application from the teacher of that class. The teacher will make the decision based on the completed application. 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 one (1) Bible class each year. All students will be required to take Old Testament during freshman year, Christian Apologetics their sophomore year, Christian Theology their junior year, and Biblical Worldview their senior year.**

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
*Old Testament (.5) New Testament (.5)	**Apologetics (.5) Old Testament (.5) New Testament (.5)	Apologetics (.5) New Testament (.5) Christian Theology	Apologetics (.5) New Testament (.5) Biblical Worldview

\* Old Testament should be taken in 9th grade

\*\*Apologetics should be taken in 10th grade, beginning with the Class of 2023 it will be required for graduation

### **Old Testament Survey (.5 credit)**

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.

Grade 9



### **Christian Apologetics (.5 credit)**

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).

Grade 10

### **New Testament Survey (.5 credit)**

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 Theology (1 credit)**

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.

Grade 11

### **Junior 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. This will be coordinated by the Junior Legacy Period teachers.

Grade 11

## **Biblical Worldview (1 credit)**

A “worldview” is the framework through which a person perceives, understands, and interacts with the world around himself/herself. In this 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.

During the course, there will be cumulative evaluations 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 course, 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

## **Business**

### **Entrepreneurship and Business Project Management (1 credit 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 - Entrepreneurship:** 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](http://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 - Project Management:** 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

## English

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

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 9 Honors English 9	English 10 Honors English 10	American Lit UNW English Comp	British Lit UNW Intro to Lit

### **English 9 (1 credit)**

This course challenges students to master the writing process, to examine literary devices in both prose and poetry, and to expand vocabulary and grammar through their study of complex literature. Writing components include expository writing, informal journals, poetry, 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 (1 credit)**

An expanded version of English 9, this course includes an extra novel, *Fahrenheit 451*. The reading schedule and reading rate for literary works are both expanded and accelerated beyond that of English 9. Students should have already mastered basic grammar skills, and they will receive intentional grammar instruction within their reading and writing. 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, timed writings, a literary research paper, and a short story or creative writing project. Students' independent reading selections will primarily be from the Advanced Placement (AP) book list.

### **English 10 (1 credit)**

English 10 further develops the mastery of writing, research, grammar, literary analysis, and reading and vocabulary comprehension. Writing assignments include quarterly independent reading assignments and projects and a research paper. Students study from a variety of genres, including dystopian short stories, *Julius Caesar*, *The Pearl*, persuasive writing, and developing the students' public speaking skills. Character motivations and actions are examined from a biblical perspective. Study of grammar and vocabulary remains embedded within the context of the literature being read.

### **Honors English 10 (1 credit)**

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. Readings include plays and novels from British, American, and world literature. Students study vocabulary on a regular basis from the literary works.

### **American Literature (1 credit)**

American Literature 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 variety of papers and presentations will be written throughout the school year. Students study vocabulary and grammar in context of the current literary work.

### **UNW English Composition (1 credit)**

*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, engage, and even entertain. Emphasis is placed on the whole writing process, including idea generation, outlining, drafts, and revision. Finished essays will be 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.

Prerequisites: Student must meet the LCA accelerated course requirements, have a minimum cumulative GPA of 3.2, and a cumulative score of 18 or more on the PreACT test.

### **British Literature (1 credit)**

British Literature 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*, *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.

Grade 12

**UNW Intro to Literature (1 credit)**

*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.

Prerequisites: Student must meet the LCA accelerated course requirements, have a minimum cumulative GPA of 3.2, and 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 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Concert Band	Concert Band	Concert Band	Concert Band
Jazz Band	Jazz Band	Jazz Band	Jazz Band
Concert Choir	Concert Choir	Concert Choir	Concert Choir
2D Design	2D Design	2D Design	2D Design
3D Design	3D Design	3D Design	3D Design
Intro to Ceramics	Intro to Ceramics	Intro to Ceramics	Intro to Ceramics
Advanced Ceramics	Advanced Ceramics	Advanced Ceramics	Advanced Ceramics
Yearbook	Yearbook	Yearbook	Yearbook
Graphic Design	Graphic Design	Graphic Design	Graphic Design
Video Production	Video Production	Video Production	Video Production

**Concert Band (.5 credit)**

Concert Band is an intermediate to advanced instrumental music class. Students should already have at least three years of experience playing an instrument. Students will use recordings to submit most assignments using software products such as “Garage Band,” “Audacity,” “iTunes,” or other. Most recording products are free. Students will be expected to attend all performances including concerts, tour, Pep Band, etc., unless otherwise indicated. Although tour is not required, students are encouraged to participate each year. Destinations and the length of tour vary each year.

All large group band music will be provided. Students will be expected to purchase their own solo and lesson books and are responsible to maintain

personal/school instruments/music in good working condition. **Students will need to audition for this class, unless they have participated in band the previous year.** This class is a **full year** commitment. Concert Band may be taken more than one year.

Grades 9-12

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

## Jazz Band (.5 credit)

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. Jazz Band may be taken more than one year.

Grades 9-12

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

## Concert Choir (1 credit)

Concert Choir is an intermediate to advanced class for 9<sup>th</sup>-12<sup>th</sup> grade students with a strong emphasis on performance. **Students are required to be pre-approved by the Festival Choir Director, or participated in Concert Choir the previous year**. Concert Choir provides a rich opportunity for high school students to experience and study the voice in an ensemble setting. The students will perform a variety of musical styles on and off campus. Students may also find opportunities as soloists through recitals, Solo/Ensemble Contest, and auditions for State Honor and All-State Choirs. **Attendance at all performances is required**, unless otherwise noted. Students also have the opportunity to attend the tour each year. Although tour is not required, students are encouraged to participate. Destinations and the length of tour vary each year. This class is a **full year** commitment. The course may be taken more than one year.

Grades 9-12

## 2D Design (.5 credit)

2D Design is an art course 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 (.5 credit)

3D Design is a course that focuses on the world of 3-dimensional artwork, its 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 art. 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

## **Intro to Ceramics (.5 credit)**

Intro to Ceramics is an intro level ceramics course. Students are introduced to a wide range of traditional ceramic techniques and methods. Students explore slab building, coil building, sculpture, wheel thrown pottery, glazing, and firing methods – among many others. The course will also introduce a wide range of tools and processes foundational to ceramics production. Students will maintain a personal sketchbook for conceptual drawings and note taking and will be taking part in self and peer critiques during the course.

Grades 9-12

## **Advanced Ceramics (.5 credit)**

Advanced Ceramics builds upon prior clay knowledge, focusing largely on advanced wheel throwing techniques (larger forms, lids, spouts, etc.) and advanced hand building techniques (handle making, extruder use, sculpture, etc.). Ceramic form, function, history, and contemporary methods will be explored. Students will maintain a personal sketchbook for conceptual drawings and note taking. Students will take part in self and peer critiques during the course and prepare their work for display. Students will be expected to maintain a high level of motivation and commitment to deepening their ceramics skills and producing high quality work.

Grades 9-12

Prerequisite: Passing grade in Intro to Ceramics

## **Graphic Design (.5 credit)**

Graphic Design is a course where students explore the fundamentals of the graphic design world - emphasizing both the artistic and business sides of the industry. 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 learn industry standards of powerful self-representation and business presence. 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.

## **Yearbook (1 credit)**

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 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 1 are required for graduation from Legacy, and all students are required to take Statistics or Precalculus. It may be possible for a student to change tracks from one year to the next; please consult with your current mathematics teacher.**

**NOTE: ALL classes require a Texas Instruments 84 Graphing Calculator. No other calculators will be supported.**

**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.**

Track 1	Track 2
*Intermediate Algebra (required)	Honors Geometry (required)
Geometry (required)	Honors Algebra II (required)
Algebra II (required)	Honors Precalculus (required)
Trigonometry (.5 credit) / Statistics (.5 credit) (required)	Honors Calculus
UNW Math for Liberal Arts	UNW Math for Liberal Arts
Honors Precalculus	

\* Beginning with the Class of 2024

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

### **Intermediate Algebra (1 credit)**

The students will continue exploration and mastery of linear algebra, including systems of equations and inequalities. Students will be fluent in their use of factoring polynomial expressions, solving quadratic equations through factoring and the quadratic formula, and graphing quadratic functions.

Prerequisite: Algebra I

### **Geometry (1 credit)**

The students 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, volume, and surface area. Students will also explore how geometry and algebra concepts work together.

Prerequisite: Intermediate Algebra or Honors Algebra I



## Honors Geometry (1 credit)

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, volume, and surface area. Students will also explore concepts in probability and statistics.

Grade 9

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 (1 credit)

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.

Grade 10

Prerequisite: Geometry or Honors Geometry

## Honors Algebra II (1 credit)

Honors Algebra II is a complete Algebra II course as described above with the addition of more in-depth study of solving multi-step algebraic equations, functions, and modeling with functions, including a greater emphasis on logarithms and other inverse functions in preparation for UNW courses.

Grade 10

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 (.5 credit)

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 for students who do not intend to take UNW courses.**

Grades 11-12

Prerequisite: Algebra II

## Statistics (.5 credit)

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, counting methods, and sampling distribution. This course is highly suggested for ALL college-bound students.

Grades 11-12

Prerequisite: Algebra II or Honors Algebra II

### **Honors Precalculus (1 credit)**

This is a preparatory course intended for students who will take Honors Calculus. 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.

Grades 11-12

Prerequisite: Student must meet the LCA accelerated course requirements

### **UNW Math for Liberal Arts (1 credit)**

*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, voting theory, fair division methods, graph theory, the mathematics of finance, and spreadsheet applications to multivariable problem solving.

Grade 12

Prerequisites: Student must meet the LCA accelerated course requirements

### **Honors Calculus (1 credit)**

Honors Calculus 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.

Grade 12

Prerequisite: Student must meet the LCA accelerated course requirements

## Physical Education

**One (1) PE credit and one half (.5) credit of Health will be required for graduation from Legacy.**

**NOTE: If a 9<sup>th</sup>-12<sup>th</sup> grade student is on a Legacy sports team, .25 credit of Physical Education will be awarded per sports season. Credit for participation in sports is not to exceed .5 credit (all students must take at least one PE class at LCA).**

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> 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 (.5 credit)**

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.

### **Health (.5 credit)**

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 **not** a co-ed class.

### **Strength & Conditioning (.5 credit)**

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.

### **UNW Fitness/Wellness (.5 credit)**

*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 Co-ed

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. Science requirements will include Physical Science, Chemistry, and Biology. It is strongly recommended that students planning on going into math, science, or engineering in college also take Physics/Engineering, and recommended that students going to college take four credits of science.**

### Science for 2020-21

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Physical Science Robotics (Elective)	Chemistry Honors Chemistry Design Engineering (Elective) Robotics (Elective)	Biology UNW Principles of Biology I Honors Physics/Engineering Anatomy/Physiology (Elective) BU Intro to Healthcare (Elective) Design Engineering (Elective) Robotics (Elective)	Biology UNW Principles of Biology I Honors Physics/Engineering Anatomy/Physiology (Elective) BU Intro to Healthcare (Elective) Design Engineering (Elective) Robotics (Elective)

### **Physical Science (1 credit)**

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, the students will begin chemistry with the properties of matter, the atomic model, and the periodic table.

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 (1 credit)**

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 (1 credit)**

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% in previous science and math course

## **Biology (1 credit)**

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. Interactive labs will give opportunity to build critical thinking through hands-on learning.

Grade 11-12

Prerequisite: Physical Science, Chemistry

## **UNW Principles of Biology I (1 credit)**

*BIO1101 - University of Northwestern-St. Paul*

*PSEO Principles of Biology I*

Course Description to come.

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

## **Honors Physics/Engineering (1 credit)**

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, drone construction and flight, 3D Printing, and an introduction to robotics.

Grades 11-12

Prerequisite: Physical Science, and Algebra II

## **Anatomy & Physiology (Elective) (1 credit)**

Anatomy and physiology students will learn each of the major systems of the body, including musculoskeletal, cardiovascular, lymphatic, digestive, endocrine, and nervous systems. Major themes throughout this course include identification, structure and function of the human body, and mechanisms for maintaining homeostasis. Additionally, this class will heavily incorporate medical terminology, diagnostic case studies, and clinical practitioner skills.

Grades 11-12

Prerequisite: Physical Science

## **Design Engineering (Elective) (.5 credit)**

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation.

Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. Students will be designing and constructing projects based on a set of criteria.

Grades 10-12

Prerequisite: Physical Science

**BU Introduction to Healthcare (1 credit)**

*HAS110 – Bethel University PSEO Intro to Healthcare*

This course is an introduction to various health professions and the healthcare system in the United States. Emphasis on understanding the healthcare system, current issues in healthcare, and healthcare career paths. We will development healthcare literacy and navigate healthcare culture. Students examine education, training, and licensure and/or certification requirements for potential careers.

**Robotics (Elective) (.5 credit)**

Robotics is a lab-based course that uses a hands-on approach to introduce the basic concepts of robotics, focusing on the construction and programming of autonomous mobile robots. Course information will be tied to lab experiments; students will work in groups to build and test increasingly more complex mobile robots, culminating in an end-of-quarter robot contest. The participants in the course will compete in the FIRST Robotics competition.  
Grades 9-12

**Social Studies**

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

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
US Government/Econ	World History	US History UNW Survey of American History (offered 2020-21) UNW Western Civ (offered 2021-22) UNW Philosophy (Elective)	US History UNW Survey of American History (offered 2020-21) UNW Western Civ (offered 2021-22) UNW Philosophy (Elective)

**US Government (.5 credit)**

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.  
Grade 9

**Economics (.5 credit)**

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. A general awareness of economic concepts and principles helps students

understand the world around them, especially as they become more active participants in the economy. 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** (1 credit)

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 persuasive writing.

Grade 10

### **US History** (1 credit)

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 will 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

### **UNW Survey of American History**

#### **(1 credit)**

*HIS1007 - University of Northwestern-St. Paul PSEO Survey of American History*

This course is designed to provide an introductory survey of significant themes in American History. It will consider how the United States formed and developed, and will pay attention to important topics in politics, society, economics, culture, and religious belief. In addition to learning historical content, the student will also learn to think critically and write persuasively through analyzing and interpreting primary sources.

Grades 11-12

### **UNW Philosophy (Elective)** (1 credit)

*PHI2005 – University of Northwestern-St. Paul PSEO Introduction to Philosophy*

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, Plotinus, 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

## Technology

### Computer Science (.5 credit)

This course involves the broad study of all aspects of computer science. Students will start by studying how a computer works as well as how it functions on a network. They will also delve into programming and learn the

foundations of basic programming. The students will finish by learning to code in Python.  
Grades 10-12

## World Language

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

### Spanish 1 (1 credit)

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.

### Spanish 2 (1 credit)

This course builds on the Spanish 1 concepts, 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, students 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 in Spanish, 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.

Prerequisite: Spanish 1



### **Spanish 3 (1 credit)**

This course advances Spanish 1 and Spanish 2 skills into more fluency, particularly with writing and speaking. The course will be conducted in 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.

Prerequisite: Spanish 1 and Spanish 2

### **Spanish 4 (1 credit)**

This course advances Spanish 1, Spanish 2, and Spanish 3 skills into more fluency, particularly with writing and speaking. Instruction in Spanish 4 consists of a communicative approach with an emphasis on grammar, vocabulary, and literature.

Through their coursework, students will continue to expand their use of higher-level vocabulary as they acquire a knowledge base of more advanced grammatical structures while they read, write, and discuss topics presented in class.

Newspapers, magazines, online resources, and selected literary works will serve as source material in conjunction with the text. The primary focus of this class is to increase the students' ability to communicate in Spanish with ease and confidence as they grow in understanding of the perspectives, processes, and products that represent the unique contribution of Latin populations to world culture.

## **Electives/Other**

### **Leadworthy (.5 credit)**

In Leadworthy, students will develop a healthy self-concept, healthy relationships, and a sense of personal responsibility. They will also understand emotional intelligence and the skills it measures, including self-awareness, self-control, self-motivation, and social skills. They will build skills in public speaking and communication, as well as develop an understanding of personal image.

Additionally, this course aids in helping students understand how to manage and positively channel the power of social media, as well as develop an understanding of principle-based decision-making.

This class will be required, beginning with the Class of 2022

Grade 11

### **Learning Lab (1 credit)**

Learning Lab is a class designed to come alongside those students who need additional academic support during the school day.

The class is designed to help those students who may need extra help in organizing their time and classes, getting their assignments completed and turned in on time, supporting specific needs outside of the traditional class due to a learning plan, or learning study skills and staying on track academically. Growth mindset and executive functioning skills are also focuses of the class.

Grades 9-12

## **TA (Teacher Assistant)**

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, tutoring, or other duties needed by the teacher.

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.