

Lighthouse Academies of Arkansas
Graduation Requirements
Graduation Class 2016 and After
(JLCS first graduation class is 2016)

SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS

All students are required to participate in the Smart Core curriculum and complete the LHA Graduation Requirements. A Smart Core informed Consent Form will be sent home with students in seventh grade, or when a 7-12 grade student enrolls in the district for the first time and there is not a signed form in the student's permanent record. Parents must sign one of the forms and return it to the school so it can be placed in the students' permanent records. This policy is to be included in the student handbook for grades 6-12 and both students and parents must sign an acknowledgement they have received the policy. Counseling by trained personnel shall be available to students and their parents, or legal guardians, prior to the time they are required to sign the consent forms.

This policy, the Smart Core Curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents at least annually to determine if changes need to be made to better serve the needs of the district's students. The Regional Vice President, or his/her designee, shall select the composition of the review panel.

Sufficient information relating to Smart Core and the district's graduation requirements shall be communicated to parents and students to ensure informed understanding of each. This may be accomplished through any or all of the following means:

- Inclusion in the student handbook of the Smart Core Curriculum and Graduation Requirements;
- Discussion of the Smart Core Curriculum and Graduation Requirements at the school's annual public meeting, Booster meetings, or a meeting held specifically for the purpose of informing the public on this matter;
- Discussions held by the school's Principal and Director of Instruction with scholars and their parents; and/or
- Distribution to parents or guardians of the scholars.

The first year of this policy's implementation, all employees shall receive training regarding this policy so ~~that~~ they will be able to help successfully in its implementation ~~it~~. In subsequent years, administrators, or their designees, shall train newly hired employees regarding this policy. The school's annual professional development shall include the training required by this paragraph.

GRADUATION REQUIREMENTS

The number of credits students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of 26 credits is required for graduation for a LHA scholar.

Unless exempted by a student's IEP, all students must successfully pass all end-of-course (EOC) assessments they are required to take.

ADE Standards 36, 37

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English—Four (4) Units

9th Grade English—1 unit

One unit from 410000, 510010, 510020

10th Grade English—1 unit

One unit from 411000, 510030, 511010, 511020

11th Grade English—1 unit

One unit from 412000, 512010, 512020, 517030, 517200

12th Grade English—1 unit

One unit from 413000, 513010, 513020, 517040, 517200, 519900

Oral Communications—½ Unit

½ unit from 414000, 414010, 514010

Natural Science—Three (3) Units

Biology—1 unit

One unit from 420000, 420020, 520010, 520030, 529030

Two (2) units from the following three (3) options:

Physical Science (choose one from 423000, 523000)

Chemistry (choose one from 421000, 421020, 521010, 521030, 521040)

Physics (choose one from 422000, 422020, 522000, 522010, 522030, 522060, 522070)

Mathematics—Four (4) Units

One unit must be taken at 11th or 12th grade

Algebra I—1 unit

One unit from 430000, 530010, 530020, 530030, 530090, 530110, 530120,

OR (BOTH 530100 and 530200)

Geometry—1 unit

One unit from 431000, 531010, 531020, 531030, 531040, 531070, 531080, 531090, OR
(BOTH 531100 and 531200)

Algebra II—1 unit ¹

One unit from 432000, 532010, 532020, 532030, 532040, 532050, 532060

Beyond Algebra II—1 unit

One unit from 433000, 434030, 439010, 439020, 439040, 439050, 439060, 439070, 439080,
439090, 439100, 439110, 533010, 533020, 533070, 533130, 533140, 533150, 533160,
534020, 534040, 534050, 534060, 539030, 539040, 539050, 539060, 539070, 539900

Social Studies—Three (3) Units

Civics—½ unit

½ unit from 472000, 472100, 472200, 572020

World History—1 unit

One unit from 471000, 471030, 571010, 571020

American History—2 units

One unit from 470000, 470030, 570010, 570020 ²

¹ Arkansas Department of Education
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Economics—½ Unit

Economics may be counted as a ½ unit social studies course if taught by a highly qualified social studies teacher OR as a ½ unit career focus elective course if taught by a highly qualified business education teacher.

½ unit from 474300 (Social Studies) or 492280 (Career Focus)

Fine Arts—½ Unit

½ unit from (450000 through 450090) or from (550010 through 559810)

Health and Safety—½ Unit

½ unit from 480000

Physical education—½ Unit

½ unit from 485000, 585020

Career Focus—Six (6) Units

Six units from course codes starting with a 4 or 5 except 596100 and 596200

LHA CAREER FOCUS: - Six (6) units

All Career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.

LHA Internship-based learning experiences- 2 units,

Foreign Language - 3 units

U.S. History - 1 additional unit

The Smart Core, career focus, and elective units must total at least 26 units to graduate per LHA requirement.

SPECIAL EDUCATION

The district has the responsibility to identify, evaluate, and if the student is determined to be eligible, to (provide) access to appropriate educational services. The district ensures the establishment and implementation of due process procedural safeguards including the opportunity and encouragement for parental participation in meetings with respect to the identification, evaluation, educational placement, and the provision of FAPE. A referral for consideration of special education services may be made at any time if a student is suspected of having a disability which adversely affects his or her educational performance. Areas of disability recognized and defined by the *Individuals with Disabilities Education act (IDEA) Amendments of 1997, 2004* are:

1. Autism
2. Deaf-blindness
3. Hearing impairment
4. Emotional disturbance

² Smart Core Course Code List (Graduating Class of 2014 and After)

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5. Mental retardation
6. Multiple disabilities
7. Orthopedic impairment
8. Other health impairment
9. Speech or language impairment
10. Specific learning disability
11. Traumatic brain injury
12. Visual impairment

- A referral may be made to the principal by teachers, administrators, parents, counselors, students, and other individuals with relevant knowledge of the child. The referral is to be made in writing through the completion of the required referral form and provided to the principal, or designee, of the school in which the student is enrolled. When the referral originates from a parent, the school designee shall complete the referral form.
- Determination of eligibility and the subsequent need for special education services is made after all available data is gathered and reviewed by an evaluation/programming committee which includes appropriate school personnel.
- No discrimination against any person with disability shall knowingly be permitted in any program or practice in any Lighthouse Academies school.

ADVANCED PLACEMENT OFFERING

AP courses, with a minimum of one course per year in the four (4) core subject areas, will be fully implemented in the required four (4) core courses: English, math, science, and social studies in grades 9-12. Pre-AP courses are designed to prepare students for the demands of AP coursework. Pre-AP courses are aligned with the four (4) required AP courses and will be offered in the Upper Academy beginning in grade 8th. “Weighted Credit” means additional quality points for designated AP courses will be awarded for students who take the student the applicable test offered by the College Board for AP courses at the end of the AP course. ³

Lighthouse Academies Graduation Requirements and Grading

In addition to state mandated requirements for graduation, LHA has several additional graduation requirements that we believe help our adolescents to be effective and independent learners after high school.

Lighthouse Academies College Preparatory Graduation Requirements

1. Complete state graduation requirements for courses and credits as listed above

³ Arkansas Department of Education: Rules Governing Advanced Placement Courses in the Four Core Areas in Arkansas High Schools with Guidelines for Endorsed Concurrent Enrollment Courses : August 2007

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2. Letter of acceptance to at least one four-year college or university
3. Completion of an Exhibition for each semester enrolled at CPA
4. Completion of two semester units of Internship-based learning experiences
5. Completion of a Senior Thesis Project
6. Completion of CPA Portfolio requirements
7. Pass a senior year CPA Competencies Review

I. State requirements for courses and credits

Each state has slightly different requirements for courses and credits that students must complete to earn a standard and/or an honors diploma. Thus, CPAs across our network will have course sequences and state-based graduation requirements that look slightly different. However, our core course of study expectations for English, Math, Social Studies, Science and Language are rigorous enough to meet or exceed the current requirements in Indiana, Illinois, Wisconsin, Washington DC, New York and Arkansas.

Promotion, Retention & Grades: Course credits and grades appear on CPA student transcripts. The chart below details how many credits are needed for promotion to the next grade level.

Credits Required (1 full year course = 1 unit)	To be Promoted to Grade
5 units	10
10 units	11
16 units	12
26 units	Minimum required for graduation

The CPA follows the standard use of grades for its courses and evaluation of assignments. However, no grades of “D” are given because in order for students to be prepared for success in college, they must show satisfactory progress in their high school level courses. Therefore, students must pass a course and earn credit with a grade of A, B or C, or make up the course during summer school or by repeating the course the following year.

Grade	Range	Unweighted GPA value
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0

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D	60-69	1.0
F	0-69	0.0

2. Letter of Acceptance to at least one four-year college or university

CPA graduates are required to gain acceptance to at least one four-year college or university. We expect that our students will have a range of post-secondary options and colleges from which to choose. The Director of College Transitions will provide support for students throughout the college application process. While some students may elect a different path (two-year college, military, etc.), acceptance to a four-year institution is a statement of academic attainment as much as it is a post-graduation option.

3. Completion of an Exhibition for each semester at CPA

At the conclusion of each semester, every student at the CPA is expected to successfully complete an exhibition of his/her work before an audience of peers, family members and the advisory teacher. Exhibitions incorporate a presentation of each student’s portfolio and work products. Supplemental materials for exhibition preparation are included in the Toolkit.

4. Completion of two semester credits of Internship-based learning experiences

In 11th and/or 12th grades, students will have opportunities to explore career interests during structured internships. Students work and learn alongside a professional mentor in the community and complete related course and project work at school. Each state has unique guidelines for earning internship credits, which will be offered where possible.

5. Completion of a Senior Thesis Project

In 12th grade, every student is expected to successfully complete a senior thesis project (STP). The STP may enhance a student’s college application and, because it is connected to a personal interest, may relate to a student’s selection of a post-secondary field of study.

6. Completion of CPA Portfolio Requirements

The CPA Portfolio is a collection of a student’s best work over his or her four years of high school. The Portfolio is supplemented each year and students are expected to complete all major required work projects.

7. Pass a senior year CPA Competencies Review

The Competencies are integrated with many aspects of a student’s experience at CPA (advisory courses, core curriculum, exhibitions, portfolio, etc.). During senior year, a panel of teachers and

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administrators review each student's portfolio and personal growth to assess whether or not he or she demonstrates the competencies expected of CPA graduates.

CONCURRENT ENROLLMENT

Purpose

The purpose of these regulations is to establish procedures for students to enroll concurrently in high school and in an area college or university for college credit only.

Procedures

Qualified high school students who are regularly enrolled may be authorized by the CPA principal to take courses for college credit while completing high school requirements for graduation.

1. Prior to approval of a student's concurrent enrollment, the Director College Transition and the principal must verify that the student wishing to enroll concurrently in a college or university is on track in meeting high school graduation requirements with his/her age group.
2. A student must meet the "early enrollment" or "concurrent enrollment" qualifications of the college/university that he/she wishes to attend.
3. College courses in which a student is concurrently enrolled may count toward Lighthouse's expectations for enrollment.
4. Two periods in the school day will be allowed for each college course for concurrently-enrolled students (one period for travel and one period for the course). A student should schedule his/her college courses either the first period in the morning and/or the last period in the afternoon, if at all possible, to minimize disruption of the school schedule. Scholars enrolled in approved online courses will be provided one period of the day.
5. Concurrently-enrolled students who elect to withdraw from or drop a college course after the tenth class day (or fifth class meeting in an A/B schedule) of the semester and prior to the completion of the semester must wait until a new semester begins at the high school before adding additional high school courses to their schedules.
6. Concurrently-enrolled students are responsible for their own transportation to and from college courses and for any tuition, fees, books, or related costs for the course.
7. Grades and credit hours earned for college courses not taken for dual credit will not be recorded on the student's transcript.

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Upper Academy Course Sequence

5th Grade

English
Social Studies (Arkansas History emphasis)
Math
Science
Advisory (Intervention, Enrichment)
Physical Education/Health
Music/Art

6th Grade

English
Social Studies (Arkansas History emphasis)
Math
Science
Advisory (Intervention, Enrichment)
Physical Education/Health
Music/Art

7th Grade

English
Social Studies
Math
Science
Physical Education/Health
Music/Art
Technology
Advisory (Intervention, Enrichment)

8th Grade

English (Pre AP)
Social Studies
Arkansas History (378720)
Algebra 1 or Geometry (high school credit for 8th graders pending ADE approval)
Physical Science
Spanish
Physical Education/Health
Music/Art
Career Orientation
Advisory (Intervention, Enrichment)

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College Prep Academy Course Sequence

9th Grade

Fall Semester

English 9 (Pre AP)
 Geometry or Algebra I
 Biology (Pre AP)
 Civics
 World History & Civilization
 Foreign Language (I or II)
 Advisory (Intervention, Enrichment)
 Physical Education
 Elective

Spring Semester

English 9 (Pre AP)
 Geometry or Algebra I
 Biology
 Oral Communication
 World History & Civilization
 Foreign Language (I or II)
 Advisory (Intervention, Enrichment)
 Health
 Elective

10th Grade

Fall Semester

English 10 (Pre AP)
 Algebra II or Geometry
 Chemistry
 Topics in History (American Prehistory – 1789)
 Foreign Language (II or III)
 Advisory (Composition)
 Elective
 Elective

Spring Semester

English 10 (Pre AP)
 Algebra II or Geometry
 Chemistry
 Topics in History (US History 1789 – 1865)
 Foreign Language (II or III)
 Advisory (Speech)
 Elective
 Elective

11th Grade

Fall Semester

English 11 (AP Literature)
 Trigonometry/Pre-Calculus or Algebra II
 Biology AP or Physics
 US History AP or US History (1865 – present)
 Foreign Language (III or IV)
 Advisory (Citizenship and Civics)
 Elective
 Elective

Spring Semester

English 11 (English 11 (AP Literature)
 Trigonometry/Pre-Calculus or Algebra II
 Biology AP or Physics
 US History AP or US History (1865 – present)
 Foreign Language (III or IV)
 Advisory (Personal Finance)
 Elective
 Elective

12th Grade

Fall Semester

English Language and Composition AP or English 12
 Calculus AB AP, Trig./Pre-Calculus, or Math Elective
 Biology AP, Physics, or Science Elective
 AP US Government or Social Studies Elective
 Foreign Language (IV or V) or Elective
 Advisory (Advanced Composition)
 Internship or Elective

Spring Semester

English Language and Composition AP or English 12
 Calculus AB AP, Trig./Pre-Calculus, or Math Elective
 Biology AP, Physics, or Science Elective
 Economics or Social Studies Elective
 Foreign Language (IV or V) or Elective
 Advisory (Advanced Speech/Debate/Journalism)
 Internship / Senior Thesis⁴

⁴ **Note:** Elective course offerings may include Fine Arts, Vocal or Instrumental Music, Technology/Computers, alternate academic courses (such as a double science in 11th or 12th grade), remedial or supplemental instruction (such as intensive writing or mathematics support), or in-school credit recovery (if applicable).
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English/Language Arts

Required Core Sequence

Grade	Course Title	Course Overview, Learning Objectives, Strategies
9	English 9	In the first semester, students will explore their definition of “self”, comparing and contrasting examples of decision making and self-awareness in literature with their own experience. In the second semester, students will explore their role as members of a community, noting characters in literature that search to find their place in the world through journey or through relationships with others. The course will use high quality literature, writing assignments, and a variety of instructional strategies (such as readers’ and writers’ workshop, literature circles, arts infusion, and readers’ theater).
10	English 10	In this course, students will think critically about making choices – those made by characters in literature and choices they will make in their own lives. Students will consider how their education will offer them the freedom to make choices and various literary conceptions of personal liberty and its virtues. Students will then examine the need for effective communication and how often it is challenging. They will consider the consequences of failed communication and the fear resulting from unclear messages. Students will read (and perform) heroic forms of communication and examine the use of literary devices such as symbolism and allusion, in addition to instructional strategies such as Socratic seminar, critical thinking activities, and arts infusion.
11	English 11	This course involves a concentrated study of literature and composition. Students will read novels, plays, short stories, poetry, and historical pieces. Students will complete performance tasks, arts-infused projects, and related writing assignments for each genre. Literature circles and the workshop model will allow students to exhibit critical thinking and their depth of understanding of each piece. As in all English courses, grammar, vocabulary, and writing instruction will be integrated throughout the course in order to develop college-ready literacy skills in all students.
12	English 12 Composition or AP English Language and Composition	<p>This course focuses upon a variety of literature from around the world. Arranged thematically, corollary texts from a wide variety of cultures – from East to West – will be linked to course themes and College Prep Academy competencies. Rhetorical analysis of classical and modern writings will be directly related to the development of college level writing and critical thinking skills. Numerous writing assignments will be included throughout the course in fulfillment of the Illinois intensive writing course requirement.</p> <p>This college level English course, taught over two semesters, provides students a chance to extend their language arts competence by challenging them with difficult texts and writing assignments, following the standardized course of study developed by the College Board Advanced Placement program. This course will be targeted to students who demonstrate strong writing and reading skills. Emphasis will be placed on essays and non-fiction writing from each of the periods studied. Numerous writing assignments will be included throughout the course in preparation for the AP Exam.</p>

Required Elective Courses

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Grade	Course Title	Course Overview, Learning Objectives, Strategies
10,-12	Composition (1 & 2)	In this course, students will understand that writing is a critical skill for success in college and work. Students will read exemplar texts as a first step in the development of their own writing. Students will understand that writing has a purpose, and their writing should be purposeful in planning and execution. Students will learn to receive and incorporate feedback, properly cite sources, and frame their writing around an argument. This course will be performance based and will require completion of constant writing tasks in numerous genres.
10- 12	Speech (1 & 2)	In this course, students will learn that public speaking is an important communications tool and a developed skill. To this end, they will prepare and deliver a variety of public speeches, developing confidence and professionalism. Speeches will draw upon various curricular topics and use relevant technology.

Mathematics

Required Core Sequence

Grade	Course Title	Course Overview, Learning Objectives, Strategies
9	Algebra I or Geometry I	For students who have not completed Algebra I in accordance with state graduation requirements, this course will be offered as the first course in the college preparatory mathematics sequence. Students will understand real and rational numbers and their relationships, set theory, algebraic expressions and operations, word problems, linear equations, and simultaneous equations. The primary resource for this course will be Saxon Algebra 1, and instructors will supplement this text with various arts-infused projects and resources. This course explores the structure of geometry based upon an abstraction of the physical world. Concepts of deductive proofs, angle relationships, plane geometry, congruent and similar figures with emphasis on ratio and proportion, and coordinate geometry will be developed and applied algebraically. Concepts of area and volume will be addressed. The primary resource for this course will be Saxon Geometry, and instructors will supplement this text with various arts-infused projects and resources.
10	Geometry I or Algebra II	See course overview above. This course builds on the foundation established in Algebra I and Geometry I and is designed to prepare students to continue their study of mathematics through high school and into college. Students will gain insight into the structure of algebra as a deductive process. Topics in the course will include functions, properties of the real number system, quadratic and radical equations, non-linear systems of equations, exponential and logarithmic functions, conic sections, and complex numbers. The primary resource for this course will be Saxon Algebra 2, and instructors will supplement this text with various arts-infused projects and resources.
11	Algebra II or Trigonometry Pre-Calculus	See course overview above. This course continues the study of functions that began in Algebra II, but places additional emphasis on the theoretical study of functions, to include trigonometric, exponential, logarithmic, and polynomial functions. In the second semester, advanced trigonometric and pre-calculus concepts will be introduced, including circular functions and their graphs, inverse functions, limits, vectors, and derivatives.
12	Trigonometry Pre-Calculus	See course overview above.

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	or Calculus AP (AB Level)	This college level course is designed in accordance with the standards set forth by the College Board for success on the Calculus AB Advanced Placement Exam. Topics of study will include complex limits (and the theory behind them), derivatives, integrals, parametric equations, polar coordinates, finite series and infinite series, volumes of revolutions, and applications of differential and integral calculus.
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Science

Required Core Sequence

Grade	Course Title	Course Overview, Learning Objectives, Strategies
9	Biology	This course explores the diversity, complexity, and interdependence of life on Earth. Students will develop an understanding of how organisms evolve, reproduce, and adapt to their environments. This will include an exploration of how to relate the structure and function of molecules to their role in cell biology and metabolism. Additional topics will include the science of genetics, ecology, biodiversity, and adaptation. The core resource for this course will be <i>Miller and Levine Biology</i> , a research-based text with additional digital resources.
10	Chemistry	In this course, students will develop a working knowledge of the physical world. This will include an understanding of atoms and their components, as well as the formation of bonds and the interaction between molecules. Energy and matter are discussed as students are led to an understanding of reactions and their importance to life. Emphasis will be equally placed on conceptual understanding, mathematical computations, and hands-on application (laboratory experiments). Additional and enrichment topics will include reaction rates, reversible reactions, and acids and bases.
11	Biology AP or Physics	Advanced Placement Biology is a college-level course based on the standards established by the College Board and differs significantly from the 9 th grade Biology course with respect to the depth and range of topics covered and the kind of laboratory work done by students. AP Biology will provide students with the conceptual framework, factual knowledge, and analytic skills necessary to deal critically with the rapidly changing science of biology. This course includes an in-depth treatment of molecules and cells (biological chemistry, cells, and energy transformations), genetics and evolution (molecular genetics, heredity, and evolution), and organisms and populations (principles of taxonomy, human physiology, and ecology). This course is an algebra and trigonometry-based college preparatory physics program covering the topics of kinematics, dynamics, energy, momentum, wave motion, sound, light, and electricity. The course combines laboratory experiments, demonstrations, and problem solving to grasp the fundamentals of each topic.
12	Biology AP or Physics (or elective)	See course overview above. See course overview above.

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Social Studies

Required Core Sequence

Grade	Course Title	Course Overview, Learning Objectives, Strategies
9	World History	In this course, students study: Early Human Communities, Ancient Civilizations, Empires in Asia/Africa/America, the Middle Ages, Worldwide Exploration, Industrial Revolution, Global Imperialism, and the Era of Global Conflicts. In each of these units, students are encouraged to use technology and their research skills. Social Studies courses employ the inquiry process and expect students to explore their intellect by reading and writing like an historian. The textbook resource for this class is <i>World History: Human Legacy</i> , and instruction also includes in-depth analysis of primary and secondary sources.
10	Topics in History (Colonial America) and Topics in History (Early US)	In the first of these two consecutive semester courses, students will explore the causes and effects of European exploration and settlement in the Americas and examine the roots of the American nation from the colonial period through the American Revolution. The course will use primary sources to illuminate the political, social, and economic underpinnings of the American Revolution. In the second semester course, students will explore the development of the American nation and the challenges it faced at home and abroad in its early years. Students will examine the many interwoven themes in American society and the inescapable sectional crisis that culminated in the Civil War. The course will use examples from literature, art, and music which signaled the development of a unique American culture. This course will also rely heavily on primary sources as a means to illuminate and contextualize historical study.
11	United States History (1865-today) or United States History AP	This course is a continuation of the study of American history from 10 th grade and will begin by tracing the aftermath of the Civil War and Reconstruction, through the turbulent economic and political movements of the late 1800s, to the global conflicts (World War I, World War II, Korea, Vietnam, and Middle East) and societal changes (Great Depression, Baby Boom, etc.) that shaped the course of the 20 th Century. The study of geography, religion, art, politics, economics, ethnic groups, and current events are integral parts of this course. Both this course and US History I use Pearson United States History as a core resource, but the significant use of supplemental primary and secondary sources is an equally important element of the course. For those students selecting the US History AP pathway, the course topics will be similar, but greater breadth, depth, and additional outside work will be presumed, and the course will fulfill the requirements set forth by the College Board Advanced Placement program.

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12	Economics and Government (or elective)	<p>This course is an introduction to the basic theories of economics that will enable students to better understand the economy of the United States and the world. The concentration for the course will be on the free market / free enterprise economy of the United States and will include topics such as the roles of business, government, banking, and labor, market economics (including supply and demand curves), and the basic theories of other economic systems within the global economy.</p> <p>This course will include the study of general political concepts and explicit case studies within American government and politics. Among the topics discussed will be the Constitutional underpinnings of the US government, political beliefs and behaviors, political parties and interest groups, institutions and policy processes of national government, civil rights, and civil liberties.</p>
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Required Elective Courses

Grade	Course Title	Course Overview, Learning Objectives, Strategies
11	Current Events and Global Issues	In this course, students will understand that each member of a community has an integral role to play and that a community can be defined in many ways (class, school, neighborhood, city, nation, etc.) Students will examine national and global issues and conduct inquiry-based research to gain expertise on particular issues and identify ways that community members can address societal problems.
9	Citizenship and Civics	In this course, students will examine the meaning of citizenship and the civic structure of American political society. As part of the course, students will learn the principles of representative government and what it means to be American. This course will include the tenets of American political culture, the roots of American patriotism, and the rights and responsibilities of citizenship as part of active community membership.

Health and Physical Education

Required Core Sequence

Grade	Course Title	Course Overview, Learning Objectives, Strategies
9	Health and Wellness	This course is a part of a comprehensive health and physical education program which encourages students to take responsibility for their lives by acting with self-discipline and by establishing positive health practices that will support and enhance lifelong wellness.
9-12	Physical Education	Each course in the physical education sequence will present fundamentals and techniques in various phases of physical education. The program is designed to meet the needs of each individual as well as build community and team-orientation. An emphasis will be placed on the development of a positive attitude toward exercise and physical activity. Students will take part in activities from the SPARK program and a variety of additional activities that stress physical fitness and positive decision-making.

Foreign Language (Spanish)

Required Core Sequence

Grade	Course Title	Course Overview, Learning Objectives, Strategies
9	Spanish I or Spanish II	This course is designed to develop basic reading, writing, speaking, and listening skills in the Spanish language through a variety of media. Various aspects of Spanish culture in Spain and Central and South America, as well as the geography of these regions, will be discussed.

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 (JLCS first graduation class is 2016)

		This course is offered in 9 th grade for students who have completed the Bronzeville Lighthouse Upper Academy Spanish sequence or equivalent preparation in Spanish language. This course is designed to further the development of reading, writing, listening, and speaking skills. A more advanced program of reading and conversation is utilized to obtain these objectives. In addition, students will learn about the customs and history of Spanish-speaking countries and people.
10	Spanish II or Spanish III	See course overview above. This course develops students' skills in reading, writing, listening, and speaking in a more intense environment. Students continue their study of Spanish grammar and are encouraged to increase their awareness of Hispanic cultures. Selections focusing on modern day vocabulary and themes are used to further develop students' skills.
11	Spanish III or Spanish IV	See course overview above. This course is designed to further the spoken and written Spanish fluency of students who have completed three years or more of Spanish instruction. Emphasis is placed on grammar and vocabulary development, the proper use of idiomatic expressions, authentic pronunciation, reading fluency, and composition.
12	Spanish IV or Spanish V	See course overview above. This course is designed to build upon previously learned language skills and will focus on reading comprehension and intensive conversational Spanish. Important everyday vocabulary will be emphasized and tied to grammar and vocabulary development.