

**Hope
Christian
Academy**

DISTANCE LEARNING

**Handbook
2006 - 2007**

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SECRETS OF PERSONALIZED EDUCATION:

PARENTAL RESPONSIBILITY

As a parent, you and you alone have the responsibility to train your children. God's Word is very explicit on this subject: **“And these words, which I command thee this day, shall be in thine heart: And thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up.”** (Deuteronomy 6:6-7)

“And, ye fathers, provoke not your children to wrath: but bring them up in the nurture and admonition of the Lord.” (Ephesians 6:4)

Whether you realize it or not, you have been teaching your children since the day they were born. The responsibility to teach them does not cease the day they begin school. In fact, that responsibility does not expire with the passage of time. It only becomes more subtle as your children approach maturity. By your example, in words and deeds, you act as your children's teacher throughout their lives.

We believe it is important that your children understand why they are being taught at home. They need to know that you have reached this decision through much prayer and searching God's Word. It is this certainty of knowing you are doing God's will that will lay the foundation for the work ahead.

The attitude of the parent/teacher is vital to the success of this program. The child (your student) needs to feel secure in this parent-teacher/student relationship. He needs to have confidence in his parents that they not only have the desire, but also the ability to carry out this role as his teacher. Even if the parent is a novice teacher, he/she must not communicate any fears or doubts to the child. This is where your certainty is especially important.

The parent/teacher has the privilege and the responsibility of inspiring the child's achievement. Your consistency, love, and genuine interest will build the child's self-image and self-confidence. A student who is told someone has confidence in him will tend to act accordingly. An atmosphere of trust and belief in your child can be built through subtle expressions of confidence in and appreciation of the student's behavior and successes; for example, a pat on the shoulder; a smile, or words such as “I know you can do it. It is a real joy to be able to work with you.” In all this, you are building your child's character by praising him, complimenting him, and encouraging him.

FACILITIES

STUDENT WORK AREA

Select a room in which the student can work without distractions, remembering that a child's learning is affected by his surroundings. It may be necessary to have the lighting checked over the area where the child will be working. Most power companies will send a representative to evaluate the lighting in relation to need for study purposes.

If more than one child is working at home, they should have individual work areas. One way is to make small partitions of foam board or similar material to divide the dining room table into separate areas to minimize distractions.

Facing the student as he sits at his work area should be a bulletin board large enough to hold his daily assignments (Weekly Lesson Plan) and his academic progress chart ("Star Chart"). We recommend at least 18"H x 24"W. Studies have shown that the more Christ-honoring and businesslike the work area is kept, especially in reference to material on the bulletin board (pictures, poster, etc.), the more efficient and productive your child will be. Therefore, it is important that the parent/teacher monitor the material the child posts on the bulletin board. You should permit only those things which point his mind consciously and subconsciously toward Christian values and character development.



It is also important that the child keep his work area neat and clean throughout the day. Students who are required to maintain neat work areas develop better study habits and self-discipline than those who are allowed to work in a messy area.

SCORING AND TESTING AREA

With paper curriculum, it is good to have an additional table or desk for checking answers and taking tests. This table or desk must be in an area where the parent/teacher can observe what the student is doing. The workbook answer keys should be kept where the child must ask permission to use them. **Under no circumstances should the student have unsupervised access to the answer keys or "Teacher's Guide".** Experience has shown that the student will be tempted to copy answers, short-circuit the learning process, and defeat the purpose of independent study. The same is true of tests.

STUDENT EQUIPMENT AND SUPPLIES

Recommended equipment and supplies for students using paper curriculum (most items will be useful for students using computers, as well.)

Desk or table top	Bulletin board
Bible	Dictionary
Pencils (2 required at all times)	Colored pencils (assorted)
Blue or black ink ball-point pen	Small box for supplies
Red ink pen (answer checking only)	Ruler
Eraser	World Almanac
Globe (large)	World Atlas

Elementary Children

Crayons
Scissors (blunt nose)

Jr./Sr. High School Students

Calculator (if called for in curriculum)
Compass
Protractor

Computers

For Switched-On Schoolhouse **version 2.0** (2003 and later) subjects, a computer must meet these minimum requirements: 400 MHz or faster processor, Windows 98 Second Edition, 128MB of memory, 200MB of hard disk space, 800 x 600 res. monitor, and a CD-ROM drive. A newer machine running Windows XP is ideal.

Switched-On Schoolhouse **version 1.0** (2002 and earlier) may not be available after December 2004. Minimum requirements: 166 MHz or faster, 32 MB of memory, Windows 95 or later, 800x 600 res. monitor, and CD-ROM drive.

STUDENT LIFE

STUDENT DRESS

Although your child will be working in the privacy of his home, clothing still matters. Experienced educators have found a relationship between the way students dress and the way they perform academically. Sloppy dress is often accompanied by sloppy work.

This does not mean children should wear formal “Sunday” clothes. However, they should be neatly, cleanly, and modestly dressed before beginning their work. Proper dress encourages responsible behavior and aids the academic process. The higher your expectations of your child in every area, the more he will learn.

STUDENT CONDUCT

Maintain a serious, business-like atmosphere. Begin the school day with prayer. Do not allow the student to develop poor work habits or take advantage of working at home. Remember that you must earn the child’s respect for you as his teacher through your consistency in both love and control.

SCHOOL SCHEDULE

It is essential that the academic day begin promptly on time and the same time each day. The informal setting of the home may tempt both the student and parent/teacher to be late or lazy about getting started. This must not be allowed. Again, the child will feel secure only when he sees that you are going to be consistent. The same consistency holds true for regular scheduled breaks.

WORKING WITH “LIFEPAC” CURRICULUM

1. Remember that LIFEPACs are not totally self-instructional, will rely at times on your teaching involvement with your child, and will also require some parental/teacher scoring and subjective analysis of your student’s answers. While you may find parental involvement to be very rewarding, don’t forget that the standards you personally set for your child’s work are crucial.
2. Remove the LIFEPAC Test (final test) from the center of each LIFEPAC, and file it in a secure location.
3. There are 5 LIFEPACs per semester for each subject, so each packet will take 3 to 4 weeks to complete, depending on its length. You will set daily lesson plan for the student so that he finishes at least 5 LIFEPACs for every two quarters (one semester) of the school year.
4. Read through each LIFEPAC before giving it to your student, so that you are familiar with its activities and requirements. Be prepared to explain and illustrate concepts to your child.
5. Have the student begin by reading each vocabulary word and definition to you.
6. After students have read or studied the text, they may look back in the text as they complete activities. Many activities, however, require careful reading, analysis, and mental organization of facts in order for the student to write out answers. Answers are not always found in the text, but may be arrived at through the student’s thinking processes after he comprehends the text. If he is not used to this level of thinking, you may have to coach him in the process of deriving answers from the facts.
7. Require your student to be thorough in writing out short answers and paragraphs in complete sentences, with good spelling, regardless of which subject he is working with.
8. You may have the student check answers to his daily lesson work using the Answer Key, or you may check his answers using the *Teacher’s Guide*, and discuss his responses with him. Incorrect responses should be marked with a red ink **X** or **✓**, which is then circled after the answer has been corrected.
9. Sectional tests in LIFEPACs are called “Self Tests”. When you know the student is ready, you allow him to complete these without looking back in the text. The score for each is calculated by dividing the points obtained by the points possible (e.g., 58 divided by 72 = 80.6%); with 80% the minimum acceptable score. If the student scores below 80%, you help him find the problem areas, review them, and correct all the errors. These “Self Tests” are cumulative, which means that some material from preceding sections of a LIFEPAC will appear in each new “Self Test.”
10. To prepare the student for the final test, train him to use the “SQ3R” technique.
 - Scan the whole LIFEPAC.
 - Question yourself on the objectives.
 - Read the whole LIFEPAC again.
 - Recite through an oral examination.
 - Review any weak areas, especially vocabulary and missed activities.(You may also add more drill and practice, and consult the *Teacher’s Guide* for additional activities.)
11. The student completes the LIFEPAC Test whenever the parent is certain he is ready. The student does not leave the testing area until the test is completed. Each final test taken by a high school student should be mailed promptly to the school office for grading. The answers for non-high school tests are found in the *Teacher’s Guide*. Divide the points obtained by the points possible to get the percent score..
12. If the student scores less than 77% on the final test, he must restudy the unit, concentrating on areas where he is deficient and then retest using a copy of the Alternate Test found in the *Teacher’s Guide*. If your student scores below 70% on the final test, you may order a repeat LIFEPAC, but in the meantime have the student begin the next LIFEPAC in that subject. High school students who score less than 77% will be sent an alternate test. The better of the two scores will be applied to the student’s semester grade.
13. Review the final test results with the non-high school student, and give praise for successes. Challenge him to do his best, and assure him that he will excel when he applies himself.
14. Record all elementary passing test scores on a Quarterly Report Form. Remember that it is the parent’s responsibility to see that the student achieves his maximum potential.

WORKING WITH “SWITCHED-ON SCHOOLHOUSE”

1. Congratulations on choosing the most advanced computerized curriculum available! **SOS (Switched-On Schoolhouse)** not only stimulates learning with its audio-visually rich instructional environment and well-designed learning activities, but it also allows your student to receive daily assistance from qualified Christian teachers while learning in the privacy of your own home.
2. Carefully, step-by-step, follow the directions that Distance Learning Academy sent you for installing SOS on your home computer and for synchronizing the first time.
3. Read through the *Distance Learning User Guide* to acquaint yourself with the program’s features.
4. Follow the directions in the *Distance Learning User Guide* for excluding observed holidays and family vacation days from your student’s school calendar.
5. Follow the directions for installing subjects on your computer hard drive, if desired.
6. If your student falls behind schedule due to illness, etc, you have the option of either requiring him to make up the lost lessons quickly or of regenerating his Lesson Plan for the rest of the school year so that he finishes on time.
7. Never allow your child to learn your Parent Password.
8. You may create your own school calendar within limits set by the school. Just keep in mind that the school will report subject grades on the basis of your semester deadlines.. (Avoid reduced grades for late work or grades of “Incomplete.”)
9. The Internet web links built into the lessons are safe sites; however, once connected to the web, the student will be able to explore other sites. Whether or not to enable web access is up to you.
10. If using the “Synchronization Student” program, make sure your student’s computer is synchronized with the school’s computer at least at the beginning and end of each school session. This enables your student to receive grading feedback and helpful messages from teachers in a more timely manner. (If using “Remote Access Student,” your student will be connected to the teacher through the school server at all times.)
11. Keep your student’s teachers informed of any circumstances that might affect educational progress, and fully support their efforts to teach your student.
12. Remember that it is your responsibility to create a supervised atmosphere conducive to learning, to make sure your student is not dawdling or seeking ways to merely copy answers, instead of working diligently to complete daily assignments.
13. Require hourly breaks away from the computer. Students may not want to tear themselves away, but they may need breaks to avoid eye strain, stiff necks, or headaches. If feasible, position the computer monitor so the student can look past it to focus his eyes on something more distant.
14. Install a good anti-virus program, and keep it up-to-date to avoid passing on computer viruses to others.

CHALLENGING A CURRICULUM UNIT

Occasionally a student will not do his best during diagnostic testing, and as a result is assigned remedial units that he may not actually need. The school will allow only a student whose math or language arts prescription is below his chronological grade level to “challenge” a unit that he believes covers material he has already learned, and to exchange that unit for a higher one if the challenge is successful. A student can not earn credit by “challenging” a unit, but may use this procedure to correct his academic prescription for the sake of advancing more rapidly to his “normal” grade level in the curriculum.

PAPER CURRICULUM

1. Do not make any marks whatsoever on or in the packet, or fold the corners. The school cannot accept for exchange a packet that has been marked on or folded in any way.
2. If the student has looked over the packet and believes he already knows the material, have him write the answers to the Self Test questions at the end of the packet on a separate sheet or two of paper (or use a photo copy of the Self Test.)
3. Grade his Self Test answers. If the score is equivalent to a grade of C or better, he has successfully challenged the packet. Otherwise, he must work through the packet from the beginning. If so, remind him that it is always good to review past material.
4. If the challenge test is passed, report this to the school for the sake of adjusting the academic prescription. The school will not record a score or give academic credit for a challenged packet. (The student has not gained knowledge; he has only corrected an academic diagnosis.)
5. If a successfully challenged packet is returned unmarked and in new condition, the school will accept it in even exchange for a future packet to be sent. Otherwise, the family may incur the cost of an extra packet.
6. Mailing costs for returning challenged packets and shipping replacement packets will be the responsibility of the family.

COMPUTERIZED CURRICULUM

1. If the student has looked over the lessons and realizes he has already learned all the math or language concepts, he may ask the teacher to let him skip the unit.
2. After discussion with the student, the teacher may agree to allow the student to skip lessons and take the Unit Test.
3. If the student passes the unit test, he does not receive credit for passing a unit, but is allowed immediately to begin work in the next unit.
4. If the test is failed, the teacher assigns the Alternate Test for the unit and has the student complete all of the work in the unit, including the Alternate Test. The failing grade for the original Unit Test is then removed.

ACCELERATED PROGRESS

Students who are able to progress through the curriculum at an accelerated rate will be permitted to do so.

TEST SCORING STANDARDS (paper & pencil tests)

A test is a tool for measuring how well a student learned. Therefore test scoring standards are determined by the emphases of the specific curriculum unit being tested.

Maximum points deducted for wrong answers follow Test directions exactly (even if one test assigns 2 points for a problem and another test gives the same kind of problem 6 points.) 100% (no errors) is the highest score possible. The minimum passing score is 70% (“D-”) on LIFEPAC tests. Percent score is points earned divided by points possible, e.g. $66 / 82 = 80\%$.

Memory verses must be written word perfect for credit. A word omitted or a different word substituted or added makes the entire verse incorrect. For each word misspelled, deduct one point. For each capitalization/punctuation error, deduct $\frac{1}{2}$ point. Points deducted cannot exceed the total points possible. If the verse is printed in the packet, then KJV wording is required.

Spelling of words and names learned in the packet must be correct. If the answer is correct except for spelling, deduct one point for each spelling mistake up to one half the points possible for that question. (Spelling words must be 100% correct for credit.)

Capitalization and punctuation -- students must practice correct English mechanics at all times. Deduct one-half point for each capitalization or punctuation error if the answer is otherwise correct. If test directions remind the student to add correct end punctuation, and he does not, deduct one full point per correct answer.

Math work must be shown as demonstrated in the packet. Deduct one point for each correct answer if the student has written only the answer without showing intermediate steps. (The student may show his work on a separate sheet of paper.) Intermediate steps do not have to match the Test Key; it is only necessary that the student showed he used and understood the process. If the test specifically states that a student must use a checking procedure for certain answers, and the student has the correct answer but did not show the checking procedure, deduct one half of the points possible for each answer.

Letter-writing and paragraph writing sections of Language Arts tests must be evaluated by the standards used in the packet. This means that if the student is asked to write a business letter, for example, and omits one of the six parts of a business letter – heading, or inside address, e.g., – then deduct $\frac{1}{6}$ of the points possible for creating that business letter on the test. Deduct one point for every capitalization or punctuation error contrary to what was taught in the packet. For example, the business letter greeting must end in a colon rather than a comma and only the first word of the closing should be capitalized. Do not count off for incorrect spelling where the student chooses his own words.

Grading Scale: This school follows publisher recommendations as to grading scale, thus establishing uniformity with hundreds of other Christian schools using the same materials.

A.O.P. “LIFEPACs”	Switched-On Schoolhouse
A = 94%—100%	A = 92%—100%
B = 85%—93.99%	B = 84%—91.99%
C = 77%—84.99%	C = 72%—83.99%
D = 70%—76.99%	D = 64%—71.99%

TEACHER'S GRADING EVALUATION OF A PAPER

The primary objective of each research project is to facilitate learning. Consequently, the assessment of completed projects concentrates primarily on each paper's content to assess what the student has learned.

Of importance to any written assignment is not only what content is stated but also how that content is delivered. Report grading thus takes into account five major areas: thesis, structure, argument, diction, and mechanics.

Distance Learning Academy requests that students use the MLA Handbook style for writing papers for assignments in Switched-On Schoolhouse. You have been requested to purchase the Handbook from such stores as: B Dalton, Barnes & Noble, or perhaps from Amazon. COM on the Internet. A format template is provided on the curriculum CD (D:\SOS\HIS??00\1\template.rtf) complete with instructions and examples of the MLA style.

The following guidelines show the basic characteristics of A, B, C, D, and failing papers.

The Excellent Paper (A/A-) = 92-100%

1. Thesis: The thesis (the main argument or point being made) is easily identified, plausible, insightful, and clear.
2. Structure: The structure of the paper is easily followed and reflects the argument implicit in the thesis. The report includes excellent transitions from point to point. Solid topic sentences support well-developed paragraphs.
3. Content: The student effectively argues in support of the thesis. The student avoids unfounded claims, backing each point with appropriate evidence. Rather than being a storehouse of quotations, the paper synthesizes original points with strong support material, the majority of which is paraphrased and summarized. Direct quotations are used where appropriate and are clearly contextualized. All sources are clearly documented.

Analysis is used wisely. The student clearly connects the evidence to topic sentences. The thesis and analysis are original and thought-provoking. If a topic is controversial, the student's view is presented objectively. The student successfully defuses counter-arguments by use of evidence derived from research materials.

4. Diction: Word choice reflects a superior understanding of both audience and subject.

5. Mechanics: Mechanically, the "A" paper is virtually error-free. Sentence structure reflects proper subordination and coordination of ideas. The paper is free of agreement errors, spelling errors, and punctuation errors.

The Above-Average Paper (B+/B-) = 84-91%

1. Thesis: The thesis shows promise but lacks clarity or insight.
2. Structure: Overall structure is logical, but the thesis is not always clearly supported. Side issues occasionally distract from the main point. Transitions are present but are stiff or awkward.
3. Content: The paper contains plenty of evidence in support of the argument, but the student relies on numerous quotations instead of contextualizing, paraphrasing, and summarizing the source material. Given a controversial topic, the student remains logical and objective in presenting material, but the argument tends to be one-sided. The student cites all sources used in the report.
4. Diction: The student has a good command of the language but occasionally misuses or overuses words.
5. Mechanics: The mechanics of the paper are strong. The student occasionally errs in sentence structure and grammar, but the mistakes do not significantly distract from the presentation. The student uses punctuation correctly in almost all cases. Though there may be minor spelling errors and one run-on sentence or sentence fragment, the work is still clear and insightful.

The Average Paper (C+/C-) = 72-83%

1. Thesis: The paper contains a thesis which is too narrow or too broad given the topic and paper length.
2. Structure: The paper lacks consistent structure. Facts and evidence appear in inappropriate places. Many of the paragraphs lack topic sentences. The paper lacks effective transitions.
3. Content: Many points lack supporting evidence or introduce ideas irrelevant to the thesis. The paper may overuse sources and provide little original thought, or it may be full of opinion with little factual support. Analysis or explanation of ideas is shallow. Logic is frequently faulty. Given a controversial topic, the student uses subjective, unsubstantiated arguments.
4. Diction: Word choice frequently violates the demands of the audience and subject.
5. Mechanics: The mechanics of the paper reveal significant problems in sentence structure, grammar, punctuation, and/or spelling. The student's paper may contain several run-on sentences and/or sentence fragments.

The Deficient Paper (D+/F) = 64-71%

1. Thesis: The thesis is unclear or absent.
2. Structure: The structure of the paper is unclear and confusing. Paragraphs use few or no topic sentences. No transitions are used.
3. Content: The paper reflects little or no research and does not follow the requirements of the assignment.
4. Diction: Word choice is poor.
5. Mechanics: The paper is crippled by significant problems in sentence structure, grammar, punctuation, and spelling.

Checklist for Proofreading Essay Assignments

ف Is the first word of each paragraph indented?

ف Do my sentences show variety?

<p>Sentence Variety</p> <p>→Sentences vary in the ways they are used:</p> <p><i>declarative</i> {statement} <i>interrogative</i> {question} <i>exclamatory</i> {exclamation} <i>imperative</i> {command}</p> <p>→Sentences vary in word order</p> <p>→Sentences vary in type:</p> <p><i>simple:</i> {one independent clause} <i>compound:</i> {two independent clauses} <i>complex:</i> {one independent clause and one dependent clause}</p>

ف Have I used commas and end punctuation correctly?

ف Have I overlooked any words that would be capitalized?

ف Are any words misspelled?

ف Reread each paragraph. Are any words left out?

ف Does each paragraph have a topic sentence?

ف Do my all my verbs agree and show unity?

(Are the verbs all past tense, present tense, future tense, etc?)

ف Do all of my pronouns agree?

Examples:

Incorrect: Every parent wants *their* children to go to school.

Correct: Every parent wants *his or her* children to go to school

OR

All parents want *their* children to go to school.

Incorrect: The tennis team won *their* final match on Friday.

Correct: The tennis team won *its* final match on Friday.

ف Have I avoided using the word “you” in reference to my audience?

Examples:

Incorrect: When taking care of small children, *you* should be aware of possible dangers.

Correct: When taking care of small children, *one* should be aware of possible dangers.

OR (*more specifically*)

When taking care of small children, *babysitters* should be aware of possible dangers.

ف Have I omitted “dead” words which may distract my reader or detract from the flow of the paper?

Examples:

Incorrect: Fishing is a pastime *that* many people enjoy.

Correct: Fishing is a pastime many people enjoy.

VERY IMPORTANT! When I read my paper out loud, is it easy to read? Does my paper flow smoothly as I am reading?

VERY IMPORTANT! Have I cited my sources both within my paper and in the bibliography? Have I used M.L.A. formatting procedures?

Properly Using The MLA Format to Cite Sources *Within Your Work*

{Note: The MLA (Modern Language Association) style is used in **all Academy departments grades 7-12.**}

When you are using any source other than yourself, you always need to make reference to this source both at the conclusion of your paper (in your Works Cited page) and within the body of the text itself. *(The following examples do not encompass all the citation types for the M.L.A. formatting style. Yet, these should provide you with most of the information you should need. If one of your sources cannot be cited using one of the following examples, please refer to your M.L.A handbook, The Everyday Reader. If you are still perplexed, please leave a note for us in your project, email us, or call us on the telephone.)*

When you are quoting any source word for word, you need to put the words you used in quotation marks. When you are not quoting word-for-word, you don't need to use quotes, but you do need to list your source at the end of each sentence.

When quoting a source that lists the author, state the last name of the author followed by the page number where you found the information.

Example) The state of Oregon has a fairly mild climate although it "receives a large amount of precipitation during the winter season" (Auburn 22).

The above example shows the second half of the sentence was directly quoted from another source, written by someone with the last name of "Auburn." The quote was found on page 22.

Example) The state of Oregon has a fairly mild climate although it rains often during December, January, and February (Auburn 22).

The above example shows the information used was found from a source written by someone with the last name of Auburn. The information was found on page 22. The information was not directly quoted word-for-word. This person put Auburn's words in his/her own words.

Example) According to Dr. Rowland Auburn, a renowned meteorologist, the state of Oregon "receives a large amount of precipitation during the winter season" (22).

If you state the name of the author as you are writing, you need only to list the page number at the end of the sentence. Sometimes, unfortunately, you aren't always given the name of the source's author. In these cases, you need to use the title of the work. Use the full title if the source if the title is brief, otherwise, give a shortened version. Again, list the page number following the title of the source.

Example) Many people visit the ancient Mayan ruins each year; travel experts estimate as many as 35,000 tourists journey there annually ("Mayan Ruins" 158).

In this case, we used a shortened version of the full title of the source we used. The original title was "Mayan Ruins: The Ancient Alive." This title is too long to include; we shortened it so our reader can reference the source in our Works Cited page. Once again, if we had quoted the original work word-for-word, we would have put quotation marks around the other author's words.

When you are quoting the Bible, identify quotations by chapter and verse. Spell out the names of the books as you mention them in your essay. When you put the source in parenthesis at the end of the sentence, abbreviate the name of the book if it's more than five letters long.

Example) God honors those who fear Him and who "delight in the law of the Lord" (Psalm 1:2).

Example) According to the writer of the book of Psalms, God honors those who fear Him and those who "delight in the law of the Lord" (1:2).

Example) In the Great Commission, Jesus said to "go and make disciples of all nations" (Matt. 28:19).

Properly Using The MLA Format to Cite Sources in a “Works Cited” Page (Bibliography)

(In MLA format, the Bibliography is entitled “Works Cited.”)

For a book, textbook, Bible, or SOS curriculum:

Book or textbook:

Author’s last name, first name. Title of book. Place (city) of publication: Publisher: year of publication.

Example:

Henley, Patricia. The Hummingbird House. Denver: Mac Murray and Beck, 1999.

Bible:

Example: (Do not list an author.)

New International Version. John R. Kohlenberger, general editor. Nashville: Holman Bible Publishers, 1986.

SOS curriculum:

Example:

Von Dohlen, Donald. OdysseyWare. Chandler: Alpha Omega Publications: 2001.

For a reference book or encyclopedia:

Title of Article. Title of encyclopedia. Year of edition.

Example:

“Jamaica.” Encyclopedia Britannica. 1999 ed.

For an electronic website:

Author’s last name, first name. Name of page. Date of posting. (date article was put onto website). Name of organization affiliated with website. Date of access (date in which you read article or visited site). < web address >.

Example:

Felluga, Dino. Undergraduate Guide to Literary Theory. December 17, 1999. Purdue University. November 15, 2000. <<http://omni.cc.purdue.edu/>>.

For an article on an electronic website:

Author’s last name, first name. “Title of Article.” Name of website. Date of posting (date article was put onto website). Name of organization affiliated with website. Date of access (date in which you read article or visited site). < web address >.

Example:

Poland, Dave. “The Hot Button.” Rough-cut. September 16, 1997. Turner Network Television. October 28, 1998 <<http://roughcut.com/>>.

For an official state website:

Author’s last name, first name. “Name of Article.” Date of posting.. Name of organization. Date of access. < web address >.

Example: Author unknown.

“Arizona at Your Service.” July 12, 2001. State of Arizona. October 25, 2001. <<http://www.az.gov/webapp/portal/>>.

For an article in a reference database from a website:

Author’s last name, first name. "Title of Article." Name of database. Date of access.

< web address >.

Example:

Brockenbrough, Martha. "The Physiology of Fear." Encarta Encyclopedia Online. October 25, 2001. <<http://encarta.msn/>>.

For an article in a reference database on CD-ROM:

"Title of Article." Title of CD. CD-ROM. City of Publication: Publisher: Date of CD.

Example:

"World War II." Encarta. CD-ROM. Seattle: Microsoft, 1999.

The following lines show an example of a works cited page. This information should be placed on its own page at the very end of an essay. Please note all lines are double-spaced. In each separate work, the second and all lines thereafter (if the citation is more than one line long) are indented by a space of one tab. The lines are in alphabetical order according to the first word in each cited work.

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The Twenty Most Common Writing Errors

adapted from *The Everyday Writer*

(a reference book written by Andrea Lunsford and Robert Connors)

1. Missing a comma after an introductory element

Incorrect: *Knowing he was about to be caught Cody hid behind the oak tree.*

Correct: *Knowing he was about to be caught, Cody hid behind the oak tree.*

2. Vague pronoun reference

Too vague: *The tournament rules prohibited professional players from competing, which many players appreciated.* (What does “which” refer to-- the policy or professional players competing?)

More clear: *The tournament rules prohibited professional players from competing, a policy which many players appreciated.*

3. Missing a comma in a compound sentence

Incorrect: *The sailors gazed dreamily out at the calm waters and then the men began to sing solemn melodies about life at sea.*

Correct: *The sailors gazed dreamily out at the calm waters, and then the men began to sing solemn melodies about life at sea.*

4. Wrong word

Incorrect: *The couple laughed as **there** children splashed in the shallow pool.*

Correct: *The couple laughed as **their** children splashed in the shallow pool.*

Incorrect: *“**Your** going to be so happy when we arrive at Grandma’s house,” Dad said.*

Correct: *“**You’re** going to be so happy when we arrive at Grandma’s house,” Dad said.*

5. Missing comma(s) with a nonrestrictive element.

Incorrect: *Peter a novice pianist slowly played chords on the grand piano.*

Correct: *Peter, a novice pianist, slowly played chords on the grand piano.*

Incorrect: *The wagon traveled slowly along the Appalachian Trail which was a hard path to follow.*

Correct: *The wagon traveled slowly along the Appalachian Trail, which was a hard path to follow.*

6. Wrong or missing verb

Incorrect: *When I went to the grocery store, I **trip** on the sidewalk.*

Correct: *When I went to the grocery store, I **tripped** on the sidewalk.*

7. Wrong or missing preposition

Incorrect: *We sat **on** the boat and watched the fireworks explode in the sky.*

Correct: *We sat **in** the boat and watched the fireworks explode in the sky.*

8. Comma splice

Incorrect: *As the raccoon ran toward the trees, Cecil let his dogs out of the kennel, the hunt had begun.*

Correct: *As the raccoon ran toward the trees, Cecil let his dogs out of the kennel; the hunt had begun.*

9. Missing or misplaced possessive apostrophe

Incorrect: *The **boy’s** heads bobbed back and forth with the beat of the music.*

Correct: *The **boys’** heads bobbed back and forth with the beat of the music.*

Incorrect: *The airplane began **it’s** final descent into the rainforest.*

Correct: *The airplane began **its** final descent into the rainforest.*

10. Unnecessary shift in tense

Incorrect: *The hungry children scavenged for food; they **look** in the garbage cans and in the dumpsters.*

Correct: *The hungry children scavenged for food; they **looked** in the garbage cans and in the dumpsters.*

11. Unnecessary shift in pronoun

Incorrect: *If we knew the school didn't have the money to fund extracurricular activities, **you** could have done fundraising to finance the deficit.*

Correct: *If we knew the school didn't have the money to fund extracurricular activities, **we** could have done fundraising to finance the deficit.*

12. Sentence fragment

Incorrect: *The young girl painting a mountain scene on the canvas.*

Correct: *The young girl **was** painting a mountain scene on the canvas.*

13. Wrong tense or verb form

Incorrect: *The waitress has **broke** many dishes over the years.*

Correct: *The waitress has **broken** many dishes over the years.*

14. Lack of subject-verb agreement

Incorrect: *The team of builders **coordinate** with the architects.*

Correct: *The team of builders **coordinates** with the architects.*

Incorrect: *Mathematics **are** a complicated subject to master.*

Correct: *Mathematics **is** a complicated subject to master.*

15. Missing commas in a series

Incorrect: *People enjoy reading journals, newspapers, magazines and other periodicals.*

Correct: *People enjoy reading journals, newspapers, magazines, and other periodicals.*

16. Lack of agreement between pronoun and antecedent

Incorrect: *Each of the granddaughters loved **their** new doll.*

Correct: *Each of the granddaughters loved **her** new doll.*

Incorrect: *Neither Johnny nor Alec enjoyed **their** warm soda pop.*

Correct: *Neither Johnny nor Alec enjoyed **his** warm soda pop.*

17. Unnecessary comma(s) with a restrictive element

Incorrect: *Paul's letter, to the Romans, is comprised of sixteen chapters.*

Correct: *Paul's letter to the Romans is comprised of sixteen chapters.*

18. Fused sentence

Incorrect: *It was a very cold night as I walked along the dock toward the ship, I could not stop shivering, nor could I feel my feet or my hands.*

Correct: *It was a very cold night as I walked along the dock toward the ship. I could not stop shivering, nor could I feel my feet or my hands.*

19. Misplaced or dangling modifier

Incorrect: *He knew he was in trouble when he saw his dad's angry face.*

Correct: *When he saw his dad's angry face, he knew he was in trouble.*

20. Its/It's confusion

Incorrect: *The mole burrowed in **it's** hole.*

Correct: *The mole burrowed in **its** hole.*

Incorrect: ***Its** going to be a very hot day.*

Correct: ***It's** going to be a very hot day.*

RECORD KEEPING

Several forms are provided to help you supervise a student in your home. Three forms that are basic to the normal daily operation of your home school are the Weekly Lesson Plan, the “Star Chart,” and the Quarterly Report Form

The pink and yellow Quarterly Report Forms are for recording attendance and curriculum completion.

QUARTERLY REPORT FORM

Student Name <u> Firstname Lastname </u>														Student Number <u> (if applicable) </u>	
Subject	Test Scores						First Term Avg.	Test Scores						Second Term Avg.	Final Grade
	1	2	3	4	5	6		7	8	9	10	11	12		
MATH	#401	#402	#403	#404	#405	#	#406	#407	#408	#	#	#			
	100%	98%	100%	94%	93%		97%	100%	99%	100%					

1. The packet numbers are written consecutively in the boxes indicated by the “#” sign. **(Switched-On Schoolhouse users print out reports instead of using these boxes.)**
2. When your child completes the mastery test with a passing score, record the score in the boxes (indicated by the “%” sign) by subject and packet or unit number. **IMPORTANT: Test scores below passing levels should not be recorded on this permanent record.** The student needs to repeat the packet and take the test again to achieve a passing score.
3. Keep accurate attendance records. California law requires private schools to record every half day or more of absence in a register. Use an “I” for Illness, or some other letter which you designate to signify another reason for inability to do school work. Fill in remaining squares with a letter, such as “C” for Curriculum Studies or “S” for Special Studies. If you finish your packets before the 45 days are completed, you may use the “S: for Special Studies or “F” for Field Trip.

	Week #1					Week #2					Week #3					Week #4					Week #5					Week #6					Week #7									
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
1st Qtr.	C	C	C	C	I	C	C	C	C	F	C	C	I	C	C	C	C	C	C	C	S	C	C	C	C															
2nd Qtr.																																								

The Quarterly Report Form is a three part form to be returned to the school office as follows:

1. When the first quarter’s (9 weeks) work has been completed (3 packets in each subject), forward one copy of the Quarterly Report Form to the school office. **(PINK)**
2. When the second quarter’s work has been completed, forward the updated page of the Quarterly Report Form. **(YELLOW)**
3. Copy one page of the parent/home-school record which you keep, and the pages forwarded to the office are your reports to the school.

The semester grades and final grades will appear on the Progress Report forwarded to you after our office receives the second and fourth quarter reports (Quarterly Report Form)

WEEKLY LESSON PLAN

Keeping the Weekly Lesson Plan displayed in front of the student is a great help in motivating him and helping the parent know if adequate daily progress is being made. If students are using SOS, parents can easily print out a computer-generated Weekly Lesson Plan. Otherwise, enter the student's name in large letters on the paper form. Then enter specific assignments for each day in each subject, as determined by dividing the pages/assignments in the packet by the number of school days you allow for the packet. (It normally takes 15 to 20 school days per packet if the student is going to complete 5 or 6 packets per subject in a semester.) When the student completes an assignment in a specific subject, he crosses off that goal. Assignments should represent definite and verifiable objectives for the day.

ROBERT March 8—12					
	Monday	Tuesday	Wednesday	Thursday	Friday
Bible	Pages 1-4	Pages 5-7	Self Test 1	Pages 11-13	Pages 14-18
Hist.	Pages 15—17	Write Essay	Self Test 2	Pages 21-24	No work to-day
Lang.	Review for Test	Unit Test	Pages 1—4	Pages 5– 8	Pages 9-11 Spelling Test
Math	Pages 30-33	Pages 34—38	Self Test	Review for Test	Unit Test
Sci.	Seeds Experiment	Pages 12-15	Pages 16-19	Self Test	Pages 22-24

PHYSICAL EDUCATION

High school credit for P.E. is given on the basis of daily P.E. activity logs completed and signed by the parent and returned to the school. If the logged activity fits a description of physical education, then quarterly grades are given on this basis:

A=33+ hrs., B=30+ hrs., C=25+ hrs., and D=20+ hrs.

For elementary students, parents should at least match the minimum that state law requires of public schools. For example, in California, 200 minutes of P.E. time every two weeks is required. No reporting is necessary for elementary students.

HONOR ROLL

Honor Roll offers students an additional incentive for academic excellence each semester. Students who achieve Honor Roll will receive a certificate each semester and may see their names in a newsletter sent to all school families.

“A” Honor Roll Requirements

- Completion of a full semester of work in at least five academic subjects (elementary/middle students, or six academic subjects (high school) by the semester deadline.
- Overall “A” average.
- Five specified monthly Scripture passages (see below) memorized and recited to parent. (Nine passages for year by end of second semester.)
- Quarterly Report Forms returned to the school in timely manner.

“B” Honor Roll Requirements

- Completion of a full semester of work in at least five academic subjects (elementary/middle students, or six academic subjects (high school) by the family semester deadline.
- Overall “B” average, with no more than two subject grades of less than “B”. (The school will use + and - grades when weighting grades for computation of overall average.)
- Five specified monthly Scripture passages (see below) memorized and recited to parent. (Nine passages for year by end of second semester.)
- Quarterly Report Forms returned to the school in timely manner.

Honor Roll Scripture Passages

Students may memorize assigned passages in any translation the parents prefer. We recommend “word perfect” as the standard, but how the student says the verses and how many verses at a time is up to the parent.

High School Graduation Requirements

The student must complete all of the subjects (including equivalent subjects transferred from another school) listed by this school as requirements for one of the school's four courses of study: Honors Preparatory, College Preparatory, General Preparatory, or Vocational Preparatory.

This school will have the sole right of determining whether courses completed in other institutions meet its graduation requirements, and of determining the number of credits to be transferred from other institutions.

Seniors who are completing a general, honors, or college preparatory course of studies are strongly encouraged to complete a college entrance test such as the SAT-I (Scholastic Assessment Test) or the ACT (American College Test) before the end of the first semester of their senior year, with an official report sent to this school. All students who do not take a college entrance exam must during their senior year complete a standardized achievement test provided by this school and attain a Total Battery G.E. (Grade Equivalent) score of at least 12.9 for an Honors or College Preparatory diploma, or at least 11.9 for a General diploma, or at least 8.9 for a Vocational diploma.

The school will not graduate any student who is less than 17 years and 9 months of age unless that student has either completed at least the College Preparatory course of studies set forth by the school or has completed 8 semesters of high school (years 9-12) attendance while meeting requirements of the General course of studies set forth by the school.

The school will not grant high school graduation credit for subjects begun before the start of a student's ninth grade year or before the student has reached his/her 14th birthday unless these are regular college preparatory high school subjects.

Eighth Grade Graduation Requirements

Eighth grade graduation is based upon the student's work during his/her 8th year of school. During this time he/she must successfully complete courses in mathematics, language, social studies, science, and at least one additional subject, such as Bible. For students enrolled in this school the entire year, this means completion of at least a full year's work in each core subject since the start of the school year, or at least all core subjects completed through the end of the 8th grade level of the curriculum. In addition, the 8th grade student must complete a standardized achievement test provided by the school.



COURSES OF STUDY LEADING TO A DIPLOMA (Carnegie Unit System)

	Honors Preparatory	Min. Req. Units	College Preparatory	Min. Req. Units
Bible	4 years of Bible electives* (see catalog)	4.0	2 years of Bible electives*	2.0
Computer Skills	2 one-semester courses (see catalog)	1.0	2 one-semester courses (see catalog)	1.0
English	4 years of college preparatory English/Language Arts	4.0	4 years of college preparatory English/Language Arts	4.0
Fine Arts	2 semesters of Fine Arts Electives	1.0	2 semesters of Fine Arts Electives	1.0
Foreign Language	2 years of language electives (preferably 2 yrs. same language)	2.0	2 years of language electives (preferably 2 yrs. same language)	2.0
Health	One semester	0.5	One semester	0.5
Mathematics	Algebra I, Geometry, Algebra II, Pre-calculus	4.0	Algebra I, Geometry, Algebra II (Consumer Math or Pre-calculus recommended also)	3.0-4.0
Physical Education	2 years	2.0	2 years	2.0
Science	Physical Science and Biology , plus Chemistry and/or Physics	3.0-4.0	Physical Science and Biology , plus Chemistry and/or Physics	3.0-4.0
Social Studies	1 year Social Studies 9, 1 year World History, 1 year U.S. History, 1 semester Civics, 1 semester Economics (optional — 1 sem. state history**)	4.0-4.5	1 year Social Studies 9, 1 year World History, 1 year U.S. History, 1 semester Civics, 1 semester Economics (optional — 1 sem. state history**)	4.0-4.5
Electives	Any category — enough to reach minimum total required — see catalog	?	Any category — enough to reach minimum total required — see catalog	?
	Minimum Total Units Required	27.0	Minimum Total Units Required	25.0

*Cannot be replaced by courses not offered by this school.

**State history is not necessary if completed before high school in the state where student resides.

COURSES OF STUDY LEADING TO A DIPLOMA

(Carnegie Unit System)

(Your State)

	General Preparatory	Min. Req. Units	Vocational Preparatory (only for students unable to complete normal requirements)	Min. Req. Units
Bible	2 years of Bible electives* (see catalog)	2.0	2 years of Bible electives* (see catalog)	2.0
Computer Skills	2 one-semester courses (see catalog)	1.0	2 one-semester courses (see catalog)	1.0
English	4 years of English/Language Arts — at least 3 years on college preparatory level**	4.0	4 years of English/Language Arts — at least 1 year on college preparatory level	4.0
Fine Arts	2 semesters of Fine Arts Electives	1.0	Elective	1.0
Foreign Language	(Optional)	0	(Optional)	0
Health	One semester health elective	0.5	One semester health elective	0.5
Mathematics	Algebra I and Geometry	2.0	4 years of math — 2 years if includes Algebra I.	2.0-4.0
Physical Education	2 years	2.0	2 years	2.0
Science	Biology and Physical Science	2.0	4 years of science, or until Biology and Physical Science completed	2.0-4.0
Social Studies	1 year Social Studies 9, 1 year World History, 1 year U.S. History, 1 semester Civics, 1 semester Economics (optional — 1 semester state history***)	4.0-4.5	4 years of Social Studies/History courses — at least 1 year of U.S. or World History on college preparatory level.	4.0
Electives	Any category — enough to reach minimum total required — see catalog	?	Any category — enough to reach minimum total required — see catalog	?
	Minimum Total Units Required	23.0	Minimum Total Units Required	22.0****

*Cannot be replaced by courses not offered by this school.

**Transfer students must complete Language Arts 12 unless they score 12.9 (G.E.) on the language portion of a standardized achievement test after completing at least one year of English/Language Arts and having earned 4 years (4.0 units) of English/

Language Arts credit. In such a case the transcript will include the following note: “Student scored 12.9 (or similar score) in Language on a standardized achievement test but did not complete English requirements for a College Preparatory course of studies.”

***State history is not necessary in most states if completed before high school in the state where student resides.

****Students should strive to complete the highest possible levels in all subjects.

HIGH SCHOOL WORK PERMITS

The school will issue work permits at parents’ request in accord with state law for academically eligible high school students for as long as satisfactory academic progress continues. To qualify, the student must during the school quarter immediately preceding the current quarter pass at least five academic subjects while earning the equivalent of at least 12.5 credits with a GPA of at least 2.0. An ineligible student qualifies as soon as he has met the requirements for the current quarter, and work permit eligibility continues as long as the student continues to meet these minimum quarterly requirements.

WORK EXPERIENCE EDUCATION PROGRAM

(Each states requirements could vary

Check with your state Department of Employment or Department of Labor)

The Work Experience Education Program provides a method for vocational students, in certain circumstances, to gain high school graduation credits for occupational skills they learn while working outside of school.

The Work Experience Education Program involves three types of work experience: **EXPLORATORY**, **GENERAL**, and **VOCATIONAL**. Each type involves a plan to gain experience in a given occupational area to supplement the learning opportunities at school.

The **EXPLORATORY PROGRAM** is developed to help the student experience a variety of opportunities with units and grades, but without pay, to assist him in his career making decisions. (Example: health careers, teaching, auto mechanics, etc.)

The **GENERAL PROGRAM** is a plan to earn expense money while attending school. Students are evaluated by their employers, although these jobs may not be related to future vocational goals.

The **VOCATIONAL PROGRAM** is designed to provide the opportunity to experience what a student has, at this point in time, decided to make his/her career. It offers pay, units, letter grade, and might be combined with supporting classes at the college level or high school courses. (Example: dental assistant, insurance office, clerical, etc.)

Enrollment in this Work Experience Education program is a privilege which in some ways demands more from the student than from other classes, but if taken seriously, should benefit the student in the future.

I. WORK EXPERIENCE EDUCATION PLACEMENT REQUIREMENTS

- A. Must be a high school student (grades 9-12)
- B. Employment
 - 1. Minimum of five hours of work per week.

2. Work period should not interfere with the school day unless arranged.
- C. Approval needed
1. Work Experience Education Coordinator
 2. Parent
 3. Employer
- D. Procedures
1. Student pre-registers for the program by completing the “Request for Work Permit and Statement of Intent to Employ Minor” (Form No. B1-1) and returns it to the school.
 2. Student obtains employer agreement forms and work permit (if under 18 years of age) from the school.
 3. Forms must be signed by the student, parents, and employer and returned to the Work Experience Education Coordinator before formal registration.

II. CREDIT AND EVALUATION

- A. Credit
1. Five units for 90 hours of work experience education per semester.
 2. The maximum credits to be earned are 4 credits for vocational track students.
 3. Work experience credits may not be substituted for core academic course requirements.
- B. Evaluation
1. Employer must agree to evaluate pupil once every nine weeks.
 2. Employer must provide phone numbers to make quarterly evaluations.

III. GENERAL RULES

- A. School rules apply to work experience students.
- B. When changing jobs, you will have two weeks in which to find another job; but notification of unemployment must be made within one week or you will not receive credit and will be dropped from the program.
- C. Scholastic problems will result in immediate dropping from the Work Experience Education Program.



GLOSSARY OF TERMS

1. **ACADEMIC PLAN**—A planning chart showing a high school student's completed, current, and future subjects.
2. **ACT**—American College Test. A college entrance exam predominantly favored by colleges in the Midwest and Rocky Mountain states and by independent Christian colleges. Register at www.act.org.
3. **CALIFORNIA ACHIEVEMENT TEST (CAT/5)**—The standardized achievement test administered by this school each year. It is used to measure yearly progress.
4. **DIAGNOSTIC TESTS**—A battery of tests given to determine the exact level at which the student is functioning academically.
5. **ELECTIVES**—Optional subjects completed in addition to required subjects, usually selected according to interest and ability of the student.
6. **PERSONALIZED PROGRAM**—An educational method by which the student learns independently of his peers while completing self-instructional materials that match his current level of achievement.
7. **LESSON PLAN**— A schedule of school work to be completed each day. Generated by computer for courses in the Switched-On Schoolhouse program using school calendar days designated by the parent..
8. **LIFEPAC**—“Learning Individually For Excellence Promotes Academic Confidence. Packet published by Alpha Omega Publications. Five LIFEPACs equal one semester of instruction in a subject.
9. **PRESCRIPTION**—The curriculum assignment for the student according to his diagnosed needs and achievement level in each subject.
10. **QUARTERLY REPORT**—A form for reporting grades and attendance each quarter. It contains the chart for reporting the test scores, and the Activity and Academic Log for attendance purposes.
11. **REMOTE ACCESS**—For families with S.O.S. and high speed Internet access, an alternative to Synchronizing, in which the student's and teacher's computers remain connected with the school server at all times, facilitating near-instantaneous communication.
12. **RESOURCE BOOK**—Any text to which a student refers for information not found in the packet.
13. **SAT (SAT-I and SAT-II)**—Scholastic Assessment Test. The college entrance test taken by many high school upperclassmen. Often confused with the Stanford Achievement Test used in many public schools to measure yearly progress.
14. **SELF TEST**—A student's self-assessment test found within or at the end of a packet. It is to be completed without looking back in the text. A 90% or better score on the last Self Test means the student is ready to turn the packet in and take the final test on the next day.
15. **S.O.S. (SWITCHED-ON SCHOOLHOUSE)**—A complete computer-interactive curriculum.
16. **STAR CHART**—An 8-1/2 by 11 inch chart with rows for subjects and columns for each week of the school year. The student places a star in a space each time he passes a unit of work. This chart helps provide incentive, as well as a visual record of the student's progress.
17. **SYNCHRONIZING**—The two-way communication process via Internet by which the student's and teacher's computers and the school server computer simultaneously update each other.
18. **UNIT**—A self-contained curriculum module that represents 1/10 of the year's work for a particular course.

Appendix A

The next few pages are copies of the application forms you signed and returned to enroll your child(ren) in this school.

These are the paragraphs at the bottom of the application.

HCA will continue to provide educational consultation, maintenance of records, forms, achievement testing, and all other services as listed in our handbook. We are here to work with the parents in giving their children an excellent education. Students will be accepted regardless of race, creed, color, and ethnic or national origin, and according as they agree to the policies and rules of the academy.

“I agree to uphold and support the high academic standards of HCA by providing a place at home for my child to study, and by supervising my child in the completion of required work.”

“I appreciate the standards of the educational ministry and do not tolerate profanity, obscenity in word or action, dishonor to the Godhead or the Word of God, disrespect to authority, or academic dishonesty.”

“I understand that HCA reserves the right to dis-enroll any student at any time for non-payment of fees, failure to submit reporting forms as required, or obvious cheating.”

“I understand that failure to complete school work by reasonable deadlines can result in lowered or failing grades, and academic probation or dis-enrollment.”

“I understand that records, grades, and diplomas may be withheld if my financial commitment has not been met, or I have not returned materials on loan from **HCA.**”

HCA PARENT AGREEMENT

I have read and understand and agree to the following:

1. All printed tests and any test answer keys shall remain in a location inaccessible to the student, and all electronic tests answers shall be kept secure through use of my teacher/parent password.
2. All unit tests, whether paper or electronic, shall be completed in my presence at one sitting, and all answers shall be strictly those of my student alone, unassisted by any other person or copied information or disallowed devices.
3. All paper tests for high school students shall be graded only by the school, and for other students only by me or a designated adult.
4. All packet/workbook answer keys shall remain in my possession, and it shall be necessary for my student to seek permission to check his daily work if he/she is using printed answer keys.
5. I shall closely monitor all answer checking done by my student, making sure it is accurate and done according to directions. Correct answers will not be copied from the answer key, but my student will return to the study area and restudy the material to find or to figure out the correct answer.
6. Each "Quiz", "Check Up", or "Self Test" shall be completed without looking back into the lesson material.
7. All "Self Tests" at the end of a packet shall be completed in my presence. If my student does not attain the minimum recommended score on a Self Test, I will not let the student go on to the final test until he has reviewed and/or redone work to the point where I am reasonably confident he has mastered the material.
8. I agree that final tests shall normally be administered on the day following completion of the curriculum unit, and that only scores meeting or exceeding the minimum score for that unit will be considered passing. I agree to send all high school subject tests in paper format to the school for grading within three days of completion.
9. I agree that one half of a semester's work in each subject shall be the minimum work to be completed during a nine week period and shall be recorded on the quarterly report form which I will submit to the school office at the end of each nine week period, accompanied by paper tests completed by elementary students.
10. I understand that the deadline for completing a semester's work in each subject without academic penalty will normally be a date 20 weeks from the day curriculum materials for the subject were shipped from the school, or 20 weeks following the preceding semester deadline if we already have the curriculum materials.
11. I agree that if the semester's work is not completed by the deadline, the final score for each late packet or unit will be reduced by 3% the first day it is late, by 5% after a week, by 10% after a month, and thereafter by an additional 10% for each month that it is late. I realize that my student's overall grade in a particular subject could be significantly reduced if a unit or more is turned in late. I understand that before our semester ends I can request an extension of time, but that the school is under no obligation to give us more extra time than it deems reasonable, and that no student will be allowed more than twelve months to complete work for a school year.
12. I understand that failure to comply with the above stipulations may constitute forfeiture of our privilege to participate in HCA. I further understand that it is incumbent upon the school, in light of mandatory attendance laws and professional educational practices, to monitor the progress of students enrolled in the program.
13. I understand that high school credit is issued on the basis of one half of a year's credit for every semester of work satisfactorily completed per course, and that for subjects consisting of 5 curriculum units per semester, three of those units must be completed in order to receive one academic quarter of credit toward graduation..
14. I understand that in the case of transfer, the acceptance of high school credit is always the decision of the receiving school.
15. I understand that if my student does not show improvement over the previous year on a standardized achievement test after remedial action has been implemented, the school staff may recommend withdrawal from the independent study program and enrollment in a campus-based school program.
16. I understand that advancement to the next grade level depends upon my student completing two semesters of curriculum units in at least five subjects.
17. I understand that only students who complete the college preparatory requirements may graduate early.

Father's Signature

Date

Mother's Signature

Date

Both parents must sign agreement unless a single-parent home exists.

_____ This is a single-parent home, and I have legal
(Initial) custody of my child/children:

I will use this method with A.O.P. “LIFEPAC” curriculum

1. I will remove the **TEST** from the center of each packet of curriculum, and file it in a location where my child does not have access.
2. If using the “**TEACHER’S GUIDE**” (which contains the Alternate Tests and all Test Answers), I will keep it in a place where my child does not have access.
3. I will issue packets (“**LIFEPACs**”) to be completed in numerical order.
4. I will review the “LIFEPAC Management” and “Teacher Notes” sections of the **TEACHER’S GUIDE** for help. If using Language Arts **LIFEPACs**, I will use the Spelling Tests found in the **TEACHER’S GUIDE**.
5. Before issuing each packet. I will read through it to become familiar with its material and requirements, so that I can be prepared to evaluate the “teacher-graded” assignments, and to help my student with any concepts that might seem difficult to him/her.
6. I will set specific daily lesson plan for my student to complete in each **LIFEPAC** so that he/she will finish at least **5 LIFEPACs** per subject for each semester of the school year.
7. I will allow my student to scan each new **LIFEPAC** before he/she begins working in it. The student will begin by reading to me each new vocabulary term and its definition.
8. My student will complete his/her daily packet lesson plan in pencil. Work for each section will not be considered complete until answers have been checked and corrected.
9. I will set up a special **ANSWER CHECKING AREA** which my student will visit only after I have given him/her permission.
10. All student answers will be checked against the **ANSWER KEY**. Incorrect answers will be marked with a red ink “**X**”. After checking the completed pages, the student will return to his/her study area to correct all incorrect answers. I may assure my student that I will help him/her understand concepts and learn to reason out the answers, but I will not merely tell him/her the answers.
11. My student will use the **ANSWER KEY** to recheck his/her corrected work and will use the red ink pen to circle each red “**X**” when the answer is correct. When the page has been fully corrected, my student will put a red circle around the page number.
12. “**SELF TESTS**” will be taken only after all previous work is correct. Since this is a testing situation, I will not allow the student to look back in the packet for answers.
13. I will score each **SELF TEST** using the answers found in the **TEACHER’S GUIDE**. The percent score will be found by dividing the points for the student’s correct answers by the total points possible (For example, 58 divided by 72 = 80.6%)
14. If my student scores below 80% on a **SELF TEST**, I will help him/her find the areas of weakness, restudy them, and correct all errors.
15. When I am satisfied that my student is ready, I will issue the final **TEST**, and my student will complete it under my supervision.
16. The student will not leave the testing area until the **TEST** is completed. Each test taken by a high school student will be mailed to the school office within three days to be graded. (The school will promptly notify parents of results.) I will grade the **TEST** for younger students.
17. A minimum **TEST** score of 77% (C-) will be required in order to advance to the next **LIFEPAC**. If my non-high school student completes the final **TEST** with a score below 77%, I will require him/her to review the **LIFEPAC**, redoing work as necessary, and then will issue him a photocopy of the appropriate **Alternate Test** found in the **TEACHER’S GUIDE**. (The school will mail Alternate Tests to high school students automatically when needed.) If my student fails to achieve a score of at least 70% on the Final Test, I will request a repeat LIFEPAC from the school and will require my student to redo the LIFEPAC when it arrives. Any score earned after testing on the repeat LIFEPAC will be final, whether it is passing or not.
18. I will review the **TEST** results with my non-high school student, and give praise for successes. I will challenge my student to do his/her best, and give assurance that he/she will excel when he/she applies himself/herself.
19. I will return all non-high school final **Tests** along with a Quarterly Report Form at the end of each quarter. I will remember that it is the parent's responsibility to see that the student achieves his maximum potential.
20. I will keep in mind the long-range goal of completing at least **10 LIFEPACs** per subject during a normal school year.

Parent Signature

Date

I will use this method with S.O.S. On-line curriculum

1. I will follow the directions sent by the school for installing SOS and synchronizing the first time.
2. I will read through the *Distance Learning User Guide* to acquaint myself with the program.
3. I will follow directions in the *Distance Learning User Guide* to exclude observed holidays and vacation days from my student's school calendar, and for regenerating my student's Lesson Plan.
4. I will follow the directions for installing the subjects on my hard drive, if desired.
5. I understand that if my student misses a school day due to illness, etc., I can follow the directions in the *Distance Learning User Guide* to change assignment due dates, or even to regenerate his Lesson Plan for the rest of the school year so that he finishes on time.
6. I will never allow a student to learn my **Parent Password**. (Call the school immediately if this happens despite your efforts.)
7. I will see to it that my student's computer goes on-line and his work is synchronized with the school server computer at least at the beginning and end of each school day.
8. I will keep my student's teachers fully informed of any circumstances that might affect my student's educational progress, and I will respectfully support their efforts to teach my student.
9. I will require breaks away from the computer at least hourly, in order to prevent eye strain, stiffness, and headaches, and I will provide my student with the most "vision-friendly" computer monitor that I can afford.
10. I will use an up-to-date anti-virus program to protect my student's computer and schoolwork files.

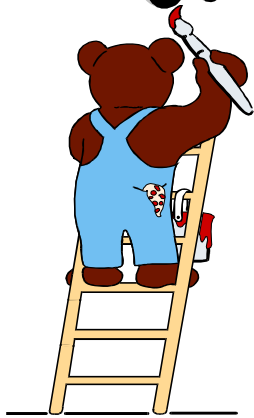
Parent Signature

Date

Appendix B

BOOKS	MAGAZINES
<p><i>The Way They Learn</i> Cynthia Tobias Focus on the Family 1994</p>	<p><i>Home School Researcher</i> National Home Education Research Institute Western Baptist College 5000 Deer Park Drive, SE Salem Oregon 97301</p>
<p><i>An Introduction to Home Education</i> Susan Beatty CHEA of California</p>	<p><i>The Teaching Home</i> P.O. Box 20219 Portland, OR 97220-0219</p>
<p><i>The Christian Home School</i> Gregg Harris Wolgemuth and Hyatt 1988</p>	<p><i>Citizen Magazine</i> Focus on the Family Colorado Springs, CO 80995</p>
<p><i>Home schooling for Excellence</i> Colfax and Colfax Warner Books 1988</p>	<p>God's World Publications P.O. Box 2330 Asheville, NC 28802 (Colorful, age-graded weekly current events papers written from a Biblical viewpoint for Christian students)</p>
<p><i>School Can Wait, Home Style Teaching</i> Raymond & Dorothy Moore</p> <p><i>A Survivor's Guide to Home Schooling</i> Luanne Shackelford & Susan White Crossways Books 1988</p> <p><i>Endangered Minds</i> Jane M. Healy Simon & Schuster 1990</p> <p><i>The Right Choice: Home Schooling</i> Christopher Klicka Noble Publishing Associates</p> <p><i>Teaching to Change Lives</i> Howard Hendricks Multnomah Press</p>	
<p><i>Government Nannies: the Cradle to Grave Agenda of Goals 2000 and Outcome Based Education</i> Kathy Duffy</p>	

Hope Christian Academy Calendar of Events 2006-2007



2006	EVENTS
September 5	First Day of suggested 180 day school year.
November 06	End of suggested 1 st quarter – Send quarterly reports, etc.
November 11	Veterans Day
November 23-24	Thanksgiving School holidays – HCA office closed
December 25=January 1	Christmas Break – HCA Offices closed
2007	
January 15	MLK Jr. Day – Suggested school holiday
January 22	End of 1 st semester & 2 nd quarter send quarterly reports, etc
February 19	President’s Day School holiday HCA Office closed.
March 26	End of suggested 3 rd quarter send quarterly reports, etc
April 6 – 13	Spring Break
May 25	Reporting deadline for graduating 8 th graders & Seniors
May 28	Memorial Day – School holiday – HCA office closed
May 30	End of suggested 180 day school year- send reports etc..
June 8	Possible 2006-07 Graduation Ceremony
July 4	Independence Day – HCA Office closed
August 31	Last Day work will be accepted for 2006-07 school year