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Greetings!

Thank you for choosing to partner with Griggs International Academy. Griggs has a devotion to support NAD schools in a way that will help them thrive, provide more options for students and increase enrollment.

Griggs works closely with the North American Division, Unions and Conferences to make sure our partnerships are in line with their “big picture” of Adventist education. It is a blessing to work together to serve students.

Since relocating to the campus of Andrews University, Griggs has had several updates, including a brand new website and online virtual bookstore. Please take the time to navigate through our website at griggs.edu to view the changes and stay current with our programs and student services. We hope these modifications turn into advantages for our students.

Every family has a huge challenge and responsibility to make sure their children receive a quality education. We are thankful you are choosing Griggs for this important task. It is our goal to “Educate for a Lifetime!”

Please feel free to contact us with questions. You are the most important part of the services we offer.

La Ronda Curtis Forsey
Associate Dean, GIA Principal
laronda@andrews.edu
Checklist to Enroll in APLE®

APLE® School Checklist

☐ Identify the need
☐ Gain approval from (see APLE® Program Application):
  ☐ Board ☐ Treasurer ☐ Principal
  ☐ Conference ☐ Union

☐ Select
  a. APLE® Classroom Facilitator
  b. Certified Teachers; if offering on-site course through GIA
  c. A background check is required for ALL individuals working with APLE students.

☐ Submit completed APLE® Program Application to Griggs APLE® Director
  ☐ If on-site certified teachers are used, please submit their NAD certification to Griggs APLE® Director.

☐ Mail non-refundable $150 application fee to Griggs APLE® Director at the Maryland address below. If the application and application fee are submitted by May 15, a $50 credit will be given.

☐ APLE® Program approval from GIA APLE® Committee

☐ Submit to APLEDirector@andrews.edu
  ☐ School Calendar
    ☐ Daily Schedule (Remember that a full unit of credit must have 3600 minutes of seat time each semester, 7200 minutes a year)
    ☐ Semester Completion Schedule (Contact APLE® Director for assistance)
  ☐ Eighth grade report card or highschool transcripts to be evaluated
  ☐ Teacher certification for on-site courses
  ☐ Course Syllabus for each on-site course

☐ As soon as possible, begin enrolling students by completing the APLE® Student Enrollment Form for each student (parent/guardian information found on page two of APLE Enrollment Form is required)

☐ All Students must have either an 8th grade report card (for incoming 9th graders) or high school transcript, submitted to the GIA APLE® Director to be evaluated prior to enrolling. Official transcripts are required before credits are recorded on GIA transcript.

☐ Submit APLE® Student Enrollment and Payment/Billing Form to APLE® Director.

APLE® Reach Out Checklist

☐ Contact the APLE® Director for pricing information as it will be different based upon number of enrolled students in a course.

☐ Identify the need

☐ Gain approval as needed (see APLE® Program Application):
  ☐ Select the APLE® Classroom Facilitator for each class
  ☐ Submit completed APLE® Program Application to APLE® Director
  ☐ APLE® Program approval from GIA APLE® Committee

☐ As soon as possible, begin enrolling students by completing the APLE® Student Enrollment Form for each student

☐ Unofficial transcript required for courses with prerequisites

☐ Submit APLE® Student Enrollment and Payment/Billing Form to APLE® Director

☐ APLE® classroom facilitator submits semester completion schedule— contact APLE® Director for assistance.

Main Contacts

Program Advising, Course Content & Enrollment, Teacher Qualification:

Lamar Nangle, APLE® Programs Director
Email: APLEDirector@andrews.edu
Phone: 301-680-6585

La Ronda Curtis Forsey, GIA Principal
Email: laronda@andrews.edu
Phone: 269-471-6548
APLE® Programs—What are they and how do they work?

APLE® Information
Accredited Programs for Learning Environments (APLE®) was designed cooperatively by the North American Division Office of Education (NADOE) and Griggs International Academy (GIA) to meet the needs of NAD schools. By joining APLE Programs these schools are able to use a combination of GIA courses and faculty to enhance their current programs or even to help their school offer additional grade levels. Senior academies even have the opportunity, through APLE® Reach Out, to offer core classes for which they do not have staffing available. On occasion, and with approval from both conference and union, schools may offer a complete high school program using APLE Programs. Students of such schools receive GIA Maryland state-approved diplomas.

Approvals—APLE® Schools and Reach Out
All APLE® Programs must be approved by the school board, and the offices of education in both the conference and union on their APLE® School Application. Griggs International Academy will review the application for final approval.

Student Qualifications
Students will need to be:
• adaptable to distance learning
• motivated to work independently

Students with learning challenges need:
• approval from GIA K–12 Committee
• to submit an official IEP to APLE® Director

APLE® Classroom Facilitator
All APLE® schools must select an individual to be the APLE® classroom facilitator who does not need to be a certified teacher, however, ALL individuals working with APLE students MUST under a background check as required by the North American Division. See APLE® Classroom Facilitator Job Skills and Responsibilities.

Operation—APLE® Schools and Reach Out
GIA will work individually with each school to best serve their academic needs. Courses can be:
1. Full Service
   a. Griggs teachers manage and grade all submissions and exams, providing additional assistance and course counseling when needed. The local classroom facilitator/teacher works closely with the GIA APLE® Director serving as a liaison between GIA and the APLE® school. The APLE® school students are students of the local school. Exams are requested by students and classroom facilitators/teachers are sent the exam availability password.
2. On-site Service
   a. When a school wishes to offer on-site courses to be recorded by GIA (such as a junior academy wanting to offer Grade 11 or 12 subjects by a certified teacher OR a K–8 wanting to offer a high school course by a certified teacher) the principal must submit the following documents with their APLE® Program Application:
      • Teacher certification for the teachers
      • A course outline for the year
      • Textbooks and ISBN numbers to be used
      • A description of the way students will be evaluated.
   b. GIA will review all documents making certain teacher credentials and course content match GIA requirements.
   c. Applying school will be notified of the results of GIA APLE® Committee review within two week of receiving documentation.
   d. At the end of each semester, the on-site teacher will submit a semester grade report for each APLE® student to the APLE® Director (APLEDirector@andrews.edu) for recording. See recording fees in the finance section of this catalog/handbook.
APLE® Program Policies

Academic Policies
• School application and student enrollments or course changes are subject to approval by the GIA academic advisor.
• The school is responsible for enrolling students in the correct course(s). Please refer to student plan of study and school’s academic schedule.
• All preceding assignments are to be completed and financial obligations before exam is released to the APLE® classroom facilitator.
• Transcript fee of $5.00 must be received for each transcript requested.
• Length of courses may vary. Some are one-semester and others are two-semester (full-year) courses.
• APLE® students are expected to complete the course(s) within a normal school year (180 days).
• Students who plan to graduate from their APLE® School with a GIA diploma must 1) meet the high school graduation requirements 2) submit all 8th grade report cards or official transcripts from former high school(s) to APLE® Director.
• The following deal specifically with our APLE® schools as they are bound by NAD Education Policies. All other policies can be found in the GIA K-12 Catalog/Handbook.
  » Bible Policy: A year of Bible is required for every year in attendance at a Seventh-day Adventist school. If graduating in three versus four years, the fourth Bible is still required for graduation.
  » Graduating Early Policy: All Academic Acceleration must be approved by the GIA APLE® Committee. Please see the Acceleration document in the supplemental materials.
• For any coursework a student might need or wish to take during the summer, please contact the APLE Director (APLEDirector@andrews.edu).
• APLE® Schools with on-site teachers must turn in a complete semester grade report for each student at the end of the semester for GIA to record grades ($50 per student per .50 units of credit). Please see APLE® On-site Course Grade Report.
• APLE® Schools must provide standardized testing results for 9th and 11th grade students. If testing is not available through your local APLE® school, please contact the APLE® Director.
• APLE® School College Preparatory diploma seeking seniors are required to provide ACT or SAT scores by using Griggs International Academy school code: 210948, using the address: Griggs International Academy, 12501 Old Columbia Pike, Silver Springs, MD 20904 USA.
• Students receiving a GIA diploma must have 5 credits (Standard Diploma) or 6 credits (College Prep Diploma) completed in a GIA delivered course. Two GIA delivered credits (at least one core) are required for every year of attendance, with a minimum of 3 credits for graduation.
• Courses taught on-site must be approved by the APLE® Committee and taught by credentialed subject area teacher.
• APLE® School changes in on-site teachers or courses offered must be submitted to the APLE® Director for approval BEFORE the change goes into affect.
• All courses taught locally as GIA approve on-site courses must submit semester grades at the end of each semester. Please note that if you are a junior academy and teach any course to an 11th or 12th grader, the course must be approved by GIA as an on-site course and grades submitted to GIA.

Financial Policies
• Supplies may be purchased through GIA’s Online Bookstore at www.bookstore.mbsdirect.net.
• APLE® School $150.00 application fee must be paid prior to enrolling students.
• Student enrollment fees of $50/student/year must be paid at the time of student enrollment.
• The tuition may be paid in full or financed over a maximum of seven months. Final exams will be released only upon receipt of all preceding assignments and final payment.
• GIA bills the school, not the student(s), for the monthly payment plan. No personal checks/credit cards are accepted for APLE® school accounts.
• For schools teaching on-site courses that are to be recorded by GIA as a GIA on-site course, your school will be billed $50 per student per .5 units of credit.
• A late payment fee of $20 per month will be charged on delinquent accounts. A delinquent account is one that is 30 days past due. All services for all students will be held if the school’s account is delinquent. GIA may report delinquent accounts to a credit bureau. All costs of collection will be added to delinquent accounts.
• APLE® tuition, please see APLE® Student Enrollment Form.
• Refund Policy:
  1. APLE® Student Enrollment Fee is non-refundable.
  2. Eligible for refund up to 21 days after start date.

Web: griggs.edu
Miscellaneous Fees*
The following fees may be charged to the student’s account during the course of study. These fees are due as charged for service provided and cannot be included in a payment schedule. All fees are non-refundable.

APLE® School Application Fee .......................................................... $150 per school year
Alternate Exam: Grades 9–12 .................................................... $50 per student per exam
Challenge Exam: Grades 9–12 ................................................. $100 per student per exam
Tech Fee (for some courses)............................................................. $20/30 per student
Enrollment Fee........................................................................ $50 per student per year
Expedited Transcript ..................................................... $40 domestic, $60 international
High School Diploma.............................................................................. $110 per student
Late Payment ............................................................................................. $20 per month
Placement Test............................................................................ $110 per student per test
Recording: On-site courses recorded by GIA on-site courses .... $50 per ½ unit per student
Achievement Test......................................................................................................... $25
Returned Check ........................................................................................................... $35

System Requirements and Technical Support for High School Online Courses
- High-speed Internet access
- Software: Adobe Acrobat Reader, word processing (e.g. MS Word), current browser version with JavaScript and Cookies enabled. Adobe Flash Player 10.1 or newer.
- Hardware: 1 GB+ RAM, 1Ghz+ processor, 3GB hard drive space, 1024 x 768 or higher screen resolution, audio speakers, and microphone.
- Desktop support most recent versions of: Mozilla Firefox, Google Chrome, Microsoft Edge, Apple Safari or Internet Explorer
- Tablet and mobile support most recent versions of: Android, Apple or Microsoft Surface
- We do NOT encourage the use of Chrome books.

APLE® schools are responsible for supporting their own computers. GIA is not responsible for providing technical support for the students’ computers. GIA will, however, support the computer application function of the online program.

Please Note:
Tuition fees are based on student course load. The Financial Information chart can be found at the bottom of page 7.
Please complete the following application. This document establishes local interest in an NAD Education Program, and allows schools, conferences and unions to give permission for a partnership between NAD and the local school for APLE® or Reach Out.

### SCHOOL INFORMATION

<table>
<thead>
<tr>
<th>SCHOOL NAME</th>
<th>SCHOOL MAILING ADDRESS</th>
</tr>
</thead>
<tbody>
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<td>SCHOOL PHONE</td>
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<tr>
<td>PRINCIPAL’S NAME</td>
<td>PRINCIPAL PHONE</td>
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<td>CONFERENCE AND UNION</td>
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<tr>
<td>PRINCIPAL EMAIL ADDRESS</td>
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</table>

### APLE® CLASSROOM FACILITATOR

**CONTACT PHONE**

**CONTACT EMAIL ADDRESS**

### HOW DID YOU HEAR ABOUT GRIGGS?

- [ ] Returning Student
- [ ] Teacher/Advisor
- [ ] Church/Pastor
- [ ] Website: ____________________________
- [ ] Publication: ____________________________
- [ ] Other: ____________________________

### PROGRAM(S) REQUESTED

- **APLE® School**—using Griggs online curriculum and teachers for delivering Grades 9–12 education
  - [ ] Full Service—APLE® teachers manage and grade; local facilitators manage students and their progress.
    - Potential Courses
  - [ ] On-site Service—Local teachers teach with GIA approval (GIA will need to approve certification for each teacher and a Course Outline for each class. Each APLE® school will submit grades to GIA for transcript recording). Please remember the policy for courses that must be GIA Delivered. *If any high school courses are taught to 8th graders there must be GIA pre-approval*
    - Potential Courses
  - Grade Levels for this Program:  
    - [ ] 9th
    - [ ] 10th
    - [ ] 11th
    - [ ] 12th (check all that apply)
  - Approximate number of students for this service: __________  
  - School start date: __________

- **Reach Out**—GIA “Reaching Out” to help Academies by offering bulk enrollment discounts for courses needed
  - Potential Courses
  - Grade Levels for this Program:  
    - [ ] 9th
    - [ ] 10th
    - [ ] 11th
    - [ ] 12th (check all that apply)
  - Approximate number of students for this service: __________  
  - School start date: __________

**Web:** griggs.edu
In submitting this application, I am verifying that I have read and understand the above information, and the information found in the contract of responsibilities on the following 2 pages.

Signature, title(s) ____________________________ Date __________________

Financial Information for APLE® Programs (Schools, Reach Out)

Application Fees for a School $150 annually
Enrollment Fees $50/student/year
Tuition (Full Service) $235/semester/student/course
Recording Fees (On-site Service) $50/semester/student/course
Miscellaneous See Packet
Books See MBS Online Bookstore

Please note:
• Look at enrollment form to see tuition
• See Packet for extra fees: School pays tuition and fees
APE® Programs
Contract of Responsibilities

PLEASE MAKE A COPY OF THIS CONTRACT FOR YOUR FILES.

We, the undersigned, recognize that the Accredited Program for Learning Environments (APE®) is a cooperative program that depends upon the cooperation of Griggs International Academy and the local school for its success. APE® students are not GIA students; they are students of the local school. Furthermore, we understand the responsibilities outlined by this contract and promise to fulfill them faithfully and to the best of our ability.

Responsibilities of Griggs International Academy
In accordance with the terms of this contract, GIA shall:
1. Offer the benefits of a regionally-accredited, Maryland state-approved program and a faculty of qualified, experienced Adventist teachers to the APE® school.
2. Grade all submissions and exams.
3. Offer additional instruction, advice and course counseling for students as needed to guide them to a better understanding of the subjects.
4. Provide academic recordkeeping services that include exam grade reports, semester report cards, and transcripts for each student.

Responsibilities of the Conference
In accordance with the terms of this contract, the conference shall:
1. Ensure the proposed program meets the standards of the conference, union and division.
2. Verify courses taught by campus faculty meet the requirements of the conference and the state.
3. Provide any necessary insurance, licenses, clearances or whatever may be needed to comply with state and/or local laws.
4. Visit the school periodically to evaluate its progress.

Responsibilities of the Parents
In accordance with the terms of this contract, the parents shall:
1. Support the school’s efforts to keep students on schedule in their classes and on track for graduation.
2. Contact APE® School classroom facilitator for academic updates. Progress Reports provided to APE® Schools weekly are to be shared with parents at least twice a month.
3. Log into student’s online account periodically to view student’s progress in all courses.

Responsibilities of the Students
In accordance with the terms of this contract, the students shall:
1. Keep their books in good condition.
2. Work diligently to make good progress in their studies.
3. Know their schedule and help the APE® classroom facilitator by turning in assignments on time according to the school calendar.
4. Abide by all academic policies as outlined by both the local school and GIA.
5. Behave in a manner representative of an Adventist campus.
6. Uphold standards of academic integrity.

Responsibilities of the Local School Board
In accordance with the terms of this contract, the local school board shall:
1. Make certain that parents have been adequately informed about the APE® program.
2. Ensure the program is financially viable.
3. Ensure the program meets an institutional need and the school is adequately staffed to handle the responsibilities.
4. Ensure the appointed APE® classroom facilitator is qualified to work with students and is comfortable with using technology.

Responsibilities of the Local School Administration
In accordance with the terms of this contract, the local school shall:
1. Facilitate student progress by submitting, no later than two weeks after the beginning of each semester, a weekly completion schedule for each course. GIA prefers cohort learning schedules but understand this may not always be possible.
2. Provide the students adequate classroom space and other physical facilities.
3. Assign a responsible and well-organized person (preferably someone with teaching experience) to supervise the APE® program and to work with the GIA APE® Director. This individual must be available to read lessons aloud and provide guidance on a daily basis.
4. Ensure proper and timely payment in accordance with GIA’s financial policies. The school must collect payment from students and parents, but GIA deals only with the local school. The school shall meet payment deadlines without regard to the school’s collection of payments from students and parents. Any delay in receipt of payment may result in withholding of service by GIA.
5. Ensure that payment of recording fees for courses taught on campus and recorded by GIA is paid with submission of grades at the end of each semester.
Responsibilities of the APLE® Classroom Facilitator
In accordance with the terms of this contract, the APLE® classroom facilitator shall be:

- Comfortable with Technology
  - Work with GIA’s LMS (Learning Management System) D2L to ascertain student progress and lesson materials, number of submissions and tests in each course
  - Scan and email any required paper documents to course dropboxes

- Organized
  - Creates classroom/class schedules emphasizing cohort learning
  - Be familiarized with GIA course requirements such as number of lesson, submission, tests and outlines
  - Coordinates Griggs courses completion requirements with local school end of semester dates
  - Organizes students in adhering to their schedule

- Good communication skills: interpersonal, telephone, email
  - Communicate to the following:
    - Local Administration
    - Parents
      - grades (midterm, semester, as requested by a parent)
      - behavior
    - Students
    - GIA APLE® Administration
      - requests
      - needs
      - observations
    - GIA APLE® Teachers

- Be resourceful in helping students find answers to questions about or within their courses
- Modeling and facilitating academic integrity
- Schedule and Proctor Exams
- Other as recommended by your local school

College Preparatory Diploma (25 units)
- 4 units of english (must include one unit of American Literature)
- 4 units of math (must include Algebra I, Geometry, Algebra II or higher level math courses; if Pre-Algebra is completed, an additional math credit is required.)
- 4 units of science (must include one life science and one higher level science)
- ½ unit of Health
- 1 unit of Physical Education
- 3 units of social studies (must include U.S. History and .50 credit of U.S. Government)
- 1 unit of Computer Literacy or similar course
- 1 unit of fine arts
- 2 units of modern languages (the same language)
- 4 units of religion (1 unit of religion for each academic year in attendance)
- ½ unit of elective
- Minimum 20 hours of community service per year required while in attendance
- ACT/SAT test scores (recommended)
- College courses are available to pre-approved, qualifying high school students.

Standard Diploma (21 units)
- 4 units of english (must include one unit of American Literature)
- 3 units of math (must include Algebra I; if Pre-Algebra is taken an additional math credit is required)
- 3 units of science (must include one life science)
- ½ unit of Health
- 1 unit of Physical Education
- 3 units of social studies (must include U.S. History and U.S. Government)
- 1 unit of Computer Literacy or similar course
- 1 unit of fine arts
- 4 units of religion (1 unit of religion for each academic year in attendance)
- ½ units of elective
- Minimum 20 hours of community service per year required while in attendance
- ACT/SAT test scores (recommended)
- College courses are available to pre-approved, qualifying high school students.

AGREEMENT: The school agrees to pay Griggs International Academy (GIA) the entire amount due under the contract within the number of (payments) months remaining in the academic school year with final payment due no later than 3 weeks before the last day of school. The school further agrees to abide by the terms stated in the APLE® Packet. The school understands that GIA reserves the right to deny credit/financing on the basis of the school’s credit history.
### College Preparatory Diploma

Minimum of 25 Carnegie Units*

<table>
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<tr>
<th>Grade 9</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>Bible I</td>
<td>1</td>
</tr>
<tr>
<td>English I</td>
<td>1</td>
</tr>
<tr>
<td>Algebra I</td>
<td>1</td>
</tr>
<tr>
<td>Computer Literacy</td>
<td>1</td>
</tr>
<tr>
<td>Earth Science/Physical Science</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education (any year)</td>
<td>½</td>
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<tr>
<td>Elective</td>
<td>½</td>
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<tr>
<td>Community Service</td>
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</table>

<table>
<thead>
<tr>
<th>Grade 10</th>
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</thead>
<tbody>
<tr>
<td>Bible II</td>
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<tr>
<td>English II</td>
<td>1</td>
</tr>
<tr>
<td>World History/Geography</td>
<td>1</td>
</tr>
<tr>
<td>Geometry</td>
<td>1</td>
</tr>
<tr>
<td>Biology</td>
<td>1</td>
</tr>
<tr>
<td>Health</td>
<td>½</td>
</tr>
<tr>
<td>Independent Physical</td>
<td>½</td>
</tr>
<tr>
<td>Fitness (any year)</td>
<td>½</td>
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<tr>
<td>Community Service</td>
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</table>

<table>
<thead>
<tr>
<th>Grade 11</th>
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<td>American Literature</td>
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<td>U.S. History</td>
<td>1</td>
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<tr>
<td>Algebra II</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry/Physics</td>
<td>1</td>
</tr>
<tr>
<td>Modern Language</td>
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<td>Community Service</td>
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<table>
<thead>
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<tbody>
<tr>
<td>Bible IV</td>
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<tr>
<td>British Literature</td>
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<tr>
<td>U.S. Government</td>
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<td>History course</td>
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<tr>
<td>Math course</td>
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<tr>
<td>Science course</td>
<td>1</td>
</tr>
<tr>
<td>Modern Language</td>
<td>1</td>
</tr>
<tr>
<td>Fine Arts (any year)</td>
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</tr>
<tr>
<td>Community Service</td>
<td>0</td>
</tr>
<tr>
<td>SAT/ACT test scores</td>
<td>0</td>
</tr>
</tbody>
</table>

1 A minimum of 20 hours of community service each year with Griggs.

2 Algebra I or its equivalent must be completed before Geometry or Algebra II may be taken.

* Carnegie Unit = five 45-50 minute class periods per week for an 18-week term (60 hours) = 0.5 of credit per semester.

University/Dual credit — approval of qualifications and educational site by GIA High School Advisor prior to enrollment.

### Standard Diploma

Minimum of 21 Carnegie Units*

<table>
<thead>
<tr>
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<tbody>
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<tr>
<td>English I</td>
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</tr>
<tr>
<td>Math course/Algebra I</td>
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<tr>
<td>Computer Literacy</td>
<td>1</td>
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<tr>
<td>Earth Science/Physical Science</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education (any year)</td>
<td>½</td>
</tr>
<tr>
<td>Elective</td>
<td>½</td>
</tr>
<tr>
<td>Community Service</td>
<td>0</td>
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<table>
<thead>
<tr>
<th>Grade 10</th>
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</thead>
<tbody>
<tr>
<td>Bible II</td>
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### Electives for Both Diplomas

#### Business and Technology (Applied Art)

- Computer Literacy | 1 |
- Entrepreneurship | ½ |
- Keyboarding | ½ |
- Personal and Family Finance | ½ |
- Public Speaking | ½ |

#### English

- Public Speaking | ½ |

#### Fine Arts

- Art in World Cultures | ½ |
- Culinary Arts | ½ |
- Fashion and Interior Design | ½ |
- Music Appreciation | ½ |
- Digital Photography I | ½ |
- Digital Photography II | ½ |

#### Health and Physical Education

- Physical Fitness (Independent Study) | ½ |

#### History and Social Sciences

- Criminology | ½ |
- Geography | ½ |
- Holocaust History | ½ |
- World History | ½ |

#### Mathematics

- Adv. Algebra w/ Fin Applications | 1 |
- Integrated Math | 1 |
- PreCalculus | 1 |

#### Modern Languages

- Spanish I | 1 |
- Spanish II | 1 |

#### Sciences

- Anatomy and Physiology | 1 |
- Forensic Science I | ½ |
- Forensic Science II | ½ |
- Veterinary Science | ½ |
High School Course Descriptions

Most courses are available online. For students who do not have access to high-speed Internet, core courses are also available via paper-based instruction. Refer to the enrollment packet (online at griggs.edu/pdfs/enrollgia.pdf) to choose the courses that are right for you.

**Business and Technology (Applied Art)**

1 Unit Computer Literacy
Standard and College Prep

**Computer Literacy (1 Unit—required)**
1048 online
Virtually every aspect of daily life utilizes some type of computer usage. This Computer Literacy course hones problem-solving skills while encouraging creativity with attention to detail throughout the course via assignments and projects. From the start, students are challenged with developing a biblically/morally based personal standard code of ethics then given the opportunity to consider how they would act in a wide range of dilemmas. Important computer issues such as computer security, cyberbullying and appropriate computer usage are researched with ample information provided to make wise, safe technological choices and ethical decisions.

To ensure marketability in any field of work or study, students delve into Microsoft Office PowerPoint, Word and Excel with assignments and projects utilizing real-world applications including research paper production, PowerPoint speech presentations, Excel spreadsheet and chart preparation, and business letter formations along with a variety of other topics and projects. Many projects require significant topical research and software application. Students that successfully complete this course will be ready to utilize their computer skills to meet the rigors and challenges of higher education.

**Entrepreneurship (½ Unit)**
976 online
Do you dream of owning your own business? This course can give you a head start in learning about what you will need to own and operate a successful business of your own. You will explore creating a business plan, financing a business, and pricing products and services. You will also learn more about the regulations that apply to businesses, marketing products and services, and the legal and ethical guidelines that govern businesses.

**Personal and Family Finance (½ Unit)**
978 online
How do our personal financial habits affect our financial future? How can we make smart decisions with our money in the areas of saving, spending and investing? This course introduces you to basic financial habits such as setting financial goals, budgeting and creating financial plans. You will learn more about topics such as taxation, financial institutions, credit, and money management. The course also addresses how occupations and educational choices can influence personal financial planning, and how you can protect yourself from identity theft.

Computer software requirements (software is not available through GIA). Most recent versions of the following:
- Student needs access to a computer with high-speed Internet access
- Adobe Flash Player 10.1 or newer (free download)
- Microsoft Office 2016 (to purchase) or Office 365 (to rent). Go to Microsoft.com for details. Must include Word, Excel and PowerPoint. Student version is acceptable—Free Online Office is not acceptable
- Adobe Acrobat Reader (free download)

Note for MAC users: Students using a MAC computer should notify the instructor immediately upon enrollment.

Dropbox/Printer: Projects are submitted via the Griggs Online/Desire2Learn Dropbox, therefore a printer is not necessary for completion of the course.
Consumer Sciences

Culinary Arts (½ Unit)**
958 online
Food is fundamental to life. Not only does it feed our bodies, but it’s often the centerpiece for family gatherings and social functions. In this course, you will learn all about food including food culture, food history, food safety and current food trends. You will also learn about the food service industry and try your hand at preparing some culinary delights. Through hands-on activities and in-depth study of the culinary arts field, this course will help you hone your cooking skills and give you the opportunity to explore careers in this exciting industry.

Fashion and Interior Design (½ Unit)**
907 online
Do you have a flair for fashion? Are you constantly re-decorating your room? If so, the design industry might just be for you! In this course, you will explore what it is like to work in the industry by exploring career possibilities and the background that you need to pursue them. Get ready to try your hand at designing as you learn the basics of color and design then test your skills through hands-on projects. In addition, you will develop the essential communication skills that build success in any business. By the end of the course, you will be well on your way to developing the portfolio you need to get your stylishly clad foot in the door of this exciting field.

English

4 Units — Standard and College Prep

Note: Please consult with the high school advisor to decide which sequence of English courses will best meet your needs.

English I (1 Unit)
682 online/681 paper
This course provides opportunity for you to examine many different authors, observing how they construct stories, essays and speeches to achieve varied goals. You will be equipped with tools for understanding the writing process and given opportunity to grow an author. Vocabulary will be emphasized since words are the tools of writers and any good writer needs a diverse tool box. You will learn to craft sentences and paragraphs into well-planned essays as well as illustrate the basic components of narrative and persuasive essays. Overall this course will help you become a better thinker, reader, writer and speaker.

English II (1 Unit)
683 online/684 paper
Prerequisite: English I or equivalent.
You will review the principles of writing effectively and reading with understanding. A study of the elements of literature and literary forms such as the short story, essay, play and poem are discussed. You will also develop language skills by studying grammar topics, conducting literary analysis, and writing short compositions.

American Literature (1 Unit—required)
572 online/571 paper
Prerequisites: English I and English II
This study covers the birth of the North American continent up through the present. You will be introduced to early North American cultures—Native American myths and legends, and the writings of early English and Spanish explorers. You will study the settlement along the East Coast by reading several narratives of the Puritans’ experiences including the 20th-century play, The Crucible. As the nation takes shape, you will explore various speeches and writings of various authors and poets including the Fireside poets, who celebrated American themes. The works of Emerson and Thoreau and the innovative poetry of Walt Whitman and Emily Dickinson will complete your course of study.

British Literature (1 Unit)
686 online/677 paper
Prerequisites: English I and English II
In this course you will encounter many of the heroes of British Literature, from Beowulf, the hero of the ancient Anglo-Saxons, to William Shakespeare’s King Henry V, one of England’s most beloved kings. You will learn about dreaded diseases and murdered martyrs. You will travel through the Renaissance and Enlightenment, meet William Wordsworth, an ancient mariner, and the Lilliputians. You will watch Brit-
ain’s success through the Victorian Age and its anguish through World War I—all through the voice of literature.

**Fine Arts**

1 Unit—*Standard and College Prep*

**Public Speaking (½ Unit)**

*900 online*

The art of public speaking is one which underpins the very foundations of Western society. This course examines those foundations in both Aristotle and Cicero’s views of rhetoric, and then traces those foundations into the modern world. You will learn not just the theory, but also the practice of effective public speaking, including how to analyze the speeches of others, build a strong argument, and speak with confidence and flair. By the end of this course, you will know exactly what makes a truly successful speech and will be able to put that knowledge to practical use.

**Art in World Cultures (½ Unit)**

*899 online*

Who is the greatest artist of all time? Is it Leonardo da Vinci? Claude Monet? Michelangelo? Pablo Picasso? Is the greatest artist of all time someone whose name has been lost to history? You will learn about some of the greatest artists while also creating art of your own, including digital art. We will explore the basic principles and elements of art, learn how to critique art, and examine some of the traditional art of the Americas, Africa, and Oceania in addition to the development of Western art.

**Music Appreciation (½ Unit)**

*908 online*

Music is part of everyday lives and reflects the spirit of our human condition. To know and understand music, we distinguish and identify cultures on local and global levels. This course will provide you with an aesthetic and historical perspective of music, covering a variety of styles and developments from the Middle Ages through the 21st Century. You will acquire basic knowledge and listening skills, making future music experiences more informed and satisfying.

**Digital Photography I (½ Unit)**

*979 online*

Have you ever wondered how photographers take such great pictures? Have you tried to take photographs and wondered why they didn’t seem to capture that moment that you saw with your eyes? The Digital Photography I course focuses on the basics of photography, including building an understanding of aperture, shutter speed, lighting and composition. You will be introduced to the history of photography and basic camera functions. You will use the basic techniques of composition and camera functions to build a portfolio of images, capturing people, landscapes, close-up and action photographs.

**Digital Photography II (½ Unit)**

*904 online*

In today’s world, photographs are all around you, including in advertisements, on websites and hung on our walls as art. Many of the images that you see have been created by professional photographers. In this course, you will examine various aspects of professional photography, including the ethics of the profession, and examine some of the areas that professional photographers may choose to specialize in, such as wedding photography and product photography. You will also learn more about some of the most respected professional photographers in history and you will learn how to critique photographs in order to better understand what creates an eye-catching photograph.

**Health and Physical Education**

1 ½ Unit—*Standard and College Prep*

**Health (½ Unit)**

*124 online*

An apple a day keeps the doctor away! This class provides Biblical principles on living a long and happy life. Since it obviously involves more than eating an apple a day, students will examine topics such as mental and emotional health, stress and how it affects the body, and the importance of proper nutrition and physical fitness. You will begin to understand how the body systems work and will explore how your choices and behavior affect every component of your health.
High School Course Descriptions continued

Physical Education (½ Unit)
1031 online
This course is designed to provide you with the basic skills and information needed to begin a personalized exercise program and maintain an active and healthy lifestyle. In this course you will participate in pre- and post-fitness assessments in which you will measure and analyze your own levels of fitness based on the five components of physical fitness: muscular strength, endurance, cardiovascular fitness, flexibility and body composition. You will also learn more about the benefits of physical activity, as well as the techniques and guidelines of exercise to keep you safe and healthy.

Physical Fitness-Independent Study
1032 online
Prerequisite: Physical Education
This course is designed for full-time homeschool students who are committed to regular physical activity as part of a healthy lifestyle. If you already participate in extracurricular sports (ex. swimming), or choose to do regular aerobic activity (ex. biking, jogging,) this course offers academic credit for that activity. The course requires 18 weeks of work but can be condensed to no fewer than 16 weeks. You will participate in planning, executing and reporting weekly workouts, and learn about healthy lifestyle topics along the way. This is self-directed, but does require weekly check-ins, and you will show an improvement between a pre-test and post-test assessment.

History and Social Sciences

3 Units—Standard and College Prep

Criminology (¼ Unit)**
905 online
In today’s world, crime and deviant behavior rank at or near the top of many people’s concerns. In this course, you will study the field of criminology—the study of crime. You will look at possible explanations for crime from the standpoint of psychological, biological and sociological perspectives, explore the categories and social consequences of crime, and investigate how the criminal justice system handles not only criminals, but also their misdeeds. Why do some individuals commit crimes why others do not? What aspects in our culture and society promote crime and deviance? Why are different punishments given for the same crime? What factors...from arrest to punishment...help shape the criminal case process?

Geography (1 Unit)
106 online
When Noah and his family left the ark, they had a whole new world in front of them; what else would they do but explore this enchanting land. You will learn that this is where the pursuit to explore, map and understand Earth began. As you begin this journey of studying our captivating world, you will learn how different each part of the world can be; from the bitter cold of Antarctica to the blistering heat of Death Valley in North America. You will not only learn about the diverse physical features of Latin America, North America, Europe, Russia, Africa, Asia, Australia, Antarctica and Oceania, but also their distinct and different cultures. Geology, the interesting study of our planet’s physical makeup, will be discovered in this class as well.

Holocaust History (½ Unit)**
906 online
Holocaust education requires a comprehensive study of not only times, dates, and places, but also the motivation and ideology that allowed these events. In this course, you will study the history of anti-Semitism; the rise of the Nazi party; and the Holocaust, from its beginnings through liberation and the aftermath of the tragedy. The study of the Holocaust is a multi-disciplinary one, integrating world history, geography, American history and civics. Through this in-depth, semester-long study of the Holocaust, you will gain an understanding of the ramifications of prejudice and indifference, the potential for government-supported terror, and will get glimpses of kindness and humanity in the worst of times.

U.S. Government (¼ Unit—required)**
1015 online
The American system of government cannot and will not exist unless its citizens are able to understand and put to practice basic democratic principles such as separation
of powers, majority rule with minority rights, individual liberty, and individual and community responsibility. These are the principles that make the foundation upon which the United States of America rests. This course covers the origins and foundations of the U.S. Government, the Legislative, Executive, and Judicial branches, rights and freedoms, political parties, the electoral process, state and local governments, and how its citizens participate in its process.

U.S. History (1 Unit—required)**
1028 online
How did the United States become one of the world’s most powerful nations? You will learn that it all started from a handful of colonies, who endured many hardships such as the freezing cold winters of New England. In this U.S. history course you will study which people and events were key to the foundation of today’s U.S. society. Who wrote the Declaration of Independence? Was it one or many authors? Why is the Battle of Gettysburg considered the most significant battle in the Civil War? Who memorized the details for a water-powered machine that helped cause the Industrial Revolution? Throughout this intriguing course you will delve into the topics from early American exploration all the way to the present events that are currently shaping U.S. history.

World History (1 Unit)**
1022 online
Most people go about life without worrying about what happened in the past. Why worry about something that isn’t in the present? No matter where in the world you live, your life has been shaped by issues, inventions, figures and ideas that have happened in the past. As you look deeper into World History, you will learn about the ancient world and how the major religions developed. You will walk through the Renaissance and Reformation and see how new ideas and culture were brought to this world. You will look at what issues caused the World Wars to begin and how new inventions changed warfare. Exploration of what has happened in the past, can explain how that has shaped our lives and how we live today.

Mathematics

3 Units—Standard
4 Units—Required for College Prep

Note: Students need to consult with the high school advisor before deciding which sequence of Mathematics courses best meet their needs.

Advanced Algebra with Financial Applications (Consumer Math) (1 Unit)**
1023 online
Money. Have you ever heard that money is the root of all evil? It can be if we are careless and don’t know how to handle it. This class will teach you how to be good stewards of your money and let it become a blessing and not a curse. You will learn how to make informed decisions about budgeting, spending and investing. “We don’t get to keep all the money we earn?” Surprise! You will learn about taxes and the importance of filing and keeping track of how much they spend and on what. You will take a look at various ways to buy things, how to take out loans, and the processes of buying and renting houses and cars.

Integrated Math (1 Unit)**
1024 online
This foundational course provides the basic knowledge needed for all high school math courses. The material covered in this course is important, and everyone can do it. You will have a good time solving the real-world problems algebra can help answer. Course activities make the numbers, graphs and equations more real. The content in this course is tied to real-world applications like sports, travel, business and health. This course is designed to give you the skills and strategies to solve all kinds of mathematical problems. You will also acquire the confidence needed to handle everything high school math has in store for you. Assessments are designed to ensure that your understanding goes beyond rote memorization of steps and procedures. Upon successful course completion, you will have a strong foundation for higher level math courses.
Algebra I (1 Unit—required)
989 online/151 paper
In this course you will learn the basics of algebra. You will begin with how variables are used in forming algebraic expressions and how expressions are used in forming equations and inequalities. After reviewing the properties of real numbers and the operations that can be performed on them, you will focus on writing, solving and graphing linear equations in one and two variables. You will then extend these skills to solving and graphing linear inequalities. You will explore exponents and their functions, work with polynomials and their equations and solving quadratic equations. The course concludes with solving and graphing square root equations. Upon successful completion, you should have a solid foundation and preparation to tackle higher level math courses.

Geometry (1 Unit)**
1013 online
Prerequisite: Algebra I
Did you know that Geometry comes from the desire to measure the earth? Geo- means earth and –metry means measurement. Geometry is the study of how things are measured and the properties of objects with regards to these measurements. In this class, vocabulary is very important. There will be theorems and proofs that will need to be learned and memorized. You will learn about planes, not the kind that fly in the sky, but flat, two-dimensional surfaces. You will also take what you learned in Kindergarten about triangles and circles and investigate further. You will also learn how to measure solid figures using the theorems.

Algebra II (1 Unit)**
1020 online
Prerequisite: Algebra I
Remember all the techniques and concepts learned and used in Algebra I? Now the student will get to use them in this class. After a brief basic review, you will dive into the study of quadratic polynomials and formulas, then look at their functions and uses. We will once again look at polynomial equations but take it a step further to higher-degree. The geometry of lines and conic sections will also be studied in this class. Instead of just one or two variable quadratics, you will learn how to solve three variable quadratics, as well as vectors and the polar coordinate system. Finally, you will learn how logarithmic, exponential and trigonometric functions are applied to real world situations.

PreCalculus (1 Unit)**
1025 online
Prerequisite: Algebra II and Geometry
Students, as mathematic analysts, investigate how advanced mathematics concepts are used to solve problems encountered in operating national parks. As you venture from algebra to trigonometry, you analyze and articulate the real-world application of these concepts. The purpose of this course is to study functions and develop skills necessary for the study of calculus. This course includes algebra, analytical geometry and trigonometry.

Modern Languages
2 Units—College Prep

Spanish I (1 Unit)
934 online
“Hola mi amigo ¿cómo estás?” Have you ever found yourself in that awkward situation when someone spoke to you in Spanish and you had no idea what to say? If so, Spanish I is for you! In this class you will be introduced to the Spanish language, learn to function in a Spanish-speaking culture, to use the language in meaningful contexts, and to appreciate the role of Hispanic cultures in a global context. This course introduces written and spoken Spanish through a study of basic vocabulary and grammar. You will get to learn things such as the days of the week, weather, classroom phrases, telling time, expressing feelings, asking questions, shopping, places and events. You will even learn how to get around town and order your own food at a restaurant—that alone would make it worth it! “¡Aprende español con nosotros!”

Spanish II (1 Unit)
935 online
Prerequisite: Spanish I
“¡Vamos a ir de vacaciones!” Ever wanted to travel abroad in Spain, Mexico or perhaps the Dominican Republic? Maybe you have gone on a mission trip to a Spanish speaking country and had a hard time
communicating. This class is a continuation of Spanish I and will continue to prepare you to speak, read, listen and write in Spanish. You will also continue to explore the culture of Spanish-speaking countries and learn how to appreciate the role of Hispanic cultures. You will learn to use affirmative and negative words along with preterit and imperfect tenses, as well as writing paragraphs. You will be able to make vacation plans in Spanish and even talk about it when you get home! This class is a requirement for the College Prep diploma. “¡Aprende español con nosotros!”

Religion

4 units—Standard and College Prep

Bible I (1 Unit)
105 online
This course begins the Crossroad series which leads young people to the loving and redeeming God of Scripture. His self-revelation has its focus and fulfillment in the life, death, resurrection and intercession of Jesus Christ. His substitutionary death on the Cross is the sole basis of Christian assurance. With Christ as Savior and Lord, each believer is enabled, through the Holy Spirit, to experience a life of worship, growth and service. Each one is then eager to proclaim and stand ready for His return.

Bible II (1 Unit)
108 online
So how did the church get here anyway? It definitely didn’t just appear out of nowhere. You might think that it began with the disciples and the early Christian church. You will learn that they were a part of the formation of the church today but God’s church actually started all the way back in the Old Testament. God gave Moses specific instructions on how the first sanctuary should be, based off of the heavenly sanctuary. As you journey through the Old Testament to the early Christian believers to modern times, you will see God’s plan and purpose carried out by many prophets, people and nations. Through expeditions across the desert to wars, from shipwrecks to persecution, God’s church has remained. You will learn about God’s remnant church and how you are involved in keeping the faith going.

Bible III (1 Unit)
1045 online
1st Semester: Daniel & Revelation and Beliefs
- Why do we believe what we do? In this course you will learn not only about the beliefs of the Seventh-day Adventist Church, but more importantly how each leads to a deeper, personal relationship with Jesus. You’ll gain an understanding of how God offers His perspective of the past, provides hope and forgiveness for today, and gives insight and assurance for the things yet to come. You will learn the magnitude of the Great Controversy, experience the victory in Jesus, and learn of His plan to rescue His faithful friends in the end!

2nd semester: Romans and Friendships
- Is it really possible to love our neighbor as we love ourselves? What does that even look like? This course helps you understand the mechanics behind friendships, the test of true love, and self-worth in a relationship. You will learn that in order to be a friend, you need to spend time and be filled with Jesus, the only true friend. You will study how the Gospel is available to all who will believe and Jesus’ desire to change your life forever. How He has solved the sin issue for once and for all, and wants to cover you with His righteousness if you will but surrender your heart to Him.

Bible IV (1 Unit)
1046 online
1st semester: Hebrews and Marriage and Family
- Is the sanctuary really relevant to us in the 21st Century? This course explores the meaning and comparison of the Old Testament sanctuary services to what Jesus is doing for us, today, in the heavenly sanctuary. You will learn of His great sacrifice and love for you and His desire to be with you. Many times in the Bible Jesus’ relationship with His people is likened to a marriage. Also in this course, you will learn God’s design for love and how to support each other in the marriage and family realm. You will gain practical advice on how to manage your finances, teaching your children.
High School Course Descriptions continued

how to love and serve Jesus while reaching out to others.

2nd semester: Worldviews & Religion and Life Philosophies & Moral Issues
- What is the foundation for your morals and philosophy of life? In this course you will tackle the foundational issues of morality, examining why we do the things we do and for what purpose. Knowing what and why you believe the way you do provides a foundation on which to build your worldview. Major religions are discussed to bring about empathy and respect for another’s point of view while solidifying your own belief system. This course also provides an understanding of cults and alternative religions and the Christian’s response to them.

Sciences

3 units—Standard
4 units—College Prep
(1 unit requires Chemistry or Physics)

Anatomy and Physiology (1 Unit)
1026 online
Explore the organization of the human body and how it works. Acquire knowledge necessary to understand what the body is doing and how you can help the body cope with many different situations. Body systems will be studied in order to understand how their structure, location and function allow for interaction with other parts of the body.

Biology (1 Unit—required)
178 online/171 paper
Life is beautiful! Learn to see the amazing world that God created for us to enjoy in new and different ways. Study the interwovenness and order of the biological world from the tiniest cell to the largest of ecosystems as they shout the evidences of an intelligent Designer. In this virtual lab-based course you will study firsthand the creative genius of God’s design in different organisms and the environments in which they live. If the study of plants, animals and the human physiology are your thing, or you just want to fulfill the mandatory life science credit, you will want to take this class.

Chemistry (1 Unit)
1027 online
What happens when you mix vinegar and baking soda? Why does water boil when it gets hot? Who discovered the first atom? At its very core this course explains how chemistry makes life possible. No matter where you work, play or sleep, chemistry is always there it’s just labeled in many different ways. This virtual lab-based course will explore cool topics such as electrons in atoms, chemical reactions, electrochemistry, thermochemistry and nuclear chemistry—to name just a few. But most importantly, it portrays the intricate details that God has created to make our world special and at the same time hopefully enhance your interest in the many forms of chemistry as it affects everything you do!

Earth Science (1 Unit)
1054 online
Asteroids, granite rock, fossils, rain, the sun and the Grand Canyon... what do all of these have in common? These are just some of the everyday evidences of a Creator God that you will study in this class. You will explore the biblical origin of the earth and learn to interpret the evidences and information that surround the debate of creation vs. evolution. This virtual lab-based course also provides evidences and understanding of God in the areas of astronomy, meteorology, geology, oceanography, and environmental science as well. Although you may not agree with everything you read in the textbook, it will allow you to discuss what others believe and hopefully bring you into a better understanding of the One who created it all!

Forensic Science I (1/2 Unit)**
890 online
Fingerprints. Blood spatter. DNA analysis. The world of law enforcement is increasingly making use of the techniques and knowledge from the sciences to better understand the crimes that are committed and to catch those individuals responsible for the crimes. Forensic science applies scientific knowledge to the criminal justice system. This course focuses on some of the techniques and practices used by forensic scientists during a crime scene investigation (CSI).
High School Course Descriptions

Starting with how clues and data are recorded and preserved, you will follow evidence trails until the CSI goes to trial, examining how various elements of the crime scene are analyzed and processed.

Forensic Science II (1/2 Unit)**
898 online
Although the crime scene represents the first step in solving crimes through forensic science, the crime laboratory plays a critical role in the analysis of evidence. This course focuses on the analysis of evidence and testing that takes place within this setting. You will examine some of the basic scientific principles and knowledge that guides forensic laboratory processes, such as those testing DNA, toxicology and material analysis. Techniques such as microscopy, chromatography, odontology, entomology, mineralogy and spectroscopy will be examined.

Physical Science (1 Unit)
1053 online
Have you ever been intrigued by lightning and want to know what it really is and what causes it? Or maybe you are fascinated with the speed of light? Physical Science helps you to understand the physical environment in which you live and apply scientific principles to these everyday observations you encounter. It will also expand your knowledge in areas such as different forms of energy, interactions of force and motion, the fundamental structure and properties of matter, things that lay and wait for investigation in the amazing creation God has provided for us!

Physics (1 Unit)
1014 online
If you find gazing at the stars like Galileo or dodging apples falling from a tree like Newton interesting, this is the class for you! In each module of Physics, you will discover the contributions of scientific geniuses like Galileo, Newton and Einstein. Through their work, you will learn the concepts, theories and laws that govern the interaction of matter, energy and forces. From tiny atoms to galaxies with millions of stars, the universal laws of physics are explained through real-world examples. Using laboratory activities, simulations, images and interactive elements, you will follow in the footsteps of some of the world’s greatest thinkers.

**UNIVERSITY OF CALIFORNIA A–G LIST APPROVED COURSES**

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<th>Digital Photography II Entrepreneurship</th>
<th>Music Appreciation</th>
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<td>Computer Literacy</td>
<td>Forensic Science I</td>
<td>U.S. Government</td>
</tr>
<tr>
<td>Criminology</td>
<td>Forensic Science II</td>
<td>U.S. History</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>Geometry</td>
<td>World History</td>
</tr>
<tr>
<td>Digital Photography I</td>
<td>Holocaust History</td>
<td></td>
</tr>
</tbody>
</table>
University Credit for High School Students

University credit for high school students (formerly Dual Credit) is an initiative developed by Andrews University to provide an amazing opportunity for students enrolled in Grades 10, 11 or 12 to earn Andrews University credit during their high school experience. Students who meet admission criteria can enrich their education with Andrews University courses.

Griggs encourages enrollment of qualified students, so go online and find the latest information about courses available during high school on the Andrews website: andrews.edu/services/precollege/ and then talk with the GIA Academic Advisor to figure out which class will be the right one for your plan of study. Courses must be approved by the GIA Academic Advisor BEFORE enrollment.

You're eligible to take Andrews classes if you meet the following criteria:

- You are enrolled in grade 10, 11, 12 or equivalent education levels.
- You have a minimum cumulative GPA of 3.00 from an accredited high school. If a transcript from an accredited high school cannot be submitted, Andrews requires standardized test scores.
- If your first language isn't English, you must provide evidence of English proficiency.
- Andrews requires signed approval from a parent and high school registrar.

There are a few financial requirements:

- $130 per credit tuition rate, you must register for and start the course(s) before you graduate from high school.
- You can take a maximum of two courses per semester. You must meet any course prerequisites.
- If you decide to attend college full-time at Andrews, you can request that up to 30 of your undergraduate credits taken as a high school guest student apply toward your proposed degree. You must have earned at least a C in each course for said course to be accepted for degree credit. See Andrews website for details—andrews.edu/services/precollege/.

Student's responsibilities:

- GIA students must receive clearance from the GIA academic advisor and registrar BEFORE enrollment.
- Interactive online courses begin and end on specific dates. Classwork includes reading, discussion with classmates online, individual and group projects and weekly assignment deadlines. With no specific class meeting times, you can fit an online class into your schedule in any time zone.
- As a guest student taking Andrews University classes, you are held to the same academic policies, procedures and deadlines as University students.
- Commit eight (8) hours per week to college level learning.
# APLE® Student Enrollment

**One per student: copy as needed**

Please email to [APLEDirector@andrews.edu](mailto:APLEDirector@andrews.edu)

## APLE® Classroom Facilitator

Name: ____________________________

Email: ______________________________

### STUDENT INFORMATION

<table>
<thead>
<tr>
<th>FIRST NAME</th>
<th>MIDDLE NAME(S)</th>
<th>LAST/FAMILY NAME(S)</th>
<th>GENDER</th>
<th>DATE OF BIRTH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>mm/dd/yyyy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT EMAIL</th>
<th>GRADE LEVEL TYPE</th>
<th>RELIGIOUS AFFILIATION (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freshmen</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sophomore</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Junior</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Senior</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>USA CITIZEN OR PERMANENT RESIDENT</th>
<th>CITIZENSHIP</th>
<th>PRIMARY LANGUAGE</th>
<th>ETHNICITY (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Hispanic</td>
<td>Hispanic</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Non-Hispanic</td>
<td>Non-Hispanic</td>
<td></td>
</tr>
</tbody>
</table>

**RACE (optional)** — Your disclosure/non-disclosure of the information below will not affect your eligibility for admission. The federal government requests that we collect this data for statistical purposes. The categories below do not denote scientific definitions of anthropological origins; we and the government recognize that the categories are not perfect or inclusive of everyone's complex backgrounds. Nevertheless, please select the one group with which you most closely identify.

- Black/African American
- American Indian/Alaskan
- Asian
- Hawaiian/Pacific Islander
- White/Caucasian

**I AM PLANNING TO GRADUATE FROM**

- GIA
- Other: __________________________

**DIPLOMA TYPE DESIRED:**

- Standard
- College Prep

**DOES THIS STUDENT HAVE AN ACTIVE IEP/ISP?**

- Yes
- No

If yes, please submit to apledirector@andrews.edu

**ACCOMMODATIONS:** If a student has non-academic accommodations that should be considered please send official documents to apledirector@andrews.edu.

### FULL SERVICE

**NAME OF COURSE** *(Not all courses are available in paper)*

<table>
<thead>
<tr>
<th>1ST SEMESTER</th>
<th>2ND SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper</td>
<td>Online</td>
</tr>
<tr>
<td>Paper</td>
<td>Online</td>
</tr>
<tr>
<td>Paper</td>
<td>Online</td>
</tr>
<tr>
<td>Paper</td>
<td>Online</td>
</tr>
<tr>
<td>Paper</td>
<td>Online</td>
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<td>Paper</td>
<td>Online</td>
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<td>Online</td>
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<td>Paper</td>
<td>Online</td>
</tr>
<tr>
<td>Paper</td>
<td>Online</td>
</tr>
<tr>
<td>Paper</td>
<td>Online</td>
</tr>
</tbody>
</table>

1. **Full-service tuition:** Number of boxes checked under the 1st and 2nd Semester columns: ______ x $235 = $ ______

2. **Non-Refundable Enrollment Fee:** $50

### ONSITE SERVICE

**NAME OF COURSE**

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper</td>
<td>Online</td>
</tr>
<tr>
<td>Paper</td>
<td>Online</td>
</tr>
<tr>
<td>Paper</td>
<td>Online</td>
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<tr>
<td>Paper</td>
<td>Online</td>
</tr>
<tr>
<td>Paper</td>
<td>Online</td>
</tr>
</tbody>
</table>

**Reminder:** Recording fee will be assessed upon receipt of semester grades. (course semester grade x # students x $50)

<table>
<thead>
<tr>
<th>Andrews University Course Name</th>
<th>Credit Desired</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dual</td>
<td>1st</td>
</tr>
<tr>
<td></td>
<td>Dual</td>
<td>2nd</td>
</tr>
</tbody>
</table>

Andrews University courses for high school students must be approved by APLE® Director and does not necessarily replace required core courses for graduation. Please contact APLE® Director BEFORE enrolling any student in a “College Course for High School Students” course.

Web: griggs.edu
### Parent/Guardian Information

<table>
<thead>
<tr>
<th>Parent/Guardian Name (first, middle, last)</th>
<th>Relationship to Student</th>
<th>Legal Custody (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Full</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Mailing Address (if different from student address)</th>
<th>Email</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>City</th>
<th>State/Province</th>
<th>Primary Phone (include country code)</th>
<th>Alternate Phone Number (optional)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Zip/Postal Code</th>
<th>Country</th>
<th>Occupation</th>
<th>Primary Language</th>
</tr>
</thead>
</table>

### Additional Parent/Guardian Information

<table>
<thead>
<tr>
<th>Parent/Guardian Name (first, middle, last)</th>
<th>Relationship to Student</th>
<th>Legal Custody (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Full</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Mailing Address (if different from student address)</th>
<th>Email</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>City</th>
<th>State/Province</th>
<th>Primary Phone (include country code)</th>
<th>Alternate Phone Number (optional)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Zip/Postal Code</th>
<th>Country</th>
<th>Occupation</th>
<th>Primary Language</th>
</tr>
</thead>
</table>

### Educational History

<table>
<thead>
<tr>
<th>School Name</th>
<th>Previous School Phone/Email</th>
<th>Dates Attended</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Previous School Address</th>
<th>City</th>
<th>State/Province</th>
<th>Zip/Postal Code</th>
<th>Country</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Report Card/Transcript (must be evaluated before new student can enroll)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enclosed</td>
</tr>
</tbody>
</table>

Web: griggs.edu
# APLE® Payment/Billing Form

If paying with credit card, please email a completed copy of this form to APLEDirector@andrews.edu.
If paying with a check, please inform the APLE® Director and mail the form and check to the Maryland Address.

## SCHOOL INFORMATION

<table>
<thead>
<tr>
<th>NAME OF SCHOOL</th>
<th>GIA SCHOOL NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MAILING ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CITY</th>
<th>STATE/PROVINCE</th>
<th>ZIP/POSTAL CODE</th>
<th>COUNTRY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SCHOOL (DAY PHONE)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### APLÉ® Payment/Billing Form

1. **APLE® School Application Fee*** $150

2. **Amount Paid with submission of application/date paid** $ 

3. **Total of Application Fee still due** (subtract amount in line 2 from line 1) $ 

4. **Enrollment Fee** ($50 for each student being enrolled) $ 

5. **Minimum Due with submission of this form** (add lines 3 and 4 for the minimum due) $ 

6. **Full Service tuition for all APLE® students being enrolled** (line “1.” of APLE® Student Enrollment (for each student) $ 

7. **Amount of Full Service tuition your school needs be financed for 7 months** $ 

8. **Amount of Full Service tuition your school is paying at this time** (subtract line 7 from line 6) $ 

9. **Total amount to be paid at this time** (add line 5 and line 8) $ 

10. **If your Application and Application Fee were submitted by May 1, please subtract $50 from the total in line 9 and put your new total in the column to the right.** $ 

### AMOUNT PAID $___________ (line 9 or 10 above), which is

- [ ] School Check (payable to Andrews University)
- [ ] Money order (payable to Andrews University)
- [ ] Cash (U.S. dollars, paid in person only)
- [ ] Credit or Debit/Check Card (Visa, MasterCard, Discover)

**Note:** Personal checks/credit cards are not accepted for APLE® school accounts.

### CARDHOLDER/PAYER INFORMATION

<table>
<thead>
<tr>
<th>Name on card</th>
<th>Billing Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>City</th>
<th>Postal/Zip Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In case of price miscalculation or price increase:

- [ ] Charge the correct amount
- [ ] Call me first if difference is greater than $50

**Signature**

**Credit Card Number**

[ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]

**Expiry Date (MM/YY)**

[ ] [ ]

**Security Code**

[ ] [ ] [ ] [ ]

### LOCAL SCHOOL FINANCIAL CONTACT (person responsible for making monthly payments):

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Address (If different than school’s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone</th>
<th>Email</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>
NHS Process and Timeline

A. To become a member of the GIA APLE® School National Honor Society a student must:
   a. have completed enough credits to be considered a sophomore, junior or senior
   b. have completed at least 3.0 GIA credits
   c. have a GPA of 3.5 or higher
   d. demonstrate leadership, service and strength of character.

B. Timeline of the NHS Process and Membership:
   a. Second Week of February: the APLE® Director collects a list of a full-time students with a cumulative GPA of 3.5 or higher.
   b. Last week of February: the APLE® Director will inform local administrators and facilitators of any potential NHS members on their campus.
   c. First week of March: the APLE® Director will send an GIA NHS membership application to all potential NHS members. These applications are due to the APLE® Director no later than the second week of March.
   d. Third week of March: a letter of acceptance or suggestion will be sent to students with a notification email going to local administration and facilitators.
   e. Prior to April 15: Local administration and facilitators work with appropriate APLE® schools to plan an NHS Induction Ceremony. This ceremony needs to take place before the end of April.
   f. Fourth quarter of the school year: GIA NHS members will meet periodically for introduction and the setting of goals and voting of NHS officers.
   g. 1st and 2nd quarter of the following academic year: NHS carries out goals and NHS wide community service activities.
COMMUNITY SERVICE REPORT

Fill out form. Obtain signatures. Scan and email to: APLEDirector@andrews.edu

Information:

Name: __________________________ ID Number: __________________________

Last                 First                 M.I.

Dates Served: mm/dd/yy to mm/dd/yy  Total Hours of Service: ______________

Description:

Description of project including duties performed: __________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Signatures:

With my signature I verify that I have completed the community service as recorded above.

______________________________________________  ______________________
Signature of Student                  Date

With my signature I verify this student has completed the community service as recorded above under my supervision.

______________________________________________  ______________________
Signature of Supervisor, Title                  Date

Organization: __________________________ Telephone: __________________________

Address: __________________________________________________________________________

Community Service Policy: Minimum of 20 hours of community service per year of enrollment with Grigg is required.

Make copies as needed

Phone: 301-680-6585  Email: APLEDirector@andrews.edu
# APLE Onsite Course Grade Report

**complete one for each student**

<table>
<thead>
<tr>
<th>Name of APLE School:</th>
<th>GIA School Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Put your School Name here</td>
<td>Put School’s # here</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Student:</th>
<th>GIA Student Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Put your Student’s Name here</td>
<td>Put Student’s # here</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Year:</th>
<th>Semester:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(ex: 2015-2016)</td>
<td>Put 1\textsuperscript{st} or 2\textsuperscript{nd} Semester here</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Percent</th>
<th>Letter Grade (see grading scale below)</th>
<th>Credit</th>
<th>Recording Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL:</th>
</tr>
</thead>
</table>

___________________________________________
Signature of APLE Principal/Facilitator  

Date

<table>
<thead>
<tr>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100%</td>
</tr>
<tr>
<td>90-92%</td>
</tr>
<tr>
<td>88-89%</td>
</tr>
<tr>
<td>83-87%</td>
</tr>
<tr>
<td>80-82%</td>
</tr>
<tr>
<td>78-79%</td>
</tr>
</tbody>
</table>

*Please submit to APLE Director – APLEDirector@andrews.edu.*

**For student NHS consideration, ALL 1\textsuperscript{st} semester grades must be submitted no later than 4 weeks after the end of the first semester.*
Students receiving a GIA diploma and wishing to accelerate the four (4) year course completion schedule to three (3) years must demonstrate the following:

1. Meet the 85th percentile or higher on their latest high school achievement test.
2. Have and maintain a cumulative of a 3.5 GPA.
3. Demonstrate initiative, a sense of responsibility, emotional stability, self-control, and adequate social adjustment.
4. Adhere to the local school’s academic calendar by completing each semester course by the end of the semester, staying current with the local school’s schedule of completion (submitted to the APLE Director at the beginning of each semester).
5. Student, working with the local school, must have OFFICIAL transcripts submitted to: Griggs International Academy, Attn: Lamar Nangle, 12501 Old Columbia Pike, Silver Spring MD 20904—prior to starting the Accelerated Program. Please contact APLEDirector@andrews.edu if you have questions.

The local APLE School will:

1. Submit this request for the student to accelerate to the APLE Director at the beginning of the student’s sophomore year (exception to the time period will be considered):
   a. include #1, 2, 3 from the “Student” section
   b. include an outline of the courses that have been/are/will be taken during the three years of high school
2. Obtain the needed signatures below before submitting this application.
3. Understand that remedial or credit recovery courses will not apply in an accelerated graduation.
4. Understand that if a student turns 19 before graduation, the student may be accelerated without application of usual criteria except meeting graduation requirements.
5. Submit an OFFICIAL transcript for the student to APLEDirector@andrews.edu prior to starting the Accelerated Program. Please contact this same email if you have questions.

GIA/APLE will:

1. Review applications.
2. Grant or deny applications.
3. Pre-approve any classwork outside the local APLE school or GIA.
4. Review student cumulative GPA at the end of each semester to verify student ability to remain in the accelerated program.

***************************************************************************

APLE School: ____________________________ School GIA Number: ____________________________
Student Name: ____________________________ Student GIA Number if applicable: ______________

We have read the roles listed above, understanding the importance of these roles in the success of the student applying for accelerated graduation.

__________________________________________ Date ____________________________
Signature of Student ____________________________ Signature of Parent ____________________________ Date ____________________________

__________________________________________ Date ____________________________
Signature of Local School Principal ____________________________ Signature of Facilitator ____________________________ Date ____________________________

__________________________________________ Date ____________________________
Signature of APLE Director ____________________________ Signature of GIA Principal ____________________________ Date ____________________________