



Owned and Operated by Andrews University

Affiliate Operations Manual





Welcome to Griggs International Academy!

As a global educational institution, Griggs International Academy (GIA) strives to provide an educationally sound, values-based education that builds an honorable foundation for citizenship in the global community. Educational offerings include elementary and secondary programs. These programs and courses respond to learner needs in the context of a lifetime learning experience.

GIA serves students in many different countries and provides accredited education that is ethically grounded, infused with values. We participate as consultants and coaches with schools, administrators, teachers and students in order to help students become lifelong learners in international settings. GIA is constantly in a growth pattern—making changes that will enhance the program and serve our schools more effectively.

Providing excellent education is our first priority in working with our schools. We understand that each school setting has unique situations and we can devise options that will help create a program that fits your students' needs.

A team of GIA educators is available to help you develop a sustainable and successful American curriculum based program in your school. We are always happy to work with partners.

Thank you for choosing Griggs!

At the beginning of the twentieth century, an educator by the name of Frederick Griggs envisioned making education available to people around the world. His vision took shape in 1909 with the establishment of The Fireside Correspondence School. Within two years, The Fireside Correspondence School offered 11 secondary and nine college courses. By 1916 its students represented nearly every state and province in the U.S. and Canada, as well as 10 other countries. The Fireside Correspondence School was later renamed Home Study Institute (HSI); the name was subsequently changed to Home Study International.

In 1990, the HSI Board of Directors assigned names to its three academic divisions; thus, Home Study Elementary School, Home Study High School, and Griggs University became part of HSI's terminology. In 1991, Griggs University began offering college degrees.

In recent years, the homeschool movement has exploded, but the term "homeschool" has taken on special meaning for school districts and families who design their own school programs. Pressure from students, parents and other institutional partners drove the HSI Board of Directors to re-examine the school's name in order to better reflect the mission and operation of HSI. In 2005, the Board voted to change the name of the organization to Griggs University (GU) and Griggs International Academy (GIA).

Since 1909, more than 200,000 people have studied with Griggs. Griggs plays a unique and vital role in the educational development of students of all ages in all parts of the world. People from all walks of life have discovered that distance education helps develop self-reliance, independent thinking and responsibility. From its humble beginnings in a one-room office, Griggs has grown into a worldwide school that maintains high scholastic standards and utilizes the services of qualified professionals in all aspects of its operation. Yet Griggs combines the convenience of a portable education with the personal touch provided by faculty and advisors who care about students.

In 2009, Griggs celebrated its 100th birthday. Our administration, faculty and staff remain committed to the vision of Frederick Griggs, who believed that every

student has the right to an education. All of us at Griggs recognize that we share with parents a responsibility to help students develop the skills, knowledge and judgment necessary to build a community better than the one they inherited.

During the summer of 2010, a committee was established to study the feasibility of Andrews University owning and operating Griggs International Academy. This committee recommended that the University assume ownership of the Academy.

In November 2010, the Andrews University board voted to accept ownership of both Griggs University and Griggs International Academy, thus enabling the institution to remain intact and then relocate Griggs to Berrien Springs, Michigan, on the campus of the University. In order to administer its new acquisitions, Andrews University established a School of Distance Education under the direction of a dean.

The move to Andrews University has resulted in more than a simple relocation for the Academy. It has meant a complete restructuring of the organization and rebuilding of staff. During this transition, the institution's commitment to the basic intent of its mission statement has remained firm. We have restructured in such a way as to provide the staff resources necessary to improve curriculum, faculty effectiveness and student support. We are in the process of developing a new institutional infrastructure that will support our vision and better utilize technology to serve students, parents and faculty.

Griggs International Academy also shares with Andrews University a student body that is not limited to one place. Griggs is literally an international academy. Griggs International Academy continues to provide a solid education to a diverse student body located in most of the countries of the world.

With one man's vision, Griggs International Academy continues to meet the educational needs of students and families around the world.

Accreditations and Approvals



Accredited by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, a recognized member of the National Council for Private School Accreditation General Conference of Seventh-day Adventists
12501 Old Columbia Pike, Silver Spring MD 20904-6601
Phone: 301-680-6000 • Web: adventistaccreditingassociation.org



Approved as a non-public school by the Maryland State Board of Education for Kindergarten, Elementary and High School



Accredited by Middle States Association of Colleges and Schools Commissions on Elementary and Secondary Schools
3624 Market Street, Philadelphia PA 19104-2680
Phone: 215-662-5600 • Web: middlestates.org



National Council for Private School Accreditation (NCPSA)
PO Box 13686, Seattle WA 98198-1010
Email: offices@ncpsa.org • Web: NCPSA.org



Member of International Association for K-12 Online Learning (iNACOL)
1934 Old Gallows Rd, Suite 350
Vienna VA 22182-4040
Phone: 888-956-2265 • Web: inacol.org



University of California, A-G Course approval.
See Course Descriptions for a list.



CollegeBoard School Code: 210 948

Griggs International Academy affiliations must follow specific guidelines for identifying its accreditations on their websites. Affiliate schools will use the following statement and will NOT post any accreditation logos on the affiliate website. This is a requirement for our accreditation.

General Information

Mailing Address

8903 U.S. Hwy 31
Berrien Springs MI 49104-1950 USA

General Inquiries

Phone: 800-782-4769 or 269-471-6570
Email: griggs@andrews.edu
Web: griggs.edu

Office Hours

Monday–Thursday: 9 a.m.–5 p.m. (EST)
Friday: 9 a.m.–12 p.m. (EST)

Holiday Office Closures

Martin Luther King's Birthday—
3rd Monday of January
Presidents' Day—*February 16*
Memorial Day—*May 25*
Independence Day—*July 4*
Labor Day—*1st Monday of September*
Thanksgiving—*3rd Thursday of November*
Christmas/New Year's—*December 24 through January 1*

Contents

Welcome to Griggs International Academy!	2	GIA English Language Proficiency Admissions Policy	17
The Griggs Story	3	Enrollment Reports	17
Accreditations and Approvals.....	4	Grade Reports	17
Griggs Headquarters	4	Affiliate Checklist.....	18
Contents	5	Elementary Scope & Sequence	20
Mission Statement.....	6	Enriched Curriculum	21
Core Values	6	Elementary Scope & Sequence	22
Contact Information for GIA Staff/Committee Members	7	GIA Elementary Policy	23
American Education Terms	8	GIA Diploma Options	24
Benefits of Becoming a GIA Partner.....	11	GIA Diploma Program	25
Steps in becoming a GIA Partner	11	Required Documents for GIA Diploma Processing	26
Application and Campus Survey (form supplied in Appendix).....	12	GIA Grading Scale.....	26
GIA Program and Educational Options.....	12	Transcript Requests	26
Creating a Course Description and Lesson Plan.....	13	Stanford10 Achievement Testing.....	26
Qualified Teacher Guidelines	13	University Credit for High School Students/Dual Credit	26
Steps in Hiring Instructional Staff	14	Direct Enrollment Online	27
Professional Teacher Conduct	14	Challenge Exam Protocol.....	27
Possible Interview Questions	15	Credit Recovery Option.....	27
Teacher Certifications, CVs and Faculty Report	15	Attestation/Authentication Fee.....	27
Building teacher professionalism.....	15	Miscellaneous Affiliate Fees	28
Unique Qualities of American Education	16	Marketing.....	28
School Calendar and Class Schedule	16	Discipline Policy	28
Textbook Selection	16	APPENDIX	29



Owned and Operated by Andrews University

Mission Statement

*Griggs International Academy seeks to **inspire learning, transform lives and serve the world.***

Core Values

Excellence

Each student is viewed as uniquely endowed with talents and abilities that are developed by providing a quality, academically rigorous education at all levels. Teachers encourage analytical and open thought processes enabling students to become independent and confident individuals in society.

Respect

Students are encouraged to uplift one another by demonstrating respect and consideration for all through learning that is student-centered and redemptive. GIA students are held to a high standard of dignity, honor and respect toward others. They are being prepared to be productive and moral citizens.

Intercultural Education

A Griggs school community must model the key values and behaviors associated with education for intercultural understanding. Intercultural education starts with the attitude an individual has towards themselves and others in his/her immediate environment. Students need to learn to understand themselves, what it means to be human, and to make sense of their place in an increasingly interdependent, globalized world. Intercultural learning, therefore, starts with the key values of dignity, honor, respect and integrity. Dignity is deportment, honor is acknowledgement, respect is humility and integrity is truth.

Service and Leadership

Students are nurtured to be individuals engaged in a life of service whether it is toward their peers, in their local community or for a global cause. GIA views service as an integral part of its diploma program, requiring 20 hours of community service per year of participation in the program valued and understand that they are part of a team by providing opportunities for constructive interaction and sharing of experiences.

Student Profile

Education for intercultural learning requires students to develop knowledge of different worldwide perspectives and to be able to critically reflect on **why** different perspectives exist. It is important that this consideration stems from a student's understanding and appreciation of their own culture and nationality so that international understanding and cooperation supplement local and national allegiances. Understanding is not the same as acceptance of all practices. The student profile of Griggs emphasizes the importance of seeking knowledge, affirming the values of the information gathered and changing the world to create a better environment.



Key Values: Dignity, Honor, Respect and Integrity. Dignity is deportment, Honor is acknowledgement, Respect is humility and Integrity is truth.

K-12 Affiliate Administration



Dr. Alayne Thorpe
Dean, SDE/GIA
alayne@andrews.edu
269-471-6581
Skype: A Dale Thorpe

- Chairperson of the Affiliate Committee
- Visits sites when necessary
- Oversees all affiliate operations for GIA and Andrews University



LaRonda Curtis Forsey
Associate Dean, GIA Principal
laronda@andrews.edu
269-471-6548
Skype: laronda2

- Oversees all K-12 partnerships
- Approves GIA partnerships
- Visits GIA partners regularly
- Approves the hiring of partner faculty
- Approves the curriculum designed by partner faculty
- Consults with director/principal on a regular basis (Skype)
- Evaluates sites for continuous improvement



Kathy Iwasa
Associate Principal/Registrar
lwasa@andrews.edu
269-471-6559
Skype: kathy.iwasa

- Oversees all processing of enrollments and grade reports
- Reports enrollment and graduation charges to finance
- Evaluates transfer transcripts
- Prepares plan of study worksheets for all students
- Skype visits site director/registrar to discuss academic issues and plan of study
- Maintains student records for all students
- Processes all transcript requests from program director only
- Communicates grades with onsite director/registrar
- Processes diploma packets for all graduating seniors
- Periodically evaluates on-site student records for compliance verification



Stephen Rivers
Affiliate Director
riverss@andrews.edu
269-471-6582
Skype: Stephen Rivers

- Initiates overview with potential sites
- Surveys interested sites
- Reviews feasibility study and local government support
- Submits school proposal to affiliate committee
- Communicates procedures to approved sites
- Provides onsite training for implanting the GIA partnership
- Visits sites for school evaluation and professional development
- Arranges for regular meetings with site directors
- Offers individualized consultation for sites
- Continuous oversight of all GIA international partnerships
- Maintains affiliation website
- Communicates special requests from partner sites
- Meets with onsite boards, parents and students



Ethan Jones
Director of Compliance
ethanj@andrews.edu
269-471-6515
Skype: EEJones42

- Drafts contracts for committee approval
- Approves all marketing material (brochures, advertisements, websites, etc.)
- Revises contracts as needed
- Provides the final contract to partners
- Monitors copyrights and legal obligations
- Assures compliance with accreditation



Carolina Gomez-Jones
Assistant Dean
gomezjones@andrews.edu
269-471-6586

- Oversees accreditation
- Financial and administrative administration

American Education Terms

Academic Standards

A set of K–12 standards including core classes and electives. These learning goals outline the minimum required learning. Instructors are encouraged to include these standards and add additional learning objectives.

Accreditation

A process of validation in which schools are evaluated. Accrediting body sets the standards which GIA and its affiliates are to follow. Every few years (varies from one accreditation entity to another) the accrediting body sends a review committee comprised of educators from other schools and employees from the accrediting body that evaluates and ensures GIA and its affiliates are maintaining and upholding the standards. GIA maintains the following accreditations: regional accreditation from Middle States; State approval by Maryland Department of Education; and denominational accreditation by the Adventist Accrediting Association. (See Appendix I for accreditation wording for website.)

American High School

A secondary school in the United States, usually comprised of grades 9–12 with grade levels known as freshmen, sophomores, juniors and seniors respectively. Students are usually ages 14–18.

Attendance

In order for students to receive an American high school diploma, they are required to attend 180 school days per year, and use the Carnegie Unit for minutes per class time. Students who miss 15 percent of class or more should (1) be placed on academic probation and (2) follow a completion plan developed by the local academic advisory board.

Block/Modified Block Scheduling

A system for scheduling courses by having longer class periods and meeting fewer times throughout the week. This can be done with an A Day/B Day schedule or by dividing courses and having half taught one semester and the others taught the next semester.

Carnegie Unit

Also called a unit or a credit. Represents 120 hours of class or student/teacher contact time throughout one school

year. Upon successful completion of the course, 1.0 credit or unit will be recorded on the transcript.

Example:

A class meets 40 minutes per day, 5 days a week = 200 minutes a week

There are 36 weeks in a school year, 36 weeks x 200 minutes = 7,200 minutes per year or 120 hours per year. All credits are based on this formula for all courses.

Challenge Exam

GIA exam provided for students proficient in a specific area of study to test out of a course. Eligibility must be approved by the GIA registrar prior to examination. Student must obtain at least an 80 percent average in order to be granted credit. Upon successful completion, a grade of P for passing will be recorded on transcript. Grade will not affect the GPA but will reflect completion and credit for the challenged course. Extra charge of \$100 per exam will be charged on school account. It is the affiliate's choice to collect payment from student. Most common exams are given in Algebra I and Geometry, which usually consist of one exam per semester.

Course Description/Syllabus

Document prepared by the instructor that gives the name of course, instructor, credit, schedule, textbook, course description, objectives, outline, assessments used, grading scale and classroom expectations. (See Appendix E)

Courses

Individual areas of study within a particular subject. Upon successful completion the student is granted a letter grade and unit of credit. Each course carries a specific unit of credit determined by the hours spent in class.

Curriculum

The subjects comprising a course of study in a school—usually a list of courses needed to complete a grade level or obtain a diploma.

Curriculum Standards

Clearly defined statements and/or illustrations of what all students, teachers and schools are expected to know and be able to do by the completion of a course.

Differentiated Learning

The way in which a teacher anticipates and responds to a variety of student needs in the classroom. To meet student needs, teachers differentiate by modifying the content (what is being taught), the process (how it is taught), and the product (how students demonstrate their learning).

Diploma

Accumulation of individual courses within particular areas of study. The College Preparatory diploma requires 25 credits and the Standard Diploma requires 21 credits in specific areas of study. (See Appendix P)

Dual Credit

University-level courses made available to high school students for credit both in high school and university. Students are eligible to take Andrews University online classes if they meet the following criteria:

- Enrolled in Grade 10, 11 or 12
- Minimum cumulative GPA of 3.00 from accredited high school
- Evidence of English proficiency
- Signed approval from parent, on-site GIA director/registrar, and GIA registrar

Formative Assessment

Including diagnostic testing, formative assessment is a range of formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student attainment.

GPA and Cumulative GPA

GPA (Grade Point Average) is the average of accumulated final grades on a transcript for a particular semester or grade level and is one of several major factors used by universities and employers to assess a student's academic achievement. Cumulative GPA is the average of ALL final grades recorded on a transcript from the beginning of high school until its completion.

Grades

Permanent record of achievement in one course. Based on grading scale percentage accumulated for the semester.

GIA operates on a 4.0 grading scale. All instructors must use this scale for all courses.

Grading Scale

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

Grading Scale by GPA

A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00

Grading Periods

Time period in which grades are computed, i.e. quarters, semesters, school year. Should be consistent school-wide. Close consideration must be taken when dealing with block schedule regarding grade reporting. If recording of quarter grades is desired, the site must report grades within two weeks of the close of the quarter.

Instructor Certification

A process by which a person is awarded a teaching license for a country, a state or an educational system, usually within a specific field of study.

Lesson Plan

Document prepared by the instructor to show the subject being covered, the activities, the assignments, assessments and objectives for each day of class. (See Appendix F)

Midterm Exams

Examinations given during the midpoint of an academic term. These examinations can be comprehensive of the 1st quarter of information or following a specific unit of study.

Quarter

At least 9-week period of instruction. Semester is equally divided into two quarters.

American Education Terms (cont.)

Quizzes

Informal test of knowledge on a specific topic within a lesson. Usually more narrow in scope. Can be announced or surprise. Most often grouped with tests in weighted grade average.

Report Cards

Compilation of student's performance in coursework for grades K–8.

School Year

Students must attend classes at least 36 weeks or 180 school days. The semester is divided into 18 weeks or 90 days per semester. School must provide school calendar outlining the semester and days per year required teacher/student interaction days. (See Appendix C)

Scope and Sequence

A clearly stated set of K–8 learning objectives that reflect local, state and national expectations. Sequence is the order in which those objectives are taught. These are usually found in the teacher's edition of textbooks for K–8. (See sample of GIA elementary scope and sequence).

Semester

At least 18-week period of instruction. Represents at least 60 hours of student/teacher contact time and upon completion of a course 0.5 credit or unit will be recorded on the transcript.

Standard vs. College Prep Diploma

Standard diploma—21 Units or Credits within specific areas of study. (See Appendix P)

College Prep diploma—25 Units or Credits within specific areas of study with an emphasis in math, science and modern language courses meeting most four-year U.S. college admission standards.

Standardized Tests

Form of test that (1) requires all test takers to answer the same questions, or a selection of questions from common bank of questions, in the same way, and that (2) is scored in a "standard" or consistent manner, which makes it

possible to compare the relative performance of individual students with those of the same age or grade level.

Student Records

Includes application, copy of passport and grade reports for all courses.

Summative Assessment

Evaluate student learning, skill acquisition and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program or school year.

Tests

Formal test of knowledge in a specific area of study. Usually comprised of a variety of multi-level questions such as multiple choice, true/false questions, short answer and essay questions. This will make up a certain percentage of the total points of a grade. Most often grouped with quizzes in weighted grade average. Usually given at the end of a term, but can be given at the end of a unit of study. Can be comprehensive or specific in scope.

Transcript

Permanent record of academic achievement summarizing all courses taken, all grades received, GPA and honors achieved throughout high school. (See Appendix O)

Transfer Credit—Transcript and Recording

Transfer credits are credits that a student accumulates in another school/program prior to enrollment in the GIA program. The transferring transcript will be subject to evaluation and recording to be determined by GIA registrar and must be presented (scanned copies sufficient) to ensure an accurate plan of study. Griggs holds the right to accept or deny the recording of transfer credits. Official transfer transcripts must be sent to GIA by the end of the 1st semester of graduating year.

Weighted-Average

Instructor determines the weighted-average for each assessment in the course.

For example: Exams = 40%,
Assignments = 20%,
Projects = 40%

BENEFITS OF BECOMING A GIA PARTNER

- Extensive history of working with international schools. GIA began in 1907 with international students. This history is valuable in working with the complexities of global education in the 21st century
- Professional and experienced educators that work at the GIA headquarters in Michigan and Maryland
- Consultants in the areas of academics, administration and legal matters
- Accreditations with Middle States, AAA and the State of Maryland (American Regional/State)
- Sites to help recruit school administrators, directors and teachers
- Approval process for hiring qualified teachers
- Guidelines and policies for managing an international school
- Annual visits from GIA personnel for support and evaluation
- Standardized testing options for language and academics success
- Twin Track Diploma (top-up) option (National and American)
- Online university credit for qualified high school students
- Supplemental online course for qualified students
- Standards (high school) and Scope and Sequence (K–8) provided
- Certificates for program or level completions
- Summer/Winter Camps provided
- Exchange student options
- Connections to American universities
- Meetings with seniors for college application information
- Benefits of being owned and operated by Andrews University

STEPS IN BECOMING A GIA PARTNER

1. Inquire about becoming an affiliate partner
2. Handbook is sent to prospective affiliate site
3. Interview with the K–12 director of affiliates
4. Submit survey/application with photos to the director of affiliates
5. Affiliates committee members review survey application and director's recommendation
6. Site visit report conducted by director of affiliates
7. Committee votes on affiliation partnership
8. Contract is completed by compliance officer
9. Affiliate and GIA administration sign the contract
10. Affiliation fee is paid
11. Online meeting with the GIA team to get acquainted—identify local GIA director
12. Affiliate director conducts training—also video online training
13. Affiliate submits calendar, course descriptions, teacher resumes and certifications to registrar
14. Committee approves teachers/courses delivered at the site
15. Advertising submitted to GIA for approval
16. GIA registrar trains affiliate administration process of student records
17. School starts serving students once teachers, courses and calendar are approved
18. Ongoing Skype meetings with administration, affiliate director and registrar
19. Ongoing training for administration and teachers

GIA Program Options

APPLICATION AND CAMPUS SURVEY

This form is to be completed by the affiliate administration in preparation for the survey visit. Please return this form to the K–12 Affiliate Director at least **ONE MONTH** before the survey visit date. (See Appendix A)

GIA PROGRAM AND EDUCATIONAL OPTIONS

GIA partners with schools in different countries to add value to the institution’s decision to become a global educational option for their students. With GIA’s accreditation, international schools will be allowed to offer American diplomas and certificates to students that fulfill the GIA requirements. The programs can be designed to fit the needs of a particular school as long as the accreditation requirements are met. The following are the more common partnerships that are offered to our partners:

High School (Full Curriculum—see Required List of Courses)

(Grades 9–12) Partner offers only GIA approved courses that fulfill the diploma requirements. It is a four-year program and the classes will all be taught in English; however, ESL classes can be offered for non-academic credit. Teachers must be certified, English speaking, and familiar with American education. Students must complete 25 Units for a College Preparatory Diploma or 21 Units for a Standard High School Diploma. Students will take courses in the area of math, science, English, history, language, technology, business, fine arts, health, character development and electives. A transfer student must complete at least 6 units of GIA courses to receive a diploma. Students must also complete 20 hours of community service per year in GIA program. College Prep diploma-seeking students will be required to take standardized testing (i.e., Stanford10, SAT, ACT).

Dual Diploma Program/Top Up (National and American)

(Grades 9–12) This program is similar to the high school program described above; however, students continue to work on the national diploma while pursuing the GIA diploma at the same time. The student’s national coursework has to be compared to the GIA requirements in order to assess what GIA courses need to be completed to receive the GIA (American) diploma in addition to the one from the registered school that the student is attending. The student is required to take at least 6 units (credits) that are GIA ap-

proved in order to get the GIA diploma. Schools choose this type of Top Up program to help prepare students for attending an American university.

Elementary/Junior High Program (Full Curriculum or Integrated Curriculum)

(Grades K–8) Partner offers GIA approved courses with at least 30 percent of the courses taught in English. The courses offered must be approved GIA courses, but can be adapted to students’ English language levels and should follow the scope and sequence provided by GIA. This option is primarily used for preparing students to study full-time in an English language school and to offer a global education to students early in their educational experience. The teachers must be certified K–8 teachers that speak English and are familiar with American education.

Summer Camp/Winter Camp/Language Tours

GIA offers enrichments/educational programs that help make the international experience vivid to the students. Programs are adapted to fit the needs of the GIA partners each year. They may include the following:

- Summer camps in Asia, Europe and North America
- Cultural exchanges in Asia, Europe, North America and South America
- University workshops in Asia, Europe and North America
- Language tours in Asia, Europe, North America and South America

These enrichments may include discipline choices such as science, architecture, business, government, history, literature, music, media, photography, TOEFL, ACT/SAT preparation, leadership, etc.

GIA wants to give students the opportunity to practice language, live with host families, attend camps with American students, explore career options, and earn additional credit.

Inquire for details of current offerings.

CREATING A COURSE DESCRIPTION AND LESSON PLAN

A good course and lesson plan is necessary for all teachers. Teaching is complex. Few beginning teachers have had any type of internship that will help them in their first years of teaching. A framework provides a good guide to lead the new as well as experienced teacher down the road to success. A framework gives the educator a map to follow that will be consistent. It prevents meandering from the pathway of learning.

A course description puts a professional criterion into the process of teaching. Teaching could fall into a routine where teachers only teach what they felt inspired to teach and not what needs to be taught. This haphazard style of teaching would leave students partially educated. Effective teaching is a science and an art. Spending time developing good lessons will promote both the creativity and the systematic styles of teaching the material necessary for students to have an excellent education.

Not all teachers are comfortable teaching the exact same way. A course description is not a checklist of teacher behaviors. It is a set of commonalities that show what specific actions a teacher should carry out in order to be professional and effective. Many resources are available from textbook companies and the Internet. The framework will:

- Help teachers plan for instruction and reflect on the next steps
- Help teachers interact with colleagues outside the classroom walls
- Help teachers communicate with parents and the community
- Help teachers organize the classroom material
- Help teachers reflect on student learning and plan improvements
- Help teachers interact with others in the educational environment

Teachers need to be responsible for planning, preparation and classroom instruction. They do this by demonstrating knowledge of the subject content, understanding the students' needs, setting goals, utilizing resources, designing instruction and assessing student learning.

Course Description (see Appendix E)

A copy of the course description for each GIA course taught at the school must be granted approval from GIA before the school year begins in order for the course to be accepted for credit. The GIA principal and registrar will evaluate the descriptions and notify the school of approval of course or denial with required changes sent back for review. Each must include the following components: Name of the course, the instructor, the schedule (days of the week and number of minutes per class), credit, textbooks, course overview, course objectives, course outline, assessment, grading scale and classroom expectations.

How to Write a Lesson Plan (see Appendix F)

1. Review resources, textbooks, standards, etc.
2. Write out goals and objectives for that day/week
3. Determine how you will introduce the lesson (get students interested)
4. List the activities: Lecture, group work, assessment, discussion, etc.
5. List the supplies needed for the class
6. Script any key things that might be hard to recall during class
7. Explain how students will practice learning
8. Describe assessment (quiz, test, imbedded assessment, etc.)

QUALIFIED TEACHER GUIDELINES

All teachers teaching in any core academic subject area (including early childhood and elementary) should:

- Hold at least a bachelor's degree from a regionally accredited institution of higher education
- Hold valid certification in the subject area they are teaching
- Have teaching experience of two years or more preferred
- Experience with an American Educational System preferred

International Pedagogy: General education degrees need to be supported with a transcript that shows mastery in a subject area.

Teacher Guidelines

Exceptions: Other things that might qualify someone to be hired as a teacher are based on subject area transcripts and approval from GIA principal. This is an exception, not the rule.

Note: ESL/ELL training is definitely a benefit, but it does not replace teacher certification for subject area courses.

Teachers should be able to do the following:

- Work as part of a team for the effectiveness of the program
- Develop course outlines and material to help students master the material
- Consider cultural backgrounds of the school location
- Adapt course materials to meet student needs
- Successfully write daily lesson plans to support quality classes
- Individualize material for differentiated learning styles
- Incorporate second language practices for student language level
- Maintain up-to-date grading and feedback for students
- Attend annual professional development/certification requirements
- Be familiar with GIA protocol and expectations
- Work together with GIA and school administration to carry out improvements
- Treat students, parents and colleagues with respect
- Exercise good judgment and ethical practices
- Exhibit loyalty to the program and dedication to the best interest of the students

STEPS IN HIRING INSTRUCTIONAL STAFF

GIA seeks to help affiliated schools hire the best available teachers, administrators and teaching assistants. It is the school that actually hires the instructional staff and they become employees of the affiliate school, not GIA. Vacant positions must be filled competitively without favoritism or discrimination in regards to age, race, religion or nationality. Experience, education and certification are taken into consideration.

Building administrators and teachers are key partners in the instructional staff hiring process. Administrators carry the responsibility for supervision of school employees and

ultimately determine their success and the success of the school program.

- Advertise (GIA website, social networks, universities, local newspapers)
- Review curriculum vitae/resume and letter of interest
- Consider current qualified faculty
- Interview candidates (see questions suggested)
- Check references provided and previous workplace
- Submit qualified CVs/resumes to GIA administration for approval
- Arrange for K–12 affiliate director to interview candidate
- Contact approved candidate
- Review background check on candidate
- Inform GIA administration when hire is finalized
- Collect required documents (diploma, transcripts, certification, background check, contact information)
- Share benefits package, starting date and policies with new employee
- Train new employee
- Notify candidates that were not hired
- Affiliate school is responsible for teacher visas

Note: Having a committee to assist with personnel topics is advised. The personnel committee should avoid having members who are personal friends or relatives of the candidates being interviewed.

PROFESSIONAL TEACHER CONDUCT

- Dress professionally and according to policy
- Promote equality among all students and faculty
- Calculate and distribute grades honestly and confidentially
- Use discipline that guides a student to make positive change
- Maintain a character that can be a positive role model
- Live a healthy lifestyle (I.e. avoid smoking, drinking alcohol, drug use)
- Treat parents, students and colleagues with fairness and integrity
- Create an atmosphere of respect among colleagues and students
- Demonstrate respect for cultural and spiritual values
- Base decision making on the school mission and what is best for the student(s)

- Develop lessons that engage students and encourage mastery of subject
- Avoid conflict between professional work and private interests

POSSIBLE INTERVIEW QUESTIONS

- What are the most important things I should know about you, your life, your experiences?
- You have been hired as the newest member of our teaching team. In fewer than five minutes, how would you introduce yourself to a group of parents, students and teachers from our school?
- (Confirm how candidate's education, training and work experiences have qualified them for the new role.)
- Who has most influenced you to become an educator, and what qualities do you emulate?
- Describe for me a lesson you taught that went very well. Why did the lesson work so well?
- How did you use differentiation of abilities/ELL? (Role play)
- What methods of teaching, besides lecture/textbook, would you use to present material to your students?
- What if your students don't understand a concept/language, how do you have a plan for remediation?
- How do you carry out that plan? (Role play)
- What would your previous employer or college advisor say were your greatest strengths for teaching, and what areas would they suggest were areas that need growth? Why do you want to change employer?
- If your greatest supporter was in the room with us today, what five words would he or she use to describe you as a person, a teacher or a colleague?
- What have you read lately that led you to change the way you teach?
- Explain in writing, in 100 words or fewer, your philosophy of teaching.
- What is your approach to classroom management and student discipline?
- Tell me about a difficult circumstance you handled. What action did you take? What were the results?
- What do you know about our school/country/environment and how will you manage the cultural change?
- What is your career plan and where will you be in five years?

- Is there anything you want us to know that we haven't asked that might help us as we make our hiring decision?

TEACHER CERTIFICATIONS, CVS AND FACULTY REPORT

In order to be in compliance with accreditation policy, GIA must have copies of all teachers' CVs/resumes and certifications before school begins. This information is also to be entered on the faculty report spreadsheet for data analysis as well. All part-time and full-time faculty who are teaching any GIA affiliate course or are employed as support staff during the school year must be included. Please note that all of the fields on the report are required for accreditation reports. GIA registrar will provide form spreadsheet. (See Appendix)

BUILDING TEACHER PROFESSIONALISM

Teachers have the key role of interpreting, developing and delivering the programs offered by GIA. Teachers are able to create their own program of study, ensuring that the curriculum experienced by students is aligned with the prescribed subject aims, objectives and content, and is adapted to the local context. Effective delivery of the curriculum requires teachers to be reflective practitioners who are critically self-aware of their own teaching and who model the thinking and approaches they expect of their students. Building teacher professionalism refers to the central responsibility that teachers have in the design and delivery of the program, which needs to be supported by ongoing professional development.

In creating programs of study, a starting point is provided by subject curriculum standards (guides) and other teacher support material produced by GIA. Beyond these, teachers are encouraged to consider and use a wide range of resources as well as develop their own. Teachers are uniquely placed to do this, as they know their students and the local context. Some course companions, resource materials are designed to support learning in specific subjects, but teaching to a textbook is inconsistent with the philosophy of the GIA program.

Calendar, Class Schedule and Textbooks

Another aspect of creative teacher professionalism is the responsibility that teachers have to support curriculum development and assessment. GIA believes that the partnership between the organization, teachers and school administrators is fundamental to the continued success of its programs. All subjects and core components of our educational programs are regularly reviewed and developed by our team of experienced educators, some of whom also serve as teachers in GIA affiliate schools around the globe. One essential part of the curriculum evaluation and review process involves teachers responding to questionnaires so that, on one level, all teachers can be involved in curriculum review and development. Experienced teachers are encouraged to become involved in work beyond their school, through activities including workshop leadership, curriculum development committee and participation in regional association work.

UNIQUE QUALITIES OF AMERICAN EDUCATION

- The emphasis on daily assignments is just as important as students preparing for a final exam
- Development of character/ethics is an expected element of the educational system
- Courses are not usually integrated or blended (i.e., Math is divided by courses—Algebra, Geometry, Calculus are all separate courses)
- Fine arts, physical education, and computer skills are included in the graduation requirements
- Teachers are certified in a specific area that they teach
- Assessments (standardized and school-made) are a measurement of the student and the school. *Note: Assessment should not be administered only at end of the year. Learning should be assessed several times throughout the semester to measure attainment.*

SCHOOL CALENDAR AND CLASS SCHEDULE

The school calendar will help GIA in maintaining accurate school records for your students. It is helpful to highlight the beginning and ending dates for each semester as well as the date of graduation as each affiliate school calendar

varies. This way the grades will represent actual dates of completion. The school calendar and class schedule will serve as verification of minute requirements for accreditation purposes. (Samples in Appendices C and D)

TEXTBOOK SELECTION

The teacher and administration should evaluate textbook resources and make a specific selection based on the appropriateness of the material to support quality instruction for the students. Administration should take into consideration the school's specific constituency's expectations while selecting instructional materials. It is also important that the GIA teacher create a curriculum that encompasses a well-rounded approach to learning in the subject area. Choose resources that reinforce information across the curriculum.

Teachers are encouraged to contact the publishers to request review copies of textbooks and other supplementary materials to assist in the selection process. Not all textbooks are available in every country; however, a school can request a textbook international representative to review availability. Some schools may choose to send a representative to the U.S. to review books and be responsible for getting the books delivered to the school. Affiliates may find it easier to adopt eTextbooks. These eTextbooks need to be from a reputable publisher and available for all students at school and in living quarters. If the textbook is online, it must be accessible even during non-school hours.

Once books are approved by GIA administration, textbooks need to be purchased well in advance of the start of school so that teachers and students can begin the year with the right resources. Each student should have a purchased copy. Photocopied textbooks are prohibited due to copyright laws. Common textbook publishing companies: *Prentice Hall, Glencoe, Holt McDougal, Houghton Mifflin Harcourt, McGraw Hill/Glencoe, Pearson, and Heath McDougal Littell* (Specific textbooks can be recommended upon request)

GIA ENGLISH LANGUAGE PROFICIENCY ADMISSIONS POLICY

Admission

The exam score on any one of the language proficiency exams GIA accepts for admission (TOEFL ITP, TOEFL iBT, MELAB, IELTS Academic, Stanford10, PTE Academic) will determine if a student is a full-time ESL student, a Language Bridge Program student or can start taking a full load of academic classes during his/her first semester of the U.S. High School Diploma program.

Regular Admission

Except for Dual Credit, Twin Track and other programs with higher language proficiency requirements, students may demonstrate sufficient language proficiency for regular admission to the High School Diploma program by scoring a minimum of 350 on the TOEFL (iBT 60, 4.5 IELTS, 60 MELAB, 40 PTE). Students may also demonstrate sufficient language proficiency by successfully completing the highest level of the GIA supplementary courses, or by successfully completing the Language Bridge program.

Provisional Admission

Provisional admission may be offered to students who meet all other requirements for admissions, but have not yet obtained the required English language proficiency score. Students who have not submitted a language proficiency exam score prior to admission to an affiliate school may take the TOEFL ITP exam offered by the GIA or one of the other accepted language proficiency exams at any other authorized testing center.

Language proficiency exam scores must be submitted prior to registering for any diploma course. All students who have language proficiency scores below the minimum requirements for admission to the program will take a placement test to determine which level of instruction within the affiliate school best meets their needs. Students will take a similar test at the end of every semester to assess progress.

Exchange Students

Students who attend a GIA affiliate as part of an exchange program partnership must demonstrate the same level of

English language proficiency as all other non-native English speaking students. The exam score on the TOEFL or one of the other language proficiency exams GIA accepts for admission will determine if an exchange student is a full-time ESL student, a Language Bridge program student or can start taking diploma classes at an affiliate school. (See Appendix for Language Bridge program outline)

Age Limit

In order to provide reasonable consistency of maturity levels among students in the high school diploma program, students are not permitted to attend the GIA diploma program after attaining the age of 20 (twenty). Those who attain the age of 20 (twenty) during a school year may complete that school year. Persons who are 18 (eighteen) years old or older and who, by earning eight (8) credits per academic year, cannot meet graduation requirements, including a 2.0 grade point average (GPA), prior to the end of the school year during which they attain the age of 20 (twenty), shall not be permitted to attend the GIA high school diploma program beyond the end of the academic year in which they attain the age of 18 (eighteen). Such persons shall be afforded an opportunity to pursue a high school diploma through GIA online.



Academic Policy Reports (cont.)

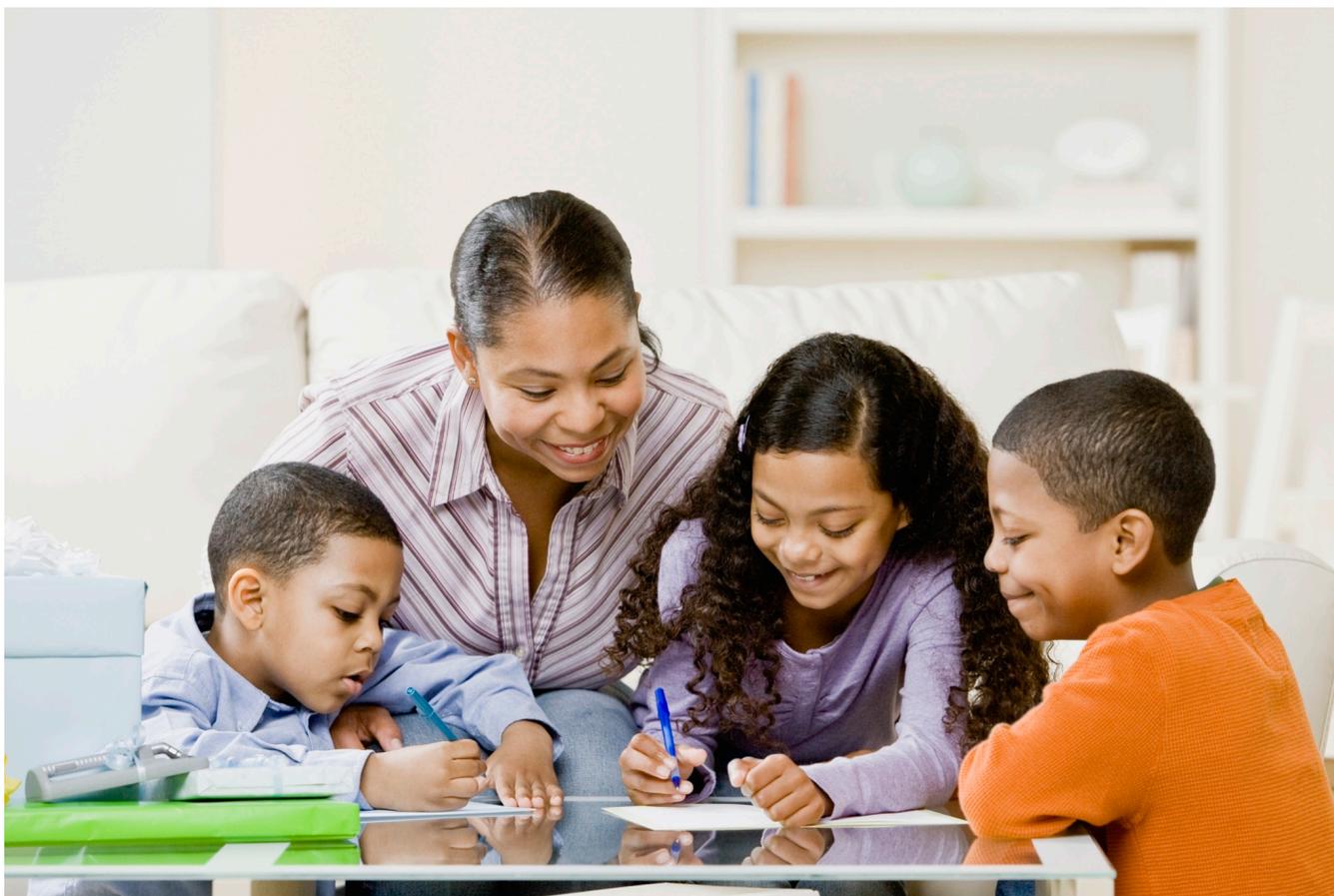
ENROLLMENT REPORTS

Enrollment reports provide a record of courses for all students enrolled in each grade for the semester and are also required for accreditation purposes. These reports are due within two (2) weeks after the semester begins. Enrollment numbers will be verified with the affiliate school then sent to the finance department for charges to be applied.

The GIA registrar will use these forms to enroll students into the Student Information System which generates a student ID number. This number will be added to the enrollment report and sent back to the affiliate to be used as the grade report at the end of the semester. Please use the legal name (name used on passport) on the enrollment report. Avoid using American names unless printed on passport. The names given will be used to print official documents such as transcripts and diplomas; therefore the student's full legal name must be used. (See Appendix H)

GRADE REPORTS

Grade reports are the official record of student grades. These are due within two (2) weeks after the semester ends. Please make certain that all columns are completed on the form for accreditation purposes. If student is enrolled after the enrollment report has been sent to GIA, please include their information at the end of the grade report upon completion of the semester as well as on the enrollment roster of the 2nd semester for charges to be assessed. (See Appendix H)



Affiliate Checklist

In order to maintain the integrity and quality of the GIA program and to operate within the accreditation guidelines, affiliate school must send the following documents at the designated time each year.

Setup Process:

- _____ Finalize contract
- _____ Textbook approval
- _____ Teacher hiring & approval

Before school begins:

- _____ Faculty report spreadsheet—see sample
- _____ Teacher certifications, CVs and/or transcripts
- _____ Course description of all GIA courses—see sample
- _____ School calendar—highlighting dates for semester beginnings and endings and graduation date
- _____ Class period schedule outlining minutes per class period

At the beginning of 1st semester:

- _____ Enrollment report within two weeks after semester begins
- _____ Copy of all student applications and passports*

During 1st semester:

- _____ Email translated transcripts from student's former school(s) for evaluation—include the days per week for each course
- _____ Schedule a Skype visit to discuss senior files with GIA registrar (Skype name: kathy.iwasa)

At the end of 1st semester:

- _____ Email grade report to registrar within two weeks of semester end. Please use updated report with GIA ID numbers

At the beginning of 2nd semester:

- _____ Email 2nd semester enrollment report (with GIA ID#s) within two weeks after 2nd semester begins
- _____ Type "Withdrawn" in red under the names of students that did not return to the GIA program
- _____ Add any new students to the bottom of the report

During 2nd semester:

- _____ Skype visit to double check senior files and go through junior files with GIA registrar
- _____ Mail official transfer credit transcripts (translated) to GIA registrar*
- _____ Send community service forms to GIA registrar* (See Community Service form in Appendix)
- _____ Send final number of graduating seniors and payment of graduation and shipping fees*
- _____ Request diploma covers and tassels at least one month in advance of graduation, if desired

End of 2nd semester:

- _____ Send grade report within two weeks of semester end—may send senior grades separately for early processing

**Required documents and fees to be received by GIA before diplomas can be sent*

Elementary Scope & Sequence

The following chart provides an overview of GIA elementary curriculum. Core curriculum is required; enriched curriculum is recommended for holistic education.

CORE CURRICULUM		
GRADE	Health/ Science	English Language Arts (Reading and Writing)
K	Insects, the body, birds, rainbow, sky, transportation, wild creatures	Listening/speaking experiences through poems and stories, shapes, colors, numbers, rhyming words, name recognition, role-playing, address, safety, vocabulary, senses, proper letter/ number formation and structure, identifying the upper and lower case letters, beginning sounds, short vowel sounds, basic vocabulary, reading simple sentences incorporating spelling into learning activities
1	Plants, animal/ habitats, sound, light, heat, magnets, earth, weather, simple machines, senses, health	<i>Taught in an ELA block.</i> Following directions, capital letters, ABC order, basic parts of speech, word usage, sentences, plurals, compound words, letter writing, poetry appreciation, creative writing, handwriting/letter formation, vocabulary, comprehension, main idea, phonics, study skills, literature appreciation, orderly development of spelling skills, patterns, proofreading, dictation
2	Healthful living, safety, nutrition, exercise, water, environment, animals, matter, energy, air, sun, how the body works	<i>Taught in an ELA block.</i> Parts of sentences, basic parts of speech, capitalization, punctuation, ABC order, guide words, writing sentences, letter writing/ composition, literature appreciation, handwriting/letter formation, vocabulary, comprehension (cause/effect, predict outcomes), phonics, study skills, literature appreciation, spelling patterns, proofreading, dictation
3	Nutrition, weather, solar system, machines, animal families, family	<i>Taught in an ELA block.</i> Parts of sentences, basic parts of speech, capitalization, punctuation, writing sentences, letter writing/composition, literature appreciation, dictionary/library skills, handwriting/cursive, vocabulary, comprehension (cause and effect, predict outcomes, digraph, blends) phonics, study skills, literature appreciation, spelling patterns, proofreading, dictation
4	Plants, air, water, soil, minerals, fossils, trees, wildlife, environment, substance abuse, matter/ molecules	<i>Taught in an ELA block.</i> Parts of sentences, parts of speech, capitalization, punctuation, writing sentences, letter writing/ different forms of composition, literature appreciation, dictionary skills, library skills, handwriting/ cursive, vocabulary, comprehension (cause and effect, predict outcomes, digraph, blends) phonics, study skills, literature appreciation, outlines spelling patterns, proofreading, dictation
5	Living things, classification, self, animals, reproduction, light, sound, heat, oceans, meteorology	<i>Taught in an ELA block.</i> Parts of sentences/ parts of speech, capitalization, punctuation, writing sentences, emphasis on writing/different forms of composition, literature appreciation, dictionary skills, library skills, handwriting/ cursive, vocabulary, comprehension (cause and effect, predict outcomes, digraph, blends) phonics, study skills, idioms, story elements, literature appreciation, spelling patterns, proofreading, dictation
6	Earth's structures, human body, digestion, nutrition, drugs, electricity, magnetism, safety	<i>Taught in an ELA block.</i> Parts of sentences, parts of speech, capitalization, punctuation, writing sentences, heavy emphasis on writing/ forms of composition, literature appreciation, reference skills, handwriting/ cursive, vocabulary, comprehension (cause and effect, predict outcomes, study skills, story elements, literature appreciation, spelling patterns, outlines)

Enriched Curriculum

CORE CURRICULUM		ENRICHED CURRICULUM				
Math	Social Studies	Art	Music	Phys. Ed	Keyboarding	Vocabulary
Math readiness: sets, comparing, sorting, counting, putting together/taking away objects, time, classifying, simple math terms, ordinal numbers, shapes, patterns, graphs, number sentences, calendar, money	School, home, community helpers, Thanksgiving, Christmas in other lands	Incorporated with Bible and Activity Units	Incorporated with Bible and Activity Units	Develop gross motor skills		
+/- facts through 18, place value to 100, +/- of two and three digit numbers, money, time, geometric shapes, simple fractions, measurement, problem solving, graphs	World occupations, U.S. history, special days, maps, charts, graphs	Art Appreciation: hands-on projects	Music appreciation, learn tunes and words to new songs, rhythm instruments			
+/- with and without renaming, place value to 1000, x facts to 5, geometric shapes, simple fractions, problem solving, measurement, time, money, graphs	Families, occupations, government, maps, graphs, directions, time lines, world geography, U.S. history, holidays	Art Appreciation: hands-on projects	Music appreciation, learn tunes and words to new songs			
+/- with and without renaming, place value, to 100000, x facts to 5, decimals, rounding, geometric shapes, simple fractions, problem solving, measurement, time, money, graphs, probability	Communities in different parts of the world, maps, charts, graphs, timelines, U.S. history, District of Columbia, citizenship, government	Art Appreciation: hands-on projects, famous paintings	Music appreciation, learn tunes and words to new songs, percussion instruments	Physical fitness through exercise and directed activities	Focuses on proper hand position, technique, accuracy and speed	
+/- with and without renaming, place value, to 100,000, x facts to 5, decimals, rounding, geometric shapes, fractions, problem solving, averages, measurement, time, money, graphs, probability, pre-algebra concepts	Regions in different parts of the world, environments, U.S. Government resources, history/economy, geography, state history/geography, identify/locate oceans, continents, maps	Art Appreciation: hands-on projects, famous paintings	Famous composers, music appreciation, learn tunes and words to new songs, brass instruments	Physical fitness through exercise and directed activities	Focuses on proper hand position, technique, accuracy and speed	
Operations review, emphasis on \div by two-digit numbers, place value, problem solving, measurement, geometry, ratio, decimals, graphs, integers, ratio, %, probability, algebraic concepts	U.S. history/geography, latitude/longitude, graphs, maps, charts, timelines	Art Appreciation: hands-on projects, famous paintings	Famous composers, music appreciation, learn tunes/ words to new songs, woodwind instruments	Physical fitness through exercise/directed activities	Focuses on proper hand position, technique, accuracy and speed	A study of words: their origins, prefix, suffix, word structure
Numeration, operations review, number theory, graphs, decimals, measurement, fractions, ratio, geometry, %, integers, probability, expressions, equations, algebraic concepts	World history/geography, maps, graphs, charts, timelines	Art Appreciation: hands-on projects, famous paintings	Famous composers, music appreciation, learn tunes and words to new songs, string instruments	Physical fitness through exercise/directed activities	Focuses on proper hand position, technique, accuracy and speed	A study of words: their origins, prefix, suffix, word structure

Elementary Scope & Sequence

Core Curriculum: It is required that a GIA affiliate student must take and pass the four core courses to be promoted to the next grade. Each course has two semesters. Additional Enriched Curriculum courses are recommended for a holistic education.

COURSE TITLE	Grade 7	Grade 8
English	Sentence structure, oral and written compositions, parts of speech, word usage, punctuation, capitalization, vocabulary, word histories, different types of writing (report, expressive), reference aids	Sentences and sentence patterns, paragraphs, composition, parts of speech, reports, letter writing, library and dictionary skills, grammar
Social Studies	Independence of peoples and nations, world patterns and geography, maps, graphs, charts, timelines	American history from 1760s, post WWI to modern times. Focus: NA geography as it relates to development of U.S., Age of Exploration, the origin of American democracy, major events during the growth and expansion of the U.S.
Math	Whole numbers, decimals, statistics, number theory, fractions, algebra expressions and equations, geometry, ratio, proportion, %, integers, graphing, rational numbers, probability, measurement, problem solving	Integers, basic operations, equations, decimals, exponents, metric system, fractions, graphing, geometric figures, right triangle relations, flow charts, probability, statistics, pre-algebra skills
Science/Health	Cells, genes, invertebrates, forces, motion, astronomy, sexual issues	Cells, genes, invertebrates, forces, motion, astronomy, sexual issues
Keyboarding	Designed for grades 4 through 8, this course will teach the student correct keyboarding techniques. The student will learn the position of the letters, numbers and symbols on the keyboard and how to type them correctly. Course should be taken alternating years.	
Spanish	Greetings, country, names, professions, common school information, the alphabet, counting 0–199, months, days of week, activities, seasons, meals, family members and clothing are the topics covered. Grammar includes basic parts of speech (plurals, possessives, direct objects, subjects) and conjugating some verbs	Prerequisite: Grade 7 Spanish. New topics include leisure activities, vacations, nature, weather, clothing, the home, health, body parts, community information, giving directions, activities, transportation, counting to 1,000, time, food and the environment. More verbs are taught (including past tense), as well as indirect objects, comparisons, commands, better sentence construction
Journalism	Who? What? When? Where? Journalism provides us with the answers to these questions for the events that affect our lives. In this course, students will learn how to gather information, organize ideas, format stories for different forms of news media, and edit their stories for publication. The course will also examine the historical development of journalism and the role of journalism in society	

Elementary Class-Time Requirements

The following table represents the class-time requirements for 1st through 8th Grades:

Subject	Suggested Minutes Grades 1–4	Required Min. Per Week Grades 5–8
<hr/>		
Language Arts		
<i>English</i>	85	135
<i>Handwriting</i>	40	30 (5 & 6)
<i>Keyboarding</i>	Optional	40
<i>Reading/Reader's Workshop</i>	300	150
<i>Spelling</i>	45	40
<i>Writer's Workshop</i>	80	135
Mathematics	300	300
Science	180	180
Social Studies	180	180

Subject	All Grades
<hr/>	
Art	60
Ethics	120
Physical Education	100
Music	60
Recess	150

GIA Diploma Eligibility

DIPLOMA ELIGIBILITY

Griggs International Academy is dedicated to providing excellent academic opportunities to extend educational and career pathways. Griggs provides two types of diplomas in which to attain preparation for these life goals.

College Prep diploma. Provides the opportunity for students to broaden their educational foundation through the study of a modern language—a requirement for most four-year degree colleges—and increase academic rigor in math and science courses in preparation for college-level study as well as gaining a competitive edge in the workplace. This diploma requires at least 25.0 units of credit in specific areas of study. At least 6.0 credits must be completed with GIA, three (3) classes of which must be within the senior year. Griggs uses the Carnegie Unit which is equal to 45–50-minute class periods per week for an 18-week term (60 hours) = 0.5 of credit per semester.

Standard diploma. Provides comprehensive curricular foundation for students seeking to prepare for higher education and achieve career goals requiring at least 21.0 units of credit in specific areas of study. At least 5.0 credits must be completed with GIA, two (2) classes of which must be within the senior year.

Each diploma is in alignment with the Adventist Accreditation Association and Middle States Accreditation standards as well as approved by the Maryland Board of Education as a non-public high school. GIA will prepare a personalized plan of study that lists the units (courses) necessary to complete a College Prep or Standard diploma. A fee (\$120) is charged for each diploma issued.

College Preparatory Diploma

Requirements: 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 one life science and one higher level science)
- ½ unit of health
- 1 unit of physical education
- 3 units of social studies (must include U.S. History and U.S. Government)
- 1 unit computer literacy
- 1 unit of fine arts
- 2 units of modern languages (2 units of the 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 High School Diploma Requirements:

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 one life science)
- ½ unit of health
- 1 unit of physical education
- 3 units of social studies (must include U.S. History and U.S. Government)
- 1 unit computer literacy
- 1 unit of fine arts
- 4 units of religion (1 unit of religion required for each 5 units taken with GIA, or may be petitioned)
- ½ unit of electives
- Minimum 20 hours per year of community service
- ACT/SAT test scores (recommended)

GIA Diploma Eligibility (cont.)

College Preparatory Diploma

Minimum of 25 Carnegie Units*

Grade 9 UNITS

Bible I	1
English I.....	1
Algebra I.....	1
Computer Literacy	1
Earth Science/Physical Science	1
Physical Education (any year)	1/2
Elective	1/2
Community Service ¹	0

Grade 10

Bible II	1
English II	1
World History/Geography	1
Geometry ³	1
Biology	1
Health	1/2
Independent Physical	
Fitness (any year)	1/2
Community Service ¹	0

Grade 11

Bible III.....	1
American Literature.....	1
U.S. History.....	1
Algebra II ³	1
Chemistry/Physics	1
Modern Language	1
Community Service ¹	0

Grade 12

Bible IV	1
British Literature	1
U.S. Government.....	1/2
History course.....	1/2
Math course	1
Science course	1
Modern language.....	1
Fine Arts (any year)	1
Community Service ¹	0
SAT/ACT test scores	0

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

² Approval needed 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.

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

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

Standard Diploma

Minimum of 21 Carnegie Units*

Grade 9 UNITS

Bible I	1
English I.....	1
Math course/Algebra I	1
Computer Literacy	1
Earth Science/Physical Science	1
Physical Education (any year)	1/2
Community Service ¹	0

Grade 10

Bible II	1
English II	1
World History/Geography	1
Algebra I/Geometry ³	1
Biology	1
Independent Physical	
Fitness (any year)	1/2
Community Service ¹	0

Grade 11

Bible III.....	1
American Literature.....	1
U.S. History.....	1
Algebra II/Geometry ³ /Math course	1
Science course	1
Health.....	1/2
Community Service ¹	0

Grade 12

Bible IV	1
British Literature	1
U.S. Government.....	1/2
History course.....	1/2
Fine Arts	1
Elective	1/2
Community Service ¹	0

Electives for Both Diplomas

Business and Technology UNITS (Applied Art)

Accounting	1
Computer Literacy	1
Entrepreneurship.....	1/2
Healthcare Professions	1/2
Keyboarding ²	1/2
Personal and Family Finance.....	1/2
Public Speaking	1/2

Consumer Science (Applied Art)

Culinary Arts	1/2
Early Childhood Education	1/2
Fashion and Interior Design	1/2

English

Intro to Composition and Literature	1
Public Speaking.....	1/2

Fine Arts

Art in World Cultures	1/2
Music Appreciation.....	1/2
Digital Photography I.....	1/2
Digital Photography II	1/2

Health and Physical Education

Physical Fitness (Independent Study).....	1/2
---	-----

History and Social Sciences

Criminology.....	1/2
Geography	1
Holocaust History	1/2
World History.....	1/2

Mathematics

Adv. Algebra w/ Fin Applications	1
Integrated Math	1
Pre Algebra ²	1
PreCalculus	1

Modern Languages

Spanish I.....	1
Spanish II	1

Sciences

Anatomy and Physiology.....	1
Forensic Science I.....	1/2
Forensic Science II.....	1/2
Veterinary Science	1/2

Academic Policies

REQUIRED STUDENT RECORDS DOCUMENTATION

Each affiliate must keep accurate records on-site for each student in the GIA program. The following is a list of required documentation completed for each GIA student (hard copy is suggested):

- Application form
- Copy of passport
- Copy of transfer transcripts (if applicable-originals sent to GIA)
- All grade reports per semester
- Community service reports
- GIA prepared plan of study and updates
- Target setting contracts

Other suggested items:

- Attendance records
- Workplace/training agreements
- Technology contracts
- Communication to student/parents
- Disciplinary Actions

REQUIRED DOCUMENTS FOR GIA DIPLOMA PROCESSING

In accordance with its accreditation policy, GIA must have in its possession the following items to process diplomas:

- Official transfer transcript—translated into English
- Community Service hours—minimum of 20 hours per year enrolled in GIA program
- Copy of passport
- Graduation and diploma shipping fees

The affiliate official and GIA registrar will Skype before the end of the year to ensure all requirements have been met as well as documentation received.

GIA GRADING SCALE

Grades are a permanent record of achievement in one course. GPA is based on grading scale percentage accumulated for the semester. GIA operates on a 4.0 grading scale.

Final grades are issued as A, B, C, D or F. Pluses (B+) and minuses (B-) are also used. **All GIA instructors** must use the following grading scale:

Grading Scale	Grading Scale by GPA
A 93–100	A 4.00
A- 90–92	A- 3.67
B+ 88–89	B+ 3.33
B 83–87	B 3.00
B- 80–82	B- 2.67
C+ 78–79	C+ 2.33
C 73–77	C 2.00
C- 70–72	C- 1.67
D+ 68–69	D+ 1.33
D 63–67	D 1.00
D- 60–62	D- 0.67
F 59 and below	F 0.00

TRANSCRIPT REQUESTS

Transcripts may be requested from GIA by an affiliate school official. Official transcripts are sent solely from GIA official by going to www.griggs.edu. Select “request transcript.” Provide the mailing and payment information requested—there is a \$5 fee for each official transcript requested. There is no cost for an emailed unofficial transcript. Refer to fee chart for expediting transcripts. Students should not email GIA directly unless they have already graduated; at which time they should be directed to the website.

UNIVERSITY CREDIT FOR HIGH SCHOOL STUDENTS/DUAL CREDIT

University credit for high school students/dual credit is an initiative developed by Andrews University to celebrate the addition of GIA to the Andrews family. This program is an amazing opportunity for academy juniors and seniors to earn Andrews University credit for \$130 per credit hour. Dual credit coursework must be approved by the GIA registrar before enrollment. Students planning to participate must fulfill and understand the following requirements:

- Be enrolled in Grade 10, 11 or 12 or equivalent education levels

- Have a minimum cumulative GPA of 3.00
- Provide evidence of English proficiency if English is not first language
- Signed approval is required from a parent, affiliate school registrar and GIA registrar
- Students enrolled in university courses are held to the same academic policies, procedures and deadlines as university students. These students will be personally motivated and responsible for their college level studies, requesting support as needed
- A maximum of two university courses per semester is allowed. Students must meet any prerequisites
- Students who eventually apply and are admitted to an Andrews University degree may request that up to 30 of the Andrews University undergraduate credits taken as a guest student be applied towards a proposed degree
- A minimum grade of C must be earned in each course to be accepted for degree credit

For more information: <https://www.andrews.edu/distance/courses/hs.html>.

DIRECT ENROLLMENT ONLINE

Affiliate students may also enroll in GIA online courses through direct enrollment. Reasons may include situations such as schedule conflicts or course failure. The GIA registrar and affiliate official must approve **before** enrolling directly with GIA to supplement their course load. Payment is usually made to GIA directly by the student. Any student directly enrolled with GIA is given 12 months from the date of enrollment and should finish their course work during that time. An automatic free six-week extension will be granted if necessary. The affiliate school official may request a deadline extension for a student if unavoidable hardships have been experienced and they are unable to meet the free deadline date. Further six-week extension cost is \$50 per semester per course. (See online GIA Catalog/Handbook at griggs.edu)

CHALLENGE EXAM PROTOCOL

At times a student might have the skills to challenge a particular course for credit. The affiliate school official may send an email to the registrar requesting a challenge exam stating the reasons why the student should challenge the

course. Typical courses to be challenged include Algebra I, Geometry and Spanish I. The request will be taken to the Affiliate Curriculum & Standards Committee to be decided upon. In order to be granted 1.0 full credit the student must pass both midterm and semester exams with at least an 80 percent average. The grade will be entered on the transcript as a “P” for passing and will not affect the GPA. The fee is \$100 per semester. (See Appendix R)

Students may submit SAT Language Subject exam scores for Modern Language credit. Scores between 750–780 will be granted 1.0 Unit (credit). A score 780–800 will be granted 2.0 Units (credit).

CREDIT RECOVERY OPTION

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 incurring loss of time waiting for the next school year. See GIA online catalog for a list of courses. Grade will be recorded as a credit recovery course with a score rather than a letter grade and will not affect GPA. Refer to the GIA Handbook/Catalog online at www.griggs.edu for details. (See Appendix S)

Students wishing to better their grade in a class have the option to retake the course and have the better grade count toward the GPA. The original course grade will always remain on the transcript, but will no longer count toward the GPA.

ATTESTATION/AUTHENTICATION FEE

Attestation and authentication of documents are available upon request. Submit all paperwork and passport information via email. GIA will bill affiliate school. Please allow at least four (4) weeks for processing.

Academic Policies (cont.)

MISCELLANEOUS AFFILIATE FEES

The following table outlines possible extraneous fees which might occur during the school year. The affiliate school will be notified of the fee before being posted to the account. *Prices subject to change.*

Miscellaneous Affiliate Fees	Amount
Attestation/Authentication fee, per document	\$125
Challenge Exam: Grades 9–12, per semester	\$100
Diploma: High School, per copy	\$120
Expedited delivery of transcript outside USA, per mailing	\$70
Expedited delivery of diploma or transcript inside USA, per mailing	\$40
Official transcripts (request/pay online at www.griggs.edu)	\$5
Special shipping arrangements (such as diploma covers, bulk transcripts, etc.)	at cost

WEBSITE CONTENT

Griggs International Academy affiliations must follow specific guidelines for identifying its accreditations on their websites. Affiliate schools will use the following statement and will NOT post any accreditation logos on the affiliate website. This is a requirement for our accreditation.

STATEMENT:

[SCHOOL] is a Griggs International Academy affiliate, which follows an American educational system designed for non-public schools, with fully accredited courses and curriculum provided by GIA. As a GIA affiliate, [SCHOOL] provides unofficial report cards and grade status updates. All official transcripts, diplomas, and certificates are issued by GIA.

Griggs International Academy is owned and operated by Andrews University, in Berrien Springs, Michigan, USA with an office located in Silver Spring, Maryland. Please visit www.griggs.edu/article/66/about-gia/accreditation GIA's webpage for accreditation details and further information. (See Appendix I)

MARKETING

Any brochures, advertisements, marketing literature or websites must be cleared through Ethan Jones, compliance officer, before distribution. It is imperative that all public documentation (both hardcopy and electronic) be reviewed to maintain accreditation requirements as well as remain within contractual compliance.

DISCIPLINE POLICY

The following principles underlie the discipline policy and should be taken into account in any particular discipline situation.

- The aim of all discipline should be to encourage the development of self-discipline
- Discipline should lead to community responsibility and respect—for self and others
- Staff should apply rewards and discipline with consistency
- Parents should be involved wherever realistically possible in the discipline process
- The emphasis in disciplining should always be on the positive development of the pupil
(See Appendix T)

- A. Affiliate School Survey**
- B. Conflict of Interest**
- C. School Calendar**
- D. Class Schedule**
- E. Course Description**
- F. Lesson Plans**
- G. Faculty Report**
- H. Enrollment/Grade Reports**
- I. Web Page Wording**
- J. Elementary K–6 Grade Report Sample**
- K. Jr. High Grade Report Sample**
- L. 8th Grade Diploma Sample**
- M. HS Plan of Study Sample**
- N. HS Target Setting Form**
- O. HS Transcript Sample**
- P. HS Diploma Sample**
- Q. Community Service Form**
- R. Challenge Exam Form**
- S. Credit Recovery Form**
- T. Discipline Policy Sample**
- U. ESL & Language Bridge Program Sample**



Affiliate School Survey

This form is to be completed by the Affiliate Administration in preparation for the survey visit from the GIA Director. Please return this form to the GIA Director at least **ONE MONTH** before the survey visit date. Separate sheets and photos may be attached if necessary.

Survey Date:
(mm/dd/year) _____

Survey Visit Date:
(mm/dd/year) _____

SCHOOL INFORMATION

School Name _____

City _____ Country _____

Phone _____ Website _____

Registration No. _____ Year Established _____

Principal _____ Board Chairman _____

PURPOSE

Explain the reason for affiliating with GIA and how the program will be utilized. Include all grade levels and curriculum usage whether full or partial. A separate sheet may be attached if necessary.

Grade Level	Curriculum	Full/Partial

CURRENT CURRICULUM

Describe the school’s current curriculum or current affiliate programs which have been in operation during the last 12 months. Indicate the language of classroom instruction and attach a copy of the current curriculum course descriptions. A separate sheet may be attached if necessary.

Curriculum	Language of Instruction

ADMINISTRATIVE AND TEACHING STAFF

List all administrative and teaching staff, including nationality, qualifications and years served at your school. Highlight teachers who have certification or teaching experience in American schools. A separate sheet may be attached if necessary.

Name	Gender	Qualifications/Certifications	Teaching Experience in US (y/n)	Nationality	Years of Experience

ORGANIZATIONAL CHART

Provide the organizational chart for the school. Include how the GIA program will fit into the organizational structure of the school. Please attach separate sheet.

ENROLLMENT INFORMATION

List the total student enrollment during the past 12 months. What is the projected number of students to be enrolled in the GIA program at each grade level? A separate sheet may be attached if necessary.

Elementary	Total #	Jr. High	Total #	High School	Total #
Projected GIA Elementary	Total #	Projected GIA Jr. High	Total #	Projected GIA High School	Total #

EDUCATIONAL RESOURCES

Describe the classrooms, learning equipment, textbooks, library and information technology equipment that is available to students. Please attach additional information and photos on a separate sheet.

Resources

FACILITIES

Describe the cafeteria, sports facilities, student dormitories, other facilities available to students, and staff housing. Please attach additional information and photos on a separate sheet.

Facilities

LOCAL COMPLIANCE

Provide documentation of the most recent official school inspection with evidence of adherence to local laws and standards. Please attach a copy of the inspection results.

LOCAL SURVEY

Describe competing educational schools within a 20-kilometer (12-mile) radius of the school. Include all current schools and any schools planned to operate within the next 12 months. A separate sheet may be attached if necessary.

Survey Results

FEASIBILITY STUDIES

What types of feasibility studies have been conducted and what are the results from these studies. What are the marketing interests in the area? A separate sheet may be attached if necessary.

Feasibility

SUPPORT FOR AFFILIATION

State the research that your school has undertaken to confirm any curriculum change/addition and whether a move to an affiliation is welcomed by stakeholders. A separate sheet may be attached if necessary.

Stakeholder Approval Research

BOARD OF TRUSTEES/OWNERSHIP

Describe the current governance structure of the school. Provide organizational chart on a separate sheet.

School Structure

SIGNATURES

Affiliate Board Chair/Proprietor

Affiliate Principal

Date (MM/DD/YYYY)

Date (MM/DD/YYYY)

Conflict of Interest Policy and Form

Griggs International Academy Conflict of Interest—Statement of Policy

Griggs International Academy (GIA) is committed to professional integrity and expects that its partner school will conduct its affairs in a manner consistent with the purpose and mission of GIA.

This statement of policy recognizes and affirms the expectation that all parties—GIA, [SCHOOL], and the instructors and staff employed by [SCHOOL] to work in the GIA program—will conduct their relationships with professional integrity and carefully avoid conflicts of interest, or even the appearance of conflicts of interest.

1. **Definition of Conflict.** A conflict of interest arises when an individual has a substantial personal interest in a transaction or is a party to a transaction that reasonably might affect the judgment s/he exercises on behalf of the partnership between GIA and [SCHOOL].
2. **Examples of Conditions Constituting Conflict.** The following are examples of possible conflicts and should be avoided:
 - A. Engaging in outside business or employment that is in any way competitive or in conflict with any transaction, activity, objective or mission of the partnership between GIA and [SCHOOL].
 - B. Engaging in any business with, or employment by, a person or entity which is a supplier of goods or services for the partnership between GIA and [SCHOOL].
 - C. Making use of the fact of involvement in the partnership between GIA and [SCHOOL] to further outside business, employment, or other interests, or associating GIA or its prestige with an outside business, employment or other interest.
 - D. Attempting to gain personal profit through the use of influence while carrying out responsibilities pertaining to the partnership between GIA and [SCHOOL].
 - E. Lending money to or borrowing from any third person who is a supplier of goods or services or a trustor or who is in any fiduciary relationship to GIA and/or [SCHOOL] or is otherwise regularly involved in business transactions with GIA and/or [SCHOOL].
 - F. Accepting any gratuity, favor, benefit or gift of greater than nominal value beyond the common courtesies usually associated with accepted business practice, or of any commission or payment of any sort in connection with work for the partnership between GIA and [SCHOOL], other than the compensation agreed upon between the GIA and/or [SCHOOL] and the employee.
3. **Statement of Acceptance and Disclosure.** All [SCHOOL] administrators and employees involved in the GIA program shall sign a Statement of Acceptance and Disclosure Form.

CONFLICT OF INTEREST STATEMENT OF ACCEPTANCE AND DISCLOSURE FORM

I have received and read GIA’s Conflict of Interest—Statement of Policy. I fully understand the application to me and my immediate family [including spouse, child(ren) and parent(s)]. I have been in compliance with this policy at all times during the last twelve (12) months except as specifically noted in writing below.

Listed below (should you need more space, please attach a separate sheet of paper) are all conflicts, or potential conflicts, with GIA’s policy:

“I understand and acknowledge that, should a conflict or potential conflict arise, it is my obligation to supplement/amend this Statement of Acceptance and Disclosure in writing and submit such a supplement/amendment to the GIA K12 Affiliate Director.”

(Today’s Date)

(Signature)

(Printed Name)

SCHOOL NAME
2017 - 2018 School Year

JULY							AUGUST						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28	29	30
							31						
							July 4 - Independence Day Holiday						
							Aug. 11 - School Begins						
SEPTEMBER							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6				1	2	3	4
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30					26	27	28	29	30	31	
							Sept. 1 - Labor Day						
							Fall Break						
NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1		1	2	3	4	5	6
2	3	4	5	6	7	8	7	8	9	10	11	12	13
9	10	11	12	13	14	15	14	15	16	17	18	19	20
16	17	18	19	20	21	22	21	22	23	24	25	26	27
23	24	25	26	27	28	29	28	29	30	31			
30													
							Thanksgiving Break						
							Christmas Break						
JANUARY							FEBRUARY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31							
							Jan. 19 - Martin Luther King Day						
							Jan. 12 - 15 - Exams						
							End of 1st Sem.						
							Jan. 20 - 2nd Sem. Begins						
							Feb. 16 - President's Day						
MARCH							APRIL						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4
8	9	10	11	12	13	14	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25
29	30	31					26	27	28	29	30		
							Mar. 13 - 22 - Spring Break						
MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2		1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28	29	30				
31													
							May 26 - Memorial Day						
							June 22 - 25 - Exams						
							June 26 - 2nd Sem. Ends						
							Graduation Day!						

- = No School/Holiday
- = Test Week
- = Semester beg/end
- = Graduation Day

Name of School
Weekly Block Class Schedule—SAMPLE

Fall Semester								
Class Periods			Room #	Room #	Room #	Room #	Room #	Room #
M - Th	Friday	Period	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5	Teacher 6
8:00-8:50	8:00-8:45	1		English 2	English 1	American Lit.	Language Arts	
8:55 -9:45	8:50-9:35	2						
9:50-10:40	9:40-10:25	3	Physics	Algebra 1	Algebra 2	British Lit		
10:45-11:35	10:30-11:15	4						
	11:20-11:45		Assembly					
11:45-12:25	11:45-12:25		Lunch					
12:30-1:20	12:30-1:15	5	Chemistry	Earth Sci.	American History		Publications	
1:25-2:15	1:20-2:05	6						
2:20-3:10	2:10-2:55	7	Chinese M,W	Bible T,Th,F		Spanish M,W,F	Ethics T,Th,F Video M,W,F	Choir M,W,F
3:15-4:05	3:00-3:45	8						
4:10-5:00	3:50-4:35	9	AP Chemistry		Geometry		Art	
5:05-5:55		10						Orchestra



Name of Course: *Name of Course*

Instructor: *Instructors Name*

Credit: *1.0 credit*

Class Period/Time: *M – F; 10:00 – 11:00*

**Textbook/
Resources:** *Textbooks must be approved by GIA **PRIOR** to instruction*

Course Overview *(Paragraph description of course)*

**Course Standards &
Objectives** *(GIA to provide)*

Course Outline *(Essentially this is the weekly outline of what is going to be covered in the semester/year. It doesn't have to be in depth, but enough information to explain the concepts being taught. This can often be taken from the Table of Contents of the textbook) This is a **small sample** of what is needed:*

Weeks 1-3: The Birth of Modernity in the West

Chapter 1: The Renaissance & Reformation (1300-1650)

- *Position essay: (outline) Federalist vs. Antifederalist.*
- *Geography of Europe > exploration (discuss)*
- *Story of Civilization: Plague (on Kahn, Plague).*
- *Disease in History (NCSS article)*
- *Art & Culture, Renaissance. The Black Plague.*
- *Project 1: Renaissance Hall of Fame (arguments for Justification)*
- *Story of Civilization: Venice, books*

Chapter 2: The Beginning of Our Global Age: (1415-1796)

- *Science and Technology.*

Chapter 3: The Beginning of Our Global Age: (1492-1750)

- *The Columbian Exchange.*
- *Story of Civilization: World (Islam, Colomb, spice)*

This continues on to the end of the semester/year

Grading Scale *(mandatory)*

93-100 = A	(4.00)	73-77 = C	(2.00)
90-92 = A-	(3.67)	70-72 = C-	(1.67)
88-89 = B+	(3.33)	68-69 = D+	(1.33)
83-87 = B	(3.00)	63-67 = D	(1.00)
80-82 = B-	(2.67)	60-62 = D-	(0.67)
78-79 = C+	(2.33)	0-59 = F	(0.00)

Assessment *(based on course)*

**Classroom
Expectations** *(Classroom policies, rules of conduct, etc...)*

Week 1	Monday August 24	Tuesday August 25	Wednesday August 26	Thursday August 27	Friday August 28
Topic	Section 1.1 What is Earth Science?	Section 1.2 Science as a Process	Section 1.3 Earth is a Unique Planet	Section 2.1 Energy in the Earth System	Section 2.2 Ecology
Quiz		Textbook 17 "How do Robots go Extreme"	Textbook 29 "Earth Basics"	Textbook 35 "Earth's Four Spheres"	Textbook 45 "Fish that Feed the Rainforest"
Video	Frank Gregorio "Introduction to Earth Science"	"Steps of the Scientific Method"	MIT "Layers of the Earth" National Geographic "Aurora Borealis"	NASA "The Water Cycle"	
In-Class Activities	Review the Syllabus	Classroom Observations Science Kids "Properties of Materials"	Harcourt School "Earth's Layers" Use an egg to show the layers of Earth		
Tests/Projects		Geology Video			
Research Project	Give guidelines for the Online Resources that are due every Tuesday	Scale of the Universe 20 items	Art Project of the interior of the Earth	Interior of the Earth	Food Web Pick one location and write down as many animals that live there that you can.

APPENDIX G—Faculty Report Form

FACULTY / STAFF REPORT													
School Name:						School Year:							
Demographic Information						Information on Highest Degree				Information on Position			
Given Name	Family Name	Email Address	Gender	Date of Birth (dd/mm/yyyy)	Citizenship	Ethnicity	Degree	Institution Granting Degree	Date Earned (mm/yyyy)	Date of Hire (mm/yyyy)	Full-time or Part-time?	Role(s) (all school staff)	Classes/Grade Level (Teachers only)
Kathy	Iwasa	iwasak@andrews.edu	F	01/02/xx	USA	Caucasian	M Ed	Walla Walla University	06/2000	07/2011	FT	Registrar	

APPENDIX H—Enrollment/Grade Report Form

	A	B	C	D	E	F	G	H	I	J	K	L
1	School:	School Name										
2	School ID:	(GIA will provide)										
3	Semester Completion Date:	6/29/2017										
4	GIA ID	Last	First	Date of Birth	Gender	Grade Level	Ethnicity	Date of Admission	Semester	Course	Semester Credit	Grade
5	128872	Student 1 Last Name	Student 1 First Name	04/24/2003	M	9	Asian	9/1/2017	1	Computer	0.5	
6	128872	Student 1 Last Name	Student 1 First Name	04/24/2003	M	9	Asian	9/1/2017	1	English I	0.5	
7	128872	Student 1 Last Name	Student 1 First Name	04/24/2003	M	9	Asian	9/1/2017	1	Algebra I	0.5	
8	128872	Student 1 Last Name	Student 1 First Name	04/24/2003	M	9	Asian	9/1/2017	1	World History	1	
9	128876	Student 2 Last Name	Student 2 First Name	2/5/2003	F	9	Asian	9/1/2017	1	Computer	0.5	
10	128876	Student 2 Last Name	Student 2 First Name	2/5/2003	F	9	Asian	9/1/2017	1	English I	0.5	
11	128876	Student 2 Last Name	Student 2 First Name	2/5/2003	F	9	Asian	9/1/2017	1	Algebra I	0.5	
12	128876	Student 2 Last Name	Student 2 First Name	2/5/2003	F	9	Asian	9/1/2017	1	World History	1	
13								(Date student joined GIA program)				
14												

APPENDIX I—Website Content

Griggs International Academy affiliations must follow specific guidelines for identifying its accreditations on their websites. Affiliate schools will use the following statement and will NOT post any accreditation logos on the affiliate website. This is a requirement for our accreditation.

Statement:

[SCHOOL] is a Griggs International Academy affiliate, which follows an American educational system designed for non-public schools, with fully accredited courses and curriculum provided by GIA. As a GIA affiliate, [SCHOOL] provides unofficial report cards and grade status updates. All official transcripts, diplomas, and certificates are issued by GIA.

Griggs International Academy is owned and operated by Andrews University, in Berrien Springs, Michigan, USA with an office located in Silver Spring, Maryland. Please visit HYPERLINK “<http://www.griggs.edu/article/66/about-gia/accreditation>” GIA’s webpage for accreditation details and further information.



Griggs International Academy
 Formerly Home Study International
 8903 U.S. HWY 31
 Berrien Springs, MI 49104-1950 USA
 Phone: 269-471-6570 Fax: 269-471-2804

Third Grade Report Card

Student:

Date Prepared: August 13, 2012
ID Number: 108199
Date of Birth: May 29, 2003
Gender: Male

70 BARKERS MILL RD
 HACKETTSTOWN NJ 07840-4713

First Semester

Course Title	Service Type	Enrolled	Period 1	Period 2	Period 3	Completed
359.3 Handwriting-3	Full Service	09/16/11	B	A	A-	06/29/12
347.2 Health and Science-3	Full Service	09/16/11	A-	A	B-	06/29/12
348.3 Language-3	Full Service	09/16/11	A	A	B+	06/29/12
349.4 Math-3	Full Service	09/16/11	B	A-	B+	06/29/12
352.1 Reading-3	Full Service	09/16/11	A	A	A	06/29/12
357.4 Social Studies-3	Full Service	09/16/11	B	A-	A-	06/29/12
358.4 Spelling-3	Full Service	09/16/11	B	B+	A	06/29/12

Second Semester

Course Title	Service Type	Enrolled	Period 4	Period 5	Period 6	Completed
359.3 Handwriting-3	Full Service	09/16/11	B	A	A	08/13/12
347.2 Health and Science-3	Full Service	09/16/11	A-	A	A	08/13/12
348.3 Language-3	Full Service	09/16/11	A	A	A	08/13/12
349.4 Math-3	Full Service	09/16/11	B+	B	B	08/13/12
352.1 Reading-3	Full Service	09/16/11	A-	A	A	08/13/12
357.4 Social Studies-3	Full Service	09/16/11	A-	A-	A	08/13/12
358.4 Spelling-3	Full Service	09/16/11	A	A	A	08/13/12

Promoted to 4th Grade on 08/13/12

Accredited by the Commission on Elementary Schools, Middle States Association of Colleges and Schools; Commission on Elementary, Middle and Secondary Schools, Southern Association of Colleges and Schools; the Accrediting Commission of the Distance Education and Training Council; and the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities. Approved by the State of Maryland.

Registrar



Griggs International Academy
 Formerly Home Study International
 8903 U.S. HWY 31
 Berrien Springs, MI 49104-1950 USA
 Phone: 269-471-6570 Fax: 269-471-2804

Seventh Grade Report Card

Student:

Date Prepared: October 23, 2012
 ID Number: 117546
 Date of Birth: January 22, 2000
 Gender: Male

COURSE TITLE	SEMESTER	GRADE	DATE COMPLETED
Reading I	1st	A-	03/08/12
English-7	1st	A-	03/16/12
G7 Science/Health	1st	B-	03/19/12
Gr 7 Bible	1st	A	03/25/12
Math-7	1st	B	03/25/12
Social Studies-7	1st	C+	04/22/12
G7 Science/Health	2nd	B	09/03/12
Math-7	2nd	A	09/03/12
Reading I	2nd	B+	09/07/12
Social Studies-7	2nd	B	09/18/12
English-7	2nd	B	09/22/12
Gr 7 Bible	2nd	B+	10/19/12

END OF REPORT CARD

GRADING SYSTEM:
 A - SUPERIOR
 B - ABOVE AVERAGE
 C - AVERAGE
 D - BELOW AVERAGE
 F - FAILURE
 W - WITHDRAWAL

Accredited by the Middle States Association of Colleges and Schools,
 Commission on Elementary Schools; The Southern Association of
 Colleges and Schools Commission on Secondary and Middle Schools;
 Commission on International and Trans-Regional Accreditation; and the
 Accrediting Commission of the Distance Education and Training Council.
 Approved by the State of Maryland.

Core Curriculum: English, Social Studies, Science, Mathematics

Page 1 of 1

Registrar

NOT VALID AS TRANSCRIPT WITHOUT SIGNATURE OF REGISTRAR AND EMBOSSED SEAL.

Griggs International Academy

Junior High School Division



Student Name

has satisfactorily completed the course of study prescribed by the Board
of Griggs International Academy for its Junior High school and is awarded this

Eighth Grade Diploma

on this thirtieth day of July 2013, at Berrien Springs, MI

Interim President

Registrar

Sample Plan of Study

Beg. Freshmen 2017-2018
 Prior years only 0.5 PE required

Plan of Study Diploma Worksheet



Student name

ID number

Diploma Type

Courses	Transferred Credits			Credits Completed at GIA				Credits Needed	
	Sem 1	Sem 2	Date	Sem 1	Date	Sem 2	Date	Sem 1	Sem 2
English								0.5	0.5
**English I								0.5	0.5
**English II								0.5	0.5
**American Literature								0.5	0.5
**English Literature								0.5	0.5
Foreign Language									
Foreign Language I								0.5	0.5
Foreign Language II								0.5	0.5
Math									
Algebra I								0.5	0.5
Algebra II								0.5	0.5
Geometry								0.5	0.5
Pre Calculus / Consumer Math								0.5	0.5
Science									
Earth Science / Physical Science								0.5	0.5
**Biology								0.5	0.5
Chemistry								0.5	0.5
Physics								0.5	0.5
Health & Physical Education									
**Health								0.5	
**PE								0.5	0.5
Applied Arts									
Microsoft Office								0.5	0.5
History									
World History								0.5	0.5
**U.S. History								0.5	0.5
**American Gov't								0.5	0.5
Fine Art									
Music/Art								0.5	0.5
Elective									
Elective								0.5	0.5
Elective								0.5	0.5
Elective								0.5	0.5
Elective								0.5	0.5

Student name **0.00** credits

25.00 Credit(s) needed

TOTAL CREDITS: **25.00**

Required Documentation

- _____ Community Service
- _____ SAT Scores
- _____ Official Transfer Transcript

**Required courses



Target Setting Form

Information:

Name: _____ Semester: _____ Subject: _____

NOTE: Griggs International Academy is dedicated to providing excellent academic opportunities to extend educational and career pathways. Griggs provides two different types of diplomas in which to attain preparation for these life goals.

- **College Prep Diploma** provides the opportunity for students to broaden their educational foundation through the study of a foreign language and academic rigor in Math and Science courses in preparation for university-level study as well as gaining a competitive edge in the workplace. This diploma requires at least 25.0 Carnegie Units in specific areas of study. Each Carnegie Unit equates to 120 hours of classroom teaching. **At least 6.0 units must be from GIA.**
- **Standard Diploma** provides comprehensive curricular foundation for students seeking to prepare for higher education and achieve career goals requiring at least 21 Carnegie Units in specific areas of study. **At least 5.0 units must be from GIA.**

Griggs will prepare a personalized plan of study that lists the units (courses) necessary to complete their College Preparatory or Standard diploma. To ensure that your student completes the requirements according to the Plan of Study, it is important that target setting takes place **each** semester. The progress of your student is a triune between the school, home and student. Please review your student's progress with each of his/her subject teachers to set a target in each class.

Last term I achieved grade _____. My Current GPA is _____.

During school break I did the following to improve: _____

This term I aim to achieve a _____ grade. My GPA aim is _____.

1. I will focus on these skills: _____

2. I find the following things difficult: _____

3. I will achieve my target this term doing the following: _____

ESL Level:

SAT/ACT Objective:

Below is a list of subjects which should be taken each academic year. The exact number or sequence of subjects may differ from those suggested below depending on the units (courses) which he/she has received from previous study. Each student will follow the Plan of Study as provided by GIA. If you have not received this plan, please contact the American Program Director.

Minimum of 25 Carnegie Units for College Preparatory Diploma (CP only)

Minimum of 21 Carnegie Units for Standard Diploma

Grade 9	Units	Grade 11	Units
English I	1	American Literature.....	1
Algebra I	1	US History.....	1
Applied Art – Computer Technology	1	Algebra II.....	1
Earth Science/Physical Science	1	Science Course.....	1
Physical Education (any year)	1/2	Modern Language (CP Only).....	1
Ethics I / Elective	1	Ethics III / Elective.....	1
Elective	1/2	Community Service (20 hours per year of attendance)	
Community Service (20 hours per year of attendance)			
Grade 10		Grade 12	
English II	1	British Literature	1
World History	1	American Government.....	1/2
Geometry	1	History Course	1/2
Biology	1	Consumer Math/Pre-Calculus (CP Only).....	1
Ethics II / Elective.....	1	Chemistry/Physics (CP Only).....	1
Health.....	1/2	Modern Language (CP Only).....	1
Physical Education (any year)	1/2	Fine Arts	1
Community Service (20 hours per year of attendance)		Ethics IV / Elective.....	1
		Community Service (20 hours per year of attendance)	
		SAT/ACT test scores	

Declaration

I have received the Target Setting Form with my student's Plan of Study attached. I realize that it is the responsibility of my student and I to follow the academic plan outlined in the Plan of Study. I acknowledge that advanced and remedial classes are available to ensure that my child completes his/her Plan of Study. Students who do not complete the outlined program will not be eligible for an American high school diploma and will not be permitted to graduate from the program. However, all students retain the right to receive an official transcript from Griggs International Academy for courses completed through the Griggs program.

_____ I agree with the Plan of Study and will work to achieve the goal of an American HS Diploma Program.

_____ I am unable to complete the Plan of Study and withdraw from the American HS Diploma Program.

Student's Signature: _____ **Date:** _____

Parent's Signature: _____ **Date:** _____

Teacher's Signature: _____ **Date:** _____



Griggs International Academy
 Formerly Home Study International
 8903 U.S. HWY 31
 Berrien Springs, MI 49104-1950 USA
 Phone: 269-471-6570 Fax: 269-471-2804

Academic Transcript

Student:

[REDACTED]
 Date Prepared: 03/07/12
 ID Number: 116822
 Date of Birth: 03/01/93
 Gender: Male

Graduation Date: November 10, 2011
 Diploma Type: Basic

[REDACTED]
 C/O ADVENTIST CHRISTIAN ACAD OF TEXAS
 3601 S LOOP 336 E
 CONROE TX 77301-6843

COURSE TITLE	SEMESTER	GRADE	ACADEMIC CREDIT		DATE COMPLETED
			ATTEMPTED	EARNED	
Bible IV	1st	C	.500	.500	05/20/11
British Literature	1st	C	.500	.500	05/20/11
Choir	1st	A	.250	.250	05/20/11
Physics	1st	D	.500	.500	05/20/11
Pre Calculus	1st	D	.500	.500	05/20/11
Bible IV	2nd	D-	.500	.500	06/23/11
British Literature	2nd	D	.500	.500	06/23/11
Choir	2nd	A+	.250	.250	06/23/11
Physics	2nd	C-	.500	.500	06/23/11
Pre Calculus	2nd	C+	.500	.500	06/23/11

TRANSFER CREDIT

Adventist Christian Academy of Texas

Advanced Computer	1st	A	0.250	.250	10-11
World Geography	1st	C	0.500	.500	10-11
Advanced Computer	2nd	A	0.250	.250	10-11
World Geography	2nd	C	0.500	.500	10-11

Carson Long Military Institute

Algebra II		D	0.500	.500	08-09
American History		B-	0.500	.500	08-09
Biology		C-	0.500	.500	08-09
English II		C	0.500	.500	08-09
Let 1 (ROTC)		A-	0.500	.500	08-09
PE		A	0.500	.500	08-09
Spanish II		C-	0.500	.500	08-09

John F Kennedy

Health		D	0.500	.500	06-07
Test Prep		A	0.500	.500	06-07
American Government	1st	C	0.500	.500	06-07

 ...CONTINUED...

GRADING SYSTEM:
 A - SUPERIOR
 B - ABOVE AVERAGE
 C - AVERAGE
 D - BELOW AVERAGE
 F - FAILURE
 W - WITHDRAWAL

Accredited by the Southern Association of Colleges and Schools,
 Commission on Secondary and Middle Schools; Commission on
 International and Trans-Regional Accreditation; and the Accrediting
 Commission of the Distance Education and Training Council. Approved
 by the State of Maryland.

SENIOR HIGH STUDENTS RECEIVE ONE-HALF (.5) UNIT OF CREDIT PER SEMESTER, WHICH
 REPRESENTS FIVE 40-TO-50 MINUTE CLASS PERIODS PER WEEK FOR AN 18-WEEK TERM.

Registrar _____

NOT VALID AS TRANSCRIPT WITHOUT SIGNATURE OF REGISTRAR AND EMBOSSED SEAL.
 SIGNATURE AND SEAL APPEAR ON LAST PAGE OF TRANSCRIPT.



Griggs International Academy
 Formerly Home Study International
 8903 U.S. HWY 31
 Berrien Springs, MI 49104-1950 USA
 Phone: 269-471-6570 Fax: 269-471-2804

Academic Transcript

Student:



Date Prepared: 03/07/12

ID Number: 116822

...TRANSCRIPT CONTINUED FROM PREVIOUS PAGE...

TRANSFER CREDIT

John F Kennedy

English I	1st	C	0.500	.500	06-07
Honors Geometry	1st	C	0.500	.500	06-07
Integrated Science	1st	A	0.500	.500	06-07
Religion I	1st	B	0.500	.500	06-07
Spanish I	1st	C	0.500	.500	06-07
American Government	2nd	C	0.500	.500	06-07
English I	2nd	D	0.500	.500	06-07
Honors Geometry	2nd	C	0.500	.500	06-07
Integrated Science	2nd	B	0.500	.500	06-07
Religion I	2nd	A	0.500	.500	06-07
Spanish I	2nd	D	0.500	.500	06-07
American Studies	1st	C	0.500	.500	07-08
Honors Algebra	1st	D	0.500	.500	07-08
Honors Biology	1st	D	0.500	.500	07-08
Honors English	1st	D	0.500	.500	07-08
Physical Education	1st	F	0	.000	07-08
Religion II	1st	A	0.500	.500	07-08
Spanish II	1st	F	0	.000	07-08

Lakeview High School

Academic English 3		D	1.000	1.000	09-10
Art Appreciation		B	0.500	.500	09-10
Biology 2		D	1.000	1.000	09-10
Ceramics		A	0.500	.500	09-10
Personal Finance		D	0.500	.500	09-10
Speech		B	0.500	.500	09-10
World History		C	1.000	1.000	09-10

Total Units: 24.000

GPA: 2.11

END OF TRANSCRIPT

GRADING SYSTEM:
 A - SUPERIOR
 B - ABOVE AVERAGE
 C - AVERAGE
 D - BELOW AVERAGE
 F - FAILURE
 W - WITHDRAWAL

Accredited by the Southern Association of Colleges and Schools, Commission on Secondary and Middle Schools; Commission on International and Trans-Regional Accreditation; and the Accrediting Commission of the Distance Education and Training Council. Approved by the State of Maryland.

SENIOR HIGH STUDENTS RECEIVE ONE-HALF (.5) UNIT OF CREDIT PER SEMESTER, WHICH REPRESENTS FIVE 40-TO-50 MINUTE CLASS PERIODS PER WEEK FOR AN 18-WEEK TERM.

Registrar

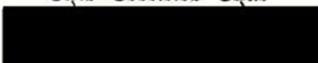


NOT VALID AS TRANSCRIPT WITHOUT SIGNATURE OF REGISTRAR AND EMBOSSED SEAL. SIGNATURE AND SEAL APPEAR ON LAST PAGE OF TRANSCRIPT.

Griggs International Academy



This Certifies That



on this Fourteenth day of August 2014

has satisfactorily completed the High School Curriculum as prescribed by the Board of Griggs International Academy located in Silver Spring, Maryland, U.S.A., and is awarded this

Diploma

In Testimony Whereof, we have hereunto affixed our signatures.




Chairman, Board of Trustees


President

Headquarters located in Perrin Springs, Michigan

COMMUNITY SERVICE REPORT

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 in GIA program is required.



Challenge Exam Request Form

Please EMAIL completed form to iwasak@andrews.edu

Policy Note: Only school administrator or instructor should be allowed to proctor exams.

Student number: _____ Student Name: _____

CHALLENGE Examination Requested:

Course name: _____ Course no.: _____

Semester: _____

Policy Note: There is a \$100 fee per semester. It is the school's responsibility

PROCTOR Information:

Proctor Name: _____

Proctor Email: _____

REQUIRED Signatures

School Administrator/Registrar Date

Griggs Registrar Date

Date

Online Credit Recovery Enrollment Form



Owned and Operated by Andrews University

School Official - This section MUST be completed and signed by School Official in order to process application.					
SCHOOL NAME		SCHOOL OFFICIAL'S NAME			
SCHOOL ADDRESS		TITLE			
CITY, STATE, ZIP		SCHOOL OFFICIAL'S EMAIL ADDRESS			
PHONE	FAX	SCHOOL OFFICIAL'S SIGNATURE - verifies student's failure of selected course(s)			
CREDIT RECOVERY COURSES		COURSE NO.	1 ST SEMESTER (0.5) (X)	2 ND SEMESTER (0.5) (X)	
Consumer Math – Credit Recovery		927			
English I – Credit Recovery		928			
Biology – Credit Recovery		929			
American Government – Credit Recovery		932			
Earth Science – Credit Recovery		933			
Algebra I – Credit Recovery		953			
Send completed form along with full payment to Griggs International Academy, 8903 US Hwy 31, Berrien Springs, MI 49104 or enrollgia@andrews.edu . Completed applications with accompanying payments will be processed within 24 hours of receipt. Online access including passwords, instructions and deadline dates will be emailed within one business day of processing. Textbooks may be ordered through the online bookstore website at http://bookstore.mbsdirect.net/griggs.htm or acquired online. Courses must be completed in a maximum of 12 weeks. Please keep a copy of this for your records.		Total # of 0.5 Credits		X \$200 = \$.00	
		Total # of 1.0 Credits		X \$250 = \$.00	
				Technology Fee	\$ 30.00
				Total Payment Due	
STUDENT/PARENT - All information MUST be completed and signed by a Parent/Guardian. Forms without proper signatures will be returned.					
STUDENT NAME – FIRST/LAST		DATE OF BIRTH	Method of payment: Personal Check - \$35 Service charge on all returned checks Money Order or Certified Check Credit card (circle/highlight one) – payment by phone accepted Visa MasterCard Discover		
PARENT NAME – FIRST/LAST		/ /			
MAILING ADDRESS		Expiration Date MM/YY	Security Code		
CITY/STATE/ZIP		Card Number			
PHONE	EMAIL	Cardholder Name (please print)			
STUDENT SIGNATURE		DATE	Cardholder Signature (required)		
PARENT SIGNATURE - verifies student's failure of selected course(s)		DATE	Incomplete applications will be returned to sender. Applications must have School Official and Parent signatures in order to process.		
OFFICE USE ONLY					
ID Number _____ Authorization # _____ Receipt # _____ Enrollment Period: _____					

BASIC PRINCIPLES

The following principles underlie the discipline policy and should be taken into account in any particular discipline situation.

- The aim of all discipline should be to encourage the development of self-discipline
- Discipline should lead to community responsibility and respect—for self and others
- Staff should apply rewards and discipline with consistency
- Parents should be involved wherever realistically possible in the discipline process
- The emphasis in disciplining should always be on the positive development of the pupil

LINE OF RESPONSIBILITY

1. Class teacher: the class teacher should take initial responsibility for any misdemeanors in his/her classroom. Unless the incident is very serious, punishment should take place first at this level.
2. Form teacher: wherever possible, class teachers should inform form teachers of problems they may be experiencing with individual pupils (this need only be verbal). As form teachers see patterns developing they should counsel with the pupils and discuss the issue more widely if it is deemed necessary. (Form teachers should also be informed of good work and behavior, so this can be noted.)
3. Senior teachers: a pupil should be referred to one of the senior teachers in the case of accumulation of problems with an individual teacher or because of a serious issue (e.g. truancy, theft, extreme rudeness, extreme bullying, fighting). They will also automatically be referred to the senior teachers through accumulation of demerits (see below).
4. Head Teacher: the Head Teacher should be kept informed of disciplinary problems at all stages: however, as far as possible the Head Teacher should not deal with problems on an everyday basis until they become very serious (accumulation of demerit points or referred by senior teachers). In the absence of the senior teachers, it may be necessary for the Head Teacher to intervene lower down the scale.

MERITS / DEMERIT SYSTEM

Staff members may award merits to pupils for work of a particularly high standard (this can be relative to the pupil's ability) or positive behavior. The pupils should be given one form (found in the staff room) and a duplicate form should be given to the Merits Coordinator via the tray in the staff room. Positive behavior which could be rewarded by a merit includes:

Improved behavior in a particular area

- Kindness or consideration of others
- On time to every registration for a half-term
- Service for others
- Positive leadership or initiative
- Responding well in a difficult situation
- Consistent exemplary behavior
- Discretionary judgment of teacher (details to be explained on merit sheet)

Merits will have the following value:

1. After receiving 5 merits, and for every ensuing 5 merits, pupils will receive a coupon. These can be used to buy goods or privileges as listed on a term/semester basis in the form rooms. When a coupon is cashed in it should be cancelled and returned by the relevant staff member.
2. Merits will also cumulate and result in pupils' names being added to the honors lists outside the Head Teacher's office. Those with the highest number of merits will also receive awards on Speech Night.
3. Every half term the merit cup will be awarded to the class who has received the greatest average number of merits during that period. Teachers should avoid giving merits to a large number of individuals in a class at the same time.

They can give “class merits” which would count towards the class totals, but not the total of individual pupils. The class merits will be totaled at the bottom of each form’s merit totals and where possible a class reward should be given for the most class merits.

BEHAVIOR DEMERITS

Misdemeanors are categorized as “serious” and “very serious”. For serious misdemeanors, behavior demerits are given. For misdemeanors classified as very serious the Discipline Committee will decide on punishments and will result in Report Forms or putting recorded details on a pupil’s file. A demerit normally should be given for the following serious offences:

- Rudeness/insolence to pupils
- Swearing
- Late to class twice (in the same subject)
- Late to school three times in two weeks (non-travelers), five times in two weeks (travelers)—must clear tardies with excuse by 4 p.m. same day
- Not bringing books or equipment to class twice
- Poor corridor behavior twice
- Eating in unauthorized areas twice
- Being out of class without permission (no corridor pass)
- Littering
- Consistent disruption in class
- Not attending a punishment or detention
- Chewing gum

This does not mean demerits cannot be given for other infractions of the rules.

Demerits will be totaled on a half-year basis. Within this half-term the following actions will take place:

Demerits Points	Actions
4	Year Tutor interview and half-hour detention. Letter to parents listing demerits. Warning of being placed on report at 6 demerits and informed of being assigned a personal tutor.
6	Pupils placed on report (academic or behavior demerits—however these will not be added together to reach the total). When on report pupils will be assigned the support of a personal tutor. Pupils should be kept on report for the period of one half-term. Pupils will be taken off report if they incur fewer than 6 demerits in the next on half-term.
8	Senior Teacher detention—one hour. Parent interview or notified in writing and warning of one-day suspension at 12 demerits.
12	One-day suspension and return on report. (A warning must be given before the one-week suspension on the basis of demerits. If the total is reached too quickly, pupils will need to be given a specific goal, i.e. three more demerits or less than 6 in the next half-term before suspension comes in force.)
16	Discipline Committee meets. A probable one-week suspension and probation.
20	Serious parent interview and personal arrangements/warnings.
24	Warning of expulsion and negotiate sensible arrangement or time off school with parents.
28	Expect permanent exclusion after Board action.

Punishment for 16 demerits is subject to discretionary review by the Head Teachers.

In addition to the half-year total and actions, a cumulative system will operate which includes academic demerits. This operates for demerits gained in the same or consecutive half-terms.

If in one period (half-term) a pupil scores 6–11 demerits, he/she goes on report and carries forward a ‘handicap’ of 4 demerit points for the next period. (The hour detention will not apply.)

A pupil scoring 12–15 would start the next period with a handicap of 6 (and be on Report). A pupil scoring 16 or more would start the next period with a handicap of 8 and would be on probation.

At the end of any period, handicaps are not counted in calculating status for the next period—only fresh demerits. But the handicap system will simplify moving pupils ‘up the scale’ of sanctions.

Score Last Period	Handicap
6–11	4
12–15	6
16 +	8

Demerits Points	Action
8, 8 / 12	Parents invited to meet with the Year Tutor. Pupil on extended report.
8, 8, 8, or 12, 12	Discipline Committee, probable probation. Parent called in and pupil signs a contract.

When a pupil is on probation, the following holds:

1. Totals of 6 and under for two half-terms in both areas—academic and behavior means removal from probation. Over these totals, probation remains.
2. Two more 8/12 marks consequently or simultaneously results in a further Discipline Committee—probable one-week suspension. Probation remains. In the case of the major problems being academic the suspension might mean internal for a shorter period.
3. A further mark of 16 or above in behavior would be taken particularly seriously and will probably lead to a minimum of a one-week suspension and could lead to permanent exclusion.
4. Probation is reconsidered on a half-year basis. The maximum length of time probation will be renewed is usually two terms. However, a pupil clearly not taking probation seriously may be asked to leave before that time has elapsed.

ALL OF THESE ARE UNDER CONTINUAL REVIEW AND ARE A GUIDE ONLY TO ACTIONS TAKEN BY THE SCHOOL.

VERY SERIOUS OFFENCES

- Willful disobedience to a teacher
- Any incidents relating to drugs, cigarettes, alcohol, offensive weapons
- Direct insolence/rudeness to staff
- Vandalism
- Truancy
- Sex Misdemeanors
- Bullying
- Assault
- Fighting
- Bringing school into disrepute
- Any act that puts at risk the health and safety of pupils and teachers

These misdemeanors are brought to the Senior Teacher or the Head Teacher and taken to the Discipline Committee. The Discipline Committee has the right to the following options:

- a. take no action but record the incident
- b. a detention and demerit
- c. suspension (period determined by the seriousness of the offence)
- d. recommendation for permanent exclusion

The parent will be informed in writing of the decision of the Discipline Committee with the relevant warning of further disciplinary action following a second very serious misdemeanor. If a subsequent very serious offence is brought to the Discipline Committee, it will take into account any previous decisions (including academic demerits) and it reserves the right to recommend permanent exclusion on consideration of the seriousness of those subsequent offences. All such decisions are recorded.

GENERAL GUIDELINES

Teachers should only give one demerit at a time. If the same teacher is giving the demerits for the same action to the pupil over a period of time, other methods of discipline should be explored. In the case of “larger” infractions and where pupils have been sent to the senior teachers, the senior teacher can give up to three demerits. No further action should then be taken by the original teacher.

OTHER PUNISHMENTS

Detentions: Detentions may be set for homework not done, time wasting, etc. Class teachers may set detentions for up to half an hour for bad behavior, and one hour for homework not done. Senior teachers may set one-hour detentions. This will be automatic in some cases such as truancy. **The Head Teacher’s PA will put a dated sheet in the staff room each week and staff are asked to note any upcoming detentions on the sheet. This will ensure that a record of pupils in detentions is maintained and will also allow staff to make arrangements for sharing detention duties. Twenty-four hours notice should be given to parents of an afternoon detention.**

Deficiency forms: These may be used to supplement academic demerits and may be sent home where a pattern of problems is emerging in a particular subject area.

Report forms: Two types of report forms are available. The daily report form should be used only over a short period of time, and should record specific concerns (e.g. lateness to class, not having equipment). These should be reviewed daily with the pupil by the form teacher and copies kept on file. The weekly reports are for longer term evaluation of a pupil’s progress. Forms should be returned to the form teacher weekly and the form teacher should discuss the reports with the pupil. **Copies should be sent to the parents and the originals kept on file.** Pupils are put on report by agreement of the members of the discipline committee.

Contract: Where particular and consistent problems emerge, a pupil may be asked by the discipline committee to agree to a contract of behavior. The agreement will be shared with the parents/guardians and progress monitored closely, in the first place by the form teacher. The method of monitoring will vary with the contract but should be clearly stated to the pupil, along with the consequences of the contract being broken.

RECORDS

It is important that accurate records are kept of disciplinary actions; therefore the reason for the demerit slips and for keeping report forms on file. There is also a punishment book in the Head Teacher’s office. Any major discipline issue not recorded on any other form, along with suspensions for any reason should be recorded in here by the senior teachers or the Head Teacher.

INTRODUCTION OF RULES AND DISCIPLINE PROCEDURES

All form teachers should spend the first form period discussing rules, expectations and the outline of the discipline policy. Major issues will also be discussed in assembly periods.

Class teachers should set up ground rules in their first classes so that each class understands expectations and what is likely to happen should these be contravened. It is important that any threats can and will be backed by action if necessary. It is recommended that teachers also introduce a system of recognizing good behavior and work in their classrooms. Class teachers should also be as consistent as possible in applying the rules.

In most situations, a warning should be given before action is taken. No physical force should be used at any time, and only in essential situations should a pupil be physically restrained (e.g. serious threat to himself/herself or another individual, with other warnings ignored).

DISCIPLINE AROUND THE SCHOOL

Discipline around the school is the responsibility of all staff. Any individual who sees a misdemeanor should act himself/herself. This includes any behavior in the corridors which contravenes Health and Safety policies. Incidents of bullying and fighting should be responded to immediately and referred as is appropriate. Courtesy and thoughtfulness should be commended.

DISCIPLINE COMMITTEE / SUSPENSION / EXCLUSION

The discipline committee consists of the Head Teacher, the senior teachers, the form teacher, the chaplain (advisory), and in the case of boarding pupils, the resident hall dean. A discipline committee should meet in the case of any action (or accumulation of actions) which could result in suspension or exclusion. When an action needs to be taken quickly and the discipline committee members are not available for consultation, the Principal may take an immediate decision to suspend, pending the meeting of the discipline committee which when meeting will agree the date suspension should end or recommend permanent exclusion. All exclusions must be ratified by the School Board and the parents may appeal the decision to the Board.

DISCIPLINE SANCTIONS

1. All staff must be consistent in following the school discipline policy in every area--e.g. rudeness, lateness, homework, littering and vandalism, bullying, uniform, demerits/ merits, corridor passes, lockers, corridor behavior. (See Teacher Handbook.)
2. Discipline must follow the lines of responsibility: (Teacher Handbook)
 - a. Class teacher
 - b. Form teacher
 - c. Senior teacher
 - d. Deputy Head/Head Teacher
3. Uniform infringements: Form teachers to implement a half-hour detention once a week for any of the following infringements if the pupil comes WITHOUT A NOTE:
 - a. Incorrect footwear
 - b. No tie
 - c. No blazer
 - d. Incorrect skirt or trousers
 - e. Incorrect skirt or blouse

If the pupil has a note, the form teacher signs the note for the pupil to carry all day OR form teachers issue a signed and dated badge for the pupil to wear. SLT to send letters out weekly. If problem is not solved within a week, the pupil will not be allowed back in school.

4. Shouting and running in the corridors or on stairways by pupils are strictly forbidden. Anyone caught in the act is booked by the teacher observing it or by the teacher on duty, by entering in the book in staffroom. Two infringements of this rule will incur a behavior demerit (and a detention).
5. Pupil entrance and corridor doors will be locked at 4:15 p.m. Pupils kept in for detention or for homework clubs, etc. will need to be let out of the front door. The front door will be locked after 5 p.m. (Note: Teachers are responsible for shutting windows and locking classroom doors before leaving.)
6. Lateness: Lateness to class twice—1 demerit and detention. (The detention must operate.)
 - Lateness to school
 - Non-travelers: 3–5 lates in two weeks
 - Traveler: 5–7 lates in two weeks

Incurs demerit and detention to be supervised once every two weeks by all staff—half hour at lunchtime on a Thursday. Pupils need warning if near the limit after one week. Excess of these lates will incur 2 demerits and a one-hour detention.

GIA works closely with all affiliate schools to serve international and multilingual students. Agreements have been developed that encourage and support the transition for students from English language study to matriculation into the diploma program. The policies and procedures for U.S. High School Diploma admissions are outlined below.

ESL Only

Students who score more than 50 points below the diploma program’s minimum language proficiency requirement on the TOEFL ITP (or the equivalent on the MELAB, TOEFL IBT, IELTS, or PTE) at time of enrollment, must be enrolled full-time in ESL courses. Students are permitted to enroll in all non-academic classes to obtain credit towards the diploma.

Language Bridge Program

The Language Bridge program is designed for academically eligible students who have not yet reached the diploma program-established threshold for English language proficiency at the time of application. This program combines English language courses with diploma academic courses and allows students to begin earning credits towards their diploma while they are still in the Intensive English program. Students enrolled in this program begin with more language instruction at the beginning and increase their enrollment in academic courses as their English proficiency progresses and grades improve.

Qualifications for Admission to the Language Bridge Program

Students who score within 50 points of the diploma program’s minimum language proficiency requirement (MLPR) at the time of enrollment may be eligible for the Language Bridge program. The Language Bridge program is not available for the Dual Credit or Twin Track programs.

Bridge 1

Students with a TOEFL ITP score 26–50 points (or equivalent) below the diploma program’s minimum language proficiency requirement at the time of enrollment with all component scores of at least 47 (or equivalent for other language proficiency exams) may be eligible for Bridge 1 status. Students will enroll in three ESL classes and may, with the permission of the diploma program, enroll in up to four(4) credits of academic coursework.

Bridge 2

Students with a TOEFL ITP score 1–24 points (or equivalent) below the diploma program’s minimum language proficiency requirement at the time of enrollment with all component scores of at least 50 (or equivalent for other language proficiency exams) may be eligible for Bridge 2 status. Students will enroll in two ESL courses and may, with the permission of the diploma program, enroll in up to eight(8) credits of academic coursework.

Path from ESL to Full-Time Academic Study			
ESL Only	Language Bridge Program		Full-Time Academics
More than 50 points below the minimum	26–50 points below the program minimum	1–15 points below the program minimum	Meets program minimum
Full-Time ESL Courses	3 ESL Courses	2 ESL Courses	Full-time academic coursework
	Up to 4 credits of academic coursework	Up to 8 credits of academic coursework	

Course Selections for Language Bridge Program Students

The ESL courses required for students in the Language Bridge program will be determined on an individual basis according to component scores for individual language skills. Language skill areas with the lowest scores will be given priority in course selection. ESL courses will take precedence over academic courses in the event of a scheduling conflict. Academic courses will be selected from a list of approved courses with assistance from an advisor and must not conflict with scheduling for ESL courses. Advising for Language Bridge program students will be a collaborative effort between the affiliate school administrators and the student's academic advisor.

Progression and Completion

Students can enter the Language Bridge program at either of the two levels depending on their English language proficiency, and they can move at any rate through these levels, or even skip levels, depending on how their English proficiency develops. Serious and hard-working students who participate fully in class work and extracurricular language development options can improve their English language proficiency more quickly.

Placement in the Language Bridge program is not automatic, nor is it irrevocable; students must continue to meet requirements for grades and attendance to be able to continue in the program. After the first semester of enrollment, placement for students continuing in ESL is determined by a combination of test scores, grades and teacher recommendations. Final decisions regarding placement and advancement within ESL are made by teachers and administrators.

The number of semesters a student is in the Language Bridge program will be determined on an individual basis. A student may be in either Bridge 1 or Bridge 2 for more than one semester if necessary in order to be able to demonstrate an adequate level of language proficiency.

The Language Bridge program requires that students have a grade point average of 2.5 in their academic courses and 3.0 in non-academic subjects. In addition, students must have a minimum grade of B and 85 percent attendance in all ESL courses in which they are enrolled each semester.

Upon successful completion of the highest level in ESL or the Language Bridge program, a language proficiency certificate will be granted to the student for the purposes of demonstrating language proficiency. This certificate can be used to demonstrate the student's language proficiency and will grant the student regular admission to the diploma program. The student will need to take supplementary academic classes and/or spend semesters abroad for ESL and/or academic advancement.

Time Limit for the ESL and Language Bridge Program

Full-time ESL students and students who do not initially have sufficient language proficiency to qualify for the Language Bridge program may be enrolled in ESL courses for up to six semesters (summer term included).

Students participating in the Language Bridge program must successfully complete the program or demonstrate minimum English language proficiency within three semesters (summer terms included). If a student has not demonstrated minimum English proficiency within this time period, he/she will not be admitted to the full diploma program.

2017-2018

Griggs International Academy

Catalog/ Handbook For Direct Enrollments

The following pages are taken from the current handbook for students that are directly enrolled with Griggs. This is an option for affiliate students that need to make up a class, retake a class, or just want to get ahead. Enrollment packets are on the website at griggs.edu. Fill out the packet and email it to enrollgia@andrews.edu.

Prior approval must be granted by the affiliate school and GIA registrars.

ADMISSIONS

Griggs International Academy welcomes students from all backgrounds. No student is discriminated against because of race, color, ethnic background, religious affiliation, disability, country of origin or gender.

Admission Policies

- Kindergarten students must be at least 5 years of age at the time of enrollment. A copy of the child's birth certificate must be submitted with the enrollment forms. Parents are responsible for being informed of state laws where they reside.
- Grade 1 students must be 6 years of age at the time of enrollment. A copy of the child's birth certificate must be submitted with the enrollment forms.
- Students who enroll are enrolling for four or more courses in Grades 2–12 must submit with their enrollment a current, official report card/transcript that indicates grade placement (Grades 2–8) or courses taken (Grades 9–12).
- If a report card or transcript is not available, one or more of the following may be required:
 - » A letter indicating grade placement from an approved school on school letterhead and signed by the student's teacher/principal or registrar.
 - » Scores from standardized tests taken within the last 12 months and administered appropriately under third-party supervision.
 - » If these items are not available, students entering Grades 2–9 will be required to take a placement test for which there is a fee. Please contact GIA for a placement test request form.
 - » Portfolio detailing homeschooling experience.
 - » Reviewing fees apply.

For more information on how to create the portfolio or to request the standardized test, please contact the elementary or high school advisor.

Attendance

All courses are organized on a schedule of 180 teaching days and are structured according to a traditional school year. The student may adjust the schedule to suit circumstances such as illness, travel, mastery of material or need for remediation.

Attendance records for grades K–8 are **mandatory** for accreditation purposes. Receipt of attendance is required for grade report processing.

Time Limit for Course Completion

All students must be enrolled for at least six (6) weeks and complete their coursework within 12 months from the date of enrollment in order to move to the next grade level (K–8) or to receive credit (9–12). Students attending an APLE school or in the A-PASS program should refer to that program's guidelines. Students in high school credit recovery courses will have 12 weeks to complete the coursework.

Griggs understands that there are certain circumstances in which students (not enrolled in Credit Recovery courses) are not able to complete their coursework within the one-year timeframe. In order to avoid penalties, a student must request a deadline extension in writing to the registrar (registrargia@andrews.edu) to be reviewed by the K–12 Curriculum and Standards Committee to be considered on an individual basis (see miscellaneous fees table for deadline fees). Students who have not made deadline extension arrangements will lose access to their coursework six (6) weeks after the deadline date. At this point it will be determined if the student should complete the course or cancel and re-enroll, and may be subject to deadline extension fees and/or cancellation fees.

If course is not completed and an extension is not requested, the course will be finalized with a letter grade of W (withdrawn) after 18 months from date of enrollment.

MATERIALS AND SERVICES

Instructional guides (paper-only)

The elementary instructional guide acts as a teacher's manual, providing directions for the use of the assigned textbooks and additional instruction. It furnishes daily lesson plans, suggests teaching methods and activities, provides answer keys for daily assignments, and offers other information needed to guide students through their courses.

For high school paper courses, instructional guides are designed to be used in conjunction with specific course textbooks and materials.

GIA recognizes that parents and students may have questions or problems that might not be answered by the instructional guide or the textbook. We encourage students or parents to contact the assigned teacher.

Students, with parental supervision, are encouraged to create and maintain a regular study schedule. Interaction between GIA faculty and students is key for both paper-based and online course delivery modes.

GRIGGS ONLINE BOOKSTORE

Full descriptions of each required and optional course material for each GIA course are available through the Griggs online bookstore at griggs.edu.

The Griggs online bookstore provides competitive pricing on used, new and digital textbooks, as well as book rental and buyback services. If you choose to purchase elsewhere, please pay close attention to the ISBN, year of publication and edition details for each textbook. International versions differ greatly, and used textbooks through other suppliers are not always accurately listed.

REQUIREMENTS FOR ONLINE COURSES

Student needs access to a computer with:

- High-speed Internet access
- Software: Adobe Acrobat Reader, word processor (e.g. MS Word), current browser version with JavaScript and Cookies enabled. Adobe Flash Player 10.1 or newer.
- Hardware: 1GB+ RAM, 1Ghz+ processor, 3GB hard drive space, 1024 X 768 or higher screen resolution, audio speakers, webcam and microphone.
- Operating system: PC Windows 8 or newer; MAC OSX or newer.
- Desktop support most recent versions of: Mozilla Firefox, Google Chrome, Microsoft Edge, Apple Safari or Internet Explorer
- Tablet and mobile support most recent versions of: Android, Apple or Microsoft Surface

Transfer of Credit

Credits for distance education courses may be transferred to other educational institutions. However, students should realize that decisions on acceptability of credit rest with the receiving institution. It is always a good idea for students to contact the school they plan to attend in the future to make certain that credits will transfer. Credits transferring in to be recorded on GIA transcript will be recorded upon completion of three (3) GIA credits

GRADES AND TESTING

Grades K–8

Tests may come at the end of chapters, units or a specified number of assignments. A parent or responsible adult may proctor the tests. Teachers will grade tests and return them with comments for encouragement or improvement. Grades can be viewed for each course, both online and paper-based, when logged in to Griggs Online. K–6 report cards will be issued at course completion and receipt of attendance records. Grades 7 and 8 report cards can be requested through the K–8 director.

High School

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:

- a. A responsible adult not related to or in residence with the student.
- b. A teacher or school administrator, testing center staff, guidance counselor, librarian or pastor not related to or in residence with the student.
- c. Verifiable and approved by GIA Testing Department.

Testing process is as follows:

- Local students must use GIA Testing Center to proctor exams.
- Completed Proctor Information Form sent to Testing Department at time of enrollment.
- When prompted, request exam through Griggs Online (D2L)—*recommended*, Griggs website griggs.edu by

email at examgriggs@andrews.edu or griggsadvisor@andrews.edu

- Examination date, time and place arrangements are made between student and proctor
- **Online Exam:** GIA sends password information to proctor. The proctor should NEVER give the exam password to the student. Proctor completes the Proctor Procedures and Exam Instructions and directly supervises through the entire examination with student's computer screen in sight.
- **Paper exams:** GIA will send exam via email to the proctor. The proctor will print out exam before administering it to the student as well as completing the Proctor Certification Form. The proctor then actively supervises the student throughout the entire examination period. Upon completion, the proctor is responsible for immediately returning the Proctor Certification Form and exam to GIA Testing Department via email to examgriggs@andrews.edu. At no time should the student be in possession of the exam after completion.

Final Grades

Once a student completes a class the final grade is recorded using the grading scale below. All grades are final and will not be removed without Curriculum and Standards Committee action. Grades from retaken courses will not replace the previous course grade; however, it will replace the effect on the GPA.

Grading Scale

A	= 93–100
A-	= 90–92
B+	= 88–89
B	= 83–87
B-	= 80–82
C+	= 78–79
C	= 73–77
C-	= 70–72
D+	= 68–69
D	= 63–67
D-	= 60–62
F	= 59 and below
W	= Withdrawn

Grading Scale by GPA

A	= 4.0
A-	= 3.67
B+	= 3.33
B	= 3.00
B-	= 2.67
C+	= 2.33
C	= 2.00
C-	= 1.67
D+	= 1.33
D	= 1.00
D-	= 0.67
F	= 0.00

Grades can be viewed for each course, both online and paper-based, when logged in to Griggs Online. Once a course is completed, transcripts will be issued upon request. Incomplete courses will receive a W grade six (6) months past the deadline.

Griggs Honor Roll System

Griggs celebrates the achievement of all students. However, the College Preparatory diploma candidates who accomplish the following criteria will receive special recognition upon completion:

GPA of 3.5 = *Burgundy cords*

GPA 3.8 = *Gold cords*

GPA 4.0 = *Gold cords & Medallion*

GPA 4.0 and attended Griggs Jr. & Sr. years = *Griggs Scholar Certificate, Medallion and Gold cords*

Transcript Requests and Privacy of Student Records

Upon completion of a course the student, parents of a minor or a school may request a transcript. GIA complies with the guidelines provided under the Family Educational Rights and Privacy Act of 1974 and protects the rights under the law of students who are declared independent. To request a transcript you can go to the website griggs.edu and select "Request Transcript." See miscellaneous fees for cost.

ACHIEVEMENT TESTS

Stanford10

The Stanford10 Achievement test can be used as a helpful tool to measure the progress of a student, as a means of assessing national comparisons for accreditation purposes, as well as aiding in effective grade placement of students. There is no cost for initial achievement testing of new, fully enrolled students (four or more courses) and/or diploma-seeking students as well as returning students entering 5, 7, 9 and 11th grades. Testing is to be completed within three (3) months of enrollment with GIA to avoid loss of access to coursework. Paperwork is included with enrollment and should be turned in at the time of enrollment.

Academic Policies

Send inquiries to examgriggs@andrews.edu. Other Stanford10 **placement testing** opportunities are available upon request for a fee (see miscellaneous fees table).

ACT/SAT

All directly enrolled College-Prep diploma seeking students are required to submit ACT or SAT scores to the high school advisor at griggsadvisor@andrews.edu prior to receiving their diploma. Students should go online to collegeboard.org for more information. This exam needs to be taken at a local approved testing site. Go to www.collegeboard.org for testing sites. Griggs school code is 210 948.

ACADEMIC INTEGRITY POLICY

Griggs works hard to provide its students with the best education possible, and maintains that students should hold themselves to a higher level of accountability and self-governance. In doing so, students will:

- Take responsibility to protect academic integrity in their own work by avoiding the practice of plagiarism, the use of another's work in place of their own.
- Avoid both dishonest practices and the appearance of dishonesty.
- Make the necessary effort to ensure that others do not use their work.
- Be prepared to offer verification of work and demonstrate abilities in a monitored setting.



Academic Dishonesty

Academic dishonesty comes in many shapes and forms such as (but is not limited to) the following:

1. **Cheating:** Intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. Examples of cheating may include, but are not limited to:
 - Sharing answers or collaborating with another student on any academic exercise unless specifically authorized by the instructor
 - Possessing unauthorized notes, study sheets or other materials during an examination or other academic exercise
 - Tampering with an examination or other academic requirement after it has been corrected, then returning it for more credit
 - Stealing or attempting to steal an assignment or answer key
 - Submitting substantial portions of the same work for credit in more than one course without the knowledge and approval of all instructors involved

2. **Plagiarism:** Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise. Examples of plagiarism may include, but are not limited to:
 - Copying from another source without quotation marks and appropriate documentation
 - Paraphrasing words, ideas or sequence of ideas, from another source without appropriate documentation
 - Using material from the Internet or other online service without proper documentation
 - Buying or using the whole or any part of a paper from a current or graduated student, research or term paper service, or any other source not representing your own efforts

3. **Fabrication:** Intentional and unauthorized falsification or invention of any information or citation in an academic exercise. Examples of fabrication include, but are not limited to:

- Changing or attempting to change academic records without proper authority
- Altering documents after signatures have been obtained
- Forging of signatures on any document
- Obtaining unauthorized files or accounts

Facilitating academic dishonesty: Intentionally or knowingly helping or attempting to help another to violate any provision of this policy.

Inaccurate information: Provision of inaccurate information, misleading information or omission of information on a GIA application shall constitute a violation of the Academic Integrity Policy.

Other: Any other instance that undermines or has the potential to undermine academic integrity, such as cyberbullying. (see GIA Online Services Agreement)

Consequences: Violations of academic integrity may be imposed singularly or in any combination. Possibilities include:

- Reduction in or failing assignment grade
- Reduction in course grade
- Academic suspension from school
- Academic dismissal from school

Academic Grievance Procedures:

1. Upon instructor suspicion of academic dishonesty, the instructor shall, within ten (10) days after discovery, hold an informal discussion with the student about the incident, try to reach resolution and, if appropriate, recommend a consequence to the student. This meeting should be promptly documented with an email from the instructor to the student with a copy to the principal.

2. If the student elects to appeal the instructor's decision, then within ten (10) days after the instructor's email, the student shall contact the principal's office and request consideration of his/her case. This exchange should be promptly

Academic Policies

documented with an email from the principal to the student with a copy to the instructor and registrar. If the principal and student do not find resolution, the principal or registrar will bring the situation to the K–12 Curriculum and Standards Committee.

3. The K–12 Curriculum and Standards Committee shall promptly investigate the facts of the situation and hear formally from the student and the instructor via teleconference, written testimony or physical presence. If the K–12 Curriculum and Standards Committee agrees with the fact-findings of the teacher, it will affirm the original decision. If the K–12 Curriculum and Standards Committee disagrees, in whole or in part, with the fact-findings, K–12 Curriculum and Standards Committee may modify the consequence.
4. Until a final decision has been reached, the student shall remain an active member of the class in which the alleged instance of dishonesty occurred. In the event the student elects to drop or withdraw from the class, the alleged act of academic dishonesty will be pursued to its conclusion and any final consequence shall be unaffected by such drop or withdrawal.

Ways to avoid academic dishonesty

- Always cite the author and source if the idea did not originate with you
- When you take the main points from a source (spoken or written), cite the author and source
- Cite the author and source even when paraphrasing.
- Use quotation marks when including the exact wording of an article, then cite the author and source
- In fact, the **ONLY** time you do not cite the author and source is when the idea originated with you! Otherwise, cite the author and source!
- Learn proper citing guidelines. GIA uses MLA formatting in the coursework. There are even MLA bibliography generators that make it so easy! Here are some websites to help you with the formatting:
<https://owl.english.purdue.edu/owl/resource/747/02/>
<http://www.bibme.org/citation-guide/mla/>

And finally, if in doubt, ask! Your teacher is your greatest resource. They can answer questions via video conferencing or texts, provide recommendation for resources and help as you strive to maintain your academic integrity.

Academic Appeal

Parents/legal guardians must submit, in writing, appeals for reconsideration of a final grade to the GIA registrar within six months following the date of completion shown on the grade report. Teachers are permitted to change a grade only if there was an error in recording or calculation.

GRIGGS ONLINE USE POLICY

In order to create a warm environment, to protect students from the dangers of the Internet (including cyberbullying), and to ensure understanding of standards of behavior and usage from a Christian worldview, GIA students and parents agree to abide by the following netiquette rules:

- Be courteous and considerate of others.
- Refrain from cyber vandalism: the malicious attempt to harm or destroy the data of another user, including uploading or creating computer viruses.
- Sign all emails, pagers or other digital messages
- Do not use capital letters: it is hard to read and is considered “shouting.”
- Check for proper spelling, grammar, punctuation and capitalization.
- Do not reveal personal details about yourself or others (address, phone number, etc.).
- Do not agree to meet face-to-face with someone you meet online without your parent’s approval and accompaniment.
- Access appropriate material. Inform your teacher if you come across anything that is illegal, dangerous or offensive.
- Character shows through writing. Sending harassing, obscene and/or other threatening email to another user is prohibited.
- Sending unsolicited junk mail, “for-profit” messages or chain letters is not permitted.
- Other users are prohibited from using your course access.

Any violation may result in dismissal from an online course and/or other disciplinary actions.

Cyberbullying Policy

Cyberbullying is not tolerated. It includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings which have the effect of:

- Physically, emotionally or mentally harming a student
- Placing a student in reasonable fear of physical, emotional or mental harm
- Placing a student in reasonable fear of damage to or loss of personal property, **or**
- Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.

All forms of bullying are unacceptable. Offenders shall be subject to appropriate staff intervention, which may result in administrative discipline.

Parent/Guardian Responsibility

- Make certain both you and your student understand and complete the Online Services Agreement found in the Content or Assessments/Quizzes areas for each course. The policy must be reviewed by both parent and student, signed by student before advancing to the Introduction and must be completed for each semester of the course. The Online Services Agreement rules apply to all use of Griggs Online for communication, whether a student is taking an online course or using the student services available.
- Help your student abide by the Online Services Agreement by actively monitoring how they interact with classmates while using Griggs Online.
- Promptly discuss any behavior that violates the Online Services Agreement and Cyberbullying Policies. Set consequences and continue to monitor online activity.
- Report concerns if your child experiences cyberbullying to the GIA principal.

Griggs International Academy

High School Handbook

PROGRAM ADVISOR

HIGH SCHOOL PROGRAM ADVISOR



Lamar Nangle

Phone: 301-680-6585

Email: griggsadvisor@andrews.edu

Mr. Nangle, vice principal, director of NAD Services and APASS, has an MS in psychology. He has worked at Griggs since 2002, giving him a broad and rich background that helps him advise and guide students with unique challenges.

“I really enjoy forming friendships with the students and seeing their successes.”

High School Requirements

DIPLOMA ELIGIBILITY

Griggs International Academy is dedicated to providing excellent academic opportunities to extend educational and career pathways. Griggs provides two types of diplomas in which to attain preparation for these life goals.

College Prep diploma. Provides the opportunity for students to broaden their educational foundation through the study of a Modern Language—a requirement for most four-year degree colleges—and increase academic rigor in math and science courses in preparation for college-level study as well as gaining a competitive edge in the workplace. This diploma requires at least 25.0 units of credit in specific areas of study. At least 6.0 credits must be completed with GIA, three (3) classes of which must be within the senior year. Griggs uses the Carnegie Unit which is equal to 45–50 minute class periods per week for an 18-week term (60 hours) = 0.5 of credit per semester.

Standard diploma. Provides comprehensive curricular foundation for students seeking to prepare for higher education and achieve career goals requiring at least 21.0 units of credit in specific areas of study. At least 5.0 credits must be completed with GIA, two (2) classes of which must be within the senior year.

Each diploma is in alignment with the Adventist Accreditation Association and Middle States Accreditation standards as well as approved by the Maryland Board of Education as a non-public high school. GIA will prepare a personalized plan of study that lists the units (courses) necessary to complete a College Prep or Standard diploma. A fee (\$110) is charged for each diploma issued.

College Preparatory Diploma Requirements: 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 one life science and one higher level science)
- ½ unit of Health
- 1 unit of Physical Education
- 3 units of social studies (must include U.S. History and U.S. Government)
- 1 unit Computer Literacy
- 1 unit of fine arts
- 2 units of modern languages (2 units of the 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 High School Diploma Requirements: 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 one life science)
- ½ unit of Health
- 1 unit of Physical Education
- 3 units of social studies (must include U.S. History and U.S. Government)
- 1 unit 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 electives
- Minimum 20 hours per year of community service
- ACT/SAT test scores (recommended)

Recommended High School Course Schedule

The charts on the next page represent a recommended pattern of study for the high school diploma program. The order in which these courses are studied will vary from student to student. High school graduation requirements are listed to the left (see Diploma Eligibility). If taking GIA religion courses conflicts with your personal convictions, please discuss with the GIA advisor.

GIA diploma-seeking students may earn up to a full credit for an approved program by submitting a portfolio for evaluation. Fees apply. Contact Griggs for more information.

Transferring of GIA Credits

Students may enroll with GIA at any time. GIA will not be responsible for non-acceptance of credit by any other institution. Students are responsible for obtaining proper authorization prior to enrolling in GIA courses.

College courses are available to pre-approved, qualifying high school students.

High School Diploma Program

College Preparatory Diploma

Minimum of 25 Carnegie Units*

Grade 9	UNITS
Bible I	1
English I.....	1
Algebra I.....	1
Computer Literacy	1
Earth Science/Physical Science	1
Physical Education (any year)	1/2
Elective	1/2
Community Service ¹	0
Grade 10	
Bible II	1
English II	1
World History/Geography	1
Geometry ³	1
Biology	1
Health	1/2
Independent Physical	
Fitness (any year)	1/2
Community Service ¹	0
Grade 11	
Bible III.....	1
American Literature.....	1
U.S. History.....	1
Algebra II ³	1
Chemistry/Physics	1
Modern Language.....	1
Community Service ¹	0
Grade 12	
Bible IV	1
British Literature	1
U.S. Government.....	1/2
History course.....	1/2
Math course	1
Science course	1
Modern language.....	1
Fine Arts (any year)	1
Community Service ¹	0
SAT/ACT test scores	0

Standard Diploma

Minimum of 21 Carnegie Units*

Grade 9	UNITS
Bible I	1
English I.....	1
Math course/Algebra I	1
Computer Literacy	1
Earth Science/Physical Science	1
Physical Education (any year)	1/2
Community Service ¹	0
Grade 10	
Bible II	1
English II	1
World History/Geography	1
Algebra I/Geometry ³	1
Biology	1
Independent Physical	
Fitness (any year)	1/2
Community Service ¹	0
Grade 11	
Bible III.....	1
American Literature.....	1
U.S. History.....	1
Algebra II/Geometry ³ /Math course	1
Science course	1
Health.....	1/2
Community Service ¹	0
Grade 12	
Bible IV	1
British Literature	1
U.S. Government.....	1/2
History course.....	1/2
Fine Arts	1
Elective	1/2
Community Service ¹	0

Electives for Both Diplomas

Business and Technology (Applied Art) UNITS

Accounting	1
Computer Literacy	1
Entrepreneurship.....	1/2
Healthcare Professions	1/2
Keyboarding ²	1/2
Personal and Family Finance.....	1/2
Public Speaking.....	1/2

Consumer Science (Applied Art)

Culinary Arts	1/2
Early Childhood Education	1/2
Fashion and Interior Design	1/2

English

Intro to Composition and Literature	1
Public Speaking.....	1/2

Fine Arts

Art in World Cultures	1/2
Music Appreciation.....	1/2
Digital Photography I.....	1/2
Digital Photography II	1/2

Health and Physical Education

Physical Fitness (Independent Study).....	1/2
---	-----

History and Social Sciences

Criminology	1/2
Geography	1
Holocaust History	1/2
World History.....	1/2

Mathematics

Adv. Algebra w/ Fin Applications	1
Integrated Math	1
Pre Algebra ²	1
PreCalculus	1

Modern Languages

Spanish I.....	1
Spanish II	1

Sciences

Anatomy and Physiology.....	1
Forensic Science I	1/2
Forensic Science II.....	1/2
Veterinary Science	1/2

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

² Approval needed 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.

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

University/Dual credit – approval of qualifications and educational site by

GIA High School Advisor prior to enrollment

High School Course Descriptions

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

Business and Technology (Applied Art)

*1 Unit Computer Literacy
Standard and College Prep*

Computer Literacy (1 Unit—required)

1048 online

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

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

Computer software requirements (software is not available through GIA). Most recent versions of the following:

- Student needs access to a computer with high-speed Internet access
- Adobe Flash Player 10.1 or newer (free download)
- Microsoft Office 2016 (to purchase) or Office 365 (to rent). Go to Microsoft.com for details. Must include Word, Excel and PowerPoint. Student version is acceptable—Free Online Office is not acceptable
- Adobe Acrobat Reader (free download)

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

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

Entrepreneurship (½ Unit)**

976 online

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

Healthcare Professions (½ Unit)**

909 online

Will we ever find a cure for cancer? What treatments are best for conditions like diabetes and asthma? How are illnesses like meningitis, tuberculosis and the measles identified and diagnosed? Health sciences provide the answers to questions such as these. In this course, you will be introduced to the various disciplines within the health sciences, including toxicology, clinical medicine and biotechnology. You will explore the importance of diagnostics and research in the identification and treatment of diseases. The course presents information and terminology for the health sciences and examines the contributions of different health science areas.

Keyboarding (½ Unit)

596 online

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. This is a pass/fail course based on a competency exam at the end of the course.

Personal and Family Finance (½ Unit)

978 online

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

Public Speaking (½ Unit)**

900 online

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

Consumer Sciences

Culinary Arts (½ Unit)**

958 online

Food is fundamental to life. Not only does it feed our bodies, but it's often the centerpiece for family gatherings and social functions. In this course, you will learn all about food including food culture, food history, food safety and

current food trends. You will also learn about the food service industry and try your hand at preparing some culinary delights. Through hands-on activities and in-depth study of the culinary arts field, this course will help you hone your cooking skills and give you the opportunity to explore careers in this exciting industry.

Early Childhood Education (½ Unit)**

984 online

Children experience enormous changes in the first few years of their lives. They learn to walk, talk, run, jump, read and write, among other milestones. Caregivers can help infants, toddlers and children grow and develop in positive ways. This course is for students who want to influence the most important years of human development. In the course, you learn how to create fun and educational environments for children; how to keep the environment safe for children; and how to encourage the health and well-being of infants, toddlers and school-aged children.

Fashion and Interior Design (½ Unit)**

907 online

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

High School Course Descriptions

English

4 Units—Standard and College Prep

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

English I (1 Unit)

682 online/681 paper

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

English II (1 Unit)

683 online/684 paper

Prerequisite: English I or equivalent.

You will review the principles of writing effectively and reading with understanding. A study of the elements of literature and literary forms such as the short story, essay, play and poem are discussed. You will also develop language skills by studying grammar topics, conducting literary analysis, and writing short compositions.

American Literature (1 Unit—required)

572 online/571 paper

Prerequisites: English I and English II

This study covers the birth of the North American continent up through the present. You will be introduced to early North American cultures—Native American myths and legends, and the writings of early English and Spanish explorers. You will study the settlement along the East Coast by reading several narratives of the Puritans' experiences including the 20th-century play, *The Crucible*. As the nation takes shape, you will explore various speeches and writings of various authors and poets including the Fireside poets, who celebrated American themes. The works of Emerson and Thoreau and the innovative poetry

of Walt Whitman and Emily Dickinson will complete your course of study.

British Literature (1 Unit)

686 online/677 paper

Prerequisites: English I and English II

In this course you will encounter many of the heroes of British Literature, from Beowulf, the hero of the ancient Anglo-Saxons, to William Shakespeare's King Henry V, one of England's most beloved kings. You will learn about dreaded diseases and murdered martyrs. You will travel through the Renaissance and Enlightenment, meet William Wordsworth, an ancient mariner, and the Lilliputians. You will watch Britain's success through the Victorian Age and its anguish through World War I—all through the voice of literature.

Public Speaking (½ Unit)**

900 online

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

Fine Arts

1 Unit—Standard and College Prep

Art in World Cultures (½ Unit)**

899 online

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

traditional art of the Americas, Africa, and Oceania in addition to the development of Western art.

Music Appreciation (½ Unit)**

908 online

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

Digital Photography I (½ Unit)**

979 online

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

Digital Photography II (½ Unit)**

904 online

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

Health and Physical Education

1 ½ Unit—Standard and College Prep

Health (½ Unit)

124 online

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

Physical Education (½ Unit)

1031 online

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

Physical Fitness-Independent Study

1032 online

Prerequisite: Physical Education

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

High School Course Descriptions

History and Social Sciences

3 Units—Standard and College Prep

Criminology (½ Unit)**

905 online

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

Geography (1 Unit)

106 online

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

Holocaust History (½ Unit)**

906 online

Holocaust education requires a comprehensive study of not only times, dates, and places, but also the motivation and ideology that allowed these events. In this course, you will study the history of anti-Semitism; the rise of the Nazi party; and the Holocaust, from its beginnings through liberation and the aftermath of the tragedy. The study of the Holocaust is a multi-disciplinary one,

integrating world history, geography, American history and civics. Through this in-depth, semester-long study of the Holocaust, you will gain an understanding of the ramifications of prejudice and indifference, the potential for government-supported terror, and will get glimpses of kindness and humanity in the worst of times.

U.S. Government (½ Unit—required)**

1015 online

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

U.S. History (1 Unit—required)**

1028 online

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

World History (1 Unit)**

1022 online

Most people go about life without worrying about what happened in the past. Why worry about something that isn't in the present? No matter where in the world you live, your life has have been shaped by issues, inventions, figures and ideas that have happened in the past. As you

look deeper into World History, you will learn about the ancient world and how the major religions developed. You will walk through the Renaissance and Reformation and see how new ideas and culture were brought to this world. You will look at what issues caused the World Wars to begin and how new inventions changed warfare. Exploration of what has happened in the past, can explain how that has shaped our lives and how we live today.

Mathematics

3 Units—Standard

4 Units—Required for College Prep

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

Pre-Algebra (1 Unit)

156 paper

Note: PreAlgebra will be recorded as an elective unit. An additional math unit will be required. Approval by the GIA High School Advisor is needed prior to enrollment.

This course is designed to sharpen your arithmetic skills and introduce the abstract concepts that will be used in Algebra I. The lessons are purposely designed to give you the practical implementation of the abstract topics... in plain English, the lessons will try to express the mathematics in, well, plain English. Anybody willing to learn each little step thoroughly each day can succeed.

Advanced Algebra with Financial Applications (Consumer Math) (1 Unit)**

1023 online

Money. Have you ever heard that money is the root of all evil? It can be if we are careless and don't know how to handle it. This class will teach you how to be good stewards of your money and let it become a blessing and not a curse. You will learn how to make informed decisions about budgeting, spending and investing. "We don't get to keep all the money we earn?" Surprise! You will learn about taxes and the importance of filing and keeping track of how much they spend and on what. You will take a look at vari-

ous ways to buy things, how to take out loans, and the processes of buying and renting houses and cars.

Integrated Math (1 Unit)**

1024 online

This foundational course provides the basic knowledge needed for all high school math courses. The material covered in this course is important, and everyone can do it. You will have a good time solving the real-world problems algebra can help answer. Course activities make the numbers, graphs and equations more real. The content in this course is tied to real-world applications like sports, travel, business and health. This course is designed to give you the skills and strategies to solve all kinds of mathematical problems. You will also acquire the confidence needed to handle everything high school math has in store for you. Assessments are designed to ensure that your understanding goes beyond rote memorization of steps and procedures. Upon successful course completion, you will have a strong foundation for higher level math courses.

Algebra I (1 Unit—required)

989 online/151 paper

In this course you will learn the basics of algebra. You will begin with how variables are used in forming algebraic expressions and how expressions are used in forming equations and inequalities. After reviewing the properties of real numbers and the operations that can be performed on them, you will focus on writing, solving and graphing linear equations in one and two variables. You will then extend these skills to solving and graphing linear inequalities. You will explore exponents and their functions, work with polynomials and their equations and solving quadratic equations. The course concludes with solving and graphing square root equations. Upon successful completion, you should have a solid foundation and preparation to tackle higher level math courses.

Geometry (1 Unit)**

1013 online

Prerequisite: Algebra I

Did you know that Geometry comes from the desire to measure the earth? Geo- means earth and -metry means measurement. Geometry is the study of how things are

High School Course Descriptions

measured and the properties of objects with regards to these measurements. In this class, vocabulary is very important. There will be theorems and proofs that will need to be learned and memorized. You will learn about planes, not the kind that fly in the sky, but flat, two-dimensional surfaces. You will also take what you learned in Kindergarten about triangles and circles and investigate further. You will also learn how to measure solid figures using the theorems.

Algebra II (1 Unit)**

1020 online

Prerequisite: Algebra I

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

PreCalculus (1 Unit)**

1025 online

Prerequisite: Algebra II and Geometry

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

Modern Languages

2 Units—College Prep

Spanish I (1 Unit)

934 online

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

Spanish II (1 Unit)

935 online

Prerequisite: Spanish I

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

Religion

4 units—Standard and College Prep

Bible I (1 Unit)

105 online

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

Bible II (1 Unit)

108 online

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

Bible III (1 Unit)

1045 online

1st Semester: Daniel & Revelation and Beliefs

- Why do we believe what we do? In this course you will learn not only about the beliefs of the Seventh-day Adventist Church, but more importantly how each leads to a deeper, personal relationship with Jesus. You'll gain an understanding of how God offers His perspective of the past, provides hope and forgiveness for today, and

gives insight and assurance for the things yet to come. You will learn the magnitude of the Great Controversy, experience the victory in Jesus, and learn of His plan to rescue His faithful friends in the end!

2nd semester: Romans and Friendships

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

Bible IV (1 Unit)

1046 online

1st semester: Hebrews and Marriage and Family

- Is the sanctuary really relevant to us in the 21st Century? This course explores the meaning and comparison of the Old Testament sanctuary services to what Jesus is doing for us, today, in the heavenly sanctuary. You will learn of His great sacrifice and love for you and His desire to be with you. Many times in the Bible Jesus' relationship with His people is likened to a marriage. Also in this course, you will learn God's design for love and how to support each other in the marriage and family realm. You will gain practical advice on how to manage your finances, teaching your children how to love and serve Jesus while reaching out to others.

2nd semester: Worldviews & Religion and Life Philosophies & Moral Issues

- What is the foundation for your morals and philosophy of life? In this course you will tackle the foundational issues of morality, examining why we do the things we do and for what purpose. Knowing what and why you believe the way you do provides a foundation on which to build your worldview. Major religions are discussed to bring about empathy and

High School Course Descriptions

respect for another's point of view while solidifying your own belief system. This course also provides an understanding of cults and alternative religions and the Christian's response to them.

Sciences

3 units—*Standard*

4 units—*College Prep*

(1 unit requires *Chemistry or Physics*)

Anatomy and Physiology (1 Unit)

1026 *online*

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

Biology (1 Unit—required)

178 *online*/171 *paper*

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

Chemistry (1 Unit)

1027 *online*

What happens when you mix vinegar and baking soda? Why does water boil when it gets hot? Who discovered the first atom? At its very core this course explains how chemistry makes life possible. No matter where you work, play or sleep, chemistry is always there it's just labeled in many different ways. This virtual lab-based course will explore cool topics such as electrons in at-

oms, chemical reactions, electrochemistry, thermochemistry and nuclear chemistry—to name just a few. But most importantly, it portrays the intricate details that God has created to make our world special and at the same time hopefully enhance your interest in the many forms of chemistry as it affects everything you do!

Earth Science (1 Unit)

1054 *online*

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

Forensic Science I (1/2 Unit)**

890 *online*

Fingerprints. Blood spatter. DNA analysis. The world of law enforcement is increasingly making use of the techniques and knowledge from the sciences to better understand the crimes that are committed and to catch those individuals responsible for the crimes. Forensic science applies scientific knowledge to the criminal justice system. This course focuses on some of the techniques and practices used by forensic scientists during a crime scene investigation (CSI). Starting with how clues and data are recorded and preserved, you will follow evidence trails until the CSI goes to trial, examining how various elements of the crime scene are analyzed and processed.

Forensic Science II (1/2 Unit)**

898 *online*

Although the crime scene represents the first step in solving crimes through forensic science, the crime laboratory plays a critical role in the analysis of evidence. This course focuses on the analysis of evidence and testing that takes place within this setting. You will examine some of the basic

High School Course Descriptions

scientific principles and knowledge that guides forensic laboratory processes, such as those testing DNA, toxicology and material analysis. Techniques such as microscopy, chromatography, odontology, entomology, mineralogy and spectroscopy will be examined

Physical Science (1 Unit)

1053 online

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

Physics (1 Unit)

1014 online

If you find gazing at the stars like Galileo or dodging apples falling from a tree like Newton interesting, this is the class for you! In each module of Physics, you will discover the contributions of scientific geniuses like Galileo, Newton and Einstein. Through their work, you will learn the con-

cepts, 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.

Veterinary Science (1/2 Unit)**

974 online

As animals play an increasingly important role in our lives, scientists have sought to learn more about their health and well-being. Taking a look at the pets that live in our homes, on our farms, and in zoos and wildlife sanctuaries, this course will examine some of the common diseases and treatments for domestic animals. Toxins, parasites and infectious diseases impact not only the animals around us, but at times...we humans as well! Through veterinary medicine and science, the prevention and treatment of diseases and health issues is studied and applied.

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

Advanced Algebra w/ Financial Applications	Early Childhood Education	Music Appreciation
Algebra II	Entrepreneurship	PreCalculus
Art in World Cultures	Fashion and Interior Design	Public Speaking
Computer Literacy	Forensic Science I	U.S. Government
Criminology	Forensic Science II	U.S. History
Culinary Arts	Geometry	Veterinary Science
Digital Photography I	Healthcare Professions	World History
Digital Photography II	Holocaust History	
	Integrated Mathematics	

High School Course Descriptions

University Credit for High School Students

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

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

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

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

There are a few financial requirements:

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

Student's responsibilities:

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

Courses Available for 2017–2018 School Year:

Fall Semester: Aug. 28–Dec. 14, 2017

- ENGL 115 College Writing I [3 credits, G12 students only]
- HIST 117 Civilizations & Ideas I [3 credits]
- HORT 150 Home Horticulture [3 credits]
- MATH 168 PreCalculus* [4 credits]
- PSYC 101 Introduction to Psychology [3 credits]
- RELT 225 Doctrines of the Adventist Faith [3 credits]

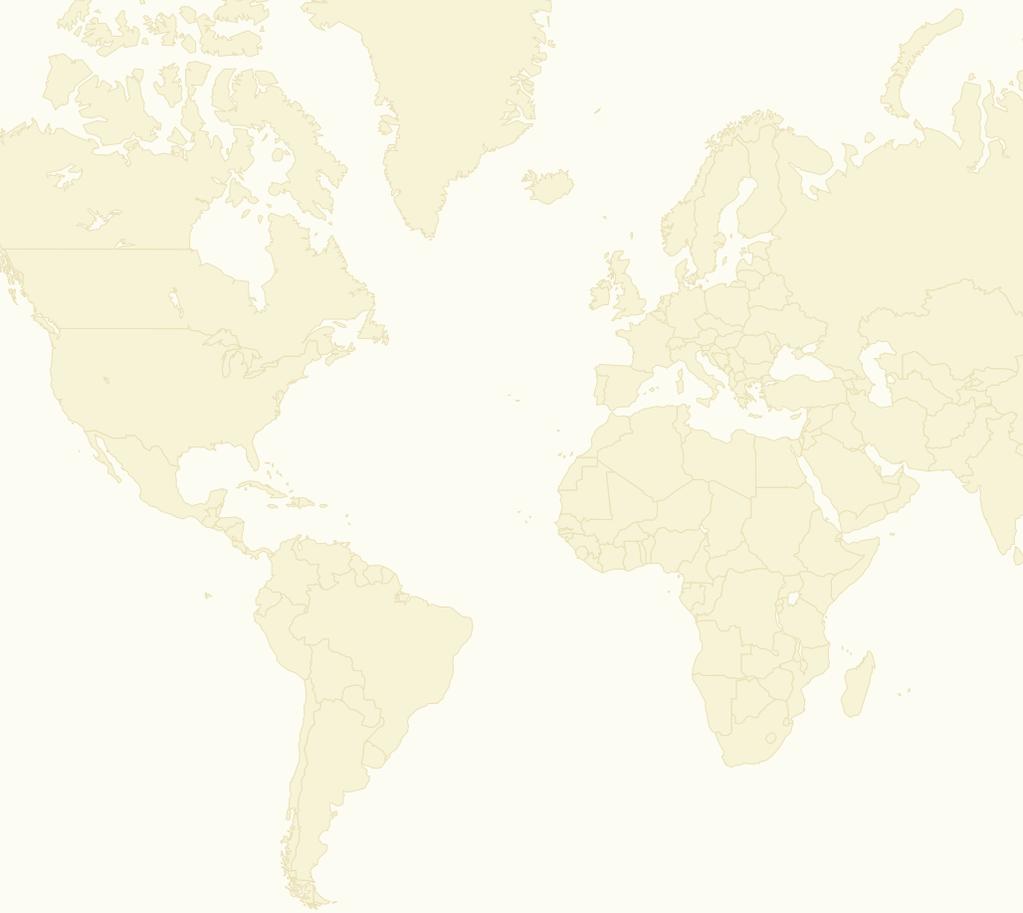
Spring Semester: Jan. 8–May 3, 2018

- ENGL 115 College Writing I [3 credits, G12 students only]
- ENGL 215 College Writing II [3 credits, G12 students only]
- FDNT 230 Nutrition [3 credits]
- MATH 191 Calculus I* [4 credits]
- PSYC 101 Introduction to Psychology [3 credits]

**Submit recent qualifying ACT or SAT math scores or take the Math Placement Exam at least one month before class starts to meet the prerequisite skill level for MATH 168 and MATH 191. Email sdeexams@andrews.edu to request the MPE Form.*

Credit Recovery Courses

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



GRIGGS

INTERNATIONAL ACADEMY

Owned and Operated by Andrews University

Michigan Office:

8903 U.S. Highway 31
Berrien Springs MI 49104-1950

Phone: 800-782-4769

Email: enrollgia@andrews.edu

Web: griggs.edu

