



***Hope
Christian
Academy***

**Secondary
Guide**

Secondary Program Guide

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Secondary Education Program Guide

Dear Parents,

Welcome to Hope Christian Academy! As you begin your school year, we ask that you read the Academy Parent Handbook and necessary Program Guides. The handbook describes general policy information, while the Program Guide describes information that is specific to LIFEPAAC, Horizons, and Switched-on-Schoolhouse (SOS) curriculum. Become familiar with the contents of these documents and keep them handy for reference throughout the school year.

Please notify us if there is any change in address, phone number, or e-mail address so we will always be able to contact you. Our goal at Hope Christian Academy is to assist you in providing a quality education for your student.

We are excited about our partnership with you in your student's education. Be sure to let us know if you have any questions.

Sincerely,

Jeanie Sczublewski,
Administrator

General LIFEPAC Information

Quarterly Report Forms

Please print one copy from the form found in the appendix for each quarter your student is completing. Write your student's first and last name, circle the appropriate quarter. Parents fill in daily attendance. This is a statement of how much time is spent daily in each subject. Please be accurate. Remember that a full school year is considered to be 180 days (90 days for a semester). Self-test scores should be recorded with the number of points correct over the number of points possible, such as 24/25, not by percentage. This is a valuable tool for the Academy as we track your student's progress.

Aim for a balanced program in all subjects so that you finish all subjects in a quarter at about the same time. Do not mail in the Quarterly Report Form until all LIFEPACs listed for that quarter are complete and all self-test scores are posted.

Student Record Books

A Student Record Book can be requested for each quarter for LIFEPAC and Horizons programs. This is strictly for your own use in record keeping and goal setting. Student Record Books do not need to be turned in to the Academy. Student Record Books provide space to record days of attendance, daily school times, pages completed, and self-test scores. They also provide space to record special projects, field trips, and anything else you add for enrichment. You may prefer to use a notebook, lesson plan book, or copies of the sample lesson plan page in your Teacher's Guides.

Testing Procedures

The Academy grades all final LIFEPAC tests. These tests are located in the center of each LIFEPAC and should be removed and placed in a secure place before students begin each booklet. (Do not tear out all of the tests for the entire year at once, however. If unforeseen circumstances cause you to withdraw within 60 days, the curriculum cannot be returned for credit if tests are removed.) Once the LIFEPAC has been successfully completed, administer the unit test and submit it to the Academy for assessment. Stress with your student the importance of thorough study and review before taking the LIFEPAC test. Part of your responsibility as the parent is to regularly evaluate your student's daily work. Be sure to sign off on all "Teacher Checks" in the LIFEPAC. Students should not go past these points unless you have reviewed his or her work for comprehension, completeness, and accuracy. Self tests are a good way to evaluate whether a student has mastered the skills and content of each section; they should NOT be given as open-book tests. Low scores on self tests indicate the need for review before moving on. If you feel the need for a student to redo a self test for review, it is all right to do so. There is no penalty for redoing a self test, however, you must record the original self test score on the Quarterly Report form.

See Grading Scale in Handbook.

Tests themselves should never be used to “coach” a student for test preparation. Please remember that each test should be a true measure of your student’s progress—these are not open-book tests (see the policy on program abuse).

Note: Failure to attempt essay questions may result in portions of the test being returned for completion. Essay answers must be in the student’s own words.

Math Tests

When possible, students should show their work for partial credit, especially for grades 7 and above. There are some math problems in which the process must be seen, not just the answer. We need to verify that the work is done correctly and with an understanding of the concept taught.

For geometry problems involving constructions, be sure to use the appropriate tool—ruler, compass, or protractor—as required. The Academy grades all final tests. We do not include LIFEPAC test keys for most 7–12 grade courses. This minimizes the possibility of inaccurate test scores. Graded tests will be returned to you with teacher comments and scores recorded. If you have a question about the scoring, you may call to discuss this with an Academy teacher or counselor. You may also return the test with your comments or questions. We will be happy to review the test again, but the final decision rests with the Academy.

Traditional Testing Process

When the paper version of the LIFEPAC test is completed, please send to
Hope Christian Academy, 3514 Autumn Walk Dr. Riverside, CA 92503

Academy staff will grade and record student tests.

Tests will be mailed back with the score and any notes necessary.

If an alternate test is needed, please copy the test out of your teacher’s guide.

Mail the completed alternate test to the address above.

Please make copies of all tests before they are sent. We are not responsible for tests lost in the mail.

For alternate test policy, please refer to Handbook.

SPECIAL NOTE REGARDING HISTORY 705

This unit contains a special survey/interview project on pages 31-37. It is a fairly comprehensive project and must be completed by every student. However, some parents have expressed some concern about the scope, the questions, or the availability of contacts to complete this project.

First of all, there are two different projects to choose from. Most students should be able to do one or the other. Secondly, we allow some leniency regarding creative adaptation to enable the students to complete the project.

The goal of this project is to teach the process of doing a survey, compiling statistics, drawing conclusions from the results, and reporting comprehensively on the entire process. Some examples of ways to adapt the project could include changing some of the questions (instead of asking classification of occupation, you could just ask their occupation and then determine which group they would fit into, or even eliminate one or two questions you may be uncomfortable with) or changing the demographics of people you talk to (since you are not in a school setting, you could interview young people at your church or other organization you are involved with; you could telephone relatives instead of going into a supermarket, etc.).

The final report that is to be completed on page 37 should include how (and where and with whom) the survey was conducted, any variations that may have been made to the questions, as well as summarizing results and giving conclusions drawn from those results.

Finally, this report must be sent back with the LIFE PAC test for this unit. We will use this as the answer to #50 on the test, which asks what they learned

from their project. Points (this is a 10 point question) will be awarded based on the completeness of your report. **This is NOT optional – but a requirement. **

Please contact us if you have any questions regarding this project.

LIFEPAC Spelling Tests

A spelling test from the Language Arts Teacher's Guide must be given along with every Language Arts LIFEPAC test for grades 7-8. Paper tests must be handwritten, not typed. The spelling test lists are found immediately after the Teacher Notes section of your Language Arts Teacher's Guide. Note: For the benefit of our graders, please give the spelling words in the same order as the list. Be sure to look at the next page to be sure all words are given. The sentences are included for your benefit in dictation, but it is not required that the student write those sentences for the test. Do not send in the weekly spelling quizzes from the LIFEPAC; the final test includes many of them. Do not use the alternate test list unless your student scores less than 72% on the original test and is required to take an alternate test. Make sure your student is aware that only words requiring capital letters should be capitalized on the spelling test. All others should use lower-case letters. Words requiring capitals that are not capitalized will be marked incorrect. Any word that is capitalized unnecessarily will receive a half-point deduction for grades 4–8.

This test is to be taken as a traditional spelling test. The teacher (you) reads each sentence out loud, inserting the appropriate spelling word. The student then writes the word from memory. Hearing the spelling word "in context" will help the student understand its meaning.

Math Tools

Please make sure your student has all necessary tools available. Some common tools may include a graphing calculator, a protractor, a compass, or a straight edge. Please refer to your teacher's guide for specific supplies needed for your student's grade level.

LAB SCIENCE REQUIREMENTS

(Biology, Chemistry, Physics)

4-19-06

In order to give lab science credit for our courses, we have the following requirements:

Verification forms listing all experiments completed must be submitted each quarter.

Also for each semester the student must submit a lab report that will be used for verification of quality of the student's work. It will also be used as an aid in writing recommendations for the student. These will not be graded or returned (unless deemed unacceptable) and will become part of their permanent record. These reports should be a minimum of one page, longer as needed. (Required reports are listed below.)

This report should include the following:

- LIFEPAC number and page with the title of experiment
- Hypothesis
- Procedures used (give details)
- Data produced
- Show calculations as applicable
- Write a detailed conclusion from your work

Biology (10)	1005	pg. 21	Seeds (sem 1)
	1007	pg. 38	Molecular Genetics (sem 2)
Chemistry (11)	1102	pg. 12	Phases (sem 1)
	1107	pg. 18	Solubility (sem 2)
Physics (12)	1202	pg. 27	Uniform Circular Motion (sem1)
	1208	pg. 14	Magnetic Field around a Long, Straight Wire (sem 2)

If you have any questions regarding these reports, please contact our Science Department.

NOTE: Students in Chemistry who have signed up for the LateNiteLabs (LNL) do not need to complete the verification forms, but must still submit the above reports.

ATTENTION – ACCOUNTING STUDENTS

There are optional exercises for extra credit at the end of some units. We encourage you to do any or all of these exercises to get extra practice in accounting procedures. You do not need to submit these optional sections unless you want to receive extra credit toward your test score. However, if you want to earn extra credit, these procedures must be followed:

1. The optional exercises must be sent in with that LIFEPAC test in order to receive credit. If they are sent in separately, they will not be graded or count for points.
2. The entire extra credit section must be done, not just part of it.
3. If the total score on the extra credit section is an A, 3 points will be added to your test score for that LIFEPAC; if a B, 2 additional points; if a C, 1 additional point.
4. The extra points cannot raise your test score to more than 100% (example, a 98% or 99% test score can be raised up to 100% with extra credit, no higher).
5. Alternate tests will still be required when original test scores are less than 80%.

AMERICAN LITERATURE

ADDITIONAL TESTING PROCEDURES

The LIFEPAC tests for American Literature each include an essay question at the end called Thinking and Writing. These are not included in the original number of points for the testing, yet we feel they are an important indication of your understanding. Therefore, this is a required assignment and we are adding an additional 10 points to each test total. These points will be divided between structure and mechanics – 3 points, and content – 7 points.

The procedure should be as follows:

Administer the LIFEPAC test as usual with no access to the LIFEPAC or answer key.

When the student reaches the Thinking and Writing section, take the LIFEPAC test and give them a copy of the Thinking and Writing choices. (You will find this in the appendix below.)

The student should choose one of the questions and write approximately a one-page essay on that question. This portion may be done as an open book test using examples and quotes from the LIFEPAC, for this question only. We recommend the student do a rough draft and some editing before completing the final draft. This should be sent to the Academy with the LIFEPAC test for grading. Special instructions are included online if taking the tests through the LIFEPAC Online Test Center.

ART ELECTIVE

This course contains many hands-on projects. There are various art materials required for some of these projects. Parent-teachers, it is suggested that you skim each LIFEPAC prior to beginning, to find out what supplies are needed. Most should be readily available at craft stores or art supply stores without too much expense. (Please note that there are often several projects suggested, allowing you to choose those that are likely to have the most available or least expensive supplies.)

To better evaluate a student's work, we are requesting one project or evaluation per LIFEPAC. Although these projects will not receive a formal grade, delay in sending them in will hold up grading for your student. Please keep this list with your teacher's guide so that you can send in the appropriate projects along with the LIFEPAC test. You may remove the actual page from the book, or make a copy to send us. They will be checked and returned to you for your records.

LIFEPAC 1	Activity 2.2: The Word Stretch, pp.28-31
LIFEPAC 2	Experiment on p.27 (see instructions on bottom of p.26)
LIFEPAC 3	Activity 1.3 & 1.4, p.14-17
LIFEPAC 4	Activity 2.2, p. 12-15
LIFEPAC 5	Evaluation, p.28. Answer in paragraph form. Give details.
LIFEPAC 6	Activity 3.3 Carving Project, p.19
LIFEPAC 7	Activity 2.2, p.11. Head shapes on pp. 5-7. (Be sure that you have 25 head shapes.)
LIFEPAC 8	Activity 1.2, p.7-11 Turn in p.9 (instructions on p. 8)
LIFEPAC 9	Activity 3:1 Bible Verse Rendering p.15-20. Turn in the planning sheets pp.15, 16, 17 and the completed project. The project must: be a Bible verse approximately 25-30 words in length be completed on a separate sheet of art paper be done in calligraphy be done with a calligraphy pen or flat tip felt marker have borders and /or illustrations (See Appendix ? for sample—choose your own verse , calligraphy font, and design)
LIFEPAC 10	Evaluation, p.28. Answer in paragraph form. Give details.

BRITISH LITERATURE

ADDITIONAL TESTING PROCEDURES

The LIFEPAC tests for British Literature each include an essay question at the end called Thinking and Writing. These are not included in the original number of points for the testing, yet we feel they are an important indication of your understanding. Therefore, these are required assignments and we are adding an additional 10 points to each test total. These points will be divided between structure and mechanics – 3 points, and content – 7 points.

The procedure should be as follows:

Administer the LIFEPAC test as usual with no access to the LIFEPAC or answer key.

When the student reaches the Thinking and Writing section, take the LIFEPAC test and give them a copy of the Thinking and Writing choices. (You will find this below in the appendix).

The student chooses one of the questions and writes approximately a one-page essay on that question. This portion may be done as an open book test, using examples and quotes from the LIFEPAC, which may be returned to them for this question only. We recommend the student do a rough draft and some editing before completing a final draft. This should be sent to the Academy with the LIFEPAC test for grading. Special instructions are included online if taking the tests through the LIFEPAC Online Test Center.

COMPUTER LITERACY COURSES

REMINDER: Each course requires that you have the corresponding Microsoft application software installed on your computer, along with our tutorial CD, and the LIFEPACS. The Windows course requires a blank floppy disk as well.

There is a three-step procedure required for completion of the course (see workbook pg. 1-2 #6):

1. Go through the tutorial chapter without using the LIFEPAC.
2. Go through the same chapter answering the LIFEPAC questions.
3. Go through the tutorial chapter once more for reinforcement.

Due to the “hands-on” nature of this course, all Skill Challenges must be completed, then signed and dated by the parent or instructor.

At the end of each quarter the LIFEPAC (2) must be sent in with the quarter report, so that we may verify completion of text and the skill challenge projects. Also, please check below to make sure that you have sent any additional items we need for the corresponding LIFEPAC unit test.

ACCESS 2000, POWERPOINT 2000, WORD 2000, WORD 2002 (XP), WINDOWS 2000 – No printouts needed.

EXCEL 2000

Unit One – Please have your student print out the spreadsheet for questions 63-73 for grading. See the special instructions on the top of page 7 of the test for printing this worksheet.

Unit Two – No printouts needed.

FRONTPAGE 2000

Unit One – Please have your student demonstrate the skills in questions 21-25 and 66-70. Sign and date both of these sections to indicate the student has demonstrated proficiency in these skills.

Unit Two – Please have your student demonstrate the skills in questions 21-25, 66-70, and 91-95. Sign and date all three of these sections to indicate that the student has demonstrated proficiency in these skills.

OUTLOOK 2000

Unit One – Please have your student demonstrate the skills in questions 17-20, 42-53, and 69-73. There are no signature lines provided, but please sign and date each of these three sections to indicate the student has demonstrated proficiency in these skills.

Unit Two – Please have your student demonstrate the skills in questions 18-25, 43-50, and 71-75. There are no signature lines provided, but please sign

and date each of these three sections to indicate the student has demonstrated proficiency in these skills.

WINDOWS 98

Unit One – Please have your student demonstrate the skill for question 85 using the Windows Help to find information about the World Wide Web. This question is worth 11 points. Please sign and date the student's test next to this question to indicate your student has proficiently performed this task.

Unit Two – No printouts or skill demonstrations included on this test.

ESSENTIALS OF COMMUNICATION

Requirements and Verifications

This course has some differences from other LIFEPAAC courses that we want to bring to your attention. There is a Final Exam in your teacher's guide that must be given following the completion of all five units. This is a comprehensive exam covering all five books, so be sure your student reviews adequately before taking this exam. This will be included on your grade report and will be part of your student's grade for the semester. Also, at the end of each book there are two Biblical Connection Projects. These projects are a required part of this course and must be completed and checked by the parent. Verification forms for these projects must be completed and returned for each quarter with student and parent signatures.

Home Economics Elective

Home Economics is a difficult course to evaluate in a distance learning situation. It is crucial that a student complete all projects assigned in the LIFEPACs. In addition, some of the Additional Learning Activities in the Teacher Guide should be assigned for each LIFEPAC. Cooking assignments should be done as directed and under adult supervision. Some sewing projects require use of a sewing machine. The Sewing Skills Notebook (LP 4 & 5) and the Interior Design Notebook (LP 6) must be completed in their entirety. The Academy reserves the right to request the notebooks or any LIFEPAC for review verification of completed work.

Parents of boys, please note: Most assignments and instructions are appropriate for both boys and girls. However, feel free to adapt projects, as you deem appropriate. For example, in LIFEPAC 4, students need to design a garment. Girls design a dress, and boys design a blazer. In the machine sewing unit (LIFEPAC 5), boys can select a pattern from the men & boys section of a pattern book for their sewing project. Simple patterns such as a vest, BBQ apron, or boxer shorts are all acceptable. Whatever you choose, try to incorporate as many of the skills listed on pages 58-60 as possible.

Home Ec grades are based on final LIFEPAC tests only, as with other subjects. However, in order to ensure proper oversight, the Academy requires the following assignments be mailed in for review:

LP 3 – p. 64 & 65 Student plan chart & parent evaluation on meal preparation.

LP 4 – p. 40 Design & draw a garment (girls – a dress; boys – a blazer) Do this by combining portions of the styles shown on pages 24-33 & page 37 keeping in mind your figure type and personal preferences. Be sure to color your design in colors to flatter both your shape and your coloring. (see pg. 36-37)

LP 5 – p. 58-60 Sewing Evaluation Form (Be sure to follow instructions on pages 55-57.) When choosing a pattern for this project, be sure to choose one that includes at least 5 of the 12 skills listed under the “Garment Construction” and “Finishing Touches” sections of the evaluation. (For example: boxer shorts would include stay stitching, seams, waistband or casing, hem, and button hole). Sorry, no placemats or handkerchiefs!!! If your project does not include the minimum skills, we may ask you to do an additional project.

LP 6 – p. 52-54 Interior Decorating Questionnaire (visit a model home or alternative & critique)

In addition, parents are requested to submit a verification form at the end of each quarter in order to receive full credit for the course. Please call if you have any questions.

Physical Education Information

Welcome to the Alpha Omega Academy Physical Education program. In the Appendix you will find a PE Log you may use to keep a record of your activities. Be sure to record the activities you do and the amount of time spent in each activity. You must have five 45-minute workouts per week. Please return each quarter's chart upon completion. All four quarters (a minimum total of 150 hours) must be completed to earn one full credit of PE. For a ½ credit of PE, two quarters (a minimum total of 80 hours) must be completed.

Following is an explanation of the types of exercise required to make a program complete, as well as examples of how you could practice each type. You will need to do at least one exercise in each of the categories for each 45-minute workout. You will notice that some exercises apply to more than one category. If you are involved in sports such as swimming or tennis, you will likely cover all the areas in your workout time. You may use athletic activities toward your PE time and develop an exercise routine for the time you are not involved in that sport.

Cardio -respiratory: Seeks to improve the condition of the heart and lungs. Aerobic exercise is the best way to do this. Ex: long walks, running, swimming, bicycling, aerobics, jumping rope, sports.

Muscular Strength: The ability to exert force for a short time is called muscular strength. Ex: push-ups, pull-ups, sit-ups, weights.

Muscular Endurance: Muscular endurance (the ability to exert force over an extended period of time) can be built up with aerobic or other physical activity. Ex: running, calisthenics, sit-ups, pull-ups.

Flexibility: The ability to move muscles and joints through a full range of motion. Ex: Stretching.

Your exercise time should begin with a warm-up of easy movements or mild activity to loosen your muscles and joints; and it should end with a cool-down of mild exercise to gradually return your heart rate to normal and prevent cramping.

The following is an example of a complete daily exercise program:

Warm-up: Arm circles

Cardio-respiratory/Muscular endurance: Swimming

Muscular Strength: Push-ups and sit-ups

Flexibility: Stretching

Cool-down: Deep breathing and walking

Notice the categories of exercises at the bottom of the chart. Record the exercises you do during each workout (see example at top of chart). Warm-up and cool-down may be recorded with a simple check mark. If you post "other," please specify what you did.

If you have any questions regarding this program, feel free to contact the Academy at the number below.

Switched-on Schoolhouse Information

Project Requirements

For Science:

A minimum of two-thirds of the projects must be completed for a Biology, Chemistry, or Physics course to be considered a laboratory science (college preparatory). If less than two-thirds of the projects are completed, but the student still manages to pass the course, the transcript will list the class as a non-lab course. Non-lab science courses do not meet the entrance requirements of many colleges.

For Language Arts, History, and Bible:

High school language arts, history, and Bible courses have some projects that are mandatory to receive course credit. If a mandatory project is skipped, the Academy staff can block your student from continuing in a specific class. The class will be unblocked once the project has been completed and submitted for grading.

Project due dates

Projects have specific due dates assigned to them, and we encourage students to meet the deadlines of the lesson plan. However, to provide flexibility in the completion of projects, the “two units open” policy applies (see Handbook for “two units open policy”). When a project appears in one unit, it is due by the end of the next. If projects are sent back for adjustments or correction, students still need to have the final project submitted before the deadline.

Rubrics are used in the grading process for projects to standardize grading by different teachers, to categorize the feedback provided, and to help prepare the student for what will be evaluated prior to submission of the work.

Report rubric used for Bible, History, Language Arts, and Math.

Category	Score
Content	50
Organization	20
Grammar/Spelling/Punctuation	10
Documentation	10
Length	10

Total	100
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Experiment rubrics used for Science projects.

Trait	Rate	Grade
Grammar / Spelling	5	10
Hypothesis	5	10
Procedures	5	10
Data Observations	5	20
Calculations Interpretation	5	20
Conclusion / Basic Understanding 5		30
Total	A	100

Clearing Quizzes:

Quizzes can be cleared once, but lessons prior to that quiz will be cleared as well. This is to ensure your student masters the material before re-taking the quiz. Refer to the Handbook for more information.

Assigning Alternate Tests:

Alternate tests can be assigned if a student earns less than a 72% on the original test. The alternate test score will be averaged with the original test score for the final grade. Refer to the Handbook for more information.

Welcome to Alpha Omega Academy!

Orientation Special Project

TO Parents: Please read this Special Project with your student and assist your student in completing it. Please be aware that you and your child will be held responsible for this information. You will save yourself future difficulties and, ultimately, time if you give this project serious attention.

It is important for you to understand that you will be held accountable for the integrity of reports that you submit. Be sure that you have read the Academy's position and policy on academic integrity.

The purpose of this orientation project is to help YOU AND YOUR PARENTS understand, identify, and avoid plagiarism, which continues to be a growing problem in education. We want to help you be informed and able to complete your projects properly.

Project Purpose: This project serves as a tool to introduce you to the information and instruction needed to avoid the problem of plagiarism no matter the subject area you are researching. Please read it in its entirety and take the self-test at the end.

Definition of Plagiarism

Whether intentional or not, submitting work without proper documentation that is not the student's own thoughts and opinions (apart from what is considered to be "common knowledge," taking into consideration the student's age and academic standing), but has originated from another source.

Consideration:

"Common knowledge" can be defined as information generally accepted to be known by a particular age group. The common knowledge definition is somewhat dynamic, depending on the age of the person using the information. For example, a seventh grader may use information that would require source documentation, compared to a twelfth grader, who uses the same information without documentation. This is acceptable, as it is considered "common knowledge" for the twelfth grader based on the age and life experience of the twelfth grader. Another way to think about "common knowledge" is what you already know. If you sit down and write a report or essay, and you find yourself looking for sources to gather your information, you need to give credit to the sources used. This is a safe and ethical approach to using sources. You may encounter information that is considered "common knowledge" to others who are older or more knowledgeable than you. For this reason, given the fact that the

information was new to you, it should be given proper credit. Documenting sources gives credence to your work and reflects well on the researcher.

MLA Citation Style – This is the citation style to be followed by all students who submit work that needs to be documented. Please see the resource sites on the virtual campus for detailed information and examples of the MLA format.

All projects that require sources must have them listed in order to receive full credit. Projects that require sources but do not have them listed in a works cited list (bibliography) will be penalized. Remember, if you have a works cited list, then you must show the content that was cited in your report using parenthetical citation.

Paraphrasing – Write it in your OWN words.

It is a common misunderstanding of students to think that they can simply “reword” a sentence, and then there is no need to give credit. Rearranging the words or using synonyms does not make the ideas original with you, and therefore the sources still need to be documented.

A paraphrase is...

- Your own rendition of essential information and ideas expressed by someone else, presented in a new form.
- One legitimate way (when accompanied by accurate documentation) to borrow from a source.

Summarizing - Is quite different than paraphrasing.

A summary is...

- Much shorter than a paraphrase
- Identifying the most important ideas.
- Documented because the ideas are not original to the student

Parenthetical Documentation

Parenthetical Documentation/Citation is...

- Giving credit to the sources from which you gathered your information.
- It is done in the body of the paper.
- Information you put in parenthesis

Basic In-Text Documentation/Citation Rules

In MLA style, referring to the works of others in your text is done by using what is known as parenthetical documentation/citation. Immediately following a quotation from a source or a paraphrase of the source’s ideas, or a summary of the source’s ideas, you place the author’s name followed by a space and the relevant page number(s).

Human beings have been described as “symbol-using animals” (Burke 3).

When a source has no known author, use a shortened title of the work instead of an author’s name followed by a space and the relevant page number(s).

Place the title in quotation marks if it's a short work, or italicize or underline it if it's a longer work.

("Home Health" 207).

Your in-text citation will correspond with an entry in your Works Cited page, which, for the Burke citation above, will look something like this:

Burke, Kenneth. *Language as Symbolic Action: Essay of Life, Literature, and Method*. Berkely: U of California P, 1966.

Please note:

Works Cited and Parenthetical Documentation/Citation work together to avoid plagiarism.

Documentation by itself in a paper does not say anything about whose WORDS are being used. Only the presence of quotation marks indicates that you are quoting word-for-word. If you do not use quotation marks, you are plagiarizing.

The above examples represent just two of the many methods to correctly document sources. We strongly recommend either purchasing an MLA style handbook or accessing an MLA style website for reference.

Self Test

Multiple choice

1. What is meant by "citing a source?"
 - A. Remembering where you found the material
 - B. Naming the source of the information
 - C. Keeping the note card on file
 - D. None of the above.

2. It is necessary to cite a source because
 - A. The idea, work or material is someone else's
 - B. It is proper to give the author credit
 - C. It is academically correct
 - D. All of the above

3. Ideas, works, and words that are someone else's must be documented because
 - A. They are not original with the student
 - B. They do not belong to the student
 - C. They are someone's hard work, ideas, or words
 - D. All of the above

True or False

1. _____ Citing a source is correct academic documentation of other people's ideas, words, or works.
2. _____ Plagiarism damages reputations and relationships.
3. _____ To be charged with plagiarism is a serious offense.
4. _____ Plagiarism is an issue of a person's honesty and character.
5. _____ There is no difference between paraphrasing and summarizing.
6. _____ A paraphrase, when used in an essay, must be cited because, although it is in your own words, it is a paraphrase of another's ideas or work.
7. _____ A good, clear, complete paraphrase must be cited.
8. _____ A summary of a paragraph is much shorter than a paraphrase.
9. _____ A summary does not need to be cited as to its source because a summary is your own words.

Answer Key

Multiple Choice:

1. B
2. B
3. D
4. D

True/False:

1. T
2. T
3. T
4. T
5. F
6. T
7. T
8. T
9. F

ATTENTION: Projects are worth 30% of your grade. So, the maximum course grade you can receive by skipping them is 70%. In addition, most high school subjects have “required for credit” projects. Failure to complete any of these projects will result in no credit for the course.

General Information

Additional Activities

The curriculum provided is an excellent foundation for a quality academic program. However, we encourage distance learning families to add skills, enrichment and interest by incorporating additional activities.

Trips to the local library, family reading time, and subscriptions to age-appropriate magazines are ways to encourage children in their love for reading. The Academy supplies a reading list for various grade levels. Many local libraries have similar lists available.

Music appreciation can be developed by listening to various types of music, attending local concerts, taking private lessons, or studying the lives of various composers. At the high school level, credit is only given for a structured music course.

Students will gain appreciation of art by taking trips to museums or studying various artists. Encourage your students to try various art media such as watercolor, clay, charcoal, etc., depending on their age level. Our LIFEPAAC curriculum offers Drawing Basics at the elementary level and Art at the high school level.

Physical education also contributes to a well-rounded educational program. Jogging, hiking, or swimming are activities that can easily be integrated into your regular school day. Joining a sports team or taking karate lessons are also fun ways to enhance physical activity. The Academy offers an exercise program for high school students. Physical Education is a required credit at the high school level.

Tips for Success

Tips for “How to have a good school year...”

1. Understand that the curriculum you are using is a learning tool. It contains information that students need to learn as they progress through their educational levels.
2. Make sure all work is original. Looking for ways to “short-circuit” the learning process ultimately hurts the student.
3. Have students take notes and use them to prepare for quizzes and tests. When taking quizzes and tests, put the notes away and hold students accountable for their learning.
4. Be sure students are diligent in their work ethic. Be available to answer questions. Mastering a new concept is difficult and students who do not communicate their struggles usually become frustrated, which can result in failure.

5. Do not procrastinate with projects/reports. Projects are an important part of the learning process. Be sure to provide students with ample time and materials.
6. Set a schedule for your school day and work to follow it.
7. Make sure students complete work in each subject regularly.
8. Give students a quiet environment in which to work. For SOS students, the computer may need to be moved to a different location to eliminate distractions.
9. Have students complete math problems on paper so they can work out all of the steps. Keep student's work in a notebook or folder for future reference.

Supervise your student's work daily: Your teaching style and your student's learning needs will largely determine how you go about your day. Some parents of younger children like to read the lessons aloud together. For math, some find it helpful to go over the math problems on a white board before starting the assignments. Other parents schedule specific break or activity times to give their students a rest from the computer or workbook. Try a variety of methods to see what works best for you.

SOS parents, please note: It is very tempting to leave students—particularly older students—to work independently on the computer. Most students lack the maturity to manage their time wisely without adult supervision. Many struggle with mastering new concepts and skills if left alone to teach themselves. Parent involvement is imperative.

Studying Techniques

The following checklist has been successful in developing good study habits.

1. Read the Introduction and Objectives.
2. Study each section/lesson as follows:
 - a. Read the text for the entire section, but do not complete the activities.
 - b. Return to the beginning and study vocabulary words.
 - c. Reread the section/lesson, completing all activities; check and review for errors.
 - d. To prepare for self tests or quizzes:
*LIFEPAC students: Re-read all sections prior to the self test.
*SOS students: Re-read all lessons prior to the quiz.
 - e. Answer the self-test or quiz.
 - f. A parent checks and reviews any corrections with the student.
 - g. If the self-test or quiz score is less than 80%, the student may need to review.
3. Use the SQ3R method to prepare for tests.
 - a. SCAN the whole unit.
 - b. QUESTION yourself on objectives and any areas of weakness.

- c. READ the whole unit again.
 - d. RECITE through oral questions (or read aloud).
 - e. REVIEW all previous self-tests/quizzes and review weak areas.
4. Take the test as a supervised, closed-book test.
 5. If an alternate test is needed, this same method should be used.

Here are some additional study skills suggestions:

Use note cards to record important information such as vocabulary words or important dates.

Watch for words in bold print.

Review regularly.

Teach your child to highlight main ideas or important information.

Always have your student pre-read the activity questions so that he or she can focus on looking for those important facts.

If your student is an auditory learner, they might retain information and concentrate better if you have them read out loud.

Emphasize following directions. Write in complete sentences and show your work are often directions that are missed.

Attempt answers that are unknown, rather than leaving questions blank.

Partial credit is given for answers that are partially correct.

Writing Tips

We have found that many students struggle with writing anything from short essay questions to a full-length research paper. Here are some tips to help you be more successful in developing and writing essays and reports. We recommend that you invest in a writing and/or grammar reference handbook to add to your home library. This will be an invaluable source. There are many good ones available. It is imperative that your home library also have an unabridged dictionary and thesaurus; having a rhyming dictionary, books of quotations, works of classic authors and poets, MLA Style handbook, and other reference books will be valuable in helping your student do well.

Be careful with the Short Answer Questions:

Be sure to read instructions carefully and be sure you are answering all parts of the questions asked.

Always use complete sentences. Often rephrasing the question is a good way to begin (“Dogs and cats are different because...”).

Reread your answer to see if it makes sense, covers all questions asked, and has no grammatical or mechanical errors. Points will be deducted for grammatical, mechanical or spelling errors.

Students are required to complete writing projects within the curriculum. Many students forget that essays and reports need to have an introduction, body, and

conclusion. Be sure to proofread your writing projects before submitting them to the Academy for grading.

Remember these easy steps for writing an Essay:

Determine the topic or thesis and brainstorm ideas.

Introductory paragraph should tell what you are going to write about.

(Approximately three supporting ideas are desired.)

Each of the next three paragraphs should go into detail about your supporting ideas. Use appropriate transitional words such as first, next, finally, etc.

Your conclusion should summarize your main points and may leave the reader with an opinion or question.

Edit and revise.

All papers should be in MLA Format. If you are not familiar with MLA Format, please refer to the Virtual Campus.

Additional Tools for Successful Distance Education

It is recommended that distance education families research the tools necessary to create a productive distance education environment.

For math courses, this necessitates having basic math tools, devices, or reference books that may be required in a particular course.

Investing in a globe, a microscope, an atlas, and many other appropriate academic tools can enhance the learning environment.

The Academy offers more information about teaching tools on the Virtual Campus.

Science Resources:

LIFEPAC families should consult their Science Teacher's Guide, and SOS families may want to preview their student's science curriculum to find out which supplies and equipment are absolutely essential. If you do not have materials readily available, there are several options at your disposal.

Science videos demonstrating some of the LIFEPAC experiments are available for purchase from the AOP catalog. They are integrated into the SOS curriculum, so are unnecessary to purchase for SOS students. These are available for 4th through 10th grades.

At www.hometrainingtools.com, you will also find a variety of science resources that may be helpful for you and your student.

Finally, an excellent resource for chemistry students is www.latenitelabs.com, which provides simulated laboratory experiments for a reasonable fee.

NOTE: While web links inserted were originally accurate, please be aware that site locations do sometimes change after printing. For the safety of your children, do stay involved in your student's usage of the Internet.

Appendix

Guidelines for Outside Electives with Hope Christian Academy

Outside electives are courses other than those regularly offered by the Academy. All outside electives must be pre-approved by the Academy staff and require a \$25 recording fee.

Instructional time must be a minimum of 4 hours per week. (Junior college classes will be approved at 3 hours per week. Be aware that high school and college credits are figured differently and do not transfer equally. A semester course earns ½ high school credit, even though it may earn one or more college credit hours.)

The course instructor should have qualifications in the field of instruction.

Non-standard courses designed by parents, churches, etc. must include a course outline, list of materials used, and method of evaluation.

A progress report form must be completed for each outside elective. The Online Academy will require one at the end of the course. The Traditional Correspondence Academy will require one quarterly. These will be sent with curriculum or may be requested by phone or e-mail. (This form will also be available on our website in the near future.) This is required in order to give credit. If the course is taken at a local school or college, a mid-term progress report (if available) and a final transcript from the school must be submitted.

Any course without standard curriculum and written testing will be graded on a pass-fail basis. Others must use the Academy grading scale.

Driver's Education—1/2 credit for a traditionally instructed class.

Team Sports—may be applied toward PE credit, often in conjunction with the fitness program.

Requests are generally not approved for the following:

Work experience—too subjective to monitor and evaluate and not enough instruction

Be sure to fill out the elective approval form as completely as possible. The more information we have, the more likely that we can approve your request. If you have further questions, please feel free to call the Academy.

Hope Christian Academy
Progress Report for Outside Elective

(submit one at the end of each quarter)

Date: _____

Student Name: _____

Name of Class: _____

Name of Instructor: _____

Hours of Instruction/Week: _____

Start/ End Dates: _____ Total Hrs. this Qtr: _____

Material covered (include instructional material and subject matter):

Student Progress (Note scores for written reports, daily work, & tests):

Quarter(s): 1 2 3 4

Current Grade: A B C D F P/F

Percentage: _____

Comments: _____

Instructor Signature: _____

LAB SCIENCE VERIFICATION FORM
Biology/Chemistry/Physics

Quarter 1 2 3 4

My student has completed the following experiments for this quarter:

_____	date _____

_____	date _____

_____	date _____

_____	date _____

Parent Signature _____ date _____

Screen Resolution:

- 1024 x 768

Assigned Chemistry Labs with LNL – Alpha Omega Chemistry Labs

Getting Started (For practice in using the program, only)

Sample Lab

Titration Tutorial

Semester 1

1. Characteristic Properties – Melting and Boiling Points.
(Water and 4 unknowns) LP Book 2
2. Separating a Mixture of Compounds
(Mix of sand, NaCl, and NH₄Cl) LP Book 3
3. Boyle's Law
(Vary volume and pressure for 2 gases C₃H₈ and C₄H₁₀) LP Book 3
4. Determination of Absolute Zero
(Volume and Temp are recorded as a sample of gas cools down) LP Bk 3
5. Conservation of Mass
(2 parts, gas and Alka seltzer in closed test tubes)
LP Book 4, review from Book 3
6. Law of Definite Proportions
(Finding O in KClO₃) LP Book 4
7. Limiting Reactant and Excess Reactant
(CuSO₄ and Na₂S combined) LP Book 5
8. Empirical Formula of a Hydrate
(2 parts: CuSO₄ x H₂O, MgCl x H₂O) LP Book 5

Semester 2

1. The Enthalpy Change of a Chemical Reaction
(Calorimeter, HCl and Mg) LP Book 6
2. Avogadro's Law
(Measure the weight of 100 ml of 5 different gases)

LP Book 6, review from Book 3

3. The Temperature of Dependence of Salt Solubility
(Plot the Solubility Curve) LP Book 7
4. Alka Seltzer Strength
(Alka Seltzer and various concentrations of Vinegar) LP Book 7
5. pH indicators
(2 parts: Acids/Bases, test different concentration of each with 4 different indicators) LP Book 8, review from Book 7
6. Standardization of a NaOH Solution
(2 parts: Standardizing NaOH by titrating with a known concentration of acid, titrating base with unknown concentration of acetic acid) LP Book 8, review from Book 7
7. Analysis of Hydrogen Peroxide Solutions
(titration of KMnO_4 and H_2O_2) LP Book 9, review from Book 7

Science 7 Experiment Materials

* Prices and Item numbers for purchase from www.HomeScienceTools.com

+ Items needed, only if a balance is available

S710C- Red Celery

Salt

Water

Sand

a measuring cup

balance

filter paper (coffee filter)

Funnel, plastic

\$0.75 CE-FUNNEL*

2 Cups or beakers

\$3.65 CE-BEAK250*

S702A – Making Graphs

Protractor (school supply stores)

S705A – The Greenhouse Effect

two shoe boxes or boxes of similar size

sheet of clear plastic or pane of glass

two thermometers

2 @2.60

\$5.20 ME-THER30B*

watch or stop watch

S706A – Dew Point

shiny metal can (food can minus the label)

ice cubes

water

thermometer

Science 8 Experiment Materials

* Prices and Item numbers for purchase from www.HomeScienceTools.com

+ Items needed, only if a balance is available

S802C- Mixtures

Salt

Water

Sand

a measuring cup

balance

filter paper (coffee filter)

Funnel, plastic

\$0.75 CE-FUNNEL*

2 Cups or beakers

\$3.65 CE-BEAK250*

S803A – Phase Changes

crushed ice

string

stove burner

heat resistant pan

thermometer, single scale, 12"

2 @2.60

\$5.20 ME-THER30B*

clock or watch with a second hand

S803C – Cabbage

red cabbage

6 small test tubes or colorless glasses

6/pk \$3.00 CE-TTUBESM*

Knife

Crayons
a pot
a stove or other heat source
a small jar
a spoon
baking soda in water
lemon juice
vinegar
water
ammonia
milk

S806A – Magnetism

two bar magnets	2/pk	\$1.25	MG-BAR1C
one horseshoe magnet	\$4.50		MG-HORSE1
iron filings. 45 g	\$2.25		CH-IRON
sheet of glass, plastic or paper			

Science 9 Experiment Materials List

* Prices and Item numbers for purchase from www.HomeScienceTools.com

*CE-CYPP100 graduated cylinder \$3.20

*BS-Scale 4 Spring scale \$3.25

S902A - DETERMINING VOLUME:

graduated cylinder or liquid measuring cup
5 rocks or stones of varying sizes. (must fit into the graduated cylinder)
1 rectangular object (box or book)
1 ruler with metric measurements

S902B - MASS OF GAS:

2 balloons of the same size
1 meter stick, yard stick, or wire coat hanger stretched out straight
string
tape or paper clips

S903B - SPECIFIC GRAVITY: (With alternate directions):

spring scale
string
5 rocks
1 container large enough to submerge the rocks without the rock touching the sides or bottom
Water

Alternate Directions:

1. With the string, hang a rock from the end of the spring scale.
2. Record the mass of the rock.
3. With the rock still hanging on the spring scale, completely submerge the rock in the container of water, making sure that the rock is not touching the container.
4. Record the mass of the rock in water.

Science 10 Experiment Materials

* Prices and Item numbers for purchase from www.HomeScienceTools.com

+ Items needed, only if a microscope is available

S1002C- Water Properties

Part 1:

Chalk
2 Beakers, glass, 250 ml, Pyrex 1@ \$3.65 CE-BEAK250* or containers that hold water
Filter paper or coffee filter
Water
Funnel (to hold filter paper)

Part 2:

Calcium hydroxide 30 g \$2.50 CH-CA(OH)₂ * or lime tablet, or antacid tablet
2 Beakers or containers that hold water
Pan that can be heated on stove
Filter paper or coffee filter
Funnel
Water
Phenolphthalein solution 15 ml \$4.00 UN-PHENOLS*

S1003A – Microscope

Compound Microscope
+ Dropper
+ One microscope slide Slide Set, basic \$4.75 MS-SLIDSET*
+One cover slip (in Slide Set)
+Water
+ One short piece of brightly colored thread (about 2 mm long)

S1003B – Protozoa

Compound Microscope
+4 small jars or containers that hold water
+ Pond water or Protozoa Hatchery Kit \$4.95 LM-PROTIST*
+1 tsp. chopped hay or grass
+ ¼ tsp. rice
+1/16 tsp. egg yolk
+1 tsp. rich black garden soil
+ Concavity or depression slides (in Slide Set)
+ Cover slips (in Slide Set)
+ Cotton, tiny amount
+ Dropper

S1003G – Fungi

Microscope or magnifying glass
+Beaker
+Yeast
+ sugar
+Methylene blue stain, 1%, 5 ml \$3.25 CH-METHBLU*
+Microscope slide
+Cover slip
Molds on jelly, fruit, cheese, or bread

S1004A – Cheek Cells

Compound microscope
+ Dropper
+Water
+Toothpick
+Methylene blue stain (same as in S1003G)
+Slide
+Coverslip

S1004C – Osmosis

Beaker
Ring stand, 4 x 6 base, 18" rod \$7.00 CE-STAND2*
Clamp, burette \$.50 CE-CLAMP
Thistle tube Osmosis Set \$3.95 BE-OSIMET*
Semipermeable membrane (sausage skin) (in Osmosis Set)
Rubber band
Sugar
Water

S1005A - Seeds

4 different kinds of seeds (corn, bean, radish, one other)
Magnifying glass
Razor blade (single edge) or sharp knife
4 styrofoam cups
Soil mixture, suitable for growing seeds
Water

S1007A – Probability

2 coins
Box (shoebox is a good size)

S1007B – Molecular Genetics

60 radish seeds (see seeds from 1005A)
2 flat, shallow containers
Plastic wrap (to cover containers)
Soil
Dropper
Box, large enough to cover one of the shallow containers.

S1008A- Mitosis

Compound microscope
+Slide of Allium (onion) root tip, L.S. \$3.50 MS-ALLROOT*
+Slide of Ascaris (Roundworm) mitosis \$6.20 MS-ASCARIS*

S1008F – Tissue Structure

Compound Microscope
+Slide of Muscle, 3 types, section \$3.80 MS-MUSC3*
+Slide of heart (see muscle slides)
+Slide of Human blood, Wright's stain, smear \$2.50 MS-HUBLOOD*

Microscope Sources

Advanced Microscope \$179.00 MI-3SCOPE*

Website for inexpensive microscopes:

<http://www.bargainmicroscopes.com/>

One of the best purchases often recommended is the one listed as

40 - 1000x MONOCULAR COMPOUND HIGH POWER MICROSCOPE! Full Size Base with Condenser! Item BS23B Sale Price: \$169.99

Note: If getting a microscope is unaffordable or unavailable, call one of the teachers to get directions for doing the experiments.

Science 11 Experiment Materials

* Prices and Item numbers for purchase from www.HomeScienceTools.com

+ Items needed, only if a balance is available.

Balance, triple beam \$79.00 BS-2610*

S1101B - Measurements

Metric ruler

S1102A – Phases

Safety Goggles \$2.90 CE-GOGGLE1*

Lab Apron, Economy \$0.90 CE-APRON3*

Paradichlorobenzene, 30grams (known as moth crystals) \$3.00 CH-MOTHCRY*

test tube, large 16x150 mm 2/pack @\$1.60 (buy 2 pks) \$3.20 CE-TTUBELG*

three beakers, Pyrex, 400 ml @\$4.30 \$12.90 CE-BEAK400*

two thermometers, single scale, 12" @2.60 \$3.20 ME-THER30B*

water

heat source (Recommend heating water in microwave or in a pan on the stove and then placing the water in an insulated container, such as a Styrofoam cup.)

ring stand, 4 x 6" base, 18" rod \$7.50 CE-STAND2*

Burette clamp \$4.75 CE-CLAMP*

three dye tablets or egg-coloring tablets

S1102D – Colloids

3 clear glasses with smooth sides or beakers (see previous experiment)

laser pointer or flashlight

red Jell-O

red food coloring

sugar

water

S1104A – Properties

Magnet

Samples of 4 elements

Chemistry handbook or internet sites

S1105A – Molecular Shape

acetate strip (overhead transparency material, or the plastic window in pasta boxes or envelopes)

tissue paper (the stiff kind found in gift wrapping)

vinyl strip (plastic table cloth or shower curtain)

woolen cloth

slow, steady stream of water from a faucet

S1106A – Chemical Change

+0.01 M NaCl solution, table salt = 0.58 g/L of solution

+0.01 M K₂CrO₄ solution, = 1.94 g/L of solution; solid can be purchased at drug, hobby or photo supply store or Potassium chromate, 30 g \$3.75 UN-K2CRO4*

+0.01 M AgNO ₃ solution, 1.7 g/L of solution or a diluted solution; solution local drug or photo supply store or Silver nitrate, 2 g \$9.95 UN1493*	can be purchased at a
Graduated cylinder, glass, 100ml	\$5.80 CE-CYGL100*
Small test tubes 13 x 100 mm 6/pack	\$3.00 CE-TTUBESM*
Test tube rack, 6 holes, polypropylene	\$2.80 CE-TTRACK1*
Test tube brush	\$0.80 CE-TTBRUSH*
Pipets, one for each solution 10/pk	\$1.00 CE-PIPET*
Stirring rod, glass 6"	\$0.60 CE-STIRROD*
Water, distilled	

S1107A - Solubility

rock salt (water softener crystals)	
Glycerin, 30 ml	\$3.25 CH-GLYCERN*
water	
2 baby-food jars with lids	
Rubbing alcohol (isopropyl alcohol)	
stirring rod	
test tubes	
knife handle - to crush salt crystals	
watch or clock with second hand	

S1107B – Acid Solubility

Distilled water	
Hydrochloric Acid, 30 ml (12M)	\$5.50 UN1789*
Calcium carbonate chips, 30 g	\$3.00 CH-CACO3*
pipette (disposable)	
4 test tubes, large	
Graduated cylinder	
beaker	
water	
watch or clock with second hand	
Goggles	

S1109A – Making a Polymer

3 beakers
 Stirring rod
 Polyvinyl alcohol (Elmer's White Glue)
 Borax (found in laundry products in grocery stores)
 food coloring (optional)
 water

Alternate Instructions using glue: <http://www.plastics.com/slime.php>

Science 12 Experiment Materials

* Prices and Item numbers for purchase from www.HomeScienceTools.com

+ Items needed, only if a balance is available.

Balance, triple beam	\$79.00 BS-2610*
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S1201A – Soda Straw

Metric ruler
 1 screw or clay or play-doh
 1 paper straw or plastic drinking straw
 2 microscope slides or pieces of similar size glass or hard plastic
 1 needle
 1 razor blade or scissors

1 small wood block or plastic box of similar size
1 tongue depressor or piece of cardboard
1 clothespin
paper
Balance

S1202B – Circular Motion

Safety Goggles	\$2.90 CE-GOGGLE1*
glass or plastic tube (the barrel of a used stick pen can be used for this part)	
String, heavy cord, 25 ft	\$1.10 MC-STRING*
2 stoppers #6, 2 hole @ \$0.80	\$1.60 CE-STOP06B*
alligator clip or marker for reference point on string	
paper clip	
10 washers, 1" diameter 5/pack \$0.75	\$1.50 GS-WASHERS*
Stopwatch, digital, 2" case	\$5.95 ME-STOPWAT*
Ruler or meter stick	\$7.95 ME-METER2*

S1202E – Kepler's Motion

Ruler

S1203B – Simple Machines

meter stick (or yard stick wire coat hanger straightened out and a ruler)
string
weights (or paper clips and plastic bags and uniform objects, such a pennies, to balance against each other)

S1204A – Wave Speeds

Slinky®	\$4.95 MC-SLINKY2*
stopwatch or sweep second hand	
meter stick	

S1204C – Waves

ripple tank with dampers or large sink or bathtub
water to a depth of about 0.5 inches to 2 cm
protractor
paraffin blocks or similar object to act as a movable barrier
thick wooden dowel or ruler to generate waves

S1205A – Light Angles

small purse-sized rectangular or square mirror
pencil
flashlight or laser light
sheet of paper
ruler
protractor
ball bearing or marble

S1205C – Convergence

ripple tank with dampers or large sink or bathtub
water to a depth of about 0.5 inches to 2 cm

rubber hose or large bowl set on its side to form a concave reflecting surface
thick wooden dowel or ruler to generate waves

American Literature

Test 1 – Thinking and Writing

Choose one activity from the following “Thought and Discussion” topics. Write your answer on a separate piece of paper.

1. Describe the difficulties the Pilgrims faced during their first winter in the New World. Discuss how they coped. How did the Pilgrims treat the sick? How did the crew of the Mayflower treat the sick? Explain the existence of differences in the way each group treated the sick.
2. Reread the poetry of Anne Bradstreet. Think about the way she deals with death. Also think about the way which Mary Rowlandson dealt with hardship and suffering. Explain why Bradstreet and Rowlandson found comfort in God’s sovereignty.
3. Explain Jonathan Edward’s sermon: “Sinners in the Hands of an Angry God.” Be sure to address Edward’s words about man’s sinfulness, God’s role in salvation, and good works.

American Literature

Test 2 – Thinking and Writing

Choose one activity from the following “Thought and Discussion” topics. Write your answer on a separate piece of paper.

1. State the differences between Bryant’s view of death in “Thanatopsis” and the biblical view of death in Hebrews 9:27-28. Explain the comfort the Christian finds in death.
2. Explain why Melville used white to symbolize purity, power, and holiness. Be sure to explain the examples from history and culture of the human reaction to white. Discuss the similarity between these reactions and Isaiah’s reaction when he encountered God in the temple (see Isaiah 6: 1-5). Why is white – as opposed to other colors – so fearsome? Why does it symbolize holiness?
3. Explain Ralph Waldo Emerson’s transcendental beliefs. Be sure to explain his view of man, God, and Nature. Discuss the differences between transcendentalism and biblical truth. Using Romans 1: 18-32 as the basis of your answer, explain how the Transcendentalist exchanges the truth of God for a lie and worships the creature rather than the Creator.

American Literature

Test 3 – Thinking and Writing

Choose one activity from the following “Thought and Discussion” topics. Write your answer on a separate piece of paper.

1. Explain what Jack London meant by the “law of life.” Be sure to include in your explanation London’s views of man and animals. Discuss the differences between London’s views and that of the Bible. Read Genesis 1-3 and Romans 5.
2. Explain Huck’s dilemma over Jim’s freedom. Be sure to explain Huck’s “deformed conscience” and thoughts that he will go to hell if he decides to help Jim. Address the effects of society on a person’s conscience for good or for evil. Just because an act is not illegal does not make it right. What about abortion? What should ultimately guide a Christian’s conscience?
3. Explain the cruelty and the oppression about which you read in the excerpts from My Freedom and My Bondage and Uncle Tom’s Cabin. Describe what you think it would be like to be a slave in America before the Civil War. How would your life be different? If you were treated cruelly, would you react like Tom or like Cassy?

American Literature

Test 4 – Thinking and Writing

Choose one activity from the following “Thought and Discussion” topics. Write your answer on a separate piece of paper.

1. Explain the controversy between the Fundamentalists and the Modernists (liberal Protestants). Be sure to give a brief summary of J. Gresham Machen’s comparison of Christianity and Liberalism. Your summary should include the different views of God, man, and the way of salvation. Discuss the importance of the Bible in determining both what the Christian faith is and what it is not.
2. Explain the despair and helplessness that many modern writers and artists felt. Recall the fact that Ernest Hemmingway and Ezra Pound experienced mental problems. In light of Galatians 5: 19-26, discuss how sin causes despair? From where does hope and happiness come? Explain how modern society has fostered feelings of despair and helplessness in people.
3. Reflecting upon Proverbs 5 and 7, explain Dexter Green’s life and his relationship with Judy Jones in Fitzgerald’s short story “Winter Dreams.” Discuss the similarities between the woman in Proverbs 5 and 7 and Judy Jones. Be sure to discuss about how Dexter went down to the “chambers of death” and the ways in which he could have lived a happier life.

American Literature

Test 5 – Thinking and Writing

Choose one activity from the following “Thought and Discussion” topics. Write your answer on a separate piece of paper.

1. Explain John Updike’s short story *Separating*. Be sure to mention the apparent happiness of the parents. In light of Jesus’ provisions for divorce as stated in Matt 19: 8-9, discuss the validity of Richard and Joan’s separation. Why is Dickie’s question “Why?” so piercing to Richard’s conscience? How is Richard and Joan’s situation typical of many couples today?
2. Explain the purpose and content of Dr. Martin Luther King’s “I Have a Dream” speech. Be sure to comment on his use of the Declaration of Independence, the U.S. Constitution, and the Christian concept of brotherhood to support the civil rights movement. In light of Colossians 3: 11, discuss the connection between Christianity and the equality of all men. How has the Christian belief in the equality of men played an important part in the civil rights movement?
3. Describe the words and actions of Mrs. McIntyre, Mr. and Mrs. Shortley, the priest, and Mr. Guizac in Flannery O’Connor’s short story “The Displaced Person.” In light of John 3: 7-18, discuss which characters are the children of the devil and which are the children of God. Or which characters are grotesque and which appear like Christ?

HAVE FUN!

Name:

Date:

Art Life Pac 6

Activity 3.3 Carving Project Assignment, p.19

Please answer in complete sentences.

Which project did you choose? _____

What materials were used? _____

How was it prepared? _____

Tools used: _____

Steps in construction: (You should have at least 2 to 3 steps.) For instance, explain the design process, rough cuts, and finishing process. Were there surface embellishments? If so, was the surface left natural, or was paint or other finish applied?

Results: What did you like about your project? _____

Which safety tip(s) was used during the construction of your project? _____

Conclusion: How did the results meet your expectations? _____

British Literature

Test 1 – Thinking and Writing

Choose one of the following “Thought and Discussion” topics. Write your answer on a separate piece of paper.

1. Explain the importance of Good Deeds to the salvation of Everyman. In light of Ephesians 2: 8-9, discuss the assertion made in Everyman that Good Deeds “help us” before God. Explain whether good works contribute to our salvation.
2. Give a brief summary of Caedmon’s story. Be sure to explain where his knowledge of the Bible came from. In light of 2 Timothy 3: 16, 17 and Acts 17: 11, explain the importance of individual study of the Scriptures.
3. Describe briefly the Pardoner from Chaucer’s Canterbury Tales. Be sure to point out that he is an official of the Roman Catholic Church, which has empowered him to sell pardons and indulgences. In light of 2 Timothy 3: 1-5, explain how the Pardoner gives an “appearance of godliness but denies its power.”

British Literature

Test 2 – Thinking and Writing

Choose one of the following “Thought and Discussion” topics. Write your answer on a separate piece of paper.

1. Explain Sir Thomas More’s book *Utopia*. Be sure to point out that *Utopia* is an idealistic world based upon human reason and where greed is scorned and crime is nonexistent. In light of 1 Corinthians 2: 6-15, discuss the possibility of a perfect world based upon human wisdom. Relate your answer to the history of the Union of Soviet Socialist Republics.
2. Explain the section you read from *The Faerie Queene*. Be sure to describe the Red Cross Knight, the “lovely lady,” and the monster. Error along with the various things they symbolize. Discuss the similarities between Spenser’s story and the Christian’s struggle to resist error and sin. How important is faith to this battle?
3. Explain briefly William Shakespeare’s play *The Taming of the Shrew*. Be sure to describe the relationship between Petruccio and Katherine. In light of Ephesians 5: 22-23, discuss who Petruccio and Katherine resemble? Give examples of the way in which Petruccio “sanctifies and cleanses” Katherine?

British Literature

Test 3 – Thinking and Writing

Choose one of the following “Thought and Discussion” topics. Write your answer on a separate piece of paper.

1. Explain the differences between the poetry of Ben Johnson and that of John Donne. Be sure to include in your explanation the characteristics of their two separate schools of poetry. Ben Johnson belonged to the Cavalier poets; John Donne was considered a metaphysical poet. Explain which style appeals to you and why.
2. Explain the central event in Milton’s *Paradise Lost*. Be sure to describe the events and characters about which you read. Discuss the causes and consequences of obedience to God. Does sin ever lead to long-lasting happiness?
3. Explain John Bunyan’s use of allegory in *Pilgrim’s Progress*. Be sure to point out the similarities between Bunyan’s storytelling and Jesus’ use of parables to teach the deep things of God. Discuss Bunyan’s ability to convey the realities of the Christian life by using commonplace events and characters. Which events were most meaningful to you, and why?

British Literature

Test 4 – Thinking and Writing

Choose one of the following “Thought and Discussion” topics. Write your answer on a separate piece of paper.

1. Explain the story line of *The Rime of the Ancient Mariner* and the moral lesson that Coleridge is trying to teach. Be sure to mention the Mariner’s sin, curse, and method of restoration. Discuss Coleridge’s understanding of sin and his answers to the problem of guilt in reference to Psalm 51. Does he understand sin to be an act of rebellion against a hold God? How is the burden of guilt removed?
2. Explain Keats’ views on art, beauty, and love. Be sure to mention his concept of beauty and truth as two inseparable realities. Keats believed art was an eternal standard by which the changing human condition was to be compared. Discuss Keats’ elevated view of art in reference to Colossians 1: 17 and Revelation 1: 8. What is the ultimate standard of truth and goodness? Why is Keats’ “eternal standard” subject to change?
3. Explain Carlyle’s criticism of Christianity. Be sure to mention he did not argue against Christian doctrine directly. Rather, his criticism was of the appearance of its followers. Remember that Carlyle described Christianity as the “Worship of Sorrow” and Christians as “doleful.” (During the nineteenth century, many people claimed to be Christians, but in fact, many of them practiced a religion of tradition and ritual rather than a religion rooted in love for God and love for other people (cf. Matthew 22: 37-40).) As 2 Timothy 3: 5 states, they gave an appearance of godliness, but they denied, through word and deed, the God who makes men godly. Read Romans 2: 17-24. Discuss how our strict attention to tradition rather than God’s Word causes people to curse the name of our Lord unnecessarily? What did Jesus have to say about the legalism of the Pharisees (cf. Matthew 23: 23-28)?

Essentials of Communication Verification Form

LIFEPACS 1 – 3

My student has completed the Biblical Connections Projects satisfactorily for this unit.

LIFEPAC 1 _____ _____
 Parent Signature Student Signature

LIFEPAC 2 _____ _____
 Parent Signature Student Signature

LIFEPAC 3 _____ _____
 Parent Signature Student Signature



Essentials of Communication Verification Form

LIFEPACS 4 – 5

My student has completed the Biblical Connections Projects satisfactorily for this unit.

LIFEPAC 4 _____ _____
 Parent Signature Student Signature

LIFEPAC 5 _____ _____
 Parent Signature Student Signature

Home Economics: Verification of LIFEPAC Completion
LIFEPACS 1-3

___ My student completed all the projects assigned in LIFEPACS 1, 2, and 3. Student work has been reviewed, and Adult Checks have been initialed and dated indicating satisfactory progress. In addition, the following **required** Additional Learning Activity(s) from the Teacher Guide were done (a minimum of one activity per LIFEPAC must be completed):

LP 1: _____

LP 2: _____

LP 3: _____

(Student Name)

(Parent Signature)

Home Economics: Verification of LIFEPAC Completion
LIFEPACS 4-5

___ My student completed all the projects assigned in LIFEPACS 4&5. Student work has been reviewed, and Adult Checks have been initialed and dated indicating satisfactory progress. In addition, the following **required** Additional Learning Activity(s) from the Teacher Guide were done (a minimum of one activity per LIFEPAC must be completed):

LP 4: _____

LP 5: _____

(Student Name)

(Parent Signature)

Home Economics: Verification of LIFEPAC Completion
LIFEPACS 6-8

___ My student completed all the projects assigned in LIFEPACS 6, 7, and 8. Student work has been reviewed, and Adult Checks have been initialed and dated indicating satisfactory progress. In addition, the following **required** Additional Learning Activity(s) from the Teacher Guide were done (a minimum of one activity per LIFEPAC must be completed):

LP 6: _____

LP 7: _____

LP 8: _____

(Student Name)

(Parent Signature)

Home Economics: Verification of LIFEPAC Completion
LIFEPACS 9-10

___ My student completed all the projects assigned in LIFEPACS 9&10. Student work has been reviewed, and Adult Checks have been initialed and dated indicating satisfactory progress. In addition, the following **required** Additional Learning Activity(s) from the Teacher Guide were done (a minimum of one activity per LIFEPAC must be completed):

LP 9: _____

LP 10: _____

(Student Name)

(Parent Signature)

