



Academic Handbook & Course Curriculum Guide

General School Information

Mission Statement

Harvest Preparatory School students are infused with Biblical wisdom, instilled with moral fortitude, instructed in academic principles through a Christian worldview, and ignited for peak performance. Each student wholeheartedly embraces the Christian worldview and therefore runs his/her race with spiritual fervor, mental aptitude and physical endurance. Students fulfill the total plan of God for their lives and begin a lasting legacy at Harvest Preparatory School.

School Motto

Teaching the mind by touching the heart.

School Colors

Burgundy & Gray

School Mascot

Warriors

Warrior Creed

Today, I chose to believe what God's word says about me.
My past will not limit me.
My present circumstances will not stop me.
My future inspires me.
I am responsible for my decisions and actions.
My choices have consequences.
Faith in Jesus Christ is the foundation of my life.
My education builds upon it, and my character preserves it.
I am a Warrior fulfilling my potential and achieving God's purpose.

School Hours

7:45 AM – 2:20 PM

Office Hours

7:15 AM – 3:30 PM

Phone Number & Fax

Phone: 614-382-1111
Fax: 614-837-9591

History of Harvest Preparatory School

Founded in 1986 by Dr. Rodney & Joni Parsley, Harvest Preparatory School (HPS) was started in an effort to build a Christ-centered educational system in the Columbus, Ohio area. Harvest Preparatory School's purpose is to increase students' educational opportunities through a standard of excellence, a Christian commitment and a passion for success.

For over 30 years, Harvest Preparatory School has continued to train students in a competitive, Christian, private atmosphere. Harvest Prep develops a diverse student body academically, spiritually, emotionally, morally, socially and physically through the power of God and our highly trained and Spirit-filled faculty and staff.

We train and educate each student in a full range of academics, including the core courses of language, literature, writing, mathematics (through Calculus), science (through Chemistry & Physics), and history as well as the enrichment studies of foreign language (Spanish), music, art, and drama. In addition, we have limited classes and programs for students requiring academic intervention.

Achieving academic excellence and athletic prowess are important aspects of education for students and Harvest Preparatory School offers your child both. But by far the most important part of a student's education at HPS is our emphasis on maintaining a Christ-centered atmosphere.

Our Christian emphasis and chapel services alone set Harvest Prep apart from many other schools. All of our curricula are Christ-centered and are presented with a Christian worldview through scripture integration, devotions, weekly chapels and Bible courses. Our student body is comprised of over 70 different area churches and we encourage each student to be involved at their home church.

We are very proud of our 145,000 square feet of facilities, which is located on 84 acres of land on the east side of Columbus. Our students are able to utilize these facilities which allow for quality classrooms and labs, after school activities, a state-of-the-art gymnasium with four full-sized basketball courts and a pro-turf football and soccer field and all-weather track.

It is our desire to educate students who will make a positive different in their world and seek excellence in our academic and extracurricular programs.

Statement of Faith

We believe that the Holy Scriptures are inspired by the Holy Spirit, infallible, and God's revealed word to man. We believe in the inspiration of the Bible, equally in all parts and without error in its origin.

We believe that Scripture teaches that there is only one true and living God who has chosen to reveal himself as Father, Son, and the Holy Spirit. We believe in the one God, eternally existent Father, Son and Holy Spirit, who created man by a direct immediate act.

We believe in the fall of man and that man is a sinful being in need of redemption.

We believe in the virgin birth of Jesus Christ, that He is the Son of God and the Son of Man, that He came to save men from the condemnation of sin by offering His blood as atonement, and by making it available to all who exercise faith in Him. We believe in the pre-existence, incarnation, virgin birth, sinless life, miracles, substitutionary death, bodily resurrection, ascension to heaven and second coming of the Lord Jesus Christ.

We believe that for salvation of lost and sinful man, regeneration by the operation of the Holy Spirit on the basis of grace is absolutely essential.

We believe the Scriptures ascribe to the Holy Spirit by whose indwelling the Christian is enabled to live a holy life. We believe in the spiritual relationship of all believers in the Lord Jesus Christ, living a life of righteous works living separated from the world, witnessing of His grace through the ministry of the Holy Spirit.

We believe that Baptism in the Holy Spirit, according to Acts 2:4, is given to believers who ask for it.

We believe that the redemptive work of Christ on the cross provides healing to the human body in answer to believing prayer.

We believe that all mankind is subject to the death of the body as a result of original sin; the soul does not die, but immediately after death, enters into a conscious state of happiness or misery according to the character here possessed by acceptance or rejection of the Savior.

We believe in the bodily resurrection of both the saved and the lost, the saved to everlasting life and the lost without Christ to everlasting damnation.

We believe in the personal, imminent return of our Lord and Savior Jesus Christ.

We believe the family is God's foundational institution for human society.

We believe marriage has only one meaning: the uniting of one biological man and one biological woman in a single, exclusive union, as delineated in Scripture. We believe that God intends sexual intimacy to occur only within the confines of marriage, which is a covenant between one man, one woman, and God.

We believe biblical sexuality is expressly defined by God. Before birth, God wonderfully and immutably creates each person as male or female through genetic encoding and physiological manifestation. These two distinct complementary genders together reflect the image and nature of God. Rejection of one's biological sex is a rejection of the image of God within that person.

Philosophy of Education

Harvest Preparatory School is committed to the highest of academic standards. It is our commitment to serve our students as a college preparatory school founded based on a Christian worldview. Our instructional program is designed to develop each student's ability to think critically and reason logically. Within our academic program, we identify each student's particular strengths and weaknesses. Individual strengths are nurtured, while individual weaknesses are corrected, thus preparing each student to fulfill God's will in his or her life.

Harvest Preparatory School provides a Christian environment, presenting all subject matter in light of the truth of God's Word. Curriculum, methodology, and resources support the belief that all truth is God's truth, upholding our intention to stand on the uncompromising Word of God.

Harvest Preparatory School stands firmly on the belief that we work in partnership with the home in training students in the development of core Christian beliefs. We believe that the Bible clearly states that it is the responsibility of the parent/guardian to train the child in Christian principles. Our school was established to assist parents/guardians in carrying out their responsibility to God. We can do our best work for the children God has placed in our care when there is open communication between the home and school.

- "Fathers, do not exasperate your children; instead bring them up in the training and instruction of the Lord." (Ephesians 6:4)
- "These words which I command you this day shall be in your heart, and you shall teach them diligently to your children." (Deuteronomy 6:6-7)
- "Train up a child in the way he should go, and when he is old he will not depart from it." (Proverbs 22:6)

Our expectation is that all parents/guardians of students attending Harvest Preparatory School will active support and positively enhance the school, the administration, faculty, and staff. (Philippians 2:1-4)

Educational Objectives

Harvest Preparatory School will:

Teach the Bible as the inspired, uncompromising Word of God and the single authority by which man lives. (II Timothy 3:16-17; Titus 2:13; II Peter 1:21)

Present a Christian worldview by integrating life and subject matter with the Bible. (Job 38:36; Isaiah 48:17; John 16:13; Romans 9:1; I Corinthians 1:30; Ephesians 1:18; Colossians 2:8)

Teach the application of Biblical principles for every part of daily life. (James 1:22, 2:20)

Facilitate the development of proper attitudes toward marriage and the family and the understanding and skills needed to establish God-honoring homes. (Ecclesiastes 4:12; II Corinthians 6:14; Ephesians 5:22 – 6:4; I Peter 8:1-9)

Promote physical fitness, good health habits, and wise use of the body as the temple of God. (I Corinthians 3:17, 6:19; II Corinthians 6:16)

Provide a Christ-centered environment that promotes high academic standards that are established and evaluated in relation to the potential of the uniquely created individual. (Genesis 1:27; Psalms 139:14; Jeremiah 1:5)

Guide students to become responsible, Christian citizens of our nation. (Proverbs 14:34, 29:2; I Timothy 2:1-2)

Communicate closely with the parents/guardians in every phase of the student's development, especially as it relates to the school program. (Matthew 20:27-28)

Assist families in developing Christ-centered homes and inform them of the changes in culture, which affect their children. (Deuteronomy 6:7; Psalms 144:11-12; II Corinthians 6:14, 17; Colossians 2:8)

Harvest Preparatory School students will:

Develop an attitude of love and respect towards the Word of God. (Matthew 5:6)

Develop a desire to know and obey the will of God as revealed in the Scriptures. (Acts 5:29; Ephesians 6:5-7)

Acquire the necessary skills, attitudes and abilities to fulfill the will of God in their daily lives. (Romans 12:1-2; Colossians 8:23-24; II Timothy 3:16-17)

Develop the mind of Christ, learning to be led by the Spirit in all aspects of the Christian walk. (Proverbs 20:27; Isaiah 48:17; Romans 8:1-14; I Corinthians 1:30, 2:16; Philippians 2:2-5)

Comprehend Christ's view of sin and develop the ability to overcome sin, living victoriously in a non-Christian world. (Romans 3:23, 5:12, 6:23, 8:28-29; II Corinthians 2:14)

Develop self-discipline and responsibility based on submission to God and Godly authority. (Romans 13:1; Galatians 5:22-23)

Be guided to understand and accept themselves as unique individuals created in God's image. (Genesis 1:27; Jeremiah 1:5)

Develop a Biblical perspective toward the stewardship of individual talents, time, material goods and environment. (Genesis 2:15; Matthew 25:14-30; Romans 12:1; I Corinthians 19:20; II Corinthians 8:2, 3, 5)

Realize the fullest possible development of their capabilities, including their academic potential.

Gain a thorough command of the following fundamental processes in communicating and functioning in daily life: reading, writing, speaking, listening, and mathematics.

Develop creative and critical thinking skills and proper use of Biblical criteria for evaluation of the use of such skills.

Appreciate our Christian American heritage of responsible freedom, human dignity, and acceptance of authority and understanding the importance of that heritage in the development of responsible citizenship.

Gain an appreciation of the fine arts through instruction in personal artistic expression.

Develop the skills and attitude necessary to work successfully in an independent and cooperative setting.

Academic Affiliation

Harvest Preparatory School has a Charter from the State of Ohio Department of Education and operates as a non-public private school. The school meets or exceeds all of the standards set forth by the State of Ohio Department of Education. Although the school is hosted by and is an educational outreach ministry of World Harvest Church, it is a non-denominational body with students representing over 70 churches from the central Ohio area. The school also holds membership status with the Association of Christian Schools International (ACSI).

Academic Integrity

Each student at Harvest Preparatory School is expected to do his or her own classroom related work and homework. Harvest Preparatory School prohibits all forms of academic dishonesty, including copying homework, cheating, plagiarism, forgery, alteration or misuse of school documents and records and/or furnishing false information to the school. In addition, a student shall not knowingly furnish academic work for the purposes stated above. If a student engages in classroom related academic dishonesty, his or her grade on the work in question may be lowered and/or credit for such assignments may be denied. Students found in violation of the academic integrity policy are subject to disciplinary action.

Academic Probation

An academic probation accountability plan is implemented when a student fails two or more courses or receives a "D" in three or more courses in a given quarter or semester. The probation period will last one semester in length and can be extended at the discretion of the school administration. The accountability plan for each student will vary based on the areas of deficiency. Extra-curricular activity participation privileges will be determined by the school administration.

Students who are placed on an academic probation accountability plan are not eligible for re-enrollment for the next school year until a year-end parent/guardian meeting with the school administration is held. The goal of the probation program is to provide the opportunity for students to re-establish themselves academically in order to be successful in the academic setting.

Amendments or Changes

Harvest Preparatory School reserves the right to amend, revise, supplement, delete, alter, or rescind any policies or portion of the handbook from time to time as it deems appropriate, in its sole and absolute discretion. Parents/guardians will be notified of such changes as they occur. Parents/guardians agree to accept and abide by any such subsequent additions, modifications, or deletions.

Administrative Prerogative

The intent of this handbook is to outline policies and guidelines that apply to students and parents/guardians. Harvest Preparatory School administration reserves the right to exercise its administrative prerogative in responding to any situation. Responses may include, but are not limited to, parent conferences, suspension and/or expulsion, and required counseling.

Athletic Eligibility

OHSAA Association Bylaw 4-4-1 – High School Scholastic Standards

In order for a student to be eligible for participation in athletics through the Ohio High School Athletic Association (OHSAA), the following guidelines should be met:

- Be enrolled as a student.
- High school student-athletes must pass courses totaling five (5) credit hours contributing towards graduation in the grading period immediately preceding the beginning of the season. A student-athlete not meeting the OHSAA standard will be ineligible for the entire grading period.
- Middle school student-athletes must pass at least 75% of the classes taken in the preceding grading period to be eligible for participation. A student-athlete not meeting the OHSAA standard will be ineligible for the entire grading period.
- Eligibility for athletics in the first quarter shall be based upon the previous year's fourth quarter.
- Changes in athletic eligibility will become effective on the start of the fifth school day after the end of the grading period and will last until five days after the next grading period ends (summer school is not included).

It is the responsibility of the student and their parent/guardian to ensure compliance with all OHSA requirements for participation. Additional information can be obtained by contacting the athletic department.

Bell Schedules

The school day officially begins at 7:45 AM and ends at 2:20 PM. The standard day in the Upper School operates on a modified block schedule, providing four 80-minute classes Monday through Thursday. Classes scheduled on Monday and Wednesday will be the same, and classes scheduled on Tuesday and Thursday will be the same. The standard Friday bell schedule allows for a chapel service and a traditional upper school bell schedule, allowing all eight (8) classes to meet for a 40-minute period. There are various times throughout the year when a special bell schedule will be used, such as the case with special assemblies, Spiritual Emphasis Week, orientations, and career days.

College Credit Plus

Harvest Preparatory School is a participant of the College Credit Plus program, affording academically qualified students with the opportunity to earn college credit(s) from area colleges and universities. The purpose of this program is to promote rigorous academic pursuits and to provide a wide array of options to college-ready students. Participation in the College Credit Plus program is a privilege and students are ultimately responsible to submit required documentation and meet all established deadlines.

Participating students are responsible for understanding the academic integrity policy and academic probation policy established for the college or university in which they are enrolled. Infractions at the college or university can impact eligibility in programs and opportunities provided by Harvest Preparatory School.

College Testing

Harvest Preparatory School provides information regarding registration for the ACT and SAT college placement tests through the guidance department. The school will provide opportunities for eligible students to take the PSAT and PLAN test to assess growth and areas of needed improvement. Parents/guardians and students are responsible for all testing registration deadlines and testing fees.

The school CEEB code is: 361-638.

College Visitation

Students are authorized up to two excused absences due to official college visitations. Students should complete the required documentation and have a college representative sign the form in order for the absence to be considered excused. The guidance department works diligently each year to provide students with the opportunity to participate in college presentations when representatives visit our campus. These presentations will be announced in advance and students will be required to sign up to show interest in participation.

Credit Flexibility Program

In 2006, the Ohio General Assembly established the Ohio Core Curriculum (Senate Bill 311), which raised expectations for what Ohio students must know and be able to do to earn a high school diploma. At the same time, Senate Bill 31 directed the State Board of Education to develop a statewide plan for implementing methods for students to earn units of high school credit based on the demonstration of subject area competency. In addition to raising the expectations for graduation, lawmakers provided flexibility to students and educators to successfully meet these higher expectations.

Flexible credit applies to any alternative coursework, custom learning activity, assessment, and/or performance that demonstrate proficiency qualified to be awarded equivalency credit toward graduation. Approved credit awarded will be posted on the student's transcript, calculated into the student's GPA (with the exception of the PE Waiver), and counted as required graduation credit in the related subject area or elective.

Procedures for seeking approval:

- Any student may write a Credit Flexibility Plan (CFP) and apply for high school credit to be awarded.
- CFP applications should be submitted to the guidance counselor and will be reviewed twice annually – June 1st (1st Semester) and November 1st (2nd Semester).

- Documentation should be completed in its entirety to be considered and supplementary documentation may be requested by the school administration.
- CFP applications must be approved by the school administration before a student can begin a credit flexibility program. Approval/denial decisions are final.
- All financial and transportation obligations are the responsibility of the student and/or parents/guardians.

Harvest Preparatory School may offer limited credit flexibility options at no or limited cost to the student (ie. Physical Education Waiver for varsity athletic participation).

All approved programs will be assigned a letter grade in accordance with the established school grading scale. The teacher of record will assess the quality of work and determine the final grade. Flexible credit grades will not be considered as a weighed grade.

Credit Recovery

If a high school student fails a required course needed for graduation, it becomes their responsibility to make arrangements to recover the credit by enrolling in an approved summer program. If space is available, the student may re-take the course during the next school year. Students and parents/guardians should contact the guidance counselor for questions to ensure compliance and approval before enrolling into any programs. Parents/Guardians and students are responsible for any registration and/or enrollment fees required for credit recovery.

Early Release

Seniors have the opportunity to be released early from school if they have sufficient credits towards graduation and upon successful completion of all required graduation points. Seniors can also elect to arrive to school later than the normal start time, if the student schedule permits. Transportation to and from school is the responsibility of the senior. Seniors participating in athletics are responsible for understanding the Ohio High School Athletic Association guidelines in regards to attendance and the quantity of passing courses required to remain eligible for participation. Parent/guardian permission to participate in the Early Release option is required in writing before the start of the school year.

Educational Partnership Agreement

Harvest Preparatory School believes that in order for a student to be successful in the academic setting, successful partnership between the school, the church, and the home are vital. By enrolling your child(ren) as students at Harvest Preparatory School, parents/guardians shall affirm the following:

- Support the mission of the school.
- Accept the Bible, the Word of God, as interpreted in the school's Statement of Faith, to be the basis for the Christian education of your child(ren).
- Pray for the school and the administration, faculty, and staff.
- Maintain active fellowship in a Bible-believing church.
- Seek the advancement of all aspects of the school and recommend the school to other Christian families.
- Be in agreement and adhere to all policies and procedures established by the school.
- Communicate with school personnel in a positive, productive, and Christ-like manner.
- Attend parent-teacher conferences and maintain consistent communication with faculty.
- Ensure all financial obligations are arranged and met in accordance with established deadlines.
- Commit to volunteering in some capacity on a weekly or monthly basis.

Exams

All students in the upper school are required to take a mid-term and final exam for each one (1.0) credit class. Only a final exam is required for each half (.50) credit class. Harvest Preparatory School does not offer exam exemptions and students are only required to be on campus during a scheduled exam during the announced mid-term and final exam weeks.

Grading Scale

Harvest Preparatory School operates on an academic calendar encompassing four 9-week quarters per school year. Each student will have their grade point average (GPA) calculated at the end of each quarter.

UNWEIGHTED		
A	95-100	4.0
A-	90-94	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	0-59	0.0

HONORS		
A	95-100	4.5
A-	90-94	4.2
B+	87-89	3.8
B	84-86	3.5
B-	80-83	3.2
C+	77-79	2.8
C	74-76	2.5
C-	70-73	2.2
D+	67-69	1.8
D	64-66	1.5
D-	60-63	1.2
F	0-59	0.0

AP / CCP		
A	95-100	5.0
A-	90-94	4.7
B+	87-89	4.3
B	84-86	4.0
B-	80-83	3.7
C+	77-79	3.3
C	74-76	3.0
C-	70-73	2.7
D+	67-69	2.3
D	64-66	2.0
D-	60-63	1.7
F	0-59	0.0

Graduation

In order to be eligible to receive a high school diploma from Harvest Preparatory School, students are required to have fulfilled the governing board and the State of Ohio graduation requirements for the applicable year of graduation. Graduation is a privilege that must be earned. Any student who is expelled for any reason forfeits the privilege of participation in the graduation ceremony.

Academic Honors Diploma

The State of Ohio provides the opportunity for students to be recognized for exceeding standard graduation requirements. The honor typically requires graduates to have earned higher level credits or more credits in mathematics, science and social studies. Additionally, students are required to meet a world languages credit criteria and a GPA and ACT or SAT score minimum.

Ceremony Rehearsal(s)

Attendance at announced graduation rehearsal(s) is a requirement in order to participate in the graduation ceremony. No exceptions will be made to this policy.

Credits

The credit requirement for graduation from Harvest Preparatory School consists of a minimum of 26 credits.

Bible*	4.00	
English	4.00	
Mathematics	4.00	Must include Algebra II (1 credit)
Science	3.00	Must include Physical Science (1 credit), Life Science (1 credit), Advanced Science (1 credit)
Economics	0.50	
Social Studies	3.00	Including Government (.50 credit) and United States History (.50 credit)
Health	0.50	
Physical Education	0.50	
Fine Arts	1.00	
Technology	1.00	
Electives	5.00	Including two of the same foreign language
Total Credits	26.00	

*One (1) Bible credit is required for each year of attendance at Harvest Preparatory School.

Students planning on continuing their studies at the college level should review the admissions requirements for the college or university of choice to ensure high school course requirements are met before graduation.

Honors Graduate Distinction

Graduates earning a 3.70 cumulative GPA or higher will be distinguished at graduation with honor cords representing one of the three categories:

- **Summa Cum Laude** 4.0 or higher cumulative GPA

- **Magna Cum Laude** 3.90-3.99 cumulative GPA
- **Cum Laude** 3.70-3.89 cumulative GPA

Junior Class Marshals & Ushers

The Junior Class Marshal honor is bestowed upon the junior class male and female with the highest GPA calculated at the end of the 3rd quarter and is based on transcribed grades at that time and rounded to the hundredth of a point. Responsibilities of the marshals can include: ushering the graduating class into the graduation ceremony, reading the names of graduates during the diploma presentation, and presenting an address from the junior class. If a marshal is unable to participate, the student with the next highest GPA will be selected for the honor. Any speaking roles or addresses must be approved by the school administration.

Ushers are selected by the school administration to serve in a myriad of capacities before and during the graduation ceremony.

Scholar Society Magna Award

Graduates earning a cumulative 4.0 GPA or above will receive the Harvest Preparatory School Scholar Society Magna Award during the graduation ceremony.

Valedictorian /Salutatorian Distinction

The valedictorian honor is bestowed upon the senior with the highest GPA calculated at the end of the 3rd quarter and is based on transcribed grades at that time and rounded to the hundredth of a point. Students are required to have attended Harvest Preparatory School for grades 9-12. The valedictorian has the opportunity to present an address at the graduation ceremony. The address must be approved by the school administration.

The salutatorian honor is awarded to the senior with the second highest GPA calculated at the end of the 3rd quarter and is based on transcribed grades at that time and rounded to the hundredth of a point. Students are required to have attended Harvest Preparatory School for grades 9-12.

Note: If the top two seniors have a tied GPA and meet the attendance criteria, they will share in the valedictorian honor.

Guidance Services

Harvest Preparatory School offers a full-service guidance counselor to provide guidance services, college counseling and advisement, and academic support for students. Our guidance department also serves as the school state standardized testing coordinator, therefore has limited availability during scheduled weeks throughout the year.

Homework

As a college preparatory school, it is expected that our students will be assigned homework. Students should submit their homework assignments by the established times and/or due dates. Late homework is subjected to point deduction based on the individual teacher and/or department homework policy. Students who miss class for an excused reason have one day per missed day to submit homework and class work. Harvest Preparatory School is not responsible for providing printing services for student homework, research papers, and other assignments.

If a student is absent from school due to an out-of-school suspension, missed assignments can be made up with no penalty and should be submitted the day the student returns to school. If a student misses a test or quiz due to an out-of-school suspension, the student forfeits the opportunity to complete and will be assigned a zero.

No homework or class work is permitted to be turned in after the last day of each quarter, unless there is documented student illness, calamity, family tragedy or accident. If the work is submitted within three days of the last day of the quarter, the report card for that quarter will reflect a letter grade. Work turned in after the three-day window will require the letter grade to reflect an "incomplete" until the work is submitted.

Students in Lower School will not be assigned homework on Wednesday evening, with the exception of mathematics.

Refer to the Athletic Eligibility section to review the OHSAA bylaws regarding eligibility and incomplete grades.

The school administration reserves the right to have final approval/denial of any and all grade changes.

Honor Roll

Students have the opportunity to be named to one of four different honor roll categories for each academic quarter based on the earned GPA. If a student earns a failing grade for any quarter they are not eligible for honor roll recognition.

Upper School	
Principal's High Honor Roll	4.01-5.00
Principal's Honor Roll	3.80-4.00
High Honor Roll	3.50-3.79
Honor Roll	3.00-3.49

Lower School	
Principal's Honor Roll	All A's
High Honor Roll	A's with no more than 2 B's
Honor Roll	A's and B's

Incomplete Grades

A grade of "I" (incomplete) may be posted to a report card only with the approval of the school administration. Incomplete grades must be resolved within the first ten (10) days of the next academic quarter to avoid receipt of an "F" for the term.

Intervention Support Services

Harvest Preparatory School offers limited resources for students on individualized education plans. Any intervention academic plan should be assessed and deemed serviceable before a student applies for admission to the school. Harvest Preparatory School offers tutoring services with intervention specialists licensed/certified by the Ohio Department of Education. The IEP will guide the services provided and will be listed on the data worksheet for each student.

Parent-Teacher Conferences

There are two opportunities for official parent-teacher conferences each school year (once per semester). Parent-teacher conferences are designed to allow for open communication between the teacher and the parent/guardian as to the academic and behavioral progress of the student. Communication will be made from the school regarding the scheduling process at least two weeks in advance of the scheduled conference dates. Parents/guardians are asked to arrive before their scheduled conference time and keep the focus of the conference on the progress and needs of the student.

Privacy

Harvest Preparatory School intends to fully comply with the provisions of the Family Education Rights and Privacy Acts (FERPA). FERPA is a federal law that protects the privacy of student education records. FERPA gives parents/guardians certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

The official terms of FERPA are set forth below:

- Parents/guardians or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents/guardians or eligible students to review the records. Schools may charge a fee for copies.
- Parents/guardians or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent/guardian or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent/guardian or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent/guardian or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;

- Accrediting organizations;
- To comply with a judicial order or lawfully issues subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specified State Law

Schools may disclose, without consent, “directory” information such as a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents/guardians and eligible students about directory information and allow parents/guardians and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents/guardians and eligible students annually to their rights under FERPA. The actual means of notification is left to the discretion of the school.

Promotion Policies

Lower School: If a student fails two (2) or more core academic classes or is absent in excess of 18 days in a given school year, they will be considered for retention at the current grade level. An academic assessment team of faculty and administrators will meet to evaluate the student’s overall academic performance, attendance, and perceived academic ability. Final grade placement will be determined by the school administration.

Middle School: If a student fails two (2) or more academic classes or is absent in excess of 18 days in a given school year, they will be considered for retention at the current grade level. An academic assessment team of faculty and administrators will meet to evaluate the student’s overall academic performance, attendance, and perceived academic ability. If a student is retained in the current grade level, they will be required to complete all course work for the grade assigned and forfeit the opportunity to take courses in a higher-grade level. Final grade placement will be determined by the school administration.

High School: Students earn grade placement based on quantity of high school credits earned:

<u>Grade Level</u>	<u>HPS Student</u>	<u>Transfer Student</u>
Freshman (9th)	Successful completion of 8 th grade	Successful completion of 8 th grade
Sophomore (10th)	7 credits	4 credits
Junior (11th)	13 credits	9 credits
Senior (12th)	19 credits	14 credits

Transfer students will not be assigned to a grade level until all transfer records and a transcript has been received by Harvest Preparatory School.

If a student is retained and participated in our athletic program, it becomes their responsibility to understand and recognize the requirements imposed by age limitations as outlined in OHSAA bylaw 4-2-1. Any athletic eligibility questions should be facilitated through the athletic department.

Remote Learning Plan

There are special circumstances in which our school will move from traditional on-campus learning to a distance learning model. In situations where the physical campus is closed and students have to learn from home, it is expected that all students will have access to the Internet and have access to their own individual computer. Students should also have a quiet and dedicated area in the home that is free of distractions to complete assigned coursework. Families that have more than one student should be aware that teachers may require that students log into apps such as Zoom at the same time. If you need to access public facilities (ie. Public library) to use the Internet, you should create a back-up plan to ensure students have the ability to use the Internet (ie. relative’s home). The school is not responsible for printing paper packets or creating alternative assignments for students without Internet access in the home. The school is also not responsible for providing computers to students for home use. Parents/guardians and students will be made aware of due dates and deadlines for student assignments by the school administration at the onset of activating the distancing learning plan.

RenWeb (FACTS)

RenWeb (FACTS) is the official portal that houses student grades, daily attendance, lesson plans, homework assignments, and behavior infractions of all students. Parents/guardians are encouraged to review their child(ren)'s progress on a frequent basis to ensure effective progress is made.

Report Cards

Reports cards are emailed to the parent/guardians of record for each student the week following the end of each academic quarter. The school does not print or mail report cards. Final report cards will not be released for any student with an outstanding tuition balance or missing textbook.

Schedule Changes

Due to the limited quantity of course offerings provided at Harvest Preparatory School, student schedule changes will only be accommodated on a case-by-case basis. Students are required to complete a schedule change form and return it to the school counselor with a parent/guardian signature in order to be considered. No student schedules will be changed during the first week of school. The administration reserves the right to approve or deny student schedule changes for any reason.

Standardized Testing

Standardized achievement tests are given to students at various points throughout the school year to assess student academic growth in comparison to school, state, and/or national levels. Tests can either be diagnostic and administered for the exclusive use of the Harvest Preparatory School teachers or achievement-based and administered by the State of Ohio. The school follows all guidelines as established by the Ohio Department of Education for grade level state standardized testing. Students should not schedule appointments or vacations during announced testing days/weeks. As a private school, Harvest Preparatory School does not receive a "State Report Card," therefore, all test data is kept confidential and is for the exclusive use of the school administration and faculty. Parents/guardians of all students can access test results for their child by contacting the school administration.

Student Placement

Harvest Preparatory School generally does not accept parent/guardian requests for their child(ren) to be assigned to specific teachers in lower school. If there is an extreme situation in which the child's learning or social needs should be taken into account when assigning teachers, the parent/guardian should submit the request in writing to the school administration for consideration. It is understood that the school administration reserves the right to approve or deny any special request.

Summer School

Harvest Preparatory School often offers a summer school program for both Lower School and Upper School students. Parents/Guardians should contact the school in early spring to learn more about programs offered in the summer.

The school does not provide a credit recovery option for students during the summer.

Textbooks

Textbooks are assigned to students enrolled in certain classes. It is the responsibility of the student to ensure the assigned textbook is returned at the end of the course. Students assume responsibility for any lost, misplaced, or damaged textbooks or other assigned school resources.

Transcript Requests

The official transcript request form is located on the school website and upon completion is automatically emailed to the school for processing. The applicable information should be submitted completely and accurately in order for the official transcript to be submitted in a timely manner. Final transcripts will be sent to the college of choice for each graduate within two weeks of graduation. All financial obligations to the school must be met before final transcripts will be released.

Wednesday Dark Night/Sunday Activities

In the interest of cooperation with community churches, the governing board has established Wednesday to be a dark night. All student activities shall be scheduled to end no later than 6:30 PM on Wednesdays. No student activity shall be scheduled to be held on a Sunday without prior approval from the school administration. The only exception made to this policy is applicable to an athletic scenario where the Ohio High School Athletic Association (OHSAA) or the Mid-State League (MSL) has a pre-existing schedule.

COURSE CURRICULUM GUIDE

Language Arts

The Harvest Preparatory School Language Arts education exposes students to a variety of literary genres: Christian fiction, apologetic writing, secular novels, historically-based literature, historical documentation, prose, poetry, personal narratives, and a wide array of children's literature. The systematic targeting of organizational skills, analytical thinking, and editing skills woven throughout the Language Arts curriculum enhances the success of the students. Discernment for God's truth is taught formally and informally within the Language Arts discipline. Students evaluate literature and accompanying forms of written communication on the basis of the truth and gain a deeper understanding and application of biblical truths.

Our objective is to prepare Christian leaders who demonstrate curiosity, appreciation, and a desire for learning. Students are academically challenged through specific academic standards and benchmarks and the incorporation of a variety of academic activities utilizing: a) research, b) critical thinking/discernment, c) application of knowledge, d) evaluation of performance, and e) solution finding/problem solving. Students actively engage in skills required in written and oral communication applicable for academic, business, and creative environments. Students demonstrate clarity of thought, organization, unique voice, and accurate and articulate utilization of the English language. The HPS student is proficient within the Language Arts arena and applies the skills and strategies within other curriculum areas.

Language as thought and behavior, as the spoken and written word, as a tool of analysis and persuasion, as a medium of imagination and memory, as a record of history and culture, and as the common coin of human communication -- each and all of these uses and manifestations of discourse are the continual subjects of the Language Arts curriculum.

What an HPS student will know and be able to do in Language Arts:

Reading

- Demonstrate competence in the general skills and strategies of the reading process
- Demonstrate familiarity with a variety of literary works of enduring quality including the truth of Scripture and its influence on literary forms and themes
- Demonstrate competence in applying reading strategies to learn from specific types of informational texts and literature

Writing

- Demonstrate competence in the general skills and strategies of the writing process:
 - Overall development: how well the writer communicates with the reader, shows awareness of the audience, task, and purpose for writing, and writes in the appropriate mode of discourse
 - Organization: the writer's ability to develop a logical plan of organization, maintain coherence throughout the paper, and create paragraphs
 - Support: the use of appropriate reasons, details, and examples to enhance the effect and/or support the generalizations and conclusions of the piece
 - Sentence structure: completeness, correct usage, and variety of sophistication of sentences
 - Word choice: specific vocabulary, freshness and vividness of language
 - Mechanics: the correct and effective use of spelling, punctuation and capitalization

- Write with a command of the grammatical, mechanical, and usage conventions of Standard Edited American English
- Demonstrate competence in the stylistic and rhetorical aspects of writing
- Demonstrate competence with a variety of types of essays including a) narrative, b) informative/descriptive, c) expository, d) persuasive, and d) critical thinking
- Compile and present a portfolio of written work
- Gather and use information effectively and ethically for research purposes

Speaking/Listening/Discussion

- Demonstrate competence in speaking and listening as tools for learning
- Demonstrate acquisition and application of discernment during oral communication
- Demonstrate competence in the utilization and application of skills required in successful debate

Courses

English 9 (1.0 credit)

The English 9 course provides a dynamic framework for the study of foundational English skills. In particular, students engage in a variety of literacies to be successful students and citizens of the 21st century. This means developing, through guided instruction, a growing critical stance to the variety of texts and information students encounter as well as written and oral communication strategies that address specific audiences and purposes. Units of study are framed around essential questions that encourage students to examine their relationship to the world around them. Students read a variety of fiction, nonfiction, and poetry, representing a diverse collection of voices and experiences, in order to gain a better understanding of what it means to live in a global society. Students write expository, narrative, analytical, and persuasive paragraphs and essays with an emphasis on the recursive nature of the writing process (from idea and thesis development through revision). The reading and writing instruction in this course is designed to develop further the following critical skills: inference, logic, clear expression, organization, awareness of word choice, development of voice, detail development, topic formation and supporting evidence.

English 9 Honors (1.0 credit)

The English 9 Honors course is a more rigorous freshman level course. The pace of the instruction is accelerated in order to add depth and variety to the study of major literary works and increase the opportunities for writing.

English 10 (1.0 credit)

The English 10 course intensifies and advances the study and practice of the skills from English 9. Students learn to read and think critically, to ask appropriate questions of texts across multiple media, and to write with clarity for a variety of audiences. Works are chosen both for their literary merit and for their thematic focus on shaping and challenging social norms. Major works of literature studied in the course include classic novels, as well as an engaging, challenging array of short stories, plays, poems, nonfiction, and stories told through visual media. Class discussion nurtures skills in higher-order thinking with an emphasis on articulate self-expression. Premised on a variety of models, students practice writing expository, analytical, narrative, and persuasive essays. A comparative research project that targets colleges and universities is also a component of this course.

English 10 Honors (1.0 credit)

The English 10 Honors course is a more rigorous sophomore level course. The pace of the instruction is accelerated in order to add depth and variety to the study of major literary works and increase the opportunities for writing. A comparative research project that targets colleges and universities is also a component of this course.

English 11 (1.0 credit)

The English 11 course emphasizes critical reading skills through guided study and discussion of American Literature. Students discuss and analyze themes such as the meaning and validity of the American dream, the relationship between

the individual and his or her community, and the tension between idealism and materialism. Students develop analytical, reflective, descriptive, and persuasive writing skills and express their voices for various purposes and audiences. Multi-modal projects encourage independent thinking and innovative self-expression. Through independent and group practice, students continue to build a college-ready lexicon.

English 11 Honors (1.0 credit)

The English 11 Honors course is intended to challenge the dedicated and advanced English student. The primary focus is the development of a keen personal but critical response to literature through reading, writing, and discussion. Participation in class discussion is expected of each student. The length and number of readings and the amount of writing are demanding. The focus of each semester is based upon essential questions which can be answered through the consideration of a variety of texts, both canonical and contemporary.

English 12 (1.0 credit)

The English 12 course consists of a survey of Western literature. It is designed to prepare students for the writing, speaking, and analysis requirements of collegiate English coursework. While focusing on essential questions each semester, students read nonfiction and fiction and write persuasive, narrative, expository, and analytical essays in addition to journal assignments. Students apply their writing, speaking, argumentation, and research skills to a broad range of topics and situations, emphasizing ethos, pathos, and logos.

English 12 Honors (1.0 credit)

The English 12 Honors course consists of a survey of Western literature and is intended for the dedicated and advanced English student who enjoys reading works of fiction. While focusing on essential questions each semester, students are expected to read a multitude of both nonfiction and fiction works independently. Students are also expected to write persuasive, narrative, expository, and analytical essays in addition to journal assignments. Students apply their writing, speaking, argumentation, and research skills to a broad range of topics and situations, emphasizing ethos, pathos, and logos.

Advanced Placement® English Language and Composition (1.0 credit)

The Advanced Placement® English Language and Composition course is open to eligible juniors and seniors. It serves as an English elective for juniors and as either an elective or a final required English credit for seniors. The course teaches students to be skilled readers of nonfiction in a variety of genres and for a variety of rhetorical situations. (Students become fluent in the language of argumentation and practice skills related to the recognition and practice of persuasion.) Students will also learn to write for a wide range of purposes and audiences, composing persuasive, expository, and analytical essays. Students will learn to write effectively and confidently, using their own knowledge and experiences, and will sit for the AP English Language exam.

Advanced Placement® English Literature and Composition (1.0 credit)

The Advanced Placement® English Literature and Composition course aligns to an introductory university-level literary analysis course. This intensive, full-year class is designed to instill an intellectual understanding and appreciation of some of the most celebrated authors from the British Isles, such as Geoffrey Chaucer, William Shakespeare, John Milton, William Wordsworth, Mary Wollstonecraft, Virginia Woolf, James Joyce, and Samuel Beckett. Emphasis is placed upon critically analyzing the influences their distinctive styles and themes have had on world literature, with particularly close attention paid to examining their texts in a socio-political and philosophical context. Historical periods and movements – from the Middle Ages and the Renaissance through the Restoration, Romanticism, Victorianism, and Modernism – will be explored via representative works and scholarly essays. Writing is an integral portion of this course to prepare students for the AP exam and the challenges of daily life, the university, and beyond. Written skills will be enhanced and re-tuned through numerous writing assignments of varying length (formal analytical/argumentative, expository analytical, informal exploratory, research-based, etc.), most of which will focus on the critical analysis of literature. Learning to speak confidently and effectively in public will also be stressed through discussions and various public-speaking exercises. This course concludes with an AP English Literature exam.

Yearbook I (1.0 credit)

The Yearbook course is designed for the purpose of producing the school's yearbook. Students will be provided the opportunity to develop the skills of desktop publishing, photography, journalistic writing, collaboration, and business management. Students will also become adept in the areas of editing, proofreading, layout design, and time management.

Yearbook II (1.0 credit)

The Yearbook II course is designed for the purpose of producing the school's yearbook. Students will be provided the opportunity to further develop the skills acquired in Yearbook I, namely, desktop publishing, photography, journalistic writing, collaboration, and business management. Students will also enhance their skillset in the areas of editing, proofreading, layout design, and time management.

Yearbook III (1.0 credit)

The Yearbook III course is designed for the purpose of producing the school's yearbook. Students will be provided with the opportunity to further develop the skills acquired in Yearbook I and II. Students will be provided with the opportunity for leadership positions within the course and should be self-motivated and have a passion to lead their peers.

Yearbook IV (1.0 credit)

The Yearbook IV course is designed for the purpose of producing the school's yearbook. Students will be provided with the opportunity to further develop skills acquired in Yearbook I, II, and III. Students will be provided with the opportunity for leadership positions and have the opportunity to lead the various components within the Yearbook course at the guidance of the teacher. Admittance to this course is by faculty recommendation only.

Mathematics

Mathematics is the curriculum strand that exemplifies God's precise, orderly, and sometimes mysterious creation. As a result of a mathematics education, students will develop literacy in mathematics. Further, in seeking solutions, students incorporate abstract thinking skills. Students experience abundant opportunities to reason mathematically, recognize the connection between mathematics and other disciplines, and express an understanding of concepts using a variety of methods and media.

What an HPS student will know and be able to do in Mathematics:

- Understand and apply the concepts of:
 - Number and operation sense
 - Patterns, functions, symbols, and models
 - Geometry and measurement
 - Data analysis, statistics, and probability
- Be mathematical problem solvers
- Communicate mathematically
- Identify connections within mathematics and to other subject areas
- Apply mathematical representations to foster understanding of mathematics
- Identify God's orderliness and mystery reflected in mathematics

Courses

Algebra I (1.0 credit)

The Algebra I course is designed to provide the foundation for more advanced mathematics courses and to develop problem-solving skills. Topics include variables, structure and properties of the real number system, first-degree equations

and inequalities, relations, functions, graphs, systems of linear equations and inequalities, polynomials, integer exponents rational expressions, irrational numbers, radical expressions, quadratic equations, and yearlong work on problem solving. A graphing calculator is utilized throughout the course. *This course is offered at the Middle School level for students who have demonstrated a history of success in mathematics as evidenced through STAR assessments.

Algebra I Honors (1.0 credit)

The Algebra I Honors course is an advanced mathematics course which is designed to address the needs of students who desire to move through the foundational elements in a more rapid manner to focus on the deeper levels of knowledge and application of skills. A graphing calculator is utilized throughout the course. *This advanced course is offered at the Middle School level for students demonstrating a history of superior mathematic success and interest as evidenced through STAR assessments.

Geometry (1.0 credit)

The Geometry course is an integrated course in plane and solid geometry that includes the following topics: geometry in the coordinate plane, line and angle properties, properties of polygons, circles, Pythagorean Theorem, area, volume, similarity, right triangle trigonometry, and geometric proof. Students will investigate concepts and build conceptual understanding while continuing to develop, reinforce, and master computational skills. This course also has an integrated unit that targets the fundamentals of statistics. A graphing calculator is utilized throughout the course. *This advanced course is offered at the Middle School level for students demonstrating a history of superior mathematic success and interest as evidenced through STAR assessments.

Geometry Honors (1.0 credit)

The Geometry Honors course is an advanced mathematics course that offers a curriculum that includes the following topics: an introduction to geometry, coordinate geometry, concepts of parallelism and perpendicularity, congruent triangles, applications of congruent triangles, quadrilaterals, similarity, right triangles and trigonometry, circles, polygons, surface area, volume, and a review of algebra topics in preparation for Algebra 2. This course also has an integrated unit that targets the fundamentals of statistics. The development of problem solving strategies and good reasoning habits are emphasized in this course. Students are required to complete a mathematical research project/paper. A graphing calculator is utilized throughout the course. *This advanced course is offered at the Middle School level for students demonstrating a history of superior mathematic success and interest as evidenced through STAR assessments.

Algebra II (1.0 credit)

The Algebra II course emphasizes the further development of Algebra I skills, the treatment of geometric concepts from an algebraic point of view, more advanced problem solving techniques, and the study of mathematics as a unified structure. Topics covered include: conic sections, rational expressions, equations and inequalities, systems of linear equations, word problems, functions, factoring, quadratic equations with rational and irrational roots, irrational numbers, imaginary and complex numbers, graphs, variations, exponents and logarithms, coordinate geometry, quadratic functions, equations of the second degree and their graphs, polynomial functions, exponential functions, logarithmic function and matrices. A graphing calculator is utilized throughout the course.

Algebra II Honors (1.0 credit)

The Algebra II Honors course covers all topics listed in the regular Algebra II course description (above) and will investigate many of the topics in greater depth. This honors course focuses more on the role of functions in preparation for the PreCalculus Honors course. This advanced course demands a deeper level of problem solving and critical thinking. A graphing calculator is utilized throughout the course.

PreCalculus (1.0 credit)

God has created a phenomenal universe, and imparted on us the ability to develop the numerical language of mathematics by which we use to understand his creation. After students have mastered algebra, they begin the transition phase into the next tier of mathematical language. Precalculus, a synthesis of advanced mathematical concepts in preparation for Calculus, is broken into ten units that focus on the topics of functions, graphs, trigonometry, advanced

geometry; transcendentals, linear systems, discrete mathematics, and an introduction to Calculus. This course is designed to prepare the successful student for Calculus whether at CCS or in college.

PreCalculus Honors (1.0 credit)

The PreCalculus Honors course is specifically designed for students who plan to continue their study of mathematics by taking Calculus or the Advanced Placement® Calculus course. The concepts of algebraic, trigonometric, exponential, and logarithmic functions are stressed. Conic sections, sequences and series, introductory probability and statistics, polar coordinates and graphing, and elementary concepts of calculus are also included. A graphing calculator is utilized throughout the course.

Advanced Placement® Calculus AB (1.0 credit)

The Advanced Placement® Calculus AB course consists of a full high school academic year of work and is comparable to calculus courses in colleges and universities. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The content of this college-level Advanced Placement course is determined by the College Board's Advanced Placement Committee in mathematics. Topics covered include: a) limits and continuity, b) the rate of change of a function, c) formal differentiation and its applications, d) integration and its applications, and e) the calculus of transcendental functions. Students take the Advanced Placement examination in May. A graphing calculator is utilized throughout the course.

Advanced Placement® Calculus BC (1.0 credit)

The Advanced Placement® Calculus BC course is a highly rigorous mathematics course. The content of AP Calculus BC is determined by the College Board's Advanced Placement committee in mathematics. The course consists of the material covered in the AP Calculus AB course which is taught at a significantly accelerated pace as well as additional advanced topics including: a) slope fields, b) Euler's method, c) integration by parts and partial fractions, d) improper integrals, e) vectors, f) parametric equations, and g) sequences and series. Students take the Advanced Placement examination in May. A graphing calculator is utilized throughout the course.

Science

The HPS Science curriculum provides an opportunity for each student to develop a grounded biblical truth measured against his/her observations of the natural world and its processes. Science is a method of inquiry founded upon the order of this natural world and the design of its Creator. Science is an ongoing process that is limited as an investigative tool. Students become responsible, independent, questioning, creative, and organized learners moving from curiosity to familiarity, then master of scientific skills, processes, concepts, and theories. Students explore the various disciplines of science through an organized progression of class presentations, hands-on activities, and laboratory investigations that emphasize scientific processes and develop critical thinking skills. Students recognize that science integrates with mathematics, technology, written language, and consumer and career interests. Resulting from scientific knowledge, students come to acknowledge their role as stewards to care for humanity and conserve resources for the glory of God.

What an HPS student will know and be able to do in the Sciences:

- Exhibit knowledge of the historical development and application of skills, concepts, and processes in:
 - Scientific inquiry (the practice of science)
 - Physical science
 - Life science
 - Earth and space science
 - Science and technology
- Exhibit an understanding of unifying concepts and processes of science:
 - Systems and organization
 - Rules of evidence
 - Models

- Explanations
- Role of measurement, change, and equilibrium
- Relationship between structure and function
- Exhibit critical thinking skills to distinguish between fact, myth, and theory
- Practice safe and appropriate use of scientific instruments, materials, equipment, and procedures
- Communicate scientifically via various forms of oral and written discussions and/or presentations

Courses

Biology (1.0 credit)

The Biology course is based on a conceptual and laboratory approach to understanding the nature of living things. The course opens with an introduction to the scientific method and basic chemistry. Subsequent units cover all of the major aspects of the cell and cell theory including structure and function, photosynthesis and respiration, meiosis and mitosis, the cell cycle, nucleic acids and protein production. Students are also given an introduction to genetics and heredity. The second half of the year is devoted to classification and a survey of all of the major kingdoms of living organisms with an emphasis on humans. Computer generated activities, animations, web-quests, virtual field trips, and other evolving forms of technology will be incorporated into all facets of the course.

Biology Honors (1.0 credit)

The Biology Honors course is a comprehensive, challenging, introductory biology course. Time management, work-study skills, and problem-solving techniques are developed throughout the year. Refinement of laboratory skills is an integral part of this course. Microscopic and dissecting techniques allow the student to study organisms anatomically both microscopically and macroscopically in order to realize the correlation and importance between structure and function. Computer generated activities, animations, web quests and research are incorporated in the presentation and investigation of concepts.

Chemistry (1.0 credit)

The Chemistry course covers the fundamental concepts of an introductory chemistry course. Topics studied include the phases of matter and transitions between these phases, types of chemical reactions, mathematics of chemical reactions, and energy changes which accompany those reactions, atomic theory, models, periodicity, bonding theory, properties of solutions, kinetics, equilibrium, acid-base chemistry and nuclear chemistry. The course is paced so that students are able to progress with comprehension and intuitive understanding.

Chemistry Honors (1.0 credit)

The Chemistry Honors course is a comprehensive introductory chemistry course. Topics covered include periodicity, atomic theory, bonding theory, kinetic molecular theory, stoichiometry, properties of solutions, kinetics, equilibrium, acid-base chemistry, oxidation- reduction, electrochemistry, and nuclear chemistry. Students are expected to work independently in the laboratory and classroom.

Anatomy and Physiology (1.0 credit)

The Anatomy and Physiology course provides the opportunity for students to explore the basic anatomical structure of the human body and to learn how the parts in a normal living human function to perform various activities necessary for life. Lecture and discussion are strongly reinforced with a laboratory emphasizing dissection and microscopic techniques. A comprehensive semester project may be required, rather than a final examination.

Physics Honors (1.0 credit)

The Physics Honors course provides students with a conceptual introduction to the laws of the physical world. Subjects include motion analysis, forces, momentum, work, energy, heat, waves, sound, light, electricity, and magnetism. Problem-solving methods of teaching physics are used. Students improve their applied quantitative skills by solving physics problems, thereby illustrating knowledge of fundamental physics concepts. The course also stresses development of

laboratory skills through regularly scheduled laboratory sessions and special projects. Students are encouraged to question, observe, collect data, analyze results, and reach conclusions on physical relationships. Independent creative thought and study are encouraged throughout the course.

STEM (.50 credit)

STEM is a course for students to explore science, technology, engineering and math all in one curriculum. This course offers an innovative and hands-on approach to learning in which students use problem solving skills to tackle learning activities and assignments. Skills in this course will improve critical thinking skills and will propel students towards a successful career in the STEM fields.

Robotics (.50 credit)

Robotics is a course that focuses on the design, engineering and programming of robots. The course is designed to explore the past, current and future use of automation technology in industry and everyday use. There is a strong focus on prior knowledge from the STEM course. Students will receive a comprehensive review of robotic systems and the subsystems that comprise them. Careers in the robotics, programming, and engineering fields are highlighted.

Social Studies

Students acquire an awareness and understanding of the world, its people, and its history and investigate ways the past may influence the future. Within the diverse range of Christian perspective, students explore patterns of human and environmental interaction through history, geography, political science, economics, and current events and become aware of the interconnectedness of these disciplines. Alexander Hamilton stated, "There is a certain enthusiasm in liberty, that makes human nature rise above itself, in acts of bravery and heroism." It is the intensive study of American History that affords students the opportunity to understand and deeply appreciate the uniqueness and the exceptionality of the United States of America. Just as Luke recognized the importance of firsthand accounts in understanding historical events ("Many people have done their best to write a report of things that have taken place from the beginning," Luke 1:1-2), so student learning in the social sciences focuses primarily upon primary and secondary sources. When exploring cause and effect relationships, students apply Christian principles to examine past and present, local, state, national as well as global events. Students develop an appreciation for a personal heritage and cultural differences as they evaluate their roles and responsibilities as citizens in God's creation. Using multiple research techniques and mediums, students collect information and then analyze, synthesize, and present this data in a variety of modes, including formal written and oral presentations enhanced with technology. Students grow in their ability to make informed, reasoned decisions as citizens in a culturally diverse democratic society in an interdependent global network.

What an HPS student will know and be able to do in Social Studies:

- Demonstrate knowledge of the interrelation and global nature of:
 - History
 - Government
 - Economics
 - Geography
 - People in societies
 - Research and data gathering
- Demonstrate an appreciation of one's identity and role as a Christian citizen in a democratic society and in the global community, and demonstrate competence in reasoned group decision making, resolving conflict, and cooperation to promote the common good
- Demonstrate knowledge of the significant persons and events of history, the patterns of continuity and causes of change, the value of cultural diversity, and awareness of historical perspective
- Explain and apply the relationship between human and natural environment, the characteristics of the earth's ecosystems and human behavior

- Use geographic tools and technologies; know the location of places, geographic features, and patterns of the environment

Courses

World History (1.0 credit)

The World History course is an overview of the history of the world from creation to the beginning of the 21st century. Students are expected to analyze world events and their historical and contemporary causes through targeted practice in reading, thinking and writing like a historian. Students study biblical and extra-biblical history, religion and the philosophy of the times. Course content focuses on the western Judeo-Christian heritage, while also surveying the contributions of Asian, African, and Latin American cultures. Students participate in the study of the great men of history and their accomplishments, life-changing events, and cultural life and achievements of the major empires and nations. Threaded throughout this course is the truth that God has a plan for man and History is a record of that plan.

US History (1.0 credit)

The US History course provides students the opportunity to examine events, people, places, culture and historical themes from the discovery of America to the present. The course targets the topics of Industrialization, Urbanization and Immigration, Imperialism, the Progressive Era, World War I, the Roaring Twenties, the Great Depression and the New Deal, World War II, the Cold War, the Civil Rights movement, the Vietnam War, and Domestic and Foreign Affairs from the Nixon Administration through current times. Additional topics include the development of the United States, both inwardly as a nation and outwardly as an international power as they investigate the uniqueness of American government, the Constitution and the development of the free enterprise system.

American Government (1.0 credit)

The American Government course is a comprehensive study of the structure and function of government and politics in America. The course content provides students with a working knowledge of the branches of the American government as well as an understanding of how government affects the lives of people on a daily basis. Students will study the intentions and hopes of the Founding Fathers and will study the influence and importance of the Declaration of Independence and the United States Constitution upon American society. Through simulation, discussions, and collaborative projects, students will become more aware of the changes made in our present government and the working of the democratic process. The overarching objective of this course is to inform and prepare students for their role and Christian responsibility as active and knowledgeable participants in this democratic process. This course is a one semester half-credit course.

Economics (.50 credit)

The Economics course is intended to give students a thorough understanding of economics as it applies to the economy on a macro level. The course content covers the basic characteristics of national and international economic systems, including currency, banking, and monetary policy. Students will develop an understanding of the economic principles that influence business decisions and analyze the roles of governments and individuals in a capitalist economy. Students will further develop an understanding of the need for ethical standards for business leaders, producers, and consumers. It is expected that students will grow in understanding, knowledge, and wisdom as they embrace the idea of Christian self-government and character necessary to apply the principles of Scripture to resolve spiritual and economic principles of unlimited wants with limited resources. This course is a one semester half-credit course.

Psychology (.50 credit)

This course focuses on the study of human behavior. As an introduction to the field of psychology, this course includes consideration of psychological principles, terminology, major theories, careers, methods of experimentation, and practical applications. Special topics include personality development, problem-solving, group dynamics, and motivation.

Sociology (.50 credit)

This course illustrates how the groups, or social structures, that one belongs to have a profound influence on the way you think, feel, and act. Sociology looks at groups rather than individuals. Major themes include deviance and social control, inequalities of gender and age, family and marriage, and social issues surrounding modern sport.

Foreign Language

Students at HPS, through the intentional study of Foreign Language, will appreciate the unlimited capabilities that God gives all peoples for glorifying and serving him through language. They will recognize that the body of Christ is made up of people of “every tribe and language and people and nation” (Revelation 5:9). Students will gain an awareness of both their own language and culture as well as that of the language and culture targeted. Students will comprehend, analyze, and critique texts and media while demonstrating competence in listening, speaking, reading, and writing in the targeted language. Students will become aware of the opportunities for practical application of their language knowledge in communities, in ministry, and in commerce.

What an HPS student will know and be able to do in Foreign Language:

- Engage in conversation, express feelings and emotions, and exchange ideas
- Understand and interpret written and spoken language on a variety of topics
- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
- Understand the relationship between the perspectives and products of the culture studied and utilize the knowledge to recognize cultural practices
- Reinforce the knowledge of other disciplines through foreign language
- Acquire information and perspective available only through the world language and within the target culture
- Recognize that languages have different patterns of communication and apply this knowledge to his/her own culture
- Recognize that cultures have different patterns of interaction and apply this knowledge to his/her culture

Courses

Spanish I (1.0 credit)

The Spanish I course is an introductory course designed for the non-native Spanish speaker. It covers vocabulary, grammatical concepts, and verb tenses to prepare students to use the language practically. Students are expected to communicate, read, and write in the Spanish tenses they learn.

Spanish II (1.0 credit)

The Spanish II course covers vocabulary, grammatical concepts, and verb tenses to prepare students to communicate effectively with Spanish-speakers. Students are expected to communicate, read, and write in Spanish, speaking only Spanish in class. Students will be familiar with the formation, translation, and use of all verb forms in the indicative by the end of this course.

Spanish III (1.0 credit)

The Spanish III course reviews all concepts taught in Spanish I and II. Students continue practicing the skills of listening, speaking, and writing. By reading and discussing short stories and short novels, students will increase their communication skills to the point where they should be understood by a native Spanish-speaker. Study of the subjunctive will enable students to understand literary works and to express themselves in a grammatically correct manner. Verbal proficiency is a course goal.

The Spanish IV course conducted as independent study only. Students should be recommended by faculty and possess a strong and masterful ability to read and writing the language. This course is project-based and included an element of sharing the language with students in Spanish I and II.

Fine Arts: Music & Visual Art

HPS Fine Arts provides students a stage to reflect the glory of their Creator. Students become proficient in elements including: a) kinesiology, b) technique c) expression, d) stage etiquette, e) communication, f) musical language, g) cultural studies, and f) performance practice. Students will develop a lifelong love of music, performance, and study through participation in the fine arts.

What an HPS student will know and be able to do in Music:

- Sing, alone and with others, a varied repertoire of music
- Perform on instruments, alone and with others, a varied repertoire of music
- Improvise, melodies, variations, and accompaniments
- Compose and arrange music within specific guidelines
- Read and notate music
- Listen to, analyze, describe music
- Evaluate music and music performance
- Understand the relationship between music, the other arts, and disciplines outside the arts
- Understand music in relation to culture and history
- Apply appropriate personal and Christ-centered evaluative criteria to music and musical performances that acknowledge music as an art form embracing diversity
- Apply appropriate etiquette as an audience member and/or performer
- Research and explain, using various technologies including print, electronic, and recordings, the relationship between music, history, and culture
- Use music as a personal and interpersonal expression to honor God

The HPS Visual Arts curriculum provides opportunities for hands-on experiences, critical thinking, active problem solving, application of persistence, practice, cooperative learning, technology, and creative graphic expression. The student develops a biblical worldview through the study and application of visual art. Students come to understand that the Lord is actively at work in all areas of life. By focusing on the world's beauty through the eyes of the Lord, the creator, students are commissioned to demonstrate creativity and harmony. Students develop a variety of methods and forms of expression for their artistic talents.

What an HPS student will know and be able to do in Visual Arts:

- Understand and apply media, techniques, and processes
- Create and communicate a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts
- Understand the visual arts in relation to history and culture
- Assess, evaluate, and respond to the characteristics of works of art
- Make connections between the visual arts, other disciplines, and the real world
- Demonstrate the ability to process information, reason clearly, reflect, and think critically
- Demonstrate adaptability in the use of technology to produce, store, and view art

Courses

Concert Choir (1.0 credit)

The Concert Choir course is a mixed chorale ensemble in which students strive to build a musical community and improve musical language, ensemble singing, musical style, and performance. The repertoire consists of literature from all periods, with a balance of cultural, historical, and sacred literature.

Concert Band (1.0 credit)

The Concert Band course focuses on the study of music through the exploration of the woodwind, brass, and percussion instruments and develops the student's ability on his or her respective instrument. Additional performance opportunities are offered through marching band and pep band.

Art I (1.0 credit)

The Art I course acknowledges that God is the original Creator and that he gave man the ability to produce and appreciate beauty while honoring him with his artistic expression. Art I provides students with the opportunity to observe God's creativity while creating their own artwork within the drawing and painting media.

Art II (1.0 credit)

The Art II course extends the hands-on concepts taught in Art I and calls upon the student to develop a more conceptual approach to problem solving. The student will work to master the different mediums used in assigned projects and is expected to develop a stronger understanding of proportion, perspective, and spatial relationships.

Art III (1.0 credit)

The Art III course is for the advanced art student and is only available at the recommendation of the faculty. Emphasis is placed on preparing students who have a desire to start Art at the college level. Students will deal with different mediums at a much higher skill level. Projects such as perspective landscapes, portraits, and conceptual story boards will be given. Assigned projects are more open-ended and will require a higher level of thinking to develop the concepts that will lead to the final presentation.

Drama (1.0 credit)

Drama is an introduction to the theatre. Students become acquainted with the history of the theatre and various significant plays. Areas of technical production such as make up, lighting, costuming, and set design are studied.

Physical Education

The HPS Physical Education program focuses on the whole child by fostering general wellness as well as four critical skills for the 21st century learner: collaboration, communication, critical thinking, and creativity. Students receive instruction in mental, physical, social, and spiritual health. Students are encouraged and guided to develop positive self-esteem, to accept themselves and others, to handle stress, to solve problems, and to exercise leadership. By learning about body systems, nutrition, exercise, and by practicing physical activities,

the students embrace health and wellness as a lifelong goal. Social health includes working within diverse relationships to share feelings with friends, family, and peers. Spiritual health places Christ at the center of a Christian's life, body, and healthy habits for lifelong Christian service. "Do you not know that your bodies are temples of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore, honor God with

your bodies” (1 Corinthians 6:19-20). Students are encouraged to seek physical, mental, and social challenges in life utilizing faith-informed, responsible choices.

In Physical Education, an HPS student will know and be able to:

- Demonstrate knowledge of human anatomy and body systems
- Demonstrate competency in many movement forms and proficiency in a few forms of physical activity
- Apply concepts and principles of human movement to the development of motor skills and the learning of new tasks
- Analyze the benefits of regular participation in physical activity
- Achieve and maintain a health-enhancing level of physical fitness
- Demonstrate responsible personal and social behavior in physical activity
- Understand how participating in physical activity promotes inclusion and an understanding of the abilities and cultural diversity of people
- Understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication
- Honor and glorify God in sports and physical activities
- Demonstrate an understanding of effective warm-up techniques
- Explain key elements to maintain and promote personal health and wellness
- Accept personal responsibility for seeking total health for self and others through recognizing God’s plan for human life
- Collaborate with other students to reach a goal
- Share thoughts, questions, ideas, and solutions
- View problems in a new way, linking learning across subjects and disciplines

Courses

Health (.50 credit)

The Health course is designed to provide students the opportunity a) to develop the knowledge of God as the Creator of human existence and the environment, b) to understand that maintaining a healthy body and mind requires a specific way of living, c) to foster in students a desire for spiritual health which will require basic Christian disciplines, and d) to help students develop an attitude of respect for their bodies as well as an attitude of responsibility for their own actions. Instructing and guiding students to develop a healthy lifestyle is the overarching design of this course. This course is a one semester half-credit course.

Personal Fitness (0.50 or 1.0 credit)

The Personal Fitness course provides the students with opportunities to develop an individual optimum level of fitness. Course topics include physical fitness concepts, the significance of lifestyle in one’s health and fitness, assessment of the health-related components of physical fitness, health problems associated with inadequate fitness levels, and beneficial nutritional practices.

Wellness (0.50 or 1.0 credit)

The Wellness course is designed to enhance athletic performance and physical conditioning. This course provides athletes an opportunity to train in their sport(s) or become involved with a general workout to improve their overall well-being. Athletes are encouraged to communicate with their coaches and their strength and conditioning course instructor to provide them with a balanced workout and workout schedule that supports their individual and team needs. Strength and Conditioning I focuses on improving both the health and skill related components of physical fitness. Those components are cardiovascular fitness, body composition, flexibility, muscular strength, muscular endurance, coordination, agility, reaction time, balance, speed, and power.

Biblical Studies

The purpose of the Biblical Studies program at Harvest Preparatory School is to provide an academic environment for students to know God through Jesus Christ and to grow in their faith. God is a personal God who reveals to humanity his nature, purpose in history, and love for all creation. At the center of our faith is the crucified and risen Jesus Christ and our belief that "...the Son of God became a man so that humanity could become children of God" (*Mere Christianity*, C.S. Lewis). The Biblical Studies curriculum further provides the framework for a study of Scripture, thus providing the opportunity to apply biblical principles and examples to the choices and issues students face each day. The focus of the intentional classroom instruction consists of a) knowledge of the Bible, b) application of Scripture, and c) discernment to think and reason from a biblical worldview. The ultimate goal is to help students formulate a Christ-centered biblical worldview.

What an HPS student will know and be able to do in Bible:

- Develop and demonstrate a respect and love for God
- Develop a personal and intimate knowledge of God
- Demonstrate obedience to God and his will
- View the world as God's handiwork
- Understand God's sovereignty in his creation
- Understand that God has a purpose and plan for each life
- Develop a biblical worldview of man, his origin, nature, history, and destiny
- Understand the unity of all God's truth
- Demonstrate an understanding of how truth is known
- Demonstrate the ability to discern truth and error
- Understand that values are rooted in an eternal God
- Identify what is good and what is evil and to pursue that which is good
- Demonstrate an appreciation of the arts
- Exemplify the four Warrior student outcomes: spiritually alive, intellectually alert, physically disciplined, socially adept

Courses

Bible Survey (Survey of Old and New Testaments) (1.0 credit)

The Bible Survey course provides students with a clear understanding of the structure, authorship, chronological setting, and content of the Old and New Testaments. Students will develop a foundational understanding of the context in which the Old Testament emerged and will examine the life, ministry, teachings, death, and resurrection of Jesus Christ. Students will learn how to apply critical thinking skills to the reading of biblical texts, how to examine and analyze Scripture and how this study relates to our lives and points to Jesus Christ. The Bible Survey course is required for graduation; it is designated as a freshman level course.

Apologetics: Faith (1.0 credit)

The Apologetics: Faith course is designed to deepen and broaden the student's understanding of the core presuppositions of the Christian worldview and to enable the student to evaluate those presuppositions in contrast with other competing worldviews. The goal is to challenge the student's understanding of biblical truth and its relevance to all of life, to help him or her to declare biblical truth with integrity and clarity, and to be able to defend biblical truth with intellectual vigor and courage. This course is required for graduation; it is designated as a sophomore level course.

Comparative Religions (1.0 credit)

The Comparative Religions course deepens and broadens the student's understanding of the core presuppositions of the Christian worldview and enables the student to evaluate those presuppositions in contrast with other competing world religions. The course will equip the Christian to analyze ideas, and to evaluate dominant world religions and their perspectives from a biblical standpoint. It will provide better knowledge of Scripture and how to apply it to the issues of today. This should lead to a better understanding of the world and help develop a heart for evangelism and world missions.

Leader for Life (1.0 credit)

The Leader for Life course is designed to help seniors discover and develop their God-given talents as leaders, challenging them to use their abilities to lead while making a positive difference in the world. Through the study of various biblical and historical godly men and women, students are expected to develop a biblical understanding of leadership skills. The senior thesis serves as the capstone of the Leader for Life course and the student's academic experience at Harvest Preparatory School. The objective of the thesis is to afford seniors an opportunity for practical, real-life research and understanding of a specific area of academic and/or career pursuit while simultaneously facilitating a distinctive examination of how the Lord is actively working in and through a student's studies. Every thesis project is cross-curricular with the Harvest Preparatory School English Department and culminates with a formal presentation.

General Electives

ACT Prep (0.50 or 1.0 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 listening and note taking techniques, test taking strategies, questioning and thinking skills, information retrieval, pre-ACT test practice, memory technique, reading in the content areas, vocabulary development, and college application completion 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 will take several timed practice tests during the course.

Edmentum™ Plato Courseware (0.50 or 1.0 credit)

Through the Plato Courseware, students can select from a myriad of self-paced online courses. Students are encouraged to take at least one online Plato course during their high school career to better prepare for the online platforms that many colleges use, especially in regards to discussion board posts. When scheduling for courses, students can be presented with the course options available for that upcoming school year. Students can also use this curriculum for enrichment or credit recovery.

Student Services Program (.0 credit)

Juniors and seniors have the opportunity to earn community service hours by volunteering as a student aide to a teacher or office employee. Students earn 60 community service hours for one semester and a total of 120 community service hours for one year. Selected students must be in good academic and behavioral standing with the school, be trustworthy and have high moral character. A student will be assigned to their staff member during the course scheduling process.

Personal Development (1.0 credit)

This course is reserved exclusively for students who have an Individualized Education Plan (IEP) and provides the opportunity for them to meet with their case manager during the standard school day. This period can be used for tutoring, enrichment, or review of IEP accommodations. This is a required course for students who possess an IEP.