



LITTLE ROCK  
CHRISTIAN  
A C A D E M Y

**JUNIOR HIGH  
ACADEMIC  
HANDBOOK AND  
COURSE CATALOG  
2021-2022**

*Christian • Independent • Collegiate*

Junior High School is a time of transition that needs special care and understanding. While growth and change occur at all ages, the changes around seventh and eighth grade are often more obvious and rapid. The time period during which Jesus was twelve and older is described as a time when He “kept increasing in wisdom and stature, and in favor with God and men.” The use of the mind, growing bodies, relationship with God, and relationships with people are key areas where we help students grow as we care for the whole child and help parents navigate this unique, often challenging time of life.

Two things are obviously different for Jesus after age twelve than they were between infancy and twelve. When he was little, He continued to grow, and the “grace of God was upon Him.” After twelve, He became the responsible party for growth in these areas instead of them being done for Him. The same need and opportunity are true today: junior high students need to increasingly be responsible for areas of their life, including schoolwork and relationships... not all at once, but progressively. In Junior High, we help students develop and enjoy this responsibility, allowing failure in safe ways; however, always with the intent to transition them to personal responsibility and to develop a mindset of growing and learning when things have not gone well.

The second area that is different in the description of Jesus as He grew is that after age twelve, the “social” category is added; it was not part of the description before twelve. This also fits the reality of junior high students today. Peers and other relationships become increasingly important and vital. However, these relationships are often challenging, as students are trying to understand themselves, their insecurities, and at times, place other people as more important than parents and family. We help parents teach their junior high students how to handle relationships so that they are fostered in healthy ways and help minimize the distraction to their learning.

There are other unique needs in helping junior high students learn. The Little Rock Christian Junior High School program is designed to provide an excellent foundation in academic work that is key to success in both high school and college preparation. It also addresses the needs of the growing adolescent both in and out of class through a variety of co-curricular opportunities ranging from chapels, houses, social events, clubs, athletics, and seminars, which provide constant attention to the whole child. We are especially interested in helping junior high students discover and begin to develop their unique God-given gifts and abilities.

The academic program that follows is central to Little Rock Christian Academy’s plan for helping students grow. There is much more that lies outside of our academic program, but the academic program is foundational to a student’s continued preparation for high school, college, and life. It is the core component of our work as an excellent school. It is our desire to both challenge students and see them succeed, to push and support them as they learn and grow in academic pursuits.

We desire to partner with parents. We encourage direct and personal communication with faculty, sponsors, and coaches as we work together. Teachers genuinely care and love your junior high student and want the best for him/her. If a parent ever has a question or can provide insight to how his or her child can learn better, let us know, as we would love the opportunity to listen, pray, and think through issues together for the benefit of each student. Our team of student experts wants each student to learn well and to walk with Jesus. They are always available to help parents understand and work through this unique time of life.

## **GENERAL INFORMATION**

---

### **Grading Scale**

A+	97	-	100	C	73	-	76
A	93	-	96	C-	70	-	72
A-	90	-	92	D+	67	-	69
B+	87	-	89	D	63	-	66
B	83	-	86	D-	60	-	62
B-	80	-	82	F	59 and	lower	
C+	77	-	79				

Percentage grades will be rounded up or down to determine letter grades. Averages are determined using the scale.

### **Honor Roll/High Honor Roll**

Honor Roll is recognized each semester. Students in grades 7 and 8 must have at least a 90% average of all classes for Honor Roll and a 97% average of all classes for High Honor Roll. All-year Honor Roll is for students who achieved Honor Roll each semester. To be on High Honor Roll for the year, a student must be on High Honor Roll each semester.

## **Academic Probation**

A student with two or more D's (below 70%) or one F at semester's end will be placed on academic probation. Academic probation will include a closer scrutiny of and accountability toward student achievement. LRCA desires to partner with families of students who struggle in academics. If a student is placed on academic probation, it is expected that parental involvement, along with Learner Services (if applicable) and/or other faculty resources be jointly used to help the struggling student achieve to the best of his/her ability. The administration may place students on individualized plans of action (contract) if necessary to help ensure progress. Progress will be monitored, and if, at the conclusion of a semester the student has not shown improvement, the administration will determine if dismissal will take place.

## **Extracurricular-Eligibility**

Students wishing to participate in the rich array of extracurricular opportunities LRCA offers must maintain a priority for academic success. It is expected that students attend at least two blocks during the school day if participating in after school activities such as games, practices, competitions, concerts, etc. The privilege of participating in extracurricular activities may be limited if a student is placed on academic probation. In such cases, sponsors and coaches will be in communication with the junior high administrative team to monitor student progress and determine what steps are to be taken with students individually to help them maintain eligibility for particular programs.

## **8<sup>th</sup> Grade Semester Exams**

8th grade students have semester exams at the end of each semester, both in December and May. The schedule is very similar to the high school exam schedule and is announced during the middle of each semester. Students do not attend regular classes on exam days, but rather, only come to take the exams. Semester exams are given in mathematics, science, English, history, Biblical worldview, and high school level world languages. The exam is worth 20% of the semester grade.

## **Late Work Policy**

Homework is expected to be turned in on time. Failure to meet this expectation will result in the following grading penalty:

1st class after due date = 50% off

2nd class after due date = ZERO

## **Absent Work Policy**

It is the student's responsibility to arrange for missed school work, NOT the teacher's. If the student is aware in advance of an absence, he/she should make arrangements with the teacher prior to the day of the absence. A student has 2 school days for each day missed to complete make up work. Work that builds, such as math, should be done more quickly. If it is not completed within the designated time, the student will normally be given a zero. Some work, such as class participation, cannot be made up and may affect grades to a degree.

Other types of work, like quizzes or labs, also may not lend themselves to make-up work. Daily assignments may be picked up in the school office at the end of the school day if the parent has called in advance to request them. Most school assignments can easily be found on Schoology.

## SCHEDULES

---

Junior High School uses a block schedule, as does the high school. In the schedule, there are “A” days and “B” days that alternate. Each class will be approximately 80 minutes in length, and House Time (which includes things like chapels, assemblies, house meetings, seminars, and other special events) is approximately 30 minutes in length. Each student will have 8 classes in his or her schedule, 4 classes each day. Individual student schedules are available at a communicated date in August.

Most required classes meet all year for 7th and 8th grade. Some elective classes meet all year (athletic periods and some performing arts classes), and other elective classes meet for a semester. Some electives can be repeated the second semester. More information about scheduling for each grade level is found on the following pages.

### Schedule Change Request

Please be very careful about which classes are requested. While we attempt to accommodate needed changes up to two weeks into the semester, there are times when a change is not possible (for example, if a teacher was hired due to a number of requests for a class or if a change adversely affects a class, making it too small or too large). Please carefully read descriptions and talk with teachers before making requests. It is important to make good requests in case we cannot move a student into or out of a class.

After the two week drop/add time, students will not be allowed to change classes unless new and unforeseen factors develop that necessitate a change. All students requesting a change must complete a Schedule Change Request Form for consideration and obtain administrative approval. It is required that the parent and student communicate with the teacher of both the class to be added and the class to be dropped as part of the schedule change process.



# 8<sup>th</sup> GRADE COURSE SELECTION

---

All eighth grade students have the following core classes in their schedule:

8th Grade Pre-Algebra, 8th Grade Honors Algebra I or 8<sup>th</sup> Grade Honors Geometry (full year)

8th Grade Earth Science (full year)

8th Grade English (full year)

8th Grade American and Arkansas History (full year)

8th Grade Biblical Worldview (full year)

8th Grade Physical Education (one semester); Athletic Period (full year); or Cheer, Cross Country, Track, or Wrestling which meet after school

At least one semester of a Fine Art (a music, theatre, or visual arts course).

## 8<sup>th</sup> GRADE PHYSICAL EDUCATION AND ATHLETIC PERIODS

It is required that all 8th grade students participate in at least one semester of a Physical Education class. Students participating in one of the 8th Grade Athletic Periods are not required to take the separate P.E. class. Additionally, students participating in Cheer, Track, Cross Country, or Wrestling receive a P.E. credit.

## 8<sup>th</sup> GRADE ELECTIVES

Eighth grade students may choose from a variety of electives. Some of these electives (athletic periods and some performing arts classes) meet both semesters. Other electives meet for one semester. It is possible to repeat some of the electives.

## 8<sup>th</sup> GRADE MATH PLACEMENT

Our goal is to place each student in the best class for the student's growth according to factors such as God-given ability, maturity and readiness in reasoning and abstract ideas, motivation, and mathematics skills and knowledge. We know that students mature at different rates, and this is often the most important factor. When appropriately placed, students learn best. If placed in a class too difficult, he or she won't learn well and can become discouraged. If placed in a class that is too easy, he or she isn't challenged and given the opportunity to maximize individual gifts. We want to work with parents to find the best fit for each student.

Math placement in any given year does not lock a student on a "track" or control the subject choices. It is not unusual to switch a student to a different mathematics course if another serves him/her better. Because of the sequential nature of math, we gather input from several sources in recommending which math class is best for a particular student. We consider the student's previous mathematics grade, overall academic maturation, standardized test scores, Orleans Hannah testing results, teacher recommendation, and parent/student request. The learning experience is optimized when students are appropriately placed, and we do our best to ensure this. We encourage parents to speak with the math teacher if there are any questions or concerns about which is the appropriate course.

In eighth grade, students are normally placed in either 8th Grade Pre-Algebra, 8<sup>th</sup> Grade Honors Algebra I or 8<sup>th</sup> Grade Honors Geometry. Students who increase in maturity and math development in later years and wish to advance, may do so by doubling in Geometry and Honors Algebra II in the high school years (9th or 10th grade). This would lead to being eligible for Honors Pre-Calculus and AP Calculus courses. We encourage parents to read through the sequencing portion of the Mathematics section of the High School Academic Handbook for more information.

## 8<sup>th</sup> GRADE REQUIRED CLASSES

---

### 8<sup>th</sup> Grade Pre-Algebra (full year)

Pre-Algebra is a course designed for junior high students. The objective of this course is to better prepare the student for the study of algebra. Pre-algebra includes several broad subjects such as the review of rational number operations, factoring, properties, exponents, variables, and basic equations. Pre-Algebra also includes concepts from geometry that further the understanding of algebra, such as area, volume, and perimeter. Sign up for this or Algebra I.

### 8<sup>th</sup> Honors Algebra I (full year; 1 High School credit)

**Prerequisites:** Completion of Pre-Algebra with an 87% average or higher and teacher recommendation.

This course is designed to introduce the symbolism and concepts of Algebra and applications to problem-solving. Topics covered include solving linear equations and inequalities, an introduction to functions, systems of linear equations and inequalities, factoring polynomials, solving and graphing quadratic equations, and simplifying rational and radical expressions. This course will appear on the high school transcript.

### 8<sup>th</sup> Honors Geometry (full year; 1 High School credit)

**Prerequisites:** 90% or above in Honors Algebra I and teacher recommendation. Standardized test scores are also a consideration for enrollment.

This course covers an in-depth study of the concepts of Geometry, including the study of points, lines, planes and angles, parallel and perpendicular lines, congruent and similar triangles and other polygons, circles, and the area and perimeter of geometric figures. Students are introduced to deductive reasoning with an emphasis on proficiency in the use of formal proofs. This course will appear on the high school transcript.

### 8<sup>th</sup> Grade Earth Science (full year)

Eighth Grade Earth Science uses an inquiry-based approach to help students learn the concepts and processes of Earth, with a strong emphasis placed on the ways and means of doing science. There are four broad areas: geology- the processes, properties, and composition of the solid Earth; meteorology- the water cycle and weather systems; oceanography- the composition and properties of the Earth's ocean and how they affect the earth; and astronomy- all physical objects beyond Earth. Concepts associated with physical science will also be emphasized throughout this course. Eighth Grade Earth Science invites students to explore and appreciate God's creation, while developing the knowledge and skills necessary to become good stewards of the planet which He has entrusted to our care.

### 8<sup>th</sup> Grade English (full year)

In this course, students grow in literacy, writing, speaking, and listening. They learn to analyze literature through textual annotation and by applying literary terms in discussions and compositions. For informational texts, the focus is on identifying the author's claim and analyzing type of support used. Learning to identify and employ ethos, pathos, and logos provides a focal point in both the understanding and generating of texts. The research and writing component for this course bridges the foundation laid in seventh grade and prepares students for the 9th grade research project. Major works include *The Giver*, *A Christmas Carol* and *Romeo and Juliet*. A variety of poems, essays, and short stories are also studied. The summer reading assignment will be released at the end of May.

**Required Texts:** Parents must purchase required paperbacks. List of titles released at the end of May.

### 8<sup>th</sup> Grade American and Arkansas History (full year)

In Eighth Grade American and Arkansas History, students will learn about the making of the United States, beginning with the migration across Beringia from Asia to America and ending with the emergence of the United States as a world power at the start of the 20th century. As this broad American timeline unfolds, students will pause thematically and zoom closer into Arkansas' role in the larger story of our nation. Throughout, students will exercise critical thinking skills and learn to think like historians as they analyze and interpret primary sources like old diaries, letters, paintings, and memoirs. Students are challenged to search for God's purpose in historical events so they may know Him better and learn important lessons from the past.

## **8<sup>th</sup> Biblical Worldview (full year)**

Eighth Grade Biblical Worldview is designed to help students continue growing in wisdom and in understanding and to encourage them to affirm a life characterized by living out Christianity. As such, it provides an appropriate transition to the increased independent thinking that will characterize future BWV studies. As students work through the book of Acts, they examine the early church and also see the sacrifice displayed by the apostles, focusing on Paul. This study is coupled with a Missionaries and Martyrs unit, in which they learn about other figures in ancient and contemporary history, appreciating the diverse tapestry God weaves as He fulfills His purpose through His people, the Church. Students learn about wisdom literature and parables as genres of literature in the Bible and are challenged to apply wisdom and discernment as they face the challenges of everyday life. This study is deepened as they learn about the role of the Holy Spirit and prayer in the life of a believer, emphasizing God's sovereign care as He leads and equips in the struggle against the ungodly forces and influences of this world. Students also examine the book *Do Hard Things* by Alex and Brett Harris, which challenges adolescents to re-think their teen years, to step out of their comfort zones, and do big things for the glory of Jesus Christ.

## **8<sup>th</sup> GRADE PHYSICAL EDUCATION/ATHLETICS**

---

### **Physical Education (1 or 2 semesters)**

Physical education incorporates the body, mind, and spirit as a whole. As warriors of Christ, students are encouraged to respect and reflect the God-given worth of human life; pursue excellence in lifelong fitness and lifetime activities; and grow physically, mentally, socially, and spiritually. Students are engaged in a variety of lifetime activities: general fitness, basketball, volleyball, speedball, flag football, and soccer. Students also take part in the Presidential Fitness Program. Students are assessed in mile run, shuttle run, pull-ups, sit-ups, and flexibility. Student assessment is completed through participation, written tests, and skills tests. They serve one another in love and with respect while developing individual potential and leadership. The goal of this course is to provide physical activity in an engaging way while learning about the importance of activity in overall health. Students in 7th and 8th grade are required to dress out for each class period in a grey t-shirt, blue gym shorts, and athletic shoes. The students change in the locker room in the gym. Sign up for this, Athletics, Cheer, Track, Cross Country, or Wrestling. Cheer, Track, Cross Country, and Wrestling meet after school.

### **Junior High Male Athletics (full year)**

Boys playing basketball or football in the 8th grade must request Junior High Male Athletics on the Course Selection Form. This class will meet during the school day at the same time as the 9th grade Athletics. Additional practice times outside of class are determined by the athletic department. Each coach notifies his/her players of specifics related to the sport. During the off season, students participate in off-season cardio and strength training activities. Parents or students with questions regarding participation in 8th grade sports are encouraged to speak with the coaches of the particular sport of interest for more information. Sign up for this or Physical Education.

### **Junior High Female Athletics (full year)**

Girls playing volleyball or basketball in the 8th grade must request Junior High Female Athletics on the Course Selection Form. This class will meet during the school day. Additional practice times outside of class are determined by the athletic department. Each coach notifies his/her players of specifics related to the sport. During the off season, students participate in off-season cardio and strength training activities. Parents or students with questions regarding participation in 8th grade sports are encouraged to speak with the coaches of the particular sport of interest for more information. Sign up for this or Physical Education.

## **8<sup>th</sup> GRADE WORLD LANGUAGE**

---

### **Introduction to Romance Languages (1 semester)**

This course is designed to introduce students to the four romance languages: French, Italian, Portuguese, and Spanish. Lessons will focus on the most basic elements of language learning such as: greetings, alphabet, numbers, and colors. By being exposed to all four languages simultaneously, students will gain insight into the roots and sharings of vocabulary and grammar across all 4 languages. Upon completion, students will be able to make an informed decision on which language (Spanish or French) to pursue for their 2 years of language instruction in High School.

### **Honors French I – (full year; 1 High School credit)**

**Prerequisite:** None

This course provides novice level instruction in pronunciation, aural/reading comprehension, vocabulary, and basic grammar of the French language. After acquiring these language skills, students will begin to progress toward basic written and spoken communication in French, as well as cultural proficiency in the target language. Students will apply higher order thinking skills in performance based assessments while also supplementing perception of native language grammar and basic knowledge of the Christian faith in French. This course will appear on the high school transcript.

**Course Fee:** None

### **Honors Spanish I – (full year; 1 High School credit)**

**Prerequisite:** None

This course provides novice level instruction in pronunciation, aural/reading comprehension, vocabulary, and basic grammar in the Spanish Language. After acquiring these language skills, students will begin to progress toward basic written and spoken communication in Spanish, as well as cultural proficiency in the target language. Students will apply higher order thinking skills on performance based assessments while also supplementing perception of native language grammar and basic knowledge of the Christian faith in Spanish. This course will appear on the high school transcript.

**Course Fee:** None

## 8<sup>th</sup> GRADE FINE ARTS

---

### **Junior High Art I: Drawing (1 semester)**

In this introductory course, students improve drawing skills. Based upon the concepts of the book by Betty Edwards, *Drawing on the Right Side of the Brain*, students learn to use “right brain mode” thinking, concentrate on lines, and compare spatial relationships. Students experience a variety of media including drawing pencils, charcoal pencils, watercolor pencils, chalk pastels, colored pencils, and oil pastels. They also continue to develop an understanding of the elements of art and principles of design to build their confidence. Through this course, the instructor charges students to explore God’s creation as they examine the nature of what is beautiful in relationship to visual arts.

**Prerequisite:** None

**Course Fee:** \$10

### **Junior High Art II: Painting (1 semester)**

This semester course builds on the concepts of Junior High Art I and introduces students to painting concepts and techniques at the Junior High level. This class is open to students in Grades 7 or 8 who have completed Junior High Art I: Drawing. This course increases students’ confidence to prepare them for the high school’s art courses. This course emphasizes the use of various types of paint, further develops students’ understanding of the elements of art and principles of design, examines color theory, and explores famous artists and styles of painting. Through this course, we will observe God’s beautiful creation and design.

**Prerequisite:** Junior High Art I: Drawing

**Course Fee:** \$30

### **High School Studio Art I – (Full Year)**

This course is a year-long survey of studio art. Students explore the fundamentals of art including the principles of design, the elements of art, and basic technical skills in both 2D and 3D design. The instructor exposes students to wet, dry, mixed and sculptural mediums. Students explore the entire creative process including concept, critique, competition, and display. The instructor also uses art history and contemporary artists as an extension of learning the various media and techniques. Students expand their knowledge of composition, artistic expression, and aesthetics congruent with Biblical worldview.

**Prerequisite:** JH Art I, JH Art II, and recommendation by JH Art Teacher

**Open to:** Approved 8th grade students

**Course Fee:** \$45

### **Junior High Band (full year)**

Junior High Band is designed for students with 1-2 years of experience, but beginners in 7<sup>th</sup> or 8<sup>th</sup> grade can join too! The Junior High Band participates in approximately 2-3 performances a semester, including concerts and competitions. The Junior High Band provides an environment where students of various abilities can grow and be challenged together. Students are encouraged to participate in ASBOA/AAA activities such as Solo & Ensemble and All-Region Band.

**Prerequisite:** Experienced musicians and beginning students are welcome

**Open to:** 7<sup>th</sup> and 8<sup>th</sup> Grade Students

**Course Fee:** \$100

### **Junior High Orchestra (full year)**

Junior High Orchestra is designed for students with 1-2 years of experience, but beginners in 7<sup>th</sup> or 8<sup>th</sup> grade can join too! Junior High Orchestra participates in approximately 2-3 performances a semester, including concerts and competitions. Junior High Orchestra provides an environment where students of various abilities can grow and be challenged together. Students are encouraged to participate in ASBOA/AAA activities such as Solo & Ensemble and All-Region Orchestra.

**Prerequisite:** Experienced musicians and beginning students are welcome

**Open to:** 7<sup>th</sup> and 8<sup>th</sup> Grade Students

**Course Fee:** \$100

**Legacy Choir - GIRLS (full year)**

Legacy Choir is a performing ensemble open to all girls in the 7th-8th grades. This introductory choral ensemble will not only equip the beginner choir student with foundational singing technique and music sight reading skills, but will also challenge the seasoned choral veteran to grow in their leadership within their section. Students will discover a safe place to overcome singing anxiety and learn to hone their gifts with a great degree of proficiency and excellence. Legacy Choir will give approximately 3 performances a semester, and participates in a Fall Retreat and a Spring competition trip at Magic Springs Theme Park. Students are encouraged to participate in AAA/ArkCDA activities such as All-Region Choir auditions.

**Prerequisite:** None

**Course Fee:** \$20

**Encore Choir - BOYS (full year)**

Encore Choir is a performing ensemble open to all boys in the 7th-8th grades. This group seeks to be a strong brotherhood of men who are committed to building one another up and to excellence in the pursuit of a strong and unified sound. This introductory choral ensemble will not only equip the beginner choir student with foundational singing technique and music sight reading skills, but will also challenge the seasoned choral veteran to grow in their leadership within their section. Encore Choir will give approximately 3 performances a semester, and participates in a Fall Retreat and a Spring competition trip to Magic Springs Theme Park. Students are encouraged to participate in AAA/ArkCDA activities such as All-Region Choir auditions.

**Prerequisite:** None

**Course Fee:** \$20

**Junior High Theatre (1 semester)**

Junior High Theatre offers students an opportunity to learn about a variety of elements related to acting and the theatre. Students study acting and design and also learn to look at plays critically. Some of the activities include writing and performing original pieces, learning monologues, and basic set design. Junior High Theatre provides a great place for students to learn new things, discover unknown elements of their personalities, and hone skills and abilities related to this field. It is also a place where students can work on overcoming shyness and gain confidence as they learn to interact and encourage others by studying and performing in a variety of genres. Students are required to attend the LRCA high school productions.

**Prerequisite:** None

**Course Fee:** None

**Junior High Technical Theatre (1 semester)**

Junior High Technical Theatre offers students the opportunity to learn all things theatre that go on behind the scenes. Students will study a variety of technical aspects from lighting and sound to set design and costuming. Junior High Technical Theatre is a great place for students to learn new things, discover new technology as well as hone skills related to this field. It is also a great way to gain experience that can be used in our school's major productions.

**Prerequisite:** None

**Course Fee:** \$20

## **8<sup>th</sup> GRADE: OTHER ELECTIVES**

---

### **STEM: Robotics (1 semester)**

As our world becomes more and more automated, experience with robotics is an asset to any student. Hands-on learning engages students, sparks creativity, and helps in the development of critical thinking skills. Robotics Design Engineering III is a hands-on, STEM robotics course that engages students by providing the resources to design, build and program LEGO® Spike Prime® Robots with block-based coding. Working with robotics and coding hands-on will motivate students to plan, predict, test, problem-solve, analyze, and explore, all while deepening their STEM learning and developing career-readiness skills. Students who wish to explore robotics design and engineering further are suggested to join our Junior High Robotics Club.

**Prerequisite:** None

### **STEM: Engineering I (1 semester)**

As our world becomes more reliant on technology, a student's ability to design and create becomes a more valuable skill for the future. In this course, students further the Design Process and use of Tinkercad introduced in Middle School. Students design, construct and test a toothpick bridge, a marble roller coaster, a marble maze toy, a Rube Goldberg machine, and a CO2 race car; all while learning and applying concepts of Physics.

**Prerequisite:** None

### **STEM: Engineering II (1 semester)**

This course is a complement to Engineering Design I, and allows students to further develop engineering and design skills to create projects including a Popsicle Weight-bearing Tower, a Mechanical Hand, a pressurized Water Rocket, an Egg Drop, Catapults, Rubberband Helicopters, Trigger Launchers, and even Hydraulic Judo Robots.

**Prerequisite:** None

### **STEAM: The Art of STEM (1 semester)**

Calling all Artists! This course allows students to explore their creativity by creating educational materials for teachers in Junior High and Middle School. Students will learn Stop Motion Animation to create educational films, create a Zoetrop to illustrate, and even Paper Quilling to create models for concepts covered by both Middle School and Junior High. Students will display/present their creations at the conclusion of the semester.

**Prerequisite:** None

### **Junior High Math Lab (1 or 2 semesters)**

Math Lab reinforces foundational concepts and skills to support student success with their current math study. In Math Lab, students will be provided with additional examples, re-teaching, and enrichment, as well as opportunities for project-based learning. The goal of Math Lab is to provide students with the assistance and time they may need to gain confidence in their mathematical ability. There will be minimal, if any, outside work assigned for this class.

### **Study Hall (1 or 2 semesters)**

Students are allowed to request up to one study hall per semester. Requests are made on the Course Selection Form. Study Hall placement is not guaranteed. Students with challenging academic schedules or athletes participating in in-season sports will be given first priority.

### **Introduction to Creative Writing (1 semester)**

Do you get lost in books? Have you ever thought about writing your own adventures? If you are a blossoming storyteller, artist or just love to write, Introduction to Creative Writing is the class for you. This semester long course will venture into different genres, allowing you to read, write, and practice memoir, fantasy, short story and beyond. Through thinking, reading and writing, we will cultivate your story-heart and dig into the elements of writing and art, all the while creating our own original pieces and ideas for your own writing portfolio.

### **Service (1 or 2 semesters)**

The purpose of Service is for students to learn what Biblical service looks like through hands-on experience. First, students learn about service, identifying individual strengths and interests and understanding expectations that come with this unique course. Students are placed where the need is greatest and where the teacher believes the student is best suited. Student input will be considered in the placement process, but the final decision will be up to the service teacher. Placement will be on campus, and students will report to a selected LRCA staff member: teacher, librarian, office manager, playground teacher, facility manager, coach, administrator, etc. An expectations contract will be signed by both the parent and the student before placement in a service position. This semester elective may be taken both semesters.

**Prerequisite:** Application and teacher recommendation

**Introduction to Debate (1 semester)**

Do you like to argue? Then, take Intro to Debate and learn how to argue well. In this course students will examine the way they think, gather and evaluate information in order to create arguments based on textual evidence. They will explore the topics of critical thinking, media, bias and logical argument formation for the purpose of debate. They will practice these skills in class with each other in controlled situations. The course heavily factors student-focused discussion and in-class speaking based projects.

**Creative Bible Journaling (1 semester)**

This course provides a Bible framework for artistic expression. Students are encouraged to celebrate and reflect on God's Word in a fresh, meaningful way. As students examine scripture, they are able to put those verses into a format that helps them internalize Truth, while creating a personal representation of those Truths. Students will also be able to document their own spiritual journey along the way. This will allow for quality conversation over the artistic interpretation of their peers.

**Course Fee:** \$25

# Helpful Information for 8<sup>th</sup> Grade Course Selection

## Physical Education, Athletic Periods, and Fine Arts

- At least one semester of P.E. OR a full year of Athletics is required in 8<sup>th</sup> grade. (*Cross Country, track, cheer and wrestling meet after school and fulfill the P.E. requirement*)
- At least one semester of a fine art is required in 8<sup>th</sup> grade.

## High School Courses

The courses listed below are available to qualified 8th grade students who have met the required prerequisites and have teacher recommendation. The grades and credit for these courses will appear on the high school transcript. Please note the following regarding high school graduation requirements in math and world language:

Math	4 units, minimum of 1 unit per year (including Algebra I, Geometry, Algebra II required)
World Language	2 years (consecutive years in the same language taken in grades 9-12)

### High School Courses Available to 8th graders

- Honors Algebra I
- Honors Geometry
- Honors French I
- Honors Spanish I

### 8th Grade electives that meet for both semesters (full year)

- 8th Female Athletics
- 8th Male Athletics
- Honors French I
- Honors Spanish I
- High School Studio Art I
- Junior High Band
- Junior High Orchestra
- Legacy Choir – GIRLS
- Encore Choir – BOYS

### 8th Grade electives that meet for one semester

- Introduction to Romance Languages
- Junior High Art I: Drawing
- Junior High Art II: Painting
- Junior High Theatre
- Junior High Technical Theatre
- STEM: Robotics
- STEM: Engineering I
- STEM: Engineering II
- STEAM: The Art of STEM
- Introduction to Creative Writing
- Introduction to Debate
- Creative Bible Journaling
- \*Junior High Math Lab
- \*Study Hall
- \*Service
- \*Physical Education

**\*You may sign up for both semesters**