

Keswick Christian School Guidance Handbook



2011-2012

Keswick Christian School
10101 54th Avenue N.
St. Petersburg, FL 33708

Selected information has been drawn from the following resources in creating the Keswick Christian School Guidance Handbook.

“Cougar College Planning Guide.” Canyon Creek Christian Academy. 2002 ed. Canyon Creek Christian Academy website.
Get a Jump! South: A Comprehensive Guide to Planning for Life after High School. USA: Peterson’s, 2003.
 “The School Today: College Counseling.” Rye County Day School. 2003 ed. Rye County School website. Accessed July 6, 2004.

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Our Mission

Responding to the biblical command that families raise their children in the knowledge and admonition of the Lord, Keswick Christian School provides a Christ-centered education that instills and reinforces Christian thought, beliefs, and practices in all areas of life.

Our Philosophy

The teaching orientation of Keswick Christian School reflects a conservative, fundamental interpretation of the Bible and the belief that Christian instruction starts in the home. Consistent with these beliefs, Keswick requires that at least one parent be a born-again Christian and that the parents and students regularly attend an evangelical Protestant church.

Accreditation

Keswick follows the approved Pinellas County and State of Florida High School Curriculum and is fully accredited by the Southern Association of Colleges and Schools and by the Association of Christian Schools International.

Graduation Requirements

- **25 credits**
- **50 Community Service Hours**

Twenty-five (25) credits are required for graduation including one credit of Bible for each year in attendance in grades 9-12 at Keswick Christian School. **All required classes are in bold print.**

Bible		4 credits
	What We Believe Part I	
	What We Believe Part II	
	Living Our Faith	
	Faith and Culture	
English		4 credits
	9th Grade English OR 9 th Grade English Honors	
	10th Grade English OR 10 th Grade English Honors	
	11th Grade English OR 11 th Grade English Honors	
	12th Grade English OR AP English Literature and Composition	
Math		4 credits
	Algebra I OR Algebra I Honors	
	Geometry OR Geometry Honors	
	Algebra II OR Algebra II Honors	
	Integrated Mathematics III OR Pre-Calculus Honors OR AP Calculus AB	
Science		4 credits
	Biology	(Beginning with the class of 2014)
	Chemistry	

Elective from the following: Anat. & Phys. Honors OR Marine Biology OR Chem. II Honors OR Physics Honors

Social Studies	4 credits
Civics	
World History OR AP World History	
United States History OR AP United States History	
Economics/American Government	
Computer Applications I	1 credit
Foreign Language	2 credits
Physical Education	.5 credit
Health	.5 credit

Electives (as needed to accumulate 25 credits)

Grading Scales

Grading System

100-90	A
89-80	B
79-70	C
69-60	D
59	F

Weighted Grading Scale

<i>AP Courses</i>	<i>Honors & Dual Credit</i>	<i>Regular Courses</i>
A = 5.5	A = 5.0	A = 4.0
B = 4.5	B = 4.0	B = 3.0
C = 3.5	C = 3.0	C = 2.0
D = 1.0	D = 1.0	D = 1.0
F = 0	F = 0	F = 0

Re-calculated GPA

A re-calculated GPA, also known as an Academic or Core GPA, is the grade point average computed by the college using only academic courses (English, Math, Science, Social Studies, and Foreign Language). Many colleges use a re-calculated GPA for admissions, eligibility for honors programs, or scholarship criteria. Florida Bright Futures Scholarship uses this system to determine eligibility.

KCS Guidance Department Mission

Using a principle-centered, character-based approach, the KCS Guidance Department seeks to help students develop academic and spiritual maturity by providing direction in course selection, standardized testing, and college and career counseling.

Although getting the best education, finest job, and highest grades are excellent goals, all of these things mean *nothing* if a relationship with Christ is missing. As Ezra Taft Benson said,

The Lord works from the inside out. The world works from the outside in. The world would take people out of the slums. Christ takes the slums out of people, and then they take themselves out of the slums. The world would mold men by changing their environment. Christ changes men, who then change their environment. The world would shape human behavior, but Christ can change human nature.

Community Service

Based on the student's civic and Christian duty to serve, Keswick requires a total of 50 community service hours. (For consideration for the Florida Bright Futures 100% Academic Scholarship, the student must attain 75 service hours.) Tracking of community service hours begins in the student's freshman year and continues over the four years of high school. The following timeline will ensure successful completion of the community service component of graduation.

Freshman Year:	10 Hours
Sophomore Year:	10 Hours
Junior Year:	15 Hours
Senior Year:	15 Hours

Community Service Program Guidelines

1. ALL community service must be pre-approved through the Guidance Department.
2. Beginning with the class of 2014, a maximum of 35 hours may be completed through the Christian Service category, (church, school, mission trips, etc.) and a minimum of 15 hours must be completed in the Civic Duty category (agencies or organizations beyond the church and school). See the Guidance Office for volunteer site referrals.
3. Community service hours should be served through some institution or agency rather than for an individual.
4. The supervisor should be someone other than a parent. Community service should be done within the *community*; therefore, hours should be accumulated through places *outside* the Keswick campus.
5. KCS Serves Day hours will count toward the 50-hour graduation requirement for community service.
6. Community service cannot be post-dated to previous years. Hours completed during the current school year must be submitted within the first week of the following school year. Summer hours count toward the next school year as well.
7. Keswick Christian School reserves the right to put a cap on the number of hours served at one institution.
8. Freshmen should submit at least 5 hours, sophomores at least 10, juniors at least 15, and seniors at least 20 hours. This will assure the 50-hour requirement necessary for graduation.

Transcripts

A transcript is the cumulative, official record of a student's high school work. It includes the following information: biographical information, all completed courses and semester grades, class rank (generally only on the final transcript), cumulative GPA, SAT/ACT scores, AP test scores, community service hours, and the student's activities and awards summary.

To process an official transcript, it is the responsibility of the student to obtain a Transcript Request Form from the high school office and submit the completed form to the Guidance Counselor or the Registrar. It is necessary to submit a form for each transcript requested. It is also the student's responsibility to complete an End of the Year Student Information Form or maintain a student profile for inclusion of activities/awards on the transcript. Students should submit transcript requests early enough to allow up to two weeks for processing.

NOTE: To obtain college credit for dual credit courses, it is the responsibility of the student to contact St. Petersburg College (SPC) and request that SPC send a transcript to the college of the student's choice or to Keswick for inclusion on the KCS transcript (up to 2 courses). See "Off-Campus Credit."

Advanced Placement Program

The Advanced Placement Program allows students to study core subjects at a more intense level. Keswick currently offers AP English Literature, AP Calculus AB, AP World History, AP United States History, and AP Studio Art. These classes require substantial reading at a high level and faster pace than traditional classes. Every student enrolled in an AP course is required to take the AP examination in May. These exams, which carry an \$87.00 testing fee which is to be paid by the student, are scored on a scale of 1-5. A score of "3" is considered passing and potentially opts the student out of college level entrance level courses. If a student does not take the AP exam at the conclusion of the course, the class will be weighted as an "honors" level instead of "AP" and the respective honor quality points will be assigned in lieu of the AP quality points. Colleges like to see that students have chosen and excelled in difficult Advanced Placement classes. Colleges prefer these classes, even over Honors and Dual Credit courses, because the exam at the conclusion is the same for every student across the nation (standardized) and a good tool for comparison. Due to a recent change in AP policy, late testing for ANY reason carries a \$40.00 late fee.

Standardized Testing

The PLAN test is administered to all sophomores. Part of the test is a skill measurement and part is an interest and career inventory. The PLAN test is a Pre-ACT test preparation. Like the ACT, it has four sections – Math, Science, Reading, and English.

Every junior is automatically registered for the PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test). Interested sophomores may register for the test as space permits. The PSAT is a practice examination for the SAT and serves as the basis for projecting achievement on the SAT. Based on the scores earned on this particular test, students can be eligible for the prestigious National Merit and National Achievement Scholarships. This test is given every October on a specific date chosen by the College Board. The score report, test booklet, and correct answers will be returned to students and parents by the Guidance Department. These results will be discussed on an individual basis. If used appropriately, the printed results can give students significant help in determining their strengths and weaknesses in preparation for the SAT.

The SAT and ACT are two tests required for college admission. The Scholastic Assessment Test (SAT) and the American College Test (ACT) are important because high school classes, the quality of instruction, and GPA and ranking standards differ by school. These examinations allow colleges to compare students along the same scale nationally. Either test is acceptable to almost every college in the nation. (Only about 100 schools in the nation do not acknowledge SAT scores.)

- Students should take both tests at least once. Although the tests are very equitable, some students claim to do much better on one than the other. Therefore, it is in the student's best interest to try each.
- Spring or summer of the junior year is the very best time to take the SAT and ACT. If scores are not to a student's satisfaction or do not meet admission requirements for the college of choice, there is still time to retake them. By the end of the junior year, a student has covered all the information that is tested on these exams, and it is still "fresh." Seniors wishing to take the SAT/ACT should do so between October and December to allow time for a retake if necessary.
- The purpose of the SAT/ACT is to verify a student's GPA. Students who struggle with standardized tests should work particularly hard in their coursework. Students whose academic record is poor, but who test very well, need to work harder in their high school classes because colleges could perceive these students as naturally intelligent but lazy.

- Although some colleges may accept the scores from only one test sitting, most colleges will take the best score in each subsection of a test (if taken multiple times) to allow students to “mix and match” their best scores. It does not hurt a student to take these tests over and over again.
- There are many ways to prepare for the SAT/ACT that do not require costly programs. Students can access an excellent Test Preparation Program through the Keswick website by clicking the “Naviance” link. SAT prep *software* is available on the computers in the KCS library. *SAT/ACT preparation books* can be purchased from local bookstores. Copies are also available for perusal within the Guidance Office. *Sample tests* are provided by the SAT and ACT companies when a student registers. *Review courses* and *private tutors* are also available for a fee. Many sophomores use the time in the summer before their junior year to prepare. NOTE: The student’s motivation, however, is the best indicator of the effectiveness of a preparation resource.
- At registration for these tests, a student will be asked to provide their school code or their “CEEB.” The school code for Keswick Christian School is **101-509**.
- Students can register for the SAT/ACT online or by mail. The fastest, most convenient way is online. Students can obtain their test sites and tickets immediately. These tests are not administered at Keswick but at other local high schools. Registration deadlines range from 4-5 weeks prior to the test date. Late registration is available with a fee. The websites for online registration are www.collegeboard.com for the SAT and www.act.org for the ACT.
- Students often wonder if they should guess on the SAT/ACT. With the ACT, guessing is **not** penalized, so a student should never leave any question blank. On the SAT, if a student can eliminate two or more of the answers, then it is to his advantage to guess. Wrong answers deduct ¼ or a 1/3 of a point, so only “educated guesses” should be attempted. In this case, it is better to leave a question unanswered, because the SAT does not deduct for questions left blank.
- **Photo** identification, admission tickets, calculators, and pencils should be brought to the test site on the day of the test.
- It takes approximately five weeks to receive SAT and ACT results. There is a fee associated with “rushing” these scores to a college.

SAT

- Measures verbal and mathematical reasoning and writing skills
- One point for each correct response; Fraction lost for each incorrect
- Takes 3 ½ hours
- Top score is 2400 with the addition of the newer writing component

ACT

- Measures skills in English, mathematics, reading and science reasoning
- No penalty for incorrect responses
- Takes about 3 hours
- Top composite score is 36.

2011-2012 Test Dates

ACT	Registration Deadline	Test Date
	August 12, 2011	September 10, 2011
	September 16, 2011	October 22, 2011
	November 4, 2011	December 10, 2011
	January 13, 2012	February 11, 2012
	March 9, 2012	April 14, 2012
	May 4, 2012	June 9, 2012

SAT	Registration Deadline	Test Date
	September 9, 2011	October 1, 2011
	October 7, 2011	November 5, 2011
	November 8, 2011	December 3, 2011
	December 30, 2011	January 28, 2012
	February 10, 2012	March 10, 2012
	April 6, 2012	May 6, 2012
	May 8, 2012	June 2, 2012

Freshman Checklist

- Make sure you are enrolled in the appropriate college-preparatory classes.
- Remember, the grades you earn in the freshman year count toward your high school GPA and class rank, so get off to a good start in your coursework.
- Be involved in your church youth group and extracurricular activities at school.
- Complete at least 10 community service hours.
- Possibly begin a list of colleges that interest you. Use the internet and resources in the Guidance Office to research them.
- Meet with your guidance counselor to determine your courses for next year.

Sophomore Checklist

- Concentrate on classes. Earn good grades and take the most difficult courses that are available and appropriate for your ability.
- All sophomores are automatically registered to take the PLAN in the fall. This is a skills assessment test and an interest inventory. This test will help you prepare for the ACT Assessment next year.
- Preview general college entrance requirements.
- Complete at least 10 community service hours this year.
- Participate in extra-curricular activities (both in and out of school).
- Consider the type of college you would like to attend (large/small, rural/urban, Christian/public, etc.).
- Contact colleges (by internet, phone, or mail) and ask them to send you their academic requirements for admission.
- Visit a few college campuses. Coordinate a few college visits with your family vacations if possible.
- Attend college fairs.
- Put money away for college, if necessary.
- Meet with your guidance counselor to determine your courses for next year.

Junior Checklist – This year begins your serious college preparation.

- Keep working diligently to earn your best grades. Colleges like to see improvement over your high school career.
- Take the PSAT/NMSQT that is scheduled in October. This is a test that prepares you for taking the SAT and determines eligibility for the National Merit Scholarship Program.
- Earn at least 15 community service hours this year.
- Obtain a social security number if you do not currently have one.
- Speak to college representatives that come to your school.
- If you are interested in participating in college sports, research the process for eligibility with the NCAA.
- The admission process is more complex for admission to a military academy. If you are interested in one of the academies, speak with your guidance counselor about beginning the application process.

- Continue narrowing your list of potential colleges based on your personal criteria.
- Try to register for both the SAT and ACT this year. You should take each of them at least once in April, May, or June.
- Attend local college fairs.
- Go over your PSAT results with your guidance counselor. This will help you to understand your strengths and weaknesses in preparation for the SAT.
- Discuss with your parents how you will pay for college. Talk with your guidance counselor if you have concerns or questions in this area.
- Visit Colleges! This should be a fun and exciting experience. Call and request a visit with the school's admission officer. If you know what area of study you want to pursue, you can request a visit with a professor in that field or visit a class in session. Other offices like Housing, Athletics, Financial Aid, Music, etc. could be visited as well.
- Begin thinking about the teachers, counselors, coaches, and pastors, whom you might ask to write letters of recommendation for you.
- Use the summer of your junior year to begin your college admission essay, study for any SAT/ACT retakes, and visit the campuses of your top 3-5 college choices.
- Make sure that your student profile is updated after the junior awards ceremony.
- **Make sure you know the different deadlines for the college applications you will be submitting. These vary from college to college, so highlight these dates, and do not let them pass. Financial aid and scholarships also have varying deadlines.**

Senior Checklist

- Make sure you have completed the necessary classes that will fulfill your graduation requirements.
- Finish your college application essay and have an English teacher proofread it.
- Complete your Student Resume/Profile for inclusion with college applications.
- Complete your remaining community service hours for a total of 50 hours.
- Male students must register for selective service (draft) by your 18th birthday. This is a requirement to receive state and federal financial aid. You can obtain information regarding this at your local post office.
- Construct a calendar with application deadlines for colleges, financial aid, and scholarships.
- Keep using the internet for researching scholarship and grant opportunities.
- Give your teachers the recommendation forms, *along with stamped, self-addressed envelopes*.
- Request transcripts to be sent to the colleges of your choice by filling out the appropriate forms in the office and submitting them to the Guidance Counselor or Registrar.
- Register for the SAT/ACT as necessary.
- Make sure any early decision applications are sent by November 1 or earlier.
- Apply online for Florida Bright Futures Scholarship beginning December 1.
- Fill out the Free Application for Federal Student Aid (FAFSA). You can fill it out online or get a copy in the guidance office. This form can only be submitted after January 1 of your senior year.
- It is important to apply to a college where you know you can be accepted and one you can afford in addition to your "dream colleges."
- **Make copies of all of the items you submit to colleges. This is a critical (but often neglected) step in the college application process.**
- Acceptance notices from colleges will usually come in the mail sometime between March and April.
- Financial Aid awards will usually be sent in the mail sometime between April and May.
- Make sure your End-of-the-Year Student Activity Information Form is completed and submitted to the high school office so that this information can be included on your final transcript. Otherwise, this area of the transcript will be left blank. This is the student's responsibility.

- When you have made your final college choice, be respectful by notifying other colleges of your decision so they may continue to fill their freshman spaces in an informed way.
- Make sure you have received a FAFSA acknowledgement.
- Finish the necessary Housing, Scheduling, and Orientation paperwork and send it off.
- Write thank-you letters to the people who took the time to write recommendation letters for you.
- GRADUATE!

College Admission Criteria

- Coursework from grades 9-12 is by far the most important item colleges examine. They can see if you have chosen challenging classes and also see if you have improved or declined in your work habits.
- Standardized test scores
- Class rank
- Counselor/Teacher Recommendations
- Appearance and quality of application and essay
- Extracurricular involvement and commitment outside of the classroom – sports, service, job, clubs, church, lessons, etc.
- If you have a special talent or interest that will make a difference in your acceptance to a school, send a portfolio, video, or sample of your work (art, music, writing, athletics) to the appropriate coach or college dean. Do NOT send it to the admissions office of the college. Also, do not expect it to be returned to you. Make a copy.

Glossary of College Admission Terms

Deferred Admission: A student has up to one year to enroll after acceptance at the college.

Early Decision: This is a legally binding agreement between the prospective student and the university. Students who have good grades and are *certain* of the college they wish to attend should consider early decision. If accepted by the college, the student places a deposit and signs a contract with the school. This means the student must agree to enroll in that particular college if accepted and may not apply to other colleges.

Early Action: Unlike early decision, if the student is accepted, he can wait until the standard admission deadline to decide whether he wants to enroll there.

Regular Admission: Students must apply by a certain deadline and acceptance letters are sent out at the same time.

Rolling Admission: Students are admitted as they enroll on a first-come, first-served basis until all the freshman seats have been filled. There is no specific application deadline, and students are notified within weeks of their acceptance. It is to the students' advantage, then, to apply early in cases of rolling admission.

Steps in Finding a College

I. Resources/Research

Make a list of Colleges of Interest – the “Long List” and then narrow your choices as you measure them against your criteria, talk with other people, review materials, and seek the Lord’s direction.

- **Prayer** – The Holy Spirit can provide guidance through the college selection process, so commit your plans to the Lord.
- **Guidance Counselor** – The KCS Guidance Office has college catalogs from many institutions. There is also a wonderful reference guide published by the Thomson/Peterson organization that will let you research the cost, student services, faculty information, etc. of every 4-year institution in the nation. If the Guidance Department does not have information about the school you are interested in, your guidance counselor will find you contact information for the college.
- **Other people** – Teachers, parents, students, family members, and pastors may be a storehouse of information.
- **College Fairs** -- These opportunities allow students and their families to interact with representatives from various colleges all in one setting. You might be able to collect information about schools from one side of the country to the other at the same event.
- **College Visits** – Most colleges provide Preview Days or, at the least, college visits can be arranged with admission officers.
- **College Catalogs** – This is the most comprehensive and informative piece of literature a college publishes about itself. It includes programs of study and detailed course descriptions.
- **The Internet** – “Virtual Tours” of many college campuses are available online as well as search engines that allow students to type in all their specifications for a college and the computer will provide them with the closest matches.

II. Determining Criteria

Taken from Thomson/Peterson’s **Get a Jump! South 2003** (page 34).

Depending on your personal interests, the following characteristics should play a role in helping you narrow down the field of colleges.

Affiliation

Public
Private, independent
Private, church-affiliated
Proprietary

Size

Very small (fewer than 1,000 Students)
Small (1,000-3,999 students)
Medium (4,000-8,999 students)
Large (9,000-19,999 students)
Very large (more than 20,000 students)

Community

Rural
Small town
Suburban
Urban

Location

In your hometown

Academic Environment

Majors offered
Student-faculty ratio
Faculty teaching reputation
Instruction by professors vs. teaching assistants
Facilities (ie. classrooms and labs)
Libraries
Independent study available
International study available
Internships available

Financial Aid

Scholarships
Grants
Loans
Work-study program
Part-time or full-time jobs

Support Services

Less than 3 hours from home
More than 3 hours from home

Housing

Dorm
Off-campus apartment
Home
Facilities and services for students with disabilities

Student Body

All male
All female
Co-ed
Minority representation
Primarily one religious denomination
Primarily full-time students
Primarily part-time students
Primarily commuter students
Primarily residential students

Academic counseling
Career/placement counseling
Personal counseling
Student health facilities

Activities/Social Clubs

Clubs, organizations
Greek life
Athletics. intramurals
Other

Athletics

Division I, II, or III
Sports offered
Scholarships available

Specialized Programs

Gifted student services
Services for students with disabilities or special needs

Other College Criteria

- Geography
- Climate
- Cost

III. Campus Visits

- This is definitely one of the most important elements of finding the right college. These visits should be done during your junior year because the beginning of the senior year begins the application process. You may be able to eliminate schools and decrease your application work by first making visits to the potential colleges.
1. Set aside time for this priority. Schedule college visits, if possible, around long weekends or breaks in the school year. Ideally, it is nice to see college classes in session. However, colleges are still busy places during the summer months as well.
 2. Try to line up visits to more than one college on a trip.
 3. Visit “dream schools.” Don’t rule out schools. If finances have kept you from considering a certain school, financial aid or scholarships may allow you the opportunity to attend. If grades have kept you from considering the school, the college visit may be just the motivation you need to help you work to make it a reality.
 4. Call the college admission office to make arrangements for a tour or dorm stay.
 5. If you are interested in a particular area of study, request a meeting with a professor in that field.
 6. Schedule meetings with other vital offices on campus – Housing, Financial Aid, Athletics, Fine Arts, etc.
 7. Students should keep notes on the school visits as a reference for comparison. This is helpful when talking over the choices with parents.
 8. Go back for a second, more serious, specific visit in your senior year.

9. Ask for printed literature and keep a running file of correspondence between you and the school.
10. **Make sure you schedule a college visit day with Keswick if you intend to miss any school days for this purpose.** The office will give you the appropriate form to take to your teachers to make them aware of your pre-planned absence and to the college to document your visit. It is the student's responsibility to make up homework in accordance with the teacher's requests.
11. Turn in the College Visit Form signed by the college representative when you return to school so that your absence will be excused.

IV. Application

1. Very early in your senior year, choose four of five schools to comprise your narrowed "Short List." Freshman applications, in fact, can be submitted any time after completing your junior year.
2. Obtain the forms – Write, call, or email the college's admission office to receive an application. Most schools now prefer students to enroll online. This also helps the school and students track the process better.
3. Make photocopies of the application on which to practice.
4. **READ THOROUGHLY** each application to see what is required for each institution. Forms vary. Most applications require:
 5. A completed signed application and application fee.
 6. Teacher recommendations
 7. A separate counselor/principal recommendation
 8. An official copy of your high school transcript
 9. Standardized test scores
 10. An essay
 11. Any financial aid forms required by the college
 12. Check and highlight the deadline!
13. See your guidance counselor or English teacher about getting help with your college admission essay. There are things you should and things you should NOT do.
14. Request a transcript from the Guidance Counselor or the Registrar. We keep track of when your transcripts were sent.
15. Request recommendations.
16. Make a final copy of the completed application and the application payment – in case!

V. Recommendations

1. Important! While colleges may care about the type of person you are and what your hobbies are, they are first and foremost concerned with who you are as a student. This means that they will look at your academic record first. Remember this point when you are considering people to write letters of recommendation for you.
2. Choose two teachers. Teachers you had as a junior or senior are your best options. Also, recommendations should come from two different subject areas (preferably one from the humanities field and one from either science or math). Whether your college asks for one or two (or no) recommendation letters, you should send two. However, do remember that if it only requests one, you should state somewhere in the application that you recognize they only asked for one, but you are "fortunate enough to have two teachers who recommend you to their institution." In this way, you will let the college know that you can and have read the directions.
3. Give the recommendation writer at least 2-3 weeks notice. Do not give them the paperwork and expect it within the week. This is unfair. They are doing *you* the service, and that service is above and beyond their regular duties. Their schedule may not permit it, and you may miss the opportunity for your first choice recommender as a result.
 - If the recommendation is part of a printed form, give the teacher the form with the top portion already completed. They should not have to come back to you to get this information before mailing it.

- Indicate if you want to waive your right to see the recommendation. However, this right is based on whether you become enrolled at the school. Do not expect your teacher to let you read the recommendation letter after he has written it. Just know that if the teacher/counselor has agreed to write it for you, it will not be disparaging. If the teacher prefers not to recommend you, he will return the form and suggest you find another writer.
- Make sure you give the teachers stamped, pre-addressed envelopes. Address it to the college admissions office, but do not put a return address on it. Your teacher or guidance counselor will do that.
- Let the recommender know the deadline for receipt of the letter.
- Do not wait to have your letters of recommendation sent if you are applying by early decision. Send them with the rest of your application materials. Do not wait to receive confirmation of your acceptance to send these letters.
- Finally, remember to thank these people in some way.

VI. Financial Aid/Scholarships

- The VERY BEST resources for financial aid and scholarship information are the financial aid officers at the particular colleges of interest. Their entire job is to know the rules and regulations regarding the federal and state financial aid programs. They also can tell if a student is eligible to receive any of the scholarships that their particular colleges provide.
- Be prepared to fill out many forms to receive financial aid. However, if people are willing to do the paperwork, they can receive thousands of dollars!
- There are two general types of financial aid – merit-based and need-based.
Merit-based aid is awarded on the basis of personal achievement or individual characteristics, not financial need.
Need-based aid is the most common type of aid and is awarded based on a family’s expected ability to contribute to the student’s education costs.
- There are four specific types of financial aid – grants, scholarships, loans, and work-study.
Grants are awards of money that do not have to be repaid.
Scholarships are “merit aids” that are awarded usually for academic excellence. Once again, repayment is not required.
Loans are lower-interest student monies that must be repaid, usually after graduation.
Work-study programs are federally-sponsored programs that allow students to work at the colleges throughout the school year in order to earn money for their education.
- There are Federal forms of financial aid. These require the submission of the FAFSA form described previously. Parents need to have their tax information organized for completing this form. FAFSA forms cannot be submitted until after January 1 of the student’s senior year. This document should ideally be submitted by the end of February. Families run the risk of literally “missing the money” by submitting it late. Information regarding federal financial aid programs and FAFSA applications can be accessed on the web at www.fafsa.ed.gov.
- There are State forms of financial aid. Florida provides aid through its Florida Bright Futures Scholarship Program. Students are eligible through their grades, standardized test scores, and community service hours. Visit www.floridastudentfinancialaid.org/ssfad/home/uamain.htm to apply and to learn more about the specific requirements for the Academic Medallion and Academic Scholars Florida Bright Futures Awards.
- There are many wonderful scholarship search engines on the internet that can aid families in finding money that is “out there.” These tools allow students to enter their personal (ethnicity, hobbies, extracurricular interests, etc.) and academic information (class rank, GPA, standardized test scores, etc.). Based on the input information, these search engines match the students to scholarships for which

they are eligible. www.fastweb.com and www.scholarships.com and www.embark.com are all examples of this internet opportunity.

VII. The Student Athlete

- Two other matters must be handled by those students wishing to play division sports in college.
 1. Any student who wants to play Division I or II must first register with the NCAA Clearinghouse. Without registration, coaches and scouts may not contact students. A release form and NCAA Clearinghouse handbook is available at www.ncaa.org.
 2. Students will most likely wish to get in touch with particular coaches at the potential college. Most college website homepages provide this contact information. If, for instance, a student is interested in running track in college, he may want to talk with the track coach at the college he is interested in. The coach may even be able to help get you into the school by streamlining and overseeing your application process.
- **Please check with your guidance counselor if you are interested in playing college Division I or II sports. The guidance office has sample letters you can use to send to coaches and outlines for developing a sports resume, including lists of athletic camps you have attended, sports awards, game statistics, etc.**

VIII. Final Steps

- You have the responsibility to respond to all schools you have applied to once you make your final choice. A brief letter declining their offer of acceptance will help colleges know how to deal with students on their wait lists. Do this prior to May 1.
- **Remember, final admission to a college is ultimately based on your final transcript.** This transcript includes your second-semester senior grades. So it is important to continue doing your best work through graduation. These transcripts will be sent out to the school you indicate to the office as your final choice on the Final Transcript Request Form. This is different than other transcript request forms.
- Please remember to thank the people who wrote letters of recommendation for you. This can be through a note or through some other tangible expression.

Credit by Examination

There are several ways students can save both time and money in college expenses by earning credit for college through their hard work and substantially difficult course load in high school. It is important to be aware that, although some agencies are working to standardize the rules and policies regarding Credit by Examination, guidelines still vary by institution. For example, one school may accept a “3” on an Advanced Placement test for college credit, while another college will only accept scores of “4” or “5.” That is why it is necessary to check with the particular school to verify its policies.

- **CLEP tests** – A CLEP test allows a student to take an exam in a particular field (ie. math, science, psychology, etc.). If the student passes the exam, he is released from the requirement of that freshman-level course. There is a fee associated with each test. Students are usually only able to take up to two CLEP tests per day. Check with your guidance counselor for practice tests and more information.
- **Advanced Placement tests (AP)** – Passing scores on the standardized tests administered in May can allow students to gain advanced position in college. The tests are \$87.00 each and the scores range from 1-5. These tests are very intensive and challenging in nature. For example, a score of “4” in English Literature and Composition may relieve a student from beginning in Basic Freshman Composition classes.

Student Profile Outline

Name
Address
Phone Number
Social Security Number

High School Name
School Address
School Phone Number

Honors and Awards

	Name of Honor or Award
9, 10, 12
9, 10, 11, 12
10, 12
12

Extra-curricular

	Activity
9, 12
9, 10, 11, 12
10, 12

Leadership

	Offices held, Leadership Role (Class, community, church , etc.)
9, 10, 11, 12
10, 12
10

Service

	Activity (Describe briefly, if necessary)	Approx hrs/week
9, 12
9, 10
11, 12
10

Work

	Employer: Address, Phone Number, (Type of Work)	Hrs./Week
12

Student Sample Profile

Student Name	Keswick Christian School
Address	10101 54th Avenue North
Phone Number	St. Petersburg, Florida 33708
Social Security Number	(727) 393-9100

Honors and Awards

9	Perfect Attendance
9, 10	JV Basketball Award
10	Certificate of Excellence in Geometry
10, 11	National Honor Society Spanish Honor Society
12	Faculty Award

Extra-curricular

8	Varsity Softball
9, 10	Junior Varsity Basketball Choir
10	Keswick Singers – special ensemble Azalea Club Volleyball
11	Varsity Cheerleader
12	Yearbook Staff

Leadership

9, 10, 11, 12	Vacation Bible School Leader – 20 hrs for 1 week each summer Homecoming Coordinator – 20 hrs for 1 week each year Member of First Baptist Church of Largo – 2 hrs/week
9, 10, 11	Young Life Member – 1 hr/week
10	Sophomore Class President
10, 11, 12	Member of SADD (Students Against Drunk Driving)
11	Junior Class Treasurer
11, 12	Member of FCA (Fellowship of Christian Athletes)
12	Proofing Editor of school yearbook Student Chapel Planning Committee Secretary of the National Honor Society

Service

9	Painted home for senior citizen – 8 hours
9, 10	Set up and server for Keswick Annual Banquet – 10 hours
9, 10, 11, 12	Vacation Bible School Leader – 20 hours for 1 week each summer
10	Made packages for Youth for Christ – 5 hours Packaged Christmas cookies for servicemen Crisis Pregnancy Center Fundraiser – 8 hours 10-day mission trip to Venezuela (rebuilt an old church) – 80 hours
11	Baked pies for fundraiser – 4 hours
12	10-day mission trip to Costa Rica (painted an old school, built new fence, dug footers for a wall) – 80 hours Walked Southeastern Guide Dogs – 2 hours Served at the Church's Missionary Wives' Luncheon

	Cleaned for the Crisis Pregnancy Center – 3 hours
10, 11, 12	Adopt-a-Family (raised money to provide Christmas gifts to needy family) – 3 hours
10, 11, 12	Landscaping and ground maintenance for SPCA Breast Cancer Awareness Walk

Work

10	Sales Associate at Best Buy – 4 hours/week
11, 12	Hostess at Outback Steakhouse – 8 hours/week

Advanced Placement and Honors Classes

8	Algebra I Honors
9	English Honors
10	Geometry Honors English Honors AP European History
11	Pre-Calculus Honors American Literature Honors
12	Advanced Placement Calculus Advanced Placement English Literature and Composition

Career Counseling

- Research occupations both in and out of school by interviewing people in professions in which you are interested, shadowing, internships (available during junior and senior Winterim) and career day opportunities.
- Take college entrance examinations.
- Volunteer in your community. For example, if you are interested in Pediatrics, offer your services at a local hospital. Hospitals are always looking for interested young people to hold and rock babies.
- Use your summers wisely. Attend academic programs, clinics, workshops, travel opportunities, etc.
- Think about your hobbies and interests. Do you like to build dream houses in your head? Explore the career of an architect. Do you like to teach in your Sunday School? Consider a career in elementary education.
- Make sure you take advantage of learning every technological skill you can. These skills permeate every industry and job.
- Complete interest inventories and get valuable information about a myriad of careers by exploring the web. Some good places to start are www.monster.com, www.bls.gov/oco (Occupational Outlook Handbook), www.petersons.com, www.mapping-your-future.org, and www.assessment.com (Motivational Appraisal of Personal Potential).
- Check with your guidance counselor if you have specific career questions.

Adding and Dropping Classes

- A subject may be dropped by parent request with administrative approval within the first week of class *provided that there is an opening in the class the student wishes to enter*. These requests should be directed to the guidance counselor.
- Year-long courses should not be dropped after the first week of the *second* semester.
- A class may be dropped within the first week of the first semester with no penalty.
- After the first week of classes, teachers must initiate a course drop.
- After week 6 of the first semester, a failing grade will be the result of a dropped class unless the teacher initiates the process.

Off-Campus Courses – High School

1. High school course credit may be granted for certain courses required for graduation but taken at St. Petersburg College or other local college campuses, where the following conditions exist:
 - The course cannot be taken on the Keswick Christian School campus due to class schedule conflicts.
 - The course and the enrollment are approved by the administration in advance.
 - Successful completion and credit award is certified by the college.
 - The student is enrolled as a full-time student at Keswick Christian School.
 - Students are limited to two (2) credits from off-campus courses.
2. Correspondence school credit may be accepted as high school credit where the following conditions exist:
 - The course is required for graduation and is not available due to a class schedule conflict; or
 - The course is required for graduation and the student earlier failed the course. The student is taking the course by correspondence in order to graduate with his/her class or because the student's course load prevents him from taking the course at Keswick Christian School.
 - The course is required for college admission.
 - The course and the enrollment are approved by the administration in advance.
 - Successful completion and credit award are certified by the correspondence school.
 - The student is enrolled as a full-time student at Keswick Christian School or the student has completed all of the graduation requirements except this course or these courses, and said course(s) is taken after the expected graduation date in order to satisfy all graduation requirements and warrant award of a Keswick Christian School diploma.

Academic Courses Listed by Subject

<u>Credit</u>	<u>Course</u>	<u>Weight</u>
BIBLE		
1.0	What We Believe -- Part I	Regular
1.0	What We Believe – Part II	Regular
1.0	Living Our Faith	Regular
1.0	Faith and Culture	Regular
ENGLISH		
1.0	English 9	Regular
1.0	English 9 Honors	Honors
1.0	English 10	Regular
1.0	English 10 Honors	Honors
1.0	English 11	Regular
1.0	English 11 Honors	Honors
1.0	English 12	Regular
1.0	AP English Literature	AP
FOREIGN LANGUAGE		
1.0	Spanish I	Regular
1.0	Spanish II	Regular
1.0	Spanish III (Honors)	Honors
1.0	Latin I	Regular
MATH		
1.0	Algebra I	Regular
1.0	Algebra II	Regular
1.0	Algebra II Honors	Honors
1.0	Geometry	Regular
1.0	Geometry Honors	Honors
1.0	Integrated Math III	Regular
0.5	Pre-Calculus (Honors)	Honors
1.0	AP Calculus	AP
PHYSICAL EDUCATION		
0.5	Health	Regular
0.5	Physical Education	Regular
1.0	Weight Training/Team Sports	Regular
1.0	Varsity Sports Weight Training	Regular

SOCIAL SCIENCE

1.0	Psychology (Honors)	Honors
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SCIENCE

1.0	Biology	Regular
1.0	Chemistry I	Regular
1.0	Chemistry II (Honors)	Honors
1.0	Anatomy and Physiology(Honors)	Honors
1.0	Physics (Honors)	Honors
1.0	Marine Biology	Regular

SOCIAL STUDIES

1.0	Civics	Regular
1.0	World History	Regular
1.0	AP World History	AP
1.0	Modern United States History	Regular
1.0	AP US History	AP
0.5	American Government	Regular
0.5	Economics	Regular

FINE/PRACTICAL ARTS

1.0	Art 2D	Regular
1.0	Art 3D	Regular
1.0	Advanced Art (Honors)	Honors
1.0	AP Art	AP
1.0	Yearbook	Regular
1.0	Wind Ensemble	Honors Option
1.0	Concert Choir	Honors Option
1.0	Computer Applications I	Regular
1.0	Computer Applications II (Honors)	Honors
.5	Teacher's Aide	Regular

Course Descriptions

BIBLE

Course Title: What We Believe – Part I

Required: Yes

Grade Level: 9

Pre-requisites: None

Credits: 1.0

Grade Scale: Regular

Grading Scale: Regular

Description/Objectives of the Course:

The focus of this course is three-fold.

To begin, students will engage the basic Christian beliefs concerning Scripture, God (the Father), Jesus, and the Holy Spirit. In support of those studies, students will learn the basic skills of inductive and topical Bible study. They will further develop their skills of Biblical interpretation and application through a guided study of Galatians focusing on the fruits of the Spirit.

Freshmen will be introduced to and begin building into lives spiritual disciplines for effective godly living. Finally, they will be introduced to the basic principles of Biblical Leadership with particular emphasis on the establishment and maintenance of Godly relationships.

Course Title: What We Believe Part II

Required: Yes

Grade Level: 10

Pre-requisites: None

Credits: 1.0

Grade Scale: Regular

Grading Scale: Regular

Description/Objectives of the Course:

Students will study the basic Christian beliefs concerning Man, Salvation, the Church, the Church, the Spirit World, and Eschatology (Last Things). The student's inductive and topical Bible study skills will be reinforced and expanded through the guided study of selected passages from Paul's letters to the Corinthians and Ephesians.

Sophomores will continue building into

their lives the spiritual disciplines taught to them in the freshman year. In addition, the intermediate principles of Biblical Leadership will be introduced with a special focus on understanding the Will of God and the process of decision-making.

Course Title: Living Our Faith

Required: Yes

Grade Level: 11

Pre-requisites: None

Credits: 1.0

Grade Scale: Regular

Grading Scale: Regular

Description/Objectives of the Course:

This course builds on the foundations set in the Freshmen and Sophomore years. Special focus will be put on the inductive study and application of the Sermon on the Mount as recorded in the Gospel of Matthew, various and difficult sayings of Jesus which must be engaged to encourage spiritual maturity and Paul's teachings on the Armor of God as found in his letter to the Ephesians. In addition, students will be introduced to an overview of the History of Christianity and Christian Thought in order to gain a better understanding of their personal Christian tradition and the causes for spiritual beliefs we hold as foundational today. Junior students will continue to develop and use spiritual disciplines in their daily lives. Last, Juniors will continue to study the principles of Biblical Leadership at a more advanced level while considering such topics as Career Planning and Conflict Resolution.

Course Title: Faith and Culture

Required: Yes

Grade Level: 12

Pre-requisites: None

Credits: 1.0

Grade Scale: Regular

Grading Scale: Regular

Description/Objectives of the Course:

This course functions as the culmination of the Upper School Bible curriculum. This course is designed to refine the inductive study skills of senior students through the study of Paul's letter to the Romans and the Epistle of James. Furthermore, it is the purpose of this course to develop the student's proficiency in defending the Christian faith through a comparative study with major worldviews, philosophies, and world religions. However, it is not sufficient to defend one's faith only. The principles of Biblical Leadership will be continued and applied to the practices of Christian Outreach and Evangelism. Finally, seniors students will continue to investigate principles of spiritual formation and sharpen their practices of spiritual discipline that will function as a sustaining ground of their faith.

ENGLISH

Course Title: English 9

Required: Yes (or honors equivalent)

Grade Level: 9

Pre-requisites: None

Credits: 1.0

Grade Scale: Regular

Description/Objectives of the Course:

Students will be instructed in numerous grammar units to improve sentence structure and paragraph development. Vocabulary, reading, appreciation of short stories, poetry, one novel and a Shakespeare play are also parts of this course. This course will endeavor to improve understanding of basic grammar skills needed for better sentence structure and other writing skills, and improve reading and understanding of the different types of literature.

Course Title: English 9 Honors

Required: Yes (or Eng. 9 equivalent)

Grade Level: 9

Pre-requisites: Satisfactory English grades and teacher approval

Credits: 1.0

Grade Scale: Honors

Description/Objectives of the Course:

Course Title: English 10

Required: Yes (or honors equivalent)

Grade Level: 10

Pre-requisites: None

Credits: 1.0

Grade Scale: Regular

Description/Objectives of the Course:

This is a year-long overview of world literature, vocabulary, composition, and grammar. The objectives of this course are to recognize characteristics of a variety of genres (short story, drama, etc.), to apply grammar rules to student writing, and to develop well-written, well-developed paragraphs.

Course Title: English 10 Honors

Required: Yes (or Eng. 10 equivalent)

Grade Level: 10

Pre-requisites: Satisfactory English grades and teacher approval

Credits: 1.0

Grade Scale: Honors

Description/Objectives of the Course:

This is a year-long overview of various genres of literature that include short stories, poetry, novels, and plays. There will also be advanced units of grammar that serve to develop better understanding of certain writing skills. The students will be given college preparatory vocabulary units and will be exercised in the development of literary terms necessary for the next level of honor courses and Advanced Placement English. Group work and presentations

will give more integration of the course content, enhancing the understanding of the dynamics of honor test questions and the process required for rigorous research. The objectives of this course are as follows: to prepare students for more advanced study of all types of literature, to develop writing skills in essays and research papers, to apply grammar rules to student writing, and to learn to use all the various types of writing discourse throughout the year, to develop more of an advanced knowledge of vocabulary words on college preparatory exams, and to prepare students better for a fast-track English Honors program in the remaining two years of high school.

Course Title: English 11 – American Literature

Required: Yes (or Honors equivalent)

Grade Level: 11

Pre-requisites: None

Credits: 1.0

Grade Scale: Regular

Description/Objectives of the Course:

This is a chronological study of the different American literary time periods and the authors of each time period. The objectives of this course are to improve reading and writing skills, to expand vocabulary, to learn research paper skills, and to improve knowledge of American literature and history.

Course Title: English 12 – British Literature

Required: Yes (or AP equivalent)

Grade Level: 12

Pre-requisites: None

Credits: 1.0

Grade Scale: Regular

Description/Objectives of the Course:

This is a year-long course which includes a British literature emphasis, critical analysis composition, and weekly work in vocabulary, grammar, and composition. The objectives of this course will be to gain knowledge of the characteristics and techniques of each British literature age (medieval, romantic, etc.), to develop higher-level thinking skills by analyzing the literature we cover in compositional form and to develop an appreciation for the author's craft.

Course Title: Advanced Placement English

Required: Yes (or Eng. 12 equivalent)

Grade Level: 12

Pre-requisites: Satisfactory English grades and teacher approval

Credits: 1.0

Grade Scale: AP

Description/Objectives of the Course:

This is an intense year-long course in careful reading and critical analysis, with a concentration on composition skills and on authors' narrative techniques. This course also serves as preparation for the AP Exam and for college challenges. The objectives of this course are to study a variety of literature, to sharpen the understanding of the writer's craft, and to increase the awareness of language and its use. Students are required to take the AP Exam.

FOREIGN LANGUAGE

Course Title: Spanish I

Required: Yes (or Latin I equivalent)

Grade Level: 9-11

Pre-requisites: None

Credits: 1.0

Grade Scale: Regular

Description/Objectives of the Course:

This course teaches foundational Spanish grammar and conversation with an emphasis on Scripture. The objective of this course is to prepare students for the second level Spanish through conversation, listening, basic grammar, pronunciation, and writing skills. Spanish culture is taught through the learning of Latin American geography, singing of Christian choruses, and the learning of Bible verses, all in the Spanish language.

Course Title: Spanish II

Required: Yes (or Latin II equivalent)

Grade Level: 10-12

Pre-requisites: Spanish I (if not taking Latin)

Credits: 1.0

Grade Scale: Regular

Description/Objectives of the Course:

Students will learn several Spanish verb tenses, the use of object pronouns, and build their vocabulary so that they can converse fairly well in the language.

This course will continue on the foundation laid in Spanish I. Spanish II will develop better conversational, grammatical, and comprehension skills. We will endeavor to further understand Spanish culture and to present the opportunities of using Spanish in cross-cultural settings.

Course Title: Spanish III

Required: No

Grade Level: 11-12

Pre-requisites: Spanish I and Spanish II, "B" average in Spanish II or teacher approval

Credits: 1.0

Grade Scale: Honors

Description/Objectives of the Course:

Students will further understand Latin American culture, learn the finer points of grammar, learn the use of a wide range of vocabulary words, so that they can present oral reports (about a country, Christmas in another country, the description of a Spanish magazine and relate a Bible story). Much of this class will be conducted in Spanish. Verses will be learned as well as other cultural material. The objective of this course will be to develop a wide range of vocabulary and to learn the subjunctive mood. Students will be prepared to take the SAT II Spanish test and become more conversational in Spanish.

Course Title: Latin I

Required: Yes (or Span. I equivalent)

Grade Level: 9-11

Pre-requisites: None

Credits: 1.0

Grade Scale: Regular

Description/Objectives of the Course:

Students will learn the foundations of the Latin language, including proper pronunciation and conjugation.

Additionally, people, places, and events in Roman life will be studied.

Presentations, speeches, and essays will help the students practice usage of the language through oral and written exercises.

MATH

Course Title: Algebra I

Required: Yes

Grade Level: 9-10

Pre-requisites: Pre-Algebra

Credits: 1.0

Grade Scale: Regular

Description/Objectives of the Course:

This course covers the following general topics: rational numbers and their application, equations and inequalities, polynomials, factoring, rational and radical expressions, functions, graphs, systems, and quadratics. An emphasis is placed on reasoning and problem solving. Principles of critical thinking are practiced and apply to all aspects of learning.

Course Title: Algebra II**Required:** Yes**Grade Level:** 9-11**Pre-requisites:** Algebra I**Credits:** 1.0**Grade Scale:** Regular**Description/Objectives of the Course:**

This is a review of Algebra I with emphasis on factoring, polynomials, quadratic equations, and systems of equations. Also, exponential and logarithmic functions, and probability and statistics will be introduced. This course will provide students with a firm grasp of algebra and related topics.

Course Title: Algebra II Honors**Required:** Yes (or Alg. II equivalent)**Grade Level:** 9-11**Pre-requisites:** Algebra I and teacher approval**Credits:** 1.0**Grade Scale:** Honors**Description/Objectives of the Course:**

This course includes all material covered in the standard Algebra II course, but is taught at a faster pace. Additional topics covered include sequences and series, probability and statistics, and introduction to trigonometric functions. This course will provide students with a firm grasp of algebra and related topics, and prepare them to take Pre-calculus, Trigonometry, and Calculus.

Course Title: Geometry**Required:** Yes (or Geom. Honors equivalent)**Grade Level:** 10-12**Pre-requisites:** Algebra I**Credits:** 1.0**Grade Scale:** Regular**Description/Objectives of the Course:**

This course covers the following general topics: triangles, special quadrilaterals, polygons, circles, congruence, similarity, area, volume, and geometric proof. Using a hands-on approach, including constructions and art, concepts are taught using experiments and inductive reasoning. A review of Algebra I concepts is included.

Course Title: Geometry Honors**Required:** Yes (or Geom. equivalent)**Grade Level:** 10-12**Pre-requisites:** “B” in Algebra I Honors, or “A” in Algebra I, and teacher approval**Credits:** 1.0**Grade Scale:** Honors**Description/Objectives of the Course:**

This course covers the following general topics: triangles, special quadrilaterals, polygons, circles, congruence, similarity, area, volume, and geometric proof. Using a hands-on approach, including constructions and art, concepts are taught using experiments and inductive reasoning. After familiarity with shapes and their properties is gained, a formal deductive approach is applied to the same topics. An emphasis is placed on critical thinking and reasoning. A review of Algebra I concepts is included.

Course Title: Integrated Math III

Required: Yes (or Pre-Calc. equivalent beginning with the Class of 2011)

Grade Level: 11-12

Pre-requisites: Algebra II

Credits: 1.0

Grade Scale: Regular

Description/Objectives of the Course:

Integrated Mathematics III continues students' study of topics from algebra, geometry, and statistics in a problem-centered, connected approach.

Functions and the deductive methods of proof with geometric concepts are the principle topics of study. This course is appropriate for students who have completed Algebra II, who want to receive focused SAT/ACT test preparation, and who wish to keep their math skills fresh and current before entering college. It is also an excellent review of a combination of math concepts.

Course Title: Pre-Calculus

Required: No

Grade Level: 11-12

Pre-requisites: Teacher approval

Credits: 1.0

Grade Scale: Honors

Description/Objectives of the Course:

This course is preparatory for Calculus, and is appropriate for all who plan to major in engineering, science, mathematics, medicine, or other technical disciplines.

Course Title: AP Calculus AB

Required: No

Grade Level: 11-12

Pre-requisites: Teacher approval

Credits: 1.0

Grade Scale: AP

Description/Objectives of the Course:

The Advanced Placement Calculus AB

course follows the Advanced Placement syllabus. Course study will include properties of functions, limits, differential calculus, and integral calculus. Use of symbolic differentiation and integration utilities is also included. The main focus is a solid background in material needed to indicate good preparation for the [Advanced Placement Calculus Test \(AB\)](#).

PHYSICAL EDUCATION

Course Title: Health (Personal Wellness)

Required: Yes

Grade Level: 9-12

Pre-requisites: None

Credits: 0.5

Grade Scale: Regular

Description/Objectives of the Course:

This is an introduction to personal health and wellness. Students will evaluate their current health and learn how to foster optimal wellness. This high school health course is designed to provide students with a multi-dimensional view of health and wellness by covering all aspects of health, including the physical, emotional, and spiritual challenges facing today's teenagers. Current health concerns and issues will be discussed, as well as emergency and first-aid procedures.

Course Title: Physical Education

Required: Yes

Grade Level: 9-12

Pre-requisites: None

Credits: 0.5

Grade Scale: Regular

Description/Objectives of the Course:

Various sports are introduced to the

students, as well as a physical fitness unit. Students will learn to play and understand the rules and procedures of different sports.

Course Title: Weight Training/Team Sports

Required: No

Grade Level: 9-12

Pre-requisites: None

Credits: 1.0

Grade Scale: Regular

Description/Objectives of the Course:

Weight training as a part of physical fitness is introduced, and the personal workout routines for beginning, intermediate, and advanced lifters are developed. Students will learn the correct technique of lifting and which exercises are used for development of various muscle groups. The second semester will be devoted to employing the skills from various team sports.

Course Title: Varsity Sports Weight Training

Required: No

Grade Level: 10-12

Pre-requisites: None

Credits: 1.0

Grade Scale: Regular

Description/Objectives of the Course:

This course is designed for student athletes who would follow their specific coach's weight training plan during class time.

SCIENCE

Course Title: Biology

Required: Yes

Grade Level: 9

Pre-requisites: None

Credits: 1.0

Grade Scale: Regular

Description/Objectives of the Course:

This course will investigate the science of life on earth covering such topics as the chemistry of life, the mechanism of inheritance, creation vs. evolution, microorganisms, and survey of the plant and animal kingdoms. The objective of this course is to obtain a greater appreciation of all aspects of life and for God the Creator.

Course Title: Chemistry I

Required: Yes

Grade Level: 10

Pre-requisites: None

Credits: 1.0

Grade Scale: Regular

Description/Objectives of the Course:

Chemistry students will be taught proper laboratory techniques and investigation skills of problem solving. The student will apply information quantitatively and qualitatively to the research process and incorporate accumulated knowledge with new information. Specific topics studied will be matter and energy, chemical formulas and equations and their mathematical application, chemical bonding, the periodic table, and atomic structure.

Course Title: Chemistry II Honors

Required: Yes (or another 3rd-year Science)

Grade Level: 11-12

Pre-requisites: Satisfactory grades in Chemistry I

Credits: 1.0

Grade Scale: Honors

Description/Objectives of the Course:

This course fill in the advanced and optional materials not covered in Chemistry I. Emphasis is on problem-solving, laboratory work, and practical applications of chemistry. Students will be completely prepared for continuing on to the first year of college science.

Course Title: Anatomy and Physiology

Required: Yes (or another 3rd-year Science)

Grade Level: 11-12

Pre-requisites: “B” average in Biology

Credits: 1.0

Grade Scale: Honors

Description/Objectives of the Course:

Human anatomy and physiology is the study of the structure and function of the major organ systems in the human body. This course will equip students with the knowledge of the body’s structure and processes within the major organ systems.

Course Title: Physics

Required: No

Grade Level: 11-12

Pre-requisites: “B” in Geometry and Algebra II

Credits: 1.0

Grade Scale: Honors

Description/Objectives of the Course:

This course presents the study of energy and its interaction with matter in both a qualitative and quantitative manner. Problem solving, classroom demonstrations, and lab work are essential portions of the course. This course will prepare the student to achieve at a high level in first-year Physics in college.

Course Title: Marine Biology

Required: Yes (or another 3rd-year Science)

Grade Level: 11-12

Pre-requisites: Biology

Credits: 1.0

Grade Scale: Regular

Description/Objectives of the Course:

This course will examine marine organisms – their habitat, anatomy, and interaction. It will also examine other concepts of marine ecosystems and include possible trips to local water.

SOCIAL SCIENCE

Course Title: Psychology

Required: No

Grade Level: 10-12

Pre-requisites: None

Credits: 1.0

Grade Scale: Honors

Description/Objectives of the Course:

This course is a year-long introductory course. This course will give the students the opportunity to study the mind and human nature through psychological and Biblical knowledge. Students will develop research skills with the understanding that psychology is a science of theory. This course introduces students to the study of the human behavior through psychological activities of perceiving, judging, learning, remembering, imagining, thinking, willing, and acting.

SOCIAL STUDIES

Course Title: Civics

Required: Yes

Grade Level: 9

Pre-requisites: None

Credits: 1.0

Grade Scale: Regular

Description/Objectives of the Course:

This study of government will focus on citizen rights and responsibilities, informing students of rules and laws that help create a safe functional culture for our country. Students will be able to articulate and defend viewpoints and recognize ways that they can be engaged in the political structure of our society.

Course Title: AP World History

Required: Yes (or World History equivalent)

Grade Level: 10

Pre-requisites: None

Credits: 1.0

Grade Scale: AP

Description/Objectives of the Course:

The study of AP World History covers classical civilizations to the present. It is a college-level course culminating in a major AP exam in May.

Course Title: Modern United States History

Required: Yes (or AP US History equivalent)

Grade Level: 11

Pre-requisites: None

Credits: 1.0

Grade Scale: Regular

Description/Objectives of the Course:

This is a survey of American History from 1865 until the present. This course will develop the student's ability to discuss all areas of American history from 1865 to American leadership in today's world. It will acquaint the students with historical knowledge so that they can understand and appreciate God's working in the United States. As a result, they should be able to understand current trends.

Course Title: Advanced Placement United States History

Required: Yes (or US History equivalent)

Grade Level: 11

Pre-requisites: None

Credits: 1.0

Grade Scale: AP

Description/Objectives of the Course:

This is an intense survey of American history from European exploration to the present. This course will also prepare students to take the AP Exam and prepare them for college challenges. The students are required to take the AP Exam. This course will develop the student's ability to discuss, through essay writing and class participation, all areas of American history from European exploration to America's leadership in today's world. Students will become acquainted with historical knowledge so that they can understand and appreciate God's working in the United States. This will help them to understand current trends. Students will be prepared for intermediate and advanced college courses by making demands on them equivalent to those made by full-year introductory college courses.

Course Title: American Government

Required: Yes

Grade Level: 12

Pre-requisites: None

Credits: 0.5

Grade Scale: Regular

Description/Objectives of the Course:

Topics of study include the Declaration of Independence, Constitution, and Bill of Rights and the relationship among government, society, and the economy. Branches of federal, state, and local government, political parties, interest groups, as well as contemporary issues

are all detailed. Other topics include rights, responsibilities, and duties of citizens to the democratic process.

Course Title: Economics

Required: Yes

Grade Level: 12

Pre-requisites: None

Credits: 0.5

Grade Scale: Regular

Description/Objectives of the Course:

The purpose of this course is to explain the basic theories of economics and how they apply to the everyday citizen. The government's role and the stock market will be studied. Students will understand the laws of supply and demand. Through projects, the student will have a working knowledge of the stock market, personal budgets, and the importance of good credit.

FINE/PRACTICAL ARTS

Course Title: Art 2-D

Required: No

Grade Level: 9-12

Pre-requisites: None

Credits: 1.0

Grade Scale: Regular

Description/Objectives of the Course:

This course will be a comprehensive studio course in two-dimensional art. The students will gain a basic understanding of drawing, painting, design, printmaking, photography, and digital manipulation. We will use historical and contemporary art for ideas and inspiration.

Course Title: Art 3-D

Required: No

Grade Level: 9-12

Pre-requisites: None

Credits: 1.0

Grade Scale: Regular

Description/Objectives of the Course:

This is a comprehensive studio class. The students will gain a basic understanding of three-dimensional methods, media, and craftsmanship through the use of basic design concepts. We will delve into the history of sculpture and contemporary sources for inspiration and ideas. We will explore the use of paper mache, clay, jewelry design, copper enameling, stained glass, stone, and mixed media as sculptural mediums.

Course Title: Advanced Art

Required: No

Grade Level: 11-12

Pre-requisites: 2D and 3D Art

Credits: 1.0

Grade Scale: Honors

Description/Objectives of the Course:

This is a studio course, encouraging independent study, where experienced students select projects based on their skill and creativity. This course will build on the students' previous experiences in art, develop their skills in general areas of art, and encourage creative thinking.

Course Title: Advanced Placement 3D Art

Required: No

Grade Level: 11-12

Pre-requisites: One year of art and instructor's approval

Credits: 1.0

Grade Scale: AP

Description/Objectives of the Course:

This is a college-level sculpture course which explores a variety of 3D design problems to complete a portfolio of work. Some mediums we will use

include stone, clay, glass, and metal (silver and copper) sculpture.

Course Title: **Advanced Placement Drawing**

Required: No

Grade Level: 11-12

Pre-requisites: One year of art and instructor's approval

Credits: 1.0

Grade Scale: AP

Description/Objectives of the Course:

This is a college-level course in drawing. The students will work on drawing skills using a variety of drawing media and using a variety of subjects. Students will complete a portfolio of work to be submitted for grading and AP college credit, and they will demonstrate their growth in a variety of skills and creativity.

Course Title: **Yearbook**

Required: No

Grade Level: 9-12

Pre-requisites: Teacher approval

Credits: 1.0

Grade Scale: Regular

Description/Objectives of the Course:

This course involves learning the basic principles of journalism. The course involves work on the computer, in the darkroom, and photography. Students will learn valuable journalistic skills and layouts of pages as well as learning how to plan, organize, and meet deadlines throughout the year. Students will also learn how to write quality articles.

Course Title: **Wind Ensemble**

Required: No

Grade Level: 9-12

Pre-requisites: Must pass the three books of Standard of Excellence and audition with the instructor

Credits: 1.0

Grade Scale: Regular or Honors

Description/Objectives of the Course:

This course is designed for the intermediate and advanced high school level instrumental music student. It functions as a performing arts class, providing an atmosphere of development through performance of solos, ensembles, and band literature. Upon completion of this course, the student will be able to perform all major scales and understand interpretation of different styles of music.

Course Title: **Concert Choir**

Required: No

Grade Level: 9-12

Pre-requisites: None

Credits: 1.0

Grade Scale: Regular or Honors

Description/Objectives of the Course:

This course is designed to teach vocal techniques and choral/group singing for the purpose of glorifying the Lord. The choir presents a Christmas concert and a Spring concert. The choir participates in various contests such as the Association of Christian Schools International state choral festival and the Florida Vocal Association of Choral Festival on both the state and local levels. The choir ministers to local churches and Christian schools. Being a member of the choir prepares students to participate in the bi-annual musical productions.

Participation in all school and church concerts and competitions is mandatory. Students learn proper vocal technique by exposure to various styles of music.

This training is designed to build confidence in the individual's God-given talents. This, in turn, should motivate the student to use his talent to minister to others, particularly in the school and church settings.

Course Title: Computer Applications I

Required: Yes (beginning with the Class of 2008)

Grade Level: 9-12

Pre-requisites: None

Credits: 1.0

Grade Scale: Regular

Description/Objectives of the Course:

This course provides the student with an introduction to Microsoft Office 2000 (Word, Excel, Access, PowerPoint, and Outlook.) The fundamentals of MS Office will help students demonstrate their proficiency with these applications and expose them to examples of the computer as a useful tool. In addition, this course lays the groundwork material needed to prepare students for Microsoft Office User Specialist (MOUS) Certification. The objectives of this course are to teach the fundamentals of Microsoft Office 2000, to help students demonstrate their proficiency in Office 2000 applications, and to expose the students to examples of the computer as a useful tool.

Course Title: Computer Applications II

Required: No

Grade Level: 10-12

Pre-requisites: Computer Application I and teacher approval

Credits: 1.0

Grade Scale: Honors

Description/Objectives of the Course:

This course is designed as a continuation of Computer Applications I and as further training in order to prepare and equip students with the necessary intermediate skills needed to achieve MOUS Core-Level Certification. The curriculum provides a framework for measuring student proficiency with Microsoft Office 2000 applications, such

as Word, Excel, Access, PowerPoint, and Outlook. MOUS Certification provides students with a valuable industry credential. Several software programs will be integrated into the classroom to enrich the curriculum. Software programs on Electronic Money, Personal Checking, Electronic Banking and Quicken will be used. The students will gain realistic experiences in these areas.

Course Title: Teacher's Aide

Required: No

Grade Level: 9-12

Pre-requisites: None

Credits: 0.5 for a full year

Grade Scale: Regular

Description/Objectives of the Course:

Students will report to their assigned position and assist teachers, librarians, and secretaries in any way necessary.