

**Hope
Christian
Academy**

Handbook

2006-2007

Part-time Students

A ministry of
Heart of Worship Community Church

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Congratulations!

You have chosen the distance learning / independent study method for one or more courses for your part-time student. In doing so, you have joined tens of thousands of families that have chosen the advantages of flexibility, parental involvement, and student accountability that go along with education in the home under parent supervision.

This Handbook is an abbreviated version of Hope Christian Academy’s regular school Handbook used by full-time home school families. We trust that it will answer most, if not all, of your questions about how to use HCA materials successfully to make up missed courses or to enrich your student’s education. Please feel free to call us at Hope Christian Academy at any time that you have a question about how to proceed. We would be glad to help.

*Sincerely,
Jeanie Sczublewski
Administrator*

STUDENT WORK AREA

Any quiet, well-lit area where the student can be observed by the parent will do for a home study student work area.

GRADING 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. **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.



Power-Glide French Yr. 1	CD + book	computer	10
Power-Glide French Yr. 2	CD + book	computer	10
Power-Glide German Yr. 1	CD + book	computer	10
Power-Glide German Yr. 2	CD + book	computer	10
Power-Glide Japanese	CD + book	computer	10
Power-Glide Latin	CD + book	computer	10
Power-Glide Russian	CD + book	computer	10
Power-Glide Spanish Yr. 1	CD + book	computer	10
Power-Glide Spanish Yr. 2	CD + book	computer	10

HEALTH

Course Name (unit #'s)	Format	Pre-requisites	Extra \$	Credits
Health (1-5)	S.O.S. or LIFEPAC			5
Health Science (1-12)	Packet			10
Nutrition Science (1-6)	Packet			5

MATHEMATICS (S.O.S. may be easier for audio-visual learners)

Course Name (unit #'s)	Format	Pre-requisites	Extra \$	Credits
3Algebra I (901-910)	S.O.S. or LIFEPAC	8 th grade math		10
3Geometry (1001-1010)	S.O.S. or LIFEPAC	Algebra I		10
3Algebra II (1101-1110)	S.O.S. or LIFEPAC	Algebra I		10
Consumer Math (1-10)	S.O.S. or LIFEPAC	Algebra I & Geometry		10
3Pre-calculus (1201-1210)	S.O.S. or LIFEPAC	Algebra I & II, Geometry		10

SCIENCE (S.O.S. is only science curriculum approved for WCA by Nevada Dept. of Ed.)

Course Name (unit #'s)	Format	Pre-requisites	Extra \$	Credits
9th grade Science (901-910)	S.O.S. or LIFEPAC			10
Physical Science (10 packets)*	LIFEPAC		Lab materials	10
Biology (1001-1010)	S.O.S. or LIFEPAC		Lab materials	10
Chemistry (1101-1110)	S.O.S. or LIFEPAC	Alg. I & Phys. Sci.	Lab materials	10
Physics (1201-1210)	S.O.S. or LIFEPAC	Alg. I, Geom., Phys. Sci.	Lab materials	10
Astronomy (5 packets)**	LIFEPAC	non-college prep student		5
Geology (5 packets)**	LIFEPAC	non-college prep student		5
Anthrop/Soc. (5 packets)**	LIFEPAC	non-college prep student		5

*selected from 8th - 9th grade LIFEPACs — not for students who used LIFEPAC or S.O.S. science in grades 8 or 9

**selected from 6th - 9th grade LIFEPACs—not for students who used LIFEPAC or S.O.S. science in grades 6-9

SOCIAL STUDIES (S.O.S. version offers audio-visual learning, recent history updates)

Course Name (unit #'s)	Format	Pre-requisites	Extra \$	Credits
California History (79-84)	SOS			5
Nevada History (1-6)	S.O.S.	Nevada requirement		5
Elective state history (1-5)	S.O.S.			5
3World Geography (1097-1108)	Unit Study			10
Social Studies 9 (901-910)	S.O.S. or LIFEPAC			10
3World. History (1001-1010)	S.O.S. or LIFEPAC			10
3U.S. History (1101-1110)	S.O.S. or LIFEPAC			10
3U.S. Civics (1201-1205)	S.O.S. or LIFEPAC	U.S. History		5
Consumer Economics (1206-1211)	S.O.S. or LIFEPAC			5
U.S. Constitution (1-8)	S.O.S.	U.S. History		5
3Economics (1139-1144)	Unit Study	U.S. History & Algebra I		5

5

Key: 3 = Previously accepted on UC (a-g) approved list (other courses to be submitted in future)

H.C.A. HIGH SCHOOL COURSES

BIBLE (Non-denominational. LIFEPACs in KJV only. S.O.S. also available in NASB)

Course Name (unit #s)	Format	Pre-requisites	Extra \$	Credits
New Testament Survey (901-910)	S.O.S. or LIFEPAC			10
Old Test. Survey (1001-1010)	S.O.S. or LIFEPAC			10
Defending the Faith (1101-1110)	S.O.S. or LIFEPAC	N.T. Survey		10
Life Preparations (1201-1210)	S.O.S. or LIFEPAC	N.T. Survey		10
Foundations for Living (1-10)	LIFEPAC	N.T. Survey		10

BUSINESS

Course Name (unit #s)	Format	Pre-requisites	Extra \$	Credits
Accounting (1-10)	LIFEPAC	Algebra I		10
Communication Skills (1-5)	LIFEPAC			5
Home Economics (1-10)	LIFEPAC		supplies	10

COMPUTER SKILLS

Course Name (unit #s)	Format	Pre-requisites	Extra \$	Credits
MS Windows 98/2000/XP (1-6)	CD-ROM & 2 workbooks			5
Microsoft Access 2000 (1-6)	CD-ROM & 2 workbooks	MS Access installed		5
Microsoft Excel 2000 (1-6)	CD-ROM & 2 workbooks	MS Excel installed		5
Microsoft FrontPage 2000(1-6)	CD-ROM & 2 workbooks	MS FrontPage installed		5
MS Outlook 2000 (1-6)	CD-ROM & 2 workbooks			5
MS PowerPoint 2000 (1-6)	CD-ROM & 2 workbooks	MS PowerPoint installed		5
Microsoft Word 2000 (1-6)	CD-ROM & 2 workbooks	MS Word installed		5

ENGLISH (All written work must be graded by WCA teachers for UC approved courses)

Course Name (unit #s)	Format	Pre-requisites	Extra \$	Credits
American Literature (1-5)	LIFEPAC	10 th grade English		5
British Literature (1-5)	LIFEPAC	10 th grade English		5
Language Arts 9 (901-910)	S.O.S. or LIFEPAC	8 th grade English		10
3Language Arts 9 (901-910)	On-Line S.O.S.	8 th grade English		10
Language Arts 10 (1001-1010)	S.O.S. or LIFEPAC	Lang. Arts 9		10
3Language Arts 10 (1001-1010)	On-Line S.O.S.	Lang. Arts 9		10
Language Arts 11 (1101-1110)	S.O.S. or LIFEPAC	Lang. Arts 10		10
3Language Arts 11 (1101-1110)	On-Line S.O.S.	Lang. Arts 10		10
Language Arts 12 (1201-1210)	S.O.S. or LIFEPAC	Lang. Arts 11		10
3Language Arts 12 (1201-1210)	On-Line S.O.S.	Lang. Arts 11		10

FINE ARTS (Art and speech require extra parent/teacher involvement)

Course Name (unit #s)	Format	Pre-requisites	Extra \$	Credits
Art I (1-10)	LIFEPAC		Art Supplies	10
Speech (1-6)	Unit Study			5

FOREIGN LANGUAGE (Foreign language courses require daily work for success)

Course Name (unit #s)	Format	Pre-requisites	Extra \$	Credits
3Spanish I (1-10)	S.O.S.	Microphone attached to computer sound card		10
3Spanish II (11-20)	S.O.S.	S.O.S. Spanish I		10
Secondary French (1-10)	S.O.S.	non-college prep student		10

WORKING WITH “LIFEPAC” CURRICULUM

- Remember that LIFEPACs are not totally self-instructional, and 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.
- Remove the LIFEPAC Test (final test) from the center of each LIFEPAC, and file it in a secure location.
- 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 goals for the student so that he finishes at least 5 LIFEPACs for every semester of the school year.
- Look 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 student.
- Have the student begin by reading each vocabulary word and definition to you.
- 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.
- 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.
- 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.
- 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."
- 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.)
- 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 HCA 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..
- If the student scores less than 77% (C-) 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*. (High school students will be sent an Alternate Test automatically.) If your student scores below 70% on both tests, you may order a repeat LIFEPAC, but in the meantime have the student begin the next LIFEPAC in that subject. The better of the two scores will be applied to the student's semester grade..
- Remember that it is the parent's responsibility to see that the student achieves his maximum potential.

WORKING WITH “SWITCHED-ON SCHOOLHOUSE” On-Line

1. Congratulations on choosing the most advanced computerized curriculum available!
S.O.S. (Switched-On Schoolhouse) not only stimulates learning with its audio-visually rich instructional environment and well-designed learning activities, but it also makes life easier for you, the parent/teacher. The key is for you to spend sufficient time exploring and testing the program’s features until they become familiar and easy to use.
 2. Follow the directions given to you at the time of enrollment for “INSTALLATION”.
(You may call the Academy for help, if necessary).
 3. The HCA teacher will create a complete lesson plan for each subject based on our HCA school calendar.
 4. The Internet web links built into the lessons are screened 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. Web addresses change, and not all web links in the lessons may be operative.
 5. Require your student to take breaks away from the computer to avoid a stiff neck and headaches, and to encourage physical activity. If possible, position the computer monitor so that when the student looks past it, his eyes will focus on something more distant.
 6. The teacher will review look for messages, and review assignments on a daily basis.
 7. Students will not be allowed to skip any lessons or quizzes unless the student has tested out of these during diagnostic testing.
 8. **It is permissible to “Clear” lessons or single problems so that your student can do them over again.
 9. **Back up your student’s work on a removable medium (floppy disk, CD, or zip drive) daily. This will ensure a second back-up if there was any problems with the server.
This way your student will not have to REDO ALL THE WORK that was lost.
- Units must be completed no later than August 31, 2007.

I will use this method with the ON-LINE version of Switched-On Schoolhouse curriculum

1. I will follow the directions sent by HCA 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 HCA immediately if this happens despite your best efforts.*)
7. I will not allow my student to take a Test unless I am able to observe that he/she is not using any improper helps, such as notes previously entered in a computer document or on paper.
8. 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.
9. I will keep my student’s teachers fully informed of any circumstances that might affect my student’s educational progress, and I will support their efforts to teach my student.
10. I will require breaks away from the computer 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.
11. I will use an up-to-date anti-virus program to protect my student’s computer and schoolwork files.

Parent Signature

Date

I will use this method with “LIFEPAC” curriculum

1. I will remove the **TEST** from the center of each packet of curriculum, and file it in a location where my student does not have access.
2. I will not allow my student to have any unsupervised access to Answer Keys.
3. I will issue packets (**LIFEPACs**) to be completed in numerical order..
4. 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.
5. I will set specific daily goals 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.
6. 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.
7. My student will complete his/her daily work in pencil, so that mistakes can be easily erased and corrected. Work for each section will not be considered complete until answers have been checked and corrected.
8. Either I will check my student’s daily work answers against the **ANSWER KEY**, or I will allow my student to do this only if I _____ ensure that he/she does not copy answers from the **ANSWER KEY**. Incorrect answers will be marked with a red ink “**X**”. After checking the completed pages, the student will correct all incorrect answers. I may help my student learn to read lessons thoughtfully, to understand concepts and to reason out the answers, but I will not merely tell him/her the answers.
9. Either I or my student will use the **ANSWER KEY** to recheck his/her corrected work and will use red ink to circle each red “**X**” when the answer is correct. When the page has been fully corrected, we will put a red circle around the page number.
10. **SELF TESTS** will be taken only after all previous work has been corrected. Since this is a testing situation, I will not allow the student to look back in the packet for answers.
11. 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%)
12. 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.
13. When I am satisfied that my student is ready, I will issue the final **TEST**, and my student will complete it under my supervision.
14. 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 HCA office within three business days to be scored. (HCA will promptly notify parents of results.) I will score the **TEST** for younger students.
15. 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 will request the appropriate **Alternate Test** from HCA. (HCA will mail Alternate Tests to high school students automatically when needed.) If my non-high school student has failed to achieve a score of at least 70% (D-) on either the Final Test or the Alternate Test, I will request a repeat **LIFEPAC** from HCA 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.
16. 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.
17. I will remember that it is the parent’s responsibility to see that the student achieves his maximum potential.

Parent Signature

Date

This form must be signed and returned with the application if using LIFEPAC curriculum.

TEST SCORING STANDARDS (paper & pencil tests)

Memory verses must be written word perfect for credit, since the student checks them in the packet. A word omitted or a different word substituted or added makes the entire verse incorrect. For each word misspelled, one point is deducted. For each capitalization/punctuation error, ½ point is deducted. Points deducted cannot exceed the total points possible. If the verse is printed in the packet, then that Bible version (KJV) wording is required. Otherwise, we will accept the wording of another Bible version if you indicate on the test exactly which version was used.

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 test words must be 100% correct for credit.)

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

Math work must be shown as demonstrated in the packet. One point for each correct answer is deducted 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 did not show the checking procedure, one half of the points possible for each answer is deducted.

Letter-writing and paragraph writing sections of English/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 1/6 of the points possible for creating that business letter on the test are deducted. One point for every capitalization or punctuation error contrary to what was taught in the packet is deducted. 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. No points are deducted on tests for misspelling when the student must choose his own words.

REPORT AND ESSAY SCORING STANDARDS

For report and essay assignments, where the student is required to proof read his work, up to 10 points may be deducted for spelling and mechanics errors.

GRADING SCALE

HCA follows publisher recommendations, thus establishing uniformity with thousands of other Christian schools using the same materials.

A.O.P. “LIFEPACs” or “OTHER”	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%

Final unit scores of 69% or below require student to repeat that unit of work.

Appendix A

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

These are the paragraphs at the bottom of the application.

Hope Christian Academy 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 Hope Christian Academy 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 Hope Christian Academy 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 Hope Christian Academy."

HOPE CHRISTIAN ACADEMY PARENT AGREEMENT

I have read, understand, and agree to the following:

1. I understand that as a parent I am responsible for the training of my child/children and will not hold HCA responsible for any lack of academic achievement or progress.
2. I will keep all printed tests and test answer keys in a location inaccessible to the student, and I will keep all computer curriculum test answers secure through use of my teacher/parent password.
3. All unit tests, whether paper or electronic, shall be administered by me and completed in my presence at one sitting, and all answers shall be strictly those of my student alone, unassisted by any other person or information source, other than such as may have been specifically named in test directions. (Calculators may be used when their use has been approved in the lessons.)
4. I will follow HCA directions pertaining to my student's courses, as stated in the accompanying forms, and I understand that failure to comply with HCA procedures could result in non-acceptance of my student's work and forfeiture of credits.
5. I will cooperate with HCA in establishing a reasonable deadline for completing a semester's work in each subject (normally a date 20 weeks from the day curriculum materials were shipped from Hope Christian Academy, or 20 weeks following the preceding semester deadline if we already have the materials.)
6. I understand that no student will be allowed more than 12 months to complete work for a school year.
7. I understand that acceptance of high school credit is always the decision of the receiving school.
8. I understand that under no circumstances will Hope Christian Academy accept or give credit for completion of curriculum units for which fees have not been fully paid.
9. I understand that all shipments must be opened and checked immediately upon receipt, and that HCA is not responsible to replace missing items after 10 days from the invoice date.
10. I understand that no refunds are given for registration/enrollment fees. Course fee refunds are available up to 30 days after shipment of curriculum and are allowed on the following basis: 0-30 days – 100% refund, less unreturned curriculum materials and units graded (pro-rated), and 20% restocking fee.
11. I understand that requests for withdrawal must be made in writing. Unused curriculum materials must be returned within 30 days of original shipment for credit. Items damaged in shipping or showing signs of handling will not be accepted for return or credit.
12. I agree to follow the HCA methods with all curriculum materials (LIFEPACs, and SOS On-Line) as outlined in the HCA Handbook.

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 custody of my child/children:
(Initial)