
Christian Institute



of Arts & Sciences

High School Handbook

5-Year Graduation Plan for High School Students



"You shall love the LORD your God with all your heart
and with all your soul and with all your might.
These words, which I am commanding you today, shall be on your heart.
You shall teach them diligently to your sons
and shall talk of them when you sit in your house
and when you walk by the way
and when you lie down and when you rise up."
-Deuteronomy 6:5-7 (NASB)

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High School Handbook:

A Five-Year Graduation Plan

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Introduction

This book attempts to answer many of the questions and concerns that high school students and their parents have about the high school and college process. It is intended to be a tool for your High School Counselor, you as a high school student, and your parents to use to discuss and plan each school carefully. The GOAL is to have you begin to think about your educational and career future BEFORE you begin or as you enter high school!

Your High School Counselor will work with you and your parent(s) individually to develop a 5-year college-bound and/or career-bound academic plan that is best suited to you and your goals and dreams. There are many critical elements to this process, including personal college plans, checklists, meeting high school credit requirements, meeting scholarship requirements, making adequate ACT and/or SAT scores, and meeting your chosen college's admissions requirements,

May the peace of the Lord be with you during this school year. Please pray for us, as we pray for each one of you.

The Lord's many blessings to each of you!
Mary Beth Jones

Have a Plan...Before You Begin!

It is important to have a "Game Plan" when planning for your future. Maybe you have your whole life mapped out. Most likely, you do not have a CLUE what you want to do, or become! Like most teenagers, you need help figuring it all out.

That's where this manual comes in. How do you know what courses to take while in high school? How many credits to complete? How to get credit for Community Service? Which college should I apply to? How do I get scholarship money? The answers to these often-asked questions and many more are in these pages.

So commit to it. Commit to reading this manual. Commit to meeting with your High School Guidance Counselor each year to update your plan and renew your commitment to see it through consistently and courageously. Commit to being serious about planning a future that GOD will direct. Remember, "A man's heart plans his way, but the LORD directs his steps" (Proverbs 12:9).

Our purpose is to provide you with the structured organization and benefits of a school, but at the same time enabling you to have the benefits of Biblical home education. You need to develop a love and fear for GOD, obedience to His Word, strong moral character, and an appreciation of hard work and diligent study habits. You need to be preparing for future responsibility and ministry. It is our desire that all CIAS graduates are equipped with a Scripturally sound and academically solid education that will help them to successfully accomplish God's purpose and will for their lives!

High School Diplomas

Life is built on a cause and effect principle of labor and reward, sowing and reaping. Every effort yields its own reward, which in turn qualifies the achiever for broader opportunities. This principle is found in the Scriptures and seen in everyday life. Christian Institute of Arts & Sciences is happy to be able to offer accredited diplomas as tangible evidence of completion of high school training.

We offer four diploma programs:

College Preparatory Diploma

Academic Diploma

Adjusted (ESE) Diploma

Vocational Diploma



COLLEGE PREPARATORY DIPLOMA

The College Preparatory Diploma Plan is a strong, competitive diploma designed for students who seek to be admitted to a four-year college or university. Students who choose this diploma plan must maintain a GPA of 3.0 ('B') or higher and score above the national average on SATs and ACTs. Course in this diploma plan include honor courses and dual enrollment classes. Two years of sequential foreign language is required, as well as a substantial research paper (1500 words or more).

ACADEMIC DIPLOMA

The Academic Diploma Plan provides a diploma for students who want to graduate from high school. Many students who earn the Academic Diploma attend local community or junior colleges, enter vocational certificate programs, or enter the military forces. Students who choose this diploma plan must maintain a GPA of 2.0 ('C') or higher and score at the national average on SATs and ACTs.

ADJUSTED DIPLOMA

The Adjusted Diploma Plan is for exceptional students who cannot achieve a regular diploma program. Sometimes, this is due to learning disabilities, low cognitive abilities, inhibited processing abilities, low intelligence quotient (IQ), physical limitations, and other mitigating factors. The courses in this diploma plan are adjusted in their academic levels, according to a student's cognitive and intellectual abilities, and within the limitations of their disability. These students take their standardized tests with accommodations (extended time, oral reading, etc.).

All students in the Adjusted Diploma Plan must have their suspected learning disabilities should be tested, diagnosed and documented by an qualified educational psychologist, preferably with the WISC IV and Woodcock Johnson III. After this evaluation, the student will complete certain courses to meet requirements for credit, but the courses may be on a lower grade level than regular high school coursework. These situations will be discussed during your interview, and appropriate curriculum will be recommended after professional diagnosis. Students with learning disabilities must take the Iowa ITED with CIAS up until their senior year; they may also take the TABE upon graduation.

VOCATIONAL DIPLOMA

The Vocational Diploma Plan includes vocational and career training into the academic process. These students are settled on a particular career, and seek to gain experience and knowledge of said career while in high school. On-the-Job Training is a core part of the vocational elective in this diploma plan. Basic academic courses must also be taken, as well as the Iowa ITED every year of high school. Vocational students will take the TABE upon graduation, and may take classes at the local vocational institutes and schools while in high school. Some students may receive vocational certification in their field if they are dual enrolled.

How Do I Earn Credits?

Credits constitute completion of courses of study. They may include any education or learning experience in the following categories:

- Academic Curricula- high school academic textbooks, workbooks, or unit studies
- Online or correspondence courses
- Dual enrollment courses
- Expanded studies- vocational skill training opportunities such as outdoor education, horsemanship, agricultural science, horticulture/gardening, small motor repair, cooking, sewing, instrumental music lessons, physical education, and team sports

Half-Credit: 75 hours/one semester

One credit: 150 hours/two semesters

A School Day: at least 5 hours per day, 5 days per week

A School Year: 180 days, two semesters, four quarters

TEXTBOOK COURSES

- The published must list course as a high school-level course.
- CIAS Administration must approve all curriculum and course to receive credit.
- Students with diagnosed learning disabilities or developmental disorders must complete 75% of the textbook readings, assignments, quizzes, and tests to receive high school credit.
- Standard students must complete 80% of the textbook readings, assignments, quizzes, and tests to receive high school credit.
- College Preparatory students must complete 100% of the textbook readings, assignments, quizzes, and tests to receive honors high school credit.
- Overall GPA must be a “C” or above in order to receive credit.
- Students must take the official College Board AP (Advanced Placement) exam in order to receive AP credit.
- Students must complete all semester and final exams, except when exempt by dual enrollment college professors.

ONLINE COURSES

- All courses must be approved by CIAS Administration.
- Students may take 6-10 course per school year (2 regular semesters/summer tem)
- Course must be designated as high school courses to receive high school credit.
- Students must complete 100% of assignments/lessons and tests/exams to receive high school credit.
- Students must complete semester and final exams, as assigned by class/teacher.
- CIAS must receive an official report of course’s final semester grade, with summary evaluation.

VALIDATION OF GRADES POLICY

Grades are validated at CIAS based upon reviewed completion of work, classroom participation, and quiz/test scores. Grades for non-tested subjects, such as sports, fine arts courses, etc., must be validated by an attendance log and by an evaluation form, which includes the earned grade and is signed by a valid course instructor/coach.

TRANSFER OF CREDITS TO CIAS POLICY

Outside credits may be accepted from a legitimate academic institution based on their accreditation status and/or a detailed review of their program content. For homeschooled students transferring in mid-high school, we require a portfolio of previous credits to be submitted to validate the homeschool transcript. If a portfolio of school work is not available, CIAS requires end-of-the-year achievement tests results to validate the homeschool transcript. For a student transferring from another private or charter school, CIAS staff researches the school’s website, policies and procedures, scope and sequence, and academic requirements before accepting a transcript with credits/grades at face value. For students transferring from an accredited public school, CIAS accepts their transcripts at face value. Sometimes we compare report cards against transcripts to validate their accuracy. Policies for acceptance of transfer credits are detailed in the High School Handbook.

When transferring *any and all* credits from another school, only semester grades of ‘C’ (70%) or above will be accepted for credit. Semester grades for high school credits lower than a ‘C’ do not indicate mastery of a subject. Most courses will need to be retaken. The only exception will be when half of a full credit course is taken at CIAS and the average for the full credit is 70% or higher. Suggestions for ways to do this can be discussed with your counselor at the time of your consultation and academic planning. Exceptions for lower credit grades will only be by the discretion of CIAS administration. Special education students (including ESE, ESOL & IEP) who receive an adjusted or vocational diploma are exempt from this requirement. There is a \$250 fee per school year for transcription of credits for all home-educated students transferring into CIAS with no official transcripts from another school.

What Courses Should I Take?

There are the “must-have” credits, and then there are recommended courses. College requirements vary from state to state and school to school, but the majority of schools are looking for undergraduates who have successfully completed **MORE THAN THE MINIMUM** graduation requirements. Detailed course descriptions are in the Scope and Sequence part of this manual.

A transcript that *stands out* is one that includes the following classes:

English Language Arts (including significant grammar, literature, vocabulary, and composition writing)	4 credits
Mathematics (including Algebra I*, Geometry*, Algebra II & above)	4 credits
Science (physical and biological, including Biology*)	3-4 credits
Social Studies (history, government, economics, geography)	3-4 credits
World/Foreign Language (two sequential credits in the same language)	2+ credits
Physical Education	1 credit
Performing Fine Arts (art, speech, music)	1 credit
Practical Arts or Vocational (computer, technology)	.5-1 credit
General Electives (personal finance)	3-5 credits
Volunteer Community Service	75 hours

*Required courses

How Do I Document My Work?

Prove that you are completing credits by documenting your work and efforts. It is **VERY IMPORTANT** to record and document all your extra-curricular and expanded studies in order to receive credit for what you are doing. If you do not document, you do not receive credit!

CIAS provides PDF versions of individualized Google Sheets called “Grade Reports” for students and their parents/guardians to document schoolwork grades for formative and summative assessments.

QUARTERLY ELECTIVE RECORD

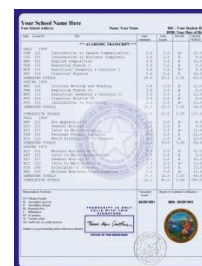
All hours spent in Performing Fine Arts (PFA), Physical Fitness (PE), Work Experience/On-the-Job-Training (OJT) and Community Service should be recorded on the appropriate Quarterly Record forms and sent in with your quarterly report, every three months.

SEMESTER ELECTIVE REPORT

Music, Art, and Physical Education instructor evaluations should be turned in with your reports once a semester. You must have your instructor/teacher/coach complete and sign the form. This covers performing arts classes, fine arts classes, private music lessons, band, drama, theatre, organized physical fitness, organized team sports, YMCA sports, and any other PE classes.

DUAL ENROLLMENT COURSES

If you have earned credits via dual enrollment at a local college or university, you must document your credits by either printing an unofficial transcript from their online system, or you can request that an official transcript be sent to CIAS. All seniors who have dual enrolled are required to have a final official transcript on file at CIAS before their final high school transcript will be released or Bright Futures Scholarship application will be processed.



From Curriculum List to College Prep and Beyond: Journey of a Transcript

1. During a meeting with the CIAS Principal/guidance counselor, the student's parents/guardians and the Principal collaborate to create a Curriculum List for the upcoming academic school year to meet state graduation requirements and the student's academic needs.
2. The written curriculum list is then transcribed onto an individualized, yearly Google Sheets Grade Report template on the school's Google Drive for that academic year. If the student is Umbrella School/homeschooled status, a "parent copy" of the Grade Report template is created and shared with the parent/guardian via email for their interactive use.
3. The yearly Grade Report becomes part of an ongoing, multi-page Google Sheet workbook on Google Drive that details each year's grade progress for all of the student's high school career.
4. If the student is entering high school or transferring from another high school, a College Preparatory Diploma Plan or Academic Diploma Plan is plotted out, and a transcript shell is created. Both the Diploma Plan and transcript are updated yearly as the student progresses.
5. Transcripts from other schools are scanned in for the academic years that make up any of the high school years not attended at CIAS. The grades from these transcripts are then transferred to the cumulative Grade Report and the courses are reflected on the student's Diploma Plan.
6. As the student advances through the school year, his/her teacher records grade scores on the current yearly Grade Report. If the student is Umbrella School/homeschooled status, the parent/guardian is responsible for filling out the shared Grade Report every quarter for recording and calculation. At the end of each quarter, the appropriate school Records Clerk calculates the grades for posting on the report cards and transfers them from the yearly Grade Report Sheet to the cumulative Grade Report Sheet.
7. Once the academic year is complete, all grades on the yearly and cumulative Grade Reports are finalized and entered into the final Report Card. Grades on the cumulative Grade Report are calculated for final course grades and transferred to the student's high school transcript shell.
8. As the student's senior year begins, his/her transcript is reviewed to determine the accuracy of demographic information, as well as all information to date. Courses are assessed and numbers are assigned according to the state-mandated course number list on CPalms (<https://www.cpalms.org/>) and the Bright Futures Course Table (<https://sso.osfaffelp.org/BFIEHS/Course/ComprehensiveCourse>).
9. At the end of senior year, the transcript is completed, and then forwarded to the CIAS administration for review, starting with the Senior Administrative Assistant. It is then submitted to the CIAS Principal for a final edit and approval, after which it is released to the student, parent/guardian, and/or the requesting educational institution.

What is a GPA?

The grade point average required for graduation from CIAS is a minimum of 2.0. This applies to all diploma programs. CIAS uses weighted (1.0-4.3) and unweighted (1.0-4.0) GPA scales. As of summer 2006, all Dual Enrollment classes and Honors courses are worth .5 extra grade points.

Grading & Evaluation Scale

All **High School Grades** must use test grade percentages for accuracy of transcripts and letter grades for any untested material.

ACADEMIC GRADE SCALE:

A+	98-100%	4.3 GPA, Weighted	Excellent
A	94-97%	4.0 GPA, Weighted	
A-	90-93%	3.7 GPA, Weighted	
B+	87-89%	3.3 GPA, Weighted	Good
B	84-86%	3.0 GPA, Weighted	
B-	80-83%	2.7 GPA, Weighted	
C+	77-79%	2.3 GPA, Weighted	Average
C	74-76%	2.0 GPA, Weighted	
C-	70-73%	1.7 GPA, Weighted	
D	60-69%	1.0 GPA, Weighted	Below
Average/Not an acceptable grade/Retake			
F	59%-below		Failing/Not an acceptable grade/Retake

PERSONAL GROWTH, CITIZENSHIP, AND CHARACTER EVALUATION GRADING SCALE:

E	Excellent
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

HONORS & AWARDS POLICY

HONORS CREDIT & STATUS POLICIES

Explanation of Honors Student vs. Honors Credit:

Honors credit- Completion of 100% of a course, on or above grade level (for approved curriculum only)

Honors student- Completion of 2 core subject courses at or above grade level with Honors Credit - Math, English Language Arts (ELA), Social Studies/History, or Science

Honors student- Completion of 80% of work in 2 core subject courses above grade level

If a student is an Honor Student and receives a grade of D or F in a class/course, they will lose their Honor Student status for the next/following school year. Example- If a 10th grade Honors Student receives a D in a class, then they cannot be 11th grade Honor Student during the next school year

Students can still take Honors credit classes, even if they lose their Honor Student status.

Some curriculum cannot be considered Honors due to lack of academic rigor and/or lower learning objectives and SOL's.

HONORS AWARDS

CIAS recognizes students throughout each school year in a number of ways, including awards, distinctions, and recognitions at the annual spring Awards Ceremony and Arts Expo. These are also documented on report cards and transcripts. These recognitions vary with the activities and involvements of the students, and may include, but are not limited to, music, dance, theatre and sports accomplishments, academic successes, and recognition/awards for special projects, i.e., National History Week.

A and A/B Honor Roll Award

The A/B Honor Roll Award is given to CIAS students who made mostly A's and B's during a school year; only two C grade is allowed per school year. Umbrella School students may receive A or A/B Honor Roll recognition on their Report Cards and Transcripts. Campus School students may also receive A or A/B Honor Roll recognition on their Report Cards and Transcripts; these Campus School students will be honored with certificates at the spring annual Award Ceremony.

Academic Excellence Award

The Academic Excellence Award is given to CIAS Campus School students who have achieved the highest level of discipline, academic accomplishment, and model behavior of all our Campus School students during this school year. Many of these students finished their grade-level schoolwork by Spring Break and began their next grade level courses in the 4th quarter. These Campus School students will be honored with certificates and trophies at the spring annual Award Ceremony.

GRADUATING SENIOR AWARDS

CIAS offers awards to the graduating class of high school seniors each spring during the Graduation Commencement Ceremony:

A and A/B Honor Roll Awards

The A Honor Roll is awarded to seniors who have maintained all A's throughout high school.

The A/B Honor Roll Award is awarded to seniors who made mostly A's and B's during a school year; only two C grades are allowed throughout high school.

Honors: Cum Laude, Magna Cum Laude, and Summa Cum Laude Honor Roll

This award/certificate/trophy is awarded to seniors who maintained a 3.5- 4.0 unweighted GPA throughout the four years of high school. These seniors wear a stole during graduation ceremony.

- Cum Laude Honor Roll: 3.5 GPA, unweighted
- Magna Cum Laude Honor Roll: 3.8 GPA, unweighted
- Summa Cum Laude Honor Roll: 4.0 GPA, unweighted

Principal's Award

This award/certificate/trophy is awarded to seniors who have persevered in their academics, demonstrated a servant's spirit, served the Lord in his/her church, local community, and school (CIAS) throughout the four years of high school.

Academic Excellence Award

This award/certificate/trophy is awarded to seniors who have achieved the highest level of discipline, academic accomplishment, and model behavior of all our Campus School students throughout the four years of high school.

Christian Character Award

This award/certificate/trophy is awarded to seniors who have worked diligently on his/her academics, shown a faithful spirit in acquiring knowledge, overcome adversity, modeled a Christ-like character, and ministered the love of Jesus to his/her fellow students.

Salutatorian

The Salutatorian is chosen based upon the following criteria:

1. Earned second-highest unweighted GPA of the graduating senior class
2. Stayed on the Summa or Magna Cum Laude Honor Roll throughout high school
3. Taken rigorous and challenging academic courses with assessments
4. Taken dual enrollment courses at a local college or university*
5. Taken at least one ACT and/or SAT and/or made the second-highest score
6. Completed a minimum of 100 hours of Volunteer Community Service
7. Maintained excellent citizenship throughout high school
8. Willing to give a speech presentation during the spring graduation ceremony
9. Plans to attend a college or university following high school*

Valedictorian

The Valedictorian is chosen based upon the following criteria:

1. Earned highest unweighted GPA of the graduating senior class
2. Stayed on the Summa or Magna Cum Laude Honor Roll throughout high school
3. Taken rigorous and challenging academic courses with assessments
4. Taken dual enrollment courses at a local college or university*
5. Taken at least one ACT and/or SAT and/or made the highest score
6. Completed a minimum of 100 hours of Volunteer Community Service
7. Maintained excellent citizenship throughout high school
8. Willing to prepare and give a speech during the spring graduation ceremony
9. Plans to attend a college or university following high school*

Disclaimers:

*Optional, as applicable as a whole to each graduating class' achievements and accomplishments

All final decisions about awards, honors status, Sal, & Val are the responsibility of the CIAS Principal and Administrative Staff.

All waivers for various requirements are approved as needed and by the prerogative of the CIAS Principal and Administrative Staff.

Florida High School Requirements

Subjects	Florida High School Graduation Requirements	Minimum Requirements for State University System	CIAS High School Graduation-Academic Diploma
Language Arts: Credits must include the following: Grammar, Composition, Research, Reference Skills, Literature, and Spelling. Can also include Critical Thinking, Penmanship, and Public Speaking. Must include substantial writing requirements.	4	4	4
Mathematics: Credits may include Pre-Algebra, Algebra I, Algebra, II, Geometry, Consumer Math, Applied Mathematics, Trigonometry, Calculus, and any dual enrollment classes	4	4	4
Natural Science: Two credits must have included substantial laboratory requirements	3	3	3
Social Science: Credits must include one credit American History, one credit World History, .5 credit Economics, and .5 credit American Government. May include study related to history, civics, political science, economics, sociology, psychology, & geography.	3	3	3
Foreign Language: Any two sequential credits in the same foreign language, with the exemption of courses labeled "conversational."	2	2	
Fine/Performing Arts: Any Art, Dance, Music, Speech, or Debate course classified as Performing Arts will meet this requirement.	1		.5
Practical Arts: Courses must include computer keyboarding and applications.			.5
Personal Fitness: Courses must include assessment, improvement, and maintenance of personal fitness and exercise.	1		1
Community Service: at least 75 hours of volunteer community service documented			.5
Electives: Courses may include Academic courses such as English, Mathematics, Foreign Language, Natural Science, Social Science, Dual Enrollment, Vocational, Life Management, On-the-Job-Training, Performing Fine Arts, Practical Arts, and Physical Education courses.	5.5	3	1.5-7
GPA	2.0 on a 4.0 scale	3.5 on a 4.0 scale	2.0 on a 4.0 scale
Testing	Passing scores on the Grade 10 FCAT or concordant standardized test scores	Passing scores on the Grade 10 FCAT or concordant standardized test scores	Passing scores on the Grade 10 standardized test (50 th percentile, 5 th stanine)
Totals	24 credits	18 credits	18-24 credits

How Fast...or Slow...Can I Go?

NORMAL/TYPICAL PACE

A typical high school student finishes his/her 24 required high school credits within four years. Some high school students seeking a College Preparatory Diploma will earn 18 credits all total before they are issued a high school diploma.

The student will be awarded a high school diploma at the end of the semester (spring/fall/summer) during which they complete all graduation requirements.

At the end of 9th Grade: 6 credits completed to be promoted to 10th grade

At the end of 10th Grade: 12 credits completed to be promoted to 11th grade

At the end of 11th grade: 18 credits completed to be promoted to 12th grade

12th Grade: 24 credits

Some high school students seeking a College Preparatory Diploma, will earn 18 credits all total before they are issued a high school diploma.

ACCELERATED GRADUATION

High school students may meet the graduation requirements within less than four years of attendance by earning more than the minimum number of credits per year. The student will be awarded a high school diploma at the end of the semester (spring/fall/summer) during which they complete all graduation requirements. In addition to working on a full program during the regular school day, other opportunities for earning additional credits exist in the following programs: Dual Enrollment, Summer School, Adult Education, and Approved Correspondence School Programs.

5-YEAR SCHEDULE FOR GRADUATION

High school may be completed in more than four years by earning less than the minimum number of credits per year. This would apply to students who have started high school early (earning high school credits for taking high school courses in Grade 8), specific learning disabilities, developmental delays, delayed processing, physical handicaps, and/or medical difficulties. If a student has been accelerated and wants to slow down, he or she might take longer to complete high school as well. This is acceptable to CIAS administration as long as the high school student completes the required number of credits (between 18-24) before they expect to graduate. The student will be awarded a high school diploma at the end of the semester (spring/fall/summer) during which they complete all graduation requirements. Full tuition must be paid for each school year that a student is enrolled in CIAS.

ATTENDANCE & PROMOTION POLICIES & PROCEDURES

NUMBER OF SCHOOL DAYS REQUIRED

School should consist of 180 days per year and/or completion of the curriculum for one school year, in accordance with Florida state laws. Schooling constitutes any education or learning experience your child has in the following categories: academic curriculum (textbooks, unit studies, paces, or wisdom booklets); expanded studies such as field trips, family learning activities, unit study projects, library times, instrumental music lessons, physical education & sports activities, character training, extra-curricular activities, educational movies and literature, etc.; and domestic and vocational skill training

Suggested hours of instruction or learning activities for grades K:	3 hours per day for 5-day week
Suggested hours of instruction or learning activities for grades 1-3:	4 hours per day for 5-day week
Suggested hours of instruction or learning activities for grades 4-12:	5+ hours per day for 5-day week

PROMOTION CRITERIA POLICIES

If a CIAS student has completed the number of school days required, they typically should have completed, or almost completed, their curriculum for the school year.

GENED STUDENTS: 80% CURRICULUM COMPLETION POLICY

CIAS holds to an 80% completion policy for enrolled students who are general education (GENED) students; 80% of a curriculum must be completed by a student, earning a passing grade, in order for him/her to be promoted to the next grade level in that subject or to receive full credit (high school). Once satisfactory progress is proven by production of formative and/or summative assessment grades, promotion may occur from one grade level to the next. This typically happens towards the end of the school year or summer, but may occur earlier in the school year if a student is motivated, working at an accelerated pace, or is compacting high school into less than four years.

SPED/ESE STUDENTS: 75% CURRICULUM COMPLETION POLICY

CIAS holds to a 75% completion policy for students who are Special Education/Exceptional Student Education (SPED/ESE) students; 75% of a curriculum must be completed by a student, earning a passing grade, in order for him/her to be promoted to the next grade level in that subject or to receive full credit (high school). Once satisfactory progress is proven by production of formative and/or summative assessment grades, promotion may occur from one grade level to the next. This typically happens towards the end of the school year or summer.

HONORS STUDENTS: 100% CURRICULUM COMPLETION POLICY

CIAS holds to a 100% completion policy for enrolled students who are honors students, or for GENED or SPED/ESE students who want honors credit for a course; 100% of a curriculum must be completed by a student, earning a passing grade, in order for him/her to be promoted to the next grade level in that subject or to receive full credit (high school). Once satisfactory progress is proven by production of formative and/or summative assessment grades, promotion may occur from one grade level to the next. This typically happens towards the end of the school year or summer, but may occur earlier in the school year if a student is motivated, working at an accelerated pace, or is compacting high school into less than four years. See "HONORS CREDIT & STATUS POLICIES" on p. 22 for more information.

ACHIEVEMENT TESTING POLICIES

CIAS requires the annual administration of nationally-normed achievement assessments for all students in grades 3-10, and End-of-the-School-Year Evaluations grades K5-2. Before they graduate with a high school diploma from CIAS, students must typically pass the Level 16/Grade 10 Iowa Assessments, or an equivalent testing measurement, within the 4-5th National Stanine/45-55th National Percentile. This requirement is subject to enforcement or leniency by CIAS administration due to a variety of factors, including but not limited to, the presence of developmental delays, specific learning disabilities, or others contributing or hindering factors.

Any students who do not make appropriate progress in a two-year period may or may not be promoted to the next grade, upon school administration discretion.

ALL graduating seniors completing an Academic or College Preparatory Diploma program must score into the fiftieth percentile on the 10th grade achievement test (Level 16) in order to graduate and receive their diploma, upon school administration discretion.

All promotion policies are subject to change, as per the discernment and direction of the CIAS Principal as final decision-maker.

TESTING

Do NOT underestimate the POWER of a SAT or ACT score!

A test like the ACT or SAT provides proof of the completion and mastery of a student's high school educational knowledge. It is the first impression for many colleges, and you only get ONE first impression!

"The SAT and ACT tests are college entrance tests that demonstrate a student's preparedness for college academics. Unlike the CAT, Stanford, and Iowa tests, both the SAT and ACT tests are not administered by your school. The ACT test is administered by the American College Testing service, and the SAT is administered by the College Board; both are independent companies. They are administered in various locations nationwide at various times throughout the school year." *From the School of Tomorrow publication *Accelerator*, Vol. No. XXXI, Issue No. 2

Every graduate of CIAS is expected to complete at least one of the SAT or ACT exams. We encourage you to get started in tenth or eleventh grade so that you can take the tests as many times as possible to accumulate a "Best Composite Score" for applying for Florida Bright Future Scholarships and to prepare you for college entrance. Register to take the SAT and the ACT at PSC or UWF. We also have local tutors that we recommend for boosting your test scores, as well as various resources and study manuals.



*When registering, record the **CIAS CEEB code #101614** so that we can receive the results.*

ACHIEVEMENT TESTING

Achievement testing is mandatory every year for all CIAS students grades 9-10. This would include, but is not limited to, the Stanford Achievement Test and the Iowa Assessments). There may be a required testing for any new students who have not been given an achievement test during the previous school year.

Any students who do not make appropriate progress in a two-year period may or may not be promoted to the next grade, upon school administration discretion.

ALL graduating seniors completing an Academic or College Preparatory Diploma program must score into the fiftieth percentile on the 10th grade achievement test (Level 16) in order to graduate and receive their diploma, upon school administration discretion.



CIAS administers the Iowa Assessments. The Iowa Assessments are an achievement test battery, to provide a comprehensive assessment of student progress in academic skills. Occasionally we need to administer a CogAT, which is a cognitive abilities test usually administered with the Iowa for students whose learning disabilities need to be identified and documented. We also work with several educational psychologists in the local area for diagnosis of severe learning disabilities or disorders. Contact the school office for testing sources and facilities.

PSAT/NMQST

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMQST) is a program cosponsored by the College Board and National Merit Scholarship Corporation (NMSC). It's a standardized test that provides firsthand practice for the SAT®. It also gives you a chance to enter NMSC scholarship programs and gain access to college and career planning tools. The PSAT/NMQST measures critical reading skills, math problem-solving skills, and writing skills.

Students are encouraged to take a PSAT during their 9th -11th grade years. The PSAT is the qualifying exam for the National Merit Scholarship program. A PSAT score that falls in the semi-finalist range will qualify him or her for many scholarship opportunities that can include full tuition, room and board, graduate school, study abroad stipends, and much more! For many colleges, having a National Merit Scholar or Winner constitutes “bragging rights” since semi-finalists represent the top 1% of the nation’s high school students. Find out more about the PSAT at www.collegeboard.org

SAT

The Scholastic Aptitude Test (SAT®) is a test of your mental acumen, aptitude, and thinking ability, based on the knowledge and skills developed by your school coursework. It is also called the SAT Reasoning Test or SAT I. It is also used for college admissions and earning scholarships. It covers analogies, sentence, critical reading, and math skills. The 2007 National SAT® average was 502 of 800 possible for critical reading and 515 of 800 possible for math. There is also an optional Writing Skills test that some universities require. Register for the SAT® at www.collegeboard.org



ACT



The American College Test (ACT®) is a curriculum-based measure of college readiness. It is used for college admissions and earning scholarships. It tests four basic skill areas: English, Math, Reading, and Science. It includes these tests of academic achievement, as well as each student’s high school grade and coursework information, student profile, and career interest inventory. The highest score on an ACT is a score of 36. There is also an optional Writing test that some universities require. Register for the ACT® at www.actstudent.org

ACT SCORE DATA FOR CIAS STUDENTS

Year	National Average Composite Score	State Average Composite Score	CIAS Average Composite Score
2011	21.1	19.6	22.1
2012	21.1	19.8	22.1
2013	20.9	19.6	19.5
2014	20	19.6	23.1
2015	-	19.9	22.2

As published in the 2015 ACT Profile Report- High School for School 101614
and <http://blog.prepscholar.com/average-act-score-for-2015-2014-2013-and-earlier-years>

PERT or CPT

All students who seek to dual enroll in an academic course at any local community, junior, or state college must take a qualifying exam. The name of this exam varies from school to school. For students dual enrolling at Pensacola State College, it is now the Postsecondary Education Readiness Test (PERT). Please turn in a copy of your PERT (formerly the CPT) results. Information and links to a Study Guide and Practice Test for the PERT can be found at <http://www.pensacolastate.edu/students/services/testPert.asp>

CLEP EXAMS

The College Board also offers the CLEP credit-by-examination program to high school and college students who have a good grasp of a subject or course. CLEP exams are a Best Kept Secret! They save time and money, and help students achieve their college goals at an accelerated rate. There are 33 introductory-level college subjects, including College Algebra, English Composition I, American Government, Biology, Chemistry, and many more. However, high school students cannot earn high school credit for CLEP exams taken, so make sure that you discuss your credit options/requirements with Ms. Jones prior to taking a CLEP. By making a passing score on these tests, a student can earn college credit. CLEP exams are available at more than 2,900 colleges and universities. Find out more about CLEP at <http://clep.collegeboard.org/>

ASVAB

The Armed Services Vocational Aptitude Battery (ASVAB) is the timed multi-aptitude test, developed and maintained by the Department of Defense, which is required to join the military. You can find more information about the ASVAB here: <https://www.military.com/join-armed-forces/asvab>

TABE

The Test of Adult Basic Education (TABE) is the exam that students who enter a vocational or technical institute or trade school may be required to take. The TABE is a comprehensive and reliable academic assessment used to provide solid foundation for assessing the skills and knowledge of adult learners. You can find more information about the TABE here: <http://tabetest.com/>

Suggested Testing Schedule

Grade Level:	How Many Tests	IOWA/ Stanford	PERT/ CPT	PSAT	ACT	SAT
8	1	☒				
9	1	☒				
10	1+	☒	☒	☒		
11	1+		☒	☒	☒	☒
12	1+		☒	☒	☒	☒

DUAL ENROLLMENT

Many high school students are taking advantage of dual enrollment in the various learning opportunities available. Qualified high school students are able to take post-secondary courses to earn high school credits, while at the same time receiving college credits towards a Vocational Certificate or an Associate or Baccalaureate Degree.

CIAS currently has active Articulation Agreements with the following colleges and universities:

Pensacola State College

University of West Florida

University of South Florida

FLORIDA VIRTUAL SCHOOL

Information Link: <https://www.flvs.net/>

FLVS Flex

Individual online courses for Florida residents who attend a traditional school or are registered homeschool students. Enrollment is open year-round.



PENSACOLA STATE COLLEGE

Information Link: <https://www.pensacolastate.edu/academics/programs/dual-enrollment/>

PSC dares you to dual! Dual Enrollment is an exciting opportunity that allows students to take college classes and earn credit simultaneously towards both their high school diploma and college degree(s). Classes and books are free.



UNIVERSITY OF WEST FLORIDA

Information Link: <https://uwf.edu/academic-affairs/departments/enrollment-affairs/departments/dual-enrollment/>

UWF is pleased to welcome high-achieving secondary students into college courses through dual enrollment. Dual enrollment is a coursework acceleration program that allows qualified students to take college courses while simultaneously satisfying high school graduation requirements without paying tuition.



UNIVERSITY of
WEST FLORIDA

UNIVERSITY OF SOUTH FLORIDA

Information Link:

GEORGE STONE TECHNICAL COLLEGE

Information Link: <https://www.escambiaschools.org/gstc>

Students who are sixteen years of age or older or enrolled in grades 10-12 are eligible to apply to the job preparatory program at George Stone. Students can take classes that will enhance their skills as adults in our world if they are spiritually ready and strong enough to handle the tremendous pressures and temptations they will face. Dual enrollment with George Stone is contingent upon the mutual consent of the principal of CIAS and the directors of the vocational school.



SENIOR INFORMATION

SENIOR CLASS ACTIVITIES

CIAS encourages each Senior to be involved in the commencement activities planned each year for the Senior class. Detailed information is given out at the FIRST SENIOR MEETING early in the spring semester each year and at consequent senior meetings. The senior class also vote on motto, colors, song, verse, and activities. Jostens and other graduation supply companies provide our graduation caps, gowns, tassels, announcements, and accessories.

GRADUATION COMMENCEMENT CEREMONY



We host a high school graduation commencement ceremony for the senior every May. The seniors are encouraged to be a part of this very memorable occasion. We include each senior's parents, mentors, pastors, and friends in a very touching blessing ceremony, which includes a blessing ceremony by parents.

Fee for participation: \$200

Note: Sometimes our graduates choose to walk in local homeschool group graduation ceremonies or in their church's graduate ceremony. You are welcome to do so if you choose.

NON-PARTICIPANTS

There is a \$75 diploma fee for all students who are graduating from CIAS but do not walk in the graduation ceremony.

PENSACOLA HOMESCHOOL PROM

CIAS joins the local Pensacola Homeschool Prom at a classy local venue every spring. The prom committee always needs volunteers to help plan and decorate, so get involved!

GRADUATION RINGS

Our graduation rings are Jostens rings (the largest manufacturer of graduation rings) and are being supplied through Campus Supply- the Ring Leader! They have a large variety of rings available in yellow or white lustrum and yellow or white gold, five ring styles (Achiever, Heritage, Signature, Tradewinds, and Black Hills Gold), hundreds of design-a-sides to customize your ring, and various stones and cuts. They also have an exclusive lifetime warranty, payment installment plans with no interest, school transfer remakes, and ring insurance. We have ring ordering packets at the school office for every junior and senior, so drop by and pick one up! Also, our Jostens representative may make a presentation at one of the senior class workshops this year. www.jostens.com



See CIAS Website for Reporting Schedule: <https://www.christianinstitute.com/records>

SENIOR EXPECTATIONS

Our accrediting agency asks that you are proactive in the planning of your future as you near the end of high school; consequently, it is important that you complete and submit them. To accomplish this, there are 5 Senior Assignments that you need to complete in the next several months (Jan-Feb). These include the following:

1. FFAA (online- opens in October, no submission to office needed)
2. FAFSA (online- opens in October, email office to confirm done)
3. Learning Styles Analysis Quiz (online- email report/print to submit)
4. Personality Type Analysis (online- /print to submit to office)
5. Spiritual Gift Analysis (online- email report/print to submit)
6. Academic Resume (paper submitted or Google Doc shared to office)
7. Senior Research essay (paper submitted or Google Doc shared to office)
8. Christian Worldview Analysis (online- email report/print to submit)

These are due at different times of the year; pay attention to reminder emails that you will receive throughout the school year. You may bring them in to the school office or email them as attachments or share them as Google docs to nogratrjoy@christianinstitute.com. Thank you all for your compliance!

Assignment #1: FFAA

Go to the FFAA website (Florida Financial Aid Application) at <http://www.floridastudentfinancialaid.org/>

This application opened up the first week December. If you are going to apply for Florida state grants or scholarships, please fill out the FFAA. If you know that you will not qualify for the Bright Futures Scholarship and do not want to be evaluated for it, please click that button and resubmit your FFAA. Print and submit.

Assignment #2: FAFSA

Go to the FAFSA website at <http://fafsa.ed.gov>

Application will ask for academic info, personal info, and financial info (from you and your parents). The FAFSA app can be saved at any point; you will have 72 days to finish it once you begin it. You will need your parent's previous year's tax records to fill out one portion of the data.

Assignment #3: Learning Styles Analysis Quiz

Print and submit to office

<http://www.educationplanner.org/students/self-assessments/learning-styles.shtml>

Assignment #4: Personality Typing

There are several different Personality Type lists, one is based on a list of 16, while there are multiple lists of four character traits. Choose one of these to help you determine what your Personality type is, print, and submit.

Carl Jung's and Isabel Briggs Myers' typology

<http://www.humanmetrics.com/personality>

Assignment #5: Spiritual Gift Analysis

A 5-page report is emailed to you; this is what you need to print and submit: <https://gifts.churchgrowth.org/spiritual-gifts-survey/>

OR here is another one just for youth under 18: <http://www.kodachrome.org/spiritgifts/youth/>

Assignment #6: Academic Resume

Create, print & submit.

See the CIAS High School Handbook for details and a sample on Pages 40-41. Download it as a PDF from here:

http://media.wix.com/ugd/9652c7_581546cdf0e04777951b812133a5dfb2.pdf

Assignment #7: Senior Research Essay

All CIAS seniors must submit a research essay before graduation. Minimum/maximum of 750-1250 words, cited in either MLA, APA, or Turabian/Chicago formats, with all appropriate format elements. This essay may be one that CIAS seniors wrote in a Writing 2 or 3 class at the Campus School, wrote for a dual enrollment college/university class, or completed with an English tutor or parent at home.

Assignment #8: Christian Worldview Checkup

By Summit Ministries,

Click here: <https://bit.ly/3vJrcqM>

This survey is completely anonymous. You will not be asked for your name, email, or any other identifiable data. Answer every question honestly, according to what you believe. They want to know what you think, not what your parents and teachers have taught you. This survey is not a graded test with right and wrong answers. This a chance for you to think through and reflect upon what you personally believe. Print off and turn in the confirmation page at the end of the assessment to verify you have completed the process. Turn it into the school office, ATT: Lee Hutchinson.

VOLUNTEER COMMUNITY SERVICE

All students graduating from CIAS must complete at least 75 hours of Volunteer Community Service during Grades 9-12. This includes, but is not limited to, rendering services for which you are not remunerated (paid). During these activities, students are encouraged to develop and practice skills for becoming better citizens and for developing more interest in serving the Lord by serving their fellow human beings and animals and preserving this wonderful world and environment that He has entrusted to us! Community service projects allow youth to become a part of a team effort to help others and impact their local community, country and world. Local community service projects could include, but are not limited to the following:

- Chain Reaction www.mychainreaction.org
- CIAS, or local elementary & middle schools
- Community clean-up volunteer
- Eagle Scout projects
- Hurricane clean-up volunteer
- Immanuel Lutheran Church- Breakfast for the Homeless <https://www.immlu.com/MinistriesVolunteer.htm>
- Loaves and Fishes Soup Kitchen <http://loavesandfishessoupkitchen.com/volunteers/>
- Local church internships
- Local church volunteer
- Local community outreach (such as Re-Imagine Warrington) www.reimagineworldwide.org
- Missions Trips (foreign or domestic)
- Next Step Missions Training www.gmc.org/training-nextstep.php
- Pet Fostering & Adoption- Junior Humane Society <https://www.juniorhumanesociety.com/volunteer>
- Ronald McDonald House volunteer
<http://www.rmhc-nwfl.org/RonaldMcDonaldHouse-Pensacola-How-to-Volunteer.cfm>
- Sacred Heart Hospital Candy Striper
www.sacred-heart.org/volunteers
- Safe Harbor Pregnancy Medical Clinic volunteer <http://shfriends.org/volunteer-opportunities/>
- Special interest fundraisers: runs or walks
 - o Cystic Fibrosis "Great Strides" http://fightcf.cff.org/site/TR?fr_id=7281&pg=entry
 - o Micah Mandate "Run for Life" <https://www.webscorer.com/register?raceid=162827>
 - o Multiple Sclerosis "Walk MS"
https://secure.nationalmssociety.org/site/TR?fr_id=30420&pg=informational&sid=13251
 - o Pensacola Diabetes WALK <https://campsealeharris.org/event/pensacola-diabetes-walk-2/>
- Special Olympics volunteer <http://specialolympicsflorida.org/get-involved/become-a-volunteer/>
- Teen Court jury service (Escambia & Santa Rosa Counties) http://www.firstjudicialcircuit.org/sites/default/files/document_library/EscambiaTeenCourt.pdf
- Upward Volunteer Coach or leader <http://www.upward.org/getinvolved/volunteer>
- Vacation Bible School helper or teacher
- West Florida Public Library volunteer <https://mywfp.com/about/policies/volunteer>

Documentation of community service requires a documentation and evaluation form. All community service activity hours must be verified; therefore, a signature and a viable phone number must be provided for each service supervisor or mentor.

Here are some more ideas about Volunteer Community Service:

<http://www.stateofflorida.com/articles/community-service.aspx>

VOLUNTEER COMMUNITY SERVICE FAQ

1) Community Service must be approved PRIOR to starting the service.

TRUE

Any student wishing to complete their volunteer hours for credit and for the Bright Futures Scholarship Program should have them approved by CIAS administration prior to beginning any volunteer service.

2) Community Service should be served with a NON-PROFIT organization.

FALSE

This is a CIAS policy. As much as possible, VCS needs to be completed and/or served at a non-profit organization, but it is not a requirement. Volunteering for a business and receiving no pay is NOT allowed, however. Non-profit organizations includes, but is not limited to, schools, churches, YMCA, Boys & Girls Clubs, libraries, Habitat for Humanity, county and state parks, environmental preservation groups, community theatres, pet shelters, etc.

Church OUTREACH activities are also acceptable. Examples are Food Pantries, Soup Kitchens, Summer Camps for children, VBS, After-School/Day Care, Mission Trips (domestic & foreign), etc. Other VCS activities that can be completed at churches include, but is not limited to, altar service, choir members, teaching Sunday School, nursery care, running slide shows, running sound or TV camera, and playing music for services.

3) Community Service is a requirement for graduation.

TRUE

Community Service IS a requirement for graduation from CIAS. Most college and scholarship applications ask for information about extra-curricular activities AND community service. CIAS requires 75 hours of Volunteer Community Service to be completed during the four years of high school.

4) Community Service is required to receive ANY Bright Futures Scholarship.

TRUE

Service hours can be performed at any time during high school but the number of required hours must be completed by the date of high school graduation. A minimum of 75 hours are required for the FMS award, and a minimum of 100 hours are required for the FAS award. The following guidelines are provided below for service hours:

- Service hours may not benefit the student financially or materially, or be service to family members (parents, grandparents, siblings, aunts, uncles, cousins, nieces, nephews, and spouses, including all step relations).
- The agencies where the service hours were earned must provide documentation on the agency's letterhead of the number of hours and dates of service.
- Service hours documentation must be submitted to the home education office at the local school district where you reside. The district will certify service hours to FDOE online after the FFAA is submitted during the student's senior year. NOTE: The required number of service hours is subject to change each year by the Florida Legislature.

Official info from FBFS is posted here:

<http://www.floridastudentfinancialaid.org/ssfad/PDF/BFHandbookChapter1.pdf>

The info for homeschooled students is here:

<http://www.floridastudentfinancialaid.org/ssfad/PDF/BFHomeEdGuide.pdf>

5) The 75 service hours must be completed in one (1) school year.

FALSE

Students have until their graduation date to complete the VCS hours and turn them in for credit. They may begin working on their hours during the summer before 9th grade.

6) All community service must be served at one NON-PROFIT organization

FALSE

The community service paperwork requires that a student must identify where they are going to volunteer by stating the social problem or concern they are going to address. Most students volunteer at one NON-PROFIT organization, but students may volunteer at more than one place. Students may add a new volunteer place or change the place where they are going to volunteer on their community service paperwork any time.

7) Rules for Volunteer Community Service are the same for all students in Florida

FALSE

Each public school district in the state of Florida, as well as each private school, sets the guidelines and rules for fulfilling the VCS hours for their own students. What one school or school district allows to count for VCS, another school/school district may not. The local school districts also set the guidelines for homeschool students.

This is why CIAS students needs to verify with school admin to make sure that their chosen place of VCS will count for Florida Bright Futures Scholarship VCS tallies, or just towards their general/total VCS tallies. For instance, here is Hillsborough County's VCS Guidelines:

<http://www.sdhc.k12.fl.us/doc/349/comm-service-resource>

COLLEGE FINANCIAL AID

College is a huge financial investment for students and their families. Financial aid may be available to any student, regardless of their parents' financial status. It is important to investigate and understand the different types and sources of financial aid available, as early as the beginning of a student's Junior year! Many local colleges offer college-planning workshops and day fairs for parents and students. These meetings give up-to-date information about student loans, scholarship funding, and government grant opportunities. Normally, these workshops are free to the public. One of the most valuable websites for information about scholarships and federal aid opportunities is www.studentaid.ed.gov

Do not waste your time and money on high-priced financial aid advisors or agencies that promise to do all the research for available scholarships. They cannot get you anything you cannot get for yourself for free! However, the competition for financial aid is fierce. Remember to:

Do your research
Know what your options are
Apply early!

Most colleges offer a variety of financial aid options. Remember that if a college admits you, they want you, and should be willing to work with you to pay for college. Eighty percent (80%) of all financial aid is from federal programs, and all of it is available through the college financial aid officer. The Department of Education publishes a yearly Student Guide that will be helpful. It details when, where, and how to apply, and describes all the federal financial aid programs. Download a free Student Guide and check out the FAFSA application here: www.ed.gov

FAFSA

To prepare to apply for federal student aid, be sure to apply for a PIN (Personal Identification Number) at www.pin.ed.gov

This will enable you to complete your financial aid application and access your information online. Both the student and one parent must get a PIN. Then, in early January of the senior year (after your parents' taxes have been filed), students should fill out a FAFSA (Free Application for Federal Student Aid). The FAFSA can be completed online at www.fafsa.ed.gov

Filling this form out online is MUCH FASTER than filling out the forms manually. You should check the financial aid deadlines for the school to which you are applying (this is usually by early February).

In order to continue to receive federal student financial aid, you must submit a renewal FAFSA every year.



FLORIDA BRIGHT FUTURES SCHOLARSHIPS

Qualified high school students enrolled in CIAS are eligible for the Florida Bright Futures Scholarship Program. There are three merit-based scholarships offered under this program:



- Florida Academic Scholars Award (FAS)
- Florida Medallion Scholars Award (FMS)
- Florida Gold Seal Vocational Scholars Award (a public school only program)

Each scholarship award has different requirements; among them are a 3.0 GPA, completing certain credit requirements, completing community service, and achieving certain SAT, ACT, or PERT/CPT scores. Check out their website at <http://www.floridastudentfinancialaid.org/ssfad/bf/>

Every year, the Florida Legislature adopts new policies for the Florida Bright Futures Scholarship Program. It is best to familiarize yourself with their website and posted policies if you are interested in applying for a scholarship.

PSAT & THE NATIONAL MERIT SCHOLARSHIP PROGRAM

The PSAT is offered each October to qualify for the National Merit Scholarship Program. All juniors should take it, and underclassmen who want to prepare themselves for their junior testing or SAT may take it as well. The NMS program is an annual academic competition for recognition and college undergraduate scholarships conducted by the National Merit Scholarship Corporation. To learn more about this test, visit www.collegeboard.org. To find out more about the NMS program, visit www.nationalmerit.org. There is a nominal fee for the PSAT. You may register to take it at many local schools; CIAS does not administer the PSAT.



OTHER SCHOLARSHIPS

There are many other scholarships and grants available, some need-based and some merit-based. Need based scholarships, loans, and grants are based upon your family income and financial need. Merit-based scholarships and grants are based upon ACT and SAT scores and your GPA.

The FAFSA- www.fafsa.ed.gov

The FFAA- www.osfa.org

www.fastweb.com

www.smartmoney.com

www.finaid.org

www.brokescholar.com

www.scholarsite.com

www.FinacialAidOfficer.com

www.college-scholarships.com

www.collegescholarships.com

General College Information:

www.collegequest.com

www.collegenet.com

www.eCampus.com



Attributes Other Than Academics

An official transcript and diploma are not the only considerations for college preparation or admission. A student must be well-rounded in the following areas:

- Active in the community
- Demonstrate leadership quality
- Excel in extra-curricular activities

Counselor recommendations supporting a student's candidacy are very important parts of a college application process, especially ones that are specific in describing a student's attributes. Colleges look for **STRONG REFERENCES**. Reference letters should come from leaders, teachers, and administrators who have observed, supervised, or have personal knowledge of your attributes and abilities. They should include a description of your academic performance while at CIAS, as well as your personality, talents, and gifts.

Get Involved!

LEADERSHIP

Community organizations can be of significant help in your support. Your talents or athletic abilities may assist with admissions, and may attract scholarship money. These non-academic factors should be presented in a thoughtful and organized manner in order to maximize their effectiveness. We encourage our high school students to pursue leadership roles, internships, and training opportunities as early as possible! Community service leadership roles are also strongly encouraged.

SPECIALIZED MAJORS

Majors in the fine arts may require a portfolio. In the areas of music, dance, and drama, auditions may be required. The recommendations that come from these portfolios and auditions often have a considerable effect on an Admissions Office's decision to admit you into their program.

Many students have competed in sports and have other competitive advantages. If you are seeking a NCAA scholarship, you must follow their guidelines, as early as your freshman year in order to receive additional funding for college.

You may have a special skill, ability, or talent which sets you apart from other applicants. If you can project this to an Admissions Committee, often times special consideration will be granted to your college and scholarship application.

“All that is necessary for evil to triumph
is for good men to do nothing.”
—Edmund Burke

Making a Contingency Plan

Most teenagers have a level of uncertainty regarding a choice for college or a career upon high school graduation. Don't worry! It is normal to have these questions and doubts. Sometimes students are unsure if college is the right choice for them. There are three basic steps that a student can take to help them answer the question, **“How do I choose what I want to do with my life?”**

Listed below are several suggestions to help you choose a career that you will like. These steps are especially helpful for you as you develop a career plan.

Step #1

Figure out what your career interests are by asking yourself:

- Where do my interests lie?
- What do I do well and enjoy?
- What kind of personality do I have?
- What are my spiritual gifts?
- What's really important to me?
- What are my beliefs and values?

We recommend that every student take a career inventory/test. Knowing your personality and aptitude toward a particular career can help you choose correct college courses as well. Take any career-related tests that your college Career Center might offer, or take an online career assessment from a website such as Career key to help you figure out how to choose a career. Draw on your own life experiences, classes, and other opportunities that you may have particularly enjoyed. Remember, this is very personal and is all about you and the wonderful personality that God has placed within you. Choosing a career can be very satisfying with the right help! Check out the two websites below for info:

<http://www.personality-and-aptitude-career-tests.com/index.html>

http://www.careerkey.org/asp/your_personality/take_test.html

Step #2

Learn about the career options available. You will have to take initiative to explore yourself. Talk to people through informative interviews, and try out careers by shadowing, internships, or part-time jobs. The career planning that you do as a student, the better prepared you will be when you start searching for your first job.

Step #3

The third part of choosing a career is sorting out your priorities. After you have spent time on Steps #1 & #2, some of your strong preferences may start to emerge. You might learn that you don't want to be in a confined business office environment. Also, you might find that your interest in art will not sustain a career, so you can cross those types of jobs off your list. Whatever you learn about yourself, you will make discoveries that will help you discover a great career choice when the time comes.

Most importantly, keep it all in perspective. Will your life be ruined if you make a career decision that you later regret? Absolutely not! You do not have to live forever with any career decision you make in these phases of student career planning. Most people change careers several times throughout their life, so the first job that you get right out of high school probably will not be your lifelong career, unless you want it to be.

Don't put too much pressure on yourself to make the perfect decision. Always keep your eyes open and your heart's ears open to the Holy Spirit's directional voice. Use all available resources in your journey in choosing a career.

College Preparation & Career Guidance Services

CIAS offers many opportunities to help our students prepare for post-high school schooling and career training. The following opportunities are available to assist each student in the process of making decisions for their future and exploring career possibilities:

- Middle School Career Exploration course
- Career Interest Inventory and follow-up Career Interest Workshop
- Individualized career guidance meetings with professional counselor
- Learning Styles Inventory
- Spiritual Gift Inventory
- Personality Type Inventory
- Academic Resume preparation guidance
- Senior workshops:
 - Academic guidance and planning
 - General career and pre-college guidance
 - Preparation of Resume
 - Facilitation of college applications
 - Facilitation of financial aid applications
 - Completion of Goals & Dreams Worksheet
 - Career prep & job interviews (mock)
- On-the-Job Training opportunities (to experience career environments)
- Volunteer Community Service opportunities (to experience career environments)
- Referrals to local college career services departments
- Referrals to local college admissions counselors
- Referrals to local college Vocational Rehabilitation office counselors



Off to College You Go! Or Not?

When should you apply?
Where should you apply?
How to apply?
What about scholarships and tuition costs?

These questions can be overwhelming, but the answers are available if you are willing to work hard and apply yourself. There are numerous websites, manuals, and resource guides about college preparation. What is the best advice? Answer these questions: Do you want to go to college? Do your parents want it for you?

Determine why you want to go to college

Many students begin the college selection process because they feel like they are expected to attend college. If you are unwilling to seek out colleges, prepare your own applications and written essays, or take the necessary SAT's and ACT's, then maybe you are not ready for the college experience. Or maybe you are tired of school and just don't want to go right away. It is not the end of the world if you choose not to attend college; you just need to understand your choice and know your goals.

*"A man's heart plans his way,
but the Lord directs his steps."
~Proverbs 16:9 (NKJV)*

Recommendations:

- Ask God to reveal His will for your life; you make your plans, but ask Him to direct your steps
- Have a 5-Year Plan
- Research your options:
 - Is a military career the best choice for you? Talk to a military branch recruiter and prepare to take an ASVAB.
 - Is trade/vocational training school the best choice for you? Arrange for an interview and prepare to take a TABE.
 - Is a work-training career the right choice for you? Research your local options for on-the-job training.
 - Is a local state/community/junior college the right choice for you? Arrange for a campus tour and prepare to take a PERT.
 - Is a local university the right choice for you? Arrange for a campus tour and prepare to take the SAT®, and/or ACT®
 - Is an out-of-town college or university the right choice for you? Visit school campuses, arrange for campus tours, talk to admissions counselors, and prepare for the right entrance tests.
- Take challenging courses
- Keep your grades up
- Pass the 10th grade ITED test in the 50th percentile and in the 5th stanine
- Dual enroll in one or more classes during your junior and senior years
- Complete an Academic Résumé
- Create a Contingency Plan
- Practice writing good essays
- Interview high school graduates who have attended college or joined the military and are happy in their careers

College “To Do” Checklist

If college is the best choice for your future, here are some goals and recommendations:

- ☐ Research colleges that offer majors that interest you
- ☐ Know the college admissions requirements
- ☐ Apply to more than one college or university
- ☐ Visit colleges early; go on campus tours to see if the school is right for you
- ☐ Schedule an appointment with an admissions counselor
- ☐ Apply for financial aid early; investigate all available financial aid and scholarship options
- ☐ Prepare a list of questions that you may have regarding the college
- ☐ Know what is expected of you and what you expect
- ☐ Confirm your enrollment intentions upon admittance to a college

While you are still in high school you should complete these goals:

- ☐ Complete all core high school courses/credits
- ☐ Take honors and AP classes if possible
- ☐ Study for and take college entrance exams early
- ☐ Take CLEP® tests and/or AP classes with testing
- ☐ Request to have official transcripts ready for college admissions
- ☐ Periodically review your transcript for accuracy
- ☐ Seek leadership roles in extracurricular activities
- ☐ Be active in the community & volunteer
- ☐ Secure letters of recommendation
- ☐ File a FFAA
- ☐ File a FAFSA
- ☐ Read and research websites like “Colleges That Change Lives” (www.ctcl.com)

Choosing a College

Makin' a list and checkin' it twice!

A good college search should begin with a thorough self-assessment and end with a greater self-awareness. The process of discovering who you are, your likes and dislikes, strengths and weaknesses, and your goals and dreams are definitely important. Guard against making quick and easy decisions to follow the easiest path. Be flexible. Knock on doors and see if God opens them for you. He will reveal His plan and dreams for your life in due time, but you need to seek and ask Him for direction.

*“For I know the plans that I have for you,”
declares the LORD, ‘plans for welfare and not for calamity,
to give you a future and a hope.’”
~Jeremiah 29:11 (NAS)*

It is important to make a list of colleges that interest you. Your college education will be a financial investment for you and your family. Involve your parents in the process. If your parents graduated from college, do you know if their alma mater will offer you cut-rate tuition costs? Ask your parents to take a road trip with you and visit the schools that you are considering. College visits will help you determine the wisdom of your investment.

The number of colleges to which you apply depends on your personal situation and choice. Your list should include between 5-8 colleges. Most colleges charge application fees, which can run between \$30-\$100. Applying to a large number of schools can become costly, so narrow your options as you get closer to application deadlines. Remember that most schools encourage you to apply online whenever possible.

Visit colleges to see what academic opportunities should be important to you. Observe the “atmosphere” of the college. The more experience you have during a campus visit, the more likely it is that you will make an informed decision about a particular college.

General Admissions Steps:

1. All colleges require candidates to complete a personal application
2. Most colleges require some form of entrance exam
3. Most colleges require SAT® and/or ACT® testing
4. All colleges require an official copy of an applicant's high school transcript
5. Most colleges require an official high school diploma
6. Colleges may ask candidates to declare the academic degree they plan to pursue
7. Most colleges require three or more recommendations
8. Most colleges will ask a candidate to write a personal statement or essay
9. Some colleges will advise students to submit an Academic Résumé

The Personal Application Form is a vital part of the application process. Colleges request a series of background questions such as: What secondary schools did you attend? Are you a resident of the state of Florida? If and where your parents attended college? How are your parents employed? What is their marital status? Is anyone in your home receiving federal financial aid?

This information gives the admissions officers an understanding of your everyday environment. Most personal applications require students to write a formal essay on a specific topic such as: Who has been the most influential person in your life? Be prepared to write a quality essay and be able to discuss it during the interview process.

The College Essay

Having a 4.0 GPA or higher and exceptionally high scores on the college entrance exams may not always be enough to get you accepted into the college of your choice! Gaining entrance to just about any university continues to become more difficult, as more students are applying for an increasingly limited number of enrollment spaces. How can YOU improve your chances at being accepted by the school of your choice: by writing a stellar personal essay as part of your college application.

These essays do not need to be wordy or lengthy, but they should be impressive enough to catch the attention of your admissions committee. The admissions essay portion of your application could mean the difference between your acceptance or rejection from that college.

How you write your personal essay shows the admissions committee why you are different from everyone else who is applying to that school. It provides information about you that test scores, grades, and extracurricular pursuits cannot. Most colleges want proof of academic achievement, but your essay provides them with the most positive glimpse into who you are as a person. You do not have to be a talented writer, but you do need to know your subject...YOU! Write with a style that reflects your vocabulary strengths and writing ability.

Most officers are amazed at the quality, creativity, and professional writing skills of CIAS graduates. The essay is often the deciding factor in choosing the best student candidates. Sometimes a topic is specified and you will be given a certain amount of space in which to “Write something about yourself.”

Example:

My interests and talents are varied. I enjoy drawing, painting, acting, and writing. Most of my extracurricular activities involve writing or acting. I am the editor for a local literary magazine, and have won several awards in writing competitions sponsored by the Pensacola News Journal. I am a member of the Southeastern Teen Shakespeare Company and have performed various supportive and lead roles in seven Shakespeare plays. I have studied painting under Fuller Brown, renowned artist-in-residence here at the University of West Florida. This past June, I had the opportunity to travel with the Robinson Honors Scholars from Pensacola State College to tour Italy, especially Rome, Florence, and Venice. We were studying Old World Humanities and attended several lectures regarding periods of religious art and architecture.

Now I am trying to find something that I want to pursue in college and as a life-long career. My concern, however, is that I have been passionate about everything that I have done so far. I love to draw and paint; sometimes I want to be a famous artist and have my paintings on display at the Metropolitan Museum. I enjoy acting, and often entertain the dream of acting on stage on Broadway. I would also love to write a great novel as moving as *The Kite Runner*.

My immediate goals and plans may be indefinite, but my goals are infinite! I want to do everything and be everything, and I want to be the best at what I do. I have chosen this college because I believe that your faculty, staff, classes, and opportunities will help me excel in any career that I pursue,

The Résumé

All colleges require an official transcript and diploma. In addition, students are sometimes asked to submit a **Résumé**, and professionals may be required to prepare a **Vita**.

Colleges and companies looking to hire new employees are looking for leadership qualities, innovation, self-motivation, outstanding community participation, and strong references.

A Résumé is a snapshot or fact sheet about you, so you need to know what you want to say about yourself. It is similar to a personal job application, presenting your unique qualifications to the college admissions committee.

Even if a college does not require a Résumé, it has proven to be an excellent advantage to college applicants. A good Résumé should include these important elements:

- ☐ Heading- Your name, resident address, phone number, and e-mail address
- ☐ Summary- Describe a few personal attributes, experiences, expertise, and leadership qualities
- ☐ Education- What schools have you attended and dual enrollment opportunities
- ☐ Expected graduation date SAT and ACT scores
- ☐ Extracurricular activities
- ☐ Special training courses
- ☐ Talents and abilities
- ☐ Awards, honors and achievements
- ☐ Work experience history
- ☐ Volunteer and Community Service experience
- ☐ Proven leadership roles interests
- ☐ Goals
- ☐ Viable references

CIAS seniors are required to prepare an Résumé during their senior year, whether or not they plan to attend college.

Sample Résumé

ADAM P. JACKSON

123 Yourstreet Avenue
Pensacola, Florida 32500
(850) 123-4567
jacksona21@gmail.com

SUMMARY:

- Demonstrated leadership skills
- Strong computer skills in Microsoft Word, Excel, Power Point
- Self-directed, reliable, organized, able to work independently

EDUCATION:

- Accredited private school, Christian Institute of Arts and Sciences- grades 3-12
- Community college dual enrollment at Pensacola State College
- High scores on the SAT I, taken October of 2010
- High scores on the ACT, taken April of 2011

HIGH SCHOOL GRADUATION DATE: May 23, 2011

2010 SAT SCORE 1610

2011 ACT SCORE 32

SPECIAL COURSES/TRAINING:

Civil Air Patrol participation for five years, 2007-2011

Member of the honor guard program

Outward Bound 4-week trip in Maine 2008

Worldview Academy Leadership Camp Summer of 2009

Teen Pact Leadership Camp Summer of 2010 & 2011

EXTRACURRICULAR ACTIVITIES:

- Athletic- Fencing, Karate, soccer, tennis, swimming
- Music- Percussion in West Florida Home Education Music Association Band
- Debate- Participated in Debate panels and workshops during Teen Pact in Tallahassee, FL

AWARDS AND ACHIEVEMENTS:

Certified Life Guard

Awards for writing: top honors for senior paper on "Long-term Effects of the Gulf Oil Spill"

Designed and published two websites

National Society of High School Scholars- 2009-2011

Phi Theta Kappa International Honor Society

Robinson Honors Scholar

WORK HISTORY:

Security Guard, NAS Naval Aviation Museum 2010-2011

VOLUNTEER HISTORY:

Loaves and Fishes Soup Kitchen weekly volunteer from 2005-2008

Missionary outreach to India two weeks, Summer of 2010

Leaning Post Ranch in Milton, FL equine therapy volunteer, 4 hours per week every summer

INTERESTS:

Japanese martial arts, Chinese language, criminal investigation, logic, politics, military

GOALS:

Enroll in the United States Air Force after completing my bachelor degree in political science.

5-Year Outline for Academic & College Preparatory Diplomas

FCCPSA requires that a CIAS counselor or administrator prepare the 5-Year Graduation Plan with each enrolled student and parent(s) individually. Each student should strive to achieve the highest level of preparation possible in order to prepare for God's call on their life.

Requirements for Students in Academic or College Preparatory Diploma Programs

- Make sure that you communicate your goals to your counselor
- Plan and prepare to take challenging courses- meet or exceed Florida Sunshine State Standards
- Plan to take at least two consecutive years of foreign language
- Invest your time in extracurricular activities
- Excel as a Christian leader Be active outside the classroom
- Pursue the dreams, gifts and calling of God
- Volunteer and support community service opportunities
- Submit essays to all writing competitions available
- Keep your grades up every year, in all courses
- Plan and prepare to take the SAT and ACT
- Write an Academic Résumé
- Write your college essay
- Plan to have productive summers

Complete the Personal Plan Requirements Each Year

Each year, your CIAS counselor must meet with you and your parent(s). It is important to create a portfolio or binder, completing the requirements and taking notes for each grade you complete. Include pictures, essays, courses taken, accomplishments, college visited, Academic Résumé, lists of books that you have read, summer job records, reference letters, community service records, copies of standardized achievement tests, and activities outside the classroom.

My Personal 5-Year Plan: 8th Grade

This portfolio is part of your graduation plan, and must be covered with a CIAS counselor. This yearly plan will be kept in your cumulative file at school.

1st Assignment: During the fall semester of your 8th Grade year

Write a personal essay describing your personal goals, dreams, and aspirations. Give a complete profile of yourself, your God-given talents and gifts, your personality strengths and weaknesses. Explain in detail...what is the most important thing to you in this life?

Before the start of 8th grade

You, your parent(s), and your CIAS counselor should discuss your ability to complete one or two high school credits in the 8th grade. This will give you a competitive edge.

Do you think you are ready to take 1-2 high school courses? _____

If you answered YES, please explain what courses you would like to take, and why you think you are ready, in a well-written paragraph. If your answer was NO, please explain why not.

In the second semester of 8th grade You and your parent(s) should review the diploma choices available to you. Then set up a consultation appointment with the Principal at CIAS. At this time, you should choose the 9th grade courses and credits that you will need. Try taking some honors courses!

Courses you plan to take in Grade 9:

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____
7. _____ 8. _____

My Personal 5-Year Plan: 9th Grade

College may seem such a long way off, but students should start planning and thinking about it now. What interests you? Would you like to dual enroll in college in 11th grade? Your 9th grade academic and extracurricular record will become part of your college application. Lower grades can seriously jeopardize your chances of going to some colleges, or they could prevent you from taking honors and AP courses.

Recommendations:

- ☐ Take demanding courses (try an honors course).
- ☐ Keep your GPA 3.0 or above.
- ☐ Set yourself up to take AP or dual enrollment courses later.
- ☐ Think about what foreign language you would like to take.
- ☐ If you are struggling in a subject, GET HELP!
- ☐ Even if you need to take a summer course or get a tutor to strengthen your skills.
- ☐ Determine what your strengths and weaknesses are.
- ☐ Think about the things you like to do; would any of them be a good career for you?
- ☐ Enter any writing contests that are available.
- ☐ Take the PSAT and/or SAT/ACT prep courses available in your local area; then take a PSAT in October. Consider taking a college preparatory reading class (see suggestions in this manual).
- ☐ Read, read, and read! The more classical literature that you read, the better.
- ☐ Strengthen your vocabulary and train yourself to recognize strong language, excellent writing, and new, creative ideas.
- ☐ Be active outside the classroom.
- ☐ Volunteer to work in the community.
- ☐ Athletic students should investigate NCAA scholarship program requirements.
- ☐ Make sure that CIAS has your e-mail address.

Review

Type up your answers to the following questions:

- ☐ Did you keep your grades at a GPA of 3.0 or above?
- ☐ What subjects did you find the most interesting, and why?
- ☐ What subjects were the most difficult for you, and why?
- ☐ Do you have any ideas of possible career goals? Explain in detail.
- ☐ What do you feel like your strengths and weaknesses are?
- ☐ Did you take a PSAT or SAT/ACT prep class or workshop? How did you do?
- ☐ What extracurricular activities were you involved in this year?
- ☐ Did you do any volunteer work, or community service hours this year?
- ☐ Describe your experiences in detail.
- ☐ Describe your goals for next year, 10th grade.

Classical literature books that you read this year:

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____

Courses you plan to take in 10th Grade:

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____

My Personal 5-Year Plan: 10th Grade

Keep your long-term goals in mind this year. Work on keeping your grades high and continue to take challenging courses and gaining depth in your extracurricular activities.

Recommendations:

- ☐ An “A” in an honors class is much more important than an “A” in Team Sports or Piano.
- ☐ Take courses that reflect your academic ability.
- ☐ Grades are critical. Don’t panic if you have made a “C”. Talk to your counselor about retaking a course to preclude a bad grade.
- ☐ Start taking leadership roles in your extracurricular activities.
- ☐ Volunteer at local ministries and soup kitchens, or get involved with Chain Reaction.
- ☐ Take your first foreign language now; prepare to take this language for another year.
- ☐ Consider taking a foreign missions trip and ask God to reveal His plan for your life. Is He calling you into the ministry? To the mission field?
- ☐ Take another SAT/ACT prep course available in your local area; then take a PSAT again in October.
- ☐ Start studying for the PERT to dual enroll at a local college.
- ☐ Take it in the spring (Feb-Mar) and register for classes in April.
- ☐ Learn about the Common Application at www.commonapp.org
- ☐ Consider taking another college preparatory study skills class (see suggestions in this manual).
- ☐ Read, read, and read! This year you will be focusing on World Literature.
- ☐ Athletes should continue to fulfill NCAA scholarship program requirements.
- ☐ Have a summer plan. Volunteer, apprentice with a local politician, work in a business, and pursue your passions and interests.

Review

Type up your answers to the following questions:

- ☐ Did you take any honors classes this year?
- ☐ Did you keep your grades at a GPA of 3.0 or above?
- ☐ What leadership roles did you take on?
- ☐ Did you start a foreign language this year? What did you think?
- ☐ Did you prepare for and take the PERT for dual enrollment?
- ☐ What did you think of the college class registration process?
- ☐ What volunteer activities in your local community did you participate in?
- ☐ Do you have any ideas of possible career goals? Explain in detail.
- ☐ What colleges did you research? Describe several of them, the pros and cons of each.
- ☐ Did you explore the Common Application? What did you learn about the college application process?
- ☐ Did you take another PSAT or SAT/ACT prep class or workshop? How did you do this time?
- ☐ What extracurricular activities were you involved in this year?
- ☐ What plans do you have for the summer? Explain how these will help you meet your long-term goals.

Classical World literature selections that you read this year:

1. _____ 2. _____ 3. _____

Courses you plan to take in 11th Grade:

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____

My Personal 5-Year Plan: 11th Grade

The college preparation process accelerates this year. Dual enrollment begins, ACT's and SAT's begin, and you will have more to keep up with. Pay close attention to deadlines and registration dates. Having this plan mapped out for achieving your long-term educational goals will be so helpful!

Recommendations:

- ☐ Register to take the PSAT on www.collegeboard.org in Oct. A good score on this exam can translate into scholarship money.
- ☐ Take a test prep course for credit this year; then take a PSAT in October.
- ☐ Take more honors courses in your stronger subject areas.
- ☐ Keep your GPA 3.5 or above.
- ☐ Take AP or dual enrollment courses this year.
- ☐ This is a great opportunity to get free college tuition!
- ☐ Remember, your GPA must remain 3.0 or above to dual enroll.
- ☐ Check out online/eLearning classes.
- ☐ Take a second year of the foreign language that you started last year. This will complete your foreign language requirements.
- ☐ Take College Success as well as a Speech class.
- ☐ Assume a leadership role in your extracurricular activities.
- ☐ Do something different! Volunteer for the Prom committee. Or get involved with the local homeschool SGA (Student Gov.)
- ☐ In January, register to take the April ACT and the May SAT.
- ☐ Enter any writing contests that are available.
- ☐ Complete your Academic Résumé.
- ☐ Read, read, and read! This year, you will read American Literature.
- ☐ Take a Vocational Interest Inventory at CIAS or at your local community college's Student Services/career Center.
- ☐ Check out the Florida Bright Futures Scholarship Program at www.floridastudentfinancialaid.org
- ☐ Fill out the Common Application at www.commonapp.org
- ☐ Meet with your CIAS counselor to discuss your college list.
- ☐ Start a Contingency Plan (see this manual for details).

Review:

- ☐ Type up your answers to the following questions:
- ☐ Did you take an honors or dual enrollment courses?
- ☐ Did you keep your grades at a GPA of 3.5 or above?
- ☐ Did you take a PSAT in October? How did you do?
- ☐ What new leadership roles did you take on?
- ☐ Did you take your second foreign language course? Or both this year? What did you like about this language? How do you think learning it will benefit your life or career?
- ☐ Did you take a ACT and a SAT in the spring? How did you do?
- ☐ Did you complete a Vocational Interest Inventory at your local community college's Student Services/Career Center? What did the results say? Did you agree with them? Why or why not?
- ☐ What colleges interest you the most? Why?
- ☐ What will it take to get into the college that you are the most interested in?
- ☐ Did you read the FAQ page on the Bright Futures website? List four things that you learned.
- ☐ Did you order a class ring from Jostens?
- ☐ What are you doing this summer? Going on a missions trip? Giving back to the Lord by tutoring an underprivileged child? Going on a road trip? Visiting several colleges on your list?
- ☐ Are you getting the CIAS e-mail info messages? Make sure we have your current e-mail address.

REQUIRED:

- ☐ Submit your Academic Résumé to CIAS.
- ☐ Submit a copy of your Vocational Interest Inventory to CIAS.
- ☐ Make sure that CIAS received your PSAT, ACT and SAT results.

Courses you plan to take in 12th Grade:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

My Personal 5-Year Plan: 12th Grade

This is your senior year! You have made it this far, and it is going to be a busy and important year for your life and college plans. This is your last year to take college entrance exams to qualify for scholarships. You will narrow down your college choices, and start the financial aid portion of your plan. Enjoy this year; make many memories with your classmates, and participate in the monthly senior workshops. Keep your grades high and be aware of “senioritis” setting in!

July or August

- ☐ Register for at least one fall ACT or SAT.
- ☐ Make sure that you join CIAS’s Facebook school group so that you can receive the most up-to-date info!
- ☐ Write out the list of colleges that you are interested in.
- ☐ Explore the websites of these colleges and understand each of their admissions procedures.
- ☐ Print and practice filling out college applications.
- ☐ Set up your community service for the school year; make sure that your supervisor validates your hours.
- ☐ Visit several of the colleges on your list. “College Days” are great opportunities to see campus life!

September

- ☐ Attend a CIAS High School Orientation, if one is scheduled.
- ☐ Start requesting letters of recommendation from your supervisors, teachers, coaches, pastors, mentors, and counselors.
- ☐ Work on your college essays. Have your parent(s) and teachers review them.
- ☐ Work on your Contingency Plan.
- ☐ Take a Learning Style inventory/quiz.
- ☐ Order your senior class ring from Jostens, if you have not already done so.

October

- ☐ Attend the Senior Workshop for each month.
- ☐ Study hard for your midterms.
- ☐ Take advantage of college fairs (Career Fair) and opportunities that are free to dual enrolled students.
- ☐ Talk to a financial aid officer and get more information about what you will need to apply for aid and scholarships.
- ☐ Submit your college applications for colleges with early enrollment.
- ☐ Get feedback on your college essay from a writing or English teacher.

November

- ☐ Attend the November Workshop for October.
- ☐ Review your high school transcript for accuracy.
- ☐ Keep your grades up! Midterms are over now.
- ☐ Keep on track with your courses. Are you completing all your schoolwork on time?
- ☐ Submit all the components of your college applications.
- ☐ Put the final touches on your application essays.
- ☐ Make an appointment to meet with Miss Mary Beth to review your spring class schedule.
- ☐ Register for your spring dual enrollment classes.
- ☐ Continue to research scholarship, grant, and financial aid opportunities.
- ☐ Refine your Academic Resume.

December-January

- ☐ Order your graduation invitations from Jostens.
- ☐ Complete any applications for college admissions.
- ☐ Make sure that CIAS has your fall semester ACT and SAT results.
- ☐ Register for early spring ACT or SAT.
- ☐ Confirm that your letters of recommendation have been sent and received.
- ☐ Submit a FFAA at www.floridastudentfinancialaid.org
- ☐ Submit a FAFSA at www.fafsa.ed.gov
- ☐ Request that an official copy of your dual enrollment transcript be sent to CIAS.
- ☐ Turn in fall semester schoolwork grades and attendance records.
- ☐ Have your official college transcripts also sent to the colleges that you have chosen.
- ☐

February-March

- ☐ Attend both the February and March Senior Workshops.
- ☐ Order your cap and gown, stole, and cords from Jostens.
- ☐ Make sure that you have received your SAR (Student Aid Report) from FAFSA. Look it over for accuracy.
- ☐ Take a Spiritual Gift quiz/inventory
- ☐ Contact colleges to confirm receipt of applications, exam results/scores, and high school transcripts.
- ☐ Study for mid-terms once again.
- ☐ Don't get lazy or tired; keep up your good study habits.
- ☐ As acceptance letters start to arrive, compare financial aid offers. Visit campuses, talk with financial aid officers, professors, department heads, and students before making your final decisions.
- ☐ If you have decided to go to a trade school/vocational certification program, take the TABE and any other tests that you need to apply.
- ☐ Complete your required 100 hours of community service and get them verified and turned in to CIAS.
- ☐ Order your cap and gown, stole, and cords from Jostens.
- ☐ Make sure you get senior portraits taken; you will want to order wallets to mail with your invitations.
- ☐ Take a Personality test.

April

- ☐ Make sure that you have received your SAR (Student Aid Report) from FAFSA. Look it over for accuracy.
- ☐ Make sure that everything is done for your Bright Futures application. Does your FFAA have any errors?
- ☐ Finish working on your Contingency Plan.
- ☐ Tweak your Academic Resume.
- ☐ Enjoy yourself! Hang out with your fellow seniors.
- ☐ Attend the Homeschool Prom this month.
- ☐ Keep track of all acceptances, rejections, and waitlists.
- ☐ If waitlisted, have your alternate plan ready to go.
- ☐ If you have ruled out any colleges, notify them in writing as a courtesy to other applicants.
- ☐ Let CIAS know about your college acceptances and financial aid offers.
- ☐ Let CIAS know if you have joined any Honor Societies, been recognized with awards, recommendations, leadership notations, etc.
- ☐ Order your cap and gown, stole, and activity cords from Jostens.
- ☐ Study for and take dual enrollment final exams.
- ☐ Take the April ACT or SAT.

May, before graduation

- ☐ Create and prepare your Senior Display for the reception.
- ☐ Get your gown altered and/or steamed.
- ☐ Pay any outstanding tuition bills.
- ☐ Turn in all senior assignments to CIAS: Academic Resume, Contingency Plan, Final Academic Plan, etc.
- ☐ Turn in last of schoolwork grades and attendance records.
- ☐ Participate in the Senior Group Photo Shoot.
- ☐ Attend graduation ceremony rehearsal.
- ☐ Participate in the Graduation Day Cap/Gown Photo Shoot.

June, after graduation

- ☐ Once accepted, register for your fall classes.
- ☐ Make sure that your final transcripts have been mailed from CIAS and your dual enrollment college to the college that you are attending.
- ☐ Make sure that your Bright Futures application has been submitted by CIAS.
- ☐ Pick up your high school diploma, portrait package, CD's of pictures, Senior Memories DVD, etc.

Student Name: _____

CIAS COLLEGE PREPARATORY DIPLOMA PLAN

Subjects	Required Credit	20__-20__ 9 th	20__-20__ 10 th	20__-20__ 11 th	20__-20__ 12 th
Bible: Bible Survey Choice	(2)				
English Language Arts: English 1 English 2 2 Choices	4				
Mathematics: Algebra 1 Geometry Algebra 2 Choice	4				
Social Studies: World History American History US Government Economics	3				
Science: Biology w/lab 2 Choices (1 w/lab)	3				
World/Foreign Language: Same Language	2				
Fine/Performing Arts	.5				
Practical Arts/Vocational	.5				
Personal Fitness	1				
Senior Research Paper	(.5)				
Community Service	.5				
General Electives					
Credit Completed:					
Credit Totals:	18-24				

Student Name: _____

CIAS ACADEMIC DIPLOMA PLAN

Subjects	Required Credit	20__-20__ 9th	20__-20__ 10th	20__-20__ 11th	20__-20__ 12th
Bible	(2-4)				
English Language Arts	4				
Mathematics: Algebra 1 Geometry 2 Choices	4				
Social Studies: World History American History US Government Economics	3				
Science: Biology w/lab 2 Choices (1 w/lab)	4				
Fine/Performing Arts	.5				
Practical Arts/Vocational	.5				
Personal Fitness	1				
Senior Research Paper	(.5)				
Community Service	.5				
General Electives					
Credit Completed:					
Credit Totals:	18-24				

Student Name: _____

CIAS ADJUSTED (ESE/SPED) DIPLOMA PLAN

Subjects	Required Credit	20__-20__ 9th	20__-20__ 10th	20__-20__ 11th	20__-20__ 12th
Bible: Successful Living New Testament Survey	2				
English Language Arts: English Grammar	2				
Language Arts: Reading/Literature	2				
Mathematics: Basic Math 1 Pre-Algebra Algebra 1 Geometry	3				
Science: Integrated Science Earth Space Science w/lab Biology w/lab	3				
Social Studies: World History American History US Government Economics	3				
Fine/Performing Arts: Art or Music	.5				
Practical Arts/Vocational: Keyboard Typing Computer Applications	1				
Health	.5				
Personal Fitness	1				
Senior Research Paper	.5				
Community Service	.5				
General Electives					
Credit Completed:					
Credit Totals:	18-24				

Student Name: _____

CIAS VOCATIONAL DIPLOMA PLAN

Subjects	Required Credit	20__-20__ 9th	20__-20__ 10th	20__-20__ 11th	20__-20__ 12th
Bible: Successful Living New Testament Survey	2				
English Language Arts: English Grammar	2				
Language Arts: Reading/Literature	2				
Mathematics: Basic Math 1 Pre-Algebra Algebra 1 Geometry	3				
Science: Integrated Science Earth Space Science w/lab Biology w/lab	3				
Social Studies: World History American History US Government Economics	3				
Fine/Performing Arts: Art or Music	.5				
Practical Arts/Vocational: Keyboard Typing Computer Applications	1				
Health	.5				
Personal Fitness	1				
Senior Research Paper	.5				
Community Service	.5				
OJT/Work Experience	2+				
General Electives					
Credit Completed:					
Credit Totals:	18-24				

A WARNING ABOUT SECULAR CURRICULA

A Message from FCCPSA, our accrediting agency:

While secular curriculum may be inexpensive and readily available, we urge you to consider the full cost of teaching from materials that will undermine the spiritual truths we are attempting to impart into your children/students. If you use public school textbooks, you will be imparting the humanistic worldview to your students, which is fundamentally opposed to a Biblical worldview by its very nature and educational purpose.

The case could be made that the scientific method is being perverted by most (if not all) public school science textbooks. The traditional scientific method known as observation and repeatability has been conditioned with false premises that all observation must fit within specific guidelines or be rejected as flawed as illustrated in the California Science Frameworks:

- Evolution is non-religious
- Evolution is an established scientific fact, which should therefore serve as the basic framework for all the sciences.

The idea of using textbooks that reject true scientific methodology while having “Christian” in the name of your school is hard to reconcile. Evolution is at its core religious (a religion that rejects the existence of God).

From Francis A. Schaeffer, who defined the secular worldview as taught in American public schools, and all material produced for them.

“If you hold this worldview, you must realize there is no source of knowledge except what man can find for himself; all revelation is ruled out. Knowledge never can be certain; and there can be no value system except that which is totally arbitrary. And more serious, than the personal arbitrary value system is the fact that it leaves us only with arbitrary law. There is no basis for law. Law becomes only the decision of a small group of people and what they decide at a given moment is for the good of society.”

EQUIPPING CHRISTIAN YOUTH

While teaching from a Christian worldview with the authority of Scripture is vital, it is also very important that we equip our students with the Christian approach to understanding other worldviews. As they continue their education, they may face college professors and textbooks that teach everything from secular humanism to communism and unless they are prepared in advance, they may lack the ability to articulate the Christian answer to worldly thought.

1 Peter 3:15 teaches us...”But sanctify the Lord God in your hearts; and be ready to give an answer to every man that asketh you a reason of the hope that is in you with meekness and fear”.

One goal of CIAS, as an FCCPSA accredited school, is to prepare their students by using a Christian worldview to equip them with the tools to not only successfully face the challenges in their own lives, but be able to stand alone in the face of opposing opinions.



CURRICULUM CHOICE POLICY

Education should begin with the foundation of the Bible as the inspired Word of God, the standard of truth in every field of knowledge, and the measure of every moral issue. Education is the training of a society in the basic values, goals, and standards of that society. Christian parents are commanded by God to instruct their children in the ways of His values, goals, and standards (Proverbs 22:6 and Ephesians 6:4).

To provide learning with an equitable opportunity for achievement, CIAS staff administers a learning styles inventory and diagnostic and placement assessments in the following areas: mathematics, English grammar, and reading comprehension. For home-based students, review of previous achievement results may be considered.

Utilizing this data and considering the scope and sequence flow, the staff works with parents to carefully select individualized, quality curriculum for all students which also addresses students' learning styles/intelligences, their cognitive abilities, and any learning differences or considerations. This individualized approach, combined with one-on-one access to teachers, parents, and/or tutors, provides an optimal opportunity for students' successful mastery of content.

Christian schools and home educators have a wide choice of curricula available from which to choose. CIAS has utilized most curricula on the market, and the administration is familiar with the strengths and weaknesses of each. Curricula that are acceptable have been chosen based on the following criteria:

1. Publisher's reputation
2. Academic and scholastic excellence
3. Alignment with CIAS' Christian values and educational philosophy

This curricula would include, but is not limited to the following:

- A Beka
- ACE/School of Tomorrow Paces
- Alpha Omega Publishing- Ignitia/LifePacs/Switched on Schoolhouse/Monarch
- Apologia
- Bob Jones University Publishing/BJU's distance learning programs (Hard drive, DVD, & Satellite)
- Calvert
- Christian Liberty Academy Satellite School
- Christian Light Education
- Classical curricula (Classical Conversations, Veritas Press, Memoria Press, etc.)
- Florida Virtual School
- Konos
- Mystery of History
- Rod & Staff, Saxon
- Saxon
- School Specialty/Educators Publishing Service
- Sonlight
- Teaching Textbooks
- Townsend Press
- Online curricula and unit studies (especially on the elementary level)

We do not advocate "unschooling" methodology.

CIAS administration reserves the right to suggest curriculum change or require tutoring lessons if an enrolled student has not made adequate progress as revealed by achievement testing.

ACCELERATED CHRISTIAN EDUCATION (PACES)

The Christian Institute of Arts & Sciences is a school source for Accelerated Christian Education (formerly School of Tomorrow) curricula, to provide a curriculum that is very adaptable to an individual student's needs. CIAS does not endorse all of the ACE curricula, its ideology, or politics; we do endorse its theological basis. We keep many grades levels and subjects in stock year around, so call the school office for more information. ACE curricula is NOT honors credit.

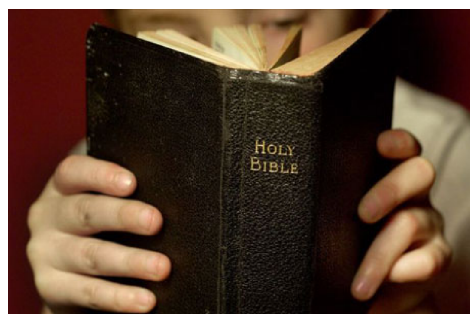
CORE CURRICULUM INFORMATION

BIBLE

High school students enrolled in CIAS are required to have one Bible credit for each year of high school that they are enrolled in CIAS before graduation. Two that we suggest are a study of Proverbs and a New Testament Survey. Seniors transferring into CIAS are required to complete at least one Apologetics credit. Bible credits could include organized Bible courses as well as Bible studies at church where homework is completed. Bible courses are subject to evaluation and approval by school administration.

This Bible Curricula list includes, but is not limited to the following courses:

Accelerated Christian Education:	New Testament Survey, Old Testament Survey, Life of Christ (anti-Catholic) NT Church History, Christian Growth Introduction to Missions, Biographies of Christians
A Beka (Baptist doctrine):	Old Testament, New Testament Israel's United Kingdom, Israel's Divided Kingdom Bible Doctrines for Today, Book of the Revelation, Jesus and His Followers
Alpha Omega/Switched-on-Schoolhouse:	NT Survey/Sharing Christ/Job 9 OT Survey 10 Biblical Themes 11 Biblical Themes 12 Christian Perspectives
Apologia	What We Believe (set of 4)
Bob Jones University Press:	Life of Christ Portraits from Old Testament Lessons from the Early Church Themes From Old Testament Directions for Early Christians Patterns for Christian Living
Christian Light Education (Mennonite):	Major Themes 1101 Major Themes 1202 Christian Ethics
Christian Science Evangelism	Creation Seminar, Creation Science, Debate Series
Midwest Warehouse:	Successful Living (Study of Proverbs 1-9), available from CIAS
Positive Action for Christ:	Wise Up!, The God Man, The Life of Christ, The Fountain of Life, Behold Your God, The Inner Man, The Christian Adventure, Christian Growth Series
Free Bible Study Lessons:	http://www.bibleclassbooks.com http://children.cccm.com http://www.biblestudylessons.com/ http://bibleseo.com/ http://www.biblelessonconnection.com/index.php



Other ways to earn Bible Credit:

Character Training Courses & Programs
Scripture Memory Programs
Scripture Study Programs
Christian Charm Course/Man in Demand Course
Discipleship Class (with homework)
Bible study (with homework)

ENGLISH LANGUAGE ARTS (ELA)

English courses must include the following components: English grammar, writing (creative writing, paragraph development, essay writing, research), literature, vocabulary and spelling.

This English Curricula list includes, but is not limited to the following courses:

Grammar, Honors:	A Beka <i>Grammar & Composition I-IV & Workbooks A & B</i> Florida Virtual School's Honors class, English I-IV
Grammar, Regular:	Alpha Omega's English 900-1200 Accelerated Christian Education's English I-IV Joseph C. Blumenthal's English 2200, 2600, 3200 (Wadsworth Publishing)
Literature, Honors:	Smarr Publisher's literature courses- www.smarrpublishers.com A Beka's <i>Themes in Literature, World Literature, American Literature, British Literature</i> BJU's <i>Fundamentals of Literature, Elements of Literature, American Literature, British Literature</i>
Literature, Regular:	Alpha Omega's electives- <i>American Literature, British Literature</i> Progeny Press' literature study guides- http://progenypress.com/
Writing:	Writing I (fall semester) & Writing II (spring semester) at CIAS (Ms. Mary Beth Jones) EPS' <i>Writing Skills, Book 3</i> - http://eps.schoolspecialty.com/products/details.cfm?series=2561M <i>Understanding Writing</i> <i>Writing Strands</i> <i>Writer's Inc.</i> Institute for Excellence in Writing- www.excellenceinwriting.com
Spelling:	<i>Spelling Power</i>
Vocabulary:	A Beka's <i>Vocabulary Spelling Poetry</i> for grades 9-12 EPS' <i>Vocabulary from Classical Roots</i> , for grades 9-11 EPS' <i>Wordly Wise</i> , for grades 9-12- http://eps.schoolspecialty.com/products/?subject=61S A Beka's <i>Vocabulary Spelling Poetry</i> for grades 9-12

Accelerated

Christian Educations' *Etymology*, for Grade 9

Editing:

Editor-in-Chief

for grades 9-12 http://www.criticalthinking.com/series/097/index_c.jsp

RESEARCH PAPER

For the Academic Diploma Program, one 1200-word research paper is required, in MLA or APA format. For the College Preparatory Diploma Program, one 1500-word research paper (in MLA or APA format) is required **OR** enrollment in two sequential college-level English Composition classes (i.e. Eng Comp I & II). Seniors in the Special Education (SPED/ESE) Adjusted or Vocational diploma programs are required to write a 1000-word research paper in MLA or APA format.

WRITING & JOURNALISM

Are you interested in or show promising talent in writing and/or journalism? We recommend the Christian Writers Guild if you are a serious writer. There are programs for all ages.

Christian Writer's Guild

Phone: (719) 495-5177

Toll-free: (866) 495-5177

www.christianwritersguild.com

Also, consider writing for the PSC *Corsair* newspaper if you are dual enrolled there!



MATHEMATICS

Four (4) math credits are required in most diploma programs, and must include Algebra I.

This Math Curricula list includes, but is not limited to, the following courses:

For College Preparatory Diploma Plan- Honors Courses

Florida Virtual School: Algebra I, Algebra II, Geometry, Pre-Calculus, Calculus, AP Calculus, AP Statistics
Saxon (with tutoring): Algebra I, Algebra II, Geometry, Advanced Mathematics (Pre-Calculus & Plane Trigonometry), Calculus

For Academic Diploma Plan- Regular Courses

Teaching Textbook: Algebra I, Algebra 2, Geometry, Pre-Calculus
A Beka Books: Algebra I, Algebra II, Pre-Calculus (teacher-based)
Accelerated Christian Education: Geometry Alpha Omega/SOS: Algebra I, Algebra II, Geometry, Pre-Calculus
Bob Jones University Press: Algebra I, Algebra II, Geometry, Advanced Math, Pre-Calculus
Florida Virtual School: Algebra I, Algebra II, Geometry, Pre-Calculus, Advanced Algebra w/Bus Apps, Calculus
Rod & Staff Publishers: Math 9
Saxon (without tutoring): Algebra 1/2, Algebra I, Algebra II, Geometry

For Vocational or Adjusted/ESE Diploma Plans

A Beka Books: Pre-Algebra, Consumer Math, Business Math
Accelerated Christian Education: Accounting, Algebra 1
Alpha Omega/SOS: Integrated Math I, Consumer Math, Accounting, Essentials of Math
Christian Light Education: Consumer Math, Practical Math
Bob Jones University Press: Consumer Math
Florida Virtual School: Liberal Arts Math
Keys Curriculum Press: Key to Fractions/Decimals/Percents/Measurements (Explorations in Math), Algebra 1A

The core subjects of Science (because God is reflected in all that He created) and Social Studies/History (because it is HIS story...the accounting of God dealing with mankind), should be taught from a Christian worldview using Christian curriculum. Three (3) Science and three (3) Social Studies credits are required to graduate in most diploma programs.

SOCIAL STUDIES

World Geography is a Social Studies elective while in high school and is an optional .5 credit course. This Social Studies Curricula list includes, but is not limited to, the following courses:

Honors Classes

A Beka: World History and Cultures, United States History, American Government, Economics
Bob Jones University Press: World History (Volumes 1 & 2)
CLASS: Streams of Civilization I & II
Dual Enrollment: American History to/fr 1877, Amer Nat Gov, Econ I, Greek and Roman History, etc.
Florida Virtual School: AP Human Geog, AP Micro/Macroeconomics, AP US Gov & Politics, AP US History

Regular Classes

Accelerated Christian Education: World History, American History, Civics (Amer Gov), Economics, World Geography
Alpha Omega/SOS: World Geog & Civics, World History, U. S. History, Civics & Economics, State History, The Civil War, The Story of the Constitution, Vietnam Era, 20TH-century American History
Bob Jones University Press: American Government, Economics
Florida Virtual School: World Hist, Global Studies, Amer History, Amer Gov, Economics, Psychology I, Sociology
Mystery of History: Ancient Civilizations, Western Civilizations, American History
Teen Pact Leadership Schools: Civics I & II (<http://teenpact.com/>)



Vocational or Adjusted/ESE Classes

Accelerated Christian Education: World History, American History, Constitution, Florida State History

SCIENCE

This Science Curricula list includes, but is not limited to, the following courses:

Honors Classes

A Beka:	Physical Science, Biology, Chemistry, Physics
Dual Enrollment:	Earth Science, Biology, Biology for Non-Majors, Intro to College Chemistry, Chemistry I, Astronomy, Prin. of Nutrition (not FLBF qualifying), etc.
Florida Virtual School:	Honors classes, AP Biology, AP Environmental Science

Regular Classes

Accelerated Christian Education:	Earth Space Science, Biology, Physical Science, Chemistry, Physics
Alpha Omega/SOS:	Earth Science, Biology, Chemistry, Physics, Integrated Phys/Chem, General Sci II (Int Sci I), General Sci III (Int Sci 2)
Bob Jones University Press:	Biology, Physical Science, Chemistry, Physics
Florida Virtual School:	Earth-Space Science, Biology I, Physical Science, Marine Biology, Chemistry, Physics

Vocational or Adjusted/ESE Classes

Christian Light Education:	Agricultural Science, Electricity
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SCIENCE LABS

The state of Florida requires all high school students to complete science laboratory experiments as an integral part of their science education. Two substantial labs are required for scholarship application.

CIAS provides video labs at our campus school for students who are using the School of Tomorrow curricula for the following courses: Biology, Physical Science, and Chemistry. Lab times are available on Friday afternoons, so call the office to set up an appointment. Labs are \$5 per viewing of videos, and students may complete as many labs as they can.

SCIENCE LAB EQUIPMENT

Nasco

Call 1-800-558-9595

<https://www.nascoeducation.com/science.html>

Everything under the scientific sun: microscopes, dissection kits (starting as low as \$5.00), lab supplies, models, specimens, chemicals and more. This is the company that we order our kits from, and we have always been pleased with their products.



Home Science Tools

<https://www.homesciencetools.com/>

Life Science: plant & animal, human anatomy, and microbiology
Physical Sciences: chemistry, light, electricity, magnetism, and motion
Earth Sciences: weather, space, rocks, minerals, geology, and fossils



FOREIGN LANGUAGE CREDIT CRITERIA

In order to receive two language credits and/or achieve the college preparatory diploma, students should complete one of the following methods:

1. Complete two sequential years of high school coursework in the same foreign language.
2. Complete at least 8 semester credits (or equivalent in quarter hours) of the same foreign language by dual enrollment courses at a community college.
3. Complete one year of foreign language high school coursework and 4 semester credits of the same foreign language by dual enrollment courses at local colleges.
4. Complete the intermediate level courses of dual enrollment and the second year of a high school level course in the same foreign language.

We adhere to the Florida Bright Futures scholarship requirements.

Student may complete their foreign language requirements by any of the above methods or by any ways specified in Bright Futures literature. Students who complete 8 semester credits (or equivalent in quarter hours) of dual enrollment foreign language will have the Bright Futures Foreign Language Waiver entered into their transcript.

For Home Study, Power Glide foreign language courses constitute two credits. Rosetta Stone offers many language choices. A Beka and Bob Jones offer second year courses as well.

FOREIGN LANGUAGE CURRICULA

This Foreign Language Curricula list includes, but is not limited to, the following courses:

Rosetta Stone:	Arabic, Chinese, Danish, Dutch, French, German, Hebrew, Hindi, Indonesian, Italian, Japanese, Korean, Latin, Polish, Portuguese, Russian, Spanish, Swahili, Thai, Vietnamese, Welsh
Power Glide:	Spanish, French, German, Russian, Japanese, Latin (1)
Accelerated Christian Education:	Spanish I, Sign Language, New Testament Greek I & II
A Beka Books:	Spanish I & II, French I & II
Alpha Omega:	Spanish I & II, Greek I
Bob Jones University Press:	Spanish I & II, French I & II, German, Latin I
Christian Light Education:	Greek I, Spanish I

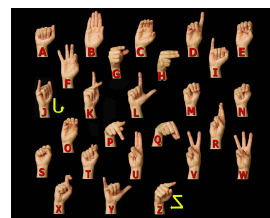
SPANISH 1 & 2 CLASSES

Spanish I and Spanish II classes are taught every other year in tandem at the CIAS Camus School by Mrs. Lee Hutchinson. Curriculum used: *Spanish is Fun, Books 1 & 2*, published by Amsco School Publications.

AMERICAN SIGN LANGUAGE 1 & 2

American Sign Language is a viable foreign language course for high school. It is also accepted for foreign language in qualifying for Florida Bright Futures Scholarship. You must take an approved course or class, or have a tutor in order to receive credit.

- ASL classes at CIAS, if offered
- Dual Enrollment at Pensacola State College for ASL I and ASL II.
- Sign Language classes are available at the Deaf and Hard of Hearing Services of Northwest Florida. Contact them at 433-7128. There are appropriate fees.
- Also, there is the Interax Sign Language video course. It has been used to master 1,200 ASL signs by individuals, libraries, universities, and schools since 1989. The \$199 course includes six videos, subject-related lessons, a student workbook, quizzes, and tests. It is one language credit. Contact Pathway Publishers at www.pathwaypublishers.com or 1-877-795-8904.



ELECTIVE COURSE INFORMATION

DRIVER EDUCATION

Students wanting to get their Learner's Permit must complete the Traffic Law & Substance Abuse Education (TLSAE) and take the Driver License Knowledge Exam. Driver education courses/classes are worth .5 credit in the Florida course codes directory.

Online courses:

1. "Driver Education and Traffic Safety" www.flvs.net
2. "Learner License and First Time Drivers" https://wisetrafficschool.com/first_time_drivers.php
3. "Pass the First Time Package"

https://www.lowestpricetrafficschool.com/driver-education/drug-alcohol-course.html?utm_source=nav&utm_medium=web&utm_campaign=site&utm_content=lp



PHYSICAL EDUCATION & PERSONAL FITNESS

Physical Education courses may consist of a regular program of one or more of the following:

walking	running	jogging	aerobics	jazzercise	gymnastics	Brazilian jiu-jitsu
karate	taekwondo	kung fu	weight lifting	hockey	roller-blading	biking

Dual enrollment: Comp Life Fitness

Florida Virtual School: Personal Fitness, HOPE, Adaptive Physical Education IEP, Fitness Lifestyle Design

Alpha Omega/SOS: Physical Fitness

You need to regularly record the hours that you spend in physical fitness activities on the PE Record. If you have an instructor or coach, he/she will need to write a grade evaluation on the Semester Report form.

PARTICIPATION IN FHSAA PUBLIC SCHOOL SPORTS PROGRAMS

"Students in grades 6-12 are now eligible to participate in FHSAA public schools sports programs at their zoned school. Due to a specific interpretation of the language of the bill, this year the only students eligible to participate are those in private schools that have less than 125 students enrolled in grades 6-12. We hope and anticipate that the law will be amended next year (2012-2013) to allow for students to participate if they are in a private school with less than 125 students in grades 6-8, and 125 students in grades 9-12 separately."

So this means that CIAS students will qualify to play sports in FHSAA public school sports programs! Here is the Form that you will need to fill out for eligibility: http://www.fhsaa.org/sites/default/files/el12_public_part.pdf "Florida High School Athletic Association's EL12 Registration and Guidelines for Student Attending a Non-Member Private School to Participate at the Zoned Public School"

You can type directly on the form, but you cannot send it as an email. Section A must be completed and signed by the student and their parent. Section B must be completed and signed by CIAS Administration. You must print and mail the form.

The form states: "Under the authority of Florida Statute s. 1006.15(8), F.S., students attending certain non-member private schools may participate in interscholastic activities at the public FHSAA member school he/she is zoned for, provided the student's non-member private school does not offer an interscholastic or intrascholastic athletic program. The student must meet all FHSAA eligibility requirements."

UNIVERSITY OF WEST FLORIDA'S MOVEMENT ACADEMY

Each year, UWF's Movement Academy Provides a year-round athletic performance program for youth ages 8-17. During the school year, their focus is on home-schooled and preschool-aged children. They provide a quality physical education opportunity that offers a unique variety of physical experiences and opportunities.

Some resources that are used include:

- indoor turf gym
- indoor and outdoor handball courts
- sand volleyball court
- intramural field with lights
- indoor rock wall
- water access to Escambia Bay

Ways to Register: Enroll online or call the Continuing Education Student Support Center
850-473-7468 Mon. to Fri. - 8am to 5pm.

Or email cde@uwf.edu

<http://uwf.edu/ExploreCamps/sports.cfm>

Dr. Daniel K. Drost

Department of Health, Leisure and Exercise Science, The University of West Florida

COLLEGE PREPARATION

This Elective Curricula list includes, but is not limited to the following courses:

Alpha Omega/SOS:	College Planner
Florida Virtual School:	Reading for College, Critical Thinking and Study Skills, etc.
Dual enrollment:	College Success

PRACTICAL ARTS & VOCATIONAL

One-half (0.5) credit of computer typing and/or computer literacy is required to graduate from CIAS. This Elective Curricula list includes, but is not limited to, the following courses:

A Beka Books:	Using the Personal Computer
Accelerated Christian Education:	Gen. Business, Keyboarding, Computer Literacy, Accounting, Agricultural Science, Electricity
Alpha Omega Publications/SOS:	Computer Literacy, Business Computer Info Systems, Accounting, Personal Financial Literacy
Christian Light Education:	Computer Literacy, Computer Applications, Keyboarding, Formatting and Processing I; Accounting; Practical Record Keeping & Bookkeeping; Carpentry I; Basic Automotive Service & Systems; Small Engines; Woodworking; Agriculture; Electricity
Dual Enrollment:	Computer Concepts and Applications, Cosmetology
Florida Virtual School:	Various
Mavis Beacon Teaches Typing:	Keyboard Typing
Newbrough Industries:	Computer Typing Course (www.centruith.com/bibletype.htm)

NOTE: Goal for all typing courses for high school credit is 40 awpm (adjusted words per minute), as per the CIAS Scope and Sequence

Other Courses:

- County Extension Programs: Master Gardener Certification and 4-H (Horsemanship, Sewing, Photography, Animal Husbandry, etc.)
- Gardening/Horticulture Training
- Secretarial/Office Skills
- Auto Mechanics
- Electronics
- Child Development, Babysitting classes
- Interior Decorating, Upholstery courses

LIFE MANAGEMENT SKILLS

One-half credit of Life Management Skills is no longer required for graduation. HOPE integrates a health course into a PE course/credit.

Health is the most common LMS credit/course. This may be completed in various courses/classes.

A Beka Books:	Health, Managing Your Life Under God
Accelerated Christian Education:	Health & First Aid/CPR
Alpha Omega/SOS:	Health, Family & Consumer Science (formerly Home Economics)
Bob Jones University Press:	Health
Florida Virtual School:	Life Management Skills, HOPE
Midwest Warehouse:	Nutrition Science (available through CIAS)
American Health Care Academy:	First Aid & CPR certification www.cpraedcourse.com
CIAS's Cooking Class:	Fall semester, open to boys & girls, every other year)

Home Economics course: this counts as the Life Management elective credit. Any Home Economics course should include any or all of the following:

1. Child development and parenting/family living
2. Personal hygiene, cleanliness & etiquette
3. Personality & character evaluation
4. Principles of clothing construction & sewing
5. General nutrition, food preparation & diet management
6. Home decoration and interior design
7. Personal/family finance, and money management

If you are putting together your own course, you should cover 4-5 of these subjects. You should compile a notebook or binder with documentation: pictures, projects, lab reports, and written work and turn it in to the school office for evaluation.



WORK EXPERIENCE/ON-THE-JOB-TRAINING

OJT Forms are for students to document Work Experience completed for high school vocational credit. The One-the-Job- Training must coincide with the career path that they are seeking to pursue. For instance, a student seeking to pursue a post-high school career in culinary arts or as a chef may receive vocational credits for working as a baker or a line cook during high school. One credit will be awarded for every 150 hours of work experience completed. Only two work experience credits will apply towards vocational elective requirements. A student's employer must verify this On-the-Job Training credit by adequately filling out the OJT Form's written assessment and validating it with a signature. The student must also provide CIAS with a payroll statement or documentation proving work hours completed.

PERFORMING FINE ARTS

One-half (0.5) credit of Performing Fine Arts (PFA) is required to graduate.

MUSIC

Accelerated Christian Education:	Music Appreciation & Theory
Dual Enrollment:	Music Appreciation, Music and Computers, Intro to Music Theory I, etc. Private
Instrumental Lessons	
Choir, Chorus, Ensemble, Orchestra, Worship Band, etc.	
Church Music Workshops/Seminars	
Correspondence Music Programs	

SPEECH

Accelerated Christian Education:	Speech
Alpha Omega/SOS:	Speech: Essentials of Communication
Bob Jones University Press:	Speech
Dual Enrollment:	Public Speaking, Basic Speaking/Listen, Interpersonal Communications
Speech, Communication or Debate Classes	

ART

Alpha Omega Publications:	Art
Art classes:	Painting, Drawing, Cartooning, Graphic Design, Sculpture, Ceramics, Calligraphy or
Scripting	
Dual Enrollment:	2-D Art, 3-D Art, Painting, Ceramics, etc.
How Great Thou Art & Draw Write Now	

DANCE

Dance & Ballet Lessons
Dance Crew

DRAMA & THEATRE

Church outreach troupes
Drama Club
Theatre Troupe
Pensacola Little Theatre (www.pensacolalittletheatre.com)
Pensacola State College (<http://pensacolastate.edu/lyceum/auditions.asp>)
Southeastern Teen Shakespeare Company (www.pensacolalittletheatre.com/TeenShakespeareCompany)

VISUAL ARTS TV

Production I & II
Digital Visual Arts
Media I & II Digital graphics design
Video training

CIAS MUSIC CLASSES & ENSEMBLES

Music Theory & Appreciation class, String Ensemble, Guitar Ensemble, and Ukulele Ensemble are all taught on Fridays at the CIAS Camus School by Mrs. Cori White. Contact the school office for more details or online here: <http://tboomerj7.wixsite.com/christianinstitute/classes>

CIAS MIXED MEDIUM ART CLASSES

Two Mixed Medium Art classes are taught on Fridays at the CIAS Campus School by Mrs. Vicki Withersoon. Contact the school office for more details or online here: <http://tboomerj7.wixsite.com/christianinstitute/classes>

HOMESCHOOL BAND

The West Florida Home Education Music Association (formerly The Northwest Florida Homeschool Band) was started in 1989 by Glenda Jones. It is an excellent opportunity for musical students and for those who would like to play in a top-notch band. The band has earned some of the highest awards every year at state competitions, including participation in the PMTA Sonata Contest. the

FMEA all-state band, the SEUS Honor Band, the AllSouth Honor Band, the Escambia All-County Band, and the Santa Rosa All-County Band. Fees apply.

Intermediate Band, Wind Ensemble, Jazz Band, Beginner Strings & Orchestral Strings

Contact the band at <http://mygoodhome.net/band/>

MUSIC LESSONS

There are many wonderful private music teachers that we are aware of in the area.

Voice:

- Deb Robertson- will give lessons in your home, cell 723-3836

Piano:

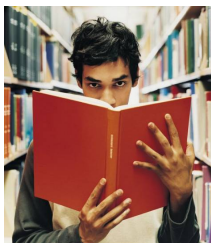
- Deb Robertson- will give lessons in your home, cell 723-3836

Guitar:

- Cori White-; cell 850-380-6011. e-mail dixiefiddler71@aol.com or see www.dixiefiddler.com
- John Fountain- at Blues Angel Music, call 457-7557, <http://stores.bluesangelmusic.com>

Violin:

- Cori White- string instructor; teaches traditional, Suzuki, classical, Celtic, and bluegrass fiddling methods; accepts early beginners (3 & 4 y/o) & adult students; cell 850-380-6011. e-mail dixiefiddler71@aol.com or see www.dixiefiddler.com



This is our un-comprehensive book list, based on many years of our own avid readers and the hundreds of books they have read. Books made into movies are marked with an asterisk (*). We also have 2007 & 2008 Library Books Lists available from the school office.

High School Reading List

BIOGRAPHIES & CHRISTIAN HEROES

God's Smuggler by Brother Andrew
Gifted Hands by Ben Carson
George Washington Carver by David Collins
Run, Baby, Run by Nickey Cruz *
Through Gates of Splendor by Elisabeth Elliot *
Shadow of the Almighty by Elisabeth Elliot
Savage My Kinsman by Elisabeth Elliot
A Chance to Die by Elisabeth Elliot
The Journals of Jim Elliot by Jim Elliot
To Be The First: Adoniram & Ann Judson by William B. Elrath
Freedom Fighter- The Story of William Wilberforce by Betty Steele Everett
Foxe's Book of Martyrs
Anne Frank: Diary of a Young Girl by Anne Frank *
Idellette (John Calvin's wife) by Edna Gerstner
Jonathan and Sarah: An Uncommon Union by Edna Gerstner
This was John Calvin by Thea B. Van Halsema
the Henty series by G. A. Henty
Five Pioneer Missionaries by S. M. Houghton
Robert E. Lee the Christian by William J. Johnson
George Washington the Christian by William J. Johnson
If I Perish by Esther Ahn Kim *
In My Enemy's Camp by Joseph Korbel
Mere Christianity by C. S. Lewis
Defender of the Faith- Queen Victoria by Charles Ludwig
Champion of Freedom- Harriet B. Stowe by Charles Ludwig
Michael Faraday- Father of Electronics by Charles Ludwig
A Man Called Peter by Catherine Marshall *
Abandoned to God, the Story of Oswald Chambers by David MacCasland
The Autobiography of George Muller
George Muller by Basil Miller
John Wesley by Basil Miller
Brucko by Bruce Olson
I Dared to Call Him Father by Bilquis Sheikh
God's Adventurer: Hudson Taylor by Dr. & Mrs. Howard Taylor *
Hudson and Maria by Dr. & Mrs. Howard Taylor
Hudson Taylor's Spiritual Secrets by Dr. & Mrs. Howard Taylor
Hudson Taylor: Growth of a Soul by Dr. & Mrs. Howard Taylor
Up From Slavery by Booker T. Washington
The Cross and the Switchblade by David Wilkerson *
The Life of Jeb Stuart by Mrs. M. L. Williamson
The Life of General Stonewall Jackson by Mrs. M. L. Williamson
Eternity in Their Hearts by Don Richardson
Lords of the Earth by Don Richardson *
Peace Child by Don Richardson *
Chariots of Fire by W. J. Weatherby *
One Woman Against the Reich by Helmut W. Ziefle

INSPIRATIONAL& DEVOTIONALS

Imitation of Christ by Thomas A'Kempis
Confessions by Augustine
City of God by Augustine
Daily Light compiled by Samuel Bagster & Anne G. Lotz
The Pursuit of Holiness by Jerry Bridges
The Pursuit of Godliness by Jerry Bridges
Using Your Money Wisely by Larry Burkett
One Vision Only: Isobel Kuhn by Carolyn L. Canfield
If by Amy Carmichael
Mimosa by Amy Carmichael
Gold Cord by Amy Carmichael
My Utmost for His Highest by Oswald Chambers
Conformed to His Image by Oswald Chambers
The Greatest Thing in the World- Love by Henry Drummond
Passion for Purity by Elisabeth Elliot
Quest for Love by Elisabeth Elliot
The Seeking Heart by François Fenelon
Classic Christianity by Bob George
I Kissed Dating Good-bye by Joshua Harris *
Boy Meets Girl by Joshua Harris
The Calvary Road by Roy Hession
Jungle Pilot by Russel T. Hitt
A Shepherd Looks at Psalm 23 by W. Phillip Keller
By Searching by Isobel Kuhn
More Than a Carpenter by Josh McDowell
Right From Wrong by Josh McDowell
Absolute Surrender by Andrew Murray
Release of the Spirit by Watchman Nee
Do All to the Glory of God by Watchman Nee
Knowing God by J. I. Packer
Your God is Too Small by John B. Phillips
The Sovereignty of God by Arthur Pink
How Should We Then Live by Francis Schaeffer
The Pursuit of God by A. W. Tozer
Queen of the Dark Chamber by Christina Tsai
The Radical Christian by Arthur Wallas
The Jesus I Never Knew by Philip Yancey

For Girls:

The Spirit of Loveliness by Emilie Barnes
Fill My Cup, Lord by Emilie Barnes
Managing to be Free by Shirley Daniels & M. Clark
Let Me Be A Woman by Elisabeth Elliot
Loving God With All Your Mind by Elizabeth George
A Woman's Walk with God by Elizabeth George
A Woman's High Calling by Elizabeth George
And the Bride Wore White by Dannah Gresh
Secret Keeper by Dannah Gresh
His Chosen Bride by Jennifer Lamp
Stepping Heavenward by Elizabeth Prentiss
More Love to Thee by Elizabeth Prentiss

CLASSIC LITERATURE & NOVELS

Pride and Prejudice by Jane Austen *
Sense and Sensibility by Jane Austen *
Mansfield Park by Jane Austen *
Emma by Jane Austen *
Northanger Abby by Jane Austen *
Persuasion by Jane Austen *
Lorna Doone by Richard D. Blackmore *
Jane Eyre by Charlotte Bronte *
Wuthering Heights by Emily Bronte *
Agnes Grey by Anne Bronte
Pilgrim's Progress by John Bunyan *
Holy War by John Bunyan
My Antonia by Willa Cather
O Pioneer! by Willa Cather *
The Moonstone by Wilkie Collins *
The Woman in White by Wilkie Collins *
(the first mystery writer, friend of Dickens)
The Last of the Mohicans by James F. Cooper *
The Deerslayer by James Fenimore Cooper *
The Pioneers by James Fenimore Cooper
The Pathfinders by James Fenimore Cooper
The Spy by James Fenimore Cooper
The Red Badge of Courage by Stephen Crane *
The Adventures of Robinson Crusoe by Daniel Defoe
David Copperfield by Charles Dickens *
Oliver Twist by Charles Dickens *
The Tale of Two Cities by Charles Dickens *
Great Expectations by Charles Dickens *
Bleak House by Charles Dickens *
Our Mutual Friend by Charles Dickens *
A Christmas Carol by Charles Dickens *
My Fair Lady by Monica Dickens *
The Robe by Lloyd C. Douglas *
The Three Musketeers by Alexandre Dumas *
Man in the Iron Mask by Alexandre Dumas *
Count of Monte Cristo by Alexandre Dumas *
Silas Marner by George Eliot *
St. Elmo by Augusta J. Evans
the *Horatio Hornblower* series by C. S. Forrester *
The Vicar of Wakefield by Oliver Goldsmith
The House of Seven Gables by Nathaniel Hawthorne
The Scarlet Letter by Nathaniel Hawthorne *
Best Short Stories of O. Henry
Good-bye, Mr. Chips by James Hilton *
The Prisoner of Zenda by Anthony Hope *
Les Miserables by Victor Hugo *
Hind's Feet on High Places by Hannah Hurnard
Light From Heaven by Christmas Carol Kauffman
Hidden Rainbow by Christmas Carol Kauffman
Not Regina by Christmas Carol Kauffman
Captains Courageous by Rudyard Kipling *
The Tales of Shakespeare, by Charles & Mary Lamb
Anna and the King of Siam by Margaret Landon *
To Kill a Mockingbird By Harper Lee *
the *Space Trilogy* by C. S. Lewis
The Four Loves by C. S. Lewis
The Screwtape Letters by C. S. Lewis
the *Narnia series* by C. S. Lewis * (universalism)

The Lady's Confession by George MacDonald, edited by Michael Philips
The Curate's Awakening by George MacDonald, edited by Michael Philips
The Fisherman's Lady by George MacDonald, edited by Michael Philips
The Marquis' Secret by George MacDonald, edited by Michael Philips
the *Pansy series* by Isabella A. MacDonald
Christy by Catherine Marshall *
Moby Dick by Herman Melville
Paradise Lost by John Milton
Mutiny of the Bounty series by Charles Nordoff
The Scarlet Pimpernel by Countess Emmuska Orczy *
This Present Darkness by Frank Peretti
The Scottish Chiefs by Jane Porter
Robin Hood by Howard Pyle *
The Yearling by Marjorie Rawlings *
Cyrano de Bergerac by Edmond Rostand *
Captain Blood by Rafael Sabatini *
Sea Hawk by Rafael Sabatini *
Scaramouche by Rafael Sabatini *
Twice Freed by Patricia St. John
The Runaway by Patricia St. John
Ivanhoe by Sir Walter Scott *
Shane by Jack Schaeffer *
Kenylworth by Sir Walter Scott
the *Waverley series* by Sir Walter Scott
Twelfth Night by William Shakespeare
Hamlet by William Shakespeare *
Pygmalion by George Bernard Shaw *
In His Steps by Charles Sheldon *
Arabian Nights by Robert Louis Stevenson
Treasure Island by Robert Louis Stevenson *
Kidnapped by Robert Louis Stevenson *
Catriona by Robert Louis Stevenson
The Adventures of David Balfour by Robert L. Stevenson
The Black Arrow by Robert Louis Stevenson *
The Master of Ballantrae by Robert Louis Stevenson *
Gulliver's Travels by Jonathan Swift *
The Hiding Place by Corrie Ten Boom *
Tramp for the Lord by Corrie Ten Boom
The Adventures of Tom Sawyer by Mark Twain *
Life on the Mississippi by Mark Twain
Huckleberry Finn by Mark Twain *
The Prince & The Pauper by Mark Twain *
Personal Reflections of Joan of Arc by Mark Twain *
20,000 Leagues Under the Sea by Jules Verne *
Journey to the Center of the Earth by Jules Verne *
Around the Earth in Eighty Days by Jules Verne *
Ben Hur by Lew Wallace *
The Bridge of San Luis Rey by Thornton Wilder *
Our Town by Thornton Wilder
The Virginian by Owen Wister *
Charge of the Light Brigade by Cecil Woodham-Smith *
The Swiss Family Robinson by Johann Wyss *
Sargeant York & the Great War by Alvin York *



“I have no greater joy
than to hear that my children
walk in truth.”
I John 3