



Classical Christian Academy High School Handbook

5-Year Graduation Plan

Table of Contents

Vision	3
Graduation Plan	3
Weekly Schedule	4
Curriculum	4
Diploma Options	4
High School Course Graduation Requirements	5
What is a High School Credit?	6
Grading Scale	7
CLEP Tests	8
Dual Enrollment	8
Community Service Requirements	11
Standardized Testing	12
5 Year High School Plan	13
Freshman Year	14
Sophomore Year	15
Junior Year	16
Senior Year	17
Appendix	18
5-yr. Plan Chart	19
High School Standard Course Progression	20
Bright Futures Community Service Requirements	21
Community Service Hours Certification	22
Community Service Log	23
Approved Curriculum for Independent Study	24
Dual Enrollment Readiness Checklist	25
Dual Enrollment Permission Form	26

Vision

Our vision is to provide a classical Christian education where parent-teacher partnership supports family time, as well as mutual accountability. In a positive peer environment, we will build future Christian Leaders with a Biblical Worldview.

Graduation Plan for the “Standard Diploma and College Bound” Student

BIBLICALLY SOUND – COLLEGE BOUND – CAREER PATHS ABOUND

CCA’s model blends classroom and at-home learning, which most closely resembles the schedule that students will experience in their college career. The ultimate goal of our program is to train leaders for God’s glory and work on expanding the students’ vision for their lives. It is important that the students know what they believe and have the tools to learn and become life-long learners. The academic program prepares students to be able to competently apply for college admission and scholarships. Life skills, career exploration, job shadowing, and a senior internship will be facets of the program that will help students find and focus on a career path that will be fulfilling and utilize their God-given gifts. If parents feel that their student is not college bound, then administration will meet with the parent(s) and student to discuss an appropriate academic path that will help to prepare them for life beyond high school. First and foremost, we recognize the value of growing life-long learners that are prepared to serve God, knowing that CCA can support the parents’ efforts to train children to make moral choices and develop maturity.

In preparation for college, the workplace, and real life beyond their education, we recognize the importance of being a well-rounded person who serves others and is involved in being a lighthouse to their surrounding community. CCA’s High School Program offers scheduled community service hours, which can be applied toward Bright Futures Scholarship eligibility, and educational field trips to enhance our curriculum in a real-world setting.

Furthermore, schoolwork off-campus at CCA will transition from the high-parent involvement of the elementary and middle grades to an independent student with parent as coach and supervisor of their high school student. This prepares a student for more real-life expectations found in college and future careers. Students will be expected to develop a variety of life-long learning skills including, but not limited to, self-guided learning, completing projects to demonstrate knowledge, research projects, and completing assignments begun in the classroom. Honors classes are available for students, yet we caution that many colleges look most at the course load and well rounded students more heavily than the weighted GPAs. CCA offers the option for Dual Enrollment credit as well as CLEP tests as appropriate for individual students. Lastly, as we focus on growing life-long learners, we feel that students should experience a variety of assessments, varying from the alternative assessments (presentation, projects / portfolios to reflect their learning over time, real-life application tools) to the traditional testing format (multiple choice, true/false, essay).

Seniors are encouraged to create and present a Capstone Project to articulate how a Biblical worldview is applied to an area of personal interest, potentially guiding their choices for future education and career aspirations. This project begins with selecting an area of student interest. Students then choose a mentor to guide them through the process of planning, developing,

completing and presenting their project. Once a project plan has been approved, students spend a minimum of 15 hours completing their project. A reflective paper and presentation to school staff and/or board members complete the Capstone Project.

Weekly Schedule

- Mondays, Wednesdays & Fridays: Students will have class on campus from 8:30 AM – 3:30 PM.
- Tuesdays and Thursdays: Students will complete lessons at home following the teacher’s instructions under the tutelage of parents. Time may be spent completing Foreign Language or other independent coursework and required elective hours.

Curriculum

Classical Christian Academy selects quality curriculum teaching subjects from a Biblical Worldview perspective. All curriculum for courses in which high school credit is earned is high school level. Curriculum is purchased by each family. Families may buy their curriculum new or used, but must make sure it is the correct edition.

Diploma Options – Refer to Chart

The College Preparatory Diploma is a strong, competitive diploma for college bound students. This choice is for students planning to apply for admittance at a four year college or university. Students meet or exceed Florida requirements through our program and must maintain 3.0 grade point average (GPA). Bright Futures Scholarships are possible when completing our course requirements.

The Standard Academic Diploma is a diploma for students that are not university bound, but does meet requirements for students choosing to utilize the state’s community college system. This is also a good choice for students who are planning to join the military or attend a trade/vocational school. Students who choose this diploma must maintain a 2.0 grade point average (GPA).

General and Career/Vocational Diplomas are available for students needing to work at a slightly lower academic level and whose goals do not include college or university admittance. A student must have a 2.0 GPA to graduate with either of these options.

*Refer to appendix for *Standard Course Progression* for High School students.

Diploma Options -- 24 Credits Required for Graduation

College Preparatory	Standard	General	Career/Vocational
English – 4 credits <i>Eng I, II, III, IV</i> <i>ENC 1101</i> <i>ENC 1102</i>	English – 4 Credits <i>Eng I, II, III, IV</i> <i>ENC 1101</i> <i>ENC 1102</i>	English – 4 Credits <i>Eng I, II, III, IV</i> <i>ENC 1101</i> <i>ENC 1102</i>	English – 4 Credits <i>Eng I, II, III, IV – lower level courses acceptable</i>
Math – 4 <i>Required: Alg I, Alg II, Geometry & higher level</i>	Math – 4 <i>Required: Alg I AND Geometry</i> <i>Options: Alg II, Consumer, Business or any higher level</i>	Math – 3 <i>Required: Alg I</i> <i>Options: Geometry, Alg II, Consumer, Business or any higher level</i>	Math – 3 <i>Options: Integrated Math I & II, Pre-Algebra, Business, Consumer or any higher level courses</i>
Science – 3 At least 2 must be include Labs <i>Required: Biology AND Chemistry or Physics</i>	Science – 3 At least 2 must be include Labs <i>Required: Biology</i>	Science – 3 At least 2 must be include Labs <i>Required: Biology</i>	Science – 3 At least 2 must be include Labs <i>Required: Biology</i>
Social Science – 3 <i>World History</i> <i>American History</i> <i>Government</i> <i>Economics</i>	Social Science – 3 <i>World History</i> <i>American History</i> <i>Government</i> <i>Economics</i>	Social Science – 3 <i>World History</i> <i>American History</i> <i>Government</i> <i>Economics</i>	Social Science – 3 <i>World History</i> <i>American History</i> <i>Government</i> <i>Economics</i>
Foreign Lang – 2 <i>Must earn 2 credits in same language</i>			
P.E. - .5	P.E. - .5	P.E. - .5	P.E. - .5
Personal Fitness and/or Health - .5	Personal Fitness and/or Health - .5	Personal Fitness and/or Health - .5	Personal Fitness and/or Health - .5
Performing or Fine Art – 1 Credit <i>May include Practical Arts</i>	Performing or Fine Art – 1 Credit <i>May include Practical Arts</i>	Performing or Fine Art – 1 Credit <i>May include Practical Arts</i>	Performing or Fine Art – 1 Credit <i>May include Practical Arts</i>
Academic Elective 2 Credits <i>English, Math, Science or Social Science</i>			Career/Vocational Courses – 3 <i>Courses specific to advancing career goals</i>
Electives – 4 <i>At least .5 credit must have study of worldviews or Apologetics focus</i>	Electives – 8 <i>At least .5 credit must have study of worldviews or Apologetics focus</i>	Electives – 9 <i>At least .5 credit must have study of worldviews or Apologetics focus</i>	Electives – 8 <i>At least .5 credit must have study of worldviews or Apologetics focus</i>
G.P.A. – 3.0	G.P.A. – 2.0	G.P.A. – 2.0	G.P.A. – 2.0
Community Service <i>Minimum 75 Hours</i> <i>Recommended: 100</i>	Community Service <i>Minimum 75 Hours</i>	Community Service <i>Minimum 75 Hours</i>	Community Service <i>Minimum 75 Hours</i>
<p>*Students should check with college, university or vocational schools to confirm entry requirements including: minimum test scores, diploma types accepted, and G.P.A.</p> <p>*Bright Futures and other scholarships have specific course, GPA and ACT/SAT score requirements.</p>			

Incorporating Bible

CCA is a Christian school and subjects are taught from a Biblical Worldview. Our high school English, history and science curricula incorporate Bible and apologetic studies.

Students who are taking classes off campus or via independent study must use Christian curriculum or supplement with materials so that a biblical perspective is incorporated in their studies. Please see list of approved curriculums in the appendix. The guidance counselor can also provide additional direction regarding appropriate supplemental materials.

In addition to using curriculum written from a Christian worldview, all CCA students must complete at least a one-semester course in apologetics or biblical worldview.

Online Course Requirement – Class of 2017 and beyond

The State of Florida requires high school graduates to complete at least one online course (Driver's Ed does not count toward this requirement). Although private schools do not have to adhere to the same policies as public schools, we have chosen to include this requirement in order to make any possible student transfers easier. The Online Course requirement can be met in a variety of ways, including CCA online courses, FLVS, and dual enrollment.

What is a High School Credit?

A high school credit is the successful completion of 150 hours of study in the subject area. 75 hours constitutes a ½ credit.

Classroom Courses

- CCA staff selects and approves high school level textbooks for high school credit.
- Some subjects may have pre-requisites.
- Students must complete course description as described for regular and honors courses.
- Students must complete semester exams/project and final exam/project as assigned by instructor.

On-line and Computer Based Courses

- All curriculum must be approved by upper school administration.
- Some subjects may have pre-requisites.
- Course must be designated as a high school course to receive credit.
- All lessons must be complete and tests turned into Counselor to receive grades and credit.

Independent Study Courses

- The upper school administrator and/or Guidance Counselor must approve all curriculum and qualifying activities. *See appendix for list of approved curriculums.
- Student must maintain communication with assigned CCA staff member in regards to completion of course. This includes, but is not limited to, turning in tests for grading, working with a tutor, preparing a portfolio, and completing independent course logs.
- Some class requirements may be met through extra-curricular activities such as sports, dance, piano, etc. when approved through CCA. Elective credits may be earned at any time during high school as well as over the summer and are not confined to specific years. For example: If a student is participating in a local soccer team, it can count as a Physical Education requirement. When proper paperwork is completed and hours are

logged accordingly, H.S. credit will be earned. Credit will be applied to transcripts in ½ credit units at the end of the semester in which the hours are completed. A half credit is earned in a minimum of 75 hours. A full credit is earned in 135 – 150 hours.

Grading Scale

A+	98-100	4.0
A	93-97	4.0
A-	90-92	4.0
B+	87-89	3.0
B	83-86	3.0
B-	80-82	3.0
C+	77-79	2.0
C	73-76	2.0
C-	70-72	2.0
D+	67-69	1.0
D	63-66	1.0
D-	60-62	1.0
F	0-59	0.0

Course credit will only be issued when a letter grade of C or higher is earned in a course. If a student earns a D or lower for any semester, they must retake that portion of the course in order to raise their grade to an acceptable (C or higher) level for graduation.

Transfer Credits

CCA will only accept transfer credits from other institutions if a C or higher is earned in the course. Some credits earned at other schools or through a home education program may not be accepted by CCA due to school policy and/or the requirements of our accrediting agency. CCA may request additional documentation before transferring previous credits.

Earning High School Credits Prior to 9th Grade

Students who are ready for the challenge may choose to take High School level courses while in 8th grade. It is important to note that courses taken for credit will remain part of the student's permanent High School transcript and will affect their overall GPA. Not all courses can be taken for credit prior to entering 9th grade. The standard for public and private schools is to allow the following courses to be taken for credit in middle school. Courses must be taught and work completed at high school level.

Math – Algebra I and higher

Science – Physical Science (publisher must state that it is High School level), Biology

Foreign Language

Select electives when using high school level curriculum

CCA does not award high school credit for English taken in 8th grade. This is in alignment with the standards for most public and private schools. Colleges want to see English each year of high school, additionally, since most high schools will not accept transfer credit of English taken in 8th grade, it is unwise to award credit that might not transfer should a student switch schools.

Students who have questions about accelerated course work while in middle school are encouraged to meet with the school guidance counselor to discuss their academic plans.

CLEP Tests to Earn College Credit

Another option available is to take subject-proficiency tests (CLEP college exams) to earn high school and college credit. The exams are administered at locations around the country, and are owned and operated by the College Board. Motivated high school students who have a good grasp of a subject should consider this opportunity to earn high school and college credit. All CLEP test results must be submitted to your high school guidance counselor to receive credit. For more information, visit www.collegeboard.com/CLEP/

Dual Enrollment

Dual enrollment allows a student to take a course that simultaneously provides credit for both high school and college. Dual enrollment courses are available through local community colleges or some online colleges. There are pros and cons to utilizing Dual Enrollment, but overall, earning some college credits while in high school can be beneficial to most students and is definitely worth considering as part of an overall plan to prepare for post-secondary educational or career goals.

Parents and students need to consider several potential issues before pursuing Dual Enrollment (D.E.) courses.

1. Courses taken via D.E. will be part of the student's permanent college transcript. A poor grade or G.P.A. can affect future admissions in to specialized schools of study, as well as financial aid and scholarships.
2. The University your student chooses to attend after completing high school may not accept some or all of their earned D.E. credits.
3. Earning too many credits can make your student ineligible for some freshman scholarships and financial aid.
4. If the student is also an athlete and is considering playing at the collegiate level, taking too many college level courses can affect their eligibility.
5. Taking D.E. courses takes much of the "control" away from parents. The student will be treated as a college student by the institution. The student will have to do the communicating with their professors (privacy laws prohibit schools from giving student information to parents), and be able to handle dealing with a "bad" professor on their own.

CCA Guidelines for Students Pursuing Dual Enrollment

CCA has established Dual Enrollment agreements with local colleges and universities. These agreements stipulate that we only recommend students who are prepared for advanced level course work. To that end, we have established some basic guidelines to help ensure CCA students are in a position to be successful in a college environment.

Demonstration of readiness, including completing work on time for current CCA classes, good time management skills, ability to work independently, and developed communication skills are a pre-requisite for approval to dual enroll. Also, it is important to note that just because a student “may” take classes, doesn’t mean every student should dual enroll. During your academic advising appointment(s), the advisor will work with you to decide what is in the best interests of your student. Student and parent must sign CCA’s *Dual Enrollment Permission Form* acknowledging that they have read and understood the D.E. policy.

The guidelines below are in addition to any admission requirements of the college or university offering the Dual Enrollment option. Our guidelines are aligned with the requirements of Edison State College and other universities who offer dual enrollment.

Basic guidelines for all grade levels:

- Recommended: Unweighted G.P.A. of 3.5 (earned in core and academic elective subjects). Each college or university has their own minimum GPA requirements – all require at least a 3.0 and several require a 3.5 GPA.
- Student should have taken at least one Honors level high school course and received a “B” or higher. This demonstrates the student has been successful in an advanced-level high school course before attempting college course work. This is in alignment with college/university expectations for accelerated students.
- Review of a “*Dual Enrollment Readiness Checklist*” (*see appendix), which helps parents determine their child’s academic readiness, as well as addressing study habits, promptness, class participation and overall in-class attitude. This helps to ensure the student is prepared for the college class environment.
- Student should have completed Algebra II - this is necessary to pass the college placement exam. Consult with academic advisor for more information regarding math recommendations. Edison State College now requires the high school to sign a form confirming the student is prepared to take the PERT entrance exam.
- The CCA Guidance Counselor must approve all courses and each college or university offering dual enrollment requires a signed course approval form.
- If a student has not already taken high school science and history using Christian texts, our accreditation with FCCPSA requires supplementation of any core science or history course taken through Dual Enrollment with outside resources written from a Biblical Worldview.

Freshman

As a general policy, CCA does not allow 9th grade students to Dual Enroll. In the rare case that a student might need an exception, a request must be made in writing and the request will be considered by upper school administration, with input from other faculty as needed.

Sophomore

Students may take one course in the fall and up to two in the spring. Full-time students may not replace a course currently offered by CCA with a Dual Enrollment course.

Junior and Senior

Students may take up to 15 hours per semester (this is dependent on each college's policies).

Steps for Beginning Dual Enrollment at Edison State College:

1. Contact the school guidance counselor to express interest in Dual Enrollment
2. Read CCA's Dual Enrollment Guidelines and sign the *Dual Enrollment Permission Form*
3. After turning in the permission form, the guidance counselor will direct the student to complete the registration paperwork for the college where they plan to take classes.
4. After receiving acceptance letter, contact guidance counselor for PERT permission form.
5. Register and take the PERT entrance exam. Bring a copy of your test scores to the guidance counselor.
6. Students who pass the PERT will then meet with the guidance counselor to discuss possible courses. Students may also work with the academic advisors at the college to choose courses.
7. Have the guidance counselor sign the Course Registration Form to approve course choices and use this form to register for classes.

There are other colleges that offer Dual Enrollment. Please contact the guidance counselor to discuss other options available to CCA students.

Credits Earned via Dual Enrollment

College courses are considered accelerated and are "weighted" on the high school transcripts. This means that a 4.0 (A) in a college class will be recorded as a 5.0 on the student's high school transcript. The number of credits awarded is dependent on the course taken. The FLDOE provides schools with a Dual Enrollment Course Equivalency List, which states the amount of high school credit that can be awarded for each college course. The CCA guidance counselor checks all college courses against this list to assign credit on the student's high school transcript.

How Colleges Use Your High School GPA

Most colleges and university have their own formula for figuring a student's GPA. When they receive your high school transcript, they will use the grades and credits earned to input into their formula and recalculate your GPA. They will then use this score, along with test scores, essays, and other application materials to determine acceptance into their school. Some colleges will remove all elective credits and only use core academics to calculate GPA, others will choose to use core and select academic electives. This means that the GPA the college uses for admissions may be lower than what appears on your high school transcript.

While enrichment electives are interesting and provide for a well-rounded high school experience, students who plan to apply to 4-year universities should be sure to take as many academic courses as possible. It is also wise to check with the schools where you will be applying to inquire how they recalculate each applicant's GPA.

Community Service Requirements

State of Florida requires students to complete a minimum of 75 hours of community service prior to graduating. This also fulfills one of the eligibility requirements of Bright Futures requirements. In addition to turning in hours to the school office, students should keep a copy of all community service documentation for their own file and portfolio; having this information on hand will help students build a resume' for college and scholarship applications.

Community Service provides students with opportunities to serve others and develop skills that will help them in their future careers. While all students in Florida are required to do community service, it is our hope at CCA that teens will not see this requirement as a "chore", but will instead serve others because it is part of their worldview and calling as a Christian.

Instead of requiring our full time, on-campus high school students to turn in a log as they have done each year in K-8, we now allow (and prefer) for students to plan to complete their community service anytime over the course of their four years of high school.

Community service hours must be documented on either the letterhead from the non-profit organization where the student served or by using a CCA Community Service form and log (see appendix). As you will note on the forms we have provided in this manual, there is a long list of areas where students might serve. They do not have to have a signature each time they serve – if your teen is serving with one organization over several weeks, you can keep a log of hours and service performed, then have someone in leadership sign it every few weeks. All Community Service Projects must be volunteer work and cannot be for a business.

Although students can serve in their church (helping with VBS, serving in the nursery, etc), it is our prayer that students will find organizations outside of the church where they can be LIGHT to a dark world and show the compassion of Jesus as they serve others.

Community service is more than just a requirement for graduation. Colleges and scholarships are looking for students who are making a difference in their communities. This is another reason to find an area where you are passionate and devote time to serving. Some students serve in same organization for several years. Students, don't be afraid to get involved – our community needs your gifts and talents!

Standardized Testing in High School

CCA students take some form of standardized testing each year. As a general policy, freshman and sophomores will continue to take the Stanford Achievement Test. Although these students may also take other college entrance or practice tests (PSAT, SAT, ACT, etc), they will still participate in CCA's Stanford testing. Because juniors and seniors usually take the SAT and/or ACT, they are not required to participate in the school-wide Stanford testing. CCA's upper school administration may make adjustments to these recommendations and/or requirements on a case-by-case basis. If you have any questions about your student's progress or test results, please contact the guidance counselor.

PSAT, SAT, ACT

The SAT and/or ACT provide proof of the completion of a student's high school educational knowledge. The most impressive transcript pales in comparison to the SAT/ACT score. DO NOT underestimate the POWER of the SAT/ACT score! It is the first impression for many colleges, and you only get ONE first impression. The SAT Test score is the most accepted, universal measurement tool - it speaks the language colleges understand. Public school students preparing for college usually take the standardized college admissions test (SAT) during their Junior and Senior years. Students should also utilize SAT prep courses and resources in order to prepare to take these standardized exams. Once the SAT scores are posted, colleges buy the lists.

The **PSAT** (practice **SAT**) is usually taken in 10th and 11th grade. Why is the **PSAT/NMQST** so important? If a student's PSAT/NMQST score falls within the semi-finalist range for National Merit Scholar, it will qualify him or her for numerous scholarship opportunities that can include full tuition, room and board, graduate school money, study abroad stipends and more. Only the score from the PSAT taken in 11th grade can qualify for National Merit Scholar. For many colleges, having a National Merit Scholar/Winner is a bragging right for their school since semi-finalists represent the top one percent of the nation.

The **SAT** (also called SAT I) test score is the most accepted, universal measurement tool: it speaks the language colleges understand. We recommend students take the standardized college admissions test (SAT) during their Junior and Senior years. The SAT I test is required by most colleges and universities, and is considered part of the college admissions process. The SAT assesses a student's reasoning, based on knowledge and skills developed by the student's school coursework. One third of the new SAT includes composition, or writing skills. Students can take this test more than once. Register online for the SAT tests at: www.Collegeboard.org

The **SAT II** test is subject-area specific. These tests are one-hour, consisting of mostly multiple-choice tests that measure how much students know about a particular academic subject and how well they can apply that knowledge. The subject tests include Literature, US History, World History, Math Level 1 and 2, Biology, Chemistry, Physics, and many World Language tests.

The **ACT** Test is a widely accepted college entrance exam. This test assesses students' general educational development, and their ability to complete college-level work. This test is a multiple-choice test that covers four basic skill areas: English, Mathematics, Reading and Science. The writing test is optional. It measures skills in planning and essay writing. Students usually take this test only once. Register for the ACT test at: www.ACT.org.

****IMPORTANT**** - When students take the PSAT, SAT or ACT, they must enter CCA's *Common High School Code*: 102038

This code is required for CCA to receive a copy of the student's score so we can record the scores on their final high school transcript.

5-Year Plan for High School Students

Classical Christian Academy has an academic advisor to work with students and their parents to prepare an individualized 5-year plan. Students should strive to achieve the highest level of preparation possible for their call in life. These are the building blocks to success.

Requirements and Recommendations:

- Make sure you communicate your goals to the Guidance Counselor.
- Plan and prepare to take challenging courses - meet or exceed Florida Standards.
- Plan to take 2-3 consecutive years of a foreign language.
- Invest your time in extracurricular activities.
- Excel as a Christian Leader.
- Participate in leadership opportunities both on and off campus.
- Attend college fairs and arrange for college campus visits.
- Volunteer and support community service agencies.
- Take a career aptitude assessment to help determine possible college majors.
- Keep your grades up every year, in every course.
- Plan and prepare to take the PSAT, SAT or ACT.
- Write an Academic Resume'
- Write your college essay - many times.
- Plan to have productive summers.
- Complete a Senior Capstone Project.

Build a College File/Portfolio

Each year, the guidance counselor will communicate with students and/or parents to review recommendations and progress. Academic advising is done on both one-on-one and in group settings. Students and parents should feel free to make appointments with the academic advisor whenever they would like to discuss progress, goals or have questions about the transition from high school to college.

It is important to create a portfolio and complete the requirements noted for each grade. Include pictures, essays, courses taken, accomplishments, colleges visited, your academic resume, lists of books you have read, summer jobs, reference letters, community service work, copies of standardized tests, activities outside the classroom, etc. The school will maintain copies of academic records, but it is the family's responsibility to develop and maintain a portfolio of all high school activities.

There are many resources available to high school students to aid in planning for college and career. It is imperative that students and their parents search out these resources and utilize them to meet their unique post-high school plans. ****While CCA strives to provide information and guidance for all of our students, each student must take responsibility to make sure they are completing the courses, tests, extracurricular activities, etc., that will help them reach their goals.****

Each college has their own admissions requirements. Please check with admissions for specific course requirements, along with minimum entrance test scores.

9th Grade - Freshman Time Line

THROUGHOUT THE YEAR

- Make an effort to use and further develop good study skills.
 - Attend “High School 101 Workshop” presented by Guidance Counselor.
 - Begin your college resume with high school activities.
 - Get “plugged in” to a church youth group.
 - Take challenging courses (including Honors) and earn good grades.
 - Colleges look for volunteer hours, so start early with meaningful community service and leadership positions.
- ☐ Utilize college planning books and websites – it’s never too early to start planning!

Reminder for each summer:

- * *READ (improves your college test scores) – Select from school-provided reading list.*
- * *SERVE in our community and take advantage of mission opportunities.*

Start building your College Portfolio!

10th Grade Year - Sophomore Time Line

THROUGHOUT THE YEAR

- Continue maintaining good study habits.
- Take PSAT test (Preliminary SAT) in October.
- Continue to update and add to College Portfolio.
- Colleges look for volunteer hours, so start early with meaningful community service and leadership positions.
- Pray about and discuss with parents and school counselor possible careers of interest in order to plan several Career Exploration /Job Shadowing experiences during junior year.
- Consider dual enrollment to add challenging course work and begin college transcript.
- Keep on-going accurate logs of volunteer hours and individual electives as needed.

Reminder for summer:

- * READ (improves your college test scores).
- * SERVE in our community and take advantage of mission opportunities.
- * Read about college admission requirements and think about financial plans.
- * Utilize college-planning resources – books and websites.

11th Grade - Junior Time Line

FALL

- Plan for Career Exploration / Job Shadowing experiences with the school guidance counselor.
- Consider dual enrollment course during these last two high school years.
- Start your college search.
 - * Make a list of your abilities, preferences, and personal qualities.
 - * Make a list of what you want in college (majors, sports, size, location, etc.).
- Take a career assessment test to assist you in determining possible college majors.
- Visit colleges and request information from admissions and recruiters.
- Start thinking about paying for college.
 - * FAFSA on the web – “FAFSA 4caster Tool”
www.fafsa4caster.ed.gov
www.fastweb.com
*Don't use scholarship search engines that charge a fee.
- Start a college information file of those you want to consider.
- Start a file for financial aid information for your reference.
- Take the PSAT in October.
- Register on-line at www.actstudent.org www.collegeboard.org.
- Consult with academic advisor to make sure you are on track for completion of required volunteer hours and individual electives.

SPRING

- Take the SAT and/or ACT.
- Begin planning Senior Capstone Project - submit proposal to upper school administrator.
- Start visiting colleges and taking campus tours.
- If you're considering the military, talk to a recruiter.

SUMMER

- Use the summer to complete an internship or job shadowing experience.
- Visit colleges that require traveling (call and set-up appointments).
- Narrow down your list of colleges (Top 5).
- Retake the ACT or SAT to get the best possible score if needed.
- Request applications from the colleges you are serious about attending.
- Prepare rough drafts of college/scholarship essays.
- Update college resumes.
- Practice filling out college applications at www.commonapp.org.
- Investigate scholarship opportunities.

12th Grade Year - Senior Time Line

FALL

- Edit and update a college resume.
- Meet with academic advisor to review transcript and community service hours.
- Get organized!!! Make lists of test dates, deadlines, recommendations needed, transcript requests, and any other necessary materials.

- Make your own, personal MASTER CALENDAR of application deadlines, test dates, financial aid deadlines, etc.
 - * Make October 31st your deadline for your college apps (check with colleges where you are applying to confirm application deadlines).
- Write a generic college and scholarship essay that can be modified and tweaked based upon the essay instructions.
- If you're hoping to be recruited for school sports, you must register through the NCAA national clearinghouse www.NCAAstudent.org.
- If needed, take the SAT and/or ACT again to raise scores.
- Start the college application process.
 - *Make a copy of every document you send in just in case something gets lost in the mail.
- Request application packets from your top picks if you haven't already done so.
- Early fall - ask teachers, coaches, pastors, etc. to write recommendation letters or complete the forms. This will give everyone ample time to get them in without the missing the deadlines.
- Start seeking out and applying for financial aid and scholarships. Don't forget to look for local sources such as Rotary, Elks, etc.
- ☐ Meet with mentor to begin your Capstone Project.

WINTER

- Ask Guidance Counselor to send mid-year transcript to colleges where you have applied.
- Contact the admissions counselors at the colleges and double check to make sure all of your information, recommendations and transcripts arrived.
- Submit FASFA & Bright Futures after December 1st
- Check with your top picks' financial aid offices. Request an "institutional financial aid packet" (deadlines are normally in February – check with the college!).
- Note: Males 18 and older must register with selective services in order to receive federal aid.

SPRING

- ☐ You should receive acceptance letters and financial aid offers by mid-April.
- ☐ Make your final decision – watch acceptance reply deadlines.
- ☐ Decline acceptance to undesired colleges with a thank you note.
- ☐ Notify CCA of where to send your final transcripts to your college when your grades and graduation information is finalized.

Appendix

Classical Christian Academy 5-Year Plan Chart

STUDENT NAME: _____

Graduation Year: _____

GOAL - DIPLOMA OPTION: _____

This form will be reviewed and updated yearly by CCA's Guidance Counselor.

Subject	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English					
CREDITS					
Math					
CREDITS					
Science					
CREDITS					
Social Science					
CREDITS					
Physical Education					
CREDITS					
Health					
CREDITS					
Performing Fine Art					
CREDITS					
Practical Arts					
CREDITS					
Foreign Language					
CREDITS					
Biblical Worldview					
CREDITS					
Electives					
CREDITS					
Community Service					
HOURS					
PSAT, SAT, ACT Scores					

High School - Standard Course Progression

The following chart illustrates the normal course progression by subject area. Courses with a * are high school courses which may taken in middle school (typically 8th grade) for credit.

English	Math	Science	Social Science/History	Foreign Language	Electives
Eng. I Eng. II Eng. III Eng. IV or ENC 1101 ENC 1102	Algebra I* Geometry* Algebra II* PreCalculus or Adv. Alg w/ Financial Application or College Math	Physical * Biology* Chemistry or Marine Biology Physics	Geography World History U.S. History Government/ Economics	Year I* Year II	Phys. Ed. Personal Fitness Health Art

Although the course progression above is “typical”, it is not required that students follow this exact progression in order to graduate. However, some courses are dependent on others as prerequisites and must be taken in order.

Guidelines for Student Volunteer Hours
Bright Futures Scholarship
Required: 100 for Florida Academic, 75 Hours for Medallion, 30 Gold Seal

- 1) Identify a need in our community. Some examples:
 - a. A suicide prevention
 - b. Homelessness
 - c. Hunger
 - d. Child abuse
 - e. Domestic violence
 - f. Environmental pollution
 - g. Illiteracy
 - h. Elder needs of aged and infirmed
 - i. Substance abuse
 - j. Lack of cultural opportunities
- 2) No pay or reward will be given in exchange for the volunteer hours.
- 3) School or college credit will not be awarded.
- 4) The activity needs to be conducted in a public place.
- 5) There should be no unreasonable health or safety risk involved.
- 6) Volunteer hours cannot be for family members.
- 7) Service hours cannot be a part of a court-ordered community service activity; i.e. students cannot “double-dip”

Appropriate activities may include but not be limited to:

- 1) Participating in a food drive
- 2) Participating in a clothing drive
- 3) Reading or helping children young adults, or adults to “learn to read”
- 4) Participating in an environmental clean-up
- 5) Volunteering as a docent at a museum
- 6) Answering phone calls on a hot line
- 7) Serving food at an established food kitchen
- 8) Reading, singing, or assisting those needing help with fine motor skills
- 9) Helping with email/mail for a person with a disability
- 10) Helping with a large mailing project
- 11) Helping a worthy community cause with fund raising (i.e. bell ringing)

Service to the community through your local church is encouraged. Please note that normal attendance to church services or youth group does not count toward community service hours. Volunteering to babysit during support meetings, or working at Vacation Bible School are examples of “extra’ service, outside of normal worship attendance.

Use CCA Form OR have organization provide documentation on company letterhead certifying the number of hours and duties performed. If multiple visits – a log must be completed and attached to the certification letter.

Classical Christian Academy
Community Service Hours Certification

Name of Student (please print)

Description of Service Activity:

Location of Service:

_____ Total number of hours. Attach Community Service Hours Log for multiple visits to the same agency.

Student's Signature

Date

ABOVE THIS LINE TO BE COMPLETED BY STUDENT

BELOW THIS LINE TO BE COMPLETED BY AN ADULT WHO IS NOT A FAMILY MEMBER OF THE STUDENT

My signature below certifies that the student has completed the service hours above under my supervision.

Printed Name

Signature

Date: _____

Organization

Phone

Address: _____

Classical Christian Academy
Community Service Hours Log
Student Log

Name of Student (please print)

Please keep accurate records of your volunteer community service and turn them in to your school counselor. Hours recorded here must be reflected on a Community Service Hours Certification Form.

Supervisor: Your signature certifies that the student has completed the hours listed.

Date	Place/Organization	Time Started	Time Finished	Total Hours	Signature of Supervisor

Approved Curriculum for Independent Study and Connections Program

All curriculum used must be High School level and all work must be completed on level. The following list is approved for receiving credit at CCA. This list is not exhaustive. If you or your student would like to use a curriculum not listed here, please contact our office and provide information so we can confirm that it is High School level.

Curriculum List

ABEKA	Bob Jones University Press
Apologia	Notgrass Company
Progeny Press (Literature)	Learning Language Arts Through Lit
Saxon Math	Teaching Textbooks
Math U See	Literary Lessons from Lord of the Rings
Alpha Omega & SOS	Veritas Press
KONOS High School	Classical Conversations
Sonlight	Understanding the Times
FLVS	

Dual Enrollment Readiness Checklist

This checklist has been created as a tool for you and your teen to use as you assess his or her readiness for beginning their college career while in high school. You will note there are not many “academic” items on this checklist. Students sometimes find the non-academic experiences to be more of an adjustment than the actual work assigned in their college courses.

Answer using the following scale:

1 = sometimes struggles

2 = some success, but not always consistent

3 = handles well

- _____ Chooses to take challenging courses or assignments in high school.
- _____ Consistently earns high grades (A or B) on both tests and assignments.
- _____ Keeps school papers and books well organized.
- _____ Paces themselves when working toward a future deadline.
- _____ Consistently completes homework and assignments on time.
- _____ Follows teacher’s directions when completing assignments.
- _____ Actively and appropriately participates in group/peer discussions.
- _____ Not afraid to ask for assistance.
- _____ Communicates clearly with adults (teachers) via email.
- _____ Comfortable with online learning environments (many on-campus classes rely on software or internet-based curriculum for assignments and tests).

Total: _____

10 - 19 Dual Enrollment may not be the best option at this time. Your teen most likely needs to develop better habits and can benefit from some more time to mature and work on communication skills.

20 – 25 Dual Enrollment may be a good option, but you and your teen will want to work on some areas of weakness both before and during their college experience.

26 – 30 Student is most likely an excellent candidate for Dual Enrollment.

We hope you find this checklist a helpful tool. As you and your teen consider Dual Enrollment, another good source for evaluating readiness are your teen’s teachers (either on campus or in co-op settings). Often other adults can offer a more objective opinion, which might be helpful. They may also offer suggestions for improvement or words of encouragement that would benefit your teen as they prepare to enter a collegiate environment. Additionally, CCA’s guidance counselor is available to answer any questions or to discuss any concerns you or your teen might have regarding Dual Enrollment.

Dual Enrollment Permission Form

Classical Christian Academy encourages students to take advantage of Dual Enrollment (D.E.) or Early College if they have demonstrated readiness both academically and in regards to a proven track record of good time management and success in high school course work. We recommend students take several Honors level courses to prepare for entry into a collegiate environment.

When a student takes a college-level course, they are officially beginning their college transcript, which will follow them the rest of their academic career. It is important that students not attempt D.E. courses unless they are consistently maintaining a 3.5 or higher G.P.A. (including at least 1 Honors-level course).

Please read and sign below that you understand and agree with the following Dual Enrollment warnings and guidelines:

1. I understand courses taken through Dual Enrollment will become part of my permanent college academic transcript.
2. If a student begins a course and finds it is too difficult they MUST consult with the Guidance Counselor to discuss dropping the course before their college's "drop/add" date in order to avoid a failing grade.
3. Students taking Dual Enrollment classes represent CCA to the college they are attending. CCA expects students to maintain the same level of excellence, respectful communication and moral character that is the standard at our school when attending classes at a college or university.

Student Signature

Date

Parent Signature

Date