APLE® High School Program Packet

2020–2021
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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
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 and background check confirmation document to Griggs APLE® Director.

☐ Mail (or call to pay with credit card) non-refundable $150 application fee to Griggs APLE® Director at the Maryland address below. If the application and application fee are submitted by the first week of June, a $50 credit will be given.

☐ 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. Parent/guardian email must be included.)

☐ 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 to APLEDirector@andrews.edu
  ☐ School Calendar
  ☐ Daily Schedule (Remember that a full unit of credit must have 3,600 minutes of seat time each semester, 7,200 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
  ☐ Background check confirmation document
  ☐ Submit APLE® Student Enrollment and Form to APLE® Director
  ☐ APLE® Program approval from GIA APLE® Committee
  ☐ Proof of insurance for students while on school grounds

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 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® Program Director
Email: APLEDirector@andrews.edu
Phone: 301-680-6585
Web: griggs.edu

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 Program 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 the APLE® Program, 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 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 the APLE® Program. Students of such schools receive GIA Maryland state-approved diplomas.

**Approvals—APLE® Schools and Reach Out**  
All schools applying for the APLE® Program must obtain approval by their 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:
- to submit an official IEP to APLE® Director
- approval from GIA K–12 Committee

**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 complete 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 tracks student progress, provides daily guidance and instruction while working 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 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 that adheres to NAD Standards
      ▪ Textbooks and ISBN numbers to be used
      ▪ A description of the way students will be evaluated.
      ▪ Background check documentation confirmations of all interacting with students.
   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 weeks of receiving documentation.
   d. AT THE END OF EACH SEMESTER, the on-site teacher or designated school official will submit a semester grade report for each APLE® student to the APLE® Director (APLEDirector@andrews.edu) to be recorded. 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 before an exam is released to the APLE® classroom facilitator.
• 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.
• Bible Policy: A year of Bible is required for every year in attendance at a Seventh-day Adventist school.
• 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. 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. 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 take the ACT or SAT. Please use Griggs International Academy school code: 210948, when signing up to take the test. The address to be used for Griggs International Academy is 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 if transferring in as a senior.
• Courses taught on-site must be approved by the APLE® Committee and taught by a 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.

Financial Policies
• APLE® School $150 application fee is due at the time of application.
• Student enrollment fee of $50/student/year must be paid at the time of enrollment.
• Tuition may be paid in full or financed over a maximum of seven months. Please see APLE® Student Enrollment Form for tuition fees.
• Supplies may be purchased through GIA’s Online Bookstore at griggs.edu and select Enrollment then Online Bookstore.
• Final exams will be released only upon receipt of all preceding assignments and final payment.
• Financial obligations are the responsibility of the APLE® school, not the student(s). No personal checks are accepted for APLE® school payment.
• Schools teaching on-site courses that are to be recorded by GIA will be billed $50 per student per .5 unit 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.
• Refund Policy:
  1. APLE® Student Enrollment and Technology Fees are non-refundable.
  2. Eligible for tuition refund up to 21 days after semester start date.
• Transcript fee of $5 must be received for each official transcript requested. Transcript fees may be charged on APLE® school account upon request.
**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 semester
Tech Fee (for some courses) ....................................................... $20/$30/$50 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 credits recorded by GIA........................ $50 per ½ credit 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 moblie 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.

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**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**

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<thead>
<tr>
<th>SCHOOL NAME</th>
<th>SCHOOL MAILING ADDRESS</th>
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<tr>
<th>CITY</th>
<th>STATE/PROVINCE</th>
<th>ZIP/POSTAL CODE</th>
<th>COUNTRY</th>
<th>SCHOOL PHONE</th>
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<th>CONFERENCE AND UNION</th>
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<tr>
<th>APLE® CLASSROOM FACILITATOR</th>
<th>CONTACT PHONE</th>
<th>CONTACT EMAIL ADDRESS</th>
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<tr>
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**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**—Griggs 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: __________________________
Type of School  □ K–8  □ Junior Academy (K–10)  □ Senior Academy (K–12)

Permission Signatures Required for all APLE® Programs
(print name)          (signature)          (email)
Treasurer (Site)                                                                 |
Principal (Site)                                                                 |
Board Chairman (Site)                                                           |
Conference Superintendent                                                       |
Union Director                                                                  |

Verification of APLE® Program’s Information
(please initial if accomplished)

10. Understand that to receive a Griggs diploma a minimum of 5.0 Griggs credits are required for a standard diploma and 6.0 credits for a college-prep diploma.
   • Students must enroll in and successfully complete a minimum of 2.0 G.I.A. credits each academic year. One MUST be a core course.
   • Students must successfully complete a minimum of 3.0 G.I.A. delivered credits to graduate with a G.I.A. high school diploma if transferring as a Senior.
   • On-site courses count toward the minimum credit requirements for all G.I.A. diploma seeking students

11. Understand that textbooks are available from MBS (see griggs.edu), but are ultimately the responsibility of the local school for purchasing in readiness for classes to begin.

12. Understand that if enrolling in Full Service OR On-site Service yearly standardized test results must be sent to GIA. Please contact the APLE® Director if your school does NOT offer standardized testing.

13. Understand that this completed document must be submitted to the Director for APLE® Programs at least three weeks prior to the beginning of your school year.

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)

<table>
<thead>
<tr>
<th>Service</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fees for a School</td>
<td>$150 annually</td>
</tr>
<tr>
<td>Enrollment Fees</td>
<td>$50/student/year</td>
</tr>
<tr>
<td>Tuition (Full Service)</td>
<td>$235/semester/student/course</td>
</tr>
<tr>
<td>Recording Fees (On-site Service)</td>
<td>$50/semester/student/course</td>
</tr>
<tr>
<td>Miscellaneous Books</td>
<td>See Packet</td>
</tr>
</tbody>
</table>

Please note:
• Look at enrollment form to see tuition
• See Packet for extra fees: School pays tuition and fees
APLE® 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 (APLE) is a cooperative program that depends upon the cooperation of Griggs International Academy and the local school for its success. APLE 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 APLE 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 APLE School classroom facilitator for academic updates. Progress Reports provided to APLE 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 APLE 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 APLE 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 APLE 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 APLE program and to work with the GIA APLE 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 course; if Pre-Algebra is completed, an additional math credit is required).
- 4 units of science (must include Biology and one higher level science)
- ½ unit of Health
- 1 unit of Physical Education
- 3 units of history and social sciences (must include U.S. History and U.S. Government)
- 1 unit Computer Literacy
- 1 unit of fine arts
- 2 units of modern languages (same language)
- 4 units of religion (1 unit of religion required for each 5 units taken with GIA, or may be petitioned)
- ½ unit of elective
- Minimum 20 hours per year of community service
- ACT/SAT test scores (required)

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 completed, an additional math credit is required)
- 3 units of science (must include Biology)
- ½ unit of Health
- 1 unit of Physical Education
- 3 units of history and social sciences (must include U.S. History and U.S. Government)
- 1 unit Computer Literacy
- 1 unit of fine arts
- 4 units of religion (1 unit of religion required for each 5 units taken with GIA, may be petitioned)
- ½ unit of elective
- Minimum 20 hours per year of community service
- ACT/SAT test scores (recommended)

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 three (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.
# Griggs High School Diploma Programs

## College Preparatory Diploma

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>UNITS</th>
</tr>
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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>Science</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education (any year)</td>
<td>½</td>
</tr>
<tr>
<td>Elective</td>
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<tr>
<td>Community Service</td>
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<td>Bible II</td>
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<td>English II</td>
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<tr>
<td>History &amp; Social Science course</td>
<td>1</td>
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<tr>
<td>Geometry</td>
<td>1</td>
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<tr>
<td>Biology</td>
<td>1</td>
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<tr>
<td>Health</td>
<td>½</td>
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<tr>
<td>Independent Physical</td>
<td>½</td>
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<tr>
<td>Fitness (any year)</td>
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<td>Community Service</td>
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<table>
<thead>
<tr>
<th>Grade 11</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>Bible III</td>
<td>1</td>
</tr>
<tr>
<td>American Literature</td>
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</tr>
<tr>
<td>U.S. History</td>
<td>1</td>
</tr>
<tr>
<td>Algebra II</td>
<td>1</td>
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<tr>
<td>Chemistry/Physics/A&amp;P</td>
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<tr>
<td>Modern Language</td>
<td>1</td>
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<td>Community Service</td>
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<table>
<thead>
<tr>
<th>Grade 12</th>
<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td>Bible IV</td>
<td>1</td>
</tr>
<tr>
<td>British Literature</td>
<td>1</td>
</tr>
<tr>
<td>U.S. Government</td>
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</tr>
<tr>
<td>History &amp; Social Science course</td>
<td>½</td>
</tr>
<tr>
<td>Math course</td>
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<tr>
<td>Science course</td>
<td>1</td>
</tr>
<tr>
<td>Modern language</td>
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</tr>
<tr>
<td>Fine Arts (any year)</td>
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</tr>
<tr>
<td>Community Service</td>
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## Standard Diploma

<table>
<thead>
<tr>
<th>Grade 9</th>
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</thead>
<tbody>
<tr>
<td>Bible I</td>
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</tr>
<tr>
<td>English I</td>
<td>1</td>
</tr>
<tr>
<td>Algebra I</td>
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</tr>
<tr>
<td>Computer Literacy</td>
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<td>Science</td>
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<tr>
<td>Physical Education (any year)</td>
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<table>
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<tr>
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<tbody>
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<td>Bible II</td>
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<tr>
<td>English II</td>
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</tr>
<tr>
<td>History &amp; Social Science course</td>
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</tr>
<tr>
<td>Algebra I/Geometry</td>
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<tr>
<td>Biology</td>
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<tr>
<td>Independent Physical</td>
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<tr>
<td>Fitness (any year)</td>
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<table>
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<tbody>
<tr>
<td>Bible III</td>
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<tr>
<td>American Literature</td>
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<tr>
<td>U.S. History</td>
<td>1</td>
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<tr>
<td>Algebra II/Geometry/Math course</td>
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<tr>
<td>Science course</td>
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<tr>
<td>Health</td>
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<td>British Literature</td>
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<tr>
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## Electives for Both Diplomas

### Business and Technology (Applied Art)

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<tr>
<th>UNITS</th>
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<tbody>
<tr>
<td>Entrepreneurship</td>
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<tr>
<td>Keyboarding</td>
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### Fine Arts

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<th>UNITS</th>
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<tbody>
<tr>
<td>Art in World Cultures</td>
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<tr>
<td>Culinary Arts</td>
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<tr>
<td>Digital Photography</td>
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<tr>
<td>Fashion and Interior Design</td>
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<tr>
<td>Fine Arts Independent Study</td>
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<tr>
<td>Music Appreciation</td>
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### Health and Physical Education

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<th>UNITS</th>
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<tbody>
<tr>
<td>Physical Fitness (Independent Study)</td>
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### History and Social Sciences

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<th>UNITS</th>
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<tbody>
<tr>
<td>Criminology</td>
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<tr>
<td>Geography</td>
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<tr>
<td>Holocaust History</td>
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<tr>
<td>World History</td>
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### Mathematics

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<th>UNITS</th>
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<tbody>
<tr>
<td>Consumer Math</td>
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<tr>
<td>Integrated Math</td>
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<tr>
<td>PreCalculus</td>
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### Modern Languages

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<th>UNITS</th>
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<tbody>
<tr>
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<td>Spanish II</td>
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### Sciences

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<tbody>
<tr>
<td>Anatomy and Physiology (A&amp;P)</td>
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<td>Earth Science</td>
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<tr>
<td>Forensic Science</td>
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<tr>
<td>Forensic Science II</td>
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<tr>
<td>Physical Science</td>
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1 A minimum of 20 hours of community service each year with Griggs.

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

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

4 Carnegie Unit = five 45–50 minute class periods per week for an 18-week term (60 hours) = 0.5 of credit per semester.
High School Course Descriptions

All courses are available online through your computer or mobile app. Chromebooks are not supported by Griggs Online. Please refer to the enrollment packet online at griggs.edu/enrollment to choose the courses that are right for you.

**Business and Technology (Applied Art)**

1 Unit—Standard and College Prep
(must include 1 unit Computer Literacy)

**Computer Literacy (1 Unit—required)**
1048

Virtually every aspect of daily life requires some level of computer usage. You will research important issues such as developing your own code of ethics and apply them to real-world problems, computer security, cyberbullying and appropriate computer usage. Computer Literacy combines problem-solving skills while encouraging creativity and attention to detail throughout the course via assignments and projects using Microsoft Office Suite programs. You will gain experience in creating charts, letters, presentations and spreadsheets that rely on research and mastery of computer skills. Upon successful completion of Computer Literacy students will be equipped to handle the requirements of computer usage in higher education.

**Entrepreneurship (½ Unit)**
1095

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.

**Keyboarding (½ Unit)**
1101

Note: For students without previous keyboarding experience; upon GIA advisor approval. Credit applies as elective credit only.

This is a skill-building course that emphasizes proper keyboarding technique. You will work toward goals that develop speed and accuracy. The final competency exam must be successfully completed in order to pass this course.

**English**

4 Units—Standard and College Prep
(must include 1 unit American Literature)

**English I (1 Unit)**
1133.0—textbook required

This course provides an opportunity for you to examine different authors and writing styles, thus observing how different authors choose different genres and construct stories, essays, and speeches to achieve varied goals. The course will be equipped with tools for understanding the writing process and given the opportunity to grow as an author. Through reading, writing, speaking, and listening, you will learn to craft your own sentences and paragraphs into well-planned essays illustrating the basic components of narrative and persuasive essays. Overall this course will guide you in becoming a better thinker, reader, writer, and speaker.
**High School Course Descriptions continued**

**English II (1 Unit)**
683—textbooks required
**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—textbooks required
**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.

**World and British Literature (1 Unit)**
686—textbooks required
**Prerequisites:** English I and English II
In this course, you will take a thematic journey through British and world literature. Themes such as heroism, society, and growth are connected through classic works from the time when Vikings raided the coasts of England, through the Middle Ages, the Renaissance, The Enlightenment, the Victorian era, and into the 20th and 21st centuries. You will study Canterbury Tales, Henry V, Price & Prejudice, and The Importance of Being Earnest, and more. You will also hear the voices of human justice for the struggle for rights under the British Empire. Essays, speeches, and films are included to help you become a critical thinker, reader, writer, and communicator. Works will be tied to their historical contexts through an Adventist faith connection and analyzed to draw out ideas that are relevant to the modern world. You will learn to write in response to literature and to create original projects to express your views and ideas.

**Fine Arts**

1 Unit—Standard and College Prep

**Art in World Cultures (½ Unit)**
1087
Who is the greatest artist of all time? Is it Leonardo daVinci? 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.

**Culinary Arts (½ Unit)**
1094
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)**
1086
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.
High School Course Descriptions continued

Fine Arts Independent Study (½ Unit)

1085

Note: Must have prior approval by GIA academic advisor before enrollment

Participating in Fine Arts is a skill or talent that helps you become a well-rounded, great student. If you are a motivated, self-directed student, who wants to hone your music or art abilities under the direction of a qualified local teacher, then this course is for you. You will set and achieve a personal goal during a semester through practice, performance, and event attendance. Completion of this course requires dedicated practice and self-reporting in a timely manner.

Music Appreciation (½ Unit)**

1093

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.

Photography I (½ Unit)**

1089

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? This 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.

Health and Physical Education

1½ Units—Standard and College Prep
(must include 1 Unit Physical Education and ½ Unit Health)

Health (½ Unit)

987—textbooks required
CREATION Health is a lifestyle philosophy developed by AdventHealth to promote healthy, balanced, spiritually-fulfilled living that encourages individuals to reach their personal goals and positively influence others to do the same. CREATION Health is an acronym with eight principles: Choice, Rest, Environment, Activity, Trust, Interpersonal relationships, Outlook and Nutrition. By encouraging and empowering positive actions in these areas, the CREATION Health initiative can help participants achieve a life that is vibrant and satisfying.

Physical Education (½ Unit)

1044

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. Since all areas of health are connected and affect our overall well-being, other areas of health, such as nutrition, stress management, and mental health, are also covered. This course requires 18 weeks of work but can be condensed to no fewer than 16 weeks.

Physical Fitness-Independent Study (½ Unit)

1032

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 (e.g. swimming), or choose to do regular aerobic activity (e.g. 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
High School Course Descriptions continued

(must include 1 Unit U.S. History and ½ Unit U.S. Government)

**Criminology (½ Unit)**

1091
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 while 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—textbooks required
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)**

1092
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 (½ Unit—required)**

1099
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
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 the American Revolution all the way to the present events that are currently shaping U.S. history.

**World History (1 Unit)**

1022
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—College Prep  
*(must include 1 unit Algebra)*

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

*Pre-Algebra available only upon recommendation of high school advisor. Course description available upon request.*

**Consumer Math (Advanced Algebra with Financial Applications) (1 Unit)**  
**1023**  
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 is spent 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.

**Algebra I (1 Unit—required)**  
**989—textbooks required**  
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**  
*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**  
*Prerequisite: Algebra I*  
Remember all the techniques and concepts learned and used in Algebra I? Now you 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.

**Integrated Math (1 Unit)**  
**1024**  
This foundational course provides the basic knowledge needed for all future 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 un-
High School Course Descriptions continued

Understanding goes beyond rote memorization of steps and procedures. Upon successful course completion, you will have a strong foundation for higher level math courses.

**PreCalculus (1 Unit)**
1025—eBook fee: $50
Prerequisite: Algebra II and Geometry
You, a mathematic analyst, 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)**
1081
¡Bienvenidos! Welcome! Take a virtual tour and explore the cultures of countries such as Spain, Cuba, Colombia, and Argentina as you learn how to greet people, introduce yourself and speak about your home, family, school, and community. As you learn basic vocabulary and grammar skills, you will expand your knowledge and learn to speak about more complex topics such as shopping, weather, sports, entertainment, and leisure activities. You will even learn how to order your own food at a restaurant—that alone would make it worth it! The course introduces new words and phrases with pictures, audio clips, and examples. There are many opportunities to practice through interactive activities in the form of games, written practice, and listening and speaking exercises. “¡Aprende español con nosotros!”

**Spanish II (1 Unit)**
1082
Prerequisite: Spanish I
“¡Vamos a ir de vacaciones!” Travel virtually through Central America and the Caribbean, spending time in museums, traffic jams, and even the hospital! Meet people from many different countries and cultures. While waiting for the plane ride home, you will also meet some Spanish-speaking people from different parts of the United States. The purpose of this course is to strengthen Spanish listening, speaking, reading, and writing skills. You will experience the beauty and expressiveness of a language that is shared by different people and cultures throughout the world! “¡Aprende español con nosotros!”

Religion

4 units—Standard and College Prep

**Bible I Encounter (1 Unit)**
1073
Have you ever wondered what God is like, or if He even exists? Many people, even ones who are raised Christian ask these big questions at some point in their lives. As you take this course you will explore these big questions that are foundational to encountering God and building a relationship with Him. You will also meet God in the flesh through His Son Jesus, who God sent to save humanity. You will cover the first months of Jesus’ life as well as His last week. It may not sound like a lot of time, but these short weeks make up most of what the Bible tells us about Jesus in the Gospels. Last you will be looking at some of God’s greatest gifts to you. You will study the most precious gift anyone has ever received—the gift of grace! Grace allows us to fully experience another one of God’s gifts—the gift of identity. Finally, you will look at God’s first gifts to us, creation and the Sabbath. If you have ever felt like Sabbath is a burden rather than a gift for us to enjoy this course will change the way you see the Sabbath and Jesus who is the Lord of the Sabbath.

**Bible II Encounter (1 Unit)**
1134
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—eBook provided/textbook available
1st Semester: Daniel & Revelation and Beliefs
- What is the Great Controversy? In this course you will gain an understanding of how God offers His perspective of the past, provides hope and forgiveness for today, and gives insight and assurance for things yet to come. Also, you will learn about the beliefs of the Seventh-day Adventist Church and how each belief leads to a deeper, personal relationship with Jesus, how to experience victory in Jesus and finally how He plans to rescue His faithful friends in the end!

2nd Semester: Romans and Friendships
- What do I have to do to be saved? Through a study of the book of Romans you will learn how the Gospel is available to all who will believe and Jesus’ desire to change your life forever. You will see how He has solved the sin issue once and for all, and wants to cover you with His righteousness if you will but surrender your heart to Him. You will also learn that by allowing Jesus in your heart and spending time with Him you can experience true friendships on earth. Not only will you learn the mechanics behind friendships, the test of true love, and self-worth in a relationship, but how through Jesus it is truly possible to love our neighbors as we love ourselves.

Bible IV (1 Unit)
1046—eBook provided/textbook available
1st Semester: Hebrews and Marriage & 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, to teach your children to love and serve Jesus, and to love others as yourself.

2nd Semester: Worldviews & Religion and Life Philosophy & 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 (must include 1 unit Biology)
4 units—College Prep (must include 1 unit Biology; 1 unit higher-level science)

Anatomy and Physiology (1 Unit)**
1026
Prerequisite: Biology
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—textbooks required
Life is beautiful! Discover the amazing world that God has created for us to enjoy in so many new and different ways. From the tiniest bacteria to the enormous blue whale, along with their respective environments, you will find design and evidence of our God as Creator in this virtual lab-based course. The study of all living things, including animals, plants, fungi, protists & bacteria, is truly a confirmation of the awe-inspiring creation in which we live.

Chemistry (1 Unit)**
1027
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 lab fee $20*
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 (½ Unit)***
1083—*not supported internationally*
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). 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 (½ Unit)**
1084
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 lab fee $20*
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
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 Credit/Advance Placement Credit

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:
- Cost: $140 per credit + $70 per semester. 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 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.
- 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.

Courses Available for 2020–2021 School Year:

**Fall Semester: August 24–December 10, 2020**
- ANSI 114 950 Intro to Animal Science [3 credits]
- ANTH 200 950 Cultural Anthropology [3 credits]
- BIOL 208 950 Environmental Science [4 credits]
- ENGL 115 950 College Writing I [3 credits, in Grade 12 only]
- FDNT 230 950 Nutrition [3 credits]
- HIST 117 950 Civilizations & Ideas I [3 credits]
- PSYC 101 950 Introduction to Psychology [3 credits]
- RELT 225 950 Doctrines of the Adventist Faith [3 credits]

**Spring Semester: January 11–May 6, 2021**
- ANTH 200 950 Cultural Anthropology
- ENGL 115 950 College Writing I [3 credits, in Grade 12 only]
- ENGL 215 950 College Writing II [3 credits, in Grade 12 only]
- FDNT 240 950 Nutrition Lab [3 credits]
- HIST 118 950 Civilizations and Ideas II [3 credits]
- MLSC 110 Medical Terminology [1 credit]
- PSYC 101 950 Introduction to Psychology [3 credits]

Diploma-seeking students wishing to take college credits outside of Andrews University are required to have prior authorization from the GIA academic advisor.

**ADVANCED PLACEMENT (AP)**
GIA does not specifically offer AP courses within our curriculum. We do accept accredited AP transfer credit if the student has completed the work prior to enrolling in GIA as a diploma-seeking student.

Since GIA is not a testing site for AP courses, a current diploma-seeking student can get AP credit by obtaining pre-approval by the academic advisor. The student can take the exam at an approved site and have the the scores submitted to GIA. Recording fees would apply.

**Weighted GPA vs. Unweighted**
University credit and AP courses are weighted differently than traditional courses. See the following chart:

<table>
<thead>
<tr>
<th>Grade</th>
<th>(Regular)</th>
<th>(University Credit/AP course)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>4.0</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>3.0</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

*Students must attain a grade of C or higher
*GIA transcripts will record weighted and unweighted GPAs
Credit recovery is a way for students to get back on the educational track after failure of a course without restructuring the school schedule or loss of time waiting for the next school year. Students take a condensed version of the course which covers general subject area requirements within a 12-week period of time. All courses are online only.

Courses offered:
Algebra I—953
American Government—932
Biology—929
Consumer Math—927
Earth Science—933
English I—928

Course Length: Courses must be completed within a 12-week period.

Cost and Payment:
No enrollment fee
$30 Technology fee
$200 Single semester only (½ Unit)
$250 Full year (1 Unit)
Payment in full can be made by check, money order or credit card.

Enrollment Form: Use one enrollment form for all courses in which the student is enrolling. Signatures must be obtained before the enrollment form can be processed. These signatures verify the student’s failure of selected courses.

Textbooks: Textbooks can be purchased online through the Griggs online bookstore on the Griggs website at griggs.edu or books can be acquired online. If purchased online, be sure to match the ISBN.

Recordkeeping: Each school has a different policy regarding the recording of a grade for a recovery course, so please refer to your school’s policy. Griggs will assign a percentage grade.

Deadline Extension: Students should complete the recovery course within the allotted 12-week time period. However, extensions requested BEFORE the deadline will be granted a one (1) week extension. Deadline extensions made AFTER the deadline will only be accepted if requested by a school official and upon receipt of the $50 deadline extension fee.

Procedure:
1. Download/print the enrollment form
2. Fill out enrollment form
3. Get required signatures on the form
4. Send enrollment form and payment to:

   Griggs International Academy
   8903 U.S. Hwy 31
   Berrien Springs MI 49104-1950

   Or call 269-471-6529 to make payment and email enrollment form to: enrollgia@andrews.edu
5. Order book(s) from online bookstore
6. Receive email with password
7. ***READ THE DIRECTIONS in the course content***
8. Begin doing the coursework
9. Complete the course within 12 weeks
10. Move on toward your educational goals
GIA STUDENT ADVANTAGES
There are many advantages to studying online or independently from an accredited school. GIA courses are self-paced and flexible. A guardian or supervisor can assist with planning a schedule and determining when assignments are due. Distance education requires self-motivation and discipline, both useful life skills. Since a laptop or tablet can be used to complete assignments, students also have the flexibility to study while traveling or if away from home for the day. Enrollment takes place all year long to facilitate the schedules of families from all locations and circumstances. One-on-one contact with a teacher who will personally coach you through a course by providing lessons, feedback, tests and support is another valuable advantage.

Hint: Students studying independently at home have one year to complete a nine-month school year, but can move as fast or slowly as needed to be successful during that period.

HIGH SCHOOL TEACHERS
GIA administration is careful to hire qualified teachers for each course. Every course has a homepage with information about the teacher, contact information, announcements and helpful links. Teacher and student connection is important and will take a little bit of extra effort since you are not sitting in the same classroom. Navigating through the Griggs Online platform will become natural after the first few days and utilizing the email system makes it convenient for students and teachers to keep in regular contact. Just like in a physical school, each teacher has been given guidelines for communicating with students. Make sure to read all the notes and directions for each course. Teachers will leave feedback within the assignments and through email.

Make sure you read and respond to emails when a teacher needs you to provide information. These emails usually relate to helping you earn a better grade.

Hint: Several teachers utilize videoconferencing using Zoom or Skype. Download these free videoconferencing options on your computer or as an app on your tablet/phone. Reach out to teachers and always respond promptly to their messages.

GRIGGS ONLINE (LEARNING MANAGEMENT SYSTEM)
Once enrollment is complete, an email with login information will automatically be sent. It is important to learn as much as possible about how to use Griggs Online. There are several tutorial links and even videos to assist students. At first it will feel like “the first day of school,” but that will soon change, and doing assignments will become second nature. Do not skip reading the directions, the content and all other assigned reading. Some courses have physical textbooks and some courses have the textbook information embedded, so expect slight adjustments from course to course. Courses are constantly reviewed and revised for improvements. Keep a notebook (paper or digital) to take notes, create schedules, and keep track of information for each course.

Hint: Do not submit an assignment until every question is complete.

FEEDBACK FROM TEACHERS
Once an assignment is submitted, it will instantly show up for the teacher to see. The teacher has approximately 48 business hours to grade the assignment and give feedback on your work. This feedback is very important to successfully completing the course. Learn the following process:

- **Step 1:** Go to the homepage for the course
- **Step 2:** On the navigation bar click the dropdown arrow for “Assessment”
- **Step 3:** Click “Quizzes” from the dropdown list
- **Step 4:** From the list of assignments click the dropdown arrow on the one you want to review
- **Step 5:** Of the two available options, click on “Submissions”
- **Step 6:** Click on “attempt 1”
- **Step 7:** Read the teacher comment at the top of the assignment and then scroll down to see additional comments and answers on individual questions You will need to select “View Feedback” for more detailed feedback for each question.

Hint: Some questions are auto-graded, so the teacher will review those questions along with the long answers. The teacher can override the automated grading if the student has given an answer that is correct. You can tell when that occurs by checking the point value of the answer, even if your answer has a red X by it.

CLASS MENTORSHIP
Students attending GIA full-time (taking four courses or more) will be assigned a mentor group. A mentor is a faculty member who will share announcements, start online discussions, and be a student advocate. For example, a mentor might send out inspirational articles, start a group discussion,
or work with the Student Services director if there is a situation that needs attention. Learn more about your specific mentor by selecting the mentor group listed on the home page. Click on the mentor group link to obtain more specific information.

Hint: Students who get involved with their mentor and teachers tend to be more successful in achieving academic success, so be intentional about connecting with your mentor.

STUDY ATMOSPHERE

Studying independently means that students must also have an area conducive to learning. Make your study area a place where you look forward to spending time. Here are some suggestions to help create an environment for learning:

1. Have a special location that you go to each day
2. Begin each day with a devotional and prayer time
3. Keep your study area neat and organized—use a desk if possible
4. Make sure all technology and accessories are ready to use
5. Put up posters or simple quotes that are inspiring
6. Have a small bookshelf to keep books and supplies organized
7. Play classical or instrumental music if you need background noise
8. Make sure there is good lighting and fresh air when possible
9. Reward hard work with short breaks throughout the day
10. Use breaks to get some exercise
11. Avoid social media and computer games during school time
12. Keep a calendar nearby to remind you of important deadlines

DISCUSSION-BASED ASSESSMENT (DBA)

Discussion-Based Assessments are an important part of being a successful online student. This is when students connect “live” with the teacher of the course. Usually, these videoconferencing sessions take about 10–15 minutes total. It is important to read the information for each course in the Content area. Teachers will use Zoom or Skype to connect and you will need to know a meeting code. In most cases, there is some preparation work that should be done before the DBA. Find directions in the Content of the course to see what needs to be done. This is considered an assignment and contributes to the final grade. DBAs could vary from course to course, so reading the directions is key.

Here are a few guidelines to keep in mind to help the DBA go smoothly:

- Download Zoom (or Skype) ahead of time
- Make sure the camera and mic are working
- Be familiar with content for this meeting
- Complete questions or project ahead of time
- Be sure to sit in a well-lit, quiet room
- Use Ethernet to get maximum connection
- Connect with a computer (not phone) if possible
- Be on time (keep teacher informed if you need to cancel)

DBAs will add a classroom teacher/student connection to your online learning. Use this as a time to build a relationship with teachers that want to coach and mentor your success.

EXAMS/TESTING

Most exams require the presence of a proctor. Academic standards are an important part of education, so we strictly enforce the policies for taking an exam. In order to maintain the integrity of the examination process and adhere to accreditation standards, an exam supervisor must be selected to proctor exams at the time of enrollment. Failure to follow proctor selection guidelines may result in failure of exam or course. A proctor must be:

1. Teacher or school administrator, testing center staff, guidance counselor, librarian or pastor not related to, or in residence with, the student
2. Verifiable and approved by GIA Testing department

If the approved proctor is not available, students can use the GIA online test proctoring service. Local Berrien Springs area students are required to use this service.

The testing request process is as follows:

- **Step 1:** Complete Proctor Information & Request form at time of enrollment.
- **Step 2:** Complete and submit all coursework and DBAs leading up to the exam.
- **Step 3:** Account must be current at the time of testing.
- **Step 4:** Request exam from Griggs Online either through selecting the link in the course Content or from your course homepage by clicking the dropdown menu "Requests" on the navigation bar. Please allow 3–4
business days prior to testing day for processing.
- **Step 5:** Examination date, time and location arrangements are made between student and proctor.
- **Step 6:** GIA sends login and password information to proctor. Exam is then released for a four-week window of time.
- **Step 7:** The proctor should NEVER give the exam password to the student.

*Hint:* Once the coursework leading up to the exam has been submitted, you can request your exam. Please request at least a week prior to your testing date to ensure availability.

The test-taking process is as follows:
- Make sure to read instructions within exam
- Exams are up to three hours in length
- Once the exam has begun it must be completed in one sitting.
- Approved materials are listed in the exam instructions. Notes and books are not allowed.

Once the exam has been taken, only the score and instructor feedback are directly available. Students who have questions or want to see their exams, can schedule a time with their instructor to go through it.

**Standardized testing** is an important part of educational assessment. GIA uses the Stanford10 for assessing student progress and as a benchmark of how our courses are preparing students. Parents will receive an informational report about the assessment once it has been completed by the student. New students take the standardized test at the time of enrollment while returning students take every other year (Grades 5, 7, 9 and 11). There is no extra charge for required year exams.

**FIGURING FINAL GRADES**
Courses have weighted grading scales. Not all assignments are weighted equally. A final exam might have a higher weight in the final grade than weekly assignments do. For example, assignments may be worth 50%, projects 25% and exams 25% of the final grade. Each course has a different weight scale. Please refer to your course syllabus to see how your assignments, projects and exams are weighted.

**MATH TUTORING**
GIA teachers realize that math courses are often the most difficult for some students to do independently. Use the link from the side column on Griggs Online to request math tutoring. Fees for this service may apply. The tutor will set up an appointment that will last approximately 15–20 minutes.

Choosing distance education gives students flexibility along with a certain amount of self motivation. Students are expected to study independently by reading the assignments, researching information online, watching related media presentations linked to the course, and doing assignments (homework) on their own. All GIA courses are facilitated by certified teachers who are willing to answer questions. The first step is to email the teacher and find out if your questions require a Zoom meeting or just a few emails going back and forth.

*Hint:* If you come across something that you cannot figure out, do not just skip it and go on. Those are lost points that are nearly impossible to compensate for later.

**TEXTBOOKS**
Some courses require buying textbooks which are not included in the course tuition. The online bookstore will help you know the exact edition of the book required for the course. Find the link to the bookstore at griggs.edu.

*Hint:* The online bookstore has a section called “THE MARKET PLACE.” This is where you can find used textbooks for reduced prices, so shop around. Make sure to check the ISBN to match it to the required textbook for your class.

**PARENT/GUARDIAN INVOLVEMENT**
Parents are encouraged to get involved in the Griggs experience and contact GIA if there is a concern or if anything is not clear. It is important for students, parents/guardians, teachers and GIA administration to work as a team to get the best possible educational outcome. Parents/guardians are often the best tutors for students, so we encourage them to get involved and remain aware of how things are going with their own student.

*Hint:* Parents can use the student login to regularly check on student progress.

**GRADUATION**
Self-paced education requires students to pay special attention to direction given by the high school advisor. The advisor helps students know what courses
are needed to meet graduation requirements. If a student is transferring from a previous high school, official transcripts from that school need to be sent to GIA as soon as possible. Once a student has completed almost all the required credits, he or she needs to send a “Request To Graduate” along with a graduation fee (please refer to fees listed in this catalog).

COMMUNITY SERVICE
An important part of the GIA experience is completion of a minimum of 20 hours of community service each year. This is a chance to serve others outside your usual circle. Access the link to the required form on Griggs Online (griggs.edu—look at the links in the left column).

NATIONAL HONOR SOCIETY
The National Honor Society is one of the highest honors that can be awarded to a high school student and we are excited that our students can now be recognized with the best! Since the National Honor Society organization strives to recognize the total student, to be eligible you must be at least a sophomore (completed at least 6.0 credits) that excels in all of the following areas:

- **Scholarship** = GPA 3.5 or above
- **Leadership** = Elected or appointed leadership positions you have held in school, church and/or community.
- **Service** = Activities that are done on behalf of others (not including immediate family members) for which no compensation (monetary or other) has been given.
- **Character** = Character references from four people that know you (no relatives—could include, but not limited to, pastor, teacher, work supervisor, Pathfinder director)

Eligible students will be sent the application form at the end of January. The selection committee will then evaluate all of the applications and those who qualify will join the other NHS students across the country approximately once a month to discuss various projects.

Membership in the National Honor Society is a privilege. Students must maintain good standing and participate in meetings in order to remain a member. Students who fall below chapter standards will be issued a warning and given time to correct their behavior. An NHS officer who falls below the standards may lose their position. GIA maintains a redemptive approach to discipline but consistent disregard for chapter standards may result in dismissal.

SENIOR YEAR CHECKLIST
When you are enrolling in the last set of courses (verified by academic advisor), you will need to make sure to do the following when those courses are complete:

- Contact academic advisor (GriggsAdvisor@andrews.edu) for a graduation audit
- Pay graduation fee. Use online payment to pay using credit or debit card. Payment can also be made by mailing a check.
- Fill out Senior Exit Survey
- Send Community Service Report(s) to academic advisor
- Send ACT or SAT Score Report to academic advisor if seeking a College Prep High School Diploma
- If you transferred from another high school, be sure to have your former school mail an official transcript to:
  GIA International Academy
  Attn: Lamar Nangle
  12501 Old Columbia Pike
  Silver Spring MD 20904

THE CARING HEART AWARD
The Caring Heart Award has been established to give recognition to those secondary students who have demonstrated a personal commitment to active participatory service in witnessing-service activities and programs. Here are the criteria for eligibility:

- Sophomore or Junior
- GIA diploma-seeking student
- Have been with GIA for more than one year and planning to continue with GIA
- Involved in witnessing/service activities in their school, community, church, or on mission work

WORDS OF ADVICE!
Distance education provides the privilege of taking charge of your education. It is important to make the best of your high school years while preparing for the future. In the words of Benjamin Franklin, “Dost thou love life? Then do not squander time, for that is the stuff life is made of.” This is an important stage of your life. GIA administration and staff are here to be supportive of your journey!
## APLE® Student Enrollment

Please email to 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 (mm/dd/yyyy)</th>
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<tbody>
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<table>
<thead>
<tr>
<th>STUDENT EMAIL</th>
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<tr>
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<th>CITIZENSHIP</th>
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<tr>
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<td>Asian</td>
<td>Hawaiian/Pacific Islander</td>
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<table>
<thead>
<tr>
<th>RACE (optional)</th>
<th>I AM PLANNING TO GRADUATE FROM</th>
<th>DIPLOMA TYPE DESIRED</th>
<th>DOES THIS STUDENT HAVE AN ACTIVE IEP/ISP?</th>
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<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td>Other</td>
<td>College Prep</td>
<td>No</td>
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</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: ____________________________

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

### FULL SERVICE

<table>
<thead>
<tr>
<th>NAME OF COURSE</th>
<th>(Not all courses are available in paper)</th>
<th>1ST SEMESTER</th>
<th>2ND SEMESTER</th>
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<tr>
<td></td>
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</tr>
<tr>
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<tr>
<td></td>
<td></td>
<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

<table>
<thead>
<tr>
<th>NAME OF COURSE</th>
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<th>2nd Semester</th>
</tr>
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<tbody>
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<td></td>
<td>1st Semester</td>
<td>2nd Semester</td>
</tr>
</tbody>
</table>

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

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.
### PARENT/GUARDIAN INFORMATION

<table>
<thead>
<tr>
<th>PARENT/GUARDIAN NAME (first, middle, last)</th>
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<tr>
<th>CURRENT MAILING ADDRESS (if different from student address)</th>
<th>EMAIL</th>
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<th>ALTERNATE PHONE NUMBER (optional)</th>
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### ADDITIONAL PARENT/GUARDIAN INFORMATION

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<th>PARENT/GUARDIAN NAME (first, middle, last)</th>
<th>RELATIONSHIP TO STUDENT</th>
<th>LEGAL CUSTODY (if applicable)</th>
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Appendix
(Supplemental Documents and Forms)
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: __________ to ___________ Total Hours of Service: ___________

mm/dd/yy mm/dd/yy

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 Griggs is required.

Make copies as needed

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

**complete one for each student**

Name of APLE School:  
Name of Student:  
School Year: (ex: 2015-2016)  
Semester:  
GIA School Number:  
GIA Student Number:  

<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>
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**TOTAL:**

__________________________  __________________________
Signature of APLE Principal/Facilitator  Date

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**Grading Scale**

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<th>Grade</th>
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<tr>
<td>93-100%</td>
<td>A</td>
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<tr>
<td>90-92%</td>
<td>A-</td>
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<tr>
<td>88-89%</td>
<td>B+</td>
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<tr>
<td>83-87%</td>
<td>B</td>
</tr>
<tr>
<td>80-82%</td>
<td>B-</td>
</tr>
<tr>
<td>78-79%</td>
<td>C+</td>
</tr>
</tbody>
</table>

**93-100%**  **A**  **73-77%**  **C**  **90-92%**  **A-**  **70-72%**  **C-**  **88-89%**  **B+**  **68-69%**  **D+**  **83-87%**  **B**  **63-67%**  **D**  **80-82%**  **B-**  **60-62%**  **D-**  **78-79%**  **C+**  **60-59%**  **F**

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

**For student NHS consideration, ALL 1st semester grades must be submitted no later than 4 weeks after the end of the first semester.**
Griggs International Academy
Acceleration Information

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.
4. 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.

_________________________ ________ _________________________   ________
Signature of Student Date                     Signature of Parent                 Date

_________________________ ________ _________________________   ________
Signature of Local School Principal Date                     Signature of Facilitator                 Date

_________________________ ________ _________________________   ________
Signature of APLE Director Date                     Signature of GIA Principal                 Date