

## **LETTER TO STUDENTS:**

As a new or returning student to Christian Liberty Academy we would like welcome you to another full and engaging academic year. As an intermediate or high school student at Christian Liberty you will be engaged in a quest of self-discovery through the academic, social, physical, and spiritual path that has been carefully planned out for you. The path that is being laid out before you was constructed with an ultimate destination in mind. When you finish your time with us it is our prayer that you will be well prepared for higher education, and you will possess the character (based on biblical principles) to be a productive member of society and a light for the Gospel of Jesus Christ. We guarantee you that we will make every effort to provide you with the best possible opportunities for success in your academic pursuits. However, it is up to you to produce the effort. What you get out of this program depends on what you are willing to invest. The greater your investment of effort and time, the greater your benefit. It is our prayer that your high school experience at Christian Liberty will be eternally rewarding.

May God give us all the grace and mercy we need to experience success together.

## **MISSION STATEMENT:**

We seek to train and encourage students spiritually, academically, physically, and socially according to principles from the Word of God. (Luke 2:52; Colossians 1:28–29)

## **VISION STATEMENTS:**

“Building Academic Accountability and Christian Character”

“We Teach, We Test!”

The purpose of Christian Liberty Academy is to provide an atmosphere wherein young people are exposed to the absolute truth of God’s Word. Jesus instructed His disciples in John 8:32, “And ye shall know the truth and the truth shall make you free”. Not only is it our objective to teach the truth, but also to teach our students how to apply the truth wisely to their own lives. In John 16:13, we are promised that “when He, the spirit of truth is come, He will guide you into all truth.”

As Christian educators, we desire to train each student to accept individual responsibility to God for his/her own actions and to challenge the students to glorify God in every facet of their lives.

Christian Liberty Academy has the responsibility to provide the best possible education. A biblical viewpoint in the vital areas of life-spiritual growth, education, personal self-discipline, and patriotism- must be strongly stressed during a child’s formative years. We desire to minister to the needs of the whole child and to promote his spiritual and moral growth, academic and intellectual progress, and physical and social development.

Christian Liberty Academy is an extension of the Christian home and church, and thus must provide a continuity of training for Christian young people.

**COMMITMENT:**

Christian Liberty Academy is dedicated to providing quality Bible-based instructions, encouraging personal development, promoting Godly living, and preparing students for future endeavors. We strive to provide precise, prompt, and courteous services to students, to parents, to one another, and to the community.

Christian Liberty Academy is dedicated to the pursuit of excellence in its service to the students and their families. Because of this dedication, Christian Liberty Academy is engaged in an ongoing evaluation process to determine the adequacy and success of the academic and extra-curricular programs. That process includes, but is not limited to, Accreditation with the Western Association of Schools and Colleges and the Hawaiian Association of Independent schools, yearly evaluations by parents, students and faculty, biennial surveys of recent alumni currently attending college, and a monitoring of current trends in the education community.

**GRADUATION REQUIREMENTS:**

Required credits for all graduates of Christian Liberty Academy:

**Credits**

English / Literature	4 credits	Guidance	1 credit
Math	4 credits	Health	½ credit
Science	4 credits	EC Historical Survey	½ credit
Social Studies	4 credits		
Bible	2 credits		
Foreign Language	2 credits		
Vocational / Electives	3.5 credits		
Physical Education	1 credit		

A student will need to receive at least 25 high school credits to receive a diploma.

**Testing**

Standardized Achievement Tests are given in 2<sup>nd</sup>, 4<sup>th</sup>, 6<sup>th</sup> and 8<sup>th</sup> grade. 10<sup>th</sup> graders are required to take the **PSAT** in the spring of each year. These tests are administered on campus.

The taking of the **SAT / ACT** is a graduation requirement. A student can take the **SAT / ACT** either junior or senior year. A student does not have to take the **SAT / ACT** a second time if the student has been accepted into a college or enlisted in the military. The cost of the SAT/ACT is the responsibility of the student and his/her family.

The **ASVAB** test will be given in the fall of each year for all 11<sup>th</sup> graders. The ASVAB test is an aptitude test to help a student determine their areas of strength and weakness. This test is useful in identifying potential career fields.

**Exit Exams** are given in every Math Course at every grade level.

**Community Service:**

A senior must have completed 20 documented hours of Community Service before graduation.

### **Senior Projects:**

The Senior Project is a year-long, student-designed project that focuses on a specific topic selected by the student. All project designs must be approved by an advising teacher before significant work can begin. The Senior Project is introduced during fourth quarter of junior year to allow for students to begin working on their project during the summer. Projects must be completed by the due date the following April. Each project will fall within a general category (STEM, or Society, Arts, and Culture) and must involve the help of a community mentor, documented community service or field hours, a visual and oral presentation, and a written report explaining the details of the project. Each project must attempt to create a unique solution to a community issue, advocate positive change for a local or global problem, or demonstrate the student's role in helping to better society or their community. Every student will maintain a project binder that documents their progress throughout their project. Binders are monitored by an advising teacher and guidance counselor. Completion of the project binder is required. A limited amount of planning time will be given during first semester in Guidance 12 class. Completion checklists and rubrics are supplied. Students will receive a final pass/fail grade that is incorporated into both their grades for both English and Guidance 12.

### **College Acceptance / Scholarship Applications:**

As a part of the senior guidance curriculum, seniors are required to complete four college applications and ten scholarship applications before graduation. Seniors must also receive a letter of acceptance from an institution of higher learning or an acceptance letter to the U.S. Military before graduation day.

### **ACADEMIC POLICIES:**

#### **Advanced Placement in Mathematics:**

In special cases a student may request to advance ahead in math if the following requirements are met.

- Student's parents give written consent for their child to be advanced after being informed of the steps and procedures for the year and the years to come.
- Student displays a high level of competency in the level of math the student is trying to skip.
- Student passes all Exit Exams and Final Exams for the math level the student is trying to skip with a 70% or higher.
- Student obtains two letters of recommendation from two faculty stating the student is highly motivated and capable of advancing.

#### **Career and Life Skill Training for CLA 11<sup>th</sup> & 12<sup>th</sup> Graders**

**Purpose:** To give students a chance to get a head start on college level credits while still attending high school. To provide an opportunity for students to be introduced to a desired career choice and to help them to determine their level of interest before choosing a specific college major.

**Requirements:**

- Must be a current 11<sup>th</sup> or 12<sup>th</sup> grader at Christian Liberty Academy.
- Must have an average grade of 90% or higher.
- Class will be taken in the Library/Computer Lab during the student’s TA Hour.
- May only take one of the listed classes below.
- Must start class once school begins in August and class must be completed by the beginning of exams in May of the current academic year.
- May only take one online class per academic year.
- The cost of the high school credit will be covered in the student’s regular tuition. Student and parents will be responsible for the fee to cover the college credits and transcript. (Additional \$250.00)
- If a student drops the class after starting, or does not complete the class, the student will be responsible to refund CLA the cost of the online class.

**Class Size:**

For Christian Liberty Academy, the goal of the administration is to maintain all core academic class sizes in 6<sup>th</sup>-12<sup>th</sup> grade at 20 students or below. Our desired student to teacher ratio is 15 to 1.

**Grading Scale:**

- 100-90 = A
- 89-80 = B
- 79-70 = C
- 69-60 = D
- 59 and below = F

Percentages that end in 7, 8, or 9 = “+”

Percentages that end in 0, 1, or 2 = “-“

All grades are recorded as percentages on Progress Reports, Quarter and Semester Reports and Permanent Records. This will aid in the accuracy of class standing and GPA.

**Curriculum**

**The intermediate curriculum shall consist of:**

**6<sup>th</sup> grade**

- |                              |                            |
|------------------------------|----------------------------|
| Science – The Physical World | Bible                      |
| World Civilizations          | Physical Education         |
| Math                         | Speech                     |
| Grammar 6                    | Performing Arts            |
| Literature                   | Study Skills / Keyboarding |

**7<sup>th</sup> grade**

- |                       |                          |
|-----------------------|--------------------------|
| Life Science          | Bible                    |
| Ancient World History | Physical Education       |
| Basic Math            | Ancient Hawaiian History |
| Grammar 7             | Performing Arts / Speech |
| Literature            |                          |

### **8<sup>th</sup> grade**

Earth Science	Bible
Early American History	Physical Education
Pre-Algebra	Journalism
Grammar 8	Health
Literature	

A student in grades 7<sup>th</sup>-8<sup>th</sup> will be required to repeat his or her grade if that child receives one of the following:

An “F” for a semester average in any two academic subjects

One “F” and two “D’s” for a semester average in academic subjects

Four or more “D’s” for a semester average in academic subjects

### **The secondary curriculum (9<sup>th</sup>-12<sup>th</sup> grade) shall consist of:**

<u>Mathematics</u>	<u>English</u>	<u>Science</u>	<u>Social Studies</u>
Algebra	English I-IV	Physical Science	Geography
Geometry	Ancient Literature	Biology	Modern World
Algebra II	Modern Literature	Chemistry	U.S. History
Personal Finance	World Literature	Physics	Government
Pre-Calculus	American Literature	Botany	Mod. Haw. History
AP Calculus (AB)		Environmental Science	
		Conceptual Physics	

### **Other Classes:**

Bible I-IV

Introduction to Education

9<sup>th</sup> & 10<sup>th</sup> Physical Education

11<sup>th</sup> & 12<sup>th</sup> Guidance

Foreign Language Lab – Rosetta Stone – Japanese I & II, French I & II, Spanish I & II,

### **Vocational Classes:**

Students sign up for vocational classes during the Open House at the beginning of each school year. Vocational classes are only for grades 10<sup>th</sup>-12<sup>th</sup>. The 9<sup>th</sup> grade will take one semester of Health and Fitness and one semester of Intro to Agriculture.

These vocational classes are offered the last hour of the day on Monday, Tuesday, and Friday:

Nutrition

Journalism

Health & Fitness

Productions

Office Administration

Intro to Agriculture and Landscaping

Any student who receives a semester average of less than 65% in any academic subject will not receive the semester credit. The credit may be made up in summer school, or it becomes the responsibility of the student to find an accredited correspondence or on-line program to make up the credit.

**Reporting Grades (Report Cards, Mid-Quarter Progress Reports, Low-Achievement Reports)**

Report cards are sent out to the parents every nine weeks. Progress reports are sent out at the middle of each quarter. Low-achievement reports are used to notify parents that their child is below a 70% (C-) in any class at any time during the quarter. Low-achievement reports are sent out after grade checks every two and a half weeks. A low-achievement report will inform the parents of the grade, why the grade is low and what the student can do to improve the grade. Teachers are required to communicate the grade to the parent in writing. All classes utilize the online gradebook, Engrade. Parents and students will have online access to Engrade for each subject.

**Honor Roll**

Honor Roll is based upon the student’s grade point average (GPA). GPA is calculated each quarter, and those students receiving all As are named to the Principal’s List. Those receiving an A average (90% or higher) are named to the Honor Roll. The Honor Roll and Principal’s list will be published in the Friday letter at the end of each quarter.

**Class Preparation**

A student should come to each class period with all the necessary items that may be needed during that class period. If the student forgets a book they may rent a textbook from the teacher for \$0.25 for that class period. A student who consistently comes to class unprepared can be written up for “lax attitude” towards academics.

**Homework**

The purpose of homework is to strengthen classroom taught subjects by practice and drill. Research for different projects is done as homework assignments. Parents are asked to insure that students do homework assignments. These assignments are expected to be turned in promptly, and parents will be notified if a student is delinquent in this matter. Failure to do homework will affect the grade of the student.

**Make-up work**

When a student has an excused absence he will be allowed equal time to the number of days absent to make up work. The student should check with each of his teachers to determine when the work will be due. If the absence is unexcused, the student may receive a “0” for all work missed. Make-up work during times of cuts should be turned in the first day a student returns.

**COURSE DESCRIPTIONS:**

**ENGLISH / LANGUAGE ARTS**

**Mission Statement for Teaching English / Literature**

We teach language arts (English / grammar, literature, writing and vocabulary / spelling) so that our students can effectively communicate the good news of God’s salvation plan (Matthew 29:19-20). Our God is a God of order. Proficient skills and the ability to communicate effectively help to create order as they learn to transfer ideas information.

### **Pre K3 - Language Arts / Reading Readiness:**

The Pre K3 lessons consist of letter recognition, phonics (short vowel and hard consonants), and alphabet sequence. Students are also introduced to the concept of putting sounds together to form words. The students learn how to write their name and how to write the alphabet. Students are exposed to literature on a daily basis. Students are read to daily, and students are given time to read on their own. To help instill a love for reading, there is an enticing reading center. Books are read in a way that they come alive for the students, and fun activities are planned centered around reading. Teachers and students discuss books that they have read, ideas in the books, events in the books, what do the students think will happen, and what might have happened if an event in the book was changed. Students see their words written down as stories on pictures that they have drawn, charts the class makes as a group, and cards or letters written to take home.

### **Pre K4 - Language Arts / Reading Readiness**

The Pre K4 lessons consist of letter recognition, phonics (short vowel and hard consonants), alphabet sequence, and reading of three letter words. Students learn how to write the alphabet, their own name, and copy words from the board. The student is exposed to a wide variety of literature on a daily basis, to foster a love for books and the Bible. Group time is used to discuss books, share ideas, play with rhymes and songs, and sequence events in a story. Students learn to associate their language with words as the teacher writes down what the child says about their art or lists responses to a class question on the board.

### **Kindergarten - Language Arts**

The Kindergarten lessons consist of phonics, reading and writing. Students learn to identify letter names, produce letter sounds, blend sounds together, read 3 and 4 letter words, and read and write simple sentences. Literature includes engaging themes and interesting stories that involve listening and reading comprehension. Books used are BJU Press, *Kindergarten Beginnings with Phonics for K5* and the ABEKA blend book for blending sounds together.

### **First Grade - Language Arts**

The 1st grade language arts course is taught from the BJU Press book, *Phonics & English Curriculum*. The goal of this curriculum is to promote comprehension-centered word recognition, emphasize phonics as the key to word recognition, and develop comprehension-centered listening and reading skills. It also sets forth writing skills in a natural progression, gradually employing a five step writing process which involves planning, writing, revising, simple proofreading and publishing in various formats. Spelling 1 is also taught as part of the language arts course. Spelling 1 focuses on reliable spelling and structural patterns, and emphasizes teaching students to apply efficient study practices. The 1st grade language arts course also includes the ABEKA book, *Phonics, Letters and Sounds 1*. Phonics is approached as a tool for teaching reading. The students will learn 132 special sounds that will help with decoding difficult words. The goal of another book used, *Handwriting 1*, is communication. Good handwriting is an essential skill for students to be able to express themselves in writing. Students will learn to write

the pre-cursive alphabet letters and numbers, develop good posture, correct paper position, and proper tension-free pencil hold, with the goal of writing neatly and legibly.

## **Second Grade - Language Arts**

### **Reading:**

Second graders read two basal readers, *If Skies Be Blue* and *When the Sun Rides High* and two chapter books, *Pulling Together* and *The Treasure of Pelican Cove* throughout the year. We work on fluidity, comprehension, and phonics to produce confident, eager, readers who continue to read all their lives. (BJU Press)

### **Phonics:**

Second graders learn 120 phonics sounds and rules to applying them to their reading and spelling. (ABEKA Book)

### **Vocabulary:**

Second graders learn 750-850 new words each year. They learn accuracy, fluidity, recognition, definitions, spelling rules, and phonics sound patterns. (Reading Keys)

### **Spelling:**

Second graders learn to spell 576 words with phonics sounds and spelling rules. They also work on vocabulary, proofreading, dictionary skills and writing activities. (BJU Press)

### **English:**

Second graders learn to write in complete sentences. In grammar they learn about sentences, nouns, verbs, adjectives, and study and reference skills. They write 6-8 papers on various subjects; including personal stories, instructional stories, poetry, book reports, a friendly letter, a make-believe story, a descriptive story, and a research report. (BJU Press)

### **Journal:**

Second graders write a journal entry daily. They start the year with 3 sentences and end the year with 6 or more sentences.

## **Third Grade - Language Arts**

The third grade Language Arts course consists of a thorough examination of Writing and Grammar, Spelling, and Reading. Textbooks for the Language Arts program are from BJU Press, *Spelling 3* and *English 3*. The writing portion focuses on the writing process, and students will write game instructions, a friendly letter, a persuasive essay, a short story, a book report, a sound poem, a research report, and a compare/contrast essay. The grammar lessons focus on proper sentence structure, fragmented sentences, compound sentences, and run on sentences. We also study nouns, verbs, predicates, and the proper use of capitalization and abbreviations. Spelling is taught through interactive lessons with the teacher, focusing on correct spelling patterns as well as reviewing phonics and long vowel spelling rules. In the 3rd grade classroom, chapter books are used to teach reading comprehension. The strategies that are focused on are: where is the setting, who are the



main characters, what is the main idea, how to create a summary, and learning new vocabulary. The chapter books used are: *The Case of the Dognapped Cat*, by Milly Howard; *Mr. Popper's Penguins*, by Richard and Florence Atwater; *Escape*, by Mona Dunckel; *Charlotte's Web*, by E.B White; *Jenny Wren*, by Dawn L. Watkins; *Peanut Butter Friends in a Chop Suey World*, by Deb Brammer; and *These Are My People: A biography of Gladys Aylward*, by Mildred T. Howard .

#### **Fourth Grade - Language Arts**

The fourth grade Language Arts course consists of a thorough examination of Writing and Grammar, Spelling, and Reading. The writing portion focuses on personal narratives, friendly and business letters, comparing and contrasting, book reviews, a research paper and poetry writing. The grammar lessons focus on sentences (types, subject/predicates, compound, diagraming prepositions, clauses), nouns, verbs (regular, helping, linking, irregular), pronouns, adjectives and adverbs. Spelling is taught through interactive lessons, and the teacher guides the instruction of spelling patterns and rules, activities using words in context, proofreading and writing activities. (Bob Jones Press) In the fourth grade classroom chapter books of different types of genre are used to teach reading comprehension strategies. The strategies that are focused on are: Main Idea and Detail, Compare and Contrast, Sequencing, Questioning, Inferring, Predicting, Summarizing, Cause and Effect, Making Connections and Theme.

#### **Fifth Grade - Language Arts**

The fifth grade Language Arts course consists of a thorough examination of Writing, Grammar, Spelling, and Reading. The textbooks used for the fifth grade are from BJU Press and include: *Spelling 5* and *English 5*. The writing portion focuses on using the writing process to create a compare and contrast essay, a personal narrative, a research report, a book review, a diamante and sense poem, a persuasive business letter, a play, and imaginative instructions. The grammar lessons focus on sentences (sentences and fragments, simple and compound subjects and predicates, prepositions), nouns (common and proper, singular and plural), verbs (action and linking, main and helping), pronouns (singular and plural, subject and object, possessive and reflexive), and adjectives and adverbs. Spelling is taught through interactive lessons. The teacher guides the instruction of spelling patterns and rules, and promotes deeper understanding through activities that include using words in context, proofreading and writing. In the fifth grade, chapter books are used to teach reading comprehension strategies. The strategies that are focused on are: Literary Elements, Compare and Contrast, Cause and Effect, Questioning, Inferring, Predicting, Summarizing, Paraphrasing, and Making Connections. The chapter books used are: *The BFG*, *Holes*, *Hidden*, *The Hatchet*, and *Percy Jackson: The Lightning Thief*.

#### **Sixth Grade - English/Literature - Intermediate**

The sixth grade English/Literature course focuses on advanced grammar and writing skills as well as advanced reading comprehension. Grammar focuses on the foundational parts of speech: nouns, verbs, adjectives, adverbs and prepositions, and sentence patterns. Writing assignments include a personal narrative, book reports, a newspaper report, a historical fiction short story and several poems. Spelling lists come from the BJU Press

book, *Spelling 6*. Vocabulary lists (24 lists) are used to help students with reading fluency and comprehension. Reading assignments include selections from *As Full as the World*, which teaches comprehension and author's point-of-view and purpose. Textbooks used are: *Writing and Grammar 6* (BJU Press), *Reading 6: As Full as the World* (BJU Press), and *Vocabulary and Poetry* (ABEKA books). Students will also be reading *Swiss Family Robinson* as their class novel.

### **Seventh Grade - English/Literature - Intermediate**

The seventh grade English/Literature course focuses on advancing grammar and writing skills as well as reading comprehension. Grammar focuses on the foundational parts of speech: nouns, verbs, adjectives, adverbs and prepositions; sentence patterns and elements: types of sentences, prepositions, conjunctions, interjections and subjects & predicates. Spelling and vocabulary lists (360 words) are used to help students with reading fluency and comprehension. Words have been compiled from the literature book, novels and SAT prep resources. Reading assignments include selections from *Explorations in Literature* which examine themes ranging from courage to generosity to family and friends. Textbooks used are *7th Grade Writing and Grammar* (BJU Press) and *Reading 7: Explorations in Literature* (BJU Press). The seventh graders will be reading *The Giver* by Lois Lowry as their class novel.

### **Eighth Grade - English/Literature - Intermediate**

The eighth grade English/Literature course focuses on advancing grammar and writing skills as well as reading comprehension. Grammar focuses on the parts of speech: including nouns, verbs, adjectives, adverbs and prepositions; sentence patterns; elements including types of sentences, prepositions, conjunctions, and subjects & predicates; and verbal and clauses. Spelling and vocabulary lists (360 words) are used to help students with reading fluency and comprehension. Words have been compiled from the literature book, novels and SAT prep resources. Reading assignments include selections from *Excursions in Literature* that enable students to work through complicated and lengthy passages. Textbooks: *Writing and Grammar 8* (BJU Press), and *Reading 8: Excursions in Literature* (BJU Press). The eighth graders will read *Fahrenheit 451* by Ray Bradbury as their class novel.

### **Ninth Grade - English/Literature – High School**

#### **Credit:1.00 (2 semesters)**

This course will consist of a thorough exposure to different types of literature. The program is designed to promote and improve literacy and reading skills significantly. Grammar focuses on parts of speech, sentence patterns, phrases and punctuation with an emphasis on proof reading. Writing assignments include 3 point essays, book reports, an original poem book and an author research paper (their first real research paper- a sometimes painful process). Vocabulary lists (160 words per semester) are included in the course. Textbooks: *Themes in Literature* (ABEKA Books), *Writing and Grammar 9* (BJU Press). Novels include *To Kill a Mockingbird* and *The Diary of Anne Frank*.

## **Tenth Grade - English / Literature – High School**

**Credit: 1.00 (2 semesters)**

This course will consist of a thorough examination of different types of literature. The course is designed to promote extensive reading. Grammar focuses on parts of speech, sentence patterns, phrases (verbal and clauses), and punctuation. Writing assignments include 3 point essays, book reports, an original poem book, and an original short story dealing with the Civil War. Vocabulary lists (160 words per semester) are included in the course. Textbooks: *Writing and Grammar 10* (BJU Press), *Elements Literature Book* (BJU Press). Novels include *The Appearing* and *The Red Badge of Courage*.

## **Eleventh Grade - English / Literature – High School**

**Credit: 1.00 (2 semesters)**

This course will consist of a thorough examination of American literature and authors. The course is planned to promote extensive reading with a focus on increasing speed and comprehension. Grammar includes parts of speech, sentence patterns, phrases (verbal and clauses) and punctuation. Writing assignments include various 3 point essays, proof reading, book reports, an original poem book and an author research paper on the American author of their choice. Vocabulary lists (160 words per semester) are included in the course. Textbooks: *American Literature for Christian Schools* (BJU Press), *Writing and Grammar 11* (BJUs Press). Novels include *Huckleberry Finn* and *Uncle Tom's Cabin*.

## **Twelfth Grade - English / Literature - High School**

**Credit: 1.00 (2 semesters)**

This course will consist of an introduction to the writings of British authors and a few non-American authors. Grammar focuses on the review of parts of speech, sentence patterns (verbal and clauses), and punctuation. Writing assignments include worldview essays, 3 point essays, book reports, an original poem book, and a non-American author research paper. Vocabulary lists (176 words per semester) are included in the course. Textbooks: *Writing and Grammar 12* (BJU Press), *British Literature for Christian Schools* (BJU Press). Novels include *The Scarlet Pimpernel* and *Pride and Prejudice*.

## **SOCIAL STUDIES & HISTORY**

### **Mission Statement for Teaching History:**

We teach social studies so that a student will:

- Know the heritage of their people.  
(Where did I come from?)
- Be aware of their geographical and cultural surroundings.  
(Where is my place in this world?)
- Be aware of their civic responsibilities on the local, state, and federal level.  
(What are my responsibilities to my heritage?)
- Be aware that God has a plan for this world and man has free will to make choices. (How do I fit into God's plan?)

### **Pre K3 & Pre K4 – Heritage Studies**

The preschool curriculum touches on various Heritage Studies topics throughout the year. The curriculum teaches the definition and recognition of a state, a country, and the world. It teaches identifying continents and oceans. The curriculum discusses world events along with national and state holidays. There is a unit on Hawaiian customs and the Hawaiian culture. There are also units on farms, careers, and transportation. The units and topics covered in Heritage Studies varies from year to year.

### **Kindergarten – Heritage Studies**

In Kindergarten, there is no curriculum devoted specifically for K5 History. However, the opportunity to teach history is purposefully introduced within the *Beginnings with Phonics K5* (BJU Press). This allows the teacher to reveal God as Creator of all things.

### **First Grade – Heritage Studies**

The goals of teaching Heritage Studies 1 are first to strengthen the student’s knowledge of God and encourage their Christian growth. Secondly, the goals are for the students to develop an early interest in history, geography, citizenship, economics and culture by presenting a balanced overview of American heritage. The third goal is to promote an understanding and an ability to discern connections between events, and organize that information in chronological order.

### **Second Grade – Heritage Studies**

The Students learn how the earth was created and how the people were scattered around the world. They learn about community life and what makes up that community. They learn about the rights they have as citizens and about our government. They learn about the region and natural resource in the different regions on earth. They learn about how people came to America. They learn about the New England Colonies. They learn geography, land form, compass rose, seven continents, and four oceans.

### **Third Grade – Heritage Studies**

In third grade Heritage Studies, students will be taught from a Christian Worldview. Our third grade curriculum covers American History from the arrival of Columbus until the Presidency of Abraham Lincoln. A student can expect to utilize reading comprehension, map and vocabulary skills. Textbook: *Heritage Studies 3* (BJU Press).

### **Fourth Grade – Heritage Studies**

In fourth grade Heritage Studies, students will develop reasoning and a general understanding of study topics. The main focus of fourth grade Heritage Studies is to strengthen the student’s knowledge of God and encourage Christian growth while developing an interest in history, geography, citizenship, economics, and culture. Students will be presented with a balanced overview of American heritage (American history, geography, citizenship, economics, and culture), which will promote an understanding of and an ability to discern connections between events, and organize history in chronological order. Textbook: *Heritage Studies 4* (BJU Press).

### **Fifth Grade – Heritage Studies**

In fifth grade Heritage Studies, students will be presented with a balanced overview of American heritage and will be taught history, geography, government, economics, and cultural skills, while gaining knowledge of God and developing their Christian character. Students will be exposed to the study of America's past, the past countries of the world, the earth's surface and how it's used, the political systems used in other countries, and how people around the world use resources to meet their needs. Textbook: *Heritage Studies 5* (BJU Press).

### **Sixth Grade – Heritage Studies - Intermediate**

In sixth grade Heritage Studies, students will be presented with an overview of Ancient Empires. A student in this class will learn about the governmental, social and religious culture in the major Ancient empires from the early Mesopotamians to the Middle Age empires of Europe. Each chapter offers a comparison between the religion of that empire and Biblical Christianity. Other unique aspects of each empire are highlighted, such as archaeology, hieroglyphics, the impact of the physical environment on an empire and the role religion plays on society. The usual routine of our class includes individual reading, worksheets to emphasize points in that reading and class discussion to inspire critical thinking and further understanding of the reading.

### **Seventh Grade – Ancient Hawaiian - Intermediate**

The seventh grade Ancient Hawaiian course encompasses the history of the Hawaiian people from the first migration from the Marquesas to the overthrow of Queen Liliuokalani by the Republic. This course includes not only the historical information of the time period (line of monarchy-Kamehameha I to Liliuokalani) but also their cultural and religious practices, and practical information on community life. We will study the mele and the hula, learn and interpret ancient Hawaiian chants, and practice storytelling. Fishing and agriculture as well as other day to day practices will also be studied.

### **Seventh Grade or Eighth Grade – World Civilizations - Intermediate**

The seventh or eighth grade World Civilizations course is an overview of World Civilization from Mesopotamia to the international climate in 2007. A student in this class will learn about the development of empires and influential countries. There is major focus on the rise and fall of nations, and how each empire interacted within its society and with the surrounding civilizations. Each chapter highlights major historical events and historical figures, with an emphasis on how current governmental, diplomatic and economic trends developed over centuries. The usual routine of our class includes individual reading, answering questions to emphasize points in the reading and class discussion to inspire critical thinking and further understanding of the reading.

### **Seventh Grade or Eighth Grade – American History - Intermediate**

The seventh or eighth grade American History course is an overview of American History from the introduction of the first explorers to North America to the Presidential Election in 2004. A student in this class will learn about the socioeconomic development

of the different regions of the country based on location and immigration, the Revolutionary War, development of each State and their interaction in a Federal system, highlights of each Presidency and their influence on other nations, major wars and conflicts in different parts of the country, the impact of technology and the development of wider social right. The usual routine of our class includes individual reading, answering questions to emphasize points in the reading and class discussion to inspire critical thinking and further understanding of the reading.

### **Ninth Grade – Geography – High School**

**Credit: 0.5 (1 semester)**

The ninth grade Geography course covers a systematic approach to the study of geography. The student will learn the five basic elements in geography: location, place, relationship, movement, and regions. Instruction is given through daily PowerPoint presentations, frequent homework assignments covering regional worksheets, chapter tests as well as country and capital tests for every continent. The students will complete a semester project called the “Geography Island” where they must apply the principles of geography that they have learned in class.

### **Ninth Grade – Modern Hawaiian History – High School**

**Credit: 0.5 (1 semester)**

The ninth grade Modern Hawaiian History course covers the history of the islands of Hawaii, from the overthrow of the monarchy to today’s current issues. There is a brief introduction on the island’s geography and climate, and how that shaped the industry of the islands. The students are taught through daily PowerPoint presentations, weekly homework assignments, chapter test and semester projects. The students must complete a Cultural Project on one of the major ethnic groups that have populated the islands since the plantation days. This project will be displayed at the Annual History Fair.

### **Tenth Grade – World History – High School**

**Credit: 1.00 (2 semesters)**

The tenth grade World History course begins with pre-recorded history and the beginning of recorded history in Mesopotamia to the Age of Exploration. It covers the key elements of civilizations to the development of nationalistic ideals during the time of the Age of Enlightenment. The students are taught through daily PowerPoint presentations, weekly homework assignments, chapter test and semester projects. (First Semester – Civilization Project / Second Semester – National Cultural Display for the Annual History Fair)

### **Eleventh Grade or Twelfth Grade – U.S. History – High School**

**Credit: 1.00 (2 semesters)**

The eleventh or twelfth grade U.S. History course begins with the English settlement of North America and ends with the discussion of current foreign events and domestic issues. Once the U.S. Constitution is reached in 1789 the class then discusses the important events in conjunction with the presidential administration. Each semester ends with an exam covering the important events from each of the presidents that served. The students are taught through daily PowerPoint presentations, weekly discussion topics, weekly homework assignments, chapter test and semester projects. (First Semester

Project – President PowerPoint Presentation on a president’s personal life / Second Semester Project – North American First Nation Display for the Annual History Fair)

### **Eleventh Grade or Twelfth Grade – American Gov’t – High School**

**Credit: 1.00 (2 semesters)**

The eleventh or twelfth grade American Gov’t course covers historical forms of local, state and national governments. It starts with an in-depth look at the Declaration of Independence and the Constitution of the United States. It examines each branch of government to determine the checks and balances that limit its power, and the guidelines set forth to accomplish its purpose. The class concludes with a look at current foreign policy and an overview of the U.S. economic system. The students are taught through daily PowerPoint presentations, weekly discussion topics, weekly homework assignments, chapter test and semester projects. (First Semester Project – Issues Paper and Presentation / Third quarter – Mock Congress / Fourth quarter – Stock Project)

## **MATHEMATICS**

### **Mission Statement for Teaching Mathematics:**

We teach mathematics.....

- Because it reveals the invisible attributes of God (Rom. 1:20; Col. 2:3; John 14:6; Psalm 111:2)
- In order to develop the image of God in man (Gen 9:6; Jas. 3:9; Prov. 25:2)
- To develop critical thinking and discernment (Prov. 10:13; 2:2; 4:1; I Peter 3:15)
- To equip student for service.....  
.....in fulfilling the Dominion Mandate (Gen. 1:28) and  
.....in fulfilling the Great Commission (Matt. 28:18-20)

In order to accomplish these goals, we must.....

- Teach students the **basic skills** of mathematics;
- Develop students’ **conceptual understanding** of mathematics;
- Train students to apply mathematics to **problem-solving** situations;
- Impart confidence and skill in handling the **abstract ideas** of mathematics.

### **Pre K3 - Mathematics**

Mathematics is integrated into the daily circle lessons.

### **Pre K4 – Mathematics**

The Pre-K4 lessons include numeral names, sequence, counting by tens and counting to 100. The use of numbers is explored in comparing sets (more, same and less), graphing class data (most, same or least votes), word problems with manipulatives, and finger

plays or songs that add or subtract. The students will explore 11 shapes, learn to recognize them in everyday things, and explore whole and parts of each shape. Lessons will include an introduction to measuring with a ruler, using a traditional clock to find “o'clock” time, identifying coins and counting with pennies, weighing items to find heavy and light properties, and comparing sizes and sequencing them.

### **Kindergarten – Mathematics**

The Kindergarten math program consists of understanding math so that students can become problem solvers. They will develop problem-solving skills, and increase skill in computation. Kindergartners study topics such as Geometry (shapes and patterns), classifying and comparing, identifying numerals 0-100, measurement, addition and subtraction to 10, identifying parts of the calendar (days of the week, month, year), identifying money and the value, fractions (one-half, one-third, and so on). Math helps students become critical thinkers and lifelong problem solvers with a Christian worldview. Textbook: *Math K5*, BJU Press

### **First Grade – Mathematics**

The first grade math program consists of understanding math so that students can become problem solvers. They will learn this through the use of concrete manipulatives to introduce new math concepts and interactive lessons. First graders will learn number recognition 0-200, place value up to three digits, addition facts 0 to three digits, subtraction facts 0 to two digits, time and calendar, counting money, measurements (standard and metric) and geometry. Textbook: *Math 1*, BJU Press

### **Second Grade – Mathematics**

The second grade math program consists of mastering addition and subtraction facts up to 20, learning to borrow and carry into the thousandth place, counting money using bills and mixture of coins, multiplying with 0 to 5 and 10s, and measuring using American Standard and Metric. Students work with simple fractions, comparing and writing numbers, and identifying numbers. In geometry they learn plane figures and solid shapes. They learn to use critical thinking in solving story problems. Textbook: *Math 2*, BJU Press

### **Third Grade – Mathematics**

The third grade math program consists of developing students' math skills to help them become problem solvers. They will study topics such as addition and subtraction facts, place value to 1,000,000, addition and subtraction of 2 and 3 digit numbers, reading charts and different types of graphs, multiplication and division facts 0 to 10, elapsed time and calendar, customary measurement, fractions, compare and order fractions, mixed numbers, adding and subtracting like-fractions, geometry, lines and angles, perimeter and area, shapes, adding and subtracting money, metric measurement, adding and subtracting decimals and decimal place value up to the hundredths. Students will develop a Christian worldview and learn that math is an important tool for making wise use of God's creation. Textbook: *Math 3*, BJU Press



#### **Fourth Grade – Mathematics**

The fourth grade math program consists of teaching students to develop reasoning and problem solving skills as they study topics such as place value and money, addition and subtraction of whole numbers and fractions, fractions and decimals, 1 and 2 digit multiplication and division, data and graphs, standard and metric measurements, as well as time. They will also develop problem solving skills by learning both plane figures and 3- dimensional figures in geometry, and learn to figure the area, perimeter and volume of shapes. Fourth grade math involves memorizing both multiplication and division facts to better equip students to solve math problems easier. Textbook: *Math 4*, BJU Press

#### **Fifth Grade – Mathematics**

The fifth grade math program consists of teaching students to develop reasoning and problem solving skills. They are introduced to new concepts in the areas of addition, subtraction, multiplication and division of whole numbers, English and metric measurements, place values, fractions, decimals, graphs, and geometry. Students will also learn new concepts in the areas of dividing fractions and mixed numbers, and dividing by decimals and powers of 10. Students will also be introduced to the concept of probability. They will develop problem solving skills by solving algebraic equations and solving story and word problems. Fifth grade math involves mastering both multiplication and division facts to better equip students to solve math problems. Textbook: *Math 5*, BJU Press

#### **Sixth Grade – Mathematics - Intermediate**

The sixth grade math program is a precursor to learning percentages and pre-algebra. This course will review decimals, fractions, and measurements while enhancing their understanding of basic geometry, percentages, graphs, algebra, and practical mathematics. Students will broaden their understanding of problem solving through analyzing and checking their answers to ensure accuracy. Students will be challenged in repetition of basic, yet necessary, skills to have success in future mathematics courses. Textbook: *Math 6*, BJU Press, supplemented by teacher prepared worksheets and notes.

#### **Seventh Grade – Mathematics - Intermediate**

The seventh grade Fundamentals of Math course seeks to firm up the math foundation laid in previous years, filling in any cracks and misunderstandings of the basic structure of our math system. Whole numbers, number theory, equations, decimals, and fractions are emphasized in the context of understanding how these principles work, going beyond rote memorization of procedures. Measurements, both customary and metric, principles of geometry, as well as percent, sets, and statistics complete the basic groundwork necessary for developing the confidence and competence needed to solve real-life problems. Students will be introduced to the significance of math in their daily lives as well as begin to develop knowledge of process skills. Textbook: *Fundamentals of Math*, BJU Press, supplemented with teacher prepared notes.

## **Eighth Grade – Mathematics - Intermediate**

### **PRE-ALGEBRA**

The eighth grade Pre-Algebra course is an introductory course designed to give students the fundamental skills necessary to succeed in Algebra I. Students will explore arithmetic operations, number systems and properties, measurement, geometry, and an introduction to algebraic thinking and concepts. Throughout the course, mathematical concepts will be taught with an emphasis on real-world application, technology, and cross-curricular interaction. Students will be asked, “How do you solve for the unknown?” rather than “What is the unknown?” and because of this, the students will begin to understand how mathematics is a derivative of God’s order and will be challenged to embrace the process rather than just the answer. Textbook: *Pre-Algebra*, BJU Press, supplemented with teacher prepared notes.

## **Ninth Grade – Algebra I - High School**

### **Credit: 1.00 (2 semesters)**

The ninth grade Algebra 1 course is organized around families of functions, with special emphasis on linear and quadratic functions. As students learn about each family of functions, they will learn to represent them in multiple ways – as verbal descriptions, equations, tables, and graphs. They will also learn to model real-world situations using functions in order to solve problems arising from those situations. In addition to its algebra content, Algebra 1 includes lessons on probability and data analysis as well as examples and exercises using geometry.

## **Tenth Grade – Geometry - High School**

### **Credit: 1.00 (2 semesters)**

The tenth grade Geometry course will help students to develop reasoning and problem solving skills as they study topics such as congruence and similarity; and apply properties of lines, triangles, quadrilaterals, and circles. They will also develop problem solving skills by using length, perimeter, area, circumference, surface area and volume to solve real-world problems.

## **Eleventh Grade – Algebra II - High School**

### **Credit: 1.00 (2 semesters)**

The eleventh grade Algebra II course is organized around families of functions, including linear, quadratic, exponential, logarithmic, radical, and rational functions. As students study each family of functions, they will learn to represent them in multiple ways -- as verbal descriptions, equations, tables, and graphs. They will also learn to model real-world situations using functions in order to solve problems arising from those situations. In addition to its algebra content, Algebra II includes lessons on probability and data analysis as well as numerous examples and exercises involving geometry and trigonometry.

### **Twelfth Grade – Pre-Calculus - High School**

**Credit: 1.00 (2 semesters)**

The twelfth grade Pre-Calculus course builds on a thorough understanding of topics covered in Algebra II and Geometry, providing an in-depth study of advanced algebraic concepts, analytical geometry, and trigonometry. Topics studied include common functions, polynomial, rational exponential and logarithmic functions, partial fractions, analytical trigonometry, linear programming, matrices, probability, conic sections, parametric and polar equations.

### **All Twelfth Grade – Home Finance A - High School**

**Credit: 0.5 (Fall Semester Only)**

The twelfth grade Home Finance A course teaches the basics of keeping track of personal finances including: balancing a checkbook, writing a check, forming a monthly budget, and paying bills. Students will also learn helpful advice on: buying or leasing a car, insurance, applying for a credit card, paying and filing taxes, and many other practical life skills. The course also spends some time revisiting basic algebra and geometry and discusses investment basics as well as an introduction to basic business.

### **Non Pre-calculus - Twelfth Grade – Home Finance B - High School**

**Credit: 0.5 (Spring Semester Only)**

The twelfth grade Home Finance B course is offered only in the spring for seniors who need a half credit for math. This course is a continuation of the fall semester and discusses investment basics as well as an introduction to basic business management.

## **SCIENCES**

### **Mission Statement for Teaching Science:**

The Bible teaches that God created the world and created man in the image of God. These two fundamental truths are the foundation for the study of science.

God has revealed two aspects of His character in His created world. These two aspects, His power and His divine nature, provide enough knowledge of God so that men are without excuse when they do not glorify God. We teach science so that our students will see the glory of God by providing them with knowledge that demonstrates the power of God and glory of God as they study the various disciplines of science.

As a creature made in God's image, we believe that God has the authority to determine the responsibilities of Man as he lives on this earth. One of the initial commands of God was to subdue the earth and exercise rule over the earth. One of the best examples of this was Adam's naming of the animals. The purpose of science is best fulfilled when students use their knowledge of our world to subdue (exercise, rule etc.) creation for the benefit of man.

### **Pre K3 & Pre K4 – Science**

Science lessons are integrated into the Reading Readiness Curriculum.

### **Kindergarten – Science**

Simple science lessons are integrated in to the Bible curriculum.

### **First Grade – Science**

The goals of first grade Science are to develop a knowledge of God as the creator through the study of His creation (senses; the weather; seasons; tame and wild animals; matter; sound; health and safety; the sun, moon and stars; plants; and pushes and pulls). Another goal is to encourage Christian growth through approaches to problem solving and cooperative skills. The final goal is to promote scientific literacy by establishing foundational facts and skills for further science instruction; teaching the processes involved in the scientific method while showing the integration of science in everyday life. Textbook: *Science 1*, BJU Press

### **Second Grade – Science**

In second grade science students learn how the wonders of creation point us to God. They learn the differences between living and non-living things. Topics about living things include: the basic needs for all living things (with a specific focus on plants); the life cycles of butterflies, frogs, and plants; the difference between a community and population; and habitat descriptions of deserts, rainforests, tundra, woodland forest, oceans, and ponds. Topics about non-living things include: fossils; the earth's surface and its different layers; recognition of natural resources and why it is important to reuse, reduce and recycle. They also learn about the difference between creation and evolution. Textbook: *Science 2*, BJU Press

### **Third Grade – Science**

In third grade Science students will develop a knowledge of God through His creation. Topics studied are God's many creatures: cold-blooded and warm-blooded animals; God's great design: plants and ecosystems; God's mighty forces: matter, sound, energy and motion; God's earth and sky: soil, rock, and minerals, weather, and the solar system; and God's building blocks: cells, tissues, organs, and skin. Textbook: *Science 3*, BJU Press

### **Fourth Grade – Science**

In fourth grade Science students will develop reasoning and a general understanding of study topics. The main focus of fourth grade science are living things, insects and spiders, plants, forces and machines, electricity and magnetism, light, gravity, the moon and the oceans, weather and erosion, earth's resources, and the human body regarding digestion, bones and muscles. Along with each new chapter, there is a Biblical parallel to the science subject matter that will be discussed. Textbook: *Science 4*, BJU Press

### **Fifth Grade – Science**

In fifth grade Science students will develop a general understanding of God as Creator and Sustainer of the universe by studying His creation. The main topics include minerals and rocks, fossils and dinosaurs, matter, energy, and heat, weather and biomes, interactions and changes in an ecosystem, sound and light, and the respiratory and circulatory systems. Each chapter will incorporate Biblical principles and challenge the students to honor God through their knowledge, appreciation, and good stewardship of His creation. Textbook: *Science 5*, BJU Press

### **Sixth Grade – Science - Intermediate**

In sixth grade Science students will develop a foundation of facts and skills for further scientific instruction. In addition to presenting the integration of science in everyday life, we also look to God as the Creator. Our sixth grade science course covers topics such as earthquakes and volcanoes, weather and erosion, natural resources, cells, scientific classification of animals and plants, atoms and molecules, stars and the solar system, genetics, and the human body's nervous and immune systems. Textbook: *Science 6*, BJU Press

### **Seventh Grade – Science - Intermediate**

Life Science is designed as an introduction to biology course. Students will be exposed to topics such as the structure and function of living things, diversity of living things, and the scientific process. This course will take students from the days of when God created the heavens, the earth, and life itself to the interactions among organisms and between organisms and their environment. They will be challenged in the areas of stewardship and appreciation of God's creation. Textbook: *Life Science*, BJU Press

### **Eighth Grade – Science - Intermediate**

Earth Science focuses on a study of the non-living parts of the earth, sea, sky, and space. Students will study earth's design and structure; the atmosphere and its clouds; the ocean and its movements; the sun, moon, stars, and other astronomical objects; weather and its storms; and the geology of the earth. An emphasis is put on describing these topics in light of the island on which we live. The underlying goal is to build a knowledge base which will allow the students to be better stewards of the resources God has surrounded them with and to increase their understanding of the world in which they live, the atmosphere in which they exist, and the space in which Earth turns. Quarterly labs and a yearly project are designed to reinforce classroom lecture and to create opportunities to explore the world outside of the classroom. Textbook: *Earth Science for Christian Schools*, BJU Press (Supplemental resources are used to keep topics studied in line with current scientific knowledge.)

## **Ninth Grade – Physical Science – High School**

**Credit: 1.00 (2 semesters)**

Physical Science introduces the students to the science and math of physics and chemistry. As an introductory course, it is designed to build basic science skills. The first semester focuses on an introduction to chemistry with an emphasis on measurements and unit conversions, while the second semester focuses on an introduction to physics with weekly demonstrations of physical properties. Labs are designed to practically apply the topic being studied. The project for the year is a research topic on an element. In order to reinforce the skills learned, students also complete Concepts Review assignments on a regular basis. By the end of the year, repeated practice and application should create a solid foundation for future science courses. Textbook: *The Physical World: An Introduction to Physical Science*, BJU Press

## **Tenth Grade – Biology – High School**

**Credit: 1.00 (2 semesters)**

Biology introduces the students to the world of living things. Students begin the year by studying the worldviews impacting the biological sciences. This study continues throughout the year as it impacts/influences the topics being studied. Students then get the opportunity to become familiar with the vast variety of living things in God's creation and to see the Creator's eternal power and Godhead by studying the intricacies of the things created. Students will define characteristics of living organisms and investigate the basic unit of life—cells. Students also participate in a comprehensive study of the five major kingdoms into which living things are organized. Labs are interspersed throughout with an emphasis on microscope observations. The year concludes with dissecting labs and a day-long field trip during which students are required to identify organisms from the five major kingdoms as they explore unique environments from coral reefs to tropical rain forests. Textbook: *Exploring Creation with Biology*, Apologia Education Ministries, Inc.

## **Eleventh Grade – Botany – High School**

**Credit: 1.00 (2 semesters)**

The Botany course is designed as an introduction to college-level science through the study of botany. For this reason, the textbook used is a college-level textbook. During the first semester, topics build from the attributes of living organisms and their classification (with an emphasis on plants) to cells, mitosis, and plant tissues. The second semester focuses on the major plant organs of flowering plants: roots (with a side study of soil), stems, leaves, flowers, fruits and seeds. Class lecture is interspersed with assignments focused on coloring and labeling botanical diagrams and photos, identification of terms used, and reading comprehension. Most units conclude with a lab with an emphasis on microscope work. Textbook: *Introductory Plant Biology*, McGraw Hill Higher Ed.

### **Eleventh Grade – Chemistry – High School**

**Credit: 1.00 (2 semesters)**

Chemistry is the study of MATTER and focuses mainly on describing the unique characteristics and behaviors of some of the smallest particles in our universe, atoms. Topics will include the "nature of science", basic laboratory techniques and safety, fundamentals of measurement, properties of matter, atomic theory, the periodic table, composition and description of chemical reactions and more! Students will learn to use the periodic table as a model to predict the relative properties of elements and make predictions about their chemical behavior. They will also learn how to plan and construct a laboratory investigation to explain chemical phenomena. Students will develop their own models and explanations of how matter and energy transform in a chemical system. This class is designed for students interested in a STEM related college-career pathway after high school. Textbook: *Chemistry for Christians*, BJU Press

### **Eleventh Grade – Environmental Science – High School**

**Credit: 1.00 (2 semesters)**

Environmental Science is an interdisciplinary field that studies the different components of Earth's complex systems. In this course, we explore our planet from an environmental systems perspective, with a strong focus on local conservation while still addressing grand challenges such as overpopulation, water scarcity, food and energy security, and climate change. Class discussions are based on an understanding of natural resources as products of functioning ecosystems. Students will develop an awareness of their local and global environment and formulate their own conclusions about the state of our planet and possible solutions for our future. An emphasis will be placed on the ethics of environmental decision making, population and community ecology, human effects on natural resources, energy, sustainability, and conservation stewardship. Students will also participate in a special topic STEM research project as part of their coursework throughout the year. Textbook: *Environment - The Science Behind the Stories*, Pearson

### **Twelfth Grade – Conceptual Physics – High School**

**Credit: 1.00 (2 semesters)**

Physics is the study of FORCES, and is the foundation of all other disciplines within science. First semester topics will include the "nature of science" and the scientific method, kinematics, Newton's Laws of motion, momentum, work/energy/power, rotational motion, gravity, and fluid mechanics. Second semester topics include thermodynamics, wave motion, electrostatics, circuits, electromagnetism, optics, and atomic physics. Students will engage in bi-weekly laboratory work and submit formal reports. This course is designed as an introductory course for students interested in a STEM related college-career pathway after high school. Pre-calculus is a pre/co-requisite for this class. Textbook: *Conceptual Physics*, Addison-Wesley

## BIBLE

### **Mission Statement for Teaching Bible**

The purpose of the Bible course is three-fold. The first purpose is to present the Gospel of Jesus Christ. The second purpose is to teach Biblical truth as it applies to Bible knowledge, Biblical character traits and identity. The third purpose is to answer questions and mentor/coach the students through their own faith journey.

#### **Pre K3 – Bible**

The Pre-K3 Bible curriculum centers on God's goodness as it teaches Godly character qualities. The curriculum brings to life stories from the Old and the New Testament to teach Godly character to preschool students on an age appropriate level.

#### **Pre K4 – Bible**

The Pre-K4 Bible curriculum centers on the Word of God and teaches students to pray each day. The curriculum is divided into units: Obedience, Courage, Kindness, Responsibility, Thankfulness, Contentment, Generosity, Honesty, Prayer, Forgiveness, Trust, Respect and Patience. An illustrated card accompanies each Bible story, review activity or application story. A Bible verse is taught with each unit. The class ends with an art activity or color page to reinforce what was taught. Chapel is conducted once a week with students in grades Pre3-2nd grade.

#### **Kindergarten – Bible**

The Kindergarten Bible curriculum teaches students that the Bible is God's Word. Lessons emphasize God's dealing with His people and the need of every individual to be saved. Application stories teach students by example which behaviors please and displease God. Students learn which steps of Christian obedience follow salvation. Students study the principles found in the memory verses. Students learn that God's Word has relevance to every part of their lives.

#### **First Grade– Bible**

The first grade Bible curriculum teaches students to recognize their need of Christ as personal Savior. Secondly, it encourages Christlikeness in students as they learn to apply their Bible knowledge to their daily lives. And lastly, it teaches that the Bible is God's Word, and provides a plan for the practice of how to study it. We also connect Bible events with historical events and correlate other subjects with Bible teaching. Textbook: *Bible Truths: A Father's Care*, BJU Press

#### **Second Grade – Bible**

The second grade Bible curriculum teaches students the many attributes of God. Students learn that God is King and He rules over creation, nature, families, and themselves. They will learn the important of obeying God with a humble heart. Throughout the year we will focus on: The birth of Jesus, the crucifixion of Jesus, and the resurrection of Jesus; while teaching students how to be servants of God and how to trust God in hard times.



Students will learn that Jesus is our Messiah, the Promised One from God, our Redeemer, and our friend. They will also learn about four special Heroes of our Faith. We read one missionary story book on Trusting God, memorize a Bible verse every week, and have many opportunities to accept Jesus as their Lord and Savior

### **Third Grade – Bible**

The third grade Bible curriculum teaches students how to study and memorize Bible verses. Students will have the opportunity to accept Jesus Christ as their Lord and Savior. They will have discussions about biblical events and how they apply to their life. Students will learn and memorize the CLA Student Goals and be challenged to grow in biblical character. The third grade will join upper elementary for weekly Chapel where they will sing worship songs and hear various speakers share the Word of God.

### **Fourth Grade – Bible**

The fourth grade Bible curriculum continues to teach students how to study and memorize Bible verses. Students will have the opportunity to accept Jesus Christ as their Lord and Savior. They will have discussions about biblical events and how they apply to their life. Students will learn and memorize the CLA Student Goals and be challenged to grow in biblical character. The fourth grade will join upper elementary for weekly Chapel where they will sing worship songs and hear various speakers share the Word of God.

### **Fifth Grade – Bible**

The fifth grade Bible curriculum continues to teach students how to study and memorize Bible verses. Students will have the opportunity to accept Jesus Christ as their Lord and Savior. They will have discussions about biblical events and how they apply to their life. Students will learn and memorize the CLA Student Goals and be challenged to grow in biblical character. The fifth grade will join upper elementary for weekly Chapel where they will sing worship songs and hear various speakers share the Word of God.

### **Sixth – Eight Grade – Bible**

The sixth through eighth grade Bible curriculum teaches students about Salvation according to scripture. By the end of eighth grade all students will know who Jesus is, why He came to earth, and what He has promised for the future. They will be taught the importance of a personal relationship with Jesus Christ, and how that belief affects their life and future. Students will also be encouraged to develop Christ-like character according to scripture. Highlights include who we are as creations of God, what sin adds to that identity, the effects of sin on humanity, and how a Christian should live in light of this truth. Scripture memory and discussions about specific scripture verses and how they relate to life round out the course.

### **Ninth – Tenth Grade – Bible**

The ninth and tenth grade Bible curriculum continues to focus on Jesus as the Messiah and Savior of the world. Classes will focus on building a student's Christ-like character according to scripture. Highlights include the importance of living a life that pleases God, how to develop the characteristics of a true follower of Christ, and how a Christian can apply scripture to his/her life. Scripture memory and discussions about specific scripture verses and how they relate to life round out the course.

### **Eleventh - Twelfth Grade – Girl's Bible**

The eleventh and twelfth grade Girl's Bible class is a final opportunity to teach the value of studying through specific books of the Bible. Our focus is on the book of Genesis. The students will learn some specifics about God's character and truth as we read through this book. We will study apologetics and well known Biblical accounts and characters. We will look at current women's and children's issues, and be challenged to manifest His love and compassion towards those less fortunate. There will be quarterly scripture memory, and students will be required to keep a journal of blessings and study notes. The girls will be required each year to prepare a ten-minute devotional to share with the class.

### **Eleventh - Twelfth Grade – Boy's Bible**

The eleventh and twelfth grade Boy's Bible class will strive to inform, inspire, and motivate each student to recognize that God, through His redemptive process, has created a way for us to enjoy a fulfilling and joy-filled life here on earth. Students will be challenged with the fact that God has provided every believer here on earth with a community of faith, the Church, where believers can be united in thought, faith, and practice. They will be encouraged to join with this community of believers to build strong Christian relationships, fellowship with other believers, and grow in their personal walk with God. We believe that in this community each believer will learn how to use his spiritual gifts and how to understand God's plan for their lives. The first church in the Bible books of Ephesians and Philippians will be used as the model of a strong and active faith community. We will also study church history from the book of Acts to the Reformation.

## **HIGH SCHOOL DUAL CREDIT CLASSES**

### **Mission Statement for Dual-Credit Classes**

To give students a chance to get a head start on college level credits while still attending high school. To provide an opportunity for students to be introduced to a desired career choice to help them determine their level of interest before choosing a possible college major.

### **SOC 200 – Cultural Anthropology – Taylor University**

**1 H.S. Credit / 3 College Credits**

This class is an introduction to the principles of cultural anthropology including the analysis of major anthropological theories and concepts and an examination of social institutional arrangements in small-scale societies.

### **JUS 100 – Intro to Criminal Justice – Taylor University**

1 H.S. Credit / 3 College Credits

This class is a survey of the organization, administration, and function of law enforcement, the courts, and corrections in an historical, legal, and contemporary context. Emphasis is placed on both offenses and offenders at each stage of the process.

### **MAT 250 - College Algebra and Trigonometry – GCU**

1 H.S. Credit / 4 College credits

This course is a unified study of fundamental concepts from algebra and trigonometry that provide the necessary background for the study of calculus. Topics include modeling linear equations and inequalities; functions and their graphs; polynomial, rational, exponential, logarithmic, and trigonometric functions; systems of equations and inequalities; matrices and determinants; and conic sections. There is an emphasis on developing both a fundamental understanding of these concepts as well as their application to real-world problem-solving. Prerequisites: Grade of C or better in MAT-134 or placement test required.

### **MGT 201 – Introduction to Business – Taylor University**

1 H.S. Credit / 3 College Credits

Students learn the foundational concepts of establishing and operating successful ventures in the highly competitive global economy. The business major as well as other disciplines are exposed to key business leadership principles, strategies, technologies and disciplines used in the 21st Century enterprise, through a combination of case analysis, projects and simulation exercises.

### **EGME 1810 – Engineering Graphics – Cedarville University**

1 H.S. Credit / 1 College Credit

This class is an introduction to basic techniques of sketching, drawing, dimensioning, multiple views, sectioning, multi-view projections, and pictorial views. Introduction to commercial software for three-dimensional solid modeling and preparing engineering drawings is also a part of this class.

### **BIO 205 – Human Biology with Lab – Taylor University**

1 H.S. Credit / 3 College Credits

Human Biology is an introduction to the structure and function of the human body. This course will focus on the anatomy and physiology of human cells, tissues, organs, organ systems, and the whole organism. Practical health applications will also be explored.

### **COS 101 – Information Technology Concepts – Taylor University**

1 H.S. Credit / 3 College Credits

The course focuses on practical understanding and application of computing technology in educational and small business or organizational environments. Specific topics addressed include an overview of operating systems, application software, computing hardware, telecommunications, networking, and information management systems and analysis. This class has a heavy emphasis on the impact of technology on modern society and the ethical issues related to use of information and communication systems.

## ELEMENTARY ELECTIVES

### **Kindergarten – 5<sup>th</sup> Grade – Computer**

Keyboarding - Students will become proficient in keyboarding over their four years in the upper elementary computer program.

Microsoft Word - Students will become familiar and proficient in using Microsoft Word. This is predominantly due to the use of Word in their keyboarding program.

### **Kindergarten – 5<sup>th</sup> Grade – Physical Education**

Kindergarten through second grade will focus on the basic fundamental motor skills as well as fine motor skills that will be used when students begin to participate in organized or even recreational sports. Third through fifth grade will build on the foundation of both gross and fine motor skills that are introduced at the lower elementary level. Students will also be introduced to a variety of team sports and concepts, and will be regularly tested using the Presidential Youth Fitness Program. The PYFP consists of testing a student's aerobic capacity, muscular strength, endurance and flexibility.

## INTERMEDIATE ELECTIVES

### **Sixth & Seventh Grade - Speech**

Sixth and seventh grade Speech class is a two semester course and covers the principles of effective speaking, the goals of an effective speaker, as well as the communication triangle. The students are taught the basic principles of story-telling, stage directing, and poetry. Teaching includes lectures, practice sessions, and the delivery of seven speeches throughout the year (Introduction Speech, Descriptive Speech, Demonstration Speech, Persuasive Speech, Informative Speech, Storytelling, and Poetry). The students are also required to participate in the annual school theatrical production in the fourth quarter of the year.

### **Sixth & Seventh Grade – Performing Arts**

Sixth and seventh grade Performing Arts class alternates with the Speech class throughout the week, and combines on Friday for class rehearsal. The Performing Arts class is an intro level class teaching the basics of individual and group rhythmic movement, solo and group singing, and stage acting. The students perform at the annual school wide Christmas program and also participate in a solo performance in May.

### **Sixth Grade – Study Skills**

The emphasis in sixth grade Study Skills is on learning study skills through language arts. Organizational skills such as using a planner, time management and learning to be productive are goals of this class. The language arts skills that are emphasized include reading, comprehension, writing / communicating, problem solving, listening and following directions. Specific study skills within the class involve memorization strategies, test taking tools, study helps and focusing techniques.

### **Seventh Grade – Keyboarding**

Seventh grade Keyboarding students will be taught the correct technique for typing on a keyboard. Once proper technique has been achieved students will then be introduced to other important functions on the keyboard and some of the shortcuts for important commands.

### **Eighth Grade – Journalism**

Junior High Journalism creates the newspaper and yearbook for the Junior High. A student in Junior High Journalism will learn methods on taking pictures, writing about events and people, and formatting those elements on Microsoft Publisher. The class requires students to manage time and be strategic about the people, photos or events documented. Creativity and appropriate use of resources are involved as students create individual pages of the newspaper and yearbook. Lastly, the class focuses on developing and articulating educated opinions on different elements of society; such as movies, food, politics, and art.

### **Eighth Grade – Health**

Eighth grade Health gives students a basic understanding of the human body. This course covers the skeletal system, the muscular system, the cardio vascular system, the nervous system, the endocrine system, the immune system, and the reproductive system. This is a basic class for preparation for Anatomy and Physiology.

## **HIGH SCHOOL ELECTIVES**

### **Ninth & Tenth Grade – Foreign Language Lab**

**Credit: 2.00 (4 semesters) (Required for graduation)**

The ninth grade Foreign Language Lab is participating in a two year pilot program with Rosetta Stone through the end of their tenth grade year. The students have been given the option to take Spanish, French or Japanese. The Spanish and French programs have five levels the students will work through during the two year process. Japanese has three levels. Several students are on track to finish their chosen language by the end of the first year, and these students will start a second language during their sophomore year.

French I and French II has been taught throughout the years to ninth and tenth graders using a traditional method of teaching vocabulary, translating the language and conversational dialogues. Objectives include introduction to the language and the culture, learning lots of vocabulary through weekly lists of vocab words / phrase and reading and understanding conversational French. Textbook: *Discovering French Bleu and Blanc*, DC Heath.

### **Ninth & Tenth Grade – Physical Education**

**Credit: 1.00 (4 semesters) (Required for graduation)**

The ninth and tenth grade Physical Education class is a course in which the student will be educated from a physical, spiritual, social, emotional, and mental perspective. The physical component may seem obvious, as we focus on health, vigor, improved strength and improved motor skills. However, our PE classroom also provides the excellent opportunity to improve and grow in the other four other areas of total health. Over the four semesters the student will be introduced to a variety of team sports, learn basic sports concepts, and have an opportunity to participate in modified scrimmages as they apply the concepts learned.

### **Ninth Grade – Health & Fitness**

**Credit: 0.5 (1 semester) (Required for graduation)**

The ninth grade Personal Health is an elective class that applies the information and knowledge obtained in the 8<sup>th</sup> grade health. The first half of the class covers personal fitness and includes cardiovascular fitness, muscular strength, muscular endurance, agility and flexibility. The second part of the class will cover various recreational activities specific to our location. Activities may include: swimming, tennis, disc golf, and bowling. This class will require the inclusion of 15 hours of outside class work.

### **Ninth Grade – Intro to Agriculture & Landscaping**

**Credit: 0.5 (1 semester) (Required for graduation)**

The ninth grade Introduction to Agriculture class is a hands on course that teaches basic principles of horticulture. Students will actively participate in starting and maintaining their own planters and study the growing of plants from seed, clippings or grafting. The course is a semester long. The students will be required to log 15 hours of outside of class time maintaining their planters and class projects.

### **Eleventh Grade – Guidance**

**Credit: 1.00 (2 semesters) (Required for graduation)**

The eleventh grade Guidance class is a project based class that helps eleventh grade students explore and plan for life after graduation. During the year, students engage in career and college related activities which are designed to prepare them for college, military enlistment, or the workplace after graduation. This class focuses on helping students develop a sense of awareness of their personal interests, values, skills, and strengths. Students learn effective strategies to help them in their college research, attend college fairs and school presentations from various college admissions officers. Additionally, local professionals are invited throughout the year to speak to CLA students about a variety of unique and interesting career pathways. Students are registered with the College Board organization and use the Big Futures college/career website throughout the year. Students will register and take the PSAT/NMSQT during second quarter and create an SAT study schedule through Khan Academy. Each student is offered free online access to a personalized SAT study plan through Khan Academy which is generated from their PSAT/NMSQT scores. Students also learn about personal essays, paying for college and financial aid, the importance of extracurricular involvement, summer internship

options, and more. Planning for Senior Project begins during fourth quarter. Resources: *College Board Big Futures, Roadtrip Nation, College Ed Student's workbook, Khan Academy*

### **Twelfth Grade – Guidance**

**Credit: 1.00 (2 semesters) (Required for graduation)**

The twelfth grade Guidance class is a planning class for twelfth grade students designed to align with course work from the prior year. This self-paced course provides students a structured time for independent college research and the completion of college applications and scholarships. All college bound seniors are required to apply to the Hawaii Community Foundation scholarship program as well as attend a mandatory family financial aid night offered through the University of Hawai'i at Hilo. First semester focuses heavily on helping students construct competitive applications while encouraging them to further develop their post-graduation plan. Seniors also attend special college and career presentations by counselors and local professionals. CLA is a member of the "Apply for Four" program, which is designed to help broaden college options for students. Second semester includes a job readiness unit to train students in professional etiquette and the importance of skills development. Students create resumes, cover letters, practice filling out job applications, and complete a mock interview for a job of their choosing. At the end of the year, seniors prepare for graduation and write their senior speech. Additionally, students are given about 8-10 hours of in-class time to work on their Senior Project which is due at the end of April. Resource: *College Board Big Futures, Hawai'i Community Foundation, Purdue Online Writing Lab, Common Application online.*

### **Eleventh Grade – Computer Apps**

**Credit: 0.5 (2 semesters) (Required for graduation)**

The eleventh grade Computer Apps class is a two semester course that will develop students' advanced skills in keyboarding and computer applications. Students will learn how to navigate and produce quality work in Microsoft Office word processing program, equipping them with the skills necessary to succeed in higher education. Additionally, students will learn cloud based productivity applications such as those in Google's G Suite (Docs, Sheets, Slides, Gmail) to gain experience in online work and collaboration. Lastly, students will learn basic website design through Weebly's template designs.

### **High School – Choir**

**Credit: 0.5 (8 semesters) (Required for graduation)**

Choir is a required course for all ninth through twelfth grade students. Class meets once a week to learn and practice music which will be performed in a final performance. Throughout the year students will perform 2 to 4 times (Harvest Fair, Christmas, school

play dinner performance, and spring performance). The goals for CLA choir are as follows:

- to learn how to be musically expressive - to communicate feelings and ideas through music
- to create live musical experiences, not only as a choir but also individually
- to broaden the student's exposure to various types of musical genre

Grades are earned through class attendance and participation; song memorization and quizzes; Listening Journal cards (4 per quarter); and final performances.

### **Eleventh & Twelfth Grade – Introduction to Education**

**Credit: 1.00 (4 semesters)**

The eleventh and twelfth grade Introduction to Education class pairs each student with a teacher who will give them hands on opportunities to explore what it takes to be a teacher or work in the field of education. The objective is for the students to learn professional and life skills involved in working with teachers, students, and parents in a school setting. The teachers receive much needed help from our older students, and the students are able to gain experience working within the educational system. Many of our students have decided to become teachers because of this class.

### **Tenth - Twelfth Grade – Nutrition**

**Credit: 0.5 (2 semesters)**

The tenth through twelfth grade Nutrition course is a course that analyzes current eating habits, evaluates nutritional knowledge, develops plans to correct weak eating habits, analyzes major health issues in America, and studies nutrient rich foods. Students will be expected to keep a dietary journal, plan a weekly diet, and prepare a demonstration of a healthy meal. This class would be excellent for those who wish to improve their personal health or those who wish to pursue a career in health care or food services.

### **Tenth - Twelfth Grade – Video Productions**

**Credit: 0.5 (2 semesters)**

The tenth through twelfth grade Video Productions class is a hands on class dealing with behind the scenes work of stage and video performances. Students will learn by using DSLR cameras, digital sound recording equipment, and Final Cut Editing program. Students will be involved in storyboarding video productions, prop and set production for video and stage, and post-production work. This class requires outside class time to film on locations around the island.

### **Tenth - Twelfth Grade – Journalism**

**Credit: 0.5 (2 semesters)**

The tenth through twelfth grade Journalism class is a two semester course that will create the Christian Liberty Upper Campus yearbook. Students will design and edit the yearbook, and populate it with photos and articles that have been collected throughout the school year. In addition to the yearbook production, students also focus on learning and perfecting their journalism skills: writing, interviewing, editing, artistic design, and



photography. Students will build their skills through hands on interactive class learning, lectures and presentations, as well as selective reading.

### **Tenth - Twelfth Grade – Office Administration**

**Credit: 0.5 (2 semesters)**

The tenth through twelfth grade Office Administration class is an internship in our school's offices. Students will learn the basics of guest reception, answering phones, distribution of materials, filing, courier type skills, general office skills, and general bookkeeping. There is a possibility that students will change offices at semester.

## **HIGH SCHOOL EXTRA-CURRICULAR ACTIVITIES**

### **Chapel**

The purpose of Chapel is to give the students the opportunity to corporately worship God. We present the gospel, the teaching of Jesus and challenges to living a holy life in relevant methods. We also give the opportunity for students to use their gifts (preaching, singing, playing, performing) to inspire others to live for Christ.

### **Drama Club**

The Drama Club is open to all high school students and meets on a scheduled basis during the academic year. A student joins the club when they sign up to be in the annual spring production. All video production class members are automatically a member of the Drama Club. Membership is by yearly contract signed by both student and parent. Students involved in the Drama Club make up the cast and crew of the spring production which is a feature length presentation. All productions are done in a plidio format, (video and stage), therefore students will be scheduled to film at different locations around the island and participate in stage rehearsal.

### **Environmental Club**

The Environmental Club is an extracurricular opportunity open to all high school students. This club is designed to expose students to ecologically and culturally unique places on the Big Island, teach students how to identify natural elements in the Hawaiian landscape including plant and animal life, and cultivate an appreciation for the outdoors while practicing *mālama ka 'āina*. Students join with local conservation organizations to complete various types of service-learning activities. One of the main goals of the club is to train young people to be leaders in building a culture of environmental stewardship at CLA and beyond. Many club outings involve hikes all over the island. Past activities include hiking at Kiholo Bay, forest restoration at Keaohana Forest Reserve in Puna, native seedling plantings on Mauna Kea, fishpond restoration in Keaukaha, and marine debris removal at Kamilo Point in Ka'u. Environmental Club is a member of the Sierra Club High School Hikers Program and Student Energy Ambassadors for Change Program through Blue Planet Foundation. All students are encouraged to participate.

### **Student Activity Council**

SAC is a partial credit course achieved by peer election. Students who are a part of SAC work to provide extra student focused activities such as homecoming, star parties, event nights, Thanksgiving lunch and games, Canefire 500 field activities, Harvest Fair games, and many more. SAC also runs all sports concessions, works on an annual school improvement project, and helps bring organization to each grade during school functions. The goal of SAC is to provide an opportunity for students to make a positive impact in the school as well as develop their leadership ability.

### **SG<sup>2</sup>**

SG<sup>2</sup> is an acronym for Students Genuinely Seeking God. This program offers any ninth through twelfth grade student an opportunity to meet once a week during lunch to share their personal walk with Christ. The goal of the meetings are as follows: encouraging personal growth in Jesus Christ; providing weekly accountability for daily growth; creating an opportunity to share lessons learned, prayer requests, and personal challenges with peers; and preparing for chapel presentations which allow them to be a witness to the student body. On occasion, SG<sup>2</sup> members may also be involved in service or outreach opportunities. Eleventh and twelfth grade members usually attend the Junior High spiritual retreat and act as junior counselors and retreat helpers.

### **High School Retreats**

A socially-focused, themed, multi day retreat offered to teach students biblical principles and encourage them in their personal faith in Jesus Christ. Retreats are specifically designed for Intermediate School, (sixth through eighth grade), and involve an overnight camping adventure. Our ninth through twelfth graders experience a two-night camping adventure. Activities include chapel times, team-building activities, competitive games, and free time activities. The retreats take place at CLA's summer camping property in Kapoho called "Camp Kaphoiki".

### **Biennial Historical Tour to the East Coast**

The Historical Tour is a student funded twelve day trip to the East Coast for current eleventh and twelfth grade CLA students only. The trip is designed to be a survey trip of important colonial sites as well as current U.S. government locations. On the trip, the students will visit Williamsburg, Jamestown, Washington, D.C., Philadelphia, Boston and New York City. The students will visit museums, Colonial & Native American villages, The U.S. Capitol, historical monuments in Washington, The White House, Smithsonian, National Cathedral, Constitution Center, Liberty Bell, Carpenters Hall, Empire State Building, 9/11 Memorial, Statute of Liberty and many more historical and cultural venues. The students will also attend concerts, a Broadway Musical, and professional and collegiate sporting events. Students may earn a ½ high school credit by completing the trip syllabus after returning from the trip.

### **Mission Trips**

The purpose of the CLA Mission Trips is two-fold. The first purpose is to make an impact for Christ and for good to a particular area outside the CLA arena. The second purpose is to create an opportunity for students to participate in selfless, world impacting, compassion centered, Christ-like activities. We pray that these trips will foster in students a desire to commit their lives to ministering to others, whether it be at home or abroad, and live a life of compassion and service to others.

### **Athletics**

See Athletic Handbook