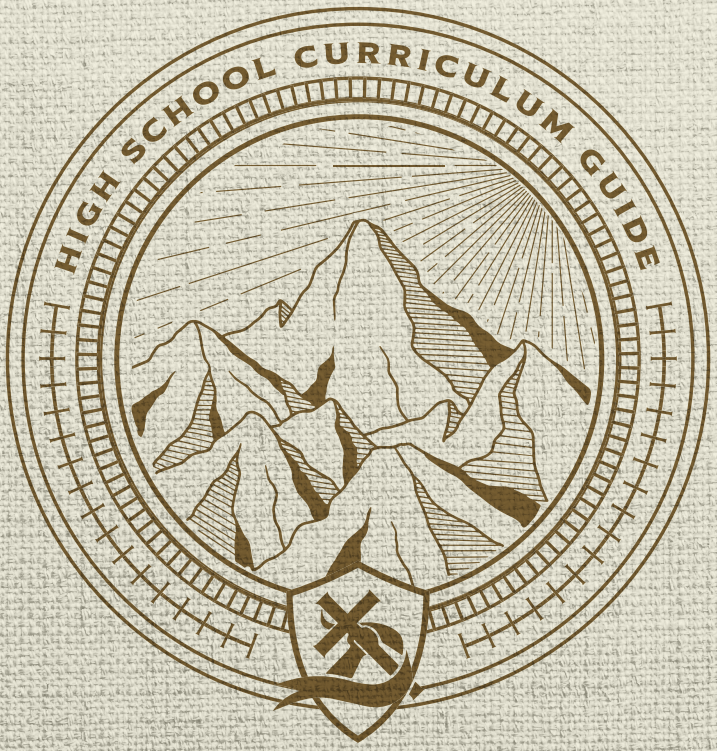
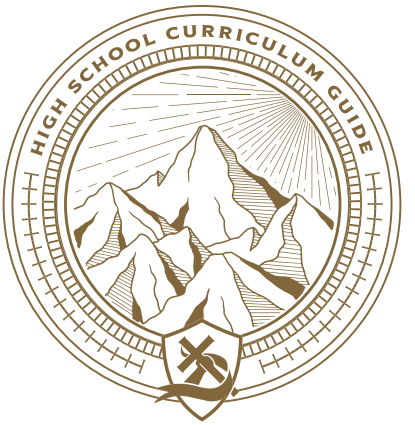


LITTLE ROCK
CHRISTIAN ACADEMY



HIGH SCHOOL

CURRICULUM GUIDE

LITTLE ROCK CHRISTIAN ACADEMY

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$\lim_{x\to\infty} f(x)$
$a^2+b^2=c^2$
$\tan(\theta)$
$\log_2 B$
$\pi = 3.14$
$V=\frac{1}{3}\pi r^2 h$
$V=lwh$
$E=mc^2$
$y=mx+b$
$\sin^2\theta+\cos^2\theta=1$
$E[a,b]$

MATHEMATICS

The language of math is the language of design, of balance and symmetry, of patterns and probability. It allows us to model the physical world, to quantify, calculate, measure, divide, multiply, separate, sort, and combine. We believe a deeper understanding of math allows us to more fully appreciate many other parts of creation such as nature, music, art, language, and science. We see mathematical concepts embedded in the Scriptures describing both God's work and the work he has called us to as his image bearers. Understanding and using mathematical language and concepts is a uniquely human quality rooted in the character and person of God the creator and his desire to bring order out of chaos, a desire we echo here on earth. LRCA students understand the orderliness and precision of creation and practice employing logic and mathematical reasoning with accuracy and depth. They are confident calculators, creative problem-solvers, and clear communicators in mathematical languages.

"Great is our Lord
and mighty in power,
His understanding
has no limit."
Psalm 147:5

ALGEBRA I & 8TH HONORS ALGEBRA I

Learning Goals

- Apply mathematics to problems arising in everyday life.
- Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, and graphs.
- Analyze and justify mathematical ideas.

What will we do in class?

- Engage in whole class and small group number talks
- Leverage technology to analyze complex problems
- Solve problems in collaborative groups

What supplementary skills are we developing?

- Perseverance
- Ability to identify patterns
- Capacity to make informed decisions

How do we show what we learn?

- Using appropriate math language during number talks
- Applying prior learning to understand new, complex tasks
- Demonstrating understanding on formal and informal assessments: classwork, quizzes, tests, and projects

Unit	Learning Goals	Essential Questions
Unit 1 Generalizing Patterns	Identify patterns, write rules for patterns, describe patterns	How can patterns be described algebraically, numerically, and graphically?
Unit 2 Linear Relationships	Graph linear equations in different forms: Point-Slope, Slope-Intercept, and Standard Form	How can slope represent a rate of change? What kind of data is linear?
Unit 3 Solving Linear Equations and Inequalities	Apply prior knowledge of slope and linear graphs to write linear equations. explore linear transformations Use information to solve equations and inequalities Write equations and inequalities from real-life situations	Is there a relationship between the solutions of linear equations and linear graphs? How can we describe their relationship?
Unit 4 Systems of Linear Equations and Inequalities	Solve systems algebraically, numerically, and graphically Determine the best method to solve a system	What is a system of equations/inequalities? What does it represent?
Unit 5 Functions	Use function notation, determine if a graph is a function, explore properties of function	How does function notation give us information? How can a function be determined?
Unit 6 Non-Linear Functions	Compare linear functions to other function families Explore properties of exponents	What types of functions are not linear? What are their properties?
Unit 7 Quadratic Functions	Explore key features of quadratic functions Compare the different formats of quadratic functions Write quadratic functions for real-life situations	What are the key features of quadratic functions? What information can be determined from each form?
Unit 8 Exponential Functions	Explore key features of exponential functions Write exponential functions for real-life situations	What type of information is exponential?

GEOMETRY

Learning Goals
- Apply mathematics to problems arising in everyday life.
- Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, and graphs.
- Analyze and justify mathematical ideas.

What will we do in class?
- Solve problems in collaborative groups
- Summarize and take notes
- Construct arguments and critique the reasoning of others

What supplementary skills are we developing?
- Reason quantitatively
- Justify and defend solutions
- Organize materials and manage time appropriately

How do we show what we've learned?
- Using appropriate math language during whole class and small group discussions
- Applying prior learning to understand new, complex tasks
- Demonstrating understanding on formal and informal assessments: classwork, quizzes, and tests

Unit	Learning Goals	Essential Questions
Unit 1 Reasoning in Geometry	Use inductive and deductive reasoning to prove or disprove a claim	Why is it important to think logically?
Unit 2 Tools of Geometry	Explore the foundations of Geometry: points, lines, planes, angles, and properties Calculate the midpoint of segments Connect the concepts of parallel and perpendicular to create linear equations	Why do we measure? Why is it important to have a common language in math? What is true about the slopes of parallel and perpendicular lines? How do you know?
Unit 3 Congruence and Transformations	Identify the motions made by translations, reflections, and rotations Use the definition of congruence in terms of rigid motions to determine if two geometric figures are congruent	Why would we want to compare two objects? How can we prove two objects are congruent? Why is this important?
Unit 4 Congruent Triangles and Proofs	Identify and classify triangles by angle and side measures, use postulates to confirm congruence, and use the properties of triangles to find the missing angle or side measure Use informal proofs to show that parts of triangles are congruent	What information is needed to prove that triangles are congruent? How would knowing the properties of special segments of triangles help apply these properties to more complex figures? How do rigid structures occur in the real world?
Unit 5 Quadrilaterals and Other Polygons	Identify and make generalizations about polygons and quadrilaterals Recognize and apply the properties of quadrilaterals to solve problems	Why is it important to have common names of geometric shapes? In what real life situations would it be necessary to determine the interior or exterior angles of a polygon? How are the parallelogram, rectangle, rhombus, square, trapezoid, and kite alike and different?
Unit 6 Proportions and Similarity	Explore the properties and implications of proportionality and similarity of geometric figures	How does knowing the properties of similarity transformations assist in understanding triangles? How can geometric properties of triangles be used in real world applications?

Unit 7 Right Triangles and Trigonometry	Use the relationships between parts of right triangles to solve problems Identify and apply patterns from right triangles to model real-world problems	What are the relationships between sides and angles in right triangles? What do the trigonometric ratios allow us to do? How do you use trigonometric functions to model and solve real-world problems?
Unit 8 Circles	Identify and apply the properties of circles to solve problems, including problems with inscribed and circumscribed polygons Write the equation of a circle and graph circles on the coordinate plane	How can we use circles to solve problems in the world around us?
Unit 9 Surface Area and Volume	Calculate the perimeter and area of polygons and circles. Calculate the surface area of prisms, cylinders, pyramids, cones, spheres	What is the relationship between two-dimensional and three-dimensional figures?
Unit 10 Statistics and Probability	Identify categorical and quantitative variables, and appropriate numerical and graphical representations of each type Describe distributions of data, using characteristics of shape, measures of center and variability (spread)	How does the type of data collected determine the best way(s) to display and interpret results?

HONORS GEOMETRY

Learning Goals

- Apply mathematics to problems arising in everyday life.
- Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, and graphs.
- Analyze and justify mathematical ideas.

What will we do in class?

- Solve problems in collaborative groups
- Summarize and take notes
- Construct arguments and critique the reasoning of others

What supplementary skills are we developing?

- Reason quantitatively
- Justify arguments
- Use patterns to solve problems

How do we show what we've learned?

- Using appropriate math language during whole class and small group discussions
- Applying prior learning to understand new, complex tasks
- Demonstrating conceptual understanding on formal and informal assessments: classwork, quizzes, and tests

Unit	Learning Goals	Essential Questions
Unit 1 Reasoning in Geometry	Use inductive, deductive and visual reasoning to look for patterns and make logical conclusions	Why is it important to think logically?
Unit 2 Building Blocks of Geometry	Understand the foundations of Geometry Understand the concept of midpoint, some basic properties of angles, and properties that occur with parallel and perpendicular lines	What are some basic properties in Geometry that we can use to discover other geometric properties?
Unit 3 Triangles	Students will discover the properties of triangles. They will understand angle side relationships, pythagorean theorem, distance, and what makes triangles congruent	What relationships exist between the sides and angles of a triangle?

Unit 4 Quadrilaterals and Other Polygons	Students will identify and make generalizations about polygons and quadrilaterals. Students will recognize and apply the properties of quadrilaterals to solve problems	How do we name figures? How do we classify figures based on their properties?
Unit 5 Similarity	Students will explore the properties and implications of proportionality and similarity of geometric figures	Are similar geometric figures congruent? Is the converse true?
Unit 6 Special Right Triangles and Trigonometry	Identify and apply patterns from right triangles to model real-world problems Extend their understanding of triangle similarity and proportional relationships to justify their reasoning	What do the trigonometric ratios allow us to do?
Unit 7 Circles	Identify and apply the properties of circles to solve problems, including problems with inscribed and circumscribed polygons Write the equation of a circle and graph circles on the coordinate plane	How can we use circles to solve problems in the world around us?
Unit 8 Surface Area and Volume	Calculate the volume and surface area of prisms, cylinders, pyramids, cones, spheres	What relationships exist between two-dimensional and three-dimensional figures?
Unit 9 Statistics and Probability	Understand the basics of how to organize, calculate and interpret distributions of data	How can we organize and interpret data to fully understand the situation?

ALGEBRA II

Learning Goals
- Apply mathematics to problems arising in everyday life.
- Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, and graphs.
- Analyze and justify mathematical ideas.

What will we do in class?
- Solve problems in collaborative groups
- Summarize and take notes
- Construct arguments and critique the reasoning of others

What supplementary skills are we developing?
- Reason quantitatively
- Justify arguments
- Use patterns to solve problems

How do we show what we've learned?
- Using appropriate math language during whole class and small group discussions
- Applying prior learning to understand new, complex tasks
- Demonstrating conceptual understanding on formal and informal assessments: classwork, quizzes, projects, and tests

Unit	Learning Goals	Essential Questions
Unit 1 Equations and Inequalities	Simplify and evaluate expressions, solve equations and inequalities, and solve absolute value equations and inequalities	How is solving linear inequalities similar to solving absolute value inequalities? How is it different?
Unit 2 Linear Functions and Relations	Evaluate functions and write the equation of a line given a point and a slope, two points, or the graph of the line	What is slope, and how can we find it? What is true about the slopes of lines that are parallel or perpendicular to each other?
Unit 3 Parent Functions and Transformations	Revisit parent functions, identifying domain and range, as well as their key characteristics Graph and describe the transformation of functions	What are the parent functions, and how can we recognize the various transformations both graphically and within equations?

Unit 4 Systems of Equations and Inequalities	Solve systems of equations by graphing, elimination, and substitution Solve systems of inequalities	What is the best method for accurately solving a system of equations?
Unit 5 Graphing Quadratic Functions	Graph and identify the key characteristics of quadratic functions	What information can we obtain from graphing quadratic functions?
Unit 6 Factoring and Solving Polynomials	Factor and solve polynomial expressions and quadratic function	What are the zeros of polynomial functions, and what strategies can we use to find them?
Unit 7 Solving Quadratic Functions	Solve quadratic functions using multiple strategies, including the quadratic formula Perform operations on complex numbers	If quadratic functions with complex roots don't cross the x-axis, how can we find their zeros?
Unit 8 Operations on Polynomials	Simplify and perform operations on polynomials, including long division and synthetic division Factor and solve polynomial equations, including polynomials of higher degree.	How can we recognize whether polynomials of higher degree can be factored?
Unit 9 Graphs of Polynomial Functions	Identify various characteristics of the graphs of polynomial functions Find all the roots and zeros of polynomial equations using a variety of methods	How can graphs of polynomial functions help us find all the zeros?
Unit 10 Inverses and Radical Relations and Functions	Find and verify the inverses of functions and relations Graph and analyze square root functions and inequalities	How can we verify algebraically that two functions are inverses of each other, as well as by comparing their graphs and their table of values?
Unit 11 Radical Expressions and Rational Exponents	Simplify and solve equations involving roots, radical expressions, and rational exponents	What is the relationship between radicals and expressions containing rational exponents?
Unit 12 Rational Functions and Relations	Simplify rational expressions by multiplication, division, addition, and subtraction Solve rational equations	How can we apply algebraic principles to solving rational equations?
Unit 13 Exponential and Logarithmic Functions and Relations	Solve exponential equations and evaluate logarithmic expressions	What is the relationship between exponential and logarithmic functions?

HONORS ALGEBRA II

Learning Goals

- Apply mathematics to problems arising in everyday life.
- Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, and graphs.
- Analyze and justify mathematical ideas.

What will we do in class?

- Solve problems in collaborative groups
- Summarize and take notes
- Construct arguments and critique the reasoning of others

What supplementary skills are we developing?

- Reason quantitatively
- Justify arguments
- Use patterns to solve problems

How do we show what we've learned?

- Using appropriate math language during whole class and small group discussions
- Applying prior learning to understand new, complex tasks
- Demonstrating conceptual understanding on formal and informal assessments: classwork, quizzes, and tests

Unit	Learning Goals	Essential Questions
Unit 1 Summer Assignment	Review prerequisite skills	What skills are needed to be successful in Algebra II?
Unit 2 Linear Relations	Evaluate functions and write the equation of a line given a point and a slope, two points, or the graph of the line	How do we graph and write equations for linear functions when given different pieces of information?
Unit 3 Systems of Equations and Inequalities	Solve systems of equations by graphing, elimination, substitution, and using matrices Solve systems of inequalities and perform operations on matrices	What is the best method for accurately solving a system of equations?
Unit 4 Parent Functions and Transformations	Graph and describe the transformations of the parent functions Identify key features of different parent functions	What are the key features which differentiate the parent functions? What changes can be made to parent functions which result in changes to the graphs? How do these changes compare among the different parent functions?
Unit 5 Working with Functions	Use multiple strategies to solve equations Combine functions using function notation Identify and graph inverse functions	What strategies can be used to solve equations? How can two or more functions be combined? What is an inverse function?
Unit 6 Radical Expressions	Simplify radicals Perform operations with radical expressions Solve equations involving radicals	What strategies can be used to simplify radicals? How are operations on radical expressions different from other expressions? How do inverse operations relate to radical equations?
Unit 7 Quadratics	Explore the different forms of quadratic equations and determine the value of each Solve quadratic equations Determine the key features of quadratic graphs and their relationships to quadratic equations	What are the different forms of quadratic equations? What is the importance of each form? What strategies can be used to solve quadratic equations?
Unit 8 Higher Degree Functions	Differentiate between polynomial degrees Perform operations and solve polynomial equations	What are differences in the graphs of polynomial functions based on degree? What is the relationship between zeros and the degree? How can polynomial functions be factored?
Unit 9 Rational Functions	Identify key features of rational functions both algebraically and graphically Perform operations on rational expressions Solve rational equations	How are rational functions different from other parent functions? How can the key features be determined algebraically and graphically? What steps are necessary to solve rational equations?
Unit 10 Exponential Functions and Logarithms	Investigate the inverse functions Determine the key features of exponential and logarithmic functions Use inverse operations to solve equations	How are exponential and logarithmic functions related? How do the graphs compare? How can exponential and logarithmic functions be used to solve problems?

ALGEBRA III

Learning Goals

- Apply mathematics to problems arising in everyday life.
- Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, and graphs.
- Prepare for post-secondary-level mathematics courses.

What will we do in class?

- Engage in whole class and small group number talks
- Leverage technology to analyze complex problems
- Solve problems in collaborative groups

What supplementary skills are we developing?

- Critical thinking
- Ability to interpret information
- Capacity to make informed decisions

How do we show what we've learned?

- Math talks
- Guided instruction
- Independent practice
- Real-life application through project

Unit	Learning Goals	Essential Questions
Unit 1 Applications of Number Sense	Appy estimation and numerical patterns to real-world problems	How can estimation help us make sense of our world? What patterns can be found to help us solve problems?
Unit 2 Applications of Linear Functions	Review graphing linear functions in different forms. apply their knowledge to solve real-world problems	When can we use linear models to represent the world around us?
Unit 3 Applications of Inequalities and Systems of Equations	Solve systems of equations and inequalities in a variety of methods Use systems of equations and inequalities to solve real-world problems	Why do we represent the solution of the system of equations as an ordered pair? What does it mean to have infinitely many or no solutions? How do the solutions of inequalities differ?
Unit 4 Application of Polynomial Functions	Identify key features of polynomials using technology Use polynomial functions to solve problems	What is the connection between the real solutions of a polynomial function and the related graph?
Unit 5 Application of Rational and Exponential Functions	Identify key features of rational and exponential functions using technology Use rational and exponential functions to solve problems	How can we recognize and differentiate between rational and exponential models?
Unit 6 Introduction to Statistics	Collect and model real-world data	Why do we need statistics?

INTRODUCTION TO COLLEGE ALGEBRA

Learning Goals

- Apply mathematics to problems arising in everyday life.
- Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, and graphs.
- Prepare for post-secondary-level mathematics courses.

What will we do in class?

- Solve problems in collaborative groups
- Summarize and take notes
- Construct arguments and critique the reasoning of others

What supplementary skills are we developing?

- Perseverance
- Ability to justify arguments
- Capacity to make informed decisions

How do we show what we've learned?

- Using appropriate math language during whole class and small group discussions
- Applying prior learning to understand new, complex tasks
- Demonstrating understanding on formal and informal assessments: classwork, quizzes, and tests

Unit	Learning Goals	Essential Questions
Unit 1 Foundations of Algebra	Classify real numbers, factor quadratic expressions, apply exponent properties, and solve linear equations and inequalities in one variable	How do we use the foundational rules and properties of algebra to help us solve problems?
Unit 2 Functions and Their Graphs	Analyze and compare the characteristics and graphs of functions Extend their understanding of the parent functions and the transformations of their graphs	How do we identify various transformations and characteristics of functions and compare models?
Unit 3 Operations with Functions	Perform operations with functions including the composition of functions Connect algebraic solutions involving functions to their graphs. find and verify inverse functions	How do we solve and model an algebraic equation using various methods?
Unit 4 Linear Functions and Absolute Value Functions	Graph linear equations and write the equation of a line Graph absolute value functions and solve systems of linear equations and inequalities	How can we use the solution to a system of equations to describe the system?
Unit 5 Quadratic and Square Root Functions	Graph and analyze quadratic and square root functions. solve quadratic equations	How can we use the zeros of a quadratic function to describe the behavior of the quadratic?
Unit 6 Polynomial Functions	Use synthetic division and other strategies to solve and graph polynomial functions, including those of higher degree Graph and find the zeros of polynomial functions	What strategies can we use for finding all real zeros of a function?
Unit 7 Rational Functions	Analyze and graph rational functions using key characteristics of the domain, point of discontinuity, asymptotes, and intercepts	When is the domain of a function restricted, and why?
Unit 8 Exponential and Logarithmic Functions	Graph exponential and logarithmic functions Identify key characteristics of the graph, and solve problems involving exponential and logarithmic equations	What is the relationship between exponential and logarithmic functions?
Unit 9 Overview of Functions and Solving Equations	Compare graphs of various functions using a table, graph, and algebraic operations. Solve complex algebraic equations involving multiple types of expressions	How can we compare functions and graphical models?
Unit 10 Matrices	Use matrices to solve systems of equations and perform matrix operations	How can we perform various mathematical operations on matrices, and how are they helpful?

Unit 11 Graphs of Relations and Complex Equations	Analyze and evaluate piecewise functions, and graph and write equations of circles Solve complex algebraic equations such as systems of equations in three variables	How can we use a piecewise function to model a real-world situation?

UCA COLLEGE ALGEBRA

Learning Goals
- Apply mathematics to problems arising in everyday life.
- Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, and graphs.
- Analyze and justify mathematical ideas.

What will we do in class?
- Engage in whole class and small group number talks
- Leverage technology to analyze complex problems
- Solve problems in collaborative groups

What supplementary skills are we developing?
- Perseverance
- Identifying patterns
- Making informed decisions

How do we show what we've learned?
- Using appropriate math language during number talks
- Applying prior learning to understand new, complex tasks
- Formal and informal assessments: classwork, quizzes, tests, and projects

Unit	Learning Goals	Essential Questions
Unit 1 Linear Equations and Functions	Apply the concept of slope and average rate of change to linear functions Graph and write linear equations and use them to solve real-world problems.	How can we apply linear functions to real-world contexts?
Unit 2 Functions and Their Graphs	Study the properties of functions and analyze graphs of common functions Use transformations to create new graphs and will perform various operations with functions	What are the characteristics of functions and how do we identify them graphically and algebraically?
Unit 3 Quadratic Functions	Graph, write, and solve quadratic equations Identify characteristics of quadratic equations and apply them in real-world situations	How can we apply quadratic equations to real-world situations?
Unit 4 Polynomials and Rational Functions	Analyze and graph polynomial and rational functions and will identify key characteristics of polynomial and rational functions Use these key characteristics to write and model functions	How can we identify and use characteristics of functions to create real-world models?
Unit 5 Exponential and Logarithmic Functions	Analyze, write, and graph exponential and logarithmic functions Use the properties of exponents and logarithms to condense and expand expressions, solve exponential and logarithmic equations, and solve real-world problems	How do exponential and logarithmic functions apply in the real world?
Unit 6 Regression Models and Matrix Applications	Apply their understanding of linear, polynomial, and exponential functions to create regression models from given tables of data Perform matrix operations and use matrices in solving applications of Systems of Equations	How can we use data to write real-world mathematical models?

HONORS PRECALCULUS

Learning Goals

- Apply mathematics to problems arising in everyday life.
- Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, and graphs.
- Analyze and justify mathematical ideas.

What will we do in class?

- Engage in whole class and small group number talks
- Leverage technology to analyze complex problems
- Solve problems in collaborative groups

What supplementary skills are we developing?

- Perseverance
- Identifying patterns
- Making informed decisions

How do we show what we've learned?

- Using appropriate math language during number talks
- Applying prior learning to understand new, complex tasks
- Formal and informal assessments: classwork, quizzes, tests, and projects

Unit	Learning Goals	Essential Questions
Unit 1 Rates of Change and Constructing Functions	Investigate rates of change in different models Analyze the relationship between rate of change and concavity Compare and contrast transformations in different function families Choose and apply modeles for real-world situations	What information can be determined by calculating rate of change? How can function models be used in real-world situations?
Unit 2 Polynomial and Rational Functions	Analyze and graph polynomial and rational functions Identify key characteristics of polynomial and rational functions and use them to write and model functions	What kind of situations can be modeled with polynomial and rational functions? What are the limitations of a rational model?
Unit 3 Exponential Functions	Compare and contrast arithmetic and geometric sequences Write exponential models of geometric data Use regressions to model exponential data	How does rate of change differ in linear and exponential models? What type of data can be modeled exponentially?
Unit 4 Logarithmic Functions	Write inverse functions for different function families Compare and contrast exponential and logarithmic graphs Model data using logarithmic functions Solve equations using inverse functions	How can inverse functions be determined? How can exponential and logarithmic functions be used to model real-world situations?
Unit 5 Trigonometry	Identify periodic phenomena Use the unit circle to find exact measures of trigonometric values Write and graph trigonometric functions based on data and the unit circle	What type of data is periodic? How are angles measured on the coordinate plane? How can periodic data be modeled?
Unit 6 Analytic Trigonometry and Polar Functions	Use inverse and reciprocal trigonometric relationships to evaluate functions Apply trigonometric identities to solve equations Apply trigonometric equations to real-world situations Use trigonometric relationships to write and graph polar equations.	How can trigonometric equations be solved? What are the differences between the rectangular plane and the polar plane?
Unit 7 Limits	Evaluate the limit of a function at a given value of x graphically, numerically, and algebraically Investigate the relationship between infinite limits and asymptotes Discuss the continuity of a function using limits	How can the behavior of a function approaching a given value of x be described using limits? How can limits be used to determine the continuity of a function?

Unit 8 Derivatives	Evaluate the derivative using derivative rules Make connections between limits and derivatives Apply the concept of derivative to rate of change Use the tangent line to approximate derivatives	What is the derivative? What applications can be determined using derivatives? What is the relationship between limits and derivatives?

UCA ELEMENTARY STATISTICS

Learning Goals

- Collect data by selecting the appropriate method of observation, sample surveying, or experimentation, based on desired outcomes of research.
- Analyze data by describing patterns, trends, associations, and relationships in data.
- Develop explanations or justify conclusions using evidence from data, definitions, or statistical inference.

What will we do in class?

- Work collaboratively to think, discuss, and construct an understanding of statistical concepts
- Perform hands-on activities and projects to solidify statistical concepts
- Leverage technology to simulate real-world applications of statistical methods

What supplementary skills are we developing?

- Flexible thinking
- Public speaking
- Technical writing
- Time-management required for a college-level math class

How do we show what we've learned?

- Using appropriate statistical language and symbols during oral and written communication
- Applying prior learning to understand new, complex tasks
- Demonstrating understanding on formal and informal assessments: classwork, quizzes, tests, and projects

Unit	Learning Goals	Essential Questions
Unit 1 Data Collection and Types of Studies, Describing Distributions, and Two-variable Relationships	Distinguish between an observational study and a designed experiment Create/interpret graphical and numerical displays of categorical and quantitative data Use mathematical models to describe, positionally, data points in relation to one another Examine statistical methods for assessing associations and modeling the relationship between two quantitative variables	How do the conclusions you draw from data analysis depend on the methods you used to collect the data? How does the type of data collected determine the best way(s) to display and interpret results? Why is it helpful to compare data points in relation to one another? What limitations exist when using a mathematical equation to model real-world data? What advantages do such models offer?
Unit 2 Probability, Random Variables, the Normal Distribution and Sampling Distributions	Study the theory of probability while interpreting and calculating probabilities based on random events Explore the characteristics of random variables and calculate probabilities of events represented by random variables Use statistics calculated from a random sample to estimate parameters of the population from which the sample came	How does the theory of probability relate to our level of confidence in the predictions and inferences we make about data? Why do we need random variables when studying Statistics? What methods can we use to study and make inferences about a very large, uncountable population of data?
Unit 3 Estimating Parameters, One and Two-sample Inference Procedures	Calculate and interpret confidence intervals to test a claim about a given population proportion Conduct a statistical test of significance for a population proportion	How can we test a claim someone makes about a characteristic of a population?

Unit 4 Least Squares Regression, Inference on Categorical Data and Slope of a LSRL	Examine statistical methods for assessing associations and modeling the relationship between two quantitative variables Conduct a statistical test of significance for categorical data Calculate a confidence interval and conduct a statistical test of significance for a population's slope of a least-squares regression line	How can we test a claim someone makes about a characteristic of a population? How can we numerically describe the relationship between categorical data? Can we test the claim that there is a statistically significant association between two quantitative variables?

AP STATISTICS

Learning Goals

- Collect data by selecting the appropriate method of observation, sample surveying, or experimentation, based on desired outcomes of research.
- Analyze data by describing patterns, trends, associations, and relationships in data.
- Develop explanations or justify conclusions using evidence from data, definitions, or statistical inference.

What will we do in class?

- Work collaboratively to think, discuss, and construct an understanding of statistical concepts
- Perform hands-on activities and projects to solidify statistical concepts
- Leverage technology to simulate real-world applications of statistical methods

What supplementary skills are we developing?

- Flexible thinking
- Public speaking
- Technical writing

How do we show what we've learned?

- Using appropriate statistical language and symbols during oral and written communication
- Applying prior learning to understand new, complex tasks
- Demonstrating understanding on formal and informal assessments: classwork, quizzes, tests, and projects

Unit	Learning Goals	Essential Questions
Unit 1 Collecting Data	Design a statistical study using sound data collection methods and identify bias in poorly designed studies	How do undercoverage, nonresponse, question-wording, and other aspects of a sample survey lead to bias? How do the conclusions you draw from data analysis depend on the methods you used to collect the data?
Unit 2 Exploring Data	Create/interpret graphical and numerical displays of categorical and quantitative data	How does the type of data collected determine the best way(s) to display and interpret results?
Unit 3 Modeling Distributions of Data	Use mathematical models to describe, positionally, data points in relation to one another	Why is it helpful to compare data points in relation to one another?
Unit 4 Describing relationships between two quantitative variables	Examine statistical methods for assessing associations and modeling the relationship between two quantitative variables	What limitations exist when using a mathematical equation to model real-world data? What advantages do such models offer?
Unit 5 Probability	Study the theory of probability while interpreting and calculating probabilities based on random events	How does the theory of probability relate to our level of confidence in the predictions and inferences we make about data?
Unite 6 Random Variables	Explore the characteristics of random variables and calculate probabilities of events represented by random variables	Why do we need random variables when studying Statistics?
Unit 7 Sampling Distributions	Use statistics calculated from a random sample to estimate parameters of the population from which the sample came	What methods can we use to study and make inferences about a very large, uncountable population of data?

Unit 8 Confidence Intervals for Population Proportions	Calculate and interpret confidence intervals to test a claim about a given population proportion	How can we test a claim someone makes about a characteristic of a population?
Unit 9 Significance Tests for Population Proportions	Conduct a statistical test of significance for a population proportion	How can we test a claim someone makes about a characteristic of a population?
Unit 10 Confidence Intervals for Population Means	Calculate and interpret confidence intervals to test a claim about a given population mean	How can we test a claim someone makes about a characteristic of a population?
Unit 11 Significance Tests for Population Means	Conduct a statistical test of significance for a population mean	How can we test a claim someone makes about a characteristic of a population?
Unit 12 Significance Tests for Distributions and Relationships	Conduct a statistical test of significance for categorical data	How can we numerically describe the relationship between categorical data?
Unit 13 Confidence Intervals and Significance Tests for Slope of a Least Square Regression Line	Calculate a confidence interval and conduct a statistical test of significance for a population's algebraic function's graph and slope of a least-squares regression line	Can we test the claim that there is a statistically significant association between two quantitative variables?

AP CALCULUS AB

Learning Goals

- Discern and articulate the core concepts of Calculus: limits, derivatives, integration, and volume.
- Communicate mathematical language through the use of graphs, symbols, and equations.
- Demonstrate a solid understanding of Calculus by scoring well on the AP Calculus AB exam.

What will we do in class?

- Work collaboratively to think, discuss, and construct understanding
- Leverage technology to assess progress and provide feedback
- Hone test-taking skills

What supplementary skills are we developing?

- Apply prior mathematical knowledge to more advanced concepts
- Communicate verbally and quantitatively
- Think critically

How do we show what we've learned?

- Using appropriate math language during discussions
- Representing and justifying our mathematical procedures in a variety of ways
- Demonstrating understanding of formal and informal assessments, classwork, quizzes, tests, and the AP Exam

Unit	Learning Goals	Essential Questions
Unit 1 Review of Algebra II and PreCalculus	Review foundational components of Algebra II and PreCalculus, with an emphasis on the Unit Circle, Trigonometric Identities, and Analytic Trigonometry	Which algebraic techniques and trigonometric concepts are essential to the study of Calculus?
Unit 2 Limits and Continuity	Analyze graphs and identify key characteristics of algebraic, logarithmic, and trigonometric functions Apply the Intermediate Value Theorem to one-sided and infinite limits and will find the derivative of a function	How do we find the limit of a function graphically, numerically, and analytically?

Unit 3 Differentiation	Explain differentiability and continuity, and find the derivative of a function using basic differentiation rules Find the derivative of a function using the product, quotient, and chain rule, and will apply these concepts to real-world situations	How can we use derivatives of algebraic functions to solve real-world problems?
Unit 4 Application of Differentiation	Apply Rolle's Theorem and the Mean Value Theorem to intervals on which a function is increasing or decreasing Apply the First and Second Derivative Tests to evaluate intervals on which a function is concave upward or downward and to determine relative extrema Use these new concepts, along with L'Hôpital's Rule, Optimization, and Optimization Rules to solve real-world problems	How can we use derivatives to sketch the graph of an algebraic function, and to analyze problems in our world?
Unit 5 Integrals	Find antiderivatives using basic integration rules; approximate the area under a curve using upper and lower sums; and evaluate definite integrals using limits and properties of definite integrals Apply the Fundamental Theorem of Calculus to various algebraic functions	What does it mean to evaluate definite and indefinite integrals of algebraic functions, and how is this useful?
Unit 6 Application of Integration	Find the area between two curves using integration and will use integration as an accumulation process Calculate the volume of a solid of revolution using the disk and washer method	What properties of Calculus can we use to find the area between two curves and the volume of a solid?
Unit 7 Differential Equations	Explore differential equation	What are differential equations used for?
Unit 8 Practice for the AP Exam	Prepare for the AP Exam by working through practice AP Calculus questions, including calculator-friendly and calculator-hostile multiple-choice sections Apply specific strategies for successfully answering AP-style short-answer questions	How do I best plan for the AP Exam? What strategies will I actively practice and employ during the test?

AP CALCULUS BC

Learning Goals

- Discern and articulate the core concepts of Calculus: limits, derivatives, integration, and volume.
- Communicate mathematical language through the use of graphs, symbols, and equations.
- Demonstrate a solid understanding of Calculus by scoring well on the AP Calculus BC exam.

What will we do in class?

- Work collaboratively to think, discuss, and construct understanding
- Leverage technology to assess progress and provide feedback
- Hone test-taking skills

What supplementary skills are we developing?

- Apply prior mathematical knowledge to more advanced concepts
- Communicate verbally and quantitatively
- Think critically

How do we show what we've learned?

- Using appropriate math language during discussions
- Representing and justifying our mathematical procedures in a variety of ways
- Demonstrating understanding of formal and informal assessments, classwork, quizzes, tests, and the AP Exam

Unit	Learning Goals	Essential Questions
Units 1-5 Review AP Calculus AB	Determining limits algebraically, numerically and graphically Determine continuity, L'Hopital's Rule and IVT Use derivative rules Compare avg rate of change vs instantaneous rate of change Find the derivative at a point Perform composite, inverse, and implicit differentiation Analyze straight line motion Use related rates to solve problems Use and identify the Mean Value Theorem Determine extrema using the Extreme Value Theorem Use derivative tests to make connections Sketch curves	What different methods can be used to determine limits? How can limits be used to describe continuity? What is the derivative and what information does it give? How can irregular functions be differentiated? How can derivatives be used to make predictions and solve real-world problems?
Unit 6 Integration and Accumulation of Change	Use integration to find accumulation and approximation Determine indefinite integrals and the antiderivative Use the Fundamental Theorem of Calculus to find the area Find the area using advanced methods Use integration to find arc length	What is integration? How can we use integration to solve problems?
Units 7-8 Differential Equations and Applications of Integration	Use slope fields to represent the solution to a differential equation Integrate differential equations to find the general and particular solutions Apply slope fields and differential equations using Euler's Method and logistic equations Use integration to determine average value and volume	How can integration be used to find particular solutions? What kind of real-world situations can be modeled with logistic equations? How does integration apply to the volume of irregular shapes?
Unit 9 Parametric, Polar, and Vector Valued Functions	Differentiate and integrate parametric and polar equations Apply calculus to vector valued functions	How do calculus methods of differentiation and integration apply to parametric and polar functions? How can they be used to solve motion problems?

Unit 10A Convergence	Determine the convergence or divergence of an infinite sequence by applying the following tests: nth term, integral, geometric, p-series, direct comparison, limit comparison, alternating series, ratio	How can the convergence or divergence of an infinite sequence be determined? What methods can be used to distinguish between each test?
Unit 10B Series	Write polynomial approximations of functions using Taylor and Maclaurin formulas Investigate the radius and interval of convergence of power series Approximate function values using power series Apply the Alternating Series Error Bound and Lagrange Error Bound to determine the error of a power series	How can a polynomial function be written to approximate other types of functions? How can the error between them be found?
Unit 11 Prepare for the AP Calculus BC Exam	Review all topics Practice AP questions in multiple choice and free response form Answer questions with and without technology Take a minimum of 2 mock exams	How do I best plan for the AP Exam? What strategies will I actively practice and employ during the test?

MATH TEST PREP

Learning Goals
- Study of all major math concepts included on the ACT, PSAT, and SAT tests.
- Take part in standardized test strategies.
- Become familiar with the format of each test.

What will we do in class?
- Weekly assessment of in-class collaboration and engagement
- Completion of customized assignments and assessments
- Quizzes over math skills, concepts, and vocabulary

What supplementary skills are we developing?
- Perseverance
- Identifying patterns
- Making informed decisions

How do we show what we've learned?
- Using appropriate math language during number talks
- Applying prior learning to understand new, complex tasks
- Formal and informal assessments: classwork, quizzes, and tests

Unit	Learning Goals	Essential Questions
Unit 1 Preparation for PSAT (11th) ACT/ SAT (12th)	Review the format of the online PSAT Set individual goals on each test Review individual strengths and weaknesses Review skills measured on each test	What specific skills and testing strategies can I benefit most from developing? What resources are available to me?
Unit 2 Preparation for ACT	Mid-semester adjustments to elevate individual growth Identify specific skills and test strategies most needed for each individual student	How does the ACT test differ from the PSAT and SAT?

SCIENCE & STEM

At LRCA, science, technology, and engineering are grounded in a Biblical understanding of God, man, and the creation. We emphasize an inquiry-based approach that fosters curiosity and wonder as students learn about creation and practice caring for it and contributing to it using what they learn in these disciplines. We cultivate a builder mindset, students who are able to use scientific principles and new technologies guided by Truth, who problem-solve creatively, and lend their voice to current challenges to offset the brokenness of a fallen world and serve others. LRCA students use methods of discovery, inquiry, and data collection as they practice classification and division, making inferences, drawing conclusions and communicating their ideas in written and oral form. Above all, we believe scientific thinking can lead to a greater understanding of God as creator and sustainer of the universe, of man as made in God's image, and of man's responsibility to care for creation.

"He spreads out the northern skies over empty space; He suspends the earth over nothing."

Job 26:7

LIFE SCIENCE

BIOLOGY

Tips for Success

- Take exceptional notes daily.
- Complete homework.
- Prepare for examinations.

What will we do in class?

- Learn the biology processes
- Develop lab skills
- Improve our ability to inquire and discover through scientific means

What supplementary skills are we developing?

- Critical Thinking skills
- Good written and oral communication
- Scientific Method

How do we show what we learn?

- Exams at end of Units
- Biology Illustrations
- Lab Reports, Exams, Harkness discussions

Unit	Learning Goals	Essential Questions
Unit 1 Nature of Science	Understand the Nature of Science	What characteristics do all living things share?
Unit 2 Biochemistry	Make connections between Chemistry and Biology	How is Chemistry intertwined in Biology?
Unit 3 Viruses	Compare viruses to living organisms	Are viruses truly alive?
Unit 4 Cell Structures and Function	Explore the complexity of cells	What is the building block of all living things?
Unit 5 Cell Function	Explain the cell cycle including division, reproduction, and mitosis	How do cells reproduce?
Unit 6 Reproduction	Explain the process of Meiosis	How do humans reproduce?
Unit 7 Photosynthesis	Explain the process of photosynthesis	How do plants make food?
Unit 8 Cell Energy	Explain how ATP affects cells, and how ATP is created through photosynthesis and cellular respiration	How do organisms make ATP?
Unit 9 Heredity	Explain how genetic material is passed onto the next generation and how diversity is "created" during sexual reproduction	What is the central dogma of biology?
Unit 10 Genetics	Explain what DNA is and how it is replicated, transcribed and transformed from a code of nucleic acids into a protein	How do organisms pass down traits?

Unit 11 Natural Selection	Understand the theory of natural selection as a theory of how organisms evolved over a long period of time	Is there truth in evolution? What is the difference between micro and macro evolution?
Unit 12 Classification of Organisms	Explain the classification process for organisms used by scientists	How do biologists classify and group organisms?

HONORS BIOLOGY

What will we do in class?

- Create graphs from data collected in a laboratory setting.
- Observe and analyze graphs and charts.
- Create biological claims, support the claim with evidence, and use reasoning to expand on the original claim.

What supplementary skills are we developing?

- Scientific writing methods
- Critical thinking skills
- Understanding different perspectives of all forms of life

How do we show what we learn?

- Create lab reports with proper introduction, methods/materials, results, and conclusion sections.
- Practice making claims over a scientific phenomenon based on evidence and use it to support the reasoning of the claim.
- Recall content knowledge over biological content on tests and exams.

Unit	Learning Goals	Essential Questions
Unit 1 Biochemistry	Explain how atoms and molecules interact with each other and how their properties determine the function of life	What are the components at the atomic level that creates all of life?
Unit 2 Cell Structure and Function	Articulate the difference between prokaryotic and eukaryotic cells	What is the smallest unit of life and how does it function?
Unit 3 Cellular Energetics	Explain how ATP affects cells, and how ATP is created through photosynthesis and cellular respiration	How is energy transformed to give life the ability to perform chemical reactions essential for life?
Unit 4 Cell Communication and Cell Cycle	Explain how cells communicate with each other and how this affects the different aspects of life Explain how cells reproduce and control their life cycle	How and why do singular and multicellular organisms communicate with each other? How do cells reproduce and what control factors are set in place?
Unit 5 Heredity	Explain how genetic material is passed onto the next generation and how diversity is "created" during sexual reproduction	How is genetic material passed from one generation to the next?
Unit 6 Genetics	Define DNA and explain how it is replicated Explain how DNA is transcribed and transformed from a code of nucleic acids into a protein	What is the central dogma of Biology?
Unit 7 Natural Selection	Understand Natural Selection as a theory of how organisms evolved over a long period of time Explore the difference between micro and macro evolution Describe how phylogenetic trees are created and what they mean	What is the theory of evolution and explain the different aspects of how life evolved into today's world from an evolutionary standpoint?
Unit 8 Ecology	Explain how organisms interact with their environment and with other living organisms	How do organisms interact with biotic and abiotic factors that shape our world today?

AP BIOLOGY

Tips for Success

- Create connections between the different units.
- Apply previous science content knowledge and science skills.
- Be willing to use multiple resources outside the classroom to reinforce and enhance your learning while maintaining the proper pace for content acquisition.

What will we do in class?

- Design scientific investigations in relation to Units
- Analyze and explain data in the form of tables and graphs
- Participate in a variety of activities and labs in order to master the content of the AP Biology curriculum

What supplementary skills are we developing?

- Graph analysis proficiency
- Organizing a volume of information for deeper understanding
- Deeper scientific inquiry through the creation of experiments

How do we show what we learn?

- Mastery of lab reports in relation to the scientific investigation
- Free Response questions that are given out by AP College Board
- Multiple choice questioning as seen on the AP Biology exam

Unit	Learning Goals	Essential Questions
Unit 1 Biochemistry	Explain how atoms and molecules interact with each other and how their properties determine the function of life	What are the components at the atomic level that creates all of life?
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Unit 8 Ecology	Explain how organisms interact with their environment and with other living organisms	How do organisms interact with biotic and abiotic factors that shape our world today?

ANATOMY AND PHYSIOLOGY

Tips for Success

- Attend class and take good notes.
- Create note cards to help master vocabulary.
- Understand the importance of using the book, both the summary statements and the chapter questions.

What will we do in class?

- Study the eleven systems of the body
- Study the concept of homeostasis and learn how the 11 systems work together to maintain homeostasis
- As we study homeostasis and the eleven systems of the body, understand to a greater depth our heavenly Father who created the human body

What supplementary skills are we developing?

- Mastering use of a microscope
- Understand how to navigate a lab practical in preparation for college assessments
- Reading and assessing case studies

How do we show what we learn?

- Labs
- Projects
- Reading and assessing case studies.
- Tests and Quizzes

Unit	Learning Goals	Essential Questions
Unit 1 Overview of A and P	To understand the levels of structural organization, to memorize the 11 systems of the body, to understand the concept of homeostasis	How do the 11 systems work together to maintain homeostasis? How does a disease process like Sickle Cell Anemia demonstrate the importance of structural organization? For example, a defect at the cellular level affects the organism.
Unit 2 Language of Anatomy	To learn the language of Anatomy, both regional and directional terms	Why do medical professionals need a uniformed set of terms to describe the body?
Unit 3 Cells and tissue types	Understand how homeostasis in the body is achieved via the cell membrane Classify 4 major tissue types	Why is diversity in tissue types important for maintaining homeostasis of the body?
Unit 4 Integumentary System	To understand the structure and function of the Integumentary System	From what type of damage does the skin protect the body? How do medical staff prevent decubiti? Why are burn patients vulnerable to infection?
Unit 5 Skeletal System	Understand the structure and function of the Skeletal System Structure includes gross anatomy and microscopic anatomy	What keeps bones healthy? What causes bones to become soft or atrophy? When transitioning to college, what study practices have you learned to help you succeed in a lab practical setting? What are some diseases of the skeletal system?
Unit 6 Muscular System	Understand the structure and function of the Muscular System Understand the similarities and differences between the 3 muscle tissue types	Knowing the 3 types of muscle tissue: How does the anatomy/ structure of each muscle type lead the way for the physiological specificity of each muscle type? How does the physiology of muscle contraction reveal the creativity of our God?
Unit 7 Nervous System	Understand the structure and function of the Nervous System by studying the PNS and CNS	Why is the nervous system considered to be the control center in the homeostatic loop? Why are brain tumors referred to as gliomas?
Unit 8 Digestive System	Understand the structure and function of the Digestive System Understand the importance of food as medicine	Having studied the digestive tract . . . what are 5 ways you can maintain a healthy digestive tract? How would you talk to a patient about obesity? (knowing that obesity is associated with increased risk of many diseases)
Unit 9 Cardiovascular System	Understand the structure and function of the Cardiovascular System	How are diet and exercise linked to maintaining a healthy cardiovascular system? What is the difference between a heart attack and cardiac arrest?

Unit 10 Blood	Understand the components of blood Understand the blood types	How is blood typing critical to blood transfusions? How can the shape and number of specific blood cells affect the health and well being of an individual?
Unit 11 Endocrine System	Understand the structure and function of the Endocrine System Understand the basic hormone/gland relationships	How does too much or too little of a particular hormone affect the overall functioning of the body? Why is the endocrine system considered to be the slow control system of the body?
Unit 12 Lymphatic System	Understand the structure and function of the Lymphatic System	Why do athletes elevate and ice a sprained ankle? In light of COVID, how do the vaccine and the disease itself provide antibodies and immunity to an individual?

AGRICULTURAL ECOLOGY

Tips for Success

- Come ready to work and learn.
- Take pride in building and growing the garden.
- Apply what you learn to a garden at home.

What will we do in class?

- Plant and tend flowers, herbs, and produce
- Maintain and develop garden infrastructure
- Host demonstrations for all grade levels to inspire future gardeners

What supplementary skills are we developing?

- Responsibility and work ethic
- Teamwork and communication
- Appreciation for the beauty, simplicity, and complexity of God's creation

How do we show what we learn?

- Production of flowers, herbs, and produce
- New and/or more efficient infrastructure and processes
- Research paper on gardening best practices

Unit	Learning Goals	Essential Questions
Unit 1 Planning and Organizing a Garden	Learn about spatial planning, sunlight requirements, plant selection, growing zones, soil factors, and budgeting	What is the most efficient garden design for the space available?
Unit 2 Soil Development	Dive into characteristics of soil and learn strategies for testing, building, and maintaining healthy soil	What characteristics of soil help plants grow?
Unit 3 Plant Science	Explore scientific naming and its benefits, as well as the parts of a plant, their functions, and their ability to generate energy for themselves Explore factors for determining when and how plants grow and develop	What are important parts of a plant and their functions?
Unit 4 Integrating Animals	Learn which preferred insects are welcomed in a garden and which animals are effective for a sustainable vegetable/plant-based operation	How is the overall idea of biodiversity beneficial to the small and large scale gardener?

HEALTH OCCUPATIONS

Tips for Success

- Use appropriate assessment tools to assist in self discovery as it relates to health professions.
- Develop good listening skills. Practice asking questions and listening to answers. This is a critical skill that is needed as a healthcare provider.
- Become an active learner. Figure out your learning style and implement skills to maximize your learning skill. Healthcare providers are always learning. Adopt that stance.

What will we do in class?

- Practice hands-on healthcare skills.
- Take a variety of self assessments to gain understanding into personal strengths and weaknesses.
- Learn from guest lecturers who are currently working in the healthcare profession.

What supplementary skills are we developing?

- Mastering use of a microscope
- Questions asking skills and listening skills
- Reading and assessing case studies

How do we show what we learn?

- Keeping a journal with personal reflections and summaries from guest lecturers
- Hands on skill assessment
- Quizzes

Unit	Learning Goals	Essential Questions
Unit 1 Healthcare Career Exploration	Explore the essential character qualities of an effective healthcare worker	What are 5 essential qualities of a healthcare worker? How does a relationship with Christ enhance the essential qualities of a healthcare worker?
Unit 2 Healthcare Career Professions	Explore various careers in healthcare by listening to guest speakers share about their career and by taking field trips to various healthcare sites	What specific health career is of most interest to you after taking this class? As you listened to various speakers, what inspired you about their career pathways?
Unit 3 Healthcare Systems and Trends	Understand the basic payment methods (primary insurance, medicare, medicaid, out of pocket, deductible) associated with healthcare	What are the primary methods of payment for healthcare and how does that impact the patient? If you could improve one aspect of healthcare payment, what would it be?
Unit 4 Healthcare Skills	Learn and practice basic skills needed in healthcare such as: pulse, blood pressure, breath sounds, decubitus prevention and gait	Why is it necessary to be competent in executing healthcare skills? How does a health professional grow in their skill set?
Unit 5 Healthcare Communication	Learn medical terminology including an understanding of root word, prefix and suffix	How does knowing the root word, prefix and suffix structure help enhance your medical terminology vocabulary?
Unit 6 Healthcare Case Studies	Understand HOPS as a pathway for patient evaluation Become familiar with assessing case studies	Why is it necessary to have a systematic manner when evaluating patients?

CHEMISTRY

CHEMISTRY AND HONORS CHEMISTRY

Tips for Success

- Don't be afraid to ask questions.
- Create and analyze data tables and graphs.
- Learn from your mistakes.

What will we do in class?

- Note-taking
- Group Activities
- Laboratory Experiments

What supplementary skills are we developing?

- Critical thinking
- Organization skills
- Using technology

How do we show what we learn?

- Class discussion and activities
- Projects and Lab Reports
- Unit tests of various formats

Unit	Learning Goals	Essential Questions
Unit 1 Lab Basics and Safety	Learn laboratory safety Name common equipment used in the laboratory	What is the proper and safe way to work with laboratory equipment and chemicals?
Unit 2 Scientific Measurement, Conversions, and Significant Digits	Report measurements with correct precision based on the instrument used Perform unit conversions and report answers with the proper number of significant figures	How do you use laboratory equipment to make accurate and precise measurements and how are those measurements reported?
Unit 3 Matter	Classify matter Use particle diagrams to represent different types of matter	What is matter and how is it classified?
Unit 4 Atomic Structure and Quantum Theory	Explain how light is produced Describe the structure of the atom and draw a model of the atom	How did scientists use light to discover the structure of the atom?
Unit 5 The Periodic Table and Periodic Trends	Describe the layout of the periodic table and how elements can be classified	How does the arrangement of the elements on the Periodic Table relate to the physical and chemical properties of elements?
Unit 6 Ionic Bonding and Naming	Describe the difference between an atom and an ion	What is an ionic compound and how are ionic compounds formed and named?
Unit 7 Covalent Bonding and Naming	Draw Lewis structures of molecules Name molecules Describe properties of molecules based on bond types	How are molecular compounds formed and named and how does the bond type influence the properties of compounds?
Unit 8 Molecular Theory and Intermolecular Forces	Describe the geometry of molecules	How does the shape of the molecule determine the intermolecular force it can exert?
Unit 9 Chemical Reactions and Stoichiometry	Classify and balance chemical reactions	How do you predict the products of common chemical reactions and how are chemical equations balanced to satisfy the law of conservation of matter?

AP CHEMISTRY

Tips for Success

- Watch assigned videos and take notes before content is covered in class.
- Make attendance to class a priority.
- Complete assignments according to the due date.
- Continue to practice extra problems outside of class.
- Asking questions when they arise.

What will we do in class?

- Review concepts from assigned videos
- Complete example problems collaboratively from the textbook, worksheets, and AP Classroom
- Apply concepts learned in class by carrying out and developing hands-on laboratory experiments; occasionally a laboratory experiment will be carried out during an extended lunch

What supplementary skills are we developing?

- Management of time
- Fluent scientific reading and writing
- Ownership of learning

How do we show what we learn?

- Homework assignments consisting of problems in the AP exam format
- Unit Tests
- Written Lab Reports
- AP Exam in May

Unit	Learning Goals	Essential Questions
Unit 1 Atomic Structure and Properties	Review of fundamental concepts such as dimensional analysis, significant figures, atomic structure, the periodic table, and stoichiometry Determine elements from mass spectrometry and photoelectron spectroscopy	What are the representative particles that make up all matter? How does the mole quantify matter? What experimental evidence supports the existence of isotopes?
Unit 2 Molecular and Ionic Compound Structure and Properties	Identify types of chemical bonds Determine the structure of molecular and ionic compounds	What role does bonding play in determining the structure of a compound?
Unit 3 Intermolecular Forces and Properties	Describe the properties of a material based on intra and inter- molecular bonding and atomic structure. Understand and mathematically apply gas laws Develop an understanding of solutions and mixtures along with separation techniques	What role does intermolecular forces play in phase changes? Do gasses truly behave ideally? How does the Beer-Lambert law relate absorbance of radiation to molar concentration?
Unit 4 Chemical Reactions	Identify the different types of chemical reactions Write, balance, and carryout stoichiometric calculations for all types of reactions	How is a balanced chemical equation used to calculate quantities involved in a chemical reaction?
Unit 5 Kinetics	Use the simple, algebraic, and integrated rate laws to determine and describe the rate of a reaction. Describe reaction mechanisms	How are reaction rates measured and what factors affect rates of reactions? Why is it important to be able to change the rates of reactions? What is the function of a catalyst in a chemical reaction?
Unit 6 Thermodynamics	Distinguish between endothermic and exothermic reactions. Describe and calculate the energy, heat transfer, and enthalpy of a reaction	How are energy changes in a system measured? How do we know if a process is exothermic or endothermic? When two systems in contact transfer energy, when does the transfer stop? How is Hess's law used to determine reaction enthalpies?

Unit 7 Equilibrium	Describe the chemical, acids and bases, and solubility equilibrium process Write an equilibrium expression and calculate the equilibrium constant or equilibrium concentrations of species Develop an understanding of Le Chatelier's Principle	Can a chemical reaction occur in more than one direction? Is a chemical reaction ever "complete"? Can you explain this statement? "A system can have many equilibrium positions, but only one equilibrium constant.
Unit 8 Acids and Bases	Develop an understanding of the structure and strength of acids and bases, acid-base reactions, buffers, and titrations Determine the concentration of species in solution based on the equilibrium constant and other species in the solution	What are characteristics of molecules that have acidic or basic properties? Why is pH based on a scale of 0-14? What are the products of a reaction between a strong acid and strong base? What is K_a? Can you calculate the pH of a weak acid using it? What are the main characteristics of varying titration curves?
Unit 9 Applications of Thermodynamics	Qualitatively and quantitatively describe the relationship between thermodynamics and kinetics and between equilibrium and thermodynamics	How can the entropy change of a reaction be calculated? What does it mean to say a process is "spontaneous"? What is the significance of the sign of Gibbs, Entropy, and Enthalpy? How can you make a thermodynamically unfavorable reaction occur?

PHYSICS

PHYSICS

Tips for Success

- Come prepared with the right tools (TI-83/84 calculator).
- Just like in sports, practice makes perfect. Fully attempting homework and being prepared to ask questions will deliver success and a "win" on the tests.
- Physics can be challenging, but don't say I can't. Can't never could! Be positive in your thinking to solve problems. Once you learn the steps to be successful, you can solve any problem this year in physics.

What will we do in class?

- Critical Thinking
- Problem Solving
- Laboratory Investigations

What supplementary skills are we developing?

- Create and Analyze Graphs from Data
- Scientific Method Principles and Procedures
- Effective Problem Solving Skills - Known/Unknown, Measure, Analyze, Solve, Report

How do we show what we learn?

- Lab Reports and Presentations
- Group Activities
- Unit Tests

Unit	Learning Goals	Essential Questions
Unit 1 Scientific Knowledge	Explain the difference between Science, Theory, Hypothesis, Truth, and Scientific Facts	What are the steps of the Scientific Method?
Unit 2 Unit Conversions, Metric Prefixes, Sig Figs	Learn to convert between USCS and MKS units of measure	How do you know if a measurement is accurate or precise?

Unit 3 Newton's Laws of Motion	Analyze examples of Newton's Laws and how they apply in the real world	What is the distinction between matter, inertia, mass, force, and weight?
Unit 4 Energy	Define and Calculate Work, Kinetic Energy, and Potential Energy	How can energy be changed from one form to another?
Unit 5 Simple Machines and Torque	Explain how a machine uses energy and why their efficiency is not 100%	How does a mechanical advantage enable a child to lift a heavy load?
Unit 6 Conservation of Momentum	Know the Law of Conservation of Momentum and how it is measured	What is the difference between elastic and inelastic collisions?
Unit 7 Heat and Temperature	Define heat, internal energy, thermal energy, specific heat capacity, and thermal conductivity	What is the kinetic theory of gasses, and how is this related to temperature and pressure?
Unit 8 Density, Pressure, and Buoyancy	Calculate the density of an object and determine its buoyancy (whether it sinks or floats)	What is the buoyant force and how much weight can be supported by a buoyant solid when it is submerged in water?
Unit 9 Waves (Sound and Light)	Calculate the velocity of a wave and its frequency	What are the parts of a wave and their interactions?
Unit 10 Electricity (Static and Electric Current)	Explain the difference between parallel vs. series circuits	With Christmas lights on a wire, when one light goes out why do they all go out?

AP PHYSICS 1

Tips for Success
- Read and take notes before class.
- Use time in class wisely to collaborate on practice problems.
- Don't wait until the last minute to complete homework or prepare for assessments.

What will we do in class?
- Discuss and review topics covered in assigned reading sections
- Complete practice problems with immediate feedback through Socrative
- Dive into physical and digital labs to solidify concepts and skills

What supplementary skills are we developing?
- Scientific reading and note taking
- Defending answers and accepting feedback in a small group setting
- Time management and proper preparation

How do we show what we learn?
- Quest homework assignments
- Cumulative assessments in AP Exam format
- AP Exam in May

Unit	Learning Goals	Essential Questions
Unit 1 Kinematics	Introduction to the study of motion Explore the complex idea of acceleration and Understand how representations can be used to model and analyze scientific information as it relates to the motion of objects	How can the motion of objects be predicted and/or explained?
Unit 2 Dynamics	Introduction to the term force, which is the interaction of an object with another object. Part of the larger study of dynamics, forces are used as the lens through which students analyze and come to understand a variety of physical phenomena	What causes objects to move the way they do?

Unit 3 Circular Motion and Gravitation	Enhance their understanding of the physical world using models and representations to create a more complete and complex model of motion, particularly as it relates to gravitational mass and inertial mass	How can we describe and predict how and why objects move in a circular path?
Unit 4 Energy	Understand the idea of conservation as a foundational model of physics, along with the concept of work as the agent of change for energy	How is energy exchanged and transformed within or between systems?
Unit 5 Momentum	Understand the relationship between force, time, and momentum Learn how to use new models and representations to illustrate the law of the conservation of momentum of objects and systems while simultaneously building on their knowledge of previously studied representations	How do interactions with other objects or systems change the linear momentum of a system?
Unit 6 Simple Harmonic Motion	Use the same tools, techniques, and models to analyze the motion of oscillating objects	How does the presence of restoring forces predict and lead to harmonic motion?
Unit 7 Torque and Rotational Motion	Understand torque and rotational motion Although these topics present more complex scenarios, the tools of analysis remain the same	How can we expand previous skills to describe and predict how objects will rotate?
Unit 8 AP Exam Review	Utilize AP Classroom resources for in-depth review in preparation for the AP Physics Exam	In what areas are we confident and in what areas should we focus our review?

COMPUTER SCIENCE & STEM

AP COMPUTER SCIENCE PRINCIPLES

Tips for Success

- Make connections between your life and the CS Concepts you are learning.
- Do all the practice problems. Don't skip anything, even if it seems trivial.
- Peer collaboration can help you master content more deeply.

What will we do in class?

- Group and Pair Projects and Presentations
- Small programming assignments
- Reading and discussions

What supplementary skills are we developing?

- Problem Solving Skills
- Understanding Abstraction
- Engineering Design Methodology

How do we show what we learn?

- End-of-Unit Projects (Individual and Group)
- End-of-Unit Tests, multiple choice and free response
- In-class AP Exam Performance Task - project based work graded by the College Board that demonstrates understanding of programming concepts. You will code an application and then answer questions about it.

Unit	Learning Goals	Essential Questions
Unit 1 Digital Information	Explore the ways that digital information is encoded, represented, and manipulated	How do computers store and represent complex information like numbers, text, images and sound?
Unit 2 Introduction to App Design	Design your first app while learning both fundamental programming concepts and collaborative software development processes	What are the steps of the software development process?

Unit 3 Variables, Conditionals and Functions	Expand the types of apps you can create by adding the ability to store information, make decisions, and better organize code	How and why do computer programs store information while they execute? How do computer programs make decisions while they execute? What is the best way to organize my code?
Unit 4 Lists, Loops and Traversals	Build apps that use large amounts of information and pull in data from the web to create a wider variety of apps	How can I bring real-world data to life with my computer program?
Unit 5 Parameters, Returns and Libraries	Learn how to design clean and reusable code that you can share with a single classmate or the entire world	How do I break down problems into smaller and more manageable pieces?
Unit 6 The Internet	Discover how the Internet was designed to connect billions of devices and people to one another	How does the Internet work? What impact does the Internet have on politics, culture, and the economy?
Unit 7 Algorithms	Analyze algorithms to understand how they work and why some are considered better than others	How do we determine problems that computer systems can solve, can't solve, or can't solve in a reasonable amount of time?
Unit 8 Big Data	Explore and visualize datasets from a wide variety of topics as you hunt for patterns and try to learn more about the world around you	What are some unintended consequences of computing innovations that are typically designed to achieve a specific purpose?
Unit 9 Cybersecurity and Global Impacts	Research and debate current events at the intersection of data, public policy, law, ethics, and societal impact	What are some risks to your personal safety and identity through the use of computing innovations?

CAD AND FABRICATION I & II

Tips for Success

- Come ready to learn each day.
- Think creatively within the design process.
- Learn from failures and improve the next iteration.

What will we do in class?

- Develop knowledge and skills through guided tutorials and practice exercises
- Apply new learning and skills to unique design challenges
- Explore professional careers in a variety of engineering fields

What supplementary skills are we developing?

- Time management
- Engineering Design Process
- Collaboration and Teamwork

How do we show what we learn?

- Technical Certificates
- Original 3D Modeling Designs
- 3D Printed Parts

Unit	Learning Goals	Essential Questions
Unit 1 Spatial Visualization	Develop skills in mentally manipulating 3D objects and interpreting engineering graphics	What is spatial visualization and why is it important for engineering design?
Unit 2 Engineering Graphics	Clearly communicate a design's geometry and specifications by using the universal language known as Engineering Graphics Use 2D imagery to interpret and convey important manufacturing data such as the geometry and dimensions of a part, the tolerances required to allow the part to work as intended, material, finish, and other specifications	How can we clearly communicate design geometry and specifications?

Unit 3 Onshape	Dive into Onshape, a cloud-based CAD software, to go from novice users to Certified Onshape Associates	How can CAD programs be utilized in the engineering design process?
Unit 4 Certified Onshape Associate Prep	Review essential knowledge and skills needed for success on the Certified Onshape Associate Exam	What are the essential skills for success on the Certified Onshape Associate Exam?
Unit 5 Introduction to 3D Printing	Explore all aspects of 3D printing, including the technology, terminology, materials, workflow, and cost	What are best practices for 3D printing and additive manufacturing?

ENGINEERING SURVEY I & II

Tips for Success

- Come ready to learn each day.
- Think creatively within the design process.
- Learn from failures and improve the next iteration.

What will we do in class?

- Develop knowledge of content through notes and other resources
- Apply new learning and develop skills while solving problems
- Explore professional careers in a variety of engineering fields

What supplementary skills are we developing?

- Scientific Analysis
- Engineering Design Process
- Collaboration and Teamwork

How do we show what we learn?

- Simple Machines Project
- Code Writing and Robot Construction Project
- Structural Analysis and Bridge Building

Unit	Learning Goals	Essential Questions
Unit 1 Energy and Power	Explore mechanisms, energy sources, and energy applications and how these ideas are applied through the engineering process	How can everyday mechanisms and energy processes be applied more effectively and efficiently?
Unit 2 Statistics and Kinematics	Explore the use of statistical analysis in engineering and how things move in our earthly reference frame	How can we describe and predict the motion of objects and what can we learn from the analysis of data?
Unit 3 Control Systems	Dive into machine control including robotics and programming, as well as the application of fluid power	How can electronic and mechanical systems be integrated to control a system?
Unit 4 Materials and Structures	Study statics and material properties to learn how structures support loading and what materials are best applied based on project requirements	How can loading analysis and material properties inform the design of a structure?

UNMANNED AERIAL SYSTEMS (DRONES) I & II

Tips for Success

- Be open-minded with the willingness to learn.
- Have curiosity to try new things.
- Develop a detailed oriented mindset.

What will we do in class?

- Extend your learning by exploring real-world applications of drone technology
- Engage in projects that involve aerial photography, mapping, or data collection
- Understanding airspace restrictions, registration requirements, and safety protocols is crucial

What supplementary skills are we developing?

- Troubleshooting technical issues and solving problems related to flight performance
- Teamwork and Collaboration
- Analyzing and interpreting the data collected by drones can strengthen your data analysis skills, which are applicable in various scientific and engineering disciplines

How do we show what we learn?

- Aerial photography, mapping, surveying, or any other practical application of drone technology
- Organize flight demonstrations to showcase piloting skills
- Creating a portfolio showcasing projects, including details on the objectives, methods used, and outcomes

Unit	Learning Goals	Essential Questions
Unit 1 History of UAS	Understand the history and types of UAS	What is an unmanned aerial system? What led to the development of the drone, or unmanned aerial systems? What is networking and why is it important?
Unit 2 Safety and Regulations	Understand safety considerations and regulations Explain what personal harm and property damage could result from inappropriate use Demonstrate basic understanding of restrictions on UAS flights Describe appropriate and inappropriate locations and conditions	Why is it important to understand safety and regulations? What are possible consequences of not understanding or following safety and legal regulations?
Unit 3 Aviation and Aeronautics	Understand basic aviation and aeronautics Classify communication methods Explain the four forces of flight	What are the two types of propulsion? How are they similar and different?
Unit 4 Assembly and Structure	Explain and demonstrate assembly and structure Classify the different materials used to produce drones Identify the core components used in UAS Test system functionality	Why is it important to understand the basics related to construction, assembly and function? How does one test functionality?
Unit 5 Flight Operations	Perform Basic Flight Operations Identify components of pre and post flight checklists	What are appropriate responses to specific in-flight scenarios?
Unit 6 Editing	Perform Basic Video Sound Editing How to properly mix audio into video	What are the basic systems for video and sound editing?

COMPETITIVE ROBOTICS

Tips for Success

- Interested in science, math, coding, or engineering. (STEM related fields)
- Curious about "how things work" and eager to investigate.
- Enjoy being a "hands-on" learner, or you learn more by doing. You learn from example and are best suited to learn more through your own experiences while applying and developing STEM skills to solve problems.

What will we do in class?

- This is a lab based course that gives the students the ability to apply skills they have learned in STEM related courses as they design, build, and code a robot from the ground up to compete in a competitive game environment.
- Robotics introduces students to the engineering design process, coding/programming in different code languages, and mechanical systems using the VEX Robotics platform.
- Designing, and building robots, and then coding hands-on will educate students how to define a problem, plan, analyze, test, problem-solve, and control a system, all while deepening their STEM learning and developing career-readiness innovative skills.

What supplementary skills are we developing?

- Problem Solving through Computational Thinking
- Team building - how to work in a competitive team environment to plan, design, and build
- Engineering Design Process- how the development of the robot models a real world career environment
- Project Management

How do we show what we learn?

- It's exciting to see your work in action. You will show what you have learned through competitions. Your skills will continually be developed by competing in up to four competitions vs. other high schools in Arkansas.

Unit	Learning Goals	Essential Questions
Unit 1 Building a Foundation	Define what is meant by robotics, or what is a robot and how it is used in the industry How to design and build a robot Develop background knowledge, discover new ideas, and come up with creative solutions to enable the team to solve problems more quickly Learn the basic programming commands using Java and Scratch Block coding Using an arduino board, learn how to build electronics and code an input, and turn it into an output	Where are robots used in real world applications and why? What past, present, and future robotic technologies have/are being designed? How do robots accomplish a task on their own without human control? How does an electronic object know to give an alert or turn on from a notification?
Unit 2 Research and Brainstorming	Explore how the FIRST Tech Challenge utilizes project-based learning to design and build the robot Introduce the game competition for this year's challenge Develop a team identity to learn what is expected Research past competitions and designs to become familiar with the game set-up	What parts are allowed for building our robot? Are there any requirements to follow? What code is allowed to program the robot? What is the game competition for this year?
Unit 3 Design and Engineering	Research parts that are required and allowed during the competition Develop a method to document communications with the team to explain our engineering and learning journey Develop a process for all team members to communicate and explain the engineering and learning journey Design and start building the robot to accomplish the required tasks during the game competition	What engineering design process is best to follow to maximize team efficiency? How do we begin building the robot? How can I contribute towards engineering the robot? How do we create and use an engineering notebook?
Unit 4 Coding	Define which programming languages can be used for the FIRST robot Learn how to build a basic code or program for our robot to perform an individual task Continue developing the code to perform multiple operations in the game competition Automate the robot in the game environment so it can perform multiple tasks autonomously	Which code is best to learn to control the robot? How do I continue building the code to combine all the tasks into one operation? How do we code the robot to perform tasks autonomously?
Unit 5 Competition and Revision	Attend scrimmages and state competition to compete vs. other high schools Once the robot is created and scoring points, through attempted execution and revisions, design the robot to score more points during competitions Understand how computational thinking tools can help you improve the Engineering Design Process Use engineering design and computational thinking to solve a design problem Use computational thinking in the testing process to improve iterations in the design cycle Learn how knowledge and skills gained throughout this course translate to skills needed in the engineering career workforce	How do we use the engineering design process and computational thinking to increase team communication and robot efficiency? How do we make the robot faster to score more points? What can be changed in the code to increase robotic efficiency? How are the skills I have developed applied beyond this class in potential career opportunities?

SCIENCE & BIBLICAL WORLDVIEW

THE SCIENCE OF CHRISTIANITY: CONFLICT OR COOPERATION?

Tips for Success

- It is recommended to have a strong appreciation for science as a prerequisite to fully enjoy this class.
- Actively seek to understand points of view that are opposite to your own.
- Understand that you will have questions, there will be subjects you don't understand, and that is expected and normal.

"What will we do in class?"

- We will talk about many ancient and modern developments in various fields of scientific inquiry, and think about their implications on what Christians believe about the world.
- We will compare what Scripture says to what we think we see in observational science.
- We will challenge ourselves on what our assumptions are about the world and what is or isn't required for a Christian to believe in.

"What supplementary skills are we developing?"

- Expanding our scientific literacy in multiple fields of study
- How to avoid logical fallacies
- How to have a mature discussion about important topics that are very important to many people

"How do we show what we learn?"

- Actively taking notes and participating in class discussions
- Completing the reading homework with annotations and questions ready to go before class
- Being curious about opposing arguments so that if you are going to disagree, you are making an informed and intelligent decision

Unit	Topics	Essential Questions
Unit 1 The Philosophy of Science	"Faith seeking understanding" Warfare vs. complimentary thesis Same data but different interpretations based on worldview definition and use of science Science change over time	What is science? What can it accomplish? What are its limitations? How do we approach science from a Christian worldview? Can science and religion cooperate or is there an inherent conflict?
Unit 2 Cosmology	The universe, stars, planets, galaxies, black holes, its origins What it tells us about the nature of God Uniformitarianism and Catastrophism	What do the cosmos tell us about the age of the universe? Is the big bang compatible with the Bible? What does the Bible actually say about the creation account? What does it say about the cosmos? What evidence do young and old creationists have for their beliefs?
Unit 3 Geology	Interpreting rock and fossil records Age of the earth Probability of a global flood Historical evidence in the archeological record and Scriptural accounts	How are fossils formed and how old are they really? What is radiometric dating? Did the global flood really occur? Was it possible to create and ark and fit all the animals on it? What archaeological evidence is there for the Bible and what it claims happened in the past?
Unit 4 Biology	History of the theory of evolution Current models on the origins of life	What are the actual claims and evidence for evolution? Can a Christian believe in evolution and the Bible at the same time?

Unit 5 Physics	Principle of correspondence (intelligibility) First and Second Law of Thermodynamics Cosmological argument Teleological argument Anthropic principle Intelligent Design (ID) Irreducible complexity	Where does all the physical, observable, measurable evidence about the laws of nature lead?
Unit 6 Conclusions and Reflections	The science behind the crucifixion and resurrection Historical reliability of Scripture Bias of current authorities in the science fields Reflections on nature and general revelation	Which evidence is more persuasive: young earth or old earth? What was most surprising about what you learned about modern discoveries in science? What was most useful about what you learned of the relation between science and the Christian faith?

ENGLISH LANGUAGE ARTS

Language is a gift of God: characteristically human, distinguishing man from the rest of creation, and uniquely reflecting God's image. We are called to use language to communicate meaning and Truth. Speaking and writing in ways that honor God and respect people demonstrates good stewardship of our image-bearing responsibility. LRCA students understand the power of words. We instill a love for reading and an appreciation for a variety of texts, inspiring students to write and speak with clarity and skill, tailored to their audience. LRCA graduates are confident readers and interpreters of texts, critical and creative thinkers, clear communicators, and discerners of Truth.

"If I speak in the tongues of men and of angels, but have not love, I am a noisy gong or a clanging cymbal. And if I have prophetic powers, and understand all mysteries and all knowledge, and if I have all faith, so as to remove mountains, but have not love, I am nothing."

1 Corinthians 13:1-2

FRESHMAN ENGLISH & HONORS FRESHMAN ENGLISH

Tips for Success
- Read and annotate the texts before class.
- Be prepared to work hard in class.
- Engage in class discussions.

"What will we do in class?"
- Large group discussions
- Small group discussions
- Analyze multimedia that connects to the readings

"What supplementary skills are we developing?"
- Critical reading
- Listening and discussion skills
- Writing skills

"How do we show what we learn?"
- Class discussions
- Writing assignments
- Tests

Unit	Unit Resources	Essential Questions
Unit 1 *Animal Farm*	*Animal Farm*	How do tyrants gain power over others?
Unit 2 *Julius Caesar*	*Julius Caesar*	How can the quest for power corrupt an individual?
Unit 3 *The Odyssey*	*The Odyssey*	What makes someone a hero?
Unit 4 *The Pearl*	*The Pearl*	How can jealousy corrupt an individual and a community?
Unit 5 *To Kill a Mockingbird*	*To Kill a Mockingbird*	How do the moral standards and values of adults, especially parents, shape a young person?
Unit 6 Research	SIRS Issues Researcher ProQuest Research Library	How do writers effectively support an argument with information from credible sources?
Unit 7 *Fahrenheit 451*	*Fahrenheit 451*	In what ways can technology hurt, rather than help, a society?
Unit 8 *The House on Mango Street* and Poetry	*The House on Mango Street* Various poems	How do familial and cultural background impact how people view the world?

SOPHOMORE ENGLISH & HONORS SOPHOMORE ENGLISH

Tips for Success
- Complete the assigned readings
- Engage in the discussions
- Take clear notes

"What will we do in class?"
- Instruction
- Discussion
- Multimedia

"What supplementary skills are we developing?"
- Critical reading
- Analytical thinking
- Listening and discussion skills

"How do we show what we learn?"
- Tests
- Reading quizzes
- Essays and short writing assignments

Unit	Unit Resources	Essential Questions
Units 1-2 Course Introduction and Summer Reading	*The Great Gatsby*	What is the American Dream, and to what extent is it achievable for all Americans?
Units 3-5 Romantic Literature	Works by Irving, Poe, Hawthorne, and Melville	In what ways does society use stigmas to deem what is socially acceptable?
Unit 6 Poetry	Poetry by Longfellow, Dickinson, Whitman, and Masters	How does poetry contribute to our understanding of ourselves, others, and the world?
Unit 7 *The Glass Menagerie*	*The Glass Menagerie*	What are the consequences of refusing to accept reality?
Unit 8 Academic writing and research	Research articles Handouts on writing	What are the main characteristics of research-based writing?
Unit 9 *A Raisin in the Sun*	*A Raisin in the Sun*	How does one's race, class, and gender influence his or her goals and aspirations?

JUNIOR ENGLISH

Tips for Success
- Complete the assigned readings.
- Engage in class discussions.
- Take organized notes.

"What will we do in class?"
- Large group discussions
- Small group discussions
- Analyze multimedia that connects to the readings

"What supplementary skills are we developing?"
- Critical reading skills
- Analytical writing skills
- Discussion skills

"How do we show what we learn?"
- Class discussion
- In class projects
- Essays and tests

Unit	Unit Resources	Essential Questions
Unit 1 Summer Reading	*Pride and Prejudice*	In what ways do we learn to fit ourselves into the confines of social expectations?
Unit 2 British Folklore	*Beowulf*	Why do stories taken from folklore stand the test of time?

Unit 3 Arthurian Legends	Copies of selected legends	Is honor worth dying for?
Unit 4 Middle Ages in British Literature	*The Canterbury Tales*	How do authors use irony to critique society?
Unit 5 Elizabethan Literature	*Macbeth*	Who plays a larger role in the decisions that we make--ourselves or others?
Unit 6 Enlightenment Literature	Selected essays and poetry	How did technological advancement affect the content and themes of the literature of the Enlightenment period?
Unit 7 Romanticism	Selected Poems by Keats, Shelly, Wordswoth, etc.	What are the characteristics of Romantic poetry, and how was Romanticism a reaction to the Enlightenment?
Unit 8 *Frankenstein*	*Frankenstein*	How can excessive ambition lead to self-destruction?
Unit 9 *The Importance of Being Earnest*	*The Importance of Being Earnest*	How do authors use satire to highlight universal truths about human nature and society?
Unit 10 Modernism	Selected essays, poetry, and short stories	How was Modernism influenced by historical and cultural events of the time? What devices did authors use to communicate Modernist themes?
Unit 11 Contemporary Novel	*Lord of the Flies*	Why are laws and rules necessary in a society?
Unit 12 Postcolonialism	*Mere Christianity* (Book 2)	How does the literature of this time depict the world as a place of spiritual warfare?

SENIOR ENGLISH

Tips for Success

- Practice reading and annotating in a way that enhances your understanding.
- Own your own learning by engaging in class and being prepared well before class.
- Make connections between ideas and perspectives encountered in class to life outside the classroom.
- Value exploring more than one perspective on issues.

"What will we do in class?"

- Read and analyze texts
- Harkness Discussions
- Practice researching
- Practice creating and supporting arguments using textual support

"What supplementary skills are we developing?"

- Developing academic habits that will serve well in the college setting
- Valuing the opinions, arguments, and ideas of others (classmates and writers)
- Good communication skills, both written and oral
- Reflecting and correcting my own writing

"How do we show what we learn?"

- Writing assignments
- Quizzes
- Harkness Discussions

Unit	Unit Resources	Essential Questions
Unit 1 Personal Narrative	Selected articles on writing	What elements make a personal narrative engaging and meaningful to a general audience?

Unit 2-3 Academic Writing and Research	*They Say, I Say* Selected Essays JSTOR Research	How do writers summarize information and incorporate quotations from research in a strategic and unbiased way? How do I develop and support a unique thesis on a social issue?
Unit 4 Modes of Writing	Handouts on comparison and contrast, classification and division, and definition	How can understanding the various modes of writing provide insight into a text? What modes will be most useful in my research paper?
Unit 5 Academic Writing and Research continued	"Letter from Birmingham Jail"	What are the most effective organization and rhetorical strategies I can use in order to persuade my audience?
Unit 6 Grammar Review	Handouts on commas, semicolons, and colons	How do writers correctly use punctuation in their writing?
Unit 7 Memoir	*Night* *The Screwtape Letters*	Why is it important to remember and discuss genocide? What can we learn from contrasting the hopelessness of *Night* to the hope found in *The Screwtape Letters*?
Unit 8 Drama	*Oedipus Rex*	To what extent is a person's place in the world predetermined by fate?
Unit 9 World Literature	Selected short stories	How does literature contribute to an understanding of people of other backgrounds and cultures? How does the writer in short stories use literary elements to symbolically enhance/convey the central message of the story?

AP ENGLISH LANGUAGE AND COMPOSITION

Tips for Success

- Read and annotate before class.
- Prepare to work hard during class.
- Ask questions.

"What will we do in class?"

- Read nonfiction texts and speeches
- Write and analyze arguments
- Infer purpose and audience

"What supplementary skills are we developing?"

- Critical thinking
- Digital literacy
- Logical reasoning

"How do we show what we learn?"

- Timed essays
- Research paper
- Unit tests

Unit	Unit Resources/Topics	Essential Questions
Unit 1 Rhetorical Situation and Claims	*Educated* (summer reading) Rhetorical analysis	How does the writer consider the rhetorical situation when crafting his message?
Unit 2 Close Reading and Analysis	Audience analysis	How does the writer address the audience's values, beliefs, needs, and backgrounds?
Unit 3 Analyzing and Developing Arguments	*Thank You for Arguing* Claims and evidence	How does commentary establish a logical relationship between evidence and the claim it supports?

Unit 4 Lines of Reasoning	Purpose and organization Methods of development	How do writers use body paragraphs to establish relationships among the claim, evidence, and commentary and contribute to the reasoning of an argument?
Unit 5 Supporting Claims	*Just Mercy* Using evidence to build a strong case	How does a writer respond to an ongoing conversation about a subject?
Unit 6 Synthesis and Research	Current events	Why does an effective writer consider and integrate others' arguments into his own argument?
Unit 7 Style	Using language effectively	How does language influence the degree to which the audience may accept an argument?
Unit 8 Counter Argument	Counterclaims, concession, and rebuttal Review for AP exam	How does responding to alternative perspectives affect the writer's credibility?

AP ENGLISH LITERATURE AND COMPOSITION

Tips for Success

- Actively read and annotate the texts
- Engage in class discussion
- Ask questions

"What will we do in class?"

- Small group discussion
- Large group discussion
- Writing practice and revision

"What supplementary skills are we developing?"

- Critical reading
- Analytical thinking
- Analytical writing

"How do we show what we learn?"

- Discussions
- Writing assignments
- Tests

Unit	Unit Resources	Essential Questions
Unit 1 Introduction to Literary Analysis	Summer reading novel (selected by students from a list provided by the instructor) Literary analysis handouts	What is the relationship between the methods (literary and stylistic devices) authors use and the meaning of a literary text?
Unit 2 Poetry Analysis	Various poems Handouts on poetry analysis methods	How do structure, connotations of words, similes, and metaphors affect the meaning of a poem?
Unit 3 *Hamlet*	*Hamlet*	How do people react to conflicting emotions both internally and externally?
Unit 4 *Wuthering Heights*	*Wuthering Heights*	How do past events impact one's present attitudes, values, and actions?
Unit 5 *The Importance of Being Earnest*	*The Importance of Being Earnest*	How do authors use satire to critique human nature and society?
Unit 6 Prose and Poetry Study	Various poems and short stories Handouts on poetry and prose analysis methods	How do writers develop and support strong defensible claims about poems and short stories?

Unit 7 *Things Fall Apart*	*Things Fall Apart*	What are the benefits and drawbacks of traditions?
Unit 8 *Death of a Salesman*	*Death of a Salesman*	What ideals are associated with the American Dream? How does the American Dream affect individuals and families?
Unit 9 Poetry Analysis	Various poems Handouts on poetry analysis methods	How do writers develop sophisticated commentary to support defensible claims about a poem?
Unit 10 *Their Eyes Were Watching God*	*Their Eyes Were Watching God*	How do personal relationships affect an individual's growth?

JBU ENGLISH I: COMPOSITION

Tips for Success

- Engage in class discussion.
- Keep up with the course schedule.
- Make the most of writing conferences.

"What will we do in class?"

- Listen to other perspectives
- Research and write about social issues
- Practice new styles of writing

"What supplementary skills are we developing?"

- Listening
- Careful reading
- Argumentation

"How do we show what we learn?"

- Harkness
- Research assignments
- Writing assignments

Unit	Unit Resources	Essential Questions
Unit 1 Summer Reading	Selected articles on writing Selected memoirs Synthesis essay articles	How do I identify and summarize an author's argument and how do I use an academic tone and style to respond to the argument?
Unit 2 Personal Narrative	Memoir and narrative examples	How can I write a personal narrative that connects to a universal aspect or big picture theme of the human condition?
Unit 3 *They Say*	*They Say, I Say*	How do I use clear voice markers to delineate my voice from the voices of those I reference?
Unit 4 What's in a Name?	Definition essay examples *Oxford English Dictionary* Research databases	What words or phrases related to my research topic are commonly misunderstood and how should they be redefined?
Unit 5 Tying it all Together	Research articles Comparison chart	How can comparison and contrast formats be used effectively in academic writing?
Unit 6 Final Research Project	Research articles Research databases Classical and Rogerian argument resources	How can a Christian perspective bring restoration to a broken community?

JBU ENGLISH II: LITERARY ANALYSIS

Tips for Success

- Keep up with the reading.
- Engage in class discussions.
- Make the most of writing conferences.

"What will we do in class?"

- Read various literary genres
- Engage with literary research
- Write about our understanding of literature

"What supplementary skills are we developing?"

- Analysis
- Observation
- Writing and research

"How do we show what we learn?"

- Harkness
- Research
- Major essays

Unit	Unit Resources	Essential Questions
Unit 1 Novel	*The Joy Luck Club* Organizational Notes Literary terms related to Novel JSTOR	How does the Tan use literary elements to convey the central message of the story? What parts of this story most accurately capture an important truth about human beings? What are the greatest tension points in the novel, and how are they resolved? What characters do you think Tan wants us to most admire and appreciate and why? How has your view of relationships changed through reading and discussing this novel?
Unit 2 Drama	*Trifles* *A Doll's House* *Wit* Literary terms related to Drama Bedford Anthology Video/Audio Excerpts of plays JSTOR	How does Drama convey the human experience in unique ways compared to other literary genres? Are there elements of Drama that we find in the Biblical narratives?
Unit 3 Short Stories	A variety of short stories from diverse writers: Flannery O'Connor, Chinua Achebe, Gabriel Garcia Marquez, Chitra Banerjee Divakaruni, etc. Bedford Anthology JSTOR	How do short story writers use symbolism to enhance the central message of the text? What literary devices are common to this genre and what makes them effective? How do we see symbolism used in Scripture? Is the "short story" a form we find in the Bible?
Unit 4 Poetry	Bedford Anthology Various poems JSTOR	What elements of poetry can be applied to my own writing and speaking to make me a better communicator? How can poetry capture the human experience and make an appeal to the reader in a unique way compared to other genres of literature? How do the various literary elements of poetry work together to communicate meaning? What type of poetry do you find most appealing and why? What kind of poetry do we find in the Bible? What are the major themes that poets have been drawn to throughout time?

ORAL COMMUNICATIONS

Tips for Success
- Actively read and participate in class.
- Research and plan.
- Practice speeches.

"What will we do in class?"
- Group discussions
- Write speeches
- Practice communication styles and dynamics

"What supplementary skills are we developing?"
- Confidence building
- Interview skills
- Research and discernment

"How do we show what we learn?"
- Digital presentations
- Formal speeches
- Active communication and participation

Unit	Unit Resources	Essential Questions
Unit 1 Group Communication	Course book	How does group communication work? How can we improve group communication?
Unit 2 Informative Speaking	Course book Handouts Example speeches Research articles	How do we craft and outline a speech? How do we present information while keeping our audience engaged? How do we make effective slides? What is media literacy?
Unit 3 Storytelling	Course book Example stories (videos, TED Talks, etc.)	What does an effective story sound like? How do we tell a story well? How do we share our testimony?
Unit 4 Interpersonal Communication	Course book Articles Handouts	How can we become more active listeners? Discerning hearers? How do verbal and nonverbal factors affect our communication? How do we manage conflict with others?
Unit 5 Persuasive Speaking	Course book Video examples of logical fallacies Video examples of debates	How can we use the tools of rhetoric to persuade an audience? What are logical fallacies and how can they affect us? How do we craft an argument? How do we debate well?
Unit 6	Example TED Talks Course book Research articles	How do we synthesize informative speaking, persuasive speaking, and storytelling to create something compelling? How do we speak and act to keep the audience engaged?
Unit 7 Job Interview and Courtesy Speeches	Articles Interview question list Course book Resume writing resources	What do we need to know for a job interview? How do we create a resume? What does a speech for a special occasion sound like?

CREATIVE PORTFOLIO

Tips for Success

- Actively participate in class.
- Plan ahead.
- Make the most of writing conferences.

"What will we do in class?"

- Group discussions
- Peer feedback sessions
- Presentations

"What supplementary skills are we developing?"

- Analysis
- Observation
- Writing and the revision process

"How do we show what we learn?"

- Discussions
- Writing assignments
- Final portfolio

Unit	Unit Resources	Essential Questions
Unit 1 Short Stories	Selection of Short Stories	How does a writer use real life experiences to tell stories? How do the different aspects of storytelling help to craft a piece of literature?
Unit 2 Poetry	Selection of Poems	How do the different forms of language and literary devices enhance the author's ability to write poetry?
Unit 3 Nonfiction	Selection of Biographies, Articles, Memoirs, and Documentaries	How can a writer use aspects of fiction storytelling to narrate actual events? What aspects of audience and purpose are important to consider when conveying a nonfiction story?
Unit 4 Drama	Selection of skits, plays, and scripts	What must a writer consider about audience and purpose when writing scripts and screenplays?
Unit 5 Portfolio	Portfolio resources	How can authors revise and present their work in ways that showcase their abilities?

SOCIAL STUDIES

At LRCA, history, and social studies are framed and understood in light of the grand narrative of God's Story, deepening student understanding of the historicity of the Savior and the Biblical stories. We approach history, civics, government, geography, psychology, and economics in light of the Scriptural pattern of Creation, Fall, Redemption, and Restoration. As they grow and mature, LRCA students increasingly discern wisdom and folly from the past, recognize the challenges and complexities of the present, and embrace hope for the future. We value exploring multiple perspectives through primary sources and artifacts and investigating interactions between people and governments both local and worldwide. LRCA students and graduates develop a great awareness of the social context and its importance to communities, preparing them to actively participate as informed, morally grounded citizens in local, national, and international communities. We believe that this approach to social studies prepares students to truly love their neighbor as themselves.

"Beloved, let us love one another, for love is from God, and whoever loves has been born of God and knows God."

1 John 4:7

ECONOMICS & PERSONAL FINANCE

Tips for Success
- Plan ahead and do not procrastinate.
- Proactively communicate with instructor and peers.
- Connect course content to personal circumstances or current events.

"What will we do in class?"
- Explore Real-world Examples and Simulations
- Think - Pair - Share Activities
- Harkness Discussion / Socratic Seminar

"What supplementary skills are we developing?"
- Preparedness
- Teamwork and Communication Skills
- Questioning and thinking critically

"How do we show what we learn?"
- Projects reflecting Real-World Situations
- Discussion Contribution
- Unit Tests

Unit	Topics	Essential Questions
Unit 1 Macroeconomics	Scarcity Economic Systems Fiscal and Monetary Policy The Business Cycle Major Economic Events	How do career choices, education, skills, and economic conditions affect income and goal attainment?
Unit 2 Poverty and Philanthropy	Causes and Consequences of Poverty Government Policies and Poverty Alleviation Ethical Considerations in Philanthropy	How do individuals, households, and firms make decisions, and how do those decisions interact?
Unit 3 Microeconomics	Supply and Demand The Benefits of Trade Marginal Analysis	How do we analyze fluctuations in the economy and what actions can be taken to minimize the damage they cause?
Unit 4 Personal Finance and The Stock Market	The Basics of Budgeting Investing for Retirement Insurance Planning College Planning Managing Debt	Why do income levels and poverty rates vary greatly across and within groups and countries? How does government intervention increase efficiency to address poverty and inequality? What is a biblical response to systemic inequality?

AP MICROECONOMICS

Learning Goals
- Define economic principles and models.
- Explain given economic outcomes and determine outcomes of specific economic situations.
- Model economic situations using graphs or visual representations.

"What will we do in class?"
- Explore Real-world Examples and Simulations
- Think - Pair - Share Activities
- Harkness Discussion / Socratic Seminar

"What supplementary skills are we developing?"
- Questioning and thinking critically
- Comparing and contrasting discrete and disparate information
- Evaluating cause and effect in economic situations

"How do we show what we learn?"

- Discussion contributions
- Formal Presentations
- Unit Tests, Daily Quizzes

Unit	Topics	Essential Questions
Unit 1 Basic Economic Concepts	The scarcity of resources forces individuals and societies to make choices. Factors related to the costs related to these decisions. Foundation for advanced analysis of consumer and producer behavior.	How do individuals and economies confront the problem of scarcity? Why do people and countries trade with one another? Why do all decisions have costs? Why do people consider the additional costs and benefits of possible actions rather than just the total costs and benefits when making decisions?
Unit 2 Supply and Demand	How markets work using the supply and demand model. Additional concepts of scarcity and choice. Factors that influence consumer and producer behavior. Interaction of consumers and producers in competitive markets and how this determines market prices and allocation of scarce resources. Effects of government policy on market outcomes.	What determines the market price for a good or service? What causes market prices to change? How does government policy affect market outcomes?
Unit 3 Production, Cost, and the Perfect Competition Model	The perfect competition model as a basis of comparison for other market structures. How supply and demand drive decisions firms make. Classroom demonstrations to connect to content.	How do businesses use marginal analysis to make decisions? What drives producers' decision-making? How can a market be perfectly competitive?
Unit 4 Imperfect Competition	Ways in which imperfectly competitive markets depart from the model of perfect competition. Market efficiency and the welfare implications of imperfect markets. Game theory as an approach to studying strategic decision-making.	What drives producers' decision making? How are imperfectly competitive markets inefficient?
Unit 5 Factor Markets	Previously learned concepts applied to factor markets. Laws of supply and demand applied to factor markets. Effects on hiring in factor markets.	How are prices for resources determined? How do firms use resource prices to make decisions?
Unit 6 Market Failure and the Role of Government	Theoretical arguments for and against government intervention in markets and public policy applications. Conditions under which markets may fail and the effectiveness of government policies designed to correct them. Efficiency and what it means for a firm to produce the socially optimal quantity. How inequality is measured. Sources of income and wealth inequality.	How do markets fail? What role should the government play in markets?

AP HUMAN GEOGRAPHY

Tips for Success OR Learning Goals

- Classify information
- Take organized notes
- Make connections between concepts

"What will we do in class?"

- Case Studies
- Read and Discuss Articles
- Hands-on Projects

"What supplementary skills are we developing?"

- Writing Skills
- Map Skills
- Test Taking Skills

"How do we show what we learn?"

- Unit Tests
- Group and Individual Activities
- Group Discussions

Unit	Topics	Essential Questions
Unit 1 Thinking Geographically	The power of geographic data Spatial perspectives Scales of analysis	How do geographers approach the study of places?
Unit 2 Population and Migration	Population distribution Population changes Population policies Migration	What factors influence population changes and what are the long and short-term effects of those changes on the economy?
Unit 3 Cultural Patterns and Processes	Cultural patterns and landscapes Historical and contemporary causes of diffusion Effects of diffusion	How do cultural patterns and processes create recognized cultural identity?
Unit 4 Political Patterns and Processes	Political power and territoriality Political borders Consequences of centripetal and centrifugal forces	What influences the political organization of the world?
Unit 5 Agriculture and Rural Land Use	Agricultural origins and diffusion The Agricultural Revolutions The global system of agriculture Women in agriculture	How have agricultural practices changed over time as a result of technological innovations?
Unit 6 Cities and Urban Land Use	Origin and influences of urbanization The internal structure of cities Challenges to urban sustainability	How have patterns of urban settlement changed over time and what are the challenges to sustainability and urban growth?
Unit 7 Industrial and Economic Development	Industrial Revolution Economic sectors and patterns Theories of development Changes as a result of the world economy	What role has industrialization played in economic development and globalization?

WORLD HISTORY

Tips for Success OR Learning Goals

- Prepare for class by completing all required reading and assignments.
- Participate in class discussions.

"What will we do in class?"

- Shared Inquiry
- Cooperative Learning Activities
- Harkness Discussion

"What supplementary skills are we developing?"

- Crafting arguments from historical evidence
- Chronological reasoning
- Comparison and Contextualization

"How do we show what we learn?"

- Class Presentations/Individual Projects
- Essay Writing
- Unit Exams

Unit	Topics	Essential Questions
Unit 1 Foundations of Early Modern Times 1300 AD - 1600 AD	Renaissance Explorations Protestant Reformation Catholic Counter Reformation Absolutism	How did the Renaissance transform European societies politically, socially, culturally, and economically? What problems provoked religious reforms in Western Christianity? Why did Europeans begin to explore the world in the 15th century and what were the results? How did the discovery of the Americas propel Europe into a position of global dominance? What characterizes an absolute monarchy and where was absolutism found?
Unit 2 Scientific Revolution and Enlightenment 1550 AD - 1800 AD	Scientific Revolution Age of Enlightenment	How was the Scientific Revolution a radical departure from the old social and political order of Medieval Europe? What is the relationship between the Scientific Revolution and the Enlightenment? What effect would Enlightenment thinkers have on the western world? How did the Enlightenment create a major transition in governance in society?
Unit 3 Atlantic Revolutions 1600 AD - 1815 AD	American Revolution French Revolution Napoleon Haitian Revolution	What impact did the Magna Carta, English Bill of Rights, Parliament, and the Glorious Revolution have on the development of a limited monarchy? Was the American Revolution inevitable? What led to the French Revolution and what was the outcome? How did Napoleon's reign affect the ideals of the French Revolution? Was Napoleon a hero or tyrant?
Unit 4 Industrialism The Race for Empire 1700 AD - 1900 AD	Industrial Revolution Imperialism	What caused the Industrial Revolution? What were the social and economic effects of the Industrial Revolution? What factors led to European Imperialism?
Unit 5 World War I 1900 AD - 1919 AD	Causes of World War I Conducting WWI Trench Warfare and Technology US Enters the War Paris Peace Conference/Treaty of Versailles	What were the main causes of WWI? How did the ways in which World War I was fought provide a shift in warfare? Should the US have stayed neutral in WWI? How did the Allies differ in their goals for peace and how did the US, including Congress react to the final peace agreement? Was the Treaty of Versailles a fair and effective settlement for lasting peace?
Unit 6 Between Two Fires 1920 AD - 1939 AD	Russian Revolution Great Depression Rise of Totalitarianism	How did the Treaty of Versailles and World War I ultimately create an environment that fostered the rise of the Nazi Party and Adolf Hitler?
Unit 7 World War II 1939 AD - 1945 AD	Path to World War II World War II Begins Hitler's War on the Eastern Front-Operation Barbarossa US Enters the War War in the Atlantic Theater and Africa Mass Atrocities - The Holocaust War in the Pacific	How was Hitler able to conquer almost 40% in Europe by 1941? What brought the United States into WWII? What were the most successful steps the Allies took to liberate Europe from the control of Nazis Germany? What led Japan to attack Pearl Harbor? Why did the US develop an island hopping strategy for war in the Pacific? Should the United States have dropped the bombs on Japan?

Unit 8 The Cold War	Cold War Communism	What factors led to the sharp divides between the Western Democracies and the Eastern Communist states and how did these factors set in motion a larger series of events? How did the United States and the Soviet Union solidify their alliances and play on fears created by the possibility of conflict during the Cold War? How did China's history drive the shift towards communism and what programs did the Chinese Communist Party (CCP) initiate to respond to the needs of the population? What key factors contributed to the end of the Cold War and a redefining of the relationships between the West and the former Soviet Union/Russia and China?

AP WORLD HISTORY

Tips for Success

- Prepare for class by completing all required reading and assignments.
- Participate in class discussions, and ask questions..
- Master writing skills.

"What will we do in class?"

- Harkness Discussions
- Cooperative Learning Activities
- Practice effective writing strategies

"What supplementary skills are we developing?"

- Crafting arguments from historical evidence
- Chronological reasoning
- Comparison and Contextualization

"How do we show what we learn?"

- Class Presentations/Individual Projects
- Essay Writing
- Unit Exams

Unit	Topics	Essential Questions
Unit 1 The Global Tapestry 1200 AD - 1450 AD	Developments in East Asia Developments in Dar al-Islam Developments in South and Southeast Asia State building in the Americas State building in Africa Developments in Europe	What are the similarities and differences in the process of state building in various parts of the world from 1200 AD to 1450 AD?
Unit 2 Networks of Exchange 1200 AD - 1450 AD	Silk Roads Mongol Empire Exchange in the Indian Ocean Trans-Saharan trade routes Cultural consequences of connectivity Environment consequences of connectivity	What were similarities and differences among the various networks of exchange from 1200 AD - 1450 AD?
Unit 3 Land Based Empires 1450 AD - 1750 AD	Expansion of empires Administration of empires Belief systems of empires Comparison of empires	By what methods did empires increase their societal and cultural influence from 1450 AD - 1750 AD?
Unit 4 Transoceanic Interconnection 1450 AD - 1750 AD	Technological innovations Causes and events of exploration Columbian exchange Maritime empires Internal and external challenges Social hierarchies	How did economic developments from 1450 AD -1750 AD affect social structures over time?

Unit 5 Revolutions 1750-1900	The Enlightenment Nationalism: American Revolution, French Revolution, Haitian Revolution Industrial Revolution: Government Role and Economy, Societal Changes	How did the Industrial Revolution demonstrate both continuity and change?
Unit 6 Consequences of Industrialization 1750-1900	Imperialism State expansion Indigenous responses Global economy Causes and effects of migration	What were the political, economic, and social effects of imperialism between 1750 - 1900?
Unit 7 Global Conflict 1900-Present	Shifting power World War I World War II Mass atrocities after 1900	How did various peoples or states challenge the existing political and/or social order, leading to unprecedented worldwide conflicts after 1900?
Unit 8 Cold War and Decolonization 1900-Present	Cold War Communism Decolonization	Why and to what extent were the effects of the Cold War similar in the Eastern and Western Hemispheres?
Unit 9 Globalization 1900-Present	Technology after 1900 Disease Economics	How has science and technology changed the world from 1900 to the present?

MODERN AMERICAN HISTORY

Tips for Success
- Be prepared for class.
- Take organized notes.
- Engage in class discussion.

"What will we do in class?"
- Learn about the important foundation of our country.
- Connect the history of the past with history in the making.
- Current Events

"What supplementary skills are we developing?"
- Analytical thinking
- Evaluation of news media
- World Geography

"How do we show what we learn?"
- Unit Tests
- Current Event Assignments
- Written Response

Unit	Topics	Essential Questions
Unit 1 US Political Process and Electoral College	Structure of the United States system of government from the confines of the Constitution.	How and why was the US political system structured as it was? What does government by the people and for the people mean?
Unit 2 WWI Review	Positive and negative consequences of the US involvement in WWI.	What were the causes of WWI and the impact of this war on the US?
Unit 3 The Roaring 1920s	Social, economic, and political changes of the 1920's, and how they contributed to the Great Depression.	What political, economic, and social tensions characterized the 1920s?

Units 4 & 5 Great Depression and New Deals 1930s	Main causes of the Great Depression and how it changed us as a nation.	What should be the role of the government of the United States during economic crises?
Unit 6 Part 1 WWII 1940s	Factors that led to US involvement in WWII. The Holocaust	How does the political atmosphere, caused by WWI and the Great Depression, lead to WWII?
Unit 6 Part 2 U.S. Enters WWII 1940s	WWII and the role of the US in Europe and the Pacific Arena.	How did Allied forces battle the Axis powers in Europe and the Pacific Arena?
Unit 7 Cold War Conflicts 1950s	Causes of the Cold War and the political philosophies that shaped it.	What political conflicts led to the Cold War?
Unit 8 Postwar "Happy Days" 1950s	US culture post WWII and during the beginning of the Cold War.	How did the Cold War affect the culture of the US?
Unit 9 Kennedy and Johnson 1960s	How America changed during the Kennedy years. Role of LBJ in expanding government during the Cold War.	How did the US respond to Soviet threats of the 1960's Cold War?
Unit 10 Civil Rights Movement 1950s - 1960s	Factors advancing the 1960s Civil Rights Movement. Civil Rights Leaders Supreme Court decisions.	How did Supreme Court decisions impact the Civil Rights Movement? Who were the most influential leaders of this movement?
Unit 11 Vietnam War 1960s	Why America became involved in the Vietnam War.	Should the United States have gotten involved in the conflict in Vietnam?
Unit 12 Counterculture and Social Change 1960s	Counterculture of the 1960s and its continued influence today.	How significant and lasting were the social changes created in the 1960s?
Unit 13 Presidents and Issues: Nixon (1970s) to Present Day	Important issues in each President's term of office. Each President's impact on the nation.	What were the defining moments and issues in US history from the 1970s until present day?

UCA AMERICA IN THE MODERN ERA

Tips for Success

- Be prepared before class.
- Ask questions.
- Give your best effort.

"What will we do in class?"

- Read about US History
- Talk about US History
- Seek to understand history at a human level

"What supplementary skills are we developing?"

- Document Interpretation
- Clear academic writing
- Historical analysis skills: Cause and effect, change over time, comparison and contrast, etc.

"How do we show what we learn?"

- Historical fluency in speech and writing
- Micro and Unit Tests
- Interpretation paper

Unit	Topics	Essential Questions
Unit 1 War and Reconstruction	Union victory in the Civil War and contested Reconstruction of the South as responses to the issues of slavery and secession. Continued unresolved questions about the power of the federal government and citizenship rights.	How did Reconstruction both resolve and neglect major pre-war issues?
Unit 2 Gilded Age	The rise of big industry Migration and urbanization Reshaping of the US economy Renewed debates over national identity	How did the industrial culture affect traditionally restricted persons in the US?
Unit 3 Progressive Era	The transformation of American society and economy through governmental, political, and social organizations The promotion of urbanization and economic growth, in spite of severe business cycle fluctuations	How and why did the United States' values and role in the world change during this period?
Unit 4 World War I, Interwar, World War II	Global Conflicts over resources, territories, and ideologies Renewed debates over the nation's values and its role in the world	How and why did the US become a superpower?
Unit 5 Early Cold War	Liberalism based on anticommunism abroad and a firm belief in the efficacy of governmental power to achieve social goals at home.	Was there such a phenomena as the Long Peace?
Unit 6 60s: Inflection Point	Postwar economic, demographic, and technological changes and their far-reaching impact on American society, politics, and the environment.	Were the 1960s an inevitable period of change?
Unit 7 Late Cold War and 1990s	End of the Cold War and new challenges to US leadership in the world forcing the nation to redefine its foreign policy and global role.	How and why did the US redefine its global role at the end of the Cold War?

AP UNITED STATES HISTORY

Tips for Success

- 30 Minutes a day will take you a long way!
- Effectively implement reasoning skills of contextualization, comparison, causation, continuity and change over time.
- Organize notes, definitions, and people thematically and summarize each time period considering AP standards.

"What will we do in class?"

- Dive into primary and secondary sources
- Harkness Discussion
- Practice writing skills

"What supplementary skills are we developing?"

- Autonomy
- Listening to understand multiple perspectives
- Supporting argument with evidence

"How do we show what we learn?"

- Discussion Check-Ins
- Writing Assignments
- Quizzes
- Stimulus-Based Exams

Unit	Topics	Essential Questions
Unit 1 and 2 Pre-Columbian and Colonial (1491 - 1754)	Migration and settlement across North America resulted in varied and complex societies adapting to and transforming diverse environments. Spread of maize cultivation to the American Southwest and beyond and foraging and hunting in the Northwest and areas of California Economic development and social diversification among the peoples.	How did new cultural contacts provoke challenges among the different people groups? How did the economic, political, and cultural exchanges of the Atlantic World alter North America?

Unit 3 Revolution and Confederation America	Different models of colonization (Spanish, French, Dutch, and British), different social and economic goals, different and cultural paradigms Development of the British-American system of slavery stemming from economic, demographic, and geographic characteristics of the British-controlled regions of the New World Environmental and geographical variations contributing to regional differences in the British colonies	How did new democratic ideas and republican forms of government change the Atlantic World religiously, economically, politically, and culturally?
Unit 4 Early Republic	Changing American Indian alliances with Europeans, other tribes, and the US New pressures uniting the British colonies against perceived and real constraints on economic activities and political rights sparking a colonial independence movement and war with Britain	How did Americans striving to define democratic ideals and institutional reform affect its movement toward democracy?
Unit 5 Expansion, War, and Reconstruction	Enthusiasm for US expansion fueled by economic and national security interests and supported by claims of US racial and cultural superiority War, opening of new markets, acquisition of new territory, and increased ideological conflicts Westward expansion, migration to and within US, and the end of slavery Reshaping of North American boundaries, conflicts over American cultural identities, citizenship, and the question of extending and protecting rights for various groups of US inhabitants	How did expansion affect America?
Unit 6 Gilded Age	Large-scale production fueling the development of a Gilded Age marked by an emphasis on consumption, marketing, and business consolidation Big business aligned with the government to create a unified industrialized nation Demographic issues, regional differences, and labor movement challenges	How did the rise of big industry change the post-war US?
Unit 7 Progressivism, Depression, and War	Transformation of American society and economy, promotion of urbanization and economic growth, consolidation and growth of large corporations, business cycle fluctuations Progressive reformers responding to economic instability, social inequality, and political corruption calling for government intervention and expanded democracy in the economy, greater social justice, and conservation of natural resources	What is responsible for the US economic decline and growth during this period? How and why did the United States' values and role in the world change during this period?
Unit 8 and 9 Cold War and Post Cold War	Stemming the growth of Communist military power and ideological influence, after WWII Creating a stable global economy, and building an international security system Increasingly complex foreign policy issues, including decolonization, shifting international alignments and regional conflicts, and global economic and environmental changes	How did the US respond to uncertainty in the postwar world? How and why did the US redefine its global role at the end of the Cold War?

CIVICS

Tips for Success

- Take organized notes.
- Seek to understand both sides of an argument/issue.

"What will we do in class?"

- News analysis
- Project-based assessments
- Group discussions

"What supplementary skills are we developing?"

- Identifying bias in media

- Reading and interpreting primary documents
- Using facts to strengthen your position on various issues

"How do we show what we learn?"
- Project title or one-word descriptor
- One Pagers
- Paper or presentation title or one-word descriptor
- Unit Tests
- Assessment style (Unit tests, short answer tests, etc.)
- Unit Projects

Unit	Topics	Essential Questions
Unit 1 Introduction to Civics	Rights and duties of citizens Role of government Our English heritage	What is our role as a citizen of the United States of America?
Unit 2 The Constitution	Major principles of the US Constitution Division of power between the 3 branches of government and their ability to check the powers of other branches	What are the roles and responsibilities of each branch of government?
Unit 3 The Bill of Rights Amendments	The Bill of Rights is essential protection of our basic rights Events throughout history led to changes in the US Constitution	How does the Bill of Rights protect our basic rights?
Unit 4 State Government	The US Constitution reserving rights for the states.	What are the powers and responsibilities given to state governments?
Unit 5 Political Parties	Political Parties changing over time Current political parties and their views on government	What are the current political parties and what are their views on government?
Unit 6 Citizenship	Responsibilities of an involved citizen Voting, media literacy, being informed	How can a citizen be involved in the political process?

AP GOVERNMENT AND POLITICS

Tips for Success
- Master the required documents.
- Understand the relevance of each required court case.
- Complete the reading.

"What will we do in class?"
- Project based learning
- Class Discussion and Debate
- Connect Current Events to Course Content

"What supplementary skills are we developing?"
- Empathy
- Autonomy
- Executive Function Skills

"How do we show what we learn?"
- Stimulus Based Exams
- Quizzes
- Discussion

Unit	Topics	Essential Questions
Unit 1 Foundations of American Democracy	Creating a government of the people, by the people, and for the people Constitution as the foundation of our government and as a symbol of freedom and democracy Constitution as the second government Lessons from the Founders on setting up a government of the people Impact of the Constitution today	How do founding documents describe how our government should work? To what extent should we be faithful to the Founders' intentions?
Unit 2 Interactions Between Branches	The three branches of government Checks and balances between branches The Bureaucracy Policy and the branches of government	Which branch of government is the most powerful? Why? Are there checks and balances when one political party controls all three branches of government? Why or why not?
Unit 3 Civil Liberties and Civil Rights	The Bill of Rights applied Selective Incorporation Amendments Social Movements and the response of the government	In what ways does the Constitution attempt to limit abuse of government powers? How can individuals and groups help protect civil liberties and civil rights? Why have Supreme Court decisions about civil liberties and civil rights changed over time?
Unit 4 American Political Ideologies and Beliefs	Attitudes about government Political socialization Measuring public opinion Ideology (economic, social, political)	How do our core beliefs about the role of government affect our behavior? How does our view of what freedom is shape our opinions?
Unit 5 Political Participation	Voting Interest groups Third party politics Campaign finance Elections Media and its impact on government and the governed	How are elections run? To what extent do elections reflect the will of the people? Why do some people choose to participate in government while others do not? How does your social network affect your political beliefs?

AP PSYCHOLOGY

Tips for Success

- Read the textbook Units before class.
- Take notes on the reading as you go.
- Ask questions in class and engage in the activities.

"What will we do in class?"

- Discuss the reading
- Highlight major concepts
- Discuss in detail and create graphic representations of the concepts

"What supplementary skills are we developing?"

- Time management
- Note Taking
- Dialogue over difficult topics

"How do we show what we learn?"

- Concept Analysis
- Data Interpretation
- AP style MC tests with FRQ responses

Unit	Topics	Essential Questions
Unit 1 Scientific Foundations	Foundational knowledge about the field of psychology Introduction to research methods associated with various theories, schools of thought, and perspectives	How does the methodology of the research affect the outcome of a study?
Unit 2 Biological Bases of Behavior	Blending knowledge about physiological processes and psychology to provide better explanations of behavior and mental processes	How can biology influence our behavior and mental processes?
Unit 3 Sensation and Perception	Deeper understanding of the biological foundation of psychology: the brain, sensory organs, and central nervous system Role of physiological processes in an individual's perception of their surroundings.	How does our interpretation of the information we receive from the environment influence our behaviors and mental processes?
Unit 4 Learning	Integration of physiological processes and psychological concepts from Units 2 and 3 within the context of learning processes	How do we learn? How do our experiences influence our behaviors and mental processes?
Unit 5 Cognitive	Cognition, including memory processes and differences in intelligence, in the field of psychology today Memory processes of encoding, storing, and retrieving information from the brain using knowledge of anatomical structures and biological processes in Units 2-4	What roles do memory and thinking play in our behaviors? What is intelligence and how can we study it to understand it?
Unit 6 Development	Apply aspects of physiological, cognitive, psychological, and moral development to understand how behavior and mental processes change over the course of a person's life Adolescent development and the decline of adults as they age	How do we perceive and understand ourselves?
Unit 7 Motivation, Emotion, and Personality	Individual differences in various aspects of personality, motivation, and emotion	What motivates us to think and act the way we do? Why do some people respond to stress in a healthier way than others?
Unit 8 Clinical	Evaluation of psychological concepts, and theories previously encountered through the lens of psychological disorders and their treatments	Why is a psychological perspective necessary in the treatment of disorders? How are psychological disorders treated?
Unit 9 Social	Describe and explain behavior and mental processes within the context of social psychology Explore new social psychology theories, informed by knowledge of psychological theories in general	How does the bias of a researcher affect their conclusions?

MODERN & CLASSICAL LANGUAGES

Communicating in a second language and understanding its culture of origin prepares LRCA students to "go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit" (Matt 28:19). Pentecost illustrates God employing human language as a vehicle for redemption: communicating Truth and offsetting the confusion among cultures and languages that occurred at the Tower of Babel. As the world shrinks and diverse cultural groups increasingly interact, we clearly see both the pragmatic and spiritual benefits of learning modern and classical language. In these language classes, students gain a broader perspective of the scope of God's sovereignty historically and currently, and a deeper understanding of others. This increases cultural IQ, hospitality, and the ability to learn in diverse cultures. We prepare LRCA students to faithfully engage in cultural contexts beyond our campus, both locally and abroad, and to continue learning through language and cultural studies at university and beyond.

"Undoubtedly there are all sorts of languages in the world, yet none of them is without meaning."
1 Corinthians 14:10

SPANISH I

Learning Goals
- Develop proficiency in speaking, listening, reading, and writing in Spanish.
- Increase understanding of Hispanic cultures.

"What will we do in class?"
- Engage in speaking activities
- Comprehend text and audio
- Write about familiar topics

"What supplementary skills are we developing?"
- Increase knowledge of vocabulary and sentence structure
- Use reading and listening strategies
- Express thoughts and ideas

"How do we show what we learn?"
- Dialogue and rehearsed presentations
- Listening and reading comprehension
- Writing sentences and paragraphs

Unit	Topics and Resources	Essential Questions
Unit 1 Introduction to Spanish	Greetings Introductions Similarities between Spanish and English Engaging with Spanish speakers through dialogue **Readings/Resources** *This is Jesus* reading *This is Joseph* reading John 14:6	Why is it important to approach Spanish-speaking people, and how do I do it?
Unit 2 Questions vs. Statements	Basic questions and phrases Gender nouns Articles Reading stories and cultural blurb Retelling events **Readings/Resources** *"San Fermín"* reading Short stories Romans 3:23	How can I determine whether a person is asking a question or making a statement?
Unit 3 Descriptions	Comparisons Noun-adjective agreement Verb *ser* Writing a descriptive paragraph **Readings/Resources** Worship Songs: *"Somos la Luz"* and *"Soy Quien Dices Que Soy"* Romans 6:23 1 Samuel 16: 7	Who does God say I am?
Unit 4 Small Talk	Weather Days, Months, Seasons Food Initiating conversation Developing listening strategies **Readings/Resources** Songs Genesis 8:22 Psalm 74:17 1 John 1:9	What are some aspects of creation that show God's providence?

Unit 5 Providing and Obtaining Information	Clothes Colors Special questions Numbers (1-100) Asking and answer questions Describing events **Readings/Resources** Stories Short film "Knock Knock" Isaiah 53:6	How can I use Spanish to provide and obtain information?
Unit 6 Going Places	Places vocabulary The verb *ir* "*al*" and "*del*" contractions Giving short statements Listening for key details **Readings/Resources** Stories Short film *Destiny* Romans 10:9 Jeremiah 29: 11	Should I be worried about my destiny?
Unit 7 Family Activities	Family members Possessive adjectives Present tense verbs Writing a descriptive paragraph **Readings/Resources** *The first family* reading	How could being able to talk about family serve the purpose of relating to Spanish speakers?

SPANISH II & HONORS SPANISH II

Tips for success
- Move out of your comfort zone in class activities.
- Review notes and listen to songs 10 minutes each day outside of class.

"What will we do in class?"
- Discuss personal lives in Spanish
- Learn vocabulary through drawing
- Read excerpts of the Bible

"What supplementary skills are we developing?"
- Build confidence in speaking in front of the class
- Embrace cultural differences
- Develop a passion for foreign language and culture

"How do we show what we learn?"
- Presenting projects to the class
- Harkness discussions
- Unit Tests

Unit	Topics and Resources	Essential Questions
Unit 1 La Familia	Describing family members' appearance and personality Describing house High frequency verbs Presenting family and house **Readings/Resources** Family description readings *Coco* en Español	How does the family transmit values and culture?

Unit 2 La Escuela	Class schedule/ Time in Spanish Hispanic Heritage Month Spanish pronunciation Direct object/Indirect Object pronouns Sweet 16 Spanish verbs **Readings/Resources** *"Dia de los Muertos"* article Example Class Schedules Short stories	How do schools compare from culture-to-culture?
Unit 3 La Rutina Diaria	Describing daily routine Reflexive verbs Presentational skills **Readings/Resources** Short Stories Songs	What does your daily routine reveal about you?
Unit 4 La Niñez	Childhood memories and possessions Imperfect verbs **Readings/Resources** Short stories	How does our past shape us?
Unit 5 La Comida	Describing and preparing a recipe from Spanish-speaking culture Ordering in Spanish Preterite verbs **Readings/Resources** Recipes Cultural articles and stories	How does food demonstrate culture?
Unit 6 Las Historias	How to tell a story in Spanish Preterite and Imperfect Practical Conversation starters **Readings/Resources** Stories of missionaries and stories from the Bible	How can our stories help us serve God?

HONORS SPANISH FOR TRAVELERS

Learning Goal

- Students will be able to have the language and cultural knowledge to travel to a Spanish speaking country.

"What will we do in class?"

- Watch authentic travel videos
- Practice typical travel conversations
- Read cultural articles

"What supplementary skills are we developing?"

- Developing confidence in Spanish
- Embracing cultural differences
- Life lessons on organization and budgeting

"How do we show what we learn?"

- Plan a 10 day trip
- Plan a VBS for a mission trip
- Present rehearsed dialogue

Unit	Topics and Resources	Essential Questions
Unit 1 Vacaciones	Tourist Attractions in Central America Travel Vocabulary Currency **Resources/Readings** Travel Vlogs	How does international travel develop a self awareness of my own culture?
Unit 2 La Vida Internacional	Educational/Career opportunities in Spain Awareness of travel abroad experiences **Resources/Readings** Universities and professional organizations	What does it mean to be a visitor in another country?
Unit 3 Misiones	Missions in South America Sharing the Gospel in Spanish **Resources/Readings** Spanish Reader *"Peligro en la Amazonia"*	How does international travel shape my worldview?

HONORS SPANISH CHILDREN'S LITERATURE

Learning Goal

- Students will be able to comprehend and analyze stories in Spanish.

"What will we do in class?"

- Read children's stories
- Practice grammar structures
- Write children's stories

"What supplementary skills are we developing?"

- Developing a passion for reading
- How to examine a text critically
- Recognizing cultural similarities

"How do we show what we learn?"

- Watch a fairy tale in Spanish
- Write your own children's story
- Present summarizations of stories

Unit	Topics and Resources	Essential Questions
Unit 1 Fantasía	Fairy tales and fables Plot and setting **Resources/Readings** Fairy tales in Spanish	What makes up a fairy tale?
Unit 2 El Mundo de Narnia	Reading a novel in Spanish Character and thematic analysis **Resources/Readings** Read *"El León, La Bruja y El Ropero"*	How can I analyze a text critically in Spanish?
Unit 3 Historia Independiente	Independent reading Comprehension and analysis strategies Characterization Theme **Resources/Readings** Student selected text	How does reading a novel independently help me learn Spanish?

HONORS SPANISH CONVERSATION

Learning Goal

- Students will be able to have in depth conversations about complex themes.

"What will we do in class?"

- Watch and discuss short films
- Learn vocabulary in context
- Discuss topics in depth in Spanish

"What supplementary skills are we developing?"

- Develop conversational skills
- Practice active listening
- Gain confidence in speaking Spanish

"How do we show what we learn?"net

- Participation in discussions
- Video Reflections
- One-on-one conversations

Unit	Topics and Resources	Essential Questions
Unit 1 Comunidad	Community vocabulary and review of interrogatives Circumlocution **Resources/Readings** *"La Bendición"* YouTube Video	Who makes up my community?
Unit 2 Estética	Beauty in Spanish Culture Politeness **Resources/Readings** Authentic short film	What is beauty?
Unit 3 Vida Contemporánea	Slang Past tense review Narration **Resources/Readings** Authentic short film	How does one distinguish registers?
Unit 4 Ciencia y Tecnología	Develop technology vocabulary Conducting research in Spanish **Resources/Readings** Watch *The Social Dilemma*	How do faith and science align?
Unit 5 Un Mundo Roto	Illness and natural disaster vocabulary Developing confidence in higher levels of language **Resources/Readings** Genesis 2-3	What are environmental/political and social problems that challenge society?
Unit 6 Identidades	Stereotypes Patriotism Review of adjectives Engaging in personal dialogue **Resources/Readings** Personality Test	How do language and culture influence my identity?

HONORS SPANISH GRAMMAR & COMPOSITION

Learning Goal

- Students will advance towards fluency through in-depth study of complex grammar and writings.

"What will we do in class?"

- Learn grammar structures in context
- Watch and read authentic resources
- Compose writings of various topics in Spanish

"What supplementary skills are we developing?"
- Develop personal voice in writing
- Practice peer editing
- Gain confidence in written Spanish

"How do we show what we learn?"
- Comprehensive grammar quizzes
- Journal reflections
- Formal essays

Unit	Topics and Resources	Essential Questions
Unit 1 Mandatos y Preposiciones	Conjugating imperatives Stating Opinion Giving directions on how to do something **Resources/Readings** Exodus 20	How does grammar help us communicate in Spanish? How does knowledge of grammar help us to become lifelong learners?
Unit 2 El Presente	Present tense Comparisons Gender agreement Verbs like gustar **Resources/Readings** Trivial Pursuit Game (SP)	How does grammar help us communicate in Spanish? How does knowledge of grammar help us to become lifelong learners?
Unit 3 El Pasado	Preterite Imperfect Past participle + compound tenses Direct and indirect object pronouns **Resources/Readings**	How does grammar help us communicate in Spanish? How does knowledge of grammar help us to become lifelong learners?
Unit 4 El Futuro	Future tense Conditional tense If clauses **Resources/Readings** Life Game (SP)	How does grammar help us communicate in Spanish? How does knowledge of grammar help us to become lifelong learners?
Unit 4 El Subjuntivo	Subjunctive tense Conjunctions **Resources/Readings** Apples to Apples Game (SP)	How does grammar help us communicate in Spanish? How does knowledge of grammar help us to become lifelong learners?

FRENCH I

Learning Goals
- To develop proficiency in speaking, listening, reading, and writing in French
- To instill a passion for French language and culture

"What will we do in class?"
- Grammar Mind Maps
- Learning vocabulary through reading
- Compose original sentences

"What supplementary skills are we developing?"
- Strengthen Understanding of English Grammar
- Introduction to French Culture
- Develop conversation skills

"How do we show what we learn?"
- Memory work and written quizzes
- Poetry Recitation
- Modified Harkness in French
- Unit Tests
- Semester Projects

Unit	Topics and Resources	Essential Questions
Unit 1 *La Famille Bizarre*	French alphabet Definite vs. indefinite articles T.P.R.S. story: *"La Famille Bizarre"* Question words Colors and Numbers Body Parts Passport to Paris classroom tour	What are some of the major differences between the English language and French language? Why is it important to learn about a culture different from my own?
Unit 2 *La Fille et le Garçon*	T.P.R.S. story: *"La Fille et le Garçon"* Numbers 0-30 Introduction to French food	How does the way the French value food differ from the US?
Unit 3 *Le Roi et la Reine*	T.P.R.S. Story: *"Le Roi et la Reine"* (The Royal Flight to Varennes) Semester Project: The French Revolution	What is the French Revolution, and what impact did it have globally?
Unit 4 *Le Calendrier*	Days of the Week Telling Time in French Months of the Year Weather Vocabulary Le Monde weather report Level 1 Poem: *"Refrains Enfantins"* de Jacques Prévert Regular present tense verbs: -er, -ir, -re	How is God's order in the created world a reflection of who he is?
Unit 5 *Au Café*	T.P.R.S. Story: *"Le Rendez-Vous"* The Institution of the French Café Irregular Present Tense Verbs: avoir, être	Are manners and etiquette important? How do we show love and respect for others through each?
Unit 6 *A la Maison*	Rooms of the house vocabulary Furniture vocabulary Irregular Present Tense Verbs: aller, faire	What components make up a content home? How do our homes either distract from or point to the Gospel?
Unit 7 *Parlons!*	Expressing likes and dislikes in French Activities/Sports vocabulary Clothing vocabulary French holidays: Le Poisson d'Avril, Pâques	Why is it important, specifically as a Christian, to be able to converse with someone in another language?

FRENCH II & HONORS FRENCH II

Tips for success
Learn conjugation songs.
Get out of your comfort zone and try to weekly use a new French word in a sentence.
Practice speaking French at home.

"What will we do in class?"
- Discuss personal lives in French
- Learn vocabulary through cooking and eating
- Read excerpts of the Gospel

"What supplementary skills are we developing?"
- Build confidence in speaking in front of the class
- Embrace cultural differences
- Develop a passion for foreign language and culture

"How do we show what we learn?"
- Presenting projects to the class
- Written quizzes
- Harkness discussions
- Unit Tests

Unit	Topics and Resources	Essential Questions
Unit 1 *La Famille*	Family vocabulary Review "er" verbs and core irregular verbs Build and reinforce foundation of French I, including a comprehensive review of adjectives and adjective agreement French article: *"La Radiographie du couple et de la Famille"*	Is your family only those related to you by blood? How might God define "family"?
Unit 2 *L'école*	School vocabulary "re" verbs Comparisons National French Week Project in the Elementary	Why do you attend LRCA and why do you take French?
Unit 3 *La Routine*	Daily life vocabulary "ir" verbs Open-ended writing Spontaneous speaking Personal vlog project	How do you interact with God on a weekly basis?
Unit 4 *Bon Appétit*	Food vocabulary (fruits, vegetables, ingredients, dishes, seafood, pastries, etc.) *La Chandeleur* French holiday Creating and following a recipe in French Memorize a native French poem: *"Déjeuner du Matin"* 50 Verbs Quiz-Mastery of the present tense Film: Chef's Table (Alain Passard)	How is French food different or similar to American cuisine? What can you learn about culture through a poem?
Unit 5 *Faisons les Courses*	French specialty food shops Buying items in a store and having a conversation with a shopkeeper Categorization and meal planning Past tense: le Passé Composé (verbs that use avoir)	What does the concept of French specialty food shops (vs. American megastores) say about French food culture?
Unit 6 *L'hospitalité*	French table etiquette and manners Place settings Hosting a meal Readings: Excerpt from "The Gospel Comes with a House Key" by Rosaria Butterfield and "The Gift of the Stranger" by Cavill and Smith Past tense: le Passé Composé (verbs that use être) Film: The 100-Foot Journey	How do we show hospitality to strangers? What is Biblical hospitality?
Unit 7 *L'Evangile en Français*	Readings: excerpts from the Four Gospels in French Three Circles: sharing the Gospel in French with a drawing	How do I share the Gospel in French?

HONORS FRENCH FOR TRAVELERS

Learning Goals
Students will be able to have the language and cultural knowledge to travel to a French speaking country.

"What will we do in class?"
- Watch authentic travel videos
- Practice typical travel conversations
- Read cultural articles

"What supplementary skills are we developing?"
- Developing confidence in French
- Embracing cultural differences
- Life lessons on organization and budgeting

"How do we show what we learn?"

- Plan a 10 day trip
- Plan a VBS for a mission trip
- Present rehearsed dialogue

Unit	Topics and Resources	Essential Questions
Unit 1 Vacances	Tourist attractions in Paris Travel vocabulary and currency **Resources/Readings** Travel Vlogs	How does international travel develop a self-awareness of my own culture?
Unit 2 La vie internationale	Educational/Career opportunities in France Travel abroad experiences **Resources/Readings** Universities and professional organizations	What does it mean to be a visitor in another country?
Unit 3 Missions	Missions in French-Speaking countries Sharing the Gospel in French **Resources/Readings** Authentic missionary resources	How does international travel shape my worldview?

HONORS FRENCH CHILDREN'S LITERATURE

Learning Goals

- Students will be able to comprehend and analyze stories in French.

"What will we do in class?"

- Read children's stories
- Practice grammar structures
- Write children's stories

"What supplementary skills are we developing?"

- Developing a passion for reading
- Examining a text critically
- Recognizing cultural similarities

"How do we show what we learn?"

- Watch a fairy tale in French
- Write your own children's story
- Present summarizations of stories

Unit	Topics and Resources	Essential Questions
Unit 1 Fantasie	Review past tenses Discussing plot and setting **Resources/Readings** Charles Perrault fairy tales in French	What constitutes a good story?
Unit 2 Bandes Dessinées	Acquire contextual vocabulary Develop inference skills **Resources/Readings** Asterix and Tintin	How role do images play in children's literature?
Unit 3 Le Petit Prince	Read for comprehension Character and thematic analysis **Resources/Readings** Antoine de St. Exupery's *The Little Prince*	How can I analyze a text critically in French?
Unit 4 Histoire indépendante	Read your own story Independent reading, comprehension, and analysis **Resources/Readings** Student selected text	How do I take steps to learning a language on my own?

HONORS FRENCH CONVERSATION

Learning Goals
- Students will be able to have in depth conversations about complex themes.

"What will we do in class?"
- Watch and discuss short films
- Learn vocabulary in context
- Discuss topics in depth in French

"What supplementary skills are we developing?"
- Develop conversational skills
- Practice active listening
- Gain confidence in speaking French

"How do we show what we learn?"
- Participation in discussions
- Video Reflections
- One-on-one conversations

Unit	Topics and Resources	Essential Questions
Unit 1 Communauté	Community vocabulary Review of interrogatives Circumlocution **Resources/Readings** La Benediction YouTube Video	Who makes up my community?
Unit 2 Esthétique	Beauty in French culture Politeness **Resources/Readings** Authentic short film	What is beauty?
Unit 3 Vie Contemporaine	Slang and past tense review Narration **Resources/Readings** Authentic short film	How does one distinguish registers?
Unit 4 Science et Technologie	Develop technology vocabulary Conducting research in French **Resources/Readings** Watch *The Social Dilemma*	How do faith and science align?
Unit 5 Un Monde Brisé	Illness and natural disaster vocabulary Developing confidence in higher levels of language **Resources/Readings** Genesis 2-3	What are environmental/political and social problems that challenge society?
Unit 6 Identité	Stereotypes Patriotism Review of adjectives Engaging in personal dialogue **Resources/Readings** Personality Test	How do language and culture influence my identity?

HONORS FRENCH GRAMMAR & COMPOSITION

Learning Goals
- Students will advance towards fluency through in-depth study of complex grammar and writings.

"What will we do in class?"
- Learn grammar structures in context
- Watch and read authentic resources
- Compose writings of various topics in French

"What supplementary skills are we developing?"
- Develop personal voice in writing
- Practice peer editing
- Gain confidence in written French

"How do we show what we learn?"
- Comprehensive grammar quizzes
- Journal Reflections
- Formal essays

Unit	Topics and Resources	Essential Questions
Unit 1 Commands	Conjugating imperatives Stating Opinion Giving directions on how to do something **Resources/Readings** Exodus 20	What is grammar and how is it useful?
Unit 2 Le Présent	Present tense Comparisons Gender agreement in nominal groupings **Resources/Readings** Trivial Pursuit Game (FR)	How does an understanding of French grammar help my communication in English?
Unit 3 Le Passé	Imperfect Past participle + compound tenses Direct and indirect object pronouns **Resources/Readings**	How do I develop my own voice in my French writing?
Unit 4 Le Futur	Future tense Conditional tense If clauses **Resources/Readings** Life Game (FR)	How can I feel "at home" in French?
Unit 5 Le Subjonctif	Subjunctive tense Conjunctions **Resources/Readings** Apples to Apples Game (FR)	How does knowledge of grammar help me to become a lifelong learner?

ELEMENTARY KOINE GREEK

Tips for Success
- Come to class each day prepared to learn and discuss.
- Be willing to ask questions and/or respectfully offer alternative perspectives.
- Commit yourself to memorizing vocabulary and grammatical paradigms.

"What will we do in class?"
- Learn Greek syntax and vocabulary
- Recognize and understand the importance of Greek for personal formation and biblical interpretation leading to richer discipleship
- Develop original translations of the Greek New Testament

"What supplementary skills are we developing?"
- Confident engagement
- Respectful dialogue
- Development of logical conclusions

"How do we show what we learn?"
- Quizzes
- Tests
- Original translations/interpretations of New Testament texts

Unit	Topics	Essential Questions
Unit 1 Introducing Greek	Importance of Greek for Exegesis Alphabet Pronunciation	Why do we need Greek for Biblical interpretation? Is my English translation of the Bible enough? What is the Greek alphabet? How do we pronounce Greek words?
Unit 2 Nouns and Cases	Parts of Speech Greek Case System Prepositions Adjectives	What are different parts of speech in language? How do we recognize and read the four Greek cases? What are the essential pronouns?
Unit 3 Indicative Verb System - Present and Future	Verb Morphology Present Indicative Verbs Future Indicative Verbs Verbal Aspect	How do we recognize and translate Present and Future indicative verbs? What are the nuances of verb morphology with different verbal endings? What are active, middle, and passive voices? What is Verbal Aspect? (imperfective)
Unit 4 Indicative Verb System - Imperfect, Aorist, and Perfect	Imperfect Indicative Verbs Aorist Indicative Verbs Perfect Indicative Verbs Verbal Aspect	How do we recognize and translate Imperfect, Aorist and Perfect verbs? What are the major morphological signifiers of the different verb tenses? How does verbal aspect affect translation/interpretation?
Unit 5 Participles	Participle Morphology Participle functions and translation	What is a participle? How do I distinguish participles from nouns and verbs? How do participles function syntactically?
Unit 6 Non-Indicative Verbs	Subjunctive Verbs Infinitive Verbs Imperative Verbs mi-Verbs Athematic verbs	What are the various non-indicative verb forms? How do the non-indicative verbs function syntactically? How do we translate them? What are the common irregular verbs and how do we recognize them?
Unit 7 1 John	Vocabulary of 1 John Translation of 1 John Interpretive nuance of 1 John's Greek	How do we translate and interpret the Greek of 1 John? What is some unique vocabulary found in the letter? How do we read and translate 1 John's Greek with quickness and accuracy?

BIBLICAL WORLDVIEW

Biblical Foundation and Biblical Worldview classes are at the core of the student experience at LRCA. Grounded in the metanarrative of Scripture, students learn deep Truths about God the Father, the Son, and the Holy Spirit, complementing teaching at home and church. With a focus on Biblical literacy and practice applying scripture to life inside and outside the school setting, students have opportunities for authentic self-reflection on their spiritual journey. As students mature, we prepare them for encountering competing worldviews about identity, life, and ethics, focusing on a greater understanding of Christian thought as well as the big ideas that have emerged on the timeline of Western intellectual history. Our ultimate goal is for students to apply the essentials of the Christian faith to discern Truth from untruth and to reflect Christ in word and deed to the world around them.

"In all these things we are more than conquerors through him who loved us. For I am sure that neither death nor life, nor angels nor rulers, nor things present nor things to come, nor powers, nor height nor depth, nor anything else in all creation, will be able to separate us from the love of God in Christ Jesus our Lord."

Romans 8:37-39

NEW TESTAMENT AND THE LIFE OF CHRIST

Tips for Success

- Be prepared for each class by reading the assigned text.
- Participate in Harkness through questioning and sharing opinions on various topics.
- Use Biblical language to express the Gospel.

"What will we do in class?"

- Participate in Harkness discussions
- Work collaboratively to understand the New Testament and the life of Christ
- Reflect on personal beliefs as they relate to the New Testament

"What supplementary skills are we developing?"

- Presentation and public speaking skills
- Discussing difficult topics respectfully
- Time management and organization skills

"How do we show what we learn?"

- Harkness discussions
- Formal and informal projects and writing assignments

Unit	Topics & Texts	Essential Questions
Unit 1 What is the Bible?	Bible inerrancy, reliability, and infallibility	Is the Bible completely authoritative, infallible, and inerrant?
Unit 2 The Life of Christ part I	The Gospel of John (CH 1-10) *10 Questions Every Kid should ask about Christianity* (CH 1-2)	What were the claims of Jesus and what did people that heard Jesus speak believe about his claims?
Unit 3 The Life of Christ part 2	The Gospel of John (Ch 10-21) *10 Questions Every Kid should ask about Christianity* (CH 3 and 9) by McLaughlin	Why is there an emphasis on "believing" in John's gospel?
Unit 4 The End of the Story	Excerpts from Revelation Excerpts of *Heaven* by Alcorn	How does knowing the end of the story strengthen your beliefs in Jesus and help you better understand the Bible?
Unit 5 The Book of Romans	Sin and Repentance Salvation and Justification Sanctification Theological concepts and vocabulary from Romans *10 Questions Every Kid should ask about Christianity* (CH 4)	How is a person saved? How does salvation work?
Unit 6 Discipleship	1st Timothy *10 Questions Every Kid should ask about Christianity* (CH 7)	What is discipleship?
Unit 7 The Prison Epistles	Ephesians Colossians Philippians	How do you read the scriptures independently and find comprehension?
Unit 8 Faith and Works	James Galatians	What is the relationship between faith and works?
Unit 9 Holiness and Suffering	1st Peter	How do we live a life of holiness in the face of suffering?
Unit 10 Love	1st John	What does "love" mean and what does love produce from the one who loves and the one who is beloved?

OLD TESTAMENT AND THE FAITHFULNESS OF GOD

Tips for Success

- Bring your Study Bible to every class!
- Pray that the Holy Spirit would give you eyes to see and ears to hear what the Scriptures have to say.

Learning Goals

- To understand the true character of God and his relationship to humanity.
- To see the Bible, Old and New Testament, as a cohesive whole.
- To see Jesus in the OT

"What will we do in class?"

- Whole class and small group discussions
- Cross-referencing intra-biblical texts
- Respectfully discussing difficult and controversial topics in the Bible via Harkness

"What supplementary skills are we developing?"

- Showing curiosity and engagement through annotating a text
- Creating own complex questions for the sake of further comprehension
- Practicing close reading and biblical interpretation skills

"How do we show what we learn?"

- Interactive activities
- Quizzes and tests
- Harkness Discussions
- Post discussion reflection papers

Unit	Topics	Essential Questions
Unit 1 Foundations Genesis 1-11	4 Events Creation Fall Noah and the Flood Babel Creation Theories Biblical Interpretation	What does the creation story tell us about God and His creation? How does the creation story set the framework for a worldview that is distinctly Christian?
Unit 2 Patriarchs Genesis 12-50	4 Patriarchs Abraham Isaac Jacob Joseph Development of the 12 tribes Covenant	What is a covenant? What does God promise to the Patriarchs? How are the Patriarchs portrayed?
Unit 3 Deliverance Exodus and Numbers	Egyptian slavery God's covenant name Plagues Passover Deliverance Disobedience Desert Wandering	Why were the 10 plagues necessary as part of God's plan? What is the significance of the Passover?
Unit 4 The Law (Leviticus and Deuteronomy)	The Mosaic law Civil, ceremonial, and moral laws The Tabernacle The Priesthood	How does the law demonstrate the character of God? How does the law shape Israel and what are its implications throughout the Old and New Testaments?

Unit 5 Judges and Leaders (Joshua, Judges, Ruth)	Conquest of the Promised Land Downward spiral into idolatry and compromise	How does the morality of the leader impact the morality of those they lead? What does godly leadership look like? How are the Pentateuch's promises of blessings for obedience and curses for disobedience displayed during this time?
Unit 6 United Kingdom	Selections from: 1 and 2 Samuel, 1 Kings, 1-2 Chronicles, Proverbs, Psalms, Job Role and efficacy of the King: Saul, David, and Solomon Role of the prophet in Samuel Davidic Covenant Models of Wisdom: Fear of the Lord in Proverbs Love for God's word in Psalms Trust in the Lord from Job	How did Israel suffer under the leadership of a King? How did Israel's monarchy prepare the nation for the Messiah?
Unit 7 Divided Kingdoms	Selections from: 1 and 2 Samuel, 1 Kings, 1-2 Chronicles Division, compromise and destruction of Northern Israel and Southern Judah Disobedience of evil kings Importance of the role of Prophet	What is the role of a prophet? Why did the role of the prophet become more significant during the divided kingdom? How did this role prepare the people for the arrival of the Messiah? How are the Pentateuch's promises of blessings for obedience and curses for disobedience displayed during this time?
Unit 8 Exile and Post-Exile	Selections from Ezra, Nehemiah, and Daniel Seeing the faithfulness of God through the Israelite defeat, dispersion and eventual return Connecting Daniel's apocalyptic prophecies to Revelation	How do we see the roles of Creation, Fall, Redemption and Restoration played out throughout the Old Testament? How do we see God's hand at work even while His people are in the midst of exile or struggling to rebuild?
Unit 9 Conclusion	Anticipating the Messiah Review of Jesus in the Old Testament The Bible, Old and New Testament as a cohesive whole	How has your view of the Old Testament changed since taking this course? How has your view of the New Testament changed since taking this course?

CHRISTIAN ETHICS

Tips for Success

- Actively read and annotate the reading assignments.
- Be willing to deeply engage in class discussions.
- Engage in ethical conversations with friends, family, and co-workers outside of class.

"What will we do in class?"

- Apply Biblical ethics to case studies
- Explore God's word for ethical truths
- Facilitate and discuss modern controversial ethical issues

"What supplementary skills are we developing?"

- Giving and receiving constructive criticism
- Developing logical arguments
- Respectfully articulating personal positions

"How do we show what we learn?"

- Harkness Discussions
- Reflections
- Papers

Unit	Topics	Essential Questions
Unit 1 Classical Ethics	Plato Aristotle	What do we mean when we say "ethics"? What ethical framework existed before Christianity?
Unit 2 Christian Ethics	Aquinas Lewis Augustine Bonhoeffer Wright	What is unique about "Christian Ethics"? What are the cultural views of morality? Who are some historical examples of Christian Ethicists?
Unit 3 Case Studies Part 1	Abortion Reproductive Technologies Genetics/ Biotechnology Death and Dying	Are there any Biblical exceptions to taking a life? Where do we draw the lines and with what justification? On what do we derive Truth when making these decisions?
Unit 4 Case Studies Part 2	Capital Punishment Gun Control War and Morality Sexual Ethics Christian Ethics, Economics, and the Workplace	What does Scripture say about taking the life of one convicted of taking another's life? What does Scripture and Christian Ethics say about sexuality? How does a Christian approach their vocation, and various economic theories?
Unit 5 Church in a Changing Culture	Defining the church Function of the church today	Why are we in such a time of profound cultural change? What does this cultural change mean for us as Christians? What does faithfulness look like for us as Christians during this time?

INQUIRY IN WORLDVIEW FRAMEWORKS

Learning Goals

- Answer the question "What is a Worldview?"
- Discern how different worldviews are inconsistent with Christianity.
- Apply learning to determine one's personal worldview and whether it is consistent with their actions.

"What will we do in class?"

- Analyze texts and cultural artifacts to discern which worldview is represented
- Discuss the implications of belief
- Discover why different worldviews were adopted through recent Western history

"What supplementary skills are we developing?"

- Analysis of progression of thought and behavior due to worldview
- Empathy toward others as a result of studying why people adopt certain perspectives
- Identifying an individual's basic assumptions about the world around them
- Critical thinking

"How do we show what we learn?"

- Artifact analysis
- Unit tests
- Harkness discussions
- Personal reflections

Unit	Topics	Essential Questions
Unit 1 Christian Theism, Deism, Naturalism	How Christian Theists, Deists, and Naturalists view: Prime Reality (the God Statement) External reality (the world around us) Anthropology (human beings) Death Epistemology (Knowledge) Morality Meaning of human history Core commitments	What are the moral and intellectual implications of removing the relational God from Creation?

Unit 2 Nihilism and Existentialism	How Nihilists and Existentialists view: Prime Reality (the God Statement) External reality (the world around us) Anthropology (human beings) Death Epistemology (Knowledge) Morality Meaning of human history Core commitments	What is the logical conclusion of Nietzsche's declaration that "God is dead"? Can a sustainable worldview exist with this belief?
Unit 3 Eastern Pantheistic Monism and New Age	How Eastern religions and New Agers view: Prime Reality (the God Statement) External reality (the world around us) Anthropology (human beings) Death Epistemology (Knowledge) Morality Meaning of human history Core commitments	Is it enough to believe in any spiritual reality for salvation?
Unit 4 Postmodernism	Postmodern view on: Prime Reality (the God Statement) External reality (the world around us) Anthropology (human beings) Death Epistemology (Knowledge) Morality Meaning of human history Core commitments	How is our present culture influenced by Postmodernism?

FUNDAMENTALS OF FAITH

Tips for Success

- Come to class each day prepared to learn and discuss.
- Be willing to ask questions and/or respectfully offer alternative perspectives.
- Engage is theological dialogue with friends and family outside of the classroom.

"What will we do in class?"

- Participate in Harkness discussions over current ecclesiological issues
- Recognize and understand theological orthodoxy
- Consistently engage and facilitate Harkness discussions over both historical and modern issues of Christian orthodoxy

"What supplementary skills are we developing?"

- Confident engagement
- Respectful dialogue
- Development of logical conclusions

"How do we show what we learn?"

- Presentations
- Papers
- Harkness Discussion

Unit	Topics	Essential Questions
Unit 1 Introducing Theology	Systematic Theology Theological Method	How did the early church develop theology? What are the sources for theology? What are the creeds and why do they exist? How do we proceed in engaging theology in our modern context?
Unit 2 God	Trinitarian Theology Theology Christology Pneumatology	Who is the Trinity? What is the nature and what are the attributes of God? Who is Christ? Who is the Holy Spirit?

Unit 3 Humans, the Fall, and the Need for Salvation	Theological Anthropology Soteriology Ecumenism	What are human beings? What are spiritual beings? What is sin? Why do we sin? What is the church's view on salvation? How do we live in today's culture as Christians?
Unit 4 The Church, the Sacraments, and the End Times	Ecclesiology Sacramental Theology Eschatology	What is the church? What is a sacrament and how do the various denominations view them? What happens when we die and when Christ returns?

HERETICS AND HEROES

Learning Goals

- Discern inadequate Christian doctrine.
- Analyze the harmony of the body of Christ, despite the myriad of denominations.
- Evaluate the implications of poor theology.

"What will we do in class?"

- Assess individual's contributions to Christianity
- Visit local church of different denomination
- Compare primary source artifacts with modern day movements

"What supplementary skills are we developing?"

- Respectful discussion skills through Harkness method
- Preparing for discussion, including research, Biblical cross-referencing, text analysis
- Reflection skills
- Discernment

"How do we show what we learn?"

- Writing Assignments
- Harkness Discussions
- Projects

Unit	Topics	Essential Questions
Unit 1 Happy Hearts Among the Hurts	(1st-3rd Centuries) Early Christian expansion Apostles of Jesus who carried the gospel message Spread of the church Early apologists Persecution Martyrdom	Is martyrdom morally justifiable? Why did the gospel message spread rapidly throughout the Roman Empire after the ascension of Jesus?
Unit 2 Our Theology Friends	(4th-6th Centuries) Trinitarian and Christological Controversies Augustine Missionaries Monasticism	How do people come to inadequate theology and what are the implications?
Unit 3 Islam and Icons	(7th-10th Centuries) Islam Iconoclastic Controversy Charlemagne	How did the spread of Islam affect Christianity? Is iconography idolatry?
Unit 4 Very Bad Decisions	(11th-14th Centuries) Crusades Inquisition East and West Schism Papal Corruption Babylonian Captivity	Are the Crusades morally and Biblically justifiable? To what extent should the choices of Christians infer one's response to God?

Unit 5 Change is Coming	(13th-16th Centuries) Scholasticism and the Pre-Reformers	Why was Martin Luther's desire to reform the Catholic Church rejected as heresy?

MARRIAGE AND FAMILY

Learning Goals

- Understand God's design for marriage as a shadow of our relationship with Him.
- Develop a core of knowledge that will assist in personal experiences in dating and marriage.
- Learn about sacrificially loving others in light of personality differences and differing opinions.
- Value speaking to others with gentleness and respect.

"What will we do in class?"

- Read God's Word and journal on the learning topics
- Generate discussions on differing perspectives about dating and marriage topics
- Personally reflect on the topics.

"What supplementary skills are we developing?"

- Scripture analysis
- Respectful discussion with people in your relationship circle that have opposing views
- Test the ideas being shared to discern the truth about dating, marriage and family relationships

"How do we show what we learn?"

- Personal Dating and Marriage Plan
- Journal thoughts and understandings
- Multiple Choice and Short Answer Exams, Quizzes
- Mind Maps
- Projects

Unit	Topics	Essential Questions
Unit 1 God's Design for Marriage	Imago Dei Genders created by God Humans and human relationships Marriage as a shadow of relationship between God and humans (Readings from Genesis, articles, and current events)	What is God's Design for Marriage and does it affect the Kingdom of God?
Unit 2 Purity and Dating	The Bible's perspective on purity Being intentional about dating relationships The Myth of the "Perfect Person" Honoring God in my relationships (Readings from Genesis & Song of Solomon, articles, and current events)	How does God's perspective on purity impact my dating and marriage choices?
Unit 3 Purpose and Essentials for Marriage	Reasons to marry or stay single Marriage and its influence Marriage roles and responsibilities Making dating, family and marriage relationships work (Readings from Old & New Testaments, articles, and current events)	What is God's cultural mandate and how does this impact me?
Unit 4 Marriage after the Fall	Sin's impact on Marriage The power of Grace Divorce and its impacts Having a godly marriage (Readings from Hosea, Old & New Testaments, articles, and current events)	Considering sin, how is it possible to make any marriage work today?

Unit 5 Communication in Marriage	Biblical direction regarding communication Communication's impact on relationships Thinking of others first (Readings from the New Testament, articles and current events)	How can I consider others more highly than myself?
Unit 6 Conflict and Resolution	Recognizing the Source of all conflict Minimizing conflict Forgiveness and conflict resolution	How can I forgive when...?

OUACHITA BAPTIST UNIVERSITY: SURVEY OF THE BIBLE

Tips for Success

- Actively read and stay on top of daily assignments.
- Be willing to ask questions.
- Be willing to wrestle with the text and deepen your understanding of God's written word.

"What will we do in class?"

- Describe the significance of various covenants between God and his people
- Trace and explain the major events in God's salvation history
- Discuss the implications of a Christian worldview and how it affects daily human life

"What supplementary skills are we developing?"

- An understanding of the importance of Biblical history
- Understanding that actions and ideas have consequences
- A personal understanding of theological orthodoxy

"How do we show what we learn?"

- Harkness Discussions
- Unit Tests
- Daily Discussion Questions

Unit	Topics	Essential Questions
Unit 1 Beginnings (Genesis and Exodus)	Creation of the world Promise of redemption Consistent faithfulness of God	Who is God? How does he interact with his covenant people? How will he deal with the problem of sin?
Unit 2 Prophets, Priests and Kings	Chronological study of the rise and fall of the nation of Israel	Who will be in the lineage of Christ? How will God display mercy and judgment on his people? How will the Old Testament story end?
Unit 3 Life and Ministry of Jesus	Jesus Christ is the promised Messiah, fully God and fully man.	Who is Christ and how is he the answer to the problem of sin? What is the Kingdom of God?
Unit 4 Development and Growth of the Christian Church	How the apostles persevered through persecution How God used faithful people to spread the teachings of the gospel message	Who is the Holy Spirit, and how does it sanctify believers? How does the early church grow and survive persecution? How does God bring His story to its end?

OUACHITA BAPTIST UNIVERSITY: INTERPRETING THE BIBLE

Tips for Success

- Actively read and stay on top of daily assignments.
- Be willing to ask questions.
- Be willing to wrestle with the text and deepen your understanding of God's written word.

"What will we do in class?"

- Use basic interpretive methods to understand and apply every major part of the Bible
- Identify the context of a passage and explain how it affects the meaning of the text; do valid word studies
- Learn and apply the rules for interpreting every major literary genre in the Bible

"What supplementary skills are we developing?"

- Researching and writing an exegetical paper
- Learning to enjoy personal Bible study
- Applying biblical texts to your own life and to today's audience

"How do we show what we learn?"

- Harkness Discussions
- Unit Tests
- Daily Discussion Questions

Unit	Topics	Essential Questions
Unit 1 Basic Tools	Approaches to reading the Bible Various Bible translations Reading the text at multiple level	How do I read at a sentence level? How do I read paragraphs? How do I read at the discourse level?
Unit 2 Context	The importance of historical and literary context in understanding the text Understanding how our own preconceived ideas change the way we read the text	Why does context matter? How can word studies help in the interpretation process? What are the dangers of disregarding literary context?
Unit 3 Meaning and Application	Discovering the levels of meaning in Scripture	What is the role of the Holy Spirit in our understanding of Scripture? Who controls the meaning of the text? How do I properly understand and apply God's word?
Unit 4 The Interpretive Journey: New Testament	Interpreting New Testament genres	What are the genres included in the New Testament? What are the practical and appropriate ways to read the different genres?
Unit 5 The Interpretive Journey: Old Testament	Reading and interpreting the Old Testament as Christians in the church age	Why is proper reading and interpretation of the Old Testament so critical? How can the Old Testament still be useful and applicable for Christians today?

THE SCIENCE OF CHRISTIANITY: CONFLICT OR COOPERATION?

Tips for Success

- It is recommended to have a strong appreciation for science as a prerequisite to fully enjoy this class.
- Actively seek to understand points of view that are opposite to your own.
- Understand that you will have questions, there will be subjects you don't understand, and that is expected and normal.

"What will we do in class?"

- We will talk about many ancient and modern developments in various fields of scientific inquiry, and think about their implications on what Christians believe about the world
- We will compare what Scripture says to what we think we see in observational science
- We will challenge ourselves on what our assumptions are about the world and what is or isn't required for a Christian to believe in

"What supplementary skills are we developing?"
- Expanding our scientific literacy in multiple fields of study
- How to avoid logical fallacies
- How to have a mature discussion about important topics that are very important to many people

"How do we show what we learn?"
- Actively taking notes and participating in class discussions
- Completing the reading homework with annotations and questions ready to go before class
- Being curious about opposing arguments so that if you are going to disagree, you are making an informed and intelligent decision

Unit	Topics	Essential Questions
Unit 1 The Philosophy of Science	"Faith seeking understanding" Warfare vs complimentary thesis Same data but different interpretations based on worldview definition and use of science Science change over time	What is science? What can it accomplish? What are its limitations? How do we approach science from a Christian worldview? Can science and religion cooperate or is there an inherent conflict?
Unit 2 Cosmology	The universe, stars, planets, galaxies, black holes, its origins What it tells us about the nature of God Uniformitarianism & Catastrophism	What do the cosmos tell us about the age of the universe? Is the big bang compatible with the Bible? What does the Bible actually say about the creation account? What does it say about the cosmos? What evidence do young and old creationists have for their beliefs?
Unit 3 Geology	Interpreting rock and fossil records Age of the earth Probability of a global flood Historical evidence in the archeological record and Scriptural accounts	How are fossils formed and how old are they really? What is radiometric dating? Did the global flood really occur? Was it possible to create and ark and fit all the animals on it? What archaeological evidence is there for the Bible and what it claims happened in the past?
Unit 4 Biology	History of the theory of evolution Current models on the origins of life	What are the actual claims and evidence for evolution? Can a Christian believe in evolution and the Bible at the same time?
Unit 5 Physics	Principle of correspondence (intelligibility) First and Second Law of Thermodynamics Cosmological argument Teleological argument Anthropic principle Intelligent Design (ID) Irreducible complexity	Where does all the physical, observable, measurable evidence about the laws of nature lead?
Unit 6 Conclusions and Reflections	The science behind the crucifixion and resurrection Historical reliability of Scripture Bias of current authorities in the science fields Reflections on nature and general revelation	Which evidence is more persuasive: young earth or old earth? What was most surprising about what you learned about modern discoveries in science? What was most useful about what you learned of the relation between science and the Christian faith?

ELEMENTARY KOINE GREEK

Tips for Success
- Come to class each day prepared to learn and discuss.
- Be willing to ask questions and/or respectfully offer alternative perspectives.
- Commit yourself to memorizing vocabulary and grammatical paradigms.

"What will we do in class?"
- Learn Greek syntax and vocabulary
- Recognize and understand the importance of Greek for personal formation and biblical interpretation leading to richer discipleship
- Develop original translations of the Greek New Testament

"What supplementary skills are we developing?"

- Confident engagement
- Respectful dialogue
- Development of logical conclusions

"How do we show what we learn?"

- Quizzes
- Tests
- Original translations/interpretations of New Testament texts

Unit	Topics	Essential Questions
Unit 1 Introducing Greek	Importance of Greek for Exegesis Alphabet Pronunciation	Why do we need Greek for Biblical interpretation? Is my English translation of the Bible enough? What is the Greek alphabet? How do we pronounce Greek words?
Unit 2 Nouns and Cases	Parts of Speech Greek Case System Prepositions Adjectives	What are different parts of speech in language? How do we recognize and read the four Greek cases? What are the essential pronouns?
Unit 3 Indicative Verb System - Present and Future	Verb Morphology Present Indicative Verbs Future Indicative Verbs Verbal Aspect	How do we recognize and translate Present and Future indicative verbs? What are nuances of verb morphology with different verbal endings? What are active, middle, and passive voices? What is Verbal Aspect? (imperfective)
Unit 4 Indicative Verb System - Imperfect, Aorist, and Perfect	Imperfect Indicative Verbs Aorist Indicative Verbs Perfect Indicative Verbs Verbal Aspect	How do we recognize and translate Imperfect, Aorist, and Perfect verbs? What are the major morphological signifiers of the different verb tenses? How does verbal aspect affect translation and interpretation?
Unit 5 Participles	Participle Morphology Participle functions and translation	What is a participle? How do I distinguish participles from nouns and verbs? How do participles function syntactically?
Unit 6 Non-Indicative Verbs	Subjunctive Verbs Infinitive Verbs Imperative Verbs mi-Verbs Athematic verbs	What are the various non-indicative verb forms? How do the non-indicative verbs function syntactically? How do we translate them? What are the common irregular verbs and how do we recognize them?
Unit 7 1 John	Vocabulary of 1 John Translation of 1 John Interpretive nuance of 1 John's Greek	How do we translate and interpret the Greek of 1 John? What is some unique vocabulary found in the letter? How do we read and translate 1 John's Greek with quickness and accuracy?

HEALTH & PHYSICAL EDUCATION

With God's call to treat our bodies as a temple in mind, LRCA students learn to practice healthy and safe living and also gain appreciation for a variety of fitness activities, games, and sports. We believe that instilling a desire to live a healthy and active life is a vital component to student growth and development. LRCA students practice good sportsmanship and respecting others during play. They learn teamwork, serve others, and develop the character quality of winning and losing with grace. Games and competitions, both in class and outside of school, allow them to grow and develop resilience and humility. We prepare LRCA students to develop healthy habits that will serve them well for years to come.

"They charge like warriors; they scale walls like soldiers. They all march in line, not swerving from their course."

Joel 2:7

HEALTH AND SAFETY

Tips for Success
- Take notes.
- Engage in discussions.
- Use a planner.

"What will we do in class?"
- Group discussions
- Note taking
- Small group projects

"What supplementary skills are we developing?"
- Research skills
- Self-reflection
- Social awareness

"How do we show what we learn?"
- Personal health analysis
- Researching and assessing health trends
- Module tests

Unit	Topics	Essential Questions
Unit 1 Making Healthy Decisions	Introduction to Health Defining Health Identifying Health Risks Taking responsibility for your Health Being a Wise Health Consumer	How does mental health impact daily life and relationships?
Unit 2 Mental Health	Personality Stress Emotional Expression Stages of stress Level and types of stress Causes of stress Personality development Personality assessments	In what ways can stress affect my life?
Unit 3 Community Health and Safety	First Aid and safety CPR/AED demonstrations	How can I help during a first aid emergency?
Unit 4 Substance Abuse	Alcohol Tobacco Other commonly used substances Legal and Illegal drugs Dangers of substance abuse	What different areas of life can substance abuse impact?
Unit 5 Nutrition, Exercise, and Lifelong Fitness	Carbohydrates, Fats, Proteins Vitamins, Minerals, Water Healthy Foods and Eating Managing Weight Personal health evaluation	What resources are available to help me make better decisions when it comes to nutrition? What are the physical, psychological, and social benefits of physical activity?

FITNESS FOR MALES

Tips for Success
- Make proper fitness clothing a priority for class.
- Be open to trying new activities.
- Add working out to your weekly routine.

"What will we do in class?"
- Individual workouts
- Fitness research
- Team activities

"What supplementary skills are we developing?"
- Learning life-time fitness activities
- Gaining self-confidence
- Planning

"How do we show what we learn?"
- Skills participation
- Group discussion
- Module tests

Unit	Topics	Essential Questions
Unit 1 Weight Room Safety	Safely navigating the weight room	How does one apply safety techniques in the weight room?
Unit 2 Understanding the Upper Body Muscle Groups	Upper body movements Strengthening the muscle groups in the upper body	What muscle groups are included in upper body movements?
Unit 3 Understanding the Lower Body Muscle Groups	Lower body movements Strengthening the muscle groups in the lower body	How can lower body strengthening be beneficial to overall health?
Unit 4 The Importance of Cardiovascular Health	Cardiovascular health Heart rate evaluations	What is the importance of including cardiovascular exercises into a workout?
Unit 5 Proper Nutrition and Healthy Lifestyle	Nutrition and program management Nutrition planning	How can a nutrition program assist in a healthy lifestyle?

FITNESS FOR FEMALES

Tips for Success
- Make proper fitness clothing a priority for class.
- Be open to try new activities.
- Add working out to your routine.

"What will we do in class?"
- Individual workouts
- Self-assessment notes
- Fitness research

"What supplementary skills are we developing?"
- Learning life-time fitness activities
- Gaining self-confidence
- Planning

"How do we show what we learn?"
- Skills participation
- Journaling
- Module tests

Unit	Topics	Essential Questions
Unit 1 The importance of Cardiovascular Activities	Walking, running, and jogging Progressing through cardiovascular workout	How do cardio workouts impact my heart rate?
Unit 2 Basic models of Circuit Training	Circuit Training Individual station fitness activities	What factors make an effective circuit workout?
Unit 3 Stretching Benefits for your body	Introduction to Yoga and stretching based workouts Basic to advanced yoga poses and stretches	What elements of yoga and stretching can enhance healthy living?
Unit 4 The Importance of Cardiovascular Health	Cardiovascular/Aerobic Activities Group fitness activities	How can aerobic activities be incorporated in a workout?
Unit 5 Weight Room Safety and knowledge	Developing muscular fitness Weight room basics	What are the benefits of strength training?

FOUNDATIONS OF DANCE I

Learning Goals

- Learn dance movements at a pace that is safe for each dancer.
- Identify dance terminology and movements in various styles of dance.
- Ability to perform a complete dance by memory and execute it properly.

"What will we do in class?"

- Identify and execute dance terminology
- Perform a dance as a group with characterization
- Continually work on flexibility and balance

"What supplementary skills are we developing?"

- Patience and perseverance
- Ability to recreate a modeling example
- Body and mind association

"How do we show what we learn?"

- Terminology unit test for each dance genre
- In class participation and small group assessment
- Dance recital for parents as a class final

Unit	Topics	Essential Questions
Unit 1 Safety and Preparation	Dance loft safety Proper clothing and shoes Pre-dance preparation Space and facility considerations	Why is stretching before each class important for dancers?
Unit 2 Upper Body	Upper body movements Muscle strengthening in the upper body	Why must dancers have a strong upper body (carriage/port a bra)?
Unit 3 Lower Body	Lower body movements Muscle strengthening in the lower body Focus on balance and endurance	Why must dancers have a strong lower body?
Unit 4 Cardiovascular	Cardiovascular health Heart rate evaluations	Why must dancers have cardiovascular endurance?

Unit 5 Nutrition	Nutrition and program management Nutrition planning (focus on breakfast)	How does nutrition help/hurt a dancer?

FOUNDATIONS OF DANCE II

Learning Goals

- Learn dance movements at a pace that is safe for each dancer.
- Challenge skills of each dancer.
- Choreograph dances for fellow students.

"What will we do in class?"

- Identify and use dance terminology
- Perform a dance as a group
- Choreograph dances in small groups

"What supplementary skills are we developing?"

- Patience and perseverance
- Ability to recreate a modeling example
- Communicate and teach another person

"How do we show what we learn?"

- Terminology and execution test for each dance genre
- In class participation and small group assessment
- Dance recital for parents as a class final

Unit	Topics	Essential Questions
Unit 1 Safety and Preparation	Dance loft safety Proper clothing and shoes Pre-dance preparation Space and facility considerations	Why is stretching before each class important for dancers?
Unit 2 Upper Body	Upper body movements Muscle strengthening in the upper body	Why must dancers have a strong upper body (carriage/port a bra)?
Unit 3 Lower Body	Lower body movements Muscle strengthening in the lower body Focus on balance and endurance	Why must dancers have a strong lower body?
Unit 4 Cardiovascular	Cardiovascular health Heart rate evaluations	Why must dancers have cardiovascular endurance?
Unit 5 Nutrition	Nutrition and program management Nutrition planning (focus on breakfast)	How does a choreographer oversee the health of his/her dancers?

FOUNDATIONS OF SPORTS MEDICINE

Tips for Success

- Take notes.
- Practice.
- Engage in discussion and activities.

"What will we do in class?"

- Class discussion
- Hands-on training
- Watch demonstration videos

"What supplementary skills are we developing?"

- Life-saving skills
- Injury prevention
- Organization

"How do we show what we learn?"

- Group discussions
- Proper technique demonstrations
- Module assessment

Unit	Topics	Essential Questions
Unit 1 Roles and Responsibilities of the ATC	Domains of the ATC History of Athletic Training Job settings	What is a certified athletic trainer responsible for?
Unit 2 Language of Athletic Medicine	Health professionals use of medical terminology and why it is important Directional language Movement language	Why is it important for health professionals to know and use medical terminology?
Unit 3 Administrative Necessities as an athletic trainer	Healthcare organizations and administrations Record keeping logs	What policies and procedures are important for training facilities?
Unit 4 Environmental Concerns for the ATC	Environmental considerations in athletics Hyperthermia and why it is the leading reason for athletic fatalities.	How does the athletic trainer keep athletes safe in light of environmental challenges?
Unit 5 Bracing, Taping, Bandaging	Bracing, taping, bandaging Anatomy of the major joints Taping Labs	What is the anatomical reason for applying tape to a body part?
Unit 6 Legal Matters and Insurance	Legal terminology Case studies of lawsuits brought against athletic trainers.	What policies and procedures protect the athletic trainer from lawsuits?
Unit 7 Evaluation and Documentation	Injury evaluation and special tests Organizing documentation	What type of screening tests can trainers use during an athlete evaluation?
Unit 8 Supplemental Therapies	General medical conditions Therapeutic modality differentiation	What supplemental therapies can be beneficial in the athletic training field?

ELECTIVE COURSES

Children are born with a God-given natural sense of wonder and exploration. LRCA's electives are designed to peak students' interests in areas not always evident to them through other classes and subjects. Exploring a variety of opportunities and skill sets opens students' minds to the wide array of God's gifting in their lives not previously understood or acknowledged.

"We have different gifts, according to the grace given to each of us..."

Romans 12:6

HONORS SENIOR CAPSTONE

Tips for Success
- Be persistent.
- Be flexible.
- Be proactive.

"What will we do in class?"
- Design independent research program
- Bring this program to fruition

"What supplementary skills are we developing?"
- Autonomy
- Resilience
- Patience

"How do we show what we learn?"
- End of the Year Fair
- Defenses
- Intermittent Writing Assignments

Unit	Topics	Essential Questions
Unit 1 Research and Purpose	Creating an updating a research log of meetings with adviser (initialed) and other people Creating a breakdown of research plan Thesis presentation Face-to-Face meetings with Supervisor	What is the necessary foundation for a year-long project?
Unit 2 Vision	Large group meetings to discuss issues in research Face-to-Face meetings with Supervisor Updating research log	What are the changes that must happen to sustain a project?
Unit 3 Accentuate	Optional Capstone related coursework via J-Term independent study	What else can be done to further work?
Unit 4 Create	Developing a vision for placing research into presentation form Face-to-Face meetings with Supervisor Updating research log	How do I make thought become reality?
Unit 5 Sprint	Face-to-Face meetings with Supervisor Biblical Worldview Integration paper Updating research log Finishing the project Group meetings to practice presentations	When is a project finished?

DIGITAL VIDEO 1

Tips for Success
- Be creative!
- Be willing to practice, refine, redo, and repeat as you learn new technical skills.
- See projects through all the way until the end.

"What will we do in class?"
- Practice using software
- Practice filming around campus
- Analyze film

"What supplementary skills are we developing?"
- Learning to work in a group and share ideas
- Tenacity
- Receiving and giving feedback

"How do we show what we learn?"
- Producing film
- Quizzes
- Discussions

Unit	Topics	Essential Questions
Unit 1 Composition and Framing	Shot Composition Shot Framing	How can I get well-framed, stable shots?
Unit 2 Sequencing	Shot Sequencing	How can I edit together a series of shots where the end result appears to be a continuous action?
Unit 3 Storyboards and Editing	Re-Create Project Pre-production (storyboards) Non-linear editing (Premiere ProShoot/Edit Film)	How can I effectively tell a story through the use of video and audio?
Unit 4 Green Screen	Shooting and editing using green screen	How can I edit a greenscreen shot to create the illusion that a person is in a different location?
Unit 5 Creating a Film	Creating a film using a 3 Act Structure and the theme: Hero's Journey Shooting and editing a 3 Act structured film Creating, shooting, and editing the trailer	How can I effectively tell a story through the use of video and audio? What types of techniques do Hollywood professionals use?
Unit 6 Transitions	Shooting and editing creative transitions	How can I edit together a video in a way that adds to a story, and doesn't distract from it? What types of techniques do Hollywood professionals use?
Unit 7 Two Person Interview	Producing, shooting, and editing a two person interview	How can I shoot and edit an interview with one camera and make it look like it was shot with multiple cameras?
Unit 8 Final Film	Producing, shooting and editing a final film	How can I edit together a video in a way that adds to a story, and doesn't distract from it?
Unit 9 Animation	Animating text	What types of techniques do Hollywood professionals use?

DIGITAL VIDEO 2

Tips for Success
- Be creative!
- Be willing to practice, refine, redo, and repeat as you learn new technical skills.
- See projects through all the way until the end.

"What will we do in class?"
- Practice using software
- Practice filming around campus
- Analyze film

"What supplementary skills are we developing?"
- Learning to work in a group and share ideas
- Tenacity
- Receiving and giving feedback

"How do we show what we learn?"
- Producing film
- Quizzes
- Discussions

Unit	Topics	Essential Questions
Unit 1 After Effects Part 1	After Effects Part I Learning and practicing After Effects: basic effect, animation, keying and transparency, and 3D titles	What are some special effect techniques that can enhance a film? What types of techniques do Hollywood professionals use?
Unit 2 Movie Trailer #1	Film 7 Movie Trailer #1 Working with peers on pre-production, production, and post-production elements of filmmaking Applying new technologies	How can I edit together a video in a way that adds to a story, and doesn't distract from it? How can I effectively tell a story through the use of video and audio?
Unit 3 After Effects Part 2	After Effects Part 2 Learning and practicing After Effects Practicing After Effects motion tracking, time, and re-mapping	What are some special effect techniques that can enhance a film? What types of techniques do Hollywood professionals use?
Unit 4 Movie Trailer #2	Film and Movie Trailer #2 Pre-production, production, and post-production elements of Filmmaking Applying new technologies. Creating Movie Trailer	How can I edit together a video in a way that adds to a story, and doesn't distract from it? How can I effectively tell a story through the use of video and audio?
Unit 5 Transitions	Analyzing transitions in professional films Creating effective transitions	How can I create creative transitions that enhance the film? What types of techniques do Hollywood professionals use? Which techniques work best for my project?
Unit 6 Lyric Videos	Lyric Videos Analyzing professional lyric videos	What types of techniques do Hollywood professionals use? Which techniques work best for my project?


LITTLE ROCK
CHRISTIAN
ACADEMY