



**Course Catalog**  
**2021 - 2022**

# Lighthouse Preparatory Academy

## Description of Parental Roles

There are different roles that parents serve in a University-Model School. In most cases, though not all, the parent's direct academic role lessens as grade levels increase, coinciding with a student's natural path toward great independence, a process that needs to occur gradually and under parental guidance and mentoring.

**Guide for Dependent Study (6<sup>th</sup> – 8<sup>th</sup> grades)** – Students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. Students will begin to assume some independence from the co-teacher in the completion of assignments. For these classes to be successful, the teacher is dependent upon the parent to make certain that their son or daughter keeps up with the course material assigned and to communicate to the teacher if difficulties should arise. In some cases, private tutoring might even be necessary. Parents should read each assignment sheet, structure time and place for completing the assignments, help as needed, and verify that each assignment is completed. Parents may spot-check work to check for understanding the practiced concept but should not "pre-grade" assignments. Teachers use this opportunity for independent practice as an indicator of whether there is a need for re-teaching the concept.

**Guide for Dependent Study (9<sup>th</sup> – 10<sup>th</sup> grades)** – Students in the 9<sup>th</sup> – 10<sup>th</sup> grades will require supervision in order to help them develop disciplined study habits and personal responsibility for the completion of assignments in a timely manner. Parents will supervise student work, monitor student assignments, and discuss content as required. Parents should provide opportunity for independence based on the maturity and success of their students. If students have problems turning work in on time or understanding the subject matter, it is the parents' responsibility to enforce stricter accountability and provide the extra help that is needed—either by the parent or a tutor. Parents should maintain a "satellite classroom" environment for the student on days not attending Lighthouse. Parents are responsible for monitoring student grades as a reflection of the students' learning and participation in each course and providing necessary incentives or consequences if grades are not acceptable.

**Guide to Independent Study (11<sup>th</sup> - 12<sup>th</sup> grades)** – Students in the 11<sup>th</sup> – 12<sup>th</sup> grades study independently, as required in post-secondary education programs. Parents should be available to assist as needed with organization, accountability, and spiritual guidance. Parents should review assignment sheets often enough to monitor all major assignments and make sure the student is investing the time necessary to completing these assignments. In some courses, the student may need a tutor to help with home assignments if the parent is unable to review the material. It is crucial that parents make sure that students maintain a "satellite classroom" schedule on the days not attending Lighthouse (work should be secondary to school). Although the parental role changes as the student matures, parental involvement is still expected by teachers in these final years of high school.

**Interactive Discussion** – In courses utilizing this role, parents are expected to interact with their student on teacher-directed topics throughout the semester. Students will then reflect on those interactions through class discussions and written assignments. These courses are designed in such a way as to place emphasis on the parent-student relationship by emphasizing and reinforcing the values parents are teaching within their home. These courses also provide families with the opportunity to explore and interact on issues that are of importance especially during the teen years.

**Course Monitor** – Some courses will involve equipment or expertise which necessitates that teaching be done in the classroom and leaves little for the parent at home. This role, therefore, will require the least amount of

time by the parent, but its importance cannot be understated. The primary responsibility of the parent is to track the progress of their son or daughter and to monitor how well they are doing. Are they becoming discouraged? Are they enjoying the class? What are the activities being done each day in class? What are they learning? In short, parents need to show an interest and express this to their children. If problems should develop, then the teacher needs to know immediately.

**Project Assistant** – The primary responsibility of the parent in this role is to track the progress of their son or daughter and to monitor how well they are doing. They need to have a sincere interest in their child's class activities and express that interest to their children. Furthermore, help at home might be needed occasionally in support of a particular subject. If problems should develop, then the teacher needs to know immediately.

**Parent Coach** – The role of the parent coach is to provide individual practice and instruction to their son or daughter at home. The director or team coach will organize the group activity (choir, band, team sport, etc.), direct practices, and communicate to the parent-coaches information and directions concerning regular home practices on individual skills. This role is primarily with student athletes in grades 6-8 and possibly 9-10.

**The Active Supporter** – This parental role usually involves competitive extracurricular activities designed for 11<sup>th</sup> and 12<sup>th</sup> grade students (and possibly 9<sup>th</sup> and 10<sup>th</sup> grade). Programs preparing students for college, condition training, practice, and work on individual skills goes beyond the expertise of most parents. As a result, parents are instead required to actively support their children through regular attendance at games, performances, and even at practices or rehearsals. Parents are also encouraged to show their support by participating at booster club activities which usually play a vital role in supporting high school extracurricular programs.

## Lighthouse Preparatory Academy

*If you have any questions or concerns about the inclusion of controversial topics within a specific class, please contact the course instructor prior to registration. If you have questions or concerns about the school policy, please contact the Administrator prior to registration.*

### **DIFFICULT OR CONTROVERSIAL ISSUES AND TOPICS**

Lighthouse Prep will follow these guidelines concerning the relationship between sound education that is both Biblical and college-preparatory, and the treatment of difficult or controversial issues.

- (1) *Because one of God's purposes in the training of disciples is to equip them to reach others with the gospel of Christ and then teach them to obey all He has taught us, **we will not encourage our students to retreat from contact with a sinful world, but rather train them to reach out effectively to unbelievers.***
- (2) *Because we must learn to build personal and cultural bridges for the sake of reaching others with the gospel, **we will engage in the study of other cultures and thought forms, including godless ones, so that our students will have a better understanding and ability to communicate with all people.***
- (3) *Because God expects His children to be ready to make a defense, acting as salt and light to a world that is often foolish in its understanding and in its principles, **we will teach our students to evaluate and correctly respond to difficult or controversial realities in light of God's Word so that they may be able to confront the world without becoming stained by it.***
- (4) *Because dealing effectively with difficult or controversial topics generally requires the use of higher order thinking skills, **we will support our teachers' use of opportunities presented through the treatment of difficult or controversial topics to challenge students to develop the skills of analysis, evaluation, synthesis, and proper applications and to apply these skills to godly purposes.***

We do not intend to shield students from the sin and wrong thinking inherent in a fallen world. Rather, we will teach them to confront those realities openly and honestly, from a God-centered perspective, so that they might be prepared to have an impact on the world without becoming part of the world.

# Lighthouse Preparatory Academy Course Index

## **Bolded courses are available for the 2021-2022 school year**

### Mathematics

#### Middle School

- APPALG: Applied Algebra (2 semesters)  
**MATHFND: Math Foundations (2 semesters)**  
**PREALG: Pre-Algebra (2 semesters)**  
**ALGEB1: Algebra 1 (2 semesters) 1 credit hour of high school credit**

#### High School

- ALGEB1: Algebra 1 (2 semesters) 1 credit hour**  
**ALGEB2: Algebra 2 (2 semesters) 1 credit hour**  
**CALCAP: AP Calculus AB (2 semesters) 1 credit hour**  
CALCUL: Calculus (2 semesters) 1 credit hour  
**COLALG: College Algebra (2 semesters) 1 credit hour**  
**GEOMET: Geometry (2 semesters) 1 credit hour**  
**PRECAL: Pre-Calculus (2 semesters) 1 credit hour**

### Science

#### Middle School

- EARTHSCI: Earth Science (2 semesters)**  
**EXPSCI: Experiencing Science (2 semesters)**  
**LIFSCI: Life Science (2 semesters)**  
**PHYSICI: Physical Science (2 semesters) 1 credit hour of high school credit**

#### High School

- APPHYS: AP Physics (2 semesters) 1 credit hour  
**BIOLOG: Biology (2 semesters) 1 credit hour**  
**BIOLOG2: College Biology and Lab 1.5 credit hours**  
**CHEMIS: Chemistry (2 semesters) 1.5 credit hours**  
COLCHEM: College Chemistry (2 semesters) 2.0 credit hours  
ENVSCI: Environmental Science (2 semesters) 1 credit hour  
**GEOL: Geology (2 semesters) 1 credit hour**  
HUMAN: Human Anatomy previously named Advanced Biology (2 semesters) 2 credit hours  
**PHYSICI: Physical Science (2 semesters) 1 credit hour**  
**PHYSIC: Physics (2 semesters) 1 credit hour**

### Social Studies

#### Middle School

- AMREP1: American Republic I (2 semesters)**  
**H&G6: History & Geography: Ancients to Middle Ages (2 semesters)**  
**H&G7: History & Geography: World Studies (2 semesters)**

## High School

AMHS3:	American History (1 semester) 1 credit hour
AMHISFM:	American History through Film (1 semester) .5 credit hour
<b>AMREP2:</b>	<b>Civics &amp; American Republic II (2 semesters) 1 credit hour</b>
<b>APUSHS:</b>	<b>AP U.S. History (2 semesters) 1 credit hour</b>
APPSYCH:	AP Psychology (2 semesters) 1 credit hour
<b>BUSI:</b>	<b>Intro to Business (1 semester/Semester Intensive) 1 credit hour</b>
CIV:	Civics and World Literacy (1 semester) .5 credit hour
CRIME:	Intro to Criminal Justice (1 semester/Semester Intensive) 1 credit hour
<b>CUREV:</b>	<b>Current Events and Social Media: How do we respond? .5 credit hour</b>
<b>CULGEO:</b>	<b>Cultural Geography (2 semesters) 1 credit hour</b>
ECON:	Economics (1 semester/Semester Intensive) 1 credit hour
ECONMI:	Principles of Microeconomics (1 semester/Semester Intensive) 1 credit hour
<b>PSYCH:</b>	<b>Psychology (2 semesters) 1 credit hour</b>
SOC:	Sociology (1 semester) .5 credit hour
WRLHS1:	World History 1: Ancients (2 semesters) 1 credit hour
<b>WRLHS:</b>	<b>World History (2 semesters) 1 credit hour</b>
WDHISFM:	World History through Film (1 semester) .5 credit hour

## Language Arts

### Middle School

<b>FNDL6:</b>	<b>Foundations in Literature 6<sup>th</sup> gr. (2 semesters)</b>
<b>FNDLL7:</b>	<b>Foundations in Literature and Language 7<sup>th</sup> gr. (2 semesters)</b>
<b>FNDLL8:</b>	<b>Foundations in Language and Logic 8<sup>th</sup> gr. (2 semesters)</b>
<b>GRCMP1:</b>	<b>Grammar &amp; Composition I (2 semesters)</b>
<b>GRCMP2:</b>	<b>Grammar &amp; Composition II (2 semesters)</b>
<b>GRCMP3:</b>	<b>Grammar &amp; Composition III (2 semesters)</b>

### High School

AMLT:	American Literature & Composition (2 semesters) 1 credit hour
<b>APLIT:</b>	<b>AP Literature and Composition (2 semesters) 1.5 credit hours</b>
BRTLTL:	British World Literature 2 & Composition (2 semesters) 1 credit hour (Previously named World Literature w/ Emphasis on British Literature)
CREWRIT:	Creative Writing (1 semester) .5 credit hour
<b>ENG1:</b>	<b>English I (2 semesters) 1 credit hour</b>
<b>ENG2:</b>	<b>English II (2 semesters) 1 credit hour</b>
<b>ENG3:</b>	<b>English III (2 semesters) 1 credit hour</b>
<b>ENGCOMP:</b>	<b>English Composition (1 semester/Semester Intensive) 1 credit hour</b>
HBRTLTL:	Honors British Literature & Composition (2 semesters) 1.5 credit hour (Previously named Honors World Literature II / Emphasis on British Literature)
HAMLT:	Honors American Literature & Composition (2 semesters) 1.5 credit hours
<b>HONENG2:</b>	<b>Honors English 2 (2 semesters) 1.5 credit hour</b>
<b>HONENG3:</b>	<b>Honors English 3 (2 semesters) 1.5 credit hour</b>
<b>HONENGC:</b>	<b>Honors English Composition (2 semesters) 1.5 credit hours</b>
HWORLT1:	Honors World Literature I & Composition (2 semesters) 1.5 credit hour
JOURN:	Journalism (1 semester) .5 credit hour
<b>PUBSPEAK:</b>	<b>Public Speaking (1 semester) 1 credit hour</b>

RHET: Rhetoric & Composition (2 semesters) 1 credit hour  
**SP & DEB: Speech & Debate (2 semesters) 1 credit hour**  
WORLT1: World Literature 1 & Composition (2 semesters) 1 credit hour

### World Languages

High School

FRENCH1: French 1 (2 semesters) 1 credit hour  
FRENCH2: French 2 (2 semesters) 1 credit hour  
**SPNSH1: Spanish 1 (2 semesters) 1 credit hour**  
**SPNSH2: Spanish 2 (2 semesters) 1 credit hour**  
**LATIN1: Latin 1 (2 semesters) 1 credit hour**  
**LATIN2: Latin 2 (2 semesters) 1 credit hour**  
LATIN3: Latin 3 (2 semesters) 1 credit hour

### Bible & Worldview

High School

**APOL: Apologetics (1 semester/Semester Intensive) 1 credit hour**  
**REL: Religion and the Human Adventure (1 semester/Semester Intensive) 1 credit hour**  
WORLDV: Introduction to Worldviews (1 semester/Semester Intensive) 1 credit hour  
**OTSURV: Old Testament Survey (1 semester/Semester Intensive) 1 credit hour**  
NTSURV: New Testament Survey (1 semester/Semester Intensive) 1 credit hour  
ETHICS: Ethics (1 semester) .5 credit hour

### Fine Arts

High School

ARTHAA: Art History & Appreciation (1 semester/Semester Intensive) 1 credit hour  
**MUSICHA: Music History & Appreciation (1 semester/Semester Intensive) 1 credit hour**

### Practical Arts

High school

**FINANCE: Finance (1 semester) .5 credit hour**  
**COMPINFO: Introduction to Computer Information Systems (1 semester) .5 credit hour**

### Health

High School

**HEALTH: Health (1 semester) .5 credit hour**

### Electives

*Please note the length of each class as they vary from 1 term to 1 semester.*

Middle School

**ART: Art Fun-damentals (1 semester)**  
ATWORLD: Around the World (1 semester)

**CHOIR:** Concert Choir (1 semester) Middle School/High School  
**CCSI:** Creative and Critical-thinking Skills and Investigation (1 semester)  
**COMPAPP: Computer Applications (1 semester)**  
**CROSSFIT:** CrossFit (6-12, 1 semester) .5 credit hour  
**DRAMA:** Drama (1 semester)  
**DUDE: Dude (boys only, 1 semester)**  
**FACS: Family and Consumer Science (1 semester)**  
**FORTIS: Fortis (girls only, 1 semester)**  
**LEAP: Lighthouse Educational Adventure Program (2 semesters) .5 credit hour**  
**LCACT:** Lights, Camera, Action! (1 semester)  
**LIFEFIT:** Life Fitness (1 semester)  
**MUSIC:** Music (1 semester)  
**OUTDOOR:** Outdoor Skills I (1 semester)  
 Outdoor Skills II (1 semester)  
**ROBOT1:** LEGO Robotics (1 semester)  
**STEM:** Science, Technology, Engineering, and Math (1 semester)  
**WILD: Wilderness Training (1 semester)**  
**YRBK:** Yearbook (1 semester) – Middle School/High School .5 credit hour

High School

**ACTPREP: ACT Preparation (1 semester) .5 credit hour**  
**CAP: Capstone (1 semester) .5 credit hour**  
**CHOIR:** Concert Choir (1 semester) .5 credit hour  
**CIS:** Information Systems and Computer Applications (1 semester) .5 credit hour  
**CRITTHINK:** Critical Thinking and Study Skills (1 semester) .5 credit hour  
**DIGINF:** Digital Information Technology (1 semester) 1 credit hour  
**DANCE:** Dance (1 semester) .5 credit hour  
**EXTPE: Extreme P.E. – (1 semester) .5 credit hour**  
**GOSPEL:** Gospel 101 (1 semester) .5 credit hour  
**HERM:** Hermeneutics (1 semester) 1 credit hour  
**INTMISS:** Introduction to Missions (1 semester) .5 credit hour  
**LEADER: Leadership (2 semester) .25 credit hour**  
**LEAP: Lighthouse Educational Adventure Program (2 semesters) .5 credit hour**  
**ORCHEST1:** Orchestra .5 credit  
**PHOTO:** Photography and Photo Shop (1 semester) .5 credit hour  
**PYSFIT: Physical Fitness (1 semester) .5 credit hour**  
**ROBOT2:** First Robotics (1 semester) .5 credit hour  
**SLU: Student Leadership University (1 semester) 1 credit hour**  
**SOFTAP:** Software Applications (1 semester) .5 credit hour  
**SPORTS: Sports (2 semester) 1 credit hour**  
**WEIGHT:** Weightlifting (1 semester) .5 credit hour  
**YRBK:** Yearbook (1 semester) – Middle School/High School .5 credit

**Semester Intensive – 1 year of material is covered in one semester. One credit is earned for the semester long course.**

**Dual Enrollment – Student enrolls in the course through the college. Class is led and graded by the college professor. Lighthouse teacher prepares the students for the college course and acts as a tutor during the college**



**course time. Student earns college credit and high school credit. Enrollment in the college course is required for enrollment in the high school course.**

**Dual Credit – Student enrolls in the course through Lighthouse. Class is taught and graded by the Lighthouse teacher. Student earns college credit and high school credit.**

**Advance Placement – AP courses conform to the College Board recommendations for the Advanced Placement subject examinations. Following completion of the course, students may opt to take the Advanced Placement Examination given in mid-May. Successfully completing the course does not guarantee passage of the AP exam nor does it cover the cost of the exam itself.**

## Mathematics – Middle School

### COURSES FOR THE 2021-2022 ACADEMIC YEAR

**ALGEB1: Algebra 1** (2 semesters) – Middle School/High School – 1 credit hour

Parental Role: Guide for dependent study

Key algebraic concepts are introduced early with opportunities to develop conceptual understanding. Main topic areas include: variables, patterns, and graphs; real numbers; solving equations; solving and inequalities; graphs and functions; linear equations and their graphs; systems of equations and inequalities; exponents and exponential functions; polynomials and factoring; quadratic equations and functions; radical expressions and equations; rational equations and functions. This course may be counted as a secondary one-credit class if taken in 8<sup>th</sup> grade.

**MATHFND: Math Foundations** (2 semesters) – Middle School

Parental Role: Guide for dependent study

Fundamental skills necessary for pre-algebra readiness are developed with main topics including: whole numbers and decimals; data and graphs; patterns and variables; number theory and fractions; adding, subtracting, multiplying, and dividing fractions; ratios, proportions, and percents; tools of geometry; geometry and measurement; exploring probability; integers; equations and inequalities.

**PREALG: Pre-Algebra** (2 semesters) – Middle School

Parental Role: Guide for dependent study

Integers and algebraic concepts are introduced beginning in Chapter 1 to develop students' algebraic thinking skills. Throughout the text algebraic concepts are connected to arithmetic skills. Geometry concepts are integrated when appropriate to foster connections. Main topic areas include: algebraic expressions and integers; solving one-step equations and inequalities; decimals; fractions, factors, and exponents; ratios, proportions, and percents; solving equations and inequalities; linear functions and graphing; geometry; area and volume; right triangles in algebra; data analysis and probability; nonlinear functions and polynomials. Mathematical understanding is taught from a biblical perspective, recognizing God's intricate design of numbers and order in our universe.

## Mathematics – High School

### COURSES FOR THE 2021-2022 ACADEMIC YEAR

**ALGEB1: Algebra 1** (2 semesters) – Middle School/High School – 1 credit hour

Parental Role: Guide for dependent study

Key algebraic concepts are introduced early with opportunities to develop conceptual understanding. Main topic areas include: variables, patterns, and graphs; real numbers; solving equations; solving and inequalities; graphs and functions; linear equations and their graphs; systems of equations and inequalities; exponents and exponential functions; polynomials and factoring; quadratic equations and functions; radical expressions and equations; rational equations and functions. This course may be counted as a secondary one-credit class if taken in 8<sup>th</sup> grade.

**ALGEB2: Algebra 2** (2 semesters) – High School – 1 credit hour

Parental Role: Guide for dependent or independent study depending on student

Prerequisite: Algebra 1 & Geometry

Traditional algebraic topics along with trigonometry, statistics, and pre-calculus readiness are included in this course. Main topic areas include: tools of algebra; functions, equations, and graphs; linear systems; matrices; quadratic equations and functions; polynomials and polynomial functions; radical functions and rational exponents; exponential and logarithmic functions; rational functions; quadratic relations and conic sections; sequences and series; probability and statistics; periodic functions and trigonometry; trigonometry identities and equations.

**CALCAP: AP Calculus AB** (2 semesters) – High School – 1 credit hour

Parental Role: Guide for independent study

Prerequisite: Pre-Calculus

The concepts in AP Calculus begin with zero and work toward infinity. In this course, students work through a series of interactive video lessons along with thorough explanations of the biblical foundation and historical approaches to the study of mathematics. These resources will help bolster the student's understanding of Calculus in a fully integrated way and best prepare the students for the AP Calculus AB exam given each year in May. With continuous enrollment, students can start the course and begin working on Calculus as early as spring of the previous year! An Advanced Placement (AP) course in calculus consists of a full high school year of work that is comparable to calculus courses in colleges and universities. It is expected that students who take an AP course in calculus will seek college credit, college placement, or both, from institutions of higher learning.

Most colleges and universities offer a sequence of several courses in calculus, and entering students are placed within this sequence according to the extent of their preparation, as measured by the results of an AP examination or other criteria. *This course conforms to the College Board recommendations for the Advanced Placement Calculus AB Examination. Following completion of the course, students may opt to take the Advanced Placement Examination in Calculus AB given by the College Board in mid-May. Successfully completing the course does not guarantee passage of the AP exam nor does it cover the cost of the exam itself.*

**COLALG: College Algebra** (2 semesters) – High School – 1 credit hour

Parental Role: Guide for independent study

Prerequisite: Algebra 2

This course explores the use of algebra in the real world. This exploration takes place by examining the concept of function. Conceptual understanding of linear, exponential, logarithmic, quadratic, and other polynomial functions is grounded in the collection and statistical analysis of real-world data. Functions will be used to solve real world problems using modeling techniques. The concept of function is also explored in detail using analytic geometry. *This course is approved for dual credit of three credit hours. Students may sign up for this at the beginning of the year.*

**GEOMET: Geometry** (2 semesters) – High School – 1 credit hour

Parental Role: Guide for dependent or independent study depending on student

Prerequisite: Algebra 1

Students learn to value the need to think logically and present ideas in a logical order, as multiple formats are supported through mastery including two-column, paragraph, flow, and indirect proofs. Algebra 1 skills are reviewed at point-of-use. Algebra integration within coordinate geometry topics, plus probability and statistics connections are included. Main topic areas include: tools of geometry; reasoning and proof; parallel and perpendicular lines; congruent triangles; relationships within triangles; quadrilaterals; similarity; right triangles and trigonometry; transformations; area; surface area and volume; circles.

**PRECAL: Pre-Calculus** (2 semesters) – High School – 1 credit hour

Parental Role: Guide for independent study

Prerequisite: Algebra 2

Pre-Calculus is a continuation of topics covered in Algebra 2, including trigonometry, polynomials, functions and their inverses, equations, and complex numbers. New topics include polar graphs, and statistics. The course concludes with an introduction to calculus through sequences, limits, and derivatives. This course has a biblical foundation putting math into proper perspective for a Christian and gives glory to God for His created order in mathematics. It will prepare students for future study in more advanced courses in mathematics.

## **Mathematics Courses Offered in Previous Years**

**APPALG: Applied Algebra** (2 semesters) – Middle School/High School

Parental Role: Guide for dependent study

Applied Algebra is a real-life applications course designed to review and solidify algebra concepts. The content emphasizes graphing and solving equations/inequalities, factoring, quadratic functions, exponential functions, systems of equations/inequalities, statistics, and data analysis through the integration of technology as a problem-solving tool.

**CALCUL: Calculus** (2 semesters) – High School – 1 credit hour

Parental Role: Guide for independent study

Prerequisite: Pre-Calculus

The Calculus course's main goals include the study of limits, derivatives, integrals and the Fundamental Theorem of Calculus.

## Science – Middle School

### COURSES FOR THE 2021-2022 ACADEMIC YEAR

#### **EXPSCI: Experiencing Science** (2 semesters) – Middle School

Parental Role: Guide to dependent study

*Experiencing Science* covers topics such as earthquakes and volcanoes, weather and erosion, natural resources, cells, scientific classification, atoms and molecules, the solar system, plants, and animals. Your student will consider each topic within a biblical worldview and will develop critical thinking skills along with other science process skills such as classifying, inferring, communicating, measuring, experimenting, and collecting and recording data. Additionally, hands-on activities are included in almost every chapter in order to promote a love of learning.

#### **LIFSCI: Life Science** (2 semesters) – Middle School

Parental Role: Guide to dependent study

Gain a better appreciation for God's creation through the *Life Science* course. *Life Science* covers cell biology, genetics, the history of life, microbiology, botany, zoology, ecology, and human anatomy and physiology, all within a biblical framework. Your student will learn about both the limitations and the benefits of science and will be challenged to use science as a tool to exercise dominion over the earth.

#### **EARTHSCI: Earth Science** (2 semesters) – Middle School

Parental Role: Guide to dependent study

Students' Christian worldviews will be shaped and strengthened as they learn about tectonic processes, landforms and earth materials, fossils, the oceans and oceanography, rivers and lakes, the atmosphere, weather and storms, climate and environmentalism, the solar system, the universe and cosmology, and space science.

#### **PHYSCI: Physical Science** (2 semesters) – Middle School/High School – 1 credit hour

Parental Role: Guide to dependent study

*Physical Science* is an exciting and engaging introduction to the world of physics and chemistry. This course provides an essential foundation for subsequent science courses, including Biology, Chemistry, and Physics. It builds a foundation of basic knowledge regarding matter and measurements early in the text, then furnishes the student with the key principles and scientific laws of classical physics, thermodynamics, electricity, magnetism, sound, light, and optics. This course may be counted as a secondary one-credit class if taken in 8<sup>th</sup> grade.

## Science – High School

### COURSES FOR THE 2021-2022 ACADEMIC YEAR

#### **BIOLOG: Biology** (2 semesters) – High School – 1 credit hour

Parental Role: Guide for dependent or independent study depending on student

Introduce your student to God’s diverse, yet unified creation through this course. *Biology* is designed to be a high-school level survey course and covers topics such as cytology, genetics, biotechnology, bacteria, viruses, botany, and zoology. It also demonstrates the practicality of science by highlighting science-related careers and encouraging students to think about science-related issues. Each topic is presented in light of biblical truth in order to develop a biblical worldview. The curriculum also enhances critical thinking skills by challenging your student to think beyond the textbook. Your student will also have the opportunity to participate in laboratory exercises that will increase his or her understanding of the concepts presented in the textbook.

#### **BIOLOG2: College Biology and Lab** (2 semesters) – High School – 1.5 credit hours

Parental Role: Guide for independent study

Prerequisites: Biology

This is a college level biology course. The Topics include methods of scientific study, basics of chemistry, cell biology, membranes, enzymes, cell division, photosynthesis, metabolism, genetics on a molecular and cellular level, evolution and population biology. *This course is approved for dual credit of four credit hours. Students may sign up for this at the beginning of the year.*

#### **CHEM: Chemistry** (2 semesters) – High School – 1.5 credit hours

Prerequisite: Algebra I and Physical Science

Parental Role: Guide for dependent or independent study depending on student

*Chemistry* is designed as a high-school level survey course and touches on all the major areas involving chemistry—physical chemistry, organic chemistry, biochemistry, etc. The curriculum aims to teach chemistry from a biblical worldview. It focuses on declaring the character and works of God, showing how to use chemistry to demonstrate love to others, and rejecting secular biases. The curriculum also encourages your student to get involved with the learning process by participating in labs and demonstrations in order to truly understand the concepts being presented.

#### **GEOL: Geology** (2 semesters) – High School – 1 credit hour

Prerequisites: Biology

Parental Role: Guide for independent study

Physical Geology is an introduction to earth's materials, the geophysical processes acting on them and the resulting landforms and landscapes. In order to learn these processes we will discuss the origins of the solar system and the formation of the Earth including the different types of minerals and identification techniques. We will be looking at actual samples of rocks, minerals and fossils. We will explore the theory of plate tectonics using many lines of evidence such as the fossil record and geomagnetism. We will discuss mountain building and the creation of ocean floors. We will also learn about economic minerals and fossil fuels and their distribution around the Earth. We will discuss the different types of igneous, sedimentary and metamorphic rocks and the processes that have formed them and look at the interior of the earth. We will look at weathering

processes that change rocks and minerals. We will discuss how the crust of the earth is deformed over time and how earthquakes occur. We will be looking at different types of mass wasting events and the landscapes they produce. We will be looking at the importance of water on earth both above and below ground and how climate affects the surface of the earth. We will be discussing glaciers and their effects on the earth's landscape. Finally, we will discuss eolian (wind-driven) processes in deserts as well as coastal shoreline processes. *This course is approved for dual credit of four credit hours. Students may sign up for this at the beginning of the year.*

**PHYSIC: Physics** (2 semesters) – High School – 1 credit hour

Prerequisites: Algebra I, Geometry; basic Trigonometry functions, Chemistry

Parental Role: Guide for dependent or independent study depending on student

Physics offers classical mechanics, work and energy, periodic motion and wave theory, electricity and magnetism, optics, relativity, quantum physics, and nuclear physics. These topics are presented in conjunction with real-world modeling exercises (dominion modeling) that reinforce a Christian worldview by demonstrating the relevance and validity of approaching science from a biblical perspective. The course is mathematically rigorous and algebra-based. The well-prepared student should have completed at least two years of algebra and one year of geometry instruction. In order to help students to succeed, the necessary math skills are gradually introduced in a scaffold fashion, reinforced with numerous example problems.



## **Science Courses Offered in Previous Years**

**APPHYS: AP Physics** (2 semesters) – High School – 1 credit hour

Prerequisites: Geometry, Algebra 2

Parental Role: Guide for independent study

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound. *This course conforms to the College Board recommendations for the Advanced Placement Physics 1 Examination. Following completion of the course, students may opt to take the Advanced Placement Examination in Physics given by the College Board in mid-May. Successfully completing the course does not guarantee passage of the AP exam nor does it cover the cost of the exam itself.*

**COLCHEM: College Chemistry** (2 semesters) – High School – 2.0 credit hours

Prerequisite: Chemistry and Algebra 2

Parental Role: Guide for independent study

This course is an exciting opportunity to take a college chemistry course with the help of a Lighthouse teacher who serves as the facilitator of the course and will include an opportunity to experience two Saturdays in the UMK laboratory to perform some exciting experiments. The students in this course will study stoichiometry, gas laws, thermochemistry, atomic structure, molecular shapes and bonding theories. The lab component is an introduction to the laboratory techniques used in studying the chemical properties of substances. Some quantitative techniques are included. *The course is approved for dual enrollment of five credit hours including 4 credits of General Chemistry and 1 laboratory credit through UMKC. There will be 2 Saturdays of labs performed at the UMKC laboratory. Students must sign up for the college credit to enroll in this course at the beginning of the year.*

**ENVSCI: Environmental Science** (2 semesters) – High School – 1 credit hour

Prerequisite: Biology

Parental Role: Guide for dependent or independent study depending on student.

This course is a study of biology with a focus on how the environment affects Human health and safety and how humans have affected their environment and will cover the human body interaction with environmental issues found in nature, both rural and urban areas. There will be up to four exciting, local field trips during the year conducted on a Tuesday or Thursday. The course is divided into four quarters with each quarter covering these topics: First Quarter - physical sciences including energy, matter, and the earth sciences; Second Quarter – ecology including how the biodiversity of life interacts in each habitat; Third Quarter - natural resources including air, water, minerals, and soils; Fourth Quarter - environmental controls including environmental law, environmental effects, environmental ethics and cultural and aesthetic aspects of the environment. *The course is approved for dual credit of four credit hours including 3 lectures and 2 equivalent laboratory hours per week. Students may sign up for this at the beginning of the year.*

**HUMAN: Human Anatomy** (2 semesters) – High School –2 credit hours

Prerequisites: Biology

Parental Role: Guide for independent study

This course is designed to provide students with a basic understanding of the structure, function, and disorders of the human body and is an introduction to the basic components of the human anatomical systems. In Anatomy and Physiology, the topics include an overview of the integumentary, skeletal, muscular, and nervous systems, as well as discussion of tissues and special senses. The course is a combination of a lecture component and a laboratory component. *This course is approved for dual credit of four credit hours. Students may sign up for this at the beginning of the year.*

## Social Studies – Middle School

### COURSES FOR THE 2021-2022 ACADEMIC YEAR

#### **AMREP1: American Republic I** (2 semesters) – Middle School

Parental Role: Guide to dependent study

Students will read great literature as they study American and World History from 1492 – 1850. They will study biographies, source documents, historical fiction and nonfiction accounts as they seek to understand the events of this time. Writing and research will be part of the challenging activities included.

#### **H&G6: History & Geography: Ancients to Middle Ages** (2 semesters) – Middle School

Parental Role: Guide to dependent study

A fascinating look at ancient history to the Middle Ages! Studying both the geography and history of ancient Mesopotamia, Egypt, Israel, India, China, Persia, Greece, Rome, the Byzantine Empire, Mesoamerica, Africa, Japan, and the Middle Ages in Europe provides the student with a solid basis to understand and appreciate later historical events, including American history. Maps, creative projects, primary source documents, photos, and timelines are all part of this exciting course. Your student will learn the history and influences of these peoples on religion and the world today while their Christian worldview will expand, and their critical thinking skills will be enriched.

#### **H&G7: History & Geography: World Studies** (2 semesters) – Middle School

Parental Role: Guide to dependent study

A study around the world of the ebb and flow of empires, cultures, Christianity, and world religions. Our adventure will conclude with an examination of the trends of the emerging 21<sup>st</sup> century. Maps, creative projects, timelines, primary source documents, and photos are all part of this fascinating study. This is a true overview of world history and cultures.

## Social Studies – High School COURSES FOR THE 2021-2022 ACADEMIC YEAR

### **AMREP2: Civics & American Republic II** (2 semesters) – High School -1 credit hour

Parental Role: Guide to dependent study

Using literature including biographies, historical fiction, non-fiction, and allegories, students will study United States history from the Mid-1800's to modern times. A wide variety of resources including videos and primary source documents make this a class rich in variety. A special emphasis is placed on becoming familiar with the U.S. Constitution. *As a part of this class, students will take the Missouri and US Constitution tests, which are required for all Lighthouse graduates.*

### **APUSHS: AP U.S. History** (2 semesters) – High School – 1 credit hour

Parental Role: Guide for dependent or independent study depending on student

AP U.S. History and Government is designed to be the equivalent of a two-semester introductory college or university U.S. history course. This course teaches students to compare and contrast the present with the past by surveying American culture from its discovery and colonization up to the present day with emphasis on world impact. Special attention is given to God's providence and America's Christian heritage. Recognizing the influence of worldviews on individuals, communities, and nations is an integral part of this course. The course involves extensive reading and intensive writing on a variety of topics. Students will learn to take notes from formal lectures similar to those found in college survey courses. *As a part of this class, students will take the Missouri and US Constitution tests, which are required for all Lighthouse graduates.*

*This course conforms to the College Board recommendations for the Advanced Placement U.S. History Examination. Following completion of the course, students may opt to take the Advanced Placement Examination in U.S. History given by the College Board in mid-May. Successfully completing the course does not guarantee passage of the AP exam nor does it cover the cost of the exam itself.*

### **BUSI: Intro to Business** (1 semester/Semester Intensive) – High School – 1 credit hour

Parental Role: Guide for independent study

This is an introductory survey course to acquaint students with the major institutions and practices in the *business* world and to explore the major functional areas of *business*; accounting, finance, marketing and management within the context of the modern global, political, social and economic environment and to provide information on *business* career opportunities. *This course is approved for dual credit of three credit hours. Students may sign up for this at the beginning of the year. This is a Semester Intensive course with students completing one year of material in one semester.*

### **CULGEO: Cultural Geography** (2 semesters) – High School – 1 credit hour

Parental Role: Guide for dependent or independent study depending on student

This course provides a survey of geographic principles through a regional approach. Beginning in North America, students will "travel" from continent to continent around the world studying the geography, cultures, landforms, climates, resources, economy, religions, and government of each country. Students will also utilize Operation World as a tool to pray for unreached people groups and mission opportunities in the region.

**CUREV: Current Events and Social Media: How Do We Respond?** (1 semester) – Grades 10-12 – .5 credit hour

Parental Role: Interactive discussion

Social media is dominating national and international cultures in how we receive news and information (as well as share). The 21st century Christian must prudently represent themselves in all areas of life, so knowing how to deliberately analyze and respond to the dynamics of online activity in areas of news, sharing of ideas, interests, and information is fundamental. Current Events & Social Media will address the following:

1. Recognizing logical fallacies, inflated response, emotionalism, extremism, misapplied information, missing sourced-content, sensationalism, etc.
2. Utilizing effective tools when evaluating news sources and information/images online
3. Tools to consider when crafting personal user-generated content in response to current events, issues, ideas, products, etc.

**PSYCH: Psychology** (2 semesters) – High School – 1 credit hour

Parental Role: Interactive discussion

Psychology is a "life-oriented" course including physiological backgrounds of behavior, development, motivation, emotion, intelligence, personality, adjustment, and social psychology.

**WRLHS: World History** Previously named World History 2 (2 semesters) – High School – 1 credit hour

Parental Role: Guide for dependent or independent study depending on student

Students will utilize a textbook, literature, biographies, primary source historical documents, historical fiction and nonfiction accounts to study the key events of the time period from Creation to modern day from a world perspective. Writing and research will be part of the challenging activities included.

## **Social Studies Courses Offered in Previous Years**

**AMHS3: American History & Government** (2 semesters) – High School – 1 credit hour

Parental Role: Guide for dependent or independent study depending on student

Students will continue their chronological and worldwide study of history as they span the time from the 1600's to modern times with a primary focus on American history and its unique formation as a nation. United States History recounts the story of our nation's history from its discovery and colonization up to the present day with emphasis on world impact as well. Special attention is given to God's providence and America's Christian heritage. Recognizing the influence of worldviews on individuals, communities, and nations is an integral part of this course. As a part of this class, students will take the Missouri and US Constitution tests, which are required for all Lighthouse graduates.

**AMHISFM: American History through Film** (1 semester) – High School – .5 credit hour

Parental Role: Guide for independent study

A discussion of American history (1945-1991: The Cold War -- including the Korean War and Vietnamese War) using films as vehicles for in-depth examination and discussion of important eras, people, and events. Students will watch and discuss films in class, conduct research into the making of each film and its historical accuracy, and write interpretive research papers on broad historical themes discussed in class. Some of the movies may be titles such as: All the President's Men, Apollo 13, Bridge to Terabithia, Remember the Titans, 42 (The Jackie Robinson Story), Argo and/or The Crucible.

**APPSYCH: AP Psychology** (1 semester/Semester Intensive) - High School - 1 credit hour

This course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

*This course conforms to the College Board recommendations for the Advanced Placement Psychology Examination. Following completion of the course, students may opt to take the Advanced Placement Examination in Psychology given by the College Board in mid-May. Successfully completing the course does not guarantee passage of the AP exam nor does it cover the cost of the exam itself. This is a Semester Intensive course with students completing one year of material in one semester.*

**CIV: Civics & World Literacy** (1 semester) – High School – .5 credit hour

Parental Role: Guide for dependent or independent study depending on student

This course will study the responsibilities of citizenship in both the state of Missouri and the United States and will examine the constitutions of both Missouri and the United States. Students will be required to successfully pass an exam on both constitutions. Also, this course will introduce students to world issues that influence our life in this multicultural world. Students will research and discuss current economic, political, social and cultural problems and explore how these ongoing conflicts can affect them. A variety of media and technology will be used to examine these issues. Speaking, writing, and listening skills will also be emphasized.

**CRIME: Intro to Criminal Justice** (1 semester/Semester Intensive) – High School – 1 credit hour

Parental Role: Guide for dependent study or independent study depending on student

This college level entry course is designed as an introduction to the Criminal Justice System in America today. The textbook, “Criminal Justice Today, 12th Edition” (Pearson Education, Inc.) will be used to help provide an overview of the role of Law Enforcement, the Courts, and Corrections, in American society today. Special emphasis will be placed on the challenges faced by each part of the justice system in balancing the Constitutionally protected rights of the individual against controlling crime and keeping society safe. The impact of Juvenile Justice, diversity in today’s society, emerging challenges, and the connection between crime and its effects on victims will be studied. *This course is approved for dual credit of three credit hours. Students may sign up for this at the beginning of the year.* This is a Semester Intensive course with students completing one year of material in one semester

**ECONMI: Microeconomics** (1 semester/Semester Intensive) – High School – 1 credit hour

Parental Role: Guide to Independent study

Microeconomics is a study of economic principles with emphasis upon microeconomics. The class includes a study of economics of the firm, consumer demand theory, and current problems. *This course is approved for dual credit of three credit hours. Students may sign up for this at the beginning of the year.* This is a Semester Intensive course with students completing one year of material in one semester.

**SOC: Sociology** (1 semester) – High School – .5 credit hour

Parental Role: Interactive discussion

Sociology is the study of human society and social behavior. It involves looking at human behavior which is largely shaped by the groups to which people belong and by the social interaction that will take place within those groups. The course involves studying culture, society, socialization (family, school, peer groups, etc.), social groups, recognizing the inequalities that exist among entire categories of people (social stratification), social institutions and social change.

**WDHISFM: World History through Film** (1 Semester) – High School – .5 credit hour

Parental Role: Guide for independent study

This course is a discussion of World History, using films as vehicle, for in-depth examination and discussion of important eras, people, and events. Students will watch and discuss films in class, conduct research into the context of each film and its historical accuracy.

**WRLHS1: World History 1: Ancients** (2 semesters) – High School – 1 credit hour

Parental Role: Guide for dependent or independent study depending on student

Starting in Mesopotamia and journeying through Egypt, India, the Middle East, China, Greece, and Rome, students will learn about historical civilizations from the earliest times until the early 400’s A.D. In addition to exploring cultural, political, and military events and behaviors, students will navigate using the four core compass points of Origin, Meaning, Morality, and Purpose to examine cultures’ beliefs and practices in these areas. Also included are Bible passages appropriate to each unit, physical and political geography, and current events. A special emphasis is developing students' research and presentation skills.

## Language Arts – Middle School

### COURSES FOR THE 2021-2022 ACADEMIC YEAR

#### **FNDL: Foundations in Literature** 6<sup>th</sup> grade (2 semesters) – Middle School

Parental Role: Guide to dependent study

Students will read, analyze, and discuss timeless pieces of literature as they explore the five foundational literary components (setting, plot, theme, characterization, and conflict) and investigate vocabulary from the literature. Students will examine literary techniques, elements and figurative language in order to give them a foundation of comprehension during reading. Developing good study skills and habits provides the foundation for becoming successful students. Pre-selected literature reflects the eras studied in 6<sup>th</sup> grade history class.

#### **FNDLL7: Foundations in Literature & Language** 7<sup>th</sup> grade (2 semesters) – Middle School

Parental Role: Guide to dependent study

Students will read, analyze, and discuss timeless pieces of literature while language study will focus on expanding vocabulary through *Wordly Wise*. A variety of critical thinking exercises will help students develop their analytical thinking skills. Students will continue to study the five foundational literary elements of setting, plot, theme, characterization, and conflict. Teacher selected literature will complement the eras or topics explored in 7<sup>th</sup> grade history class.

#### **FNDLL8: Foundations in Language & Logic** 8<sup>th</sup> grade (2 semesters) – Middle School

Parental Role: Guide to dependent study

Students will explore God's gift of language through vocabulary study, critical thinking strategies, and communication skills. The language component will utilize *Wordly Wise* to improve students' understanding of English words & roots. The logic component will establish a foundation in critical thinking in preparation for high-school level courses in English/Language Arts. Toward the end of the school year, students will explore a variety of sound study habits to prepare them for the rigor of high school.

#### **GRCMP1: Grammar & Composition I** (2 semesters) – Middle School

Parental Role: Guide to dependent study

Pre-requisite: Writing sample for new students

The primary focus of this class is to unveil the purpose of God's gift of language, unlock a love of learning, and infuse an enthusiasm for writing within each student. The goal of the instructor is to create an atmosphere that encourages learning, growth, strong character, and individual expression through challenging academics. Assignments will include summary, narrative, and expository writing in and outside of the classroom. *Fix-It Grammar* covers fundamental grammar skills, capitalization, and punctuation. *Ancient History-Based Writing Lessons* from IEW are the foundation of the writing curriculum. \*Re: Penmanship – All students must write or print legibly during class.



**GRCMP2: Grammar & Composition II** (2 semesters) – Middle School

Parental Role: Guide to dependent study

Pre-requisite: Writing sample for new students

Building upon the skills learned in Grammar and Composition I, students expand their knowledge of the writing process through expository and creative writing as well as through modeling the writing of others. *Medieval History-Based Writing Lessons* from IEW tie directly to topics in history class. Students continue to practice basic grammar and mechanics while progressing to intermediate-level grammar skills, outlining techniques, and writing mechanics. \*Re: Penmanship – All students must write or print legibly during class.

**GRCMP3: Grammar & Composition III** (2 semesters) – Middle School

Parental Role: Guide to dependent study

Pre-requisite: Writing sample for new students

Building upon the skills learned in Grammar and Composition II, students apply their knowledge of the writing process to a variety of essay types (descriptive, narrative, persuasive, expository, research) and creative writing responses to literature. IEW's *Elegant Essay* is the foundation of composition assignments while *Fix-It Grammar*, also from IEW, provides an extensive study of the eight parts of speech and grammatical concepts. \*Re: Penmanship – All students must write or print legibly during class.

## Language Arts – High School COURSES FOR THE 2021-2022 ACADEMIC YEAR

**APLIT: AP Literature and Composition:** (2 semesters) - High School – 1.5 credits

Parental Role: Guide to independent study

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course will engage students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students will consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

*This course conforms to the College Board recommendations for the Advanced Placement Literature and Composition Examination. Following completion of the course, students may opt to take the Advanced Placement Examination in Literature/Composition given by the College Board in mid-May. Successfully completing the course does not guarantee passage of the AP exam nor does it cover the cost of the exam itself.*

**DEBATE: Speech & Debate** (2 semesters) – High School – 1 credit

Parental Role: Interactive discussion

Speech and Debate is an introductory course that covers a variety of styles of public speaking and formal debate. This course is for advanced middle school or high-school students. This course will require research on the current debate topic and requires students to read and study political and current-event issues. Students develop critical thinking and analytical skills along with logic and impromptu speaking techniques to defend opposing sides of social issues. Students will prepare and compete in league tournaments. Debate is a difficult, but fun and rewarding class. Debaters out earn coworkers, score higher on the ACT and SAT, and 95% score in the top 10 percent of their class. For additional reasons to take debate, see the following website: <http://www.hopkins-debate.com/BenefitsDebate.pdf>.

**ENG1: English I** (2 semesters) – High School – 1 credit

Parental Role: Guide for dependent or independent study depending on student

Prerequisite(s): Must be enrolled at 9<sup>th</sup> grade or above, writing sample for new students

English I is designed to launch students into high school-level reading, writing, speaking, and thinking skills. Students will read literature that complements their study of the American Republic in History class. Reading selections will include historical fiction, poetry, and classic American literature. Writing will engage students in literary analysis, narrative, and expository composition. Students will build vocabulary skills and develop critical thinking skills as they learn effective methods of literary analyses. Students will take this course during 9<sup>th</sup> grade and should expect to have an average of 3 – 4 hours of homework per week.

**ENG2: English II** (2 semesters) – High School – 1 credit

Parental Role: Guide for dependent or independent study depending on student

Course Prerequisite(s): Composition & Rhetoric (or equivalent); writing sample for new students

English II will build upon the reading, writing, speaking, and think skills learned during English I. Literature will complement topics in Cultural Geography and focus on literary analyses -- particularly the worldview of literary characters from a variety of cultures. Writing will occupy students' focus as they craft

compositions that require critical thinking and strong composition skills. Learning to identify an author's worldview and compare it to a Christian worldview will be an integral part of the course. English II is designed for 10<sup>th</sup> grade students and will average 4 – 5 hours of homework per week.

**ENG3: English III** (2 semesters) – High School – 1 credit

Parental Role: Guide for dependent or independent study depending on student

Course Prerequisite(s): Rhetoric & Composition (or its equivalent); World Literature; writing sample for new students. Students should be able to type, use a word processor, and the Internet.

Students will read and analyze a variety of literature in conjunction with the high school World History course. Students will hone critical reading skills and articulate literary analyses through persuasive speaking and writing. Vocabulary building, literary critic, rhetorical analyses, and continued development of composition, grammar, punctuation, and research skills will integrate all elements of the course. Students will learn to apply literary response for an array of rhetorical purposes and through a variety of writing types: argumentative, definitive, evaluative, responsive, and technical. The course will emphasize college writing and reading preparation, as well as introduction to college-level study and time management skills. English III is designed for students in grades 11 – 12 and will require an average of 4 – 5 hours of homework per week.

**ENGCOMP: English Composition** (1 semester/Semester Intensive) – High School – 1 credit hour

Parental Role: Guide to Independent Study

Prerequisite: ACT score of 18 or higher or College Placement test.

This course is an introduction to academic writing with emphasis on the process required for producing polished, argumentative analysis of texts. Students will analyze texts and provide evidence for analysis as well as demonstrate the process of argumentative academic writing, including organizational clarity, use of evidence and revision. Students will also review, revise, and polish academic essays which make use of peer and instructor feedback. *This course is approved for dual enrollment of three credit hours. Students may sign up for this at the beginning of the semester. This is a Semester Intensive course with students completing one year of material in one semester.*

**HONENG2: Honors English II** (2 semesters) – High School – 1.5 credits

Parental Role: Guide for dependent or independent study depending on student

Course Prerequisite(s): Rhetoric and Composition (or equivalent); writing sample for new students. Students should be able to type, use a word processor, and the Internet. Students must be approved for participation.

The Lighthouse English curriculum is intended to challenge all students. An Honors option exists for those students seeking to explore the course concepts and skills in greater depth or breadth. Students interested in earning the honors distinction in Honors English II must meet and exceed the expectations for the standard curriculum in English II and show evidence of extended learning in the subject matter. To this end, honors-level students should demonstrate those capabilities through more thoughtful literature responses, extended literary analyses, deeper textual connections, self-motivated learning habits, and regular reflective pieces. In addition to the material covered in English II, students will independently complete three additional novels along with essays &/or presentations. Honors-level literature will not be discussed during class time.

**HONENG3: Honors English III** (2 semesters) – High School – 1.5 credits

Parental Role: Guide for dependent or independent study depending on student

Course Prerequisite(s): Rhetoric and Composition (or equivalent); writing sample for new students. Students should be able to type, use a word processor, and the Internet. Students must be approved for participation.

The Lighthouse English curriculum is intended to challenge all students. An Honors option exists for those students seeking to explore the course concepts and skills in greater depth or breadth. Students interested in earning the honors distinction in Honors English III must meet and exceed the expectations for the standard curriculum in English III and show evidence of extended learning in the subject matter. To this end, honors-level students should demonstrate those capabilities through more thoughtful literature responses, extended literary analyses, deeper textual connections, self-motivated learning habits, and regular reflective pieces. In addition to the material covered in English III, students will independently complete four additional novels along with essays &/or presentations. Honors-level literature will not be discussed during class time.

**HONENGCMP: Honors English Composition** (2 semesters) – High School – 1.5 credits

Parental Role: Guide for dependent or independent study depending on student

Course Prerequisite(s): Rhetoric and Composition (or equivalent); writing sample for new students. Students should be able to type, use a word processor, and the Internet. Students must be approved for participation.

**PUBSPEAK: Public Speaking** (1 semester/Semester Intensive) – High School – 1 credit

Parental Role: Interactive discussion (Recommended Prerequisite: Rhetoric & Composition)

Public Speaking is a course that will prepare students to communicate effectively with any audience. Because 75% of the population experiences some speech anxiety, this class will equip students to speak publicly and effectively with confidence. Building on ancient rhetorical canons while recognizing the unique challenges of contemporary public speaking, the course guides students through topic selection, organization, language, and delivery. Working independently and with peer groups, students will actively engage in every step of the process from preparing speeches to speech delivery. Assignments will include formal speeches (to inform, to persuade, and to pay tribute), brief extemporaneous speeches (speeches given with little preparation), speech analyses, and evaluations. The course also introduces students to basic communication concepts and strategies to analyze and evaluate oral discourse as a means of becoming informed consumers of communication. This is not a competitive speech class. *This course is approved for dual enrollment of three credit hours. Students may sign up for this at the beginning of the semester. This is a Semester Intensive course with students completing one year of material in one semester.*

## **Language Arts Courses Offered in Previous Years**

**AMLT: American Literature & Composition** (2 semesters) – High School – 1 credit hour

Parental Role: Guide for dependent or independent study depending on student

Course Prerequisite(s): Rhetoric & Composition (or equivalent); World Literature & British Literature, writing sample for new students. Students should be able to type, use a word processor, and the Internet.

Students will survey a variety of American literature including Colonial through post-modern times while observing important thematic ideals: Puritanism, the new republic, enlightenment, American romanticism, regionalism, naturalism, transcendentalism, the progressive era, and modernism. In addition, the learner will develop critical reading and analysis skills through the lens of a Christian worldview. An overarching theme of this course will explore what it means to be American and man's response to religion, morality, and materialism. Vocabulary enrichment, literary terms, literary analysis, and continued development of composition skills are an integral part of the course.

**BRLTL: British Literature & Composition** Previously named World Literature w/ Emphasis on British Literature (2 semesters) – High School – 1 credit

Parental Role: Guide for dependent or independent study depending on student

Course Prerequisite(s): Rhetoric & Composition (or its equivalent); World Literature; writing sample for new students. Students should be able to type, use a word processor, and the Internet.

Students will read and analyze a variety of British Literature with emphasis on works from the Eighth Century to Modern Times. In addition, students will develop critical reading skills through the lens of a Biblical worldview within an academic setting. Vocabulary building, literary terms, literary analysis, and continued development of composition, grammar, punctuation, and research skills are integral elements of the course. Students will learn how to apply literary response to a variety of writing assignments, such as narrative, argumentative, evaluative, problem-solving, resource usage, reader response, definition, and research. The course is taught with an emphasis on college writing and reading preparation, as well as introduction to college-level study and time management skills.

**CREWRIT: Creative Writing** (1 semester) – High School – .5 credit

Parental Role: Interactive discussion

This course provides students with a solid grounding in the writing process, from finding inspiration to building a basic story to using complicated literary techniques and creating hybrid forms of poetic prose and prose poetry. Throughout the course, students will come to understand themselves and the world better as they uncover their creative thoughts and turn them into fully realized pieces of creative writing that bring glory to our Creator. Passages from a variety of biblical and secular writings such as the book of *Job*, *Frankenstein*, and the Harry Potter series will provide examples and inspiration for writing tasks.

**HAMLT: Honors American Literature** (2 semesters) – High School -.5 credits

Parental Role: Guide for dependent or independent study depending on student

Course Prerequisite(s): Rhetoric & Composition (or equivalent); World Literature & British Literature, writing sample for new students. Students should be able to type, use a word processor, and the Internet.

The Lighthouse English curriculum is intended to challenge all students. An Honors option exists for those students seeking to explore the course concepts and skills in greater depth or breadth. Students interested in earning the honors distinction in Honors American Lit meet and exceed the expectations for the standard curriculum in American Literature & Composition, and they show evidence of extended learning in the subject

matter. To this end, honors-level students should demonstrate those capabilities through more thoughtful literature responses, extended literary analyses, deeper textual connections, self-motivated learning habits, and regular reflective pieces. In addition to the material covered in American Literature and Composition, students will independently complete 3-4 additional novels, essays &/or presentations. Honors-level literature will not be discussed during class time.

**HBRTL: Honors British Literature & Composition** Previously named Honors World Literature w/ emphasis on British Literature (2 semesters) – High School –.5 credit

Parental Role: Guide for dependent or independent study depending on student

Course Prerequisite(s): Rhetoric and Composition (or its equivalent); World Literature 1 &2, writing sample for new students. Students should be able to type, use a word processor, and the Internet.

The Lighthouse English curriculum is intended to challenge all students. An Honors option exists for those students seeking to explore the course concepts and skills in greater depth or breadth. Students interested in earning the honors distinction in Honors British Lit meet and exceed the expectations for the standard curriculum in British Literature & Composition, and they show evidence of extended learning in the subject matter. To this end, honors-level students should demonstrate those capabilities through more thoughtful literature responses, extended literary analyses, deeper textual connections, self-motivated learning habits, and regular reflective pieces. In addition to the material covered in British Literature and Composition, students will independently complete 3-4 additional novels, essays &/or presentations. Honors-level literature will not be discussed during class time.

**HWORLT: Honors World Literature & Composition** (2 semesters) – High School – .5 credit

Parental Role: Guide for dependent or independent study depending on student

Course Prerequisite(s): Rhetoric and Composition (or equivalent); writing sample for new students. Students should be able to type, use a word processor, and the Internet.

The Lighthouse English curriculum is intended to challenge all students. An Honors option exists for those students seeking to explore the course concepts and skills in greater depth or breadth. Students interested in earning the honors distinction in Honors World Lit meet and exceed the expectations for the standard curriculum in World Literature & Composition, and they show evidence of extended learning in the subject matter. To this end, honors-level students should demonstrate those capabilities through more thoughtful literature responses, extended literary analyses, deeper textual connections, self-motivated learning habits, and regular reflective pieces. In addition to the material covered in World Literature and Composition, students will independently complete 3-4 additional novels, essays &/or presentations. Honors-level literature will not be discussed during class time.

**JOURN: Journalism** (1 semester) – High School – .5 Credit

Parental Role: Course monitor

This course provides activities in news, features, sports, in-depth, and opinion writing; interviewing and researching stories; page design; ethics and media law; and the history and purpose of journalism within society. The course will also introduce students to career opportunities within journalism and to the significance, in particular, of Christian journalism. Students will have an opportunity to develop their journalistic skills by contributing to Lighthouse's school newsletter.

**RHET: Rhetoric & Composition** (2 semesters) – High School – 1 credit hour

Parental Role: Guide for dependent or independent study depending on student

Prerequisite(s): Must be enrolled at 9<sup>th</sup> grade or above, writing sample for new students

The primary goal of the course is to produce students equipped to write and think effectively in an academically rigorous high school environment. Employing IEW concepts learned in middle school, students will develop fundamental composition, critical reading, and thinking skills as they learn to craft a variety of papers including a persuasive research essay. Developing theses and supporting premises from a variety of print and media resources will introduce students to analytical writing. The study of Aristotle's *Rhetoric* will further enhance students' reading, writing & thinking skills. An additional component of the course will build vocabulary through *Wordly Wise* and examine Latin and Greek root words.

**WORLT: World Literature & Composition** (2 semesters) – High School – 1 credit

Parental Role: Guide for dependent or independent study depending on student

Course Prerequisite(s): Composition & Rhetoric (or equivalent); writing sample for new students

The study of world literature integrated with literary analyses and composition will be the primary focus of this class. The instructor will select literature that teaches students to think critically and communicate their thoughts effectively; writing assignments, primarily essays, will further develop critical thinking and written communication skills. Learning to identify an author's worldview and compare it to a Christian worldview will be an integral part of the course.

## World Languages – High School COURSES FOR THE 2021-2022 ACADEMIC YEAR

### **LATIN1: Latin 1** (2 semesters) – High School – 1 credit hour

Prerequisite: C- or higher in Grammar & Comp 3; English Foundations helpful, although not required.

Parental Role: Course monitor

This comprehensive course begins a rigorous study of the ancient and elegant Latin language. Foundational Latin vocabulary, grammar and translation work comprise one component of the class and improve English usage. Roman history, culture, and mythology make up the second course component. Learning Latin prepares high school students for taking the ACT &/or SAT; studies show Latin students generally score 100 points higher on the verbal & math portions of the SAT. More importantly, Latin develops logical thinking skills which enhance mathematical and scientific reasoning. Students who aspire to pursue careers in medical science benefit greatly from learning Latin. Students will have the opportunity to take the National Latin Exam near the conclusion of the course.

### **LATIN2: Latin II** (2 semesters) – High School – 1 credit hour

Prerequisite: Latin I grade of 70% or higher

Parental Role: Course monitor

This challenging second-year course continues the rigorous study of the ancient and elegant Latin language. Students build upon their basic knowledge of Latin vocabulary and grammar. Translation work includes the writings of Livy, Cicero, Vergil and simple Biblical passages. Students also explore Roman mythology and compare it to Christianity. The vocabulary, grammar, study habits & memory development used in studying Latin will enhance student success in college and on the ACT or SAT. Students will have the opportunity to take a more advanced level of the National Latin Exam near the conclusion of the course.

### **SPNSH1: Spanish 1** (2 semesters) – High School – 1 credit hour

Parental Role: Course monitor

This standard first year high school Spanish program develops grammar, writing, speaking, and listening skills. Students will learn correct pronunciation and explore cultures of the Spanish-speaking world.

### **SPNSH2: Spanish II** (2 semesters) – High School – 1 credit hour

Prerequisite: Spanish I grade of 70% or higher

Parental Role: Course monitor

This standard second year high school Spanish program continues to develop grammar, writing, speaking, and listening skills. Students will continue to learn correct pronunciation and will explore more Spanish-speaking cultures around the world.



## **World Languages Courses Offered in Previous Years**

**FRENCH1: French 1** (2 semesters) – High School – 1 credit hour

Prerequisite: C- or higher in Grammar & Comp 3

Parental Role: Course monitor

The goal of this course is to give students basic listening, speaking, reading, and writing skills through activities based on pedagogically proven methods of foreign language instruction. Students will further practice and develop their language skills through the use and exploration of biblical lessons. Throughout the five units of material - Greetings, Calendar, Weather, Time and Colors - students learn to talk about themselves and other, describe their surroundings and use numbers for dates and time. Regular verbs are introduced in the present tense. Simple grammatical structures are practiced in innovative and interesting ways with a variety of learning styles in mind. Culture is presented throughout the course to help students understand the context of the language and to better understand the perspectives of the French-speaking world and learn to use language for the advancement of the Gospel.

**FRENCH2: French II** (2 semesters) – High School – 1 credit hour

Prerequisite: C- or higher in French 1

Parental Role: Course monitor

This course is a continuation of French 1 which will introduce the student to a variety of areas of language learning. In this course, the student will learn listening, speaking, reading and writing skills through activities that are based on pedagogically proven methods of foreign language instruction. Students will further practice and develop their language skills through the use and exploration of biblical lessons. Throughout the course students will learn to express themselves using an ever-increasing vocabulary and grammatical constructs. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Culture is sprinkled throughout the course to help the learner focus on the French speaking world and their culture, people, geographical locations and histories as they continue to learn to use language for the advancement of the Gospel.

**LATIN3: Latin III** (2 semesters) – High School – 1 credit hour

Prerequisite: Latin II grade of 80% or higher

Parent Role: Course monitor

Students in Latin III will continue their relevant & rigorous study of Latin. Emphasis on the relevance of the Latin language in history, ancient and contemporary culture, and the Romance languages will comprise most of the course. Students will further develop their vocabulary of English derivatives and translate many works from great Latin authors such as Ovid, Pliny and Vergil. By second semester, students will be well prepared for the National Latin Exam.

## Bible & Worldview – High School COURSES FOR THE 2021-2022 ACADEMIC YEAR

**APOL: Apologetics** (1 semester/Semester Intensive) – High School – 1 credit hour

Parental Role: Interactive discussion

Surveys show that a disturbingly high percentage of students who enter college as professing Christians turn away from their faith before graduating. This is traceable to a lack of preparation to withstand and counter the false claims that bombard believers in the university environment. Our objective is to help turn this tide by giving students confidence that the Christian faith and the truth we find in the Bible, is based on solid evidence that stands up to hostile scrutiny. This course is designed primarily to help students solidify their Christian faith through foundational apologetics training. This will equip young people to stand strong in the university environment, and how to live out a Christian worldview in everyday life. *This class OR “Religion and the Human Adventure” OR “Introduction to Worldviews” is mandatory for all Lighthouse graduates. This is a Semester Intensive course with students completing one year of material in one semester.*

**OTSURV: Old Testament Survey** (1 semester/Semester Intensive) – High School – 1 credit hour

Parental Role: Interactive discussion

This course will introduce students to the Old Testament as they study each book’s historical cultural setting, author, and purpose. More than just a re-telling of Old Testament stories, this course will seek to acquaint students with the recurring theme of God’s desire to redeem mankind expressed through his dealings with nations and individuals. Emphasis will be placed on the Messianic promises and prophecies as fulfilled by the coming of Christ. *This class OR “New Testament Survey” is mandatory for all LPA graduates. This course is approved for dual credit.*

**REL: Religion and the Human Adventure** (1 semester/Semester Intensive) – High School – 1 credit hour

Parental Role: Interactive discussion

To be an effective witness and avoid embracing false ideas, it is essential for Christians to understand and evaluate the various religions from a biblical perspective. The course includes a study of a variety of religious traditions, beliefs, and practices. This is a needed course for all who want to be an effective witness for Christ in a pluralistic world. *This class OR “Introduction to Worldviews” OR “Apologetics” is mandatory for all LPA graduates. This course is approved for dual credit of three credit hours. Students may sign up for this at the beginning of the year. This is a Semester Intensive course with students completing one year of material in one semester.*

## **Bible and Worldview Courses Offered in Previous Years**

**ETHICS: Ethics** (1 semester) – High School – .5 credit hour

Parental Role: Interactive discussion

We will spend this class exploring, discovering, and diving into deep issues that are current in our everyday society. Students will read a few books on ethics and use the Bible as a baseline to discuss these current and relevant topics. While living in a “post truth” society we will discuss the importance of weighing each issue with the relevance of God's Word and how God is absolute Truth. Topics will include but are not limited to abortion, poverty, war, and end of life dignity. Students will view movie clips, watch commercials (all in “good taste”), and read articles on the topics. We will discuss and write quite a few papers on the issues.

**NTSURV: New Testament Survey** (1 semester/Semester Intensive) – High School – 1 credit hour

Parental Role: Interactive discussion

This is an engaging course where the student will not only learn intellectual facts about the New Testament such as the history, geography and culture of the New Testament but more importantly this course will stimulate the student's love of scripture and the Lord. This course will equip students to systematically defend their faith using the Apologetics topics from the STOA speech and debate organization as a springboard for discussion of topics they study in the course. *This class OR “Old Testament Survey” is mandatory for all LPA graduates. This course is approved for dual credit of three credit hours. Students may sign up for this at the beginning of the year. This is a Semester Intensive course with students completing one year of material in one semester.*

**WORLDV: Introduction to Worldviews** (1 semester/Semester Intensive) – High School – 1 credit hour

Parental Role: Interactive discussion

Non-biblical worldviews are introduced, including the ideas of Secular Humanism, Neo-Marxism, and the New Age, so students may come to a reasoned understanding of Christianity as the sole source of truth. The groundwork of a biblical response is laid in ten disciplines: Theology, Philosophy, Biology, Psychology, Ethics, Sociology, Law, Politics, Economics, and History. *This class OR “Introduction to World Religions” OR “Apologetics” is mandatory for all LPA graduates. This is a Semester Intensive course with students completing one year of material in one semester.*

*of three credit hours. Students may sign up for this at the beginning of the year. This is a Semester Intensive course with students completing one year of material in one semester.*

## Fine Arts – High School

### COURSES FOR THE 2020-2021 ACADEMIC YEAR

**MUSICHA: Music History & Appreciation** (1 semester/Semester Intensive) – High School – 1 credit hour  
Parental Role: Course monitor

What topic has the power to divide or unite people like music? Students will learn about the power of music as they explore the development of music throughout history and learn about the great variety of music genres as well as influential musicians and composers. At the end of this course, you should be able to recognize the styles of these various musical periods through the music compositions studied, know the most important terminology and musical genres associated with each period, and be familiar with the lives and compositional styles of the major composers representing each period. Finally, you will discover this is a course in which you spend much of your time reading the textbook and listening to the recordings. Fortunately, the textbook is well written and the recordings are well done. *This course is approved for dual enrollment of three credit hours. Students may sign up for this at the beginning of the semester. This is a Semester Intensive course with students completing one year of material in one semester.*

### **Fine Arts Courses Offered in Previous Years**

**ARTHIS: Art History & Appreciation** (1 semester/Semester Intensive) – High School – 1 credit hour  
Parental Role: Course monitor

Often considered a subject just for “artsy” types, students will develop a greater appreciation of the power and importance of art, recognizing that creativity is the trait God choose to first reveal about Himself to us in scripture. In this intensive study of art history, students will learn the major movements in art by time periods and regions, take a closer look at significant artists that introduced and influenced each major art trend, and try their hands at copying the styles and techniques presented by some of the world's most loved artists. This is a Semester Intensive course with students completing one year of material in one semester.

**Health – High School**  
**COURSES FOR THE 2020-2021 ACADEMIC YEAR**

**HEALTH: Health** (1 semester) – High School – .5 credit

Parental Role: Interactive discussion

Students will address health as a whole-person issue from a thoroughly Christian stance. They will study nutrition, growth, development, fitness, and the necessity of maintaining both their physical and mental health. *This class is mandatory for all LPA graduates.*

**Practical Arts – High School**  
**COURSES FOR THE 2020-2021 ACADEMIC YEAR**

**FINANCE: Finance** (1 semester) – High School – .5 credit

Parental Role: Interactive discussion

Personal finance expert Dave Ramsey teaches the course on DVD. Both engaging and entertaining, Ramsey walks students through the steps to financial peace, helping them prepare for the ups and downs of money before they enter adulthood. Students will see an immediate impact on their knowledge of personal finance. *This class is mandatory for all Lighthouse graduates.*

**COMPINFO: Introduction to Computer Information Systems** (1 semester) - High School –.5 credit

Parental Role: Course monitor

Introduction to Computer Information Systems will provide an overview of computer hardware, software, programming, and information systems as applied in the modern business environment. Hands-on applications of word processing, spreadsheet, and data management software are used to explore use of microcomputers in business.

## Electives – Middle School

### COURSES FOR THE 2021-2022 ACADEMIC YEAR

#### **ART: Art Fun-damentals** (1 semester) – Middle School

Parental Role: Course monitor

This class includes acquiring foundational knowledge of basic art concepts while applying practices pertaining to composition, perspective, value, shading, and color mixing. The learner will produce art using (but not limited to) watercolor, acrylic, oil pastel and chalk pastels. In addition to art projects, some basic art appreciation and history will be discussed throughout the semester.

#### **COMPAPP: Computer Applications** (1 semester) – Middle School

Parental Role: Course monitor

In Computer Applications students will become fluent with Microsoft products. Students will create fun projects with a list of required items to add to the project. Students will access One Drive in order to share projects and receive projects that have been shared with them. Students use CS First and learn basic coding skills using video tutorials and block-based coding in Scratch. Students will also have access to TypingClub to perfect their typing skills.

#### **DUDE: Dude (all boys, 6-8)** (1 semester) – Middle School

Parental Role: Interactive discussion

The journey for a young man today towards manhood is one littered with dangers. The things of this world are relentless in trying to gain their attention. The world has a “path” for your son to become a man, but it’s one that will ultimately lead to destruction. Lighthouse has asked 15 to 20 godly men to come and pour their lives into the lives of your sons. We will cover topics including: Maintaining a Fit Body, Christian Brotherhood, Basic Construction, God and Money, Surviving in the Outdoors, Self Defense, Integrity, Being an American Patriot, Gun Safety, When Hard Things Happen, Leadership Principles, Rappelling, Outdoor Grilling and The Spirit of Competition -- just to name a few. This will be a hands-on type of learning with no homework. Some classes will be held off campus and therefore, we might need help with transportation on occasion.

#### **FACS: Family and Consumer Science** (1 semester) – Middle School

Parental Role: Course monitor

Burnt popcorn? Raw meat? Spoiled milk? No one likes these things. Come to this class and you will learn the means of cooking food that taste delicious to all who eat it! The Family and Consumer Science course is designed to teach the students how to prepare healthy meals with proper cooking methods. Additional skill development may include etiquette, food budgeting, simple sewing skill, and life skills.

#### **FORTIS: Fortis (all girls, 6-8)** (1 semester) – Middle School

Parental Role: Interactive discussion

#### ***FORTIS***

“brave, who suffers evil without losing courage, and stands dangers  
with circumspection and fortitude, that is, enduring moral strength”

Not feeling challenged enough? Looking for a something that will challenge your mind, body, *and* soul? Looking for something that will require you to dig deeper, push harder, and climb higher than ever before? Well...look no further, girls this class will do just that! This is an **exclusive all-girls (no boys) class** where you get to challenge yourself as well as those around you. Have you ever had the chance to use power tools? Ever rock climb or repel? How about build something from scratch? Ever learn self-defense? Tried shooting a gun before? Ever been on a zip line? These are just some of the activities you will conquer in this class – all the while learning about and building your own “fortis” or inner strength. Through these activities, you will learn how to conquer fears, work together, encourage one-another, build character, walk with fortitude, and live from your heart.

**WILD: Wilderness Training** (1 semester) – Middle School  
Parental Role: Course Monitor

This course focuses on teambuilding, problem solving and leadership in the outdoor context. Students will learn through team challenges and outdoor experiences such as field trips, ropes course, and skills development. Students will take on increasing responsibility as the class unfolds, fostering leadership skills. The four core topics include: Wild Team – Building team skills through outdoor experiences and ropes course. Wilderness Wisdom – Students learn to avoid common dangers in nature including venomous animals and toxic plants; Students learn the benefits of nature including identification of medicinal plants, and understanding wildlife signs. Wild Edibles – Students identify wild plants that are edible and learn to cook in the outdoors. Wilderness Way – Students learn practical tips to navigate safely in the wild including map and compass/orienteering. The course is conducted outdoors in all types of weather, has a daily outdoor endurance requirement, and will include 3 mandatory field trips.

## Electives – High School

### COURSES FOR THE 2021-2022 ACADEMIC YEAR

#### **ACT Preparation (1 Semester)** – High School – .5 credit

Parental Role: Guide for independent study

Do you want to improve your ACT score, but just can't set aside the time to go through a study program? If so this is the class for you. In this class students will take at least 5 full-length practice tests. Students will go over detailed answer explanations and cover test-taking strategies. Students will sharpen their skills, conquer every section of the test and be ready for test day.

#### **CAP: Capstone** (1 semester) – Seniors – .5 credit

Parental Role: Course monitor

The Capstone project serves as a culminating academic experience for students and offers students a unique opportunity to distinguish themselves to colleges and universities. Students assess their skills and talents, research colleges and careers, and design a portfolio to showcase their high school years. This course provides students meaningful experiences to help them become college and career ready and builds teamwork within the senior class.

#### **EXTPE: Extreme P.E.-** (1 semester) – High School - .5 credit

Parental Role: Active supporter, parent coach

This class teaches students how to complete obstacles with safety while having fun. Ninja Warrior classes combine obstacle course training with elements of gymnastics and parkour. Your student will increase their strength, endurance, flexibility, balance, impulse control, confidence, and ability to work in a group.

#### **LEADER: Leadership** – High School – .25 credit

Parent Role: Active supporter, parent coach

The focus of this course will be on you as the leader from an individual perspective. The course will be based on each student's perception of their own life experiences that have helped them reach this level in their leadership development journey, where they are now in that journey, and their personal leadership goals. This is a co-curricular option open to all high school students. To fulfill the Leadership requirements, a student must successfully demonstrate leadership through completion of 4 leadership projects/activities with a minimum of 40 hours of time spent in the projects/activities for 0.25 credit per year. Forms for submission are available through Sycamore. Some possibilities are listed below:

- One-Time Voluntary Act of Service (Circle One: Home, School, Church, Community)
- On-Going Volunteer Service (Circle One: School, Church, Community)
- Leadership Training (Circle One: Seminar, Conference, Camp, Program, or Internship) (only count the hours spent in leadership training or leadership service)
- Leadership Position (Circle One: School, Church, or Community)
- Mission Trip (Circle One: Local, National, International) – Must have Christian/Gospel Emphasis
- Mentoring
- Tutoring
- Engaging the Culture (explain): \_\_\_\_\_



- Other Activity (explain): \_\_\_\_\_

Students completing the leadership program will receive high school credit and a transcript of their achievement will be maintained by Lighthouse as part of the student's permanent educational record.

**LEAP: Lighthouse Educational Adventure Program** (2 semesters) – High School – .5 credit

Parent Role: Active supporter, parent coach

The Lighthouse Educational Adventure Program is designed to introduce basic knowledge and skills of popular adventure activities, which may include shooting sports, angling, repelling, rock climbing, canoeing and wilderness living. LEAP emphasizes attitudes, skills, environmental awareness, safety, teaching methodology and principles of group leadership and community building as they relate to adventure activities. To fulfill the requirements for the Lighthouse Educational Adventure Program, students must participate in a week-end campout and 4 additional LEAP activities. Forms for submission are available through Sycamore. There is planning that goes into each event, and students will be required to help with the planning or preparation that makes each event a success. Starting in the 2020-21 school year, students who want to get the .5 credit for LEAP activities that year will need to enroll in the "class" in Sycamore and pay a fee of \$150. The fee covers the cost of all of the LEAP activities and campout for that year. (The End of the Year trip is NOT a LEAP activity.) Other students who do not wish to earn the credit that year can still sign up for individual activities and campout.

**PYSFIT: Physical Fitness** (1 semester) -- High School --.5 credit

Parental Role: Course Monitor

This course will conduct pre-fitness testing at the start of the semester, and post-fitness testing at the close of the semester. The course will work on improving endurance, strength, agility, and cardiovascular health and ability. This course will be held at the YMCA. The class will contain a minimum of seven and maximum of ten Lighthouse Prep students. The YMCA will provide a membership to each non-member student in the class for the duration of the class. There is an additional fee for students who are not already YMCA members. The additional fee will cover a YMCA membership for that student for that semester.

**SLU: Student Leadership University** – High School – 1 credit

Parent Role: Interactive discussion

Student Leadership University is a faith-based experiential leadership training program that will put your students' future in focus and change the way they think, dream and lead from the feet of Jesus. At SLU, students will see the world in a way most never do, combining unforgettable experiences with top-notch executive leadership training designed to change and shape the rest of your students' lives! Whether it is behind the scenes at Sea World, exploring our Nation's Capital, being immersed in history of Europe or walking where Jesus walked in Israel, SLU students learn to think bigger, ignite their calling, impact their world and lead like Jesus. To fulfill the requirements for the Student Leadership University, students must participate in a weeklong intensive training event and complete the required reading. There is planning that goes into each event, and students will be required to help with the planning or preparation that makes each event a success. Activity fees and extended field trips are required.

**SPORTS: Sports** – High School – 1 credit hour

Parent Role: Active supporter, parent coach

Enrollment in competitive sports can enhance student's academic work by increasing physical activity and reducing stress. Sport and recreational activities are an important part of a healthy life and can result in a balanced lifestyle. Course content is directed toward developing in students

- 1) a knowledge base relative to personal health that will encourage regular and safe exercise over the lifespan
- 2) a strong work ethic
- 3) Teamwork is not optional. All players will learn to work together as a team, valuing the contributions of others and seeking to benefit the team rather than himself.
- 4) Students will learn to be self-controlled in even the most heated competition, and most importantly, will love their opponents, and will hold the opponent in higher esteem than themselves, seeking to promote peace, to look first to the needs of the opponent, and to speak only words that encourage him.

Instruction and participation in activities such as football, cross-country, volleyball, basketball, baseball, and soccer offers a broad range of exercise and sport options for class credit. To fulfill the requirements for the Sports credit, students must participate in 3 seasons or more of Lighthouse Preparatory Academy high school sports involving interscholastic competition.

## **Elective Courses Offered in Previous Years**

### **ATWORLD: Around the World** (1 semester) – Middle School

Parental Role: Course monitor

This exciting class is an introduction to modern geography, languages, and cultures. We'll start our journey by exploring the Biblical cradle of civilization and work our way around the globe, with a stop on every continent to sample languages, foods and cultural traditions. Students will also study the country and cultural heritage of their own families, learning more about the birthplace of their ancestors. This is a semester-long course designed to introduce and prepare middle school students for the study of foreign languages in high school.

### **CCSI: Creative and Critical-thinking Skills and Investigation** (1 semester) – Middle School

Parental Role: Course monitor

Grab your thinking cap and magnifying glass and join this class to venture into a world where we will investigate mysteries, puzzle through riddles, and solve logic problems. Not only will we have fun using our detective eyes, but we will also be sharpening our critical thinking skills.

### **CHOIR: Concert Choir** aka The Voices (1 semester) – Middle School/High School – .5 credit

Parental Role: Course monitor

This class gives students an opportunity to showcase their vocal talents with high-energy arrangements and performances. Grades for this class are directly related to participation in class activities as well as outside performances.

### **CIS: Information Systems and Computer Applications** (2 semesters) – High School – 1 credit

Parental Role: Guide to independent study

An overview of modern computer systems including hardware, software, processing and Input/Output; The course will provide an introduction to personal computers, operating systems, word processing, spreadsheet, database, presentation software, data communications, computer networking, and Internet utilization. Additionally, effective database searching techniques using the Internet and other database search engines are covered as well as computer security, privacy, ethics and, problem solving techniques.

### **CRITTHINK: Critical Thinking and Study Skills** (1 semester) – High School – .5 credit

Parental Role: Course monitor

Grab your duffel bag or backpack and prepare for a trip through test tips and strategies necessary to learn and achieve for the glory of God. This course is designed to strengthen the student's test-taking skills. It will enhance his/her performance in all content areas and prepare them for national standardized tests (like the SAT and ACT). Students will practice problem solving, critical thinking strategies, the structure of standardized

exams, and verbal competence and mathematics reasoning. As the trip progresses, students acquire new and essential learning strategies.

**CROSSFIT: Crossfit (6-12)** (1 semester) – Middle School

Parental Role: Course monitor

CrossFit Kids is a strength-and-conditioning program that is specially designed for kids and teenagers and their unique developmental needs, helping them to develop a lifelong love of fitness. Healthy living requires that our kids are able to push, pull, run, throw, climb, lift and jump effectively and safely. In addition, to live well, our kids need a basic understanding of what their body needs to function properly and at its best. In a group setting, children and teens will participate in fun and engaging workouts that deliver measurable results, learn about healthy and wise food choices, and develop a more holistic understanding of what it means to be well-rounded and healthy individuals. CrossFit Kids workouts and group classes consist of constantly varied, functional movements that deliver a fitness, health, and nutritional understanding that is broad, inclusive, general, and is scalable for any participant at any level.

**DANCE: Dance** (1 semester) – Middle School/High School – .5 credit

Parental Role: Course monitor

This course covers fundamental components of rhythm, dance movement, and technique as explored through various genres of dance. The dance team performs throughout the school year for both school and community. Certain performances are required. In performance classes, grades will be directly affected by participation in required concerts and other activities.

**DIGINF: Digital Information Technology** – 1 Credit

Dive into an exciting course that will provide you with the foundational skills needed for exciting careers like game development, military defense, web design, and software engineering! See how changing technology can help you fulfill your role as a keeper of Creation. In this course you will explore Microsoft Office online applications, web design, emerging technologies, operating systems, project management, communication methods, Information Technology careers, and much more while recognizing the value of these to the practice of biblical stewardship. Learn about your strengths and how they relate to different career paths. Page 7 See how computer technology can help you serve others and as you grow in your ability to manage the amazing resources God has surrounded you with for His glory. This course serves as a prerequisite to many exciting career and technical education programs of study.

**DRAMA: Drama I** (1 semester) – Middle School

Parental Role: Course monitor

In this course, we will be learning the basics of acting: moving on stage, gestures, characterizations, and the ins and outs of theater productions. We will also learn how to integrate drama with ministry; we will use it as a tool to encourage growth in our walks with the LORD and share Jesus' love.

**GOSPEL: Gospel 101** (1 semester) – High School – .5 credit

Parental Role: Interactive discussion

This course creates a desire in the student for God. The students will look at how moralism and legalism have overshadowed God's acceptance of us in Christ. Students will find that the gospel breaks the bondage of sin, produces true joy, and gives us the power to live for Christ.

**HERM: Hermeneutics** (1 semester) – High School – .5 credit

Parental Role: Interactive discussion

The purpose of this introduction to Hermeneutics is to equip students to rightly divide the Word of God by employing an appropriate process of interpretation during Bible study. Objectives of the class include understanding how to establish the context of a text, rightly discerning between meaning and application, and recognizing the interpretive challenges of the various genres of scripture. These objectives, when rightly employed, will enable students to rightly interpret and apply scripture.

**INTMISS: Introduction to Missions** (1 semester) – High School – .5 credit

Parental Role: Interactive discussion

This course is designed to give your student an introduction to the world missionary enterprise. The emphasis will be on developing perspectives that inspire and motivate students to action on behalf of world missions. We will study a broad overview of the biblical, historical, cultural, and strategic perspectives relative to world missions.

**LIFEFIT: Life Fitness** (1 semester) – Middle School

Parental Role: Course Monitor

Life Fitness provides students an opportunity to actively learn and practice healthy habits that encourage fitness and activity throughout life. The class will offer both indoor and outdoor physical activity (weather permitting) ranging from games like Capture the Flag, Gaga, and Elimination to a variety of activities like hiking, weightlifting, and team sports, like basketball and volleyball. Students are expected to participate daily so they get the benefit of physical activity.

**LCA: Lights, Camera, Action!** (1 semester) – Middle School

Parental Role: Course monitor

Whether gathered around a campfire or sitting in a movie theatre, storytelling is an experience common throughout history and cultures. One of the most powerful forms of communication, stories have the capacity to engage people of all ages, and in "Lights, Camera, Action" students will have the opportunity to craft a story by making a movie! In this class students will build skills in creative writing, acting, set planning, costume design, filming and editing. Producing a final product as a team member is also a chance to learn life-long skills of how to work with others. We will, of course, host a movie premiere event at semester's end! Movies are an entrenched and powerful part of our culture, and hopefully this course will encourage students to consider the worldview "lens" through which they watch movies and perhaps even inspire some to pursue film-making further.

**MUSIC: Music** (1 semester) – Middle School

Parental Role: Course monitor

This course will be focused on expanding general musical knowledge from the basics to beyond. Possible units to be covered throughout the course include (but are not limited to) "Bucket Drumming", "Ukeleles", "Music in Films", "Music From Around the World", "Crazy Composers", and "Broadway Musicals".

**ORCHES1: Orchestra** (1 semester) – Middle School/High School – .5 credit  
Parental Role: Course monitor

This course is for the beginner and includes strings and winds. This course concentrates on building fundamentals to strengthen playing ability. Orchestra performs throughout the school year for both school and community. Certain performances are required. In performance classes, grades will be directly affected by participation in required concerts and other activities.

**OUTDOOR: Outdoor Skills I** (1 semester) – Middle School  
Parental Role: Course monitor

In this course students will learn about the natural world of aquatics, forestry, soils and wildlife while taking advantage of hands on activities and guest speakers with intimate knowledge of the environment. Students will learn through hands on experiences how to manage the environment around them and preserve our natural environment for future generations. There is no prerequisite for this class.

**OUTDOOR: Outdoor Skills II** (1 semester) – Middle School  
Parental Role: Course monitor

In this course students will expand their knowledge about the natural world of aquatics, forestry, soils and wildlife while taking advantage of hands on activities and guest speakers with intimate knowledge of the environment. They will work on physical fitness and agility for outdoor experiences. Students in this class will take a variety of field trips. There is no prerequisite for this class. Students do not need to have taken Outdoor Skills I to participate in this class.

**PHOTO: Photography** (1 semester) – High School –.5 credit  
Parental Role: Interactive discussion

Photography focuses on teaching skills in photography techniques including composition, lighting, editing, special effects, and the use of photographs in various media (i.e., print, web, and video). Curriculum activities will focus on a project or theme, active and experiential learning, and students working collaboratively. Students will develop photo essays and a portfolio that allows them to explore their personal interests, employment opportunities and educational options.

**ROBOT1: LEGO Robotics** (1 semester) – Middle School  
Parental Role: Course monitor

This is a beginning course in robotics. We will be utilizing Lego Mindstorm kits, Robolab software and various Lego Robotics materials. The objective of this course is to introduce the student to basic programming as well as problem solving strategies. This course will involve students in the development, building and programming of a LEGO Mindstorm robot. Students will work hands-on in teams to design, build, program and

document their progress. Topics may include motor control, gear ratios, torque, friction, sensors, timing, program loops, logic gates, decision-making, timing sequences, propulsion systems and binary number systems. Student designed robots will be programmed to compete in various courses as developed by First Lego League.

**ROBOT2: First Robotics** (1 semester) – High School -.5 credit

Parental Role: Course monitor

Using robots we will cover the fundamentals of problem solving, program design, algorithms and programming using a high-level language. A robot is an embedded system of software and hardware. Programming and building robots applies science, technology, engineering and math (STEM) concepts. This course introduces the fundamental concepts of programming and robotics. .

**SOFTAP: Software Applications** (1 semester) – High School -.5 credit

Parental Role: Guide to independent study

Software Applications is a course designed to teach students how to use the computer as a business and personal tool through the use of application software. Through classroom discussion, application program demonstrations, and hands-on exercises, students will learn how to use Microsoft Office applications and explore the fundamentals of computer software. Students will acquire skills using Microsoft Office 2016 applications.

**STEM: Science, Technology, Engineering, and Math** (1 semester) – Middle School

Parental Role: Course monitor

Using hands-on activities, students will learn concepts related to STEM (Science, Technology, Engineering, and Math). Students will work together on projects utilizing the simplified engineering process (Ask, Imagine, Plan, Create, and Improve) to build their knowledge and understanding of how things work and why results happen. They will be challenged in problem solving and critical thinking. Example activities and projects include building hovercrafts, bridges, trebuchets, robotics, and more.

**WEIGHT: Weightlifting** (1 semester) – High School – .5 credit

Parental Role: Course monitor

Students will learn about and participate in strengthening and conditioning exercises that include weightlifting and cardiovascular activities. The class will be held at the YMCA and will be led by an instructor from the Y. The cost is \$300 for students with an additional \$50 charge for non-Y members. The students will have Y membership for the semester of the class.

**YRBK: Yearbook** (1 semester) – Middle School/High School – .5 credit

Parental Role: Course monitor

Students in the Yearbook class are the leaders and decision-makers of Lighthouse's yearbook staff. In Yearbook class, students will complete myriad tasks to create a quality yearbook reflective of campus activities throughout the school year. Activities will include digital camera training; establishing yearbook timeline and

deadlines; photo shop training; online design training; yearbook promotion; sales and advertising; organizing sales and distribution of yearbooks; and other responsibilities as needed.