



# HERITAGE ACADEMY

*Instilling High Moral Standards & Academic Excellence*

## Middle & High School 2023-2024 Academic Handbook

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### **Administration**

Head of School: Sean Harrison  
Principal: Lynne Sneed • Dean of Students: Yandell Harris  
Athletic Directors: Yandell Harris, Miriam Reed  
High School Counselor: Amanda Shelton

*Heritage Academy does not discriminate on the basis of race, religion, ethnic origin, disability, or sex. Qualified applicants of all races and creeds are welcome.*

### ***This School Agenda Belongs To:***

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_

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### **Accreditation**

Heritage Academy is accredited at the highest level by the Midsouth Association of Independent Schools (MAIS), Cognia (formally known as SACS and AdvancEd) and the Southern Association of Independent Schools (SAIS).

### **Mission and Vision**

Heritage Academy is a college preparatory school that inspires, challenges, and motivates its students as it prepares them for college and for life.

Heritage Academy – High Moral Standards and Academic Excellence.

### **Academic Excellence**

Excellence in the pursuit of truth from a Christian worldview drives the academic program at Heritage Academy. Classroom work is at the heart of the Heritage Academy experience. Passion for learning drives each student as he or she pursues truth, excellence, and new personal levels of accomplishment. Students will emerge from each course with a deep understanding of the subject matter, the ability to think critically and creatively, and the confidence to take on greater challenges.

### **Academic Handbook 2023-2024**

This handbook is designed to provide important information to parents and students regarding curriculum, course offerings, graduation requirements, academic support services, testing, college and career counseling, and school policies pertaining to these things. It is a helpful resource for use in selecting courses for the upcoming school year. Although every attempt has been made to be as accurate as possible, sometimes it is necessary to make a change to best meet student needs. Updates or changes can be found online at [www.heritagepatriots.com](http://www.heritagepatriots.com). We encourage all parents and students to become familiar with this handbook to make the most informed choices regarding course selection.

# GRADUATION REQUIREMENTS

## General Requirements

Students are required to earn 22 credits in grades 9-12 for graduation. Only 2 non-academic credits will count towards the graduation requirements.

	COLLEGE PREP: TRACK I	HONORS: TRACK II
English	4	4
Mathematics	4	4
Science	4	4
Social Studies	4	4
Electives (Academic)	2	2
Languages*	2	2
Fine Arts	1	1
Computer	1	1
Total	22	22

### Notes

1. College Prep Track I and Honors Track II will meet all major college requirements for most universities. Students are required to complete 4 credits of English, 4 credits of Mathematics, 4 credits of Science, 4 credits of Social Studies, and 4 credits of academic electives as a part of their required credits.
2. College Prep Track must take Algebra I, Geometry, Algebra II, and a higher-level Mathematics; Biology I, Chemistry, and 2 higher level Sciences. College Prep Track must also take 2 years of consecutive Foreign Language.
3. Honors Track: The 4 sciences must include a Biology, Honors Chemistry I, Human A & P, or Honors Physics, and dual credit Science or Honors Chemistry II. Honors Track must also take 2 years of consecutive Foreign Language.
4. Honors Track: The 4 Mathematics classes must include Honors Algebra I, Honors Geometry, Honors Algebra II, and Honors Precalculus.
5. Honors Track: The 4 English classes must include Honors English 9, Honors English 10, Honors English 11, and Dual Credit English Composition I and II.
6. All students: History must include Mississippi Studies, Geography, World History, American History, American Government, and Economics. Required academic electives include one (1) Applied Technology credit, and/or one (1) Computer Applications (1 credit), one (1) Fine Art credit.
7. Only students enrolled in the Honors Track will be eligible for Valedictorian and Salutatorian. A transfer student must have attended Heritage Academy for four (4) semesters to be eligible for Valedictorian and Salutatorian.
8. All students must be enrolled in an English, Mathematics, Science, and Social Studies course each year and be taking five (5) academic classes. Each semester seniors must be enrolled in a total of five (5) or more courses, four (4) of which must be taken on the HA campus. These four courses must include English, Mathematics, Science and Social Studies. A student who has earned four (4) credits in English, Mathematics, Science, or Social Studies prior to the senior academic year may substitute an on-campus elective for that core requirement. However, a student must always be enrolled in (5) courses whether on campus or otherwise, regardless of whether core requirements have been met.

9. To enroll or qualify for an honors class and/or a dual credit class, students must meet the following criteria:
  - Teacher recommendation.
  - Established achievement test scores.
  - Established grade scores.
10. A student who takes 2 mathematics courses in one year must intend to continue to advance in mathematics selections. Students are expected to take at least one (1) mathematics course each year of high school.
11. To enroll or qualify for dual credit courses at HA, students must meet the following criteria:
  - Be classified as a Junior or Senior.
  - Have a valid ACT score on file in the HA guidance office.
  - Minimum ACT composite score required by the college or university that offers the course.
  - Additional requirements for each course as defined below:
    - Dual Enrollment College Algebra: A minimum 19 sub-score in mathematics on the ACT and successful completion of Algebra II and Geometry.
    - Dual Credit English Composition I: A minimum 17 sub-score in English and/or reading on the ACT and successful completion of English I, English II, and English III.
    - Dual Credit English Composition II: Successful completion of Dual Credit Composition I.
    - Dual Credit American History I: Meets EMCC admissions requirement.
    - Dual Credit American History II: Successful completion of Dual Credit American History I.
    - Dual Credit Spanish I: Successful completion of Spanish I and Spanish II.
    - Dual Credit Spanish II: Successful completion of Dual Credit Spanish I.
    - Dual Credit Biology I: Meets MUW admissions requirements with a 2.5 GPA and 16 composite on ACT.
    - Dual Credit Biology II: Successful completion of Dual Credit Biology I.

## **Additional Requirements**

Service-Learning Program: Students are required to earn 25 hours of service per year that they are enrolled at HA in grades 9-11. Seniors must meet hours required for completion of Senior Project.

Sophomores are required to take the ACT in April of their sophomore year. Juniors are required to take the ACT school weekday testing in October and April. Seniors are required to take the fall ACT school weekday and have an ACT score on file before graduation.

## **Classification of Students**

Students attending HA will be classified according to the number of credits earned toward graduation as follows: All mathematics, English, and science course work must be taken at HA; any exceptions must be approved by the Administration. A student in grades seven (7) through 12 who fails a core class must retake the course in the summer through MAISNet. Remedial work completed in the summer may be accepted at the discretion of the Administration.

# ACADEMIC INFORMATION AND POLICIES

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## Grading System

GRADE	RANGE
A	90-100
B	80-89
C	70-79
F	Below 70

The lowest passing grade is 70. Numerical grades will be recorded on report cards and on permanent records.

The marks for daily homework, participation, class work, and tests are combined to determine each nine-weeks grade. Nine-weeks tests are administered at the end of the 1st and 3rd nine-weeks. The two nine-weeks grades will count as 80% of the semester grade and the semester examination will count 20% of the semester grade. The yearly average will be determined by averaging the first semester grade with the second semester grade.

## Heritage Academy's Weighting System

Honors classes, including AP and dual credit classes, are weighted five (5) percent:

90-100	5 points added
80-89	4 points added
70-79	3 points added
<70	No points added

Students who receive a third and/or fourth credit in any foreign language will receive honors weighting in these classes. These credits must be in the same foreign language as the first- and second-year credits.

Weight is applied only to classes receiving high school credit.

The weighting system will be entered into PowerSchool by the teacher for Semester 1 and Semester 2 for Year 1 to be calculated automatically by PowerSchool.

## Scholarship Recognition

**Academy Honors** will include students with at least an overall average of 90 in all academic subjects. A pupil cannot be on the Academy Honors if he/she has any grade below 90.

**Honor Roll** will include students with at least an overall average of 90 in all academic subjects. A pupil cannot be on the Honor Roll if he/she has any grade below 85.

## Valedictorian and Salutatorian

Only the top two students in the graduating class shall receive a class ranking. The student with the highest numerical grade average shall be recognized as the valedictorian, and the student with the second highest numerical grade average shall be recognized as the salutatorian. Only students completing the Honors Track II will be eligible for valedictorian and salutatorian. A student must have completed four (4) semesters of high school curriculum at HA to be eligible for valedictorian or salutatorian.

To be eligible for valedictorian or salutatorian, a student must have attended Heritage Academy for four

(4) consecutive semesters, be enrolled in the Honors Track II, and completed the highest course offered in all four (4) following subject areas: English (English Composition I and II), science (Dual Credit Biology I and II or Honors Chemistry), social studies (Dual Credit American History I and II), and mathematics (AP Calculus).

A student who otherwise qualifies for eligibility as valedictorian or salutatorian but does not qualify for an AP and dual credit course may be at a disadvantage when it comes to final class rank and determination of the valedictorian or salutatorian.

Once a student is enrolled at Heritage Academy, only courses taken by a student while enrolled at Heritage Academy, including AP and dual credit courses approved by Heritage Academy and taken by the student while enrolled at Heritage Academy, may be used to determine a student's GPA for valedictorian and salutatorian purposes.

Students should fully explore and understand the potential ramifications, consequences, and/or advantages afforded by AP and dual credit courses approved by Heritage Academy to understand how they may ultimately affect class rank and determination of the valedictorian and salutatorian. See school counselor for details on numerical computations and approved AP and dual credit courses covered by this policy.

Grades for the senior year that are included in the calculations for valedictorian and salutatorian will be determined by class averages at the end of the sixth week of the fourth nine-weeks grading period.

## **Class Rank**

HA does not report class rank (except to determine valedictorian and salutatorian). Class rank does not accurately communicate the student's ability in our selective, college preparatory program. Many quality colleges, universities, and scholarship programs understand this policy and are used to having "no ranking" for students from strong, college preparatory programs and home school students. If some communication of a student's comparison to peers is necessary, the head of school must give approval, and the minimal amount of information possible will be communicated to the organization (for example, saying the student falls in the top 20% is preferable if a comparison is essential).

## **Reporting of Student Progress**

Progress reports are not issued during the nine-weeks grading period, but parents have access to their students' grades daily within PowerSchool. Report cards will be posted to student and parent PowerSchool accounts at the end of each nine-week grading period.

Parents may log on to their HA PowerSchool account for grades, absences, discipline, etc. at any time. This account may be accessed on the HA website homepage ([www.heritagepatriots.com](http://www.heritagepatriots.com)). For parents or students who are having difficulties logging on, please contact our coordinator of educational technology, Melissa Holley, at [mholley@heritagepatriots.com](mailto:mholley@heritagepatriots.com).

## **Semester Exams**

Semester exams represent 20% of the semester grade. We expect all students to take exams at the scheduled times. Only in extenuating circumstances (e.g., illness) may students take exams at times other than what is posted on the exam schedule. Approval must be granted in advance in these cases.

### ***First Semester***

Exam exemptions apply **only** to students in grade 12 in a half-credit course.

- No more than 3 non-medical excused absences for that class period.
- 85 or above average.



- No unexcused absences, ISS or OSS infractions.
- No more than 3 unexcused tardies during the 2nd nine-weeks for the individual course in which the student is seeking exemption.
- No student with an unexcused absence may be exempt.

### **Second Semester**

For students in grade 12:

- No more than 7 non-medical excused absences for the calendar year for that class period in a full credit course.
- 85 or above average in S1 or Y2.
- No unexcused absences, ISS or OSS infractions.
- No more than 3 unexcused tardies during the 4th nine-weeks for the individual course in which the student is seeking exemption.
- No student with an unexcused absence may be exempt.

For students in grades 7-11:

- No more than 7 non-medical excused absences for the calendar year for that class period in a full credit course.
- No more than 3 non-medical excused absences for that class period for half-credit courses.
- 90 or above average in Y1.
- No unexcused absences, ISS or OSS infractions.
- No more than 3 unexcused tardies during the 4th nine-weeks for the individual course in which the student is seeking exemption.
- No student with an unexcused absence may be exempt.

**Note:** It is the student's responsibility to turn in a doctor's excuse for any medical absence within 3 days of the medical absence.

### **Failures**

If a student fails a course, it is the responsibility of the family to contact the guidance office to discuss arrangements to ensure the student has enough credits for graduation. Non-HA courses must have prior approval to make up the credit. Any courses taken to recover credit for failures will be shown on the transcript. The failed course will not be removed from the transcript.

### **Repeating a Course**

All courses taken will be reflected on student transcripts. Students are permitted to retake a course if the grade is below 70%. Earning a better grade does not eliminate the first grade. In the case a lower grade is earned when a course is repeated, it will also be reflected on the transcript.

### **Outside Curriculum**

All outside curriculum coursework (online or off-campus) must be approved by the Administration before the class begins. Failure to do so may result in the student receiving no credit toward graduation requirements at HA. Only two summer school credits may be applied to establishing athletic eligibility and may be applied for credit during one summer.

Students are reminded that all English courses taken for the first time must be taken at HA.

**Note:** The administration of HA reserves the right to adjudicate any course work that the school cannot schedule or offer at the appropriate high school level. In addition, special consideration may be made for any student with a documented learning disability to enroll in new course work.

## **Permission Form on File**

To earn high school credit for any course work taken outside of HA, a student **must** have a permission form on file in the guidance office listing the course work and the accredited school where the course is to be taken, along with signatures from the head of school and guidance counselor. This work includes but is not limited to online courses, courses taken at an accredited high school, etc. At the issuance of permission from HA, the student must declare whether the course is for new credit or credit recovery.

Grades for course work taken outside of HA will be calculated into the student's cumulative grade average.

## **MAIS Eligibility for Athletics**

To be eligible for the first semester of a school year, a student must have accumulated four (4) major units (credits) the previous academic year. Previous academic year is interpreted to be a complete year or any part of a school year in which a student is enrolled at either a member school or a non-member school.

Students Eligible at Beginning of School Year: Any student athlete eligible at the beginning of the new school year shall be eligible for the entire school year.

To be eligible for the second semester of a school year, a student-athlete who is ineligible the first semester could become eligible the second semester if he or she passed four (4) major subjects during the first semester of that same academic year.

## **HA Eligibility for Athletics**

No student will be permitted to participate in inter-scholastic contests for more than four (4) years after entrance into 9th grade. He/she shall not be permitted to participate in interscholastic contests if he/she has reached the age of 19 prior to August 1.

### ***Absence from School***

A student who is present four (4) hours or more will be considered present for the day. A student present for less than four (4) hours will be ineligible for extracurricular activities for that day unless they bring a doctor's excuse.

**Note:** A student is considered present when on a School Absence (field trip, school extracurricular or athletic activity).

### ***Grades***

Heritage Academy believes all students should perform successfully in the classroom. The following criteria address extracurricular/athletic participation with poor academic performance.

- Grades will be checked at the end of each grading period (progress reports or report cards).
- If a student is failing one class, he/she will be placed on probation and could be removed from the activity or team.
- If a student is failing two or more classes at the end of any nine-weeks grading period, he/she will be ineligible and will not be permitted to play in games or otherwise represent the school until the end of the next progress report. If a student is passing all courses at the next progress report, he/she may return to eligibility.
- A student may attend an approved summer school or take approved correspondence course to gain eligibility.
- For students to be eligible for participation in summer competitions, the student's tuition for the prior school year must be paid in full with a zero balance by May 1.

## **Transcript and Report Card Release**

Report cards and transcripts will not be released unless satisfactory arrangements have been made with the business office concerning financial obligations.

### ***Requesting a Transcript***

All requests for transcripts must be made to the guidance office. It is recommended that requests be made 2 weeks prior to the date the transcript is needed to allow for processing time. We cannot guarantee a transcript with fewer than 3 days' notice. Beginning with the class of 2021, HA will move to electronic transcripts, which is preferred by most colleges and universities.

## **Make-Up Work**

The student is responsible for scheduling make-up work with his/her teachers within five (5) days after returning to school for planned or excused absences. Students who are present for instruction will take assessments on the day of their return. Students with absences that cause instruction to be missed will be given a chance to review and assess within 5 days.

Make-up work that is missed because of an unexcused absence or out of school suspension will not receive credit.

## **Achievement Tests**

Throughout the year various achievement tests are administered by HA. The Iowa Achievement Test is required for students in grade seven (7). The PreACT test is required for students in grades eight (8) and nine (9). The ACT is required for students in grades ten (10) through twelve (12).

## SCHEDULING

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### Schedule Change

Students and parents should carefully consider courses selected for the upcoming school year. We strongly encourage thorough reading of course information and speaking with teachers regarding which classes would be best. Students are allowed to request a schedule change up to two (2) weeks after a course begins. After the drop/add date, students will not be allowed to change classes unless new and unforeseen factors develop that merit such a change, such as a family emergency or illness. It is required that the parent and student speak with the teacher of the class to be dropped as part of the schedule change process once classes begin. In some cases, it is also necessary to speak with the teacher of the class to be added.

**Note:** Students who are allowed to drop because of these factors and are taking dual credit classes will receive a WP (Withdraw Passing) or WF (Withdraw Failing) on their college/university transcript indicating that a course was begun but not finished.

### Selecting Courses

HA offers a rich array of courses designed to prepare our students for college and for life. We desire students to be good stewards of their academic gifts and try to achieve the best balance possible regarding course load. Academically speaking, a student is most successful and most content when his or her academic load is a good fit with personality, ability, availability, and future goals. We encourage families to discuss and consider the following information during the course selection process:

**Prerequisites:** Enrollment in some courses requires previous specified coursework and/or a particular grade, completion of student application, or teacher recommendation. If a student does not meet the criteria for entrance and desires to request that an exception be made, he or she may do so by appealing through the venue established by the department in which the course is taught.

**Counsel of Teachers:** Often present and former teachers are the best resources for knowing a student as a learner. Their input can be invaluable.

**Time Management for Dual Credit Coursework:** It is important to consider how much time a student can devote to coursework outside the classroom in choosing dual credit courses, especially if the student is involved in time-consuming after school activities. It is recommended that students desiring to take more than two (2) dual credit classes consult with teachers regarding the workload and amount of time required for each course. It is also important to know that dual credit courses are college-level courses and require a heavier load of independent work.

# COLLEGE CREDIT OPPORTUNITIES AT HA

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## Dual Enrollment

A senior student may arrange his or her HA schedule in a way that allows the student to take a regular course at East Mississippi Community College or Mississippi University for Women if enough high school credits have been earned towards graduation by senior year. Students are required to be on the HA campus for all community times (such as pep rallies, assemblies, class meetings, senior project).

**Seniors must remain on campus each day until 1:30 p.m.** These community times typically happen in an afternoon activity period.

## Dual Credit

A dual credit course is a post-secondary level course offered by a 2- or 4-year college or university, which, upon successful completion, qualifies for academic credit in both the post-secondary institution and the high school. Students who are eligible to take dual credit classes at HA will have an unweighted letter grade sent to the college/university and will receive dual credit points on their HA grade average.

It will be the student's responsibility to transfer the completed dual credit coursework to the college of their choice through the college/university's transcript request process.

HA requirements for students earning dual credit:

1. Students must meet the requirements to become a dual enrolled student as stated previously.
2. A "B" average or higher must be earned through the university and/or community college on the first two (2) approved dual credit courses to continue the dual credit program.
3. One-half (1/2) Carnegie credit will be earned at HA for one semester 3- or 4- hour course successfully completed through the university/community college.

## Dual Credit Class Offerings

Dual Credit English Composition I (MUW)  
Dual Credit English Composition II (MUW)  
Dual Credit American History I (EMCC)  
Dual Credit American History II (EMCC)  
Dual Credit Spanish I (MUW)

Dual Credit Spanish II (MUW)  
Dual Credit Biology I (MUW)  
Dual Credit Biology II (MUW)  
Dual Credit Pre-College Algebra  
Dual Credit College Algebra

## COLLEGE AND CAREER

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Our College and Career Guidance through the guidance counselor's office, and related course for seniors, is designed to help students launch into the next phase of life after high school. It oversees the varied components of college planning, applications, the admissions process, testing preparation, financial aid, scholarships, aptitude and career testing, and other areas related to the college process. Please contact our guidance counselor if you have any questions or desire more information about any of the topics listed.

### **PreACT 8/9**

PreACT 8/9 is designed for students in grades 8 and 9. Over time, the PreACT 8/9 and the ACT measure college readiness skills as students progress through school. PreACT is linked to the ACT College and Career Readiness Standards, research-based information that makes test results meaningful by connecting a student's PreACT scores to specific skills and knowledge important for college and work success. Teachers can use this information to address areas of improvement, build on strengths, and most importantly, impact a child's potential.

### **PSAT/NMQT**

This test is given each October to students in grades 10 and 11. It measures reading, math reasoning, and writing skills that are important for successful academic performance in college. The test is sponsored by the College Board and allows students access to free college planning materials upon receiving their scores in December. The test determines National Merit scholarship participants for juniors. For more information or additional resources on the PSAT, please contact our guidance counselor. See also the College Board website at [www.collegeboard.org](http://www.collegeboard.org).

### **ACT**

The ACT test contains four curriculum-based, multiple-choice tests that measure academic achievement in the areas of English, mathematics, reading, and science, as well as an optional writing test, for which students complete an essay. All students must take the ACT or SAT as a graduation requirement from HA and as a requirement for entrance at many colleges and universities. Sophomores are required to take the ACT the April of their sophomore year.

Juniors are required to take the ACT school weekday testing in October and April. Seniors are required to take the fall ACT school weekday and have an ACT score on file before graduation. For more information or additional resources on the ACT test or preparation for the exam, contact our guidance counselor. Also refer to [www.act.org](http://www.act.org).

### **SAT**

The SAT assesses how well students analyze and solve problems — skills learned in school that are needed in college. The SAT consists of critical reading, mathematics, and a writing component. It is not uncommon for selective schools to require the SAT II subject tests as part of the admissions process. For more information or additional resources see [www.collegeboard.com](http://www.collegeboard.com).

### **Accommodations for Iowa Achievement, PreACT, PSAT, ACT, and the SAT**

Parents wishing to request standardized testing accommodations, such as extended time for their child on the ACT or College Board tests (PSAT, SAT, or AP), must contact the guidance counselor. ACT and College Board require specific documentation with a diagnostic reference number to be able to request testing accommodations. Testing documentation must be current (within three years) and an accommodation

plan must have been in place for the past 3 years. Parents will need to submit all the required documentation at least 8-10 weeks before the actual test date to the school's special testing coordinator. All testing accommodations requested will be approved or denied by ACT or College Board.

## **College Process**

The guidance counselor and high school principal help families navigate admission to college. We plan individual appointments with each junior in the spring to talk specifically about things to do before graduation such as appropriate testing and test preparation, financial aid opportunities, needed coursework, campus visits, resume structuring, etc. Our desire is to connect students with the resources needed to make informed decisions in the college process. Individual help is always available for students and parents in the college process.

## **Financial Aid for College and University**

We are a resource for connecting families with financial aid and scholarship opportunities and to explain how to apply for financial aid. It is important for parents and students to start this process early in the senior year in order to benefit from colleges' available resources, as funds are often dispensed by chronological request.

## **College Fairs/College Rep Visits**

Each fall HA attends a college fair assembling representatives from different schools from around the state and southeast. In addition, HA hosts many college reps during activity period and after lunch in both the fall and the spring. Information about these fairs and visits, as well as beneficial questions to ask the college representatives, will be given out early in the school year to both parents and students.

## **Career Exploration Program**

The purpose of this program is to expose seniors to multiple career opportunities that fit their interests and aptitude. The goal of this effort is to assist students with determining their college major as well as choosing the best college in which to pursue their career choices.

Professionals from the community will be invited to participate in this program.

## **College Visits and Career Days**

College Days will be recorded as School Related Activities. Seniors will be allowed to take two (2) college days during the school year, and Juniors will be allowed to take two (2) college days.



# HERITAGE ACADEMY

*Instilling High Moral Standards & Academic Excellence*

## Middle & High School Course Catalog

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# ENGLISH

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## English 7

**Prerequisite:** Successful completion of sixth grade English.

This course is designed to reinforce and continue examination of the parts of speech, sentence structure, and composition. This curriculum provides a basis for continuing studies of basic skills, reading comprehension, vocabulary, and writing. The course allows for review and improvement.

## English 8

**Prerequisite:** Successful completion of English 7.

This course is designed to reinforce and continue examination of the parts of speech, sentence structure, and composition that were studied in seventh grade English; the material is covered on a higher level of difficulty and the pace in which the skills are taught. This curriculum provides a basis for continuing studies of basic skills, reading comprehension, vocabulary, and writing.

## English 9

(1 Academic Credit)

**Prerequisite:** Successful completion of English 8.

Skill building activities:

- Analyze American short stories and plays as well as classic world literature including Homer's *Odyssey*, Shakespeare's *Romeo and Juliet*, Dickens's *Great Expectations*, and Gibson's *The Miracle Worker*.
- Construct cited informative essays in Modern Language Association (MLA) format.
- Complete an interactive online review of grammar.
- Develop basic online research skills.
- Use technology in support of learning.
- Improve note-taking skills.
- Read and discuss twelve novels by American authors including Anderson, Potok, Orwell, Bruchac, Albom, and others.
- Create PowerPoint presentations in collaboration with other students.
- Create hands-on projects that include a book of vignettes, posters, and hand-illustrated poetry.
- Improve reading comprehension through critical reading of literature.
- Address grammatical errors in writing. Peer edits.
- Study vocabulary focused on root words and the language of literature.

## Honors English 9

(1 Academic Credit)

**Prerequisites:** Successful completion of English 8, maintain an 88 average in English 8, and teacher recommendation.

Skill building activities:

- Evaluate American short stories and plays as well as classic world literature including Homer's *Odyssey*, Shakespeare's *Romeo and Juliet*, Dickens's *Great Expectations*, and Gibson's *The Miracle Worker*.
- Construct cited research papers in Modern Language Association (MLA) format.

- Complete an interactive online review of grammar.
- Develop online research skills using EBSCO Host.
- Use technology in support of learning including creation of iMovies.
- Improve note-taking skills from lectures and reading.
- Read and discuss sixteen novels by American authors including Anderson, Potok, Orwell, Bruchac, Albom, and others.
- Create PowerPoint presentations independently and in collaboration with other students.
- Create hands-on projects that include a book of vignettes, posters, and hand-illustrated poetry.
- Improve evaluation of literature through independent critical reading of novels and critics' journal articles.
- Self-correct written work. Peer edits.
- Study vocabulary that focuses on the language of literature and precise diction.

## English 10

(1 Academic Credit)

**Prerequisite:** Successful completion of English 9.

Tenth grade English College Prep is a survey of British literature. Students will read at least two novels each nine weeks. Emphasis is placed on strengthening vocabulary skills, grammar usage, and writing skills.

Skill building activities:

- Students will read and evaluate works by British authors.
- Students will complete one research paper during the year to prepare for college.

## Honors English 10

(1 Academic Credit)

**Prerequisite:** Successful completion of Honors English 9, maintain an 88 average in Honors English 9, teacher recommendation, and score in the 90th percentile on both the Reading Comprehension and English sections of the ACT Aspire test.

Honors English 10 is a survey of British Literature. Students will read and evaluate works by British authors. Emphasis is placed on strengthening vocabulary skills and grammar and usage skills. Emphasis is placed on writing and research to be prepared for college. A research paper is required during one semester of the course.

Skill building activities:

- Students will focus on critical analysis of works studied as well as considering the social and historical values of the works.

## English 11

(1 Academic Credit)

**Prerequisite:** Successful completion of English 10.

Skill building activities:

- Analyze American literature starting with Native American mythology (prior to 1620) and finishing with the works of modern, postmodern, and contemporary American writers.
- Read approximately twelve novels by famous classic American authors such as Nathaniel Hawthorne, Edith Wharton, Stephen Crane, Ernest Hemingway, F. Scott Fitzgerald, as well as

contemporary works.

- Develop skills necessary for reading and analyzing American drama.
- Develop critical thinking skills needed for analysis of research materials and literature.
- Construct informative essays that are not only mechanically sound but also contain stated theses that are supported with evidence.
- Construct research papers (1,000 words) in both Modern Language Association (MLA) and American Psychological Association (APA) using three sources.
- Use technology to support learning.
- Conduct research using the online libraries at EBSCO host (Academic Search Premiere and Literary Reference Center) as well as textual sources.
- Prepare for the ACT with a focus on the English and Reading subtests.
- Create and present PowerPoint presentations in collaboration with others.

## Honors English 11

(1 Academic Credit)

**Prerequisite:** Successful completion of Honors English 10, maintain an 88 average in Honors English 10, and teacher recommendation.

Students in this course will evaluate American literature starting with Native American mythology (prior to 1620) and finishing with the works of modern, postmodern, and contemporary American writers.

Skill building activities:

- Read approximately eighteen novels by famous classic American authors such as Nathaniel Hawthorne, Edith Wharton, Stephen Crane, Ernest Hemingway, F. Scott Fitzgerald, as well as contemporary works by Leslie Silko, Kurt Vonnegut, Tim O'Brien, and others as time allows.
- Evaluate and adapt American drama in the creation of iMovie presentations.
- Hone critical thinking skills needed for evaluation of research materials and literature.
- Construct the formal argument in support of the Writing subtest on the ACT.
- Construct research papers (1,500 words) using five sources (including selected bibliographies where appropriate) in three formats: Modern Language Association (MLA), American Psychological Association (APA) and the Chicago Manual of Style (CMS).
- Use technology to support learning.
- Conduct research using the online libraries at EBSCO host (Academic Search Premiere, Literary Reference Center, and other online sources as appropriate through EBSCO) as well as textual sources. ACT preparation both in English and Reading.
- Create and present PowerPoint presentations in collaboration with others and independently.

## English 12

(1 Academic Credit)

**Prerequisite:** Successful completion of English 11.

Twelfth grade College Prep English is a study of World Literature. Students will read literature from different genres and different countries beginning with the Ancient World and ending with the present. These works will be used in reading and thinking critically, as well as surveying all types of past and current literature. We will emphasize the writing and research process, culminating in a final research paper. Novels and plays will also be read during each of the nine weeks.

## Dual Credit English Composition I

(0.5 Academic Credit and 3 Hours College Credit with MUW)

**Prerequisites:** Successful completion of Honors English 11 and a minimum 17 ACT English subset score.

English 101 stresses the elementary principles of logic and rhetoric that govern effective organization and presentation of ideas. Minimal instruction in grammar and mechanics will be included, but the main emphasis is on appropriate limitation of topic and the development of a thesis in a unified, coherent piece of writing.

## Dual Credit English Composition II

(0.5 Academic Credit and 3 Hours College Credit with MUW)

**Prerequisites:** Successful completion of English Composition I and a minimum 17 ACT English subset.

As a continuation of English 101, this course will help take writing skills to a higher level, preparing for advanced writing tasks across the university curriculum. We will explore the connections between reading, thinking, and writing, and we will work on all elements of the writing process: critical reading, development of ideas, substantial and appropriate use of sources, drafting essays, and revising essays. In this process, we will focus especially on skills in writing summary, critique, analysis, and argument and in synthesizing and documenting sources. We will explore the importance of purpose and audience to writing, with a special emphasis on using research methods and writing to participate in scholarly conversations.

# MATHEMATICS

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## Math 7

**Prerequisites:** Successful completion of sixth grade mathematics, and student will take an assessment given by math teacher.

The Seventh Grade Mathematics course covers advanced computations with rational numbers. Algebraic topics and the formation of generalizations are stressed in preparation for Pre-Algebra. Technology is an important component of instruction.

Skill-building activities:

- Opportunities to work together collaboratively and cooperatively when solving routine and non-routine problems.

## Pre-Algebra 8

**Prerequisite:** Successful completion of Math 7.

Pre-Algebra lays a foundation of algebraic concepts. Concepts include real numbers, algebraic expressions, linear equations, polynomials, inequalities, functions, geometry, ratios, proportions, data analysis, statistics, and graphing. Problem solving techniques and technology are also used when applying these concepts, which gives the students the opportunity to solve real-life application, routine, and non-routine problems. Technology is an important component of instruction.

Skill-building activities:

- Opportunities to work collaboratively and cooperatively when solving routine and non-routine problems. This course is designed to prepare students for Algebra I.

## Algebra I

(1 Academic Credit)

**Prerequisite:** Successful completion of Pre-Algebra 8.

Algebra I provide the skills required for students to be functional in higher-level math courses. Computing with rational numbers using all four operations and the basic knowledge and understanding of how to solve equations and use formulas to solve problems is essential to students entering Algebra I. The use of technology will be implemented to enhance learning.

Skill building activities:

- Study the solving and graphing equations of linear and non-linear functions and relations and higher degree equations.
- Introduction to the concepts and computations of matrices.
- Analysis of scatter plots.
- Written and oral justifications of all solutions are required.

## Honors Algebra I

(1 Academic Credit)

**Prerequisites:** Placement is determined by teacher recommendation, grade average, and standardized testing scores.

This course deals with the foundation of many advanced mathematical and science courses. Mastery of basic understanding of simplifying algebraic expressions, solving linear and quadratic equations, graphing

linear equations, and graphing linear inequalities. The introduction of factoring polynomials, ideas in plane geometry, probability, trigonometric ratios, and the operations of radicals are also included in this course.

## **Geometry**

(1 Academic Credit)

**Prerequisite:** Successful completion of Algebra I.

This course is designed to emphasize the study of the properties and applications of common geometric figures in two and three dimensions. It includes the study of transformations and right triangle trigonometry. Inductive and deductive thinking skills are used in problem solving situations, and applications to the real world are stressed. It also emphasizes writing proofs to solve (prove) properties of geometric figures.

## **Honors Geometry**

(1 Academic Credit)

**Prerequisite:** Successful completion of Honors Algebra I.

The Honors Geometry curriculum is based on the study of the properties and applications of common geometric figures in two and three dimensions as well as transformations and right triangle trigonometry. Honors Geometry is designed for highly motivated mathematics students. The greater depth, breadth and rigor of the course are intended to prepare students for success in Honors Algebra II and Calculus. The curriculum is designed for students with a strong mathematics background who are able to commit to the additional homework and study time that may be required.

## **Algebra II**

(1 Academic Credit)

**Prerequisite:** Successful completion of Geometry.

This course is designed to build on algebraic and geometric concepts. It develops advanced algebra skills such as systems of equations, advanced polynomials, imaginary and complex numbers, quadratics, matrices and includes the study of trigonometric functions. The content of this course is important for students' success on both the ACT and college mathematics entrance exams.

## **Honors Algebra II**

(1 Academic Credit)

**Prerequisite:** Successful completion of Honors Geometry.

This course is designed to build on algebraic and geometric concepts. It develops advanced algebra skills such as systems of equations, advanced polynomials, imaginary and complex numbers, quadratics, matrices, and the study of trigonometric functions. This course includes topics traditionally taught in Algebra 2 but with an accelerated pace, additional depth and is designed for students who have demonstrated exceptional ability and motivation in mathematics. It will meet the needs of students who anticipate entering college majors requiring an extensive mathematical background.

## **Consumer Math**

(1 Academic Credit)

This course is designed to teach students everyday math skills such as balancing a checkbook, creating a budget, buying a car or home, personal record-keeping, and paying taxes. The goal of this course is to enable students to make educated decisions on matters of personal finance.

## Dual Credit Pre-College Algebra (MAT 1134)

(0.5 Academic Credit and 3 Hours College Credit with EMCC)

**Prerequisites:** ACT mathematics subset score of 1-18.

Real number arithmetic, solving linear equations and inequalities in one variable, graphing linear equations in two variables, polynomial arithmetic, factoring, rational expressions.

## Dual Credit College Algebra (MAT 1313)

(0.5 Academic Credit and 3 Hours College Credit with EMCC)

**Prerequisites:** ACT mathematics subset score of 19, or a grade of C or better in MAT 1134.

Equations, inequalities, functions and their graphs, inverse functions, polynomials, zeros of polynomials, exponentials and logarithms, systems of equations, systems of inequalities.

## AP/Honors Pre-Calculus

(1 Academic Credit and 3 Hours College Credit with a Passing Score on the AP Exam)

**Prerequisite:** Successful completion of Honors Algebra II.

Pre-Calculus is designed to extend Algebra II objectives and to provide a foundation in trigonometry for students who plan to take calculus level math courses. It includes the following topics: (1) linear, quadratic, rational, radical, exponential, logarithmic, and polynomial functions, (2) conic sections, (3) trigonometry, (4) systems of equations, and (5) probability. Approaches of instruction use analytic, numerical, graphical, and verbal methods of representing and solving comprehension and application problems.

## Advance Placement (AP) Calculus

(1 Academic Credit and 3 Hours College Credit with a Passing Score on the AP Exam)

**Prerequisites:** Successful completion of Honors Pre-Calculus and have a minimum 24 ACT math subset score.

The student will demonstrate the ability to state the definitions of key Calculus terms, (e.g., function, limit, continuity, derivative, maximum, minimum, and asymptotes). Apply the limit theorem in problem solving and interpret one-sided limits graphically. Apply the definition of continuity to determine at what point or points in its domain a given function is continuous or is not continuous. Identify types of discontinuity in a specific problem. Apply the rules of derivatives in plane curve sketching, including determining regions over which the defined function is increasing, decreasing, neither, and concave upward, concave downward, and the points in the domain where the function reaches a maximum, minimum, both local and global. Interpret and solve problems involving related rates, optimization and slopes.

## 7th Grade Life Science

**Prerequisite:** Successful completion of sixth grade science.

Life Science is an introductory level course designed to enable students to explore basic biological concepts. Students focus on concepts that are shared by all living things such as cell structure, biochemical make-up, and inheritance. As students move into the second semester, the focus is on the diversity of life as they classify the many different species of living organisms into kingdoms and other classification categories. Students finish the year with a unit on human anatomy that introduces the basic functions and structure of the human body.

## 8th Grade Physical Science

**Prerequisite:** Successful completion of 7th Grade Life Science.

Physical Science provides the study of different steps related to the inorganic world, distinguishing it from the organic world study, which is the major branch of biological science. Physical science is one of the important components of natural science which deals with the study of non-living processes/systems, and it is in contrast to life sciences.

## Honors Biology

(1 Academic Credit)

This course discusses basic principles and modern concepts pertaining to levels of biological organization from cell to biosphere and life forms of biological kingdoms. Cell biology, genetics, evolution, microbiology, and basic dissection are key topics in this course. A laboratory component with selected exercises to illustrate fundamental concepts of biology is also included.

## Dual Credit Biology I

(0.5 Academic Credit and 4 Hours College Credit with MUW)

**Prerequisites:** Meet MUW admissions requirements with a 2.5 core GPA and 16 on the ACT.

This is an Introductory Biology course aimed at teaching and increasing the student's awareness and understanding of major biological topics: Scientific Method, the Evolutionary Process, Classical Genetics, Molecular Genetics, Biochemistry, and Mutations and Molecular Evolution. This course will try to cover topics in detail and depth but not in a way as to overwhelm the student. The number of topics and chapters covered will depend on how quickly we are able to move through the material throughout the semester. Some lectures will be recorded and posted online to facilitate active learning time in-class.

## Dual Credit Biology II

(0.5 Academic Credit and 4 Hours College Credit with MUW)

**Prerequisites:** Successful completion of Dual Credit Biology I.

This is an Introductory Biology course for majors and non-majors aimed at teaching and increasing the student's awareness and understanding of major biological topics: Macro-Evolution and Phylogeny, Animal and Plant Physiology, and Ecology. This course will try to cover topics in detail and depth as appropriate for time. The schedule is tentative and may change, if necessary, but any change will be announced in Canvas.



## Chemistry I

(1 Academic Credit)

**Prerequisite:** Successful completion of Algebra I and Algebra II (or currently taking).

Chemistry I is a college-bound course that provides a basic knowledge of chemical elements and compounds, chemical reactions and equations, atomic structure and electron arrangement, and the periodic table and the arrangement of elements. The metric system and measuring instrument usage will be emphasized. The mole concept, stoichiometry, states of matter, gas laws, and acid-base theories will be studied. Laboratory activities and individual research will be used to additionally enhance the understanding of these concepts.

## Honors Chemistry

(1 Academic Credit)

**Prerequisite:** Successful completion of Algebra I and Algebra II (or currently taking).

During the first semester, we will study the branches of chemistry, the scientific method, classification and the states of matter, math operations, atomic structure, the periodic table and its organization, chemical bonds, nomenclature, and equations. The topics to be studied second semester include the mole concept, stoichiometry, gases, liquids, solids, water, solutions, acids, bases, salts, and oxidation-reduction reactions. If time permits, organic chemistry will be introduced. There will be a strong emphasis on applied mathematics used to demonstrate chemical principles.

## Honors Chemistry II

(1 Academic Credit)

**Prerequisite:** Successful completion of Algebra II and Honors Chemistry.

Chemistry II is an honors classified study of Chemistry at an accelerated rate. It emphasizes problem-solving and the analysis of data to determine a conclusion. The prerequisites are Chemistry, Algebra I, and Algebra II. Lectures, individual work, structure, stoichiometry, chemical reactions, gas laws, bonding, solutions, electrochemistry, nuclear chemistry, organic chemistry, and biochemistry.

## Human Anatomy and Physiology

(1 Academic Credit)

**Prerequisite:** Successful completion of Biology I and Chemistry I.

- This course is designed to provide students with the knowledge and tools to function as a biologically literate individual.
- To provide college-bound students for success in future biological studies.
- To promote a sense of excitement for anatomy and physiology and future scientific developments.
- To give students an understanding of human anatomy and physiology and its application to human life.

## Honors Physics

(1 Academic Credit)

**Prerequisite:** Successful completion of Algebra I and Algebra II.

Honors Physics is an advanced level science class that takes an algebraic and conceptual approach to explaining the fundamentals of classical physics. The concepts are extended and applied to numerous,

real word problems of varying complexity. Students will be expected to integrate mathematical equations into their conceptual understanding of physics and manipulate algebraic expressions to solve for the determined value while recognizing the physical laws that restrict the usage of the equation or variables within. Students will use basic trigonometry in conjunction with physics formulas. Students will learn about the pursuit of science and scientific data, velocity, acceleration, Newton's Law of Motion, vectors, momentum, energy, heat, sound, light, electricity, magnetism, and more.

Students can expect to apply content to laboratory procedures and safety, scientific thinking and reasoning, problem solving, hands-on application projects and research-based application projects. There will be a strong emphasis on applied mathematics used to demonstrate physical and chemical principles.

## **Environmental Science**

(1 Academic Credit)

Environmental science is the study of patterns and processes in the natural world and their modification by human activity. To understand current environmental problems, we need to consider physical, biological, and chemical processes that are often the basis of those problems. This course will give students the skills necessary to address today's environmental issues by examining scientific principles and the application of those principles to natural systems. This course will survey some of the many environmental science topics at an introductory level, ultimately considering the sustainability of human activities on the planet.

### Mississippi Studies

This course is an introductory survey of Mississippi history, geography, and government. It examines the social, cultural, economic, and political factors that have gone into shaping modern Mississippi and considers how Mississippi reflects the influences of a distinctive southern regional culture and a broader American culture.

Skill-building activities:

- The geography of modern Mississippi.
- The geographic changes that occurred to form the modern state and the chronological history of Mississippi from prehistoric Indians to modern times as well as state government and its relationship to the US federal government.
- The class will provide a strong foundation for 8th grade US history and 11th grade US history, as well as 12th grade government.

### 7th Grade World History: Early Civilizations Through the Middle Ages

In this course students will learn about the cultural, geographical, political, and governmental beginnings of ancient civilizations through the Middle Ages.

Students will study Europe as well as the geographic regions of East Asia, West Africa, and Southwest Asia and Northern Africa.

### 8th Grade US History-Beginnings to 1877

Skill-building activities:

- Introduces the political, economic, and social developments in the United States from contact to 1877.
- Trace the developments that allowed colonists from thirteen colonies to see themselves as one people who should constitute an independent nation.
- Explore how America struggled with the meaning and consequences of their revolution.
- Learn how to historically assess, use, and interpret primary sources (the documents, images, and architecture that historians use to know about and interpret the past).

### Geography

(1 Academic Credit)

Students will study the world and its people, places, and environments and how they relate to one another. Students will learn about the earth's physical environment and how it affects human life. They will also learn about types of human activity—political, economic, social, and how they shape our cultures.

### World History

(1 Academic Credit)

Students will explore recurring themes of human experience common to civilizations around the world and investigate how continuity and change have shaped the course of human history. Students will examine the historic roots of events, ideas, movements, and phenomena to understand the lifestyles and contributions of civilizations worldwide.

## **Dual Credit American History I (HIS 2213)**

(0.5 Academic Credit and 3 Hours College Credit from EMCC)

This course is an introductory survey of American History from the discovery of the Americas to 1876. It explores the political, social, cultural, and economic development of American society from colonial times through the end of Reconstruction. Special emphasis is given to the Revolutionary period, the geographic changes, and the establishment of American political institutions, the causes and impact of the Civil War, and how history affects the nation today.

## **Dual Credit American History II (HIS 2223)**

(0.5 Academic Credit and 3 Hours College Credit from EMCC)

This course is an introductory survey of American History since Reconstruction. It explores the political, social, cultural, and economic forces at work in creating modern America.

Special attention is given to Americans' experience in wars, the impact of the Progressive era on modern America, civil rights for African Americans, US Supreme court cases, the changing status of women, and how history effects current events.

## **US History**

(1 Academic Credit)

This course is an introductory survey of American History since Reconstruction. It explores the political, social, cultural, and economic forces at work in creating modern America.

Special attention is given to Americans' experience in war, the Progressive era, civil rights for Black Americans, US Supreme court cases, the changing status of women, and how history effects current events.

## **American Government**

(0.5 Academic Credit)

A one-semester survey course that provides students with an analytical approach to government and politics in the United States. With this study, students will grasp an understanding of the institutions, groups, and beliefs that comprise the American political system.

## **Economics**

(0.5 Academic Credit)

The essence of economic understanding lies in being able to make sense of the unfolding array of economic issues coming to our attention. It requires that the various elements of economic understanding be combined and blended to provide a working knowledge of economics. To achieve this goal, there will be two parallel studies going on in class. One will be an overall look at general concepts of economics and the second will be personal finance.

## ELECTIVES

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### **7th Grade – Introduction to Junior High**

Students will be introduced to the Junior High at HA. The course will serve as an orientation to students on various topics such as organization, communication, expectations, leadership, and general junior high school policies. The course will also serve as a guided resource class for students so that they may get aid on academic projects.

### **Accounting**

(1 Academic Credit)

This course introduces the fundamental theories, principles, and applications of accounting.

Skill building activities:

- Students will understand and become proficient in the bookkeeping function of many basic accounting procedures such as journal entries.
- Students will journalize transactions, post to ledgers, manage a business checking account, manage a personal checking account, prepare financial statements, complete the accounting cycle, and analyze and interpret financial records as they relate to business.
- Students will also gain knowledge in income tax and payroll.
- Students will learn concepts necessary for success in college accounting as well as entry-level accounting work-related skills.

### **ACT Prep**

(0.5 Academic Credit)

The ACT Prep course will emphasize ACT test-taking strategies, specifically math skills, language skills, reading skills, and science-reasoning skills. Students will study and practice test taking strategies, questioning and thinking skills, information retrieval, pre-ACT test practice, memory technique, reading in the content areas, vocabulary development, with the central goal to increase both subtest scores and composite scores. All four ACT subtests will be reviewed: English, Math, Reading, and Science Reasoning. Students are required to register and take the ACT twice for a pre- and post-score during this course to receive course credit.

### **Applied Technology**

(1 Academic Credit)

Applied Technology is an introductory level course designed to enable students to explore basic engineering concepts. Applied Technology requires creating and cultivating an environment in which students can learn new ideas and apply them in ways that add value to the organization.

Skill building activities:

- Students will become familiar with the engineering design process.
- Students will build and operate a remote-controlled robot as part of a robotics unit.
- Students will participate in hands-on activities that teach the science of motion.
- Students will investigate technology innovation as they investigate the world of 3-D printing.

## **Bible (9-Week Course)**

During this course, we will study a combination of the Old and New Testaments. It will include an overall view of how God related to his people prior to Christ. Students will be able to recognize that the Old Testament events are not random stories but a sequential network of how God pieced together His plan of salvation, leading to the Messiah. This study will include a survey of Christ's life and the early church. The latter part of the course will conclude with the teaching of the parables of Jesus.

## **Career Explorations for 12th Grade**

(1 Academic Credit)

During this class, students will take the first steps in making their childhood dreams into realities. They will create a résumé and will identify their career interests. The class will be working with MSU to take two interests inventories online. Students will take a field trip to the Career Center to discuss the results of these assessments. The students will thoroughly explore four colleges – a dream college, two state colleges, and a community college. Students will apply for admission, arrange housing, and start the scholarship process. Deadlines for each step of the application process will be identified and a calendar established. Students will explore scholarship opportunities and learn to write powerful scholarship essays. The guidance counselor will help with the application process for college admission, scholarships, and other forms of financial aid. Parents will be invited to meet with the counselor for information regarding financial aid, such as the Mississippi Tuition Assistance Grant (MTAG), and the importance of completing the Federal Application for Student Financial Aid (FASFA). Students with borderline ACT scores have the opportunity to take the ACT again on a Saturday national test date or statewide test date or take the SAT.

Athletes will complete the NCAA Clearinghouse forms. Spending time with a mentor or mentors will be the final part of our time together. Parents of students in the class are encouraged to be mentors for students interested in their career field.

## **Chorus**

(1 Academic Credit)

Heritage Academy Choir will teach training in healthy principles of singing, sight-singing, tone quality, enunciation, and performance skills. Repertoire is designed to provide students with opportunities to study and perform compositions from various time periods and cultures.

## **Computer Applications**

(1 Academic Credit)

This course provides a review of keyboarding skills (alpha, numeric, and symbol keys), an understanding of computer hardware and software, and an in-depth, hands-on introduction to computer applications and fundamentals.

Skill building activities:

- Students will cover all the basics of computer applications that will provide them with a solid foundation in Microsoft Office for Macintosh integrated software. Topics include working with the basics of Microsoft Office, Word (word processing), Excel (spreadsheet), and PowerPoint (presentation).

## **Computer Keyboards (7th Grade)**

(1 Academic Credit)

In this course, students will learn the touch method of keyboarding with emphasis on accuracy and speed. These skills will be useful for many years to come. Students will learn all letter keys, punctuation marks, and some symbol keys while using correct keyboarding posture and eye control. They will also learn some basic computer concepts regarding computer hardware and computer software and how to save and print documents.

## **Critical Thinking**

(0.5 Academic Credit)

Critical Thinking is a one semester class and focuses on leadership qualities and traits as identified in the Tim Elmore Habitudes book series and videos. Students will explore how to become and remain a leader who inspires others while keeping themselves motivated and inspired to lead.

## **8th Grade STEM**

(1 Academic Credit)

Topic areas include Communications, Electric Tech, Everyday Electricity, Flight Dynamics, Fueling the Future, Making Waves, Optical Solutions, Projecting Light, Thermal Physics, Tower Power.

Skill-building activities:

- Hands-on learning activities where they will learn problem solving, communication, collaboration, creativity, and critical thinking skills in an organized environment.

## **Graphic Design**

(1 Academic Credit)

This course is designed for students interested in learning all aspects of visual communication as related to graphic design. Students will gain an introduction to using various programs in the Adobe Creative Suite, including Illustrator, InDesign, Photoshop, Premiere Pro. This course requires a firm foundation in the elements and principles of design as well as a strong work ethic.

## **Health**

(0.5 Academic Credit)

Health is a half credit course and lasts one semester. This course focuses on the proper functions of the body and each of its systems. Topics will include health, human development, disease prevention, fitness, and nutrition.

## **Journalism**

(1 Academic Credit)

This course is designed for students interested in learning all aspects of multimedia. Students will have opportunities to be involved with video and broadcast production, web site management, photojournalism, news and feature writing, professional social media management, and how to work as a news team. The course explores news literacy. The class will focus on the ethical responsibility involved with running our school student news site and its social media. All of our social media sites are named hapatsbanner (Twitter, Facebook, Instagram, and Vimeo).

Skill building activities:

- Students will learn the fundamentals of news, features, editorial, and sports reporting. Copy writing and editing will be introduced.
- Students will be responsible for creating content, generating leads, and maintaining the online news site, hapatsbanner.com, as well as our connected social media sites.

## **Literature in the Cinema**

(0.5 Academic Credit)

This one semester class will focus on another method of storytelling – Cinema. We will begin by examining the earliest moving pictures from the late 1800s, review the development of different genres of movies, and even have a mini film festival. Students will view films starring the icons of Hollywood ranging from early stars such as Keaton, Chaplin, Garbo, Gish, and Fairbanks, to a plethora of others including newcomers to the medium.

Skill building activities:

- Students will view segments of award-winning films with a critical eye, as they examine films representing a large variety of genres including westerns, musicals, propaganda films, science fiction, melodramas, silent films, and others.
- Students will examine early cameras, review film, examine development of techniques and special effects, and develop storyboards.
- Students will divide into production teams.
- Students will do some mini film projects in preparation for our film festival and judge each team's final film. The best members in each field of film production are chosen to create the exit film for the senior class.
- Students will be asked to load a few apps to their phones to create special effects.

## **Psychology**

(0.5 Academic Credit)

Psychology is a half credit, semester long course. It focuses on the proper functions of the body and each of its systems. Some topics covered include What Is Psychology, Key Figures in Early Psychology, and How Psychology Is Used to Better the World.

## **Robotics**

Robotics is a lab-based course that uses a hands-on approach to introduce the basic concepts of robotics, focusing on the construction and programming of controlled and autonomous mobile robots while utilizing all aspects of engineering problem solving and design. The objective of this course is to introduce the student to basic programming as well as problem solving strategies. This course will involve students in the development, building and programming of both a physical and a virtual robot. Students will work hands-on in teams to design, build, program and document their progress. Students in robotics will be required to compete in local and/or state competitions. The class will use BEST Robotics, CoderZ, Girls Who Code, and other resources as our learning platforms. The course is designed to motivate students to continue in computer science and engineering courses.

## **Sociology**

(0.5 Academic Credit)

Sociology is a half credit, semester long course. It focuses on the proper functions of the body and each of its systems. Some topics covered include What Makes Up a Society, Key Figures in Early Sociology, and



How Sociology Is Used to Better the World.

## **Sports Marketing**

(1 Academic Credit)

Sports Marketing is a one-year elective course that introduces marketing principles and concepts that apply to the sports and entertainment industry. Classroom instruction will be reinforced through different avenues including outside lectures, case studies, field trip experiences, projects, and lecture/discussion. Students will learn about past and current events within the sports marketing sector.

## **STEM Entrepreneurship**

(1 Academic Credit and 3 Hours College Credit from the University of Iowa)

This course is designed for students to expand their knowledge of business/marketing principles related to ownership and management of a business, traits and characteristics of successful entrepreneurs, and strategies of business management and marketing. The development and pitch of a business plan related to the student's area of entrepreneurial interest is the culminating project.

Topic areas include Communications, Electric Tech, Everyday Electricity, Flight Dynamics, Fueling the Future, Making Waves, Optical Solutions, Projecting Light, Thermal Physics, Tower Power.

Skill-building activities:

- Hands-on learning activities where they will learn problem solving, communication, collaboration, creativity, and critical thinking skills in an organized environment.

## **Visual Arts**

(1 Academic Credit)

This is an introduction to visual arts where students are guided in self-directed projects aimed at expanding their understanding of current and past art movements, developing an understanding and mastery of the elements and principles of art and design, development of the student's creative process, and inspiring expressive thought and problem solving.

## **Wellness**

(0.5 Academic Credit)

Wellness is a half credit course and lasts one semester. This course focuses on the connection between physical, mental and emotional health. Topics will include healthy choices, mental health, social health, and community resources.

# FOREIGN LANGUAGES

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## French I

(1 Academic Credit)

French I introduces high-frequency classroom vocabulary and very basic courtesy phrases.

Students begin to describe themselves and others with simple sentences. Students learn through action, songs, storytelling, reading, and classroom interaction. The culture and music of French-speaking places is interwoven with class activities and reading. A textbook is used to help build vocabulary, reading and writing skills. The goal for French I is Novice Mid proficiency level on the ACTFL scale.

Skill building activities:

- Students will identify keywords and main ideas from text and audio. Spoken interactions in the language will be planned and mostly memorized.
- Students will speak and write words and simple sentences based on memorized "chunks" of language.

## French II

(1 Academic Credit)

**Prerequisite:** Successful completion of French I.

French II reviews high-frequency classroom vocabulary and daily routines. Conversations will become more authentic as students create within the language, rather than relying on memorized phrases. French-speaking culture and music are interwoven with other class activities. The goal for French II is Intermediate Low proficiency level on the ACTFL scale by the end of the course. At this level students can identify supporting details in audio and text.

As vocabulary and language exposure expands, students will add more detail to writing and speaking. Control of multiple tenses begins to develop. There is more reading, writing and formal grammar study at this level. Textbook and short novels will be used in class.

Skill building activities:

- Students will learn through action, songs, storytelling, reading and classroom interactions.
- Students will read intermediate level texts.

## Pre-Latin

This course will help students comprehend the basics of Latin grammar and develop their understanding of how Romance languages differ from English. This knowledge will greatly aid the student as they transfer into their high school foreign language course. In addition, the course will enhance the student's understanding of English grammar, syntax, and vocabulary through a careful analysis of related Latin structures and lexical items.

## Latin I and II and III

(1 Academic Credit for Each Course)

The Latin I and II and III courses introduce students to the vocabulary, grammar, and syntax which will enable them to read Latin passages based on the culture, history, and mythology of the classical world. Latin is the perfect first language, and introduces students to the grammar of inflected languages, such as Spanish and French. Latin paves the way for modern languages.

Skill building activities:

- Students will develop the ability to read and comprehend continuous Latin.
- Students will improve English vocabulary and writing skills through knowledge of Latin words from which many English words are derived, an introduction to Latin expressions still in use, and a more solid understanding of grammar and language use.
- In addition, students will learn about Roman and Greek history, mythology, and culture.

## Spanish I

(1 Academic Credit)

Spanish I introduces high-frequency classroom vocabulary and very basic courtesy phrases. The goal for Spanish I is Novice Mid proficiency level on the ACTFL scale. At this level students can identify keywords and main ideas from text and audio. Students begin to describe themselves and others with simple sentences. Speaking and writing will consist of words, simple sentences and memorized "chunks" of language.

Skill building activities:

- Students learn through action, songs, storytelling, reading and classroom interaction.
- Culture and music of Spanish-speaking places is interwoven with class activities and reading.

## Spanish II

(1 Academic Credit)

**Prerequisite:** Successful completion of Spanish I.

Spanish II reviews high-frequency classroom vocabulary and daily routines. Conversations will become more authentic as students create within the language, rather than relying on memorized phrases. The goal for Spanish II is Intermediate Low proficiency level on the ACTFL scale by the end of the course. At this level students can identify supporting details in audio and text. As vocabulary and language exposure expands, students will add more detail to writing and speaking. Control of multiple tenses begins to develop. There is more reading, writing and formal grammar study at this level. Textbook and short novels will be used in class.

Skill building activities:

- Students will continue to learn through action, songs, storytelling, reading and classroom interactions.
- Spanish-speaking culture and music are interwoven with other class activities.

## Dual Credit Spanish I

(0.5 Academic Credit and 3 Hours College Credit with MUW)

**Prerequisite:** Successful completion of Spanish I and II.

This course is taught using the *Flipped Classroom Method*. Activities will be assigned daily in preparation for the next class. Students who complete their homework prior to the next class will enjoy the opportunity of using their knowledge to complete numerous interactive activities in the following class. Students who do not complete the activities prior to the following class will feel frustrated and unable to communicate. They will also find it difficult to perform well on the chapter exams and final exam.

Skill building activities:

- Communicate in languages other than English.
- Gain knowledge and understanding of other cultures.

- Connect with other disciplines and acquire information.
- Develop insight into the nature of language and culture.
- Participate in multilingual communities at home and around the world.

## Dual Credit Spanish II

(0.5 Academic Credit and 3 Hours College Credit with MUW)

**Prerequisite:** Successful completion of Dual Credit Spanish I.

This course is taught using the *Flipped Classroom Method*. Activities will be assigned daily in preparation for the next class. Students who complete their homework prior to the next class will enjoy the opportunity of using their knowledge to complete numerous interactive activities in the following class. Students who do not complete the activities prior to the following class will feel frustrated and unable to communicate. They will also find it difficult to perform well on the chapter exams and final exam.

Skill building activities:

- Communicate in languages other than English.
- Gain knowledge and understanding of other cultures.
- Connect with other disciplines and acquire information.
- Develop insight into the nature of language and culture.
- Participate in multilingual communities at home and around the world.