



# **Classical Christian Academy High School Handbook**

5-Year Graduation Plan

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## **Vision**

Our vision is to graduate students who are committed disciples of Jesus Christ. Anchored with a biblical worldview, CCA graduates continue pursuing new ideas because they have been taught to love learning. They are articulate, confident, and able to discern and seek truth through Scripture. Classical Christian Academy graduates are equipped to lead and are prepared to move into college or careers, confident in God's plan for their lives.

## **Graduation Plan for “Standard Diploma & College Bound” Students**

### *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 strongly 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. Completing a Capstone Project is required for students seeking the Maverick Scholar distinction upon graduation.

## **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, maintain 3.0 grade point average (GPA), and meet minimum test score requirements. 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) and meet minimum test score requirements.

**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. Please see the Guidance Counselor to learn more about these diploma options.

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

## CCA High School Course Graduation Requirements\*

### 24 Credits Required for Graduation

College Preparatory	Standard
<b>English – 4 credits</b> <i>Eng I, II, III, IV</i> ENC 1101 ENC 1102	<b>English – 4 Credits</b> <i>Eng I, II, III, IV</i> ENC 1101 ENC 1102
<b>Math – 4</b> <i>Required: Alg I, Alg II, Geometry &amp; higher level</i>	<b>Math – 4</b> <i>Required: Alg I AND Geometry</i> <i>Options: Liberal Arts Math, , Math for College Readiness or any higher level</i>
<b>Science – 3</b> <b>At least 2 must be include Labs</b> <i>Required: Biology AND Chemistry or Physics or equivalent</i>	<b>Science – 3</b> <b>At least 2 must be include Labs</b> <i>Required: Biology</i>
<b>Social Science – 3</b> <i>World History</i> <i>American History</i> <i>Government</i> <i>Economics</i>	<b>Social Science – 3</b> <i>World History</i> <i>American History</i> <i>Government</i> <i>Economics</i>
<b>Foreign Lang – 2</b> <i>Must earn 2 credits in same language</i>	
<b>P.E. - .5</b>	<b>P.E. - .5</b>
<b>Health - .5</b>	<b>Health - .5</b>
<b>Performing or Fine Art – 1 Credit</b> <i>May include Practical Arts</i>	<b>Performing or Fine Art – 1 Credit</b> <i>May include Practical Arts</i>
<b>Financial Literacy - .5 credit</b>	<b>Financial Literacy - .5 credit</b>
<b>Academic Elective</b> <b>2 Credits</b> <i>English, Math, Science or Social Science</i>	
<b>Electives – 3.5</b> <i>At least 1 credit must have study of worldviews or Apologetics focus AND 1 credit of Bible</i>	<b>Electives – 7.5</b> <i>At least 1 credit must have study of worldviews or Apologetics focus. AND 1 credit of Bible</i>
<b>G.P.A. – 3.0</b> <b>Test Scores:</b> SAT 460 CR / 460 M <b>ACT:</b> E 18 R 19 M19 Composite: 20	<b>G.P.A. – 2.0</b> <b>Test Scores:</b> SAT 430 CR / 430 M <b>ACT:</b> E-15 R-17 M-19
<b>Community Service</b> <i>Minimum 75 Hours</i> <i>Recommended: 100</i>	<b>Community Service</b> <i>Minimum 75 Hours</i>

Students should check with college, university or vocational schools to confirm entry requirements including: minimum test scores, diploma types accepted, and G.P.A. Bright Futures and other scholarships have specific course, GPA and ACT/SAT score requirements.

\*Additional diploma options are available. See Guidance Counselor for more information.

## **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-year course in apologetics or biblical worldview and earn one credit of Bible (preferably OT and NT survey – one semester each).

## **Online Course Recommendation**

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 recommend students consider taking at least one online course prior to high school graduation. This can be done via CCA, FLVS or dual enrollment.

## **What is a High School Credit?**

A high school credit is the successful completion of a published high school level curriculum or 150 hours of study in the subject area. 75 hours constitutes a half credit.

Since a high school transcript is a record of work completed in high school, it is our policy that all grades earned during 9th through 12th grade will be entered on student transcripts. This includes any course taken on or off campus, FLVS, Dual Enrollment, etc. In all cases, course expectations are met when a student has a cumulative grade of 70% or higher.

### 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 curriculums 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 Guidance Counselor to receive grades and credit.

### Independent Study Courses

- The Upper School Assistant Principal 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 regard 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. However, not all extracurricular activities are eligible for credit. 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 may count as an elective. When a course plan is approved and hours are logged accordingly, H.S. credit may be awarded. The course approval/request form and log are available in the Appendix or by contacting the school Guidance Counselor. Credit will be applied to transcripts in half-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.

## **Grades**

### **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

### **Credit Recovery**

The goal of Credit Recovery is to allow students to graduate from high school on schedule with sufficient credits. For students seeking a Standard Diploma: final semester grades below 70% (C) in a core academic area cannot be counted for credit unless the student has earned a “C” or greater in a sequential “next level” course. For example, a student who earns a “D” in English I - Semester 1, will only be awarded credit if they complete the following semester with a “C” or higher. Failure to show progress in the sequential course will require a student to retake for credit recovery.

Students must receive approval from the high school assistant principal or guidance counselor for any course materials or classes used for credit recovery. A concrete plan

with start and end dates must be in place to ensure timely completion. All credit recovery courses must be the full course (not a shortened version), but the student may choose to work ahead to complete all course material and assessments in a shorter timeframe.

Only students who receive a “D” or below for the semester may retake that course and replace their grade. Recovered credits are awarded when the second course is completed, according to curriculum and school guidelines.

For students seeking a College Preparatory Diploma, CCA does not award credit for final semester grades below a “C”. Therefore, credit recovery may be necessary for a student who desires to earn a College Preparatory designation on their diploma.

CCA **does not** permit students who received a “C” or higher to retake for a higher grade.

### **Transfer Credits**

CCA will only accept transfer credits from other institutions if a “C” or higher is earned in the course (for college preparatory diploma). Students who received a “D” and who wish to receive a standard diploma, must have successfully completed a sequential course/semester with a “C” or higher in order for CCA to accept the credit(s). \*See Credit Recovery Policy

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; this is especially true for credits earned through home education.

### **Earning High School Credits Prior to 9<sup>th</sup> Grade**

Students who are ready for the challenge may choose to take High School level courses prior to entering 9<sup>th</sup> 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 9<sup>th</sup> 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 8<sup>th</sup> 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 8<sup>th</sup> 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/](http://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 into 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 Dual Enrollment Policy**

Hybrid students must take all offered (and applicable) courses on campus each year of high school. Only Seniors are eligible to take dual enrollment courses, which are considered "extra" and do not replace CCA courses. In the rare circumstance a

student demonstrates a need for a dual enrollment course prior to entering 12<sup>th</sup> grade, Administration and the Guidance Counselor will work with the student to consider all options and possible exceptions to this policy.

Due to the Florida Southwestern State College (FSW) policy of charging private schools for D.E. courses while not permitting the school to charge students/families for those courses, only Hybrid students are permitted to take FSW courses. Connections students may pursue dual enrollment options through private colleges and universities which often offer a reduced tuition rate for high school students. Please contact the Guidance Counselor for more information.

### **CCA Guidelines for Students Pursuing Dual Enrollment**

CCA has established Dual Enrollment agreements with Florida Southwestern State College. This agreement stipulates 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 Guidance Counselor 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 Florida Southwestern 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 Guidance Counselor for more information regarding math recommendations. Florida Southwestern 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.
- In order to receive high school credit, the student must provide documentation from the college/university showing the grade earned.

### **Steps for Beginning Dual Enrollment at FSW:**

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 the 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 universities 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.

## NCAA Initial Eligibility

CCA's on-campus courses are NCAA-approved for student athletes pursuing Initial Eligibility for NCAA Division I or II athletics. For more information, please contact the Guidance Counselor. Students and parents should also visit the NCAA's website for more information: [www.eligibilitycenter.org](http://www.eligibilitycenter.org)

CCA's program is also approved by NAIA. Please contact the Guidance Counselor for more details.

## Community Service Requirements

CCA requires students to complete a minimum of 75 hours of community service prior to graduation. 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 we required community service for graduation, it is our hope 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. Please turn in hours as they are earned – do not wait until senior year!

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. **All Community Service Projects must be volunteer (non-profit) work and cannot be for a business.**

If a student is unsure whether their planned service is acceptable to meet graduation and/or Bright Futures requirements, they should contact Guidance Counselor for clarification and direction.

**\*\*ALL Community Service hours MUST include the signatures of: student, parent/guardian AND an adult from the organization where the student served.**

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

CCA provides high school students with several school-sponsored opportunities to serve in our community. Note: there will not be enough CCA service projects to meet graduation and/or Bright Futures requirements. Students MUST plan to serve their community outside of school in order to earn enough hours.

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 the 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 school-wide standardized test. Although these students may also take other college entrance or practice tests (PSAT, SAT, ACT, etc.), they will still participate in CCA's testing. Because juniors and seniors usually take the SAT and/or ACT, they are not required to participate in the school-wide 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 taken in 10<sup>th</sup> and 11<sup>th</sup> 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 11<sup>th</sup> 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. With rare exception, all CCA students (hybrid and Connections) are expected to take the PSAT in 10<sup>th</sup> & 11<sup>th</sup> grades.

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](http://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 particular academic subjects 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](http://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.*



## Maverick Scholar Program

*Available to qualifying Hybrid and Connections students*

The purpose of the CCA Maverick Scholar Program is to encourage students to challenge themselves academically, personally and spiritually. This is demonstrated by completing the following basic criteria for the Maverick Scholar Program:

1. Complete a Capstone Project in the Spring of their senior year. The project integrates the student's Biblical Worldview along with an area of significant personal interest.
2. Complete over 75 hours of community service during grades 9-12.
3. Demonstrate godly Christian character.
4. Successfully complete the requirements for a college preparatory diploma.

*Maverick Scholars will receive recognition, a distinctive diploma, and will wear a stole at graduation.*

## Academic Honors Distinctions

*Available to qualifying Hybrid and Connections students*

**Honors** – Student will have a minimum cumulative GPA of 3.75 in core academic courses.

**Cum Laude** - Student will have a minimum weighted cumulative GPA of 3.75. Student must successfully complete 3 or more weighted courses (honors, CLEP, AP and/or dual enrollment).

**Magna Cum Laude** - Student will have a minimum weighted cumulative GPA of 4.0. Student must successfully complete 5 or more weighted courses. An extra math or science course is also required.

**Summa Cum Laude** - The requirements of Magna Cum Laude must be met. Student will have a minimum weighted cumulative GPA of 4.2. Student must successfully complete 10 or more weighted courses, as well as a combined total of 9 credits of math and science.

*Students meeting these standards will receive recognition, a distinctive diploma, and will wear Honor cords at graduation.*

## 5-Year Plan for High School Students

Classical Christian Academy has a Guidance Counselor 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.



## 9<sup>th</sup> 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!

## 10<sup>th</sup> 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 Guidance Counselor possible careers of interest in order to plan several Career Exploration /Job Shadowing experiences during junior year.
- Keep on-going accurate logs of volunteer hours and individual electives as needed.
- Student athletes should register with the NCAA Eligibility Center

### 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.

## 11<sup>th</sup> Grade - Junior Time Line

### FALL

- Plan for Career Exploration/Job Shadowing experiences with the school Guidance Counselor.
- 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](http://www.fafsa4caster.ed.gov)  
[www.fastweb.com](http://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](http://www.actstudent.org) [www.collegeboard.org](http://www.collegeboard.org).
- Consult with Guidance Counselor 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 Assistant Principal.
- Start visiting colleges and taking campus tours.
- If you're considering the military, talk to a recruiter.
- Student athletes check NCAA and/or NAIA accounts to make sure you are meeting requirements. Request the Guidance Counselor to send 6<sup>th</sup> semester transcript to NCAA Eligibility Center and NAIA (if applicable)

### 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](http://www.commonapp.org).
- Investigate scholarship opportunities.

## 12<sup>th</sup> 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 31<sup>st</sup> 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](http://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.
- If applicable, 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 & Florida Financial Aid (after December 1)
- 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.

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

## 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 be taken in middle school (typically 8<sup>th</sup> grade) for credit.

Connections students must follow this progression OR an adjusted schedule as directed by the CCA Guidance Counselor and/or administration. Students may only use CCA-approved curricula.

### 9<sup>th</sup> Grade:

English I

Math: Alg 1\* OR if completed prior to 9<sup>th</sup> grade, Alg II or Geometry

World History OR World Geography

Physical Science\* OR Biology\* (if P.S. was completed in 8<sup>th</sup> grade)

Health

Physical Education

Logic

Foreign Language\* (Spanish recommended)

Electives (prior approval required)

### 10<sup>th</sup> Grade:

English II

Math: Alg II or Geometry

World History OR World Geography

Biology (if not taken in 9<sup>th</sup> grade) OR Marine Biology

Foreign Language Year 2

Fine, Practical or Performing Art Elective

Psychology – optional but highly recommended

Other electives

### 11<sup>th</sup> Grade:

English III

Math: Alg II OR Geometry

If both are complete, then: Pre-Calculus OR Math for College Readiness

Chemistry

U.S. History

Apologetics/Worldview course – “Understanding the Times”

Personal Financial Literacy

Other electives

### 12<sup>th</sup> Grade:

English IV

Math: Pre-Calculus OR Math for College Readiness

Environmental or other Science: optional if all requirements complete

Government

Economics

Electives

**Bright Futures Scholarship Guidelines for Student Volunteer Hours**  
**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. May include multiple visits with hours and work summarized on signed certification form or organization-provided letter.





# Classical Christian Academy Community Service Hours Certification

\_\_\_\_\_  
Name of Student (please print)

Date: \_\_\_\_\_

Description of Service Activity include date or date-range if serving over multiple days/weeks:

\_\_\_\_\_  
\_\_\_\_\_

Location of Service: \_\_\_\_\_

\_\_\_\_\_ Total number of hours.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent 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

\_\_\_\_\_  
Organization Phone

Date: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 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 Academic 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 For students taking classes at Florida Southwestern State College

Classical Christian Academy permits 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 3.0 or higher G.P.A. (including at least 1 Honors level or its equivalent course).

Please read and sign below that you have read and agree to the following:

1. I understand courses taken through Dual Enrollment will become part of my permanent college academic transcript. I also understand college credits earned in High School may impact future college financial aid (depending on the institution rules). CCA does not award credit for grades below a "C". Because credit is not awarded for grades below a "C" and CCA is charged for these courses, parents of students failing to earn high school credit for a DE course will be assessed a fine of \$300 per course.
2. To ensure proper documentation of high school credits, the student must provide CCA with documentation from the college/university showing the grade earned in each course.
3. If the 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. Because CCA is charged for all Dual Enrollment courses, parents of students who do not file their "Drop" form by the college's deadline (shown on their Academic Calendar) and receive a grade lower than a "C" for the course will be assessed a \$300 fine.
4. Students are not charged for college tuition or laboratory fees. The college may bill student families for other course-related special fees. CCA is not responsible for these fees. Students must purchase their own instructional materials (textbooks, etc).
5. I understand college credits earned in high school can affect NCAA eligibility for student athletes. It is the student's responsibility to determine the impact these courses may have on their future collegiate athletic aspirations and to plan accordingly.
6. 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.
7. I have read CCA's Dual Enrollment policy and guidelines.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date



## Classical Christian Academy High School Independent Course Study Log

Student Name \_\_\_\_\_ School Year \_\_\_\_\_

Course Name \_\_\_\_\_ Credits Pursuing (circle)  $\frac{1}{2}$  cr.      1 cr.  
(75 hrs.)      (130-150 hrs.)

Completed Course Grade: \_\_\_\_\_

Primary method for earning credit:

- private lessons                       specialty school (ie. dance, gymnastics, martial arts etc.)
- non-CCA team sport               independent personal study or fitness
- internship

Assignments, projects, practice time, etc., do not have to be recorded daily, but should be logged frequently (at least quarterly) in order to keep an accurate record (**see samples below**). Independent Study Log must be turned in by the last day of on-campus classes at CCA in order to receive credit for the current school year. If you have questions, please contact the school Academic Counselor.

Date      Hours      Activity Description/Work on  
Project/Completion/Practice/Performance

<b>SAMPLE</b> 8/14- 9/30	25	Weekly drum lesson (1 hour), 30 min. practice per day (3 days per week), performed with Youth praise band 2 hours per week
<b>SAMPLE</b> 8/25	4	Watched art lesson online and worked on new painting project.

Date      Hours      Activity Description/Work on  
Project/Completion/Practice/Performance


Date Log and supporting documents received at CCA \_\_\_\_\_

Received by \_\_\_\_\_

H.S. Credit Approved by \_\_\_\_\_ Date \_\_\_\_\_

Course \_\_\_\_\_ Credit \_\_\_\_\_

## Classical Christian Academy -- Independent Study Course Plan

One of the benefits of being a part of a hybrid school is the opportunity to take advantage of non-traditional forms of learning. CCA encourages students to pursue their interests and to have the opportunity to earn high school credit when possible. Our accreditation and the FL DOE require certain standards to be covered in order for a class to “count” for high school credit\*. Parents of high school students who would like to earn credit for a “self-designed” course, which does not have a formal curriculum, should use this form to provide a plan for course completion and assessment (grading).

All independent study high school courses must receive approval from either the school Guidance Counselor or Assistant Principal for Upper School. In addition to providing a course plan, students will use CCA’s Independent Study Log to document hours spent and activities completed. Other forms of reporting may also be requested including proof of projects/work completed. Log and final grade(s) must be turned in to the school office by the last day of on campus classes at CCA (unless other arrangements have been made in advance) in order for credit to be awarded. See the High School Handbook for additional guidelines and information regarding high school credits.

**Subject (choose one):** English    Math    Science    Social Science/History    Fine Arts  
Elective

**Course Title:** \_\_\_\_\_

**Number of hours student plans to spend on course work for the school year:** \_\_\_\_\_  
75 hours = .5 credit    150 hours = 1 credit

**Plan of Study** - include planned projects, practices, performances, and any resources you will be using. (Use additional pages if needed.):

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How will student be graded? Example: project completion, performance (for music/dance/sports), measurable improvement in skills, input from coach/tutor/teacher (can be a combination of these or other forms of assessment)

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\*Not all courses will fit at FL DOE course code. In that case, we recommend the student's participation be considered extra-curricular, rather than for credit, and no log is required. The school Academic Counselor will help you determine if a course meets requirements of a specific course code.