

CURRICULUM OVERVIEW 2013

PHILOSOPHY OF EDUCATION

The primary purpose of FLCA is to develop and maintain a Christ-centered academic institution. The Word of God, Christian moral values and missions-based work are at the core of the ministry of FLCA. Biblical Christian principles will be incorporated into all aspects of our training.

According to Scripture, the education of students is primarily the responsibility of the parents/guardians (Deuteronomy 6:6-7). FLCA is in partnership with parents/guardians to foster open communication and shared priorities in order to diligently teach God's Word and His will to students on a daily basis.

Our philosophy recognizes God as the Creator and Sustainer of all things and the Source of all truth. God has revealed Himself to mankind both through His creation (Genesis 1:26, 37) and His inspired, infallible and authoritative Word (2 Timothy 3:15-17). An individual's mind begins to open to the truth of God (as revealed in the Bible) through the transforming power of God's Holy Spirit working in him or her. This truth becomes the basis for his or her worldview and interpretation of life. The saving, transforming knowledge of Jesus Christ must be the basis of Christian education, without which its goals can never be fully realized. The Christian educational plan of learning through integration of Biblical principles is not just an academic experience but also a sanctifying experience as the teacher and student grow in their understanding of Christ as Lord of their lives. It is the desire of FLCA to develop and exemplify Biblical character qualities that glorify God, as Jesus portrayed through His life of obedience, service and love for others.

We do not separate our students' experiences or education into "secular" and "religious". All creation is under the Lordship of Jesus Christ and is to glorify God. Therefore, all creation is to be studied and understood from a Christian perspective in order that God may be praised.

We desire to see each student be nurtured in his or her Christian faith and develop his or her unique, God-given abilities to become a useful, creative and Christian citizen in the world. All school activities, curricula and practices are based on a Biblical view of humankind and creation. We try to glorify God by providing the best possible education and development of the "whole" child (spiritual, academic, physical, emotional and social), enabling each student to achieve his or her greatest potential.

Our Christian staff is essential to the achievement of these goals. Our faculty members are committed to our Lord Jesus Christ and evidence this in their lives. Furthermore, our faculty members are well-trained in their individual fields.

In summary, our goal is to be distinctly Christian in our educational philosophy. We seek to work with the home to nurture the children in the way they should go, so that they will not depart from it when they are old.

Objectives

Spiritual

1. To develop a firm and lasting relationship with the Lord Jesus Christ
2. To teach students that the Bible is the inspired and infallible Word of God
3. To develop a desire to know and obey the will of God as revealed to him or her in the scriptures and carry it out daily
4. To develop in each student the mind and heart of Christ toward Godliness and mission work

5. To impart Biblical attitudes toward material things and to encourage individual responsibility of using them to God's glory
6. To show a realistic and Biblical view of life and work
7. To teach Christian character through example
8. To develop critical Christian thinking skills that enable the student to confront the world from a Biblical perspective
9. To show students the importance of personal Bible study, prayer, church involvement and mission work to reach out to others less fortunate than they
10. To teach students about our Godly American heritage and responsible freedom, human dignity and acceptance of authority

Academic

1. To promote high academic standards for each student and recognize his or her unique, God-given gifts and learning styles in order to help the student reach his or her full potential
2. To gain an appreciation of God's natural laws and encourage good stewardship therein
3. To help each student gain a thorough understanding and command of the fundamental processes (such as reading, writing, speaking, listening and reasoning) used in communicating and interacting with others
4. To teach and encourage the use of good study habits
5. To discuss current events in all fields and relate them to God's plan for man
6. To stress the importance of excellence and to instruct each student to know how to work independently as well as cooperatively
7. To instill an appreciation of the fine arts through the development of each student's understanding and personal expression
8. To foster an environment that is conducive to learning through mutual acceptance, affirmation, encouragement, cooperation and creativity
9. To provide instruction that develops and challenges the potential of each student

Physical

1. To promote physical fitness, good health habits and wise use of the body as the temple of God
2. To develop the spiritual part of the athlete so that the Holy Spirit is in control and directing his or her mind and body
3. To insure the safety of each student in physical surroundings, various activities and relationships with one another

4. To exhibit positive Christian character qualities and express them openly through the medium of sportsmanship
5. To encourage students to dress modestly so that they will be visible witnesses of a wholesome Christian lifestyle
6. To develop life-long habits that promote physical, mental and emotional well-being

Emotional

1. To help students understand and accept themselves and those things that they discern they cannot change as being God's creation
2. To be controlled by the Spirit of God rather than by emotion and to work on emotional weaknesses with God's help
3. To depend on the promises of God through difficult and emotional times
4. To stand on Truth rather than emotion or circumstance
5. To guide students in finding the peace and joy of the Lord in all things (Philippians 4:4-7)
6. To be intolerant of remarks and behavior that damage another's emotional well-being
7. To provide a safe and secure environment as needed for emotional health

Social

1. To demonstrate Christ's love and model kindness in relationships
2. To teach the student to treat everyone with love and respect as brothers and sisters in Christ regardless of their abilities, limitations, national origin or ethnic identity
3. To stimulate students in their God-given responsibilities of time, talent and treasure
4. To promote unity and cooperation between school and family
5. To teach students to filter all social behavior through God's Word when deciding what is proper and good
6. To develop self-discipline based upon respect for submission to God
7. To motivate students to become responsible citizens within the sphere of their local, state, national and world communities
8. To help parents/guardians understand the purpose of Christian education

GRADING POLICY

High expectations are the standard of academic excellence. As servants of God, we are expected to develop to their potential the abilities God has given us.

A	95-100%	4.00	Superior Work
A-	92-94%	3.67	

B+	89-91%	3.33	
B	86-88%	3.0	Above Average Work
B-	83-85%	2.67	

C+	80-82%	2.33	
C	76-79%	2.0	Average Work
C-	73-75%	1.67	

D+	70-72%	1.33	
D	66-69%	1.0	Below average
D-	63-65%	.67	Academic Probation for Core Classes

F	0-62%	0	Failing Academic Probation for Core Classes

HIGH HONORS: Students receiving all A's in core subjects, only 1 B in the remainder of graded classes and passing grades in pass/fail credits will be listed as *High Honors*.

HONORS: Students receiving at least 4 A's and 1 B in core classes and no lower than a B in the remainder of the graded classes and passing grade in pass/fail credits will be listed as *Honors*.

HONORABLE MENTION: Students receiving at least a 3.5 grade point average overall will be listed as *Honorable Mention*.

ACADEMIC PROBATION: Each student must maintain a 73% or higher grade in each of the five core classes: Bible, mathematics, humanities, cultural studies, and science. Grades will be checked every 4 ½ weeks. If a student's average drops below 73% in a particular core class, the student will be placed on academic probation. The student must make arrangements for at least 3 hours of academic tutoring in that subject. This is to be arranged by the student. If costs are accrued for the tutoring, the student is responsible to pay these costs. The student will not be allowed to participate in any clubs or extra activities during this time. The student will be released from probation when the grade goes above 73% and is maintained at least at this percentage for two weeks.

GRADUATION REQUIREMENTS

Students must earn 30 credits in the following areas to graduate:

◆Bible.....4
Cultural Studies..... 4

Students can choose to take 4 years of Language and 2 years of Fine Arts OR 3 years of language and 3 years of Fine Arts.

Humanities.....	4
Mathematics.....	4
Science.....	4
Language.....	3/4
*Fine Arts.....	2/3
♦Leadership (formerly Student Success).....	2
*Health and Physical Education.....	1
Missions	1

**Fine Arts and Physical Education may be earned through independent study. See curriculum for details.*

♦Students transferring may not have to make-up Bible and/or Leadership credits.

zero to seven and one-half credits.....	Freshman
more than seven and a one-half to fifteen credits.....	Sophomore
more than fifteen to twenty-two and one-half credits.....	Junior
more than twenty-two and one-half to thirty.....	Senior

Note: Students who earn 63-73% may repeat a class; students who earn 62% or below are required to repeat the class for recovery of credits. Courses must have prior approval by the Administration.

GRADUATION POLICY

FLCA is committed to the development of the total child. The graduation ceremony will be a celebration of what our students have accomplished through this philosophy. The following policy has been adopted regarding the graduation ceremony and receiving a diploma:

Graduation requirements must be met or the student will not participate in the graduation ceremony, nor will the student receive a diploma.

Any student graduating with *an overall un-weighted average of 3.5 to 3.999* will be recognized as an honors graduate. This recognition will also be on their transcript.

Any student graduating with *an overall un-weighted average of 4.0* will be recognized as a distinguished honors graduate. This recognition will also be on their transcript.

VALEDICTORIAN: The student with the overall highest QPA at 3.8 or higher will be named the Valedictorian of the class.

SALUTATORIAN: The graduating student with the second highest QPA of at least 3.5 will be named the Salutatorian of the class.

SCHOLASTIC PHILOSOPHY

CURRICULA

FLCA will offer two competitive, college-preparatory and honors programs integrating technological tools and various software programs in all areas of study. This program challenges students to work to the best of their ability and establish high goals.

The following core courses will be offered each academic year: Mathematics, Science, Humanities, Cultural Studies, Foreign Language, Fine Arts, and Biblical Studies. All courses will have an interdisciplinary approach with God's Word polishing the curriculum. The Biblical Studies program will include ethics and morality issues. Students will study from various versions of the Word of God. Along with the core courses, students will take study skills classes and be given an opportunity to be involved in various seminars and sessions. These elective courses will be thematic of real life experiences and missions. All students will be involved in mission projects and each student will organize, lead, and complete a senior mission project before graduation.

School Structure:

The school day will run from 7:15 a.m. to 3:00 p.m.

The school will run on a ninety minute A/B block schedule, with classes meeting every other day. This will allow for students to fully engage in several learning strategies.

BIBLICAL STUDIES PHILOSOPHY

"All Scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness, that the man of God may be complete, thoroughly equipped for every good work." II Timothy 3:16,17

"It is to be with him, and he is to read it all the days of his life so that he may learn to revere the LORD his God and follow carefully all the words of this law and these decrees." Deuteronomy 17:19

The Biblical Studies curriculum should challenge young people to know Jesus Christ as Lord, apply God's truth in all areas of life, love others sacrificially, and achieve the highest level of knowledge and skill in order to serve God and others. Our goal is to give the students, in partnership with parents, a strong foundation of Christian values to equip them to become Godly leaders who serve God and their families and positively impact their communities and the world. Keeping with the ideology that the school will be non-denominational and welcoming to all believers, our curriculum will focus on the scriptures and basic beliefs. Areas of theology that would differ among denominations will be the responsibility of the parents and their churches. We will neither promote nor denounce the beliefs and practices of any one denomination. In order for students to have a comprehensive background and understanding of the scriptures that Christ preached and taught and the religious traditions that He practiced throughout His life, grade 9 students will move through an extensive study of the Old and New Testament scriptures. Being now firmly rooted in the Scripture, sophomores will spend the year studying world religions and different denominations in order to gain a more informed perspective of themselves and others. Grade 11 students will look closely at the area of Christian Living in order to help them remain faithful and strong throughout their lives, while seniors will move to the more advanced topics of ethics and apologetics.

FRESHMAN TENTATIVE CURRICULUM

The Story of God and His People: God's Unfolding Plan

- Unit 1 The Pentateuch: Narratives of the Ancient World and the Patriarchs
- Unit 2 The Pentateuch: The Exodus, God's Law, and the Covenant Renewal
- Unit 3 The Histories: Conquering the Promised Land and the Early Monarchy
- Unit 4 The Old Testament Writings
- Unit 5 The Histories: The Divided Kingdom
- Unit 6 The Prophets
- Unit 7 The Histories: Exile and Return

The Story of God and His People: Hope of the World

- Unit 1 Setting the Stage for Jesus' Ministry
- Unit 2 The Synoptic Gospels
- Unit 3 The Gospel of John and Passion Week
- Unit 4 Acts: To the Ends of the Earth
- Unit 5 Writing to the Believers
- Unit 6 Lifting the Veil

SOPHMORE TENTATIVE CURRICULUM

What's Up With the Church Down the Street?

- Unit 1 The Orthodox Church
- Unit 2 The Roman Catholic Church
- Unit 3 The Lutheran Tradition
- Unit 4 The Presbyterian and Reformed Tradition
- Unit 5 The Episcopal/Anglican Tradition
- Unit 6 Radicals and Reformers
- Unit 7 The Baptist Tradition
- Unit 8 The Methodist Tradition
- Unit 9 The Holiness and Pentecostal Traditions
- Unit 10 Nondenominational Christianity

Which Way to God? A Christian Look at World Religions

- Unit 1 What is Religion?
- Unit 2 Hinduism: The Path to Oneness
- Unit 3 Hinduism: The Way of Many Paths
- Unit 4 Buddhism: The Path to Nirvana
- Unit 5 Buddhism: The Way of Enlightenment
- Unit 6 Judaism: The Path with YHWH
- Unit 7 Judaism: The Way of Covenant
- Unit 8 Islam: The Path to Allah
- Unit 9 Islam: The Way of Obedience
- Unit 10 Christianity and World Religions

JUNIOR TENTATIVE CURRICULUM

Exploring Faith and Discipleship

- Believing
- Counting the Cost
- Living the Christian Life: Growing in Faith
- Living the Christian Life: Sharing Our Faith
- Living the Christian Life: Serving/Relating to Others

SENIOR CURRICULUM

Exploring Ethics

- Defining Morality
- Making Moral Choices
- Exploring Issues: Work
- Exploring Issues: Human Sexuality
- Exploring Issues: Earthkeeping
- Exploring Issues: Wealth/Poverty
- Exploring Issues: Racism/Bigotry
- Exploring Issues: Medical Ethics
- Exploring Issues: Peace

Exploring Apologetics

- Worldviews
- Common Objections to the Christian Faith: Introductory Readings
- Common Objections to the Christian Faith: How Can I Believe in Such an Exclusive Religion?
- Common Objections to the Christian Faith: How Can I Believe in a God Who Allows Evil and Suffering?
- Common Objections to the Christian Faith: Do You Really Expect Me to Believe in Miracles?
- Common Objections to the Christian Faith: Why Should I Believe That Jesus Is Anything More than a Good Man or a Great Teacher?
- Common Objections to the Christian Faith: If Christianity is True, Why Is the Church Full of Hypocrites?
- Common Objections to the Christian Faith: How Is Christianity Relevant to My Life?
- Common Objections to the Christian Faith: Why Should I Believe in a Religion That Causes Oppression?
- Common Objections to the Christian Faith: Why Should I Believe in a Religion Invented for Weak People?
- Affirmations

CULTURAL STUDIES PHILOSOPHY

"Now all these things happened to them as examples, and they are written for our admonition, upon whom the ends of the ages have come." 1 Corinthians 10:11

"For who has known the mind of the Lord? Or who has become His counselor? Or who has first given to Him And it shall be repaid to him? For of Him and through Him and to Him are all things, to whom be glory forever. Amen." Romans 11:34-36

In order to understand where we are going it is necessary to understand where we have been – both individually and socially. Cultural Studies, a blend of historical and societal topics, is designed to aid students in gaining knowledge and perspective on mankind's role and presence in the world. The board of directors of FLCA has adopted a curriculum for students to emphasize God's design of, plan for, and presence in the world so that our students can be better equipped to conform to the image of Christ, rather than that of the world. FLCA's curriculum will offer an review of Pennsylvania History, and an extensive study of American Government and Civics in the 9th grade. Students will explore a broader study of World History and Cultures in 10th grade. Juniors will study more specific topics of American and European History while seniors will study Economics and Sociology.

Freshman Tentative Curriculum

Review Pennsylvania History (extent determined by the educator, based on student background)

- PA and Its Geography
- PA and the Wilderness
- PA and the Colonies
- PA and the Western Frontier
- PA and the American Revolution
- PA and Democracy
- PA and Early Transportation
- PA and the Industrial Revolution
- PA and the Civil War
- PA and the 1700's
- PA and the 1800's
- PA and the 1900's
- PA and Contemporary Issues
- PA and the Government

American Civics

- Foundations of the Political System
- Principles of Democracy
- Rights of the Citizen
- Responsibilities of the Citizen
- Roles of the Citizen
- The Citizen and the Local Government
- The Citizen and State Government
- The Citizen and National Government
- Other Nations and World Affairs

American Government

- Purposes of Government
- Basic Constitutional Principles of the US Government
- Structure and Function of Local, State and National Government
- Citizen Involvement and Public Involvement
- US and Other Nations
- US and World Affairs

Sophomore Tentative Curriculum

US History

- Era 1: Three Worlds Meet (Beginning to 1620)
- Era 2: Colonization and Settlement (1585-1763)
- Era 3: Revolution and the New Nation (1754-1820's)
- Era 4: Expansion and Reform (1801-1861)
- Era 5: Civil War and Reconstruction (1850-1877)
- Era 6: The Development of the Industrial US (1870-1900)
- Era 7: The Emergence of Modern America (1890-1930)
- Era 8: The Great Depression and World War II (1929-1945)
- Era 9: Postwar US (1945 to Early 1970's)
- Era 10: Contemporary US (1968 to the Present)

Junior Tentative Curriculum

World History/Cultures

- Era 1: The Beginnings of Human Society
- Era 2: Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BCE)
- Era 3: Classical Traditions, Major Religions and Giant Empires (1000-300 BCE)
- Era 4: Expanding Zones of Exchange and Encounter (300 BCE-1000 CE)
- Era 5: Intensified Hemispheric Interactions (1000-1500 CE)
- Era 6: The Emergence of the First Global Age (1450-1770 CE)
- Era 7: An Age of Revolutions (1750-1914 CE)
- Era 8: A Half-Century of Crisis and Achievement (1900-1945 CE)
- Era 9: The 20th Century Since 1945: Promises and Paradoxes

European History

- Europe and Geography
- High and Late Middle Ages
- The Renaissance and Discovery
- The Reformation
- The Age of Religious Wars
- England and France in the 17th Century
- Successful and Unsuccessful Paths to Power
- Society and Economy Under the Old Regime in the 18th Century

Senior Tentative Curriculum

Economics

- Scarcity
- Marginal Cost/Benefit
- Allocation of Goods and Services
- Role of Incentives
- Gain from Trade
- Specialization and Trade
- Markets – Price and Quantity Determination
- Role of Price in Market System
- Role of Competition
- Role of Market Institutions
- Role of Money
- Role of Interest Rates
- Role of Resources in Determining
- Profit and the Entrepreneur
- Growth
- Role and Government
- Using Cost/Benefit Analysis to Evaluate Government Programs

- Prices
- Unemployment and Inflation
- Monetary and Fiscal Policy

Sociology

- The Foundations of Society
- The Individual and Society
- Difference and Inequality
- Social Institutions
- Social Change and Globalization

Covered Throughout All Units

Geography

- The World in Spatial Terms
- Places and Regions
- Physical Systems
- Human Systems
- Environment and Society
- The Uses of Geography

AP Cultural Studies available

HUMANITIES CURRICULUM

“Study to show thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth. 2 Timothy 2:15

“Now therefore write ye this song for you, and teach it the children of Israel: put it in their mouths, that this song may be a witness for me against the children of Israel.” Deuteronomy 31:19

“For we write none other things unto you, than what ye read or acknowledge; and I trust ye shall acknowledge even to the end...” 2 Corinthians 1:13

Communication is the process by which information is exchanged. Reading, writing and speaking are the underlying means of all communication. Humanities are designed to assist students in expanding awareness, understanding and perspective of mankind's communication through literature. FLCA's board of directors has adopted a curriculum for students to accentuate God's communication with mankind so that students are better prepared to communicate God's purpose to others. FLCA's curriculum, which aligns with the Cultural and Biblical Studies curriculums, will offer an Overview of Literary Genre in 9th grade and a broader study of World Literature in 10th grade. Juniors will study more specific topics of American and European Literature while seniors will study AP English.

All courses include grammar, writing, research paper work, one or two book reports, a corporately-read novel, and a Shakespearean play.

Freshman

Overview of Literary Genre

- The Elements of a Short Story
- The Elements of Poetry
- The Elements of Nonfiction
- The Elements of Drama
- William Shakespeare
- The Western Tradition in Literature
- Folktales from Around the World

The Elements of a Novel

Sophomore

American Literature

- Early American and Colonial Period: 1776
- Democratic Origins and Revolutionary Writers: 1776-1820
- The Romantic Period, 1820-1860: Essayists and Poets
- The Romantic Period, 1820-1860: Fiction
- The Rise of Realism: 1860-1914
- Modernism and Experimentation: 1914-1945
- American Poetry since 1945: The Anti-Tradition
- American Prose since 1945: Realism and Experimentation

Junior

World Literature

- Masterpieces of the Ancient World
- Masterpieces of the Middle Ages
- Masterpieces of the Renaissance
- Masterpieces of the Enlightenment
- Masterpieces of the Nineteenth Century: Varieties of Romanticism
- Masterpieces of the Nineteenth Century: Realism, Naturalism and the New Poetry
- Masterpieces of the Twentieth Century: Varieties of Modernism
- Masterpieces of the Twentieth Century: Contemporary Exploration

European Literature

- Foundations of Western Culture I: Homer to Dante
- Foundations of Western Culture II: Renaissance to Modernity
- Forms of Western Narrative
- Comedy
- Tragedy
- Medieval Literature
- Renaissance Literature
- 18th Century Literature
- Major European Novels
- Irish Literature
- 20th Century Fiction
- 20th Century Drama
- Contemporary Literature
- French Literature in Translation

Senior

AP English

A college-level course designed in accordance with the College Board. The course involves intensive study of numerous authors, genres and historical periods. Extensive composition and discussion require students to demonstrate their sensitivity to the language and structure of a piece of writing as well as to develop their own power and precision in organizing and expressing thoughts. This course culminates in the Advanced Placement examination given in May of each year.

Integrated throughout all Courses

- Grammar
- Mechanics
- Writing: Critical Response
- Writing: Creative Response
- Vocabulary

MATHEMATICS PHILOSOPHY

"Do not use dishonest standards when measuring length, weight or volume." Leviticus 19:35

"You must have accurate and honest weights and measures, so that you may live long in the land the Lord your God is giving you." Deuteronomy 25:15

Students over the years have failed to see the connection of mathematics with society. The FLCA Board of Directors is dedicated to communicating the "how and why" of mathematics. We have decided to adopt a curriculum for students to emphasize God's perfect design and how it relates to mathematics. Aware of the testing processes for college-bound students, FLCA's curriculum will offer four scheduling options for students (explained below). The curricula will offer an emphasis in Algebra I and Algebra II concepts as well as an introduction to probability, an extensive study of geometry, trigonometry, and pre-calculus. Senior students will have a choice between preparing for the A.P. Calculus exam or a course on Probability and Statistics.

In addition to the required mathematics core classes, students will have study skills classes each year to review concepts in order to prepare for standardized testing such as the SAT, ACT, PSSA, and placement tests.

Students must take two pre-tests on the following objectives to properly place in curricula.

A.) Pre-Test A on the following objectives:

Basic Arithmetic

operations: addition, subtraction, multiplication, and division

basic proportion and percentage problems

fractions

decimals

Integers

Order of Operations

Evaluating Algebraic Expressions

Simplifying Algebraic expressions

B.) Pre-Test B on the following objectives

Pre-Test A

Proportion and Percentage Equations

Distribution

1st Degree One-Variable Equations

1st Degree Linear Equations

solving

graphing

intercepts

slope

interpretation

modeling situations

function notation

Factoring Binomials and Trinomials

Laws of Powers

Factoring

Radicals

Systems of Equations: graphing, substitution, linear combination

Introduction to Inequalities

Introduction to Absolute Value

Basic Statistics

Scientific Notation

Problem Solving Throughout Covered Topics

Note: If a student passes Pre-Test A and B, the student will be placed in Algebra II. If the student passes only Pre-Test A, he or she will be placed in Algebra 1. If the student fails both Pre-Tests, the student may be required to strengthen mathematics skills before entering the Academy.

Possible Tracking Selections for Students:

Algebra I: Algebra II : Geometry: Trigonometry/Pre-Calculus

Algebra I: Algebra II : Geometry: Probability and Statistics

Algebra II : Geometry: Trigonometry/Pre-Calculus: A.P. Calculus

Algebra II : Geometry: Trigonometry/Pre-Calculus: Probability and Statistics

Algebra 1

Review of Basic Arithmetic and Integers

Proportion and Percentage Equations

Distribution

1st Degree One-Variable Equations

1st Degree Linear Equations

Factoring Binomials, Trinomials, and By-Parts

Laws of Powers

Factoring

Radicals

Systems of Equations: graphing, substitution, linear combination

Introduction to Inequalities

Introduction to Absolute Value

Basic Statistics

Scientific Notation

Problem Solving Throughout Covered Topics

Algebra 2

Review of select Algebra 1 topics: polynomial expressions, factoring, laws of exponents

Laws of exponents with negative exponents

Factoring negative and reverse binomial, and trinomial expressions

Factoring by synthetic division

Factoring using the quadratic formula

Solving equations by factoring

Genealogy of numbers

Linear Functions: Systems & Inequalities: Modeling & Multiple Representations

Matrices

Graphing Techniques

Quadratic Expressions and Equations

Cubic Expressions and Equations

Exponential Functions

Radicals, Rational Exponents, Logarithms, Natural Logs; simplifying & equations

Quadratic Functions & Completing the Square

Higher Order Polynomials

The n, nth root of a number-2 squares, 3 cubes, 4 fourth roots

Rational Functions and Equations: using all operations and solving

Synthetic Division and the Rational Root Theorem

Problem Solving-2 variables

Complex Numbers

Functional Notation

Probability, Permutations, and Combinations

*Rational and Irrational Numbers

*Converting Infinite, repeating decimals to fractions

*Creating rational and irrational numbers between two given values

Geometry

Defining Geometry-basic terms
Area and Perimeter-triangles, parallelograms, trapezoids
The Pythagorean Theorem
Utilize Inductive and Deductive Reasoning and Contradiction to Write Proofs
Utilize Indirect and Direct Proofs
Definitions, postulates, conjectures, and theorems
Review of radicals
The Geometry of Right Triangles
Triangle-Congruence, 30-60-90, 45-45-90, compass & straightedge
Distance Formulas
Parallelism- transversals, proving
Polygons-characteristic, angles, mid-segments, analyzing with coordinates, slope & mid-point formulas
Triangle Sum Theorem
Perpendicular Lines
Similarity-polygons, scales, triangles, surface areas, indirect, side splitting
Quadrilaterals-properties and special
Circles-chords, arcs, tangents, inscribed angles, secants, tangents, coordinate planes
Surface Area and Volume- Shapes in Space
Geometric Transformations and Symmetry
Right Triangle Trigonometry

Trigonometry/Pre-Calculus

Trig:

Review of select Alg II, Geometry topics, Matrices
Angle measurement: degrees, rotations, radians
Functions of an angle: sin, cos, tan, cot, sec, csc
Introducing and Knowing popular angle measures
Reference angles in each quadrant
Unit Circle: signs and values of each function in each quadrant
Circular Functions
Solving Right Triangles
Trigonometric Identities, simplifying expressions, and proofs
Trigonometric Functions and Inverses
Solving Scalene Triangles
Transcendental Functions-Exponential, e, Logs, Growth and Decay
Polar Coordinates
Conversion of rectangle-polar coordinates/equations

Pre-Calc:

Sketching linear graphs and their inverses
Graphing and sketching Techniques-non linear functions
Systems of Equations Involving Second Degree
Polynomial Theory: Factorials, binomial theorem, Pascal's Triangle
Second Degree Relations- Circle, Parabola, Ellipse, Hyperbola, General
Geometry In Space, Vectors
Sequences and Series
Limits of Functions
Continuity

Students will have the option of taking A.P. Calculus or Probability and Statistics during their senior year.

A.P. Calculus

Limits, continuity, and discontinuity of functions
The squeeze/sandwich theorem

Tangent and normal to a curve- slope of a curve
The difference quotient
Definition of a derivative
Locations where derivatives are non-existent
Differentiable and continuity
Mean-Value Theorem
Applications of derivatives, instantaneous rates and rates of change
Methods of Differentiating-by def; power, quotient, chain rules
Implicit differentiation
Derivatives of trig functions
More Applications of Derivatives- displacement, velocity, acceleration, concavity, asymptotes, Newton's method, optimization
Indeterminate Forms-Theorem of L'Hopital
Definite and Indefinite Integration
Applications of Integration- num. iteration, Riemannian sums, area, surface area, length, volume, average values
The Fundamental Theorem of Calculus
Transcendental Functions and differentiation: e, logs, ln
Applications of Natural Logs
Integration of trig functions
Solving 1st order differential equations
Techniques of Integration

Probability and Statistics

Organize and arrange data
Uses and abuses of statistics
Methods of sampling data
Frequency tables, relative and cumulative frequency tables
Picture graphs, histograms, pareto charts, pie charts, dot-plots, stem-and-leaf plots
Measures of central tendency: mean median, mode, midrange
Measures of variation: range, variance, and standard deviation
Z-scores and percentiles
Exploratory data analysis: stem and leaf plots and box plots

Introduction to probability notation
Define simple events
Addition and multiplication rule of compound events
Multiplication rule: complements and conditional probability
Number of possible outcomes
Probabilities in a binomial experiment

Mean, variance, and standard deviation for binomial distribution
Poisson Distribution
Normal Probability Distribution
Finding probabilities with standard normal distribution
Finding values with standard normal distributions
Central Limit Theorem
Normal distribution as approximation to binomial distribution
Correlations and linear correlation coefficient
Regression equation
Line of best fit
Estimates and sample sizes: large samples and small samples
Estimating μ , population proportion and population variance
Fundamentals of Hypothesis testing
Testing a claim about mean with large and small samples, proportion, standard deviation, and variance
Inferences about 2 means(independent & large, small and large), matched pairs, 2 proportions,

comparing variations
variation and prediction intervals
Multiple regressions
Modeling
Multinomial experiments and contingency tables
*analysis of variance
*statistical process control
*nonparametric statistics

*optional: dependent upon the pace of the students

SCIENCE PHILOSOPHY

"Do not use dishonest standards when measuring length, weight or volume. " Leviticus 19:35

FLCA is committed to the exploration and exhaustive study of science emphasizing God's perfect design. The students will make connections between objectives and Christian living. Exposure to controversial issues or theories will be required to strengthen apologetics. To prepare students on an advanced level, the curriculum will be structured to cover several disciplines and enable senior students to branch off into the AP course of study to best fit their needs. In 9th grade, students will begin with an overview of physical science with the majority of the year focused on an extensive study of biology. In 10th grade, students will explore topics of Earth and Space for the 1st quarter and chemistry for the remainder of the year. The 11th grade year will parallel their developed mathematical reasoning in physics, while the 12th grade year will be individualized-based Advance Placement programs concurrent with the student's future interest. As in all disciplines, technology will be integrated throughout all science curriculums.

Freshman Tentative Curriculum:

Physical Science:

- Atoms
- Bonds formed by electron transfer and sharing
- Protons, Neutrons, Electrons size and placement
- Isotopes
- An introduction to radioactive decay
- Mixtures of elements and compounds
- Energy
- Entropy

Biology

- Creation
- Variations of organisms and survival
- DNA and the degree of relationships
- Gene combinations and new organisms
- Effects on offspring-insertion, deletion, substitution of genes
- Faulty genes
- Radiation and chemicals and gene mutation
- Decomposition and nitrogen cycles
- Passing of genes and life experiences
- Cell Biology
 - Cell coverage, network of proteins
 - Basic cellular functions and special functions
 - Work of cell, protein molecules sequences of amino acids and the consequence of attractions between chain parts
 - Genetic information from DNA provides instruction
 - Cell growth and division and behavior
 - Gene mutation and cancer, exposure to chemicals and radiation

- Cell function, temperature and acidity
- Composition of a living cell
- Food webs
- Theories of creation-bacteria concentration
- Allergic reactions
- Life cycles of a virus-how they work
- Nerve cells-types of cells-electrical signals
- Environmental
 - Ecosystems-cycles of predator and prey
 - Human beings and ecosystems overview-ozone and CO₂

Sophomore Tentative Curriculum:

- Earth and Space
 - Stars-types, sizes and life cycles H-R diagrams
 - Models of the solar systems
 - Sun-atomic theory, hydrogen fusion
 - Plate Tectonics-models for mountains earthquakes, & volcanoes
 - Seafloor spreading
 - Weather and erosion (touch on)
 - Deposited rocks and patterns
 - The Rock Record
 - Crosscutting relationships
- Chemistry
 - Introduction to the periodic table
 - Chemical names and formulas
 - Metric System with dimensional analysis
 - Mole conversions of all types
 - Chemical reactions
 - Stoichiometry
 - States of matter-phase diagram(touch on)
 - Thermochemistry (Hess's Law)
 - Gas laws
 - Solutions
 - Acid base
 - Bonding

Junior Tentative Curriculum:

- Physics
 - Motion
 - Forces
 - Power
 - Momentum
 - Rotational and Angular Momentum
 - Oscillatory motions
 - Wave Pulses
 - Light
 - Lenses
 - Electricity
 - Magnetism

Senior Tentative Curriculum:

- The senior curriculum will reflect the future interest of the student.
- AP Chemistry
- AP Physics
- AP Biology

OTHER SCIENCE ALTERNATIVES

Veterinary Science

- Animal Laws and Regulations
- Animal Behavior and Welfare
- Animal Rights
- Animal Societies
- Animals in Research

Animal Reproduction

- Basic Reproduction of Animals
- Livestock Breeding Systems
- Basic Swine Reproduction
- Basic Poultry Reproduction
- Beef Reproduction
- Animal Genetics

Small Animal Anatomy and Physiology

- Basic Animal and Human Body Systems
- Common Animal Diseases
- Immunizations: Injections and Techniques
- Basic Livestock Surgical Procedures
- Common Canine Diseases
- Parasites of Livestock
- Livestock Abnormalities
- Digestive Systems

Animal Anatomy, Physiology, and Health

- Small Animal Nutrition, Health, and Management
- Benefits and Responsibilities of Owning Companion Animals
- Common Diseases of Small Animals
- Common Parasites of Small Animals
- Exotic Animals
- Breeds of Companion Animals

Horticulture Curriculum

Plant Biology

- Plant Structure and Functions
- Plant Nutrient Requirements and Production
- Plant Tissue Culture
- Introduction to Biotechnology
- Plant Problem Diagnosis
- The Science of Propagation

Plant Production

- Inventory and Storing Plants
- Nurseries
- Introduction to Greenhouse Management
- Greenhouse Design and Construction
- Greenhouse and Nursery Safety
- Bedding Plant Production
- Foliage Plant Production
- Potted Plant Production
- Field Grown Plants
- Container Grown Plants

Plant Growth Requirements

Plants and the Environment

- Pesticides and Herbicides
- Fertilizers and the Environment
- Irrigating the Land
- Soil Conservation
- Western Fertilizers

Plant Selection, Identification, and Classification

- Plant Classification
- Naming Plants Scientifically
- Plant ID
- Techniques in Plant ID
- Plant Selection and ID
- Plant Selection
- Forb ID
- Grass ID
- Legume and Woody Plant ID

Landscape, Interior Landscape, Floral Design Principles

- Graphic Design Tools
- Landscape Site Analysis
- Principles of Interiorscape Design
- Principles of Floral Design
- History of Floral Design
- Floral Design Tools
- Landscape Design
- Art of Landscaping
- Landscape Power Tools
- Post Harvest Care of Cut Flowers
- Fundamentals of Competitive Flower Arranging
- Fundamentals of Corsage Making

Animal Science Curriculum

* denotes subjects that were covered during this year's half semester of Animal Science

Animal Management

- Health and Vaccinations
- Management
- Reproduction
- Genetics
- Nutrition
- Digestion*

Beef Science and Production*

- History and Growth of Beef Industry
- Selecting a Beef Animal
- Types of Cattle Operations
- Advantages and Disadvantages of Raising Beef Cattle
- External Parts
- Meat Cuts
- Breed Identification and History
- Expected Progeny Differences

Poultry Science and Production*

- History and Growth of Poultry Industry
- History and Development of Poultry Science
- Avian Anatomy and Biology
- Poultry Reproductive Systems
- Egg, Fertilization, and Embryo Development
- Incubation and Hatching Systems
- Poultry Species, Breeds, and Varieties
- Common Poultry Diseases and Parasites
- Biotechnology in Poultry Science
- Nutrition and Feeding of Poultry Flocks
- Poultry Judging (not covered this semester)

Sheep/Goat Science and Production

- History and Growth of the Industry
- Management Practices
- Breed Identification
- Conformation and Selection
- Marketing Lambs and Wool
- Health and Nutrition
- Livestock Judging

Dairy Science and Production

- Dairy Industry History and Growth
- Breeds
- Feed and Nutrition
- Herd Health
- Lactation
- Milking Protocol
- Milk and Milk Products
- Dairy Judging

Equine Science and Production

- Equine Industry History and Growth
- Equine Equipment and Facilities
- Equine Diseases
- Equine Science and Management
- Horse Judging

Natural Resources Curriculum

Ecological Principles and Management

- Regulations: Recreational Safety
- Basic Game Management: Ecological Concepts
- Basic Environmental Science
- Water Resources

Species Management and ID

- Fish Species ID
- Wildlife ID
- Regulations: Hunting and Fishing
- Regulations: Wildlife Utilization
- Careers in Wildlife Management
- Careers in Plant and Soil Science

Energy Resources

- The Need for Energy
- Changing Energy Needs
- Coal
- Oil
- Natural Gas
- Other Organic Fuels
- Alternative Energy
- Sustainable Living
- Land Pollution
- Water Pollution
- Air Pollution
- Noise Pollution

Forestry Science and Management

- Cruising Timber
- Dendrology and the Study of Trees
- Forest Ecosystems
- Forest Fires: Are they beneficial?
- Forest Management
- Growing Trees
- Harvesting Timber
- Major Insects and Diseases Affecting Forests
- Marketing Forest Products
- Reforestation
- Safety in the Forest
- Surveying Forest Land

Food Preservation- (to prepare for the mission trip to the Congo)

- Storage
- Canning
- Dehydration
- Freeze Drying
- Sun Drying
- Smoking
- Pasteurization

LEADERSHIP (FORMERLY STUDENT SUCCESS) PHILOSOPHY

"If the ax is dull, and one does not sharpen the edge, then he must use more strength; but wisdom brings success." Ecclesiastics 10:10

"I can do all things through Christ which strengtheneth me." Philippians 4:13

In a highly competitive, technologically-advanced society, there is much emphasis placed on preparation as a tool for success. Although relevant to an individual's priorities and values, success is directly proportional to awareness of self and others. Student Success, a combination of intrapersonal and interpersonal topics, is designed to foster students in achieving insight and perception of personal, academic and professional success. FLCA board of directors has adopted a curriculum for students to underscore a holistic philosophy of attainment: physical, mental and spiritual. FLCA's curriculum will offer an overview of Keys to Academic Success in 9th grade and Keys to Testing Success in 10th grade. Juniors will study more introspective topics of Keys to Personal Success while seniors will study Keys to Professional Success. All four levels of this study will incorporate guidelines, discourse and

implementation of Personal Devotion and Prayer because God is the foundation upon which all success is built.

Leadership Curriculum

*It is a requirement of First Love Christian Academy that every student be enrolled in Student Success/Leadership every year.

Leadership 9- Learning to Do

- Your Mind: The Foundation for Success
- Comprehension Monitoring: Knowing What You Know
- Critical Thinking: The Elements of Thought
- Independent Living: Thinking Critically for the Rest of Your Life
- Studying
- Note Taking
- Reading
- Writing
- Listening
- Time Management
- History of the FFA
- Standards of an FFA Member
- FFA Official Dress
- The FFA Creed
- FFA Degrees
- SAE Record Keeping
- FFA Knowledge CDE Preparation
- Careers in Agriculture

Leadership 10-Doing to Learn

- Answering Difficult Questions
- Test Preparation
- Test Anxiety
- Stress Assessment
- Test-taking Pitfalls
- Test-taking Skills
- SAT/ACT Preparation
- Public Speaking
- Extemporaneous Speaking
- Ag Marketing and Communication
- CDE Preparation

Leadership 11-Earning to Live

- Peer Pressure
- Anxiety
- Frustration
- Embarrassment
- Nervousness
- Shyness
- Nutrition
- Stress
- Drugs and Alcohol
- Physical Health
- Mental Health
- Relationships
- Communication And Media In Agriculture

Parliamentary Procedure
SAE Recordkeeping
CDE Preparation

Leadership 12-Living to Serve

Careers: What's Right for You?
Handling Your First Job
Interviewing
Resume Writing
Part-time Jobs
Networking
Internships
Exploration of College Majors
Volunteerism
Financing College
Personal Finances
Investing for the Future
State of the Economy
Parliamentary Procedure
SAE Recordkeeping
CDE Preparation
Keystone Degree Applications

FINE ARTS PHILOSOPHY

Judges 5

³ "Hear this, you kings! Listen, you rulers! I will sing to the LORD , I will sing;
I will make music to the LORD , the God of Israel.

2 Samuel 6

⁴ with the ark of God on it, and Ahio was walking in front of it. ⁵ David and the whole house of Israel were celebrating with all their might before the LORD , with songs and with harps, lyres, tambourines, sistrums and cymbals.

2 Samuel 6

¹⁴ David, wearing a linen ephod, danced before the LORD with all his might, ¹⁵ while he and the entire house of Israel brought up the ark of the LORD with shouts and the sound of trumpets.

Exodus 35

³² to make artistic designs for work in gold, silver and bronze, ³³ to cut and set stones, to work in wood and to engage in all kinds of artistic craftsmanship. ³⁴ And he has given both him and Oholiab son of Ahisamach, of the tribe of Dan, the ability to teach others.

The flexibility of our fine arts program is essential to the parent/guardian's right to choose the appropriate program for their child.

Independent Studies:

Independent studies are an option for students involved in private lessons or acceptable fine arts programs.

Students may opt to schedule a study period if their involvement in fine arts during non-school hours is inhibiting their core class study-time. Proper documentation of these programs will be necessary and must be approved by the Academic Director prior to the start of the school year or fine arts program, whichever applies.

Fine Arts Courses:

FLCA recognizes the importance of developing the whole child. With this in mind the Fine Arts program will be individualized to meet each student's gifts. The program will emphasize the production, performance, and exhibition of dance, music, theatre, and visual arts. Moreover, students will study the

historical and cultural contexts and the impact thereof. Students will be trained in the critical processes and appreciate the aesthetics of fine arts giving all glory to God.

Once a student is accepted into the Academy, the Academic Director will meet with the student and parents to develop the fine arts program.

Additional fees may be required to meet the parents' requests.

ART course descriptions

[each 'course' equals 4 ½ weeks]

10 COLOR THEORY

Students will understand the essentials of color theory and the color wheel, also complementary, analogous, and other color relationships. Students will apply these principles to clothing, home decoration, and food presentation. They will investigate color psychology. Students will make secondary and tertiary colors from the three basic colors, using icing.

11 IKEBANA

Students will learn the principles of Japanese IKEBANA flower arrangements. They will produce both Moribana and Nageire arrangements. They will produce live and artificial arrangements, learn the basic elements, and understand the Ikebana connection with Buddhist and Shinto religious ideas. They will also photograph their works.

12 CALLIGRAPHY

Students will be able to use Uncial and Italic script. Some will also learn Gothic. All will know examples of calligraphy, e.g., Book of Kells, Scripture MS, etc. They will learn about illumination in manuscripts. All students will prove mastery of Uncial and Italic. They will also produce works using at least two scripts. They will be able to use traditional ink and pens.

13 ARCHITECTURE—Early

Students will use computers [and books] to study man's words from New Grange and Stonehenge through the Greeks and Romans to the Renaissance. They will be able to draw, identify and construct basic architectural elements. They will know the Classic Capitals. They will understand why the Acropolis is a crowning achievement. They will be able to identify and draw the basic features of Roman, Byzantine, Islamic, Russian architecture. They will also investigate buildings of the Americas, Africa, and Asia.

MUSIC course descriptions

[each 'course' equals 4 ½ weeks]

20 MUSIC HISTORY AND THEORY

Students will be introduced to the beginnings of Western Music studying Pythagoras on the vibrations of strings, 4^{ths} and 5^{ths} and octaves. They will see ancient Greek instruments and hear ancient melodies. Students will learn the meaning of the terms: 2nd, 3rd, 4ths and the structure of Triad chords. They will understand something about Greek and Medieval MODES, and how they are present in many common melodies. Students will be able to read notes and count basic rhythmic patterns.

21 MUSIC-RECORDER, beginning

All students will be able to play simple melodies on the recorder. Everyone will be able to play a tune in C, F and G. Most will be able to play counterpoint melody and harmony as well as simpler melody-harmony pieces. Students will perform common "folk" melodies as well as some important recorder works of the Renaissance and Baroque Periods.

22 MUSIC-GUITAR, beginning

All students will be able to: tune the guitar, play basic melodies in the first position, play basic chords, and understand the nomenclature of the chords [relating this to their study of Theory.] All students will be able to chord in C, G, and D. Most will master all basic chord formations. Some will also learn the Barre formations and how to play in the 5th position. Students will be able to use the plectrum and their fingers in various rhythmic patterns and style.

23 MUSIC-CHORAL

All will understand the voices: soprano, alto, etc. All will be able to sing and understand common hymns. All will be able to sing with accompaniment, in a group, and unaccompanied. All students will be able to sing a major and minor scale and to sing in parts. Some will be able to sing counter melodies. They will also be able to interpret 'Gregorian chant' and to recognize and appreciate liturgical music of the Orthodox (part of the history of music.)

26 MUSIC-GUITAR, intermediate

(a continuation of 22)

Students who have already mastered the elements of guitar will be able to: chord in all keys, to transpose, to form Barre chords completely, and to play melodies in the 1st, 3rd, and 5th positions. They will also be able to play more complicated rhythmic patters, both in notes and in strumming patterns.

FOREIGN LANGUAGE PHILOSOPHY

Genesis 42:23 ²³ *They did not realize that Joseph could understand them, since he was using an interpreter.*

Nehemiah 8:8 ⁸ *They read from the Book of the Law of God, making it clear ^[a] and giving the meaning so that the people could understand what was being read.*

Footnotes: a. Or God, translating it

In order to fully understand scriptures and other important aspects of communication, the Academy recognizes the importance of learning a second language to experience the processes of interpretation and to understand the importance of thoroughly investigating the roots of the language.

In 9th grade, students will have the opportunity to learn Spanish, Latin, French, or German. If the parents wish to have their child study a language other than Latin or Spanish, attempts will be made to satisfy this request, although additional fees may be necessary in order to satisfy special requests. In either case, the National Standards supported by the American Council on the Teaching of Foreign Languages will be used as a guideline in the foreign language course. These standards are outlined below. If you would like to view the entire copy, you can request to see them at the Academy or they can be accessed online at <http://www.actfl.org>.

STANDARDS FOR FOREIGN LANGUAGE LEARNING

COMMUNICATION

Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

- **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics.
- **Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES

Gain Knowledge and Understanding of Other Cultures

- **Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- **Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

CONNECTIONS

Connect with Other Disciplines and Acquire Information

- **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language.
- **Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

COMPARISONS

Develop Insight into the Nature of Language and Culture

- **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

Participate in Multilingual Communities at Home & Around the World

- **Standard 5.1:** Students use the language both within and beyond the school setting.
- **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

HEALTH AND FITNESS EDUCATION PHILOSOPHY

1 Samuel 25:6 Say to him: 'Long life to you! Good health to you and your household! And good health to all that is yours!

3 John 1:2 Dear friend, I pray that you may enjoy good health and that all may go well with you, even as your soul is getting along well.

Health and Fitness requirements will be held on every Friday B Days (every other week). This totals 15-90 minute classes (22.5 hours). Ten hours of independent individualized planning is required. (.25 credit)

Health and Fitness Seminars and Activities will be held approximately 15 times a year. These seminars will include topics educating and encouraging youth to treat their bodies as the temple for the Holy Spirit. These seminars will be held by professional staff and guest speakers and given from a Christian perspective. Physical Education topics include:

DOMESTIC/DATING VIOLENCE

HEALTHY DATING/PERSONAL RELATIONSHIPS

MARIJUANA AND OTHER ILLEGAL DRUGS

TOBACCO

ADDICTION/ABUSE/DEPENDENCY OF ALCOHOL AND DRUGS

NUTRITION- emphasis on prevention control/healthy choices/weight control/ how diet contributes to the top 3 diseases in the US/Prevention

EATING DISORDERS

BODY MASS INDEX/BODY % FAT

AEROBIC EXERCISE- cardio vascular workouts- emphasis on target heart rates
WEIGHT LIFTING
PILATES
YOGA AS EXERCISE
FIRST AID
CPR- emphasis on meeting 14 & 15 certification
HIV and AIDS- emphasis on prevention and high risk behaviors
STD(sexually transmitted diseases)- emphasis on prevention and risky behaviors
SEX EDUCATION- CONCEPTION TO BIRTH
ABSTINENCE/CONTRACEPTIVES USED IN MARRIAGE
HUMAN SEXUALITY
STRESS MANAGEMENT

In addition to the seminars, all students must log at least 10 additional hours of independent study. These hours must be documented by an adult advisor other than an immediate family member.

Parents will be given a seminar schedule with information about the speakers and content of the seminar in advance in order to be given an opportunity to declare their child exempt from any specific program. If a student is declared exempt, he or she will be required to replace the missed 90-min seminar with a health topic approved by the Academic Director and to turn in proper documentation of student participation.

MISSION PHILOSOPHY

Romans 10

¹⁴How, then, can they call on the one they have not believed in? And how can they believe in the one of whom they have not heard? And how can they hear without someone preaching to them? ¹⁵And how can they preach unless they are sent? As it is written, "**How beautiful are the feet of those who bring good news!**"

Acts 13

²While they were worshiping the Lord and fasting, the Holy Spirit said, "Set apart for me Barnabas and Saul for the work to which I have called them." ³So after they had fasted and prayed, they placed their hands on them and sent them off.

Acts 1

⁸But you will receive power when the Holy Spirit comes on you; and you will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth."

Mark 10

¹³People were bringing little children to Jesus to have him touch them, but the disciples rebuked them.

¹⁴When Jesus saw this, he was indignant. He said to them, "Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these. ¹⁵I tell you the truth, anyone who will not receive the kingdom of God like a little child will never enter it." ¹⁶And he took the children in his arms, put his hands on them and blessed them.

God's calling for the opening of a Christian mission-based school was the root of opening FLCA. The premise is to mold the Christian spirit to be giving, caring, and helpful in any way needed to aid the needy and to lead the community with Christ by their side.

As freshmen and sophomores, the students will be led to recognize, participate, and organize small-scale missions. Each student must document 20 hours of mission work which may include school-sponsored

mission projects. For example, students may recognize the need to paint a fence that is located at a charitable foundation; one of the girls may grow her hair and then cut and donate it to Locks for Love (The Cancer Society). Other students may participate in Operation Christmas Child, where they purchase items and pack them in a show box to be sent to needy countries. Another idea may be to organize a fund drive for a local family that lost its home in a fire. The possibilities are endless, and several missions can be combined to accomplish the required hours.

As juniors, students will be expected to volunteer 40 hours to missions and submit a paper showing how they represented Christ, and in what way they witnessed during their work.

In addition to participating in the small-scale missions organized by their underclassmen, seniors will be expected to plan, organize, execute, and report on a larger-scale Christian mission project of at least 60 hours. This project can be local, national, or world-wide. Students may count a mission trip with an approved organization, such as Volunteers In Medical Missions or a church-organized mission trip. The students must have a specific role that will show how they planned, organized, and executed tasks, and report on the Christian ministry.

INDEPENDENT STUDY/COLLEGE COURSE GUIDELINES:

1 Corinthians 14:12Since you are eager to have spiritual gifts, try to excel in gifts that build up the church.

In the event a student surpasses the course levels offered at the Academy and begins taking college level courses not offered at FLCA, the student's transcript will reflect the missed class periods (maximum of 2 periods) as Independent College Course reflecting the quality points of 5 for an A grade, 4 for a B grade, 3 for a C grade, 1 for a D grade and 0 for an F grade for the credit amount of two core classes. This pertains only to core classes that are of a higher level than the courses offered at the Academy. Other independent study courses will remain on the same quality point schedule as the courses offered at FLCA.

For example:

A student has completed Calculus 2 at FLCA in the AP Calculus class and wishes to take Calculus 3 at a local college. In order to do so, they must miss two regular class periods. The student takes the class and receives a B. On this student's transcript, these periods will reflect "Independent College Course" with a point value of 4 for BOTH class periods credited as two core classes.

Another student wishes to take a painting class at a local college instead of the music class offered at FLCA. This student will also miss two class periods and receives a B for the course. On this student's transcript, these periods will reflect "Independent Study Course" and the quality point of 3 for ONE class period credited the same as the music class. The terms must be agreed upon between the Administration and the student before the student begins the independent study/college course. The Administration will have the final say in the decision.