



*High School  
Course  
Catalog*

# GENERAL INFORMATION

CEDAR PARK CHRISTIAN HIGH SCHOOLS are approved by the State of Washington and accredited by The Association of Christian Schools International, Northwest Association of Accredited Schools, and Association of Christian Teachers and Schools. Cedar Park meets all requirements mandated by the State of Washington and ACSI regarding graduation. The objective of this catalog is to assist families in selecting appropriate high school classes that fulfill graduation requirements and meet the needs and desires of students.

It is imperative that students and parents understand the importance of earning specific high school credits in order to graduate on time. Individual school districts in the State of Washington often have additional credits that must be earned beyond state requirements in order to graduate. It is essential that families realize different school districts have different requirements. **School officials will make every effort to ensure CEDAR PARK students secure the appropriate classes and will counsel families as to specific graduation requirements. Yet, students and parents are ultimately responsible for monitoring high school credits.** Students who have failed classes or transferred in from other schools should be especially conscientious to meet with School officials to ensure that all academic requirements are met.

In order to assist families in this matter, CPCS offers a meeting each year to inform, educate, and update families as to our graduation requirements.

## ***CEDAR PARK CHRISTIAN HIGH SCHOOL REQUIREMENTS FOR GRADUATION***

DIPLOMA TYPE:	GENERAL	COLLEGE PREP	COLLEGE PREP HONORS
Subject Areas	Requirements	Requirements	Requirements
Bible <sup>1</sup>	2.5 credits	2.5 credits	2.5 credits
English	4 credits	4 credits	4 credits <sup>9</sup>
Math	3 credits	3 credits <sup>2</sup>	4 credits <sup>3</sup>
Social Studies	3 credits	3 credits	3 credits
Science	2 credits <sup>4</sup>	3 credits <sup>5</sup>	4 credits <sup>6</sup>
Fine Arts <sup>7</sup>	1 credit	1 credit	1 credit
Occupational Education <sup>8</sup>	2 credits	1 credit	1 credit
Physical Education	1.5 credits	1.5 credits	1.5 credits
Health	.5 credit	.5 credit	.5 credit
Foreign Language	1 credit	2 credits	2 credits
Electives	3.5 credits	2.5 credits	.5 credit
<b>Totals</b>	<b>24 credits</b>	<b>24 credits</b>	<b>24 credits</b>

## ***SUGGESTED COURSE OF STUDY (FOUR-YEAR PLAN)***

DIPLOMA TYPE:	GENERAL	COLLEGE PREP	COLLEGE PREP HONORS
<b>FRESHMAN (GRADE 9)</b>			
Bible	1 credit	1 credit	1 credit
English	1 credit	1 credit	1 credit
Science	1 credit	1 credit	1 credit
Math	1 credit	1 credit	1 credit
Social Studies (.5 Pacific NW History req.)	1 credit	1 credit	1 credit
P. E./ Health	1 credit	1 credit	1 credit
Fine Arts or Occupational	1 credit	1 credit	1 credit
<b>SOPHOMORE (GRADE 10)</b>			
Bible	.5 credit	.5 credit	.5 credit
English	1 credit	1 credit	1 credit
Science	1 credit	1 credit	1 credit
Math	1 credit	1 credit	1 credit
Social Studies	1 credit	1 credit	1 credit
P. E.	1 credit	1 credit	1 credit
Foreign Language	1 credit	1 credit	1 credit
Fine Arts or Occupational	1 credit	.5 credit	.5 credit
<b>JUNIOR (GRADE 11)</b>			
Bible	.5 credit	.5 credit	.5 credit
English	1 credit	1 credit	1 credit
Science	1 credit	1 credit	1 credit
Math	1 credit	1 credit	1 credit
Social Studies	1 credit	1 credit	1 credit
Foreign Language	-----	1 credit	1 credit
Occupational Education	1 credit	.5 credit	.5 credit
Fine Arts	.5 credit	1 credit	1 credit
<b>SENIOR (GRADE 12)</b>			
Bible	.5 credit	.5 credit	.5 credit
English	1 credit	1 credit	1 credit
Science	1 credit	1 credit	1 credit
Math	1 credit	1 credit	1 credit
Social Studies	1 credit	1 credit	1 credit
Foreign Language	-----	1 credit	1 credit
Occupational Education	1.5 credits	.5 credit	1 credit
Fine Arts	1 credit	1 credit	.5 credit

**Notes:**

1. Bible must be taken each year for a minimum of one semester.
2. College Prep students are required to progress through Algebra II Honors or its equivalent.
3. College Prep Honors students are required to progress through Pre-Calculus.
4. General students are required to take one lab science.
5. College Prep students are required to take a minimum of two (2) lab sciences.
6. College Prep Honors students are required to take a minimum of three (3) lab sciences.
7. Fine Arts include but are not limited to: Art, Choir, Band, and Drama.
8. Occupational Education includes but is not limited to: Yearbook, Cooking, Leadership, Business, Computers and TA.
9. College Prep Honors students are required to take Honors English 11 and Honors English 12.

**Terms and Definitions:**

- Credit:** Each semester class is equivalent to .5 credit for a maximum of one credit point per year per class. A minimum of 24 credits is required for graduation (grades 9-12).
- Prerequisite:** A class or requirement that must be met before student is eligible for a class; e.g., prerequisite to Spanish II is Spanish I.
- Requirement:** A class that is required in order for student to graduate.
- Elective:** A class selected based on need and interest.

# B IBLE

The Bible is the revealed Word of God, His message to man. Through Bible classes, the student is taught to read and study the Scriptures for himself. The student is also challenged to make a wholehearted commitment to Jesus Christ as Savior and Lord.

The Bible classes are designed to give the student a working knowledge of the entire Bible and help him develop a Christian worldview. He comes to understand the major Bible doctrines and learns to express them clearly with Biblical support. Each student is guided in thinking through why he believes what he does and gains experience in articulating the reasons for his faith. He is also encouraged to share his faith with others.

<b>NEW TESTAMENT SURVEY</b>	1 credit -1 year	Grade 9
<b>Prerequisite: See below*</b>		

**\*Prerequisite:** Students transferring into CEDAR PARK CHRISTIAN SCHOOLS from other schools who have missed some of the basics in Bible may be required to take this course. This will provide the student with the intensive instruction essential to proceed to the next Bible class.

**Content:** This New Testament survey is designed in a way that will help the students learn the facts, grasp the basic New Testament truths, and at the same time develop a love for studying the Bible itself. This course provides an exciting overview of the New Testament as a culmination of Biblical prophecy. Emphasis will be made on the study of the life of Christ and the harmony of the Gospels. The student will be given an introduction of the New Testament Church with a foundation in the book of Acts and the continued growth of the believers through the study of the epistles. Each Bible course requires a minimum of 14 hours of community service.

<b>THE LIFE OF CHRIST</b>	1 credit -1 year	Grade 9
<b>Prerequisite: None</b>		

**Content:** The student will participate in a lecture/discussion class centering on the ministry and life of Christ. The course is designed to open to the student the life of the Savior, the background of the gospels, and the world as it was in Christ's day.

Special emphasis is placed on the fall of man and the consequences of sin on mankind. The love of God is the central theme as God chooses men and nations to be the recipient. A minimum of 14 hours of community service is required for this class.

<b>OLD TESTAMENT SURVEY</b>	1 credit -1 year	Grade 10 -12 Required
<b>Prerequisite: None</b>		

**Content:** A comprehensive course designed to give the high school student an understanding of the Old Testament. This course is intended to aid students in comprehending the history, setting, and content of the Old Testament. A minimum of 14 hours of community service is required for this class.

<b>CHURCH HISTORY</b>	1 credit -1 year	Grade 10-12 Required
<b>Prerequisite: None</b>		

**Content:** This survey is designed in a way that will help the students learn the facts, grasp the basic New Testament truths, and at the same time relate these principles to our current culture. Beginning with the book of Acts, students will study church history through to the present time. A minimum of 14 hours of community service is required.

<b>ETHICS</b>	1 credit -1 year	Grade 12
<b>Prerequisite: None</b>		

**Content:** This is a study of Biblical absolutes for Christians to use in moral/ethical decision making, including a historical perspective of man's philosophy as well as a detailed topical study of God's Word. A minimum of 14 hours of community service is required for this class.

<b>WORLD RELIGIONS</b>	1 credit -1 year	Grade 11-12
<b>Prerequisite: None</b>		

**Content:** Many worldviews are vying for the minds and souls of today's youth. Christians must understand the nature of the battle so they can experience a victorious life of Christian service. The course is based upon Paul's admonition to the Colossians to hold fast to the Christian faith (Colossians 2:7) and be aware of the competing worldviews not based on Jesus Christ (Colossians 2:8). By obeying this Biblical command, we may better serve God, living a life that pleases Him and draws others to Him. A minimum of 14 hours of community service is required for this class.

<b>BIBLICAL PSYCHOLOGY</b>	1 credit -1 year	Grade 11-12
<b>Prerequisite: None</b>		

**Content:** Psychology is a study of the mind, the reasoning ability that distinguishes man from all other living things. This study examines how man thinks, perceives, views, responds and acts. Looking first at God's Word as the basis of our study, this course examines philosophers, theologians, scientists, psychologists, and psychiatrists to see how their views mesh with scripture. The text for the course is *Introduction to Psychology and Counseling, Christian Perspectives and Applications* by Drs. Paul D. Meier and Frank B. Minirth, et al. A minimum of 14 hours of community service is required for this class.

# **B**USINESS EDUCATION

Occupational Arts at CEDAR PARK CHRISTIAN SCHOOLS is designed to provide opportunities for students to acquire understanding and skills in the practical, real life areas of daily living. Through these courses, the student gains an appreciation for creativity and develops a sense of accomplishment through the step by step completion of a project.

Although these courses are not college preparatory in nature, they are designed to be an enjoyable experience, as well as enhance self-esteem and assist the student in gaining very practical skills designed for independent living.

<b>COOKING</b>	1 credit -1 year	Grades 9-12
<b>Prerequisite: None</b>		

**Content:** This class is for the student who would like to broaden his/her knowledge of food preparation. The importance of food in our lives is explored with particular emphasis on the family, such as nutritional needs of all life cycles, marketplace decisions, and the various ways of serving. It also includes nutrition information applicable to all areas of food study, knowledge, and practice of basic food preparation skills. This course includes: kitchen operation, food preparation, quick breads and yeast breads, pasta, rice and grains, meat, cheese and eggs, accompaniment foods, and pies, cakes and cookies.

<b>YEARBOOK</b>	1 credit -1 year	Grades 9-12
<b>Prerequisite: Teacher Approval</b>		

**Content:** This is a practical lab course for students interested in writing and in the graphic arts. Students will produce the yearbook, and the following tasks will be a part of this production process: layout design, writing, interviewing, editing, word processing, business management, advertising sales, and photography.

Interested students must have the ability to work closely with others and to meet deadlines. Those selected for the staff should have above average writing ability and be dependable. Staff members must be willing to work occasionally after school and on weekends as needed to meet deadlines.

<b>COMPUTER APPLICATIONS</b> P C NOVICE AND INTRODUCTION TO MS WORD AND EXCEL	1 credit - 1 year	Grades -9
<b>Prerequisite: None</b>		

**Content:** Emphasis will be on skill-building projects in MICROSOFT WORD and EXCEL 97. This course is for those who have had little or no experience with personal computers. Students will receive an overview of the WINDOWS 95 operating system, learn basic computer terminology, and become familiar with concepts such as word processing, spreadsheets, and graphic design. Students will also enhance their keyboarding skills while learning the basics of these applications.

<b>COMPUTER PROGRAMMING</b>	1 credit - 1 year	Grades 9-12
<b>Prerequisite: Basic knowledge of MICROSOFT WORD and PUBLISHER</b>		

**Content:** A beginning through intermediate course in computer programming/software engineering and applications. The course introduces students to the fundamentals of computer programming, simple control and data structures, basic operating system commands, sequential files, arrays, classes, recursive processes, and the use of text files. Students will learn to design, code, and test their own programs. The ALICE programming language will be utilized to introduce programming concepts and problem solving skills, followed by an introduction to C++, Visual Basic or Java.

<b>VIDEO PRODUCTION</b>	1 credit - 1 year	Grades 9 -12
<b>Prerequisite: None</b>		

**Content:** This is a hands-on course that teaches the basics of video through applied practice. Each student will have the opportunity to write and direct journalistic segments, commercials and other programs for the school television network. The class covers fundamentals of video camera operations, lighting techniques, computer editing, graphic design and sound recording, as well as how to act and speak naturally for on-camera presence.

<b>AUTO MECHANICS</b>	0.5 - credit - 1 Semester	Grades 11 -12
<b>Prerequisite: Teacher recommendation</b>		

**Content:** The Cedar Park Church has developed an auto mechanics ministry that is designed to aid people who otherwise may not be able to afford it. Students entering this class will be mentored by professional mechanics with the intent of teaching individual students more about auto mechanics. Students will need a basic working knowledge of auto mechanics and may be required to participate in minimal outside assignments.

<b>INTRODUCTION TO BUSINESS</b>	1 credit - 1 year	Grades 10-12
<b>Prerequisite: none</b>		

**Content:** Marketing, profitability, and inventory concepts are explored through verbal and hands-on methods of learning. Emphasis on types of businesses, business law, and terminology will be discussed. Students will become familiar with résumés, cover letters, and interviewing skills. They will explore public speaking and fundraising presentations.

# E NGLISH

English is the study of our native language. The department's role in the School is to help each student to refine the language skills the Lord has given him. Realizing that the Lord has chosen to reveal Himself to man through the written and spoken word, and that spiritual growth is aided by reading, hearing, speaking, and writing God's truth in effective English, the department considers its task doubly important.

The English Department provides instruction in a number of language disciplines with an emphasis on practical application of skills learned to advance actual communication efforts. Literature and reading skills are taught to stimulate an interest in reading that will last the student a lifetime, to equip the student to become a critical, analytical reader, and to present a well-rounded education which demands exposure to the universal themes of great literature. Other areas of learning include grammar and usage, written composition, oral presentation, and vocabulary building.



<b>ENGLISH I – INTRODUCTION</b> GRAMMAR/20 <sup>TH</sup> CENTURY LITERATURE	1 credit - 1 year	Grade 9 Required
<b>Prerequisite: None</b>		

**Content:** An emphasis on ABEKA Grammar and Composition workbooks including the parts of speech, sentence parts, capitalization and punctuation, and general usage. Emphasis is placed on fundamental composition skills such as developing an outline, writing research papers, and improving writing skills. World Literature covers a broad range including such works as *The Miracle Worker*, *To Kill a Mockingbird*, *The Old Man and the Sea*, *Friedrich, Night*, and *Julius Caesar*.

<b>ENGLISH II</b> GRAMMAR/BRITISH LITERATURE	1 credit - 1 year	Grade 10 Required
<b>Prerequisite: None</b>		

**Content:** This course builds on the grammar base already established and addresses a review of grammar, capitalization, and punctuation with a strong emphasis on the process of writing. The literature portion of the course is designed to introduce the student to the Judeo-Christian tradition that has influenced both Christian and non-Christian authors. A focus on British literature, covering the major writings, their themes and authors, will be the main emphasis. Readings will include such works as *Beowulf*, *The Odyssey*, *The Hobbit*, *The Great Divorce*, and *Macbeth*.

<b>ENGLISH II – HONORS</b> GRAMMAR/BRITISH LITERATURE	1 credit - 1 year	Grade 10
<b>Prerequisite: Permission of instructor</b>		

**Content:** This honors course includes content of English II as well as additional works of literature. This class requires self-motivation and a higher level of responsibility.

<b>ENGLISH III</b> WRITING/AMERICAN LITERATURE	1 credit - 1 year	Grade 11 Required
<b>Prerequisite: None</b>		

**Content:** This survey course includes works by Hawthorne, Clemens, Steinbeck, Knowles, and Potok. In addition, students will study American poetry from its beginnings through the 20th Century. Students will discuss the impact of Christianity on American literature. Emphasis will be placed on grammar, written composition, and oral communication. All students will be required to write a research paper.

<b>ENGLISH III – HONORS</b> WRITING/AMERICAN LITERATURE	1 credit - 1 year	Grade 11
<b>Prerequisite: Permission of instructor</b>		

**Content:** Includes all content of English III as well as works by such authors as Fitzgerald, Miller, and James. This course is intense and fast paced.

<b>ENGLISH IV</b> GRAMMAR/WRITING/BRITISH LITERATURE	1 credit - 1 year	Grade 12 Required
<b>Prerequisite: None</b>		

**Content:** This course is designed to give the student a broader understanding of literature. Students will learn to critique the literature from the standpoint of a Christian worldview. Such literary works as *Jane Eyre*, *A Tale of Two Cities*, and *Othello* will be studied. Strong emphasis will be placed on grammar, writing, and oral communication skills.

<b>ENGLISH IV – HONORS</b> GRAMMAR/WRITING/BRITISH LITERATURE	1 credit - 1 year	Grade 12
<b>Prerequisite: Permission of instructor</b>		

**Content:** This course includes a final review of the mechanics of grammar and practice in polishing the students' writing skills. The major emphasis is the study of British and World Literature. The students will read all of the works studied in English IV and additional authors such as Marlowe, Hardy, Conrad, Milton, and Dostoevsky. The honors student will also delve into the psychological aspects of works that are considered some of the greatest pieces of literature ever written. Students will critique the literature from the standpoint of a Christian worldview.

<b>SHAKESPEAREAN LITERATURE</b>	1 credit - 1 year	Grades 9-12
<b>Prerequisite: None</b>		

**Content:** Introduction to the life and times of William Shakespeare. Each semester we will read 5 plays not included in the regular English curriculum. ***Enthusiastic class participation is a must! This class may not be taken in place of English I, II, III, or IV.***

<b>C.S. LEWIS</b>	1 credit - 1 year	Grades 9-12
<b>Prerequisite: None</b>		

**Content:** This course is designed to introduce students to C. S. Lewis. Over the course of the year we will read *the Chronicles of Narnia*, *The Space Trilogy*, *Surprised by Joy*, *Mere Christianity*, and several additional essays. Students will write their own spiritual autobiographies and will engage in creative projects. We will view films that focus on the life of C. S. Lewis and his works. Although this course has been designed to present Lewis's works in a fun, discussion-oriented way, students must commit to the reading schedule and participation in class. ***This class may not be taken in place of English I, II, III, or IV.***

<b>INDIVIDUALIZED ENGLISH</b>	1 credit - 1 year	Grades 9-12
<b>Prerequisite: None</b>		

**Content:** This course is designed to be remedial in nature and is based upon teacher recommendation or test placement. Individualized English is a tutorial program based upon the specific needs of the student. Emphasis is placed on developing vocabulary, writing, and grammar skills, including parts of speech, sentence structure and parts, punctuation, capitalization, and general usage.



# F INE ARTS

The Fine Arts are disciplines concerned with the development of talents, ideas, skills, and creativity through the study of drama, music, and visual arts.

Through its study, the student gains an appreciation for beauty and a cultivation of skills necessary for self-expression. In so doing, the student is prepared for college-level courses. The study of the Fine Arts nurtures a perception of the beauty of God's creation and through it, the beauty of God, the Creator. The student begins to discover, as Dr. Francis Schaeffer says, "The Christian is one whose imagination should soar beyond the stars."

<b>ART</b>	1 credit - 1 year	Grades 9-12
<b>Prerequisite: None</b>		

**Content:** God has created man with the ability to receive and express the beauty of creation, but we may miss this beauty because we do not know "how to see." Instruction will be given in this course to increase students' understanding of different art mediums and their history, techniques and process. Students are encouraged to be self-motivated and to develop their imagination. A variety of art media will be used to study the principles of visual organization: drawing, painting, sculpture, graphic arts, including printmaking and lettering.

<b>BAND</b>	1 credit - 1 year	Grades 9-12
<b>Prerequisite: Student must provide their own instrument and have basic playing skills</b>		

**Content:** Instrumentalists practice and perform in large and small groups and will perform for Chapel, community service for local retirement homes, churches, school concerts, and travel to ACSI High School Musicale (may qualify for league and district contests). Students will enjoy a variety of music including hymns, choruses, jazz, and concert band music.

<b>CHOIR</b>	1 credit - 1 year	Grades 9-12
<b>Prerequisite: None</b>		

**Content:** Students will learn and perform a variety of music with an emphasis on developing fundamental music skills and knowledge along with vocal and performance technique. The choir will perform at school concerts, and in Chapel, as well as community service involvement.

<b>REVELATION CHOIR</b>	1 credit - 1 year	Grades 9-12
<b>Prerequisites: One or more years of choir or ensemble experience, must audition with the director demonstrating good vocal technique, and must possess basic music reading skills.</b>		

**Content:** The ensemble will learn contest level music with a widely varied repertoire. They will strive to develop a very professional sound and stage presence that demonstrates true Christian character and commitment. The ensemble will perform for Chapels, school concerts, ACSI High School Musicale, local community service concerts, local churches, and will participate in league and district competitions.

<b>DIGITAL PHOTOGRAPHY</b>	0.5 - credit – 1 semester	Grades 9-12
<b>Prerequisite: None</b>		

**Content:** This is a lecture/lab course dealing with the workings of the digital camera. Students are instructed in the fundamental theory and practice of digital photography, the meanings of various photographic terms, the specific functions of each main part of the camera, various methods of picture taking, and the different techniques and uses in editing software to enhance photos. Students gain experience shooting and editing photos.

<b>DRAMA</b>	1 credit - 1 year	Grades 9-12
<b>Prerequisite: None</b>		

**Content:** Drama is designed to give the students an opportunity to learn and to practice acting techniques as well as to develop voice projection and enunciation. Specific course content includes improvisation (making up the play as it is presented); pantomime (silent acting); stage directions; and basic movement (learning how to sit, stand, fall, gesture, die) while on stage. Students will have hands-on experience in producing sound effects, special effects, lighting, prompting, stage management, and setup. One full-length play will be produced per semester. The goal of this class is to use our God-given talents and gifts to minister through drama.

<b>SPEECH AND DEBATE</b>	0.5 - credit – 1 semester	Grades 9-12
<b>Prerequisite: None</b>		

**Content:** In this course students will explore and develop their speech and debating skills. Includes speech analysis and self reflection. Students are introduced to public speaking, from platform presence to persuasion, with this one-semester course. The course features special chapters about topic choice, research, organization, and communication in the workplace.

# **F**OREIGN LANGUAGE

The main purposes of the Foreign Language Program are to provide academic preparation leading to fluency in a foreign language; develop student understanding of the nature of language itself; develop student appreciation for differences between cultures, its people, land, values, and customs; prepare students in the incidental and survival skills that make foreign travel enjoyable and educational; increase awareness of careers in which foreign language can be applied.

<b>JAPANESE I</b>	1 credit - 1 year	Grades 10-12
<b>Prerequisite: None</b>		

This Japanese language course is designed to be a fun and interactive learning experience with a lot of partner work and group activities. This course covers the reading, writing and conversational aspects of the Japanese language. Daily classes include listening, speaking, reading and writing activities and games. Tests and quizzes are both oral and written.

<b>JAPANESE II</b>	1 credit - 1 year	Grades 10-12
<b>Prerequisite: Grade C or better in Japanese 1</b>		

This course is a continuation of what was learned in Japanese I, with added emphasis on learning about the culture and geography of Japan as well.

<b>SPANISH I</b>	1 credit - 1 year	Grades 9-12
<b>Prerequisite: None</b>		

**Content:** This course introduces spoken and written Spanish using primarily the present tense. Students acquire an understanding of basic aspects of grammatical structure and skill in application. Students learn a minimum functional vocabulary useful in daily life situations. This course requires participation through oral and listening exercises as well as reading and writing. While learning Spanish, students also learn about the countries and cultures where the language is spoken today.

<b>SPANISH II</b>	1 credit - 1 year	Grades 10-12
<b>Prerequisite: Grade C or better in Spanish I</b>		

**Content:** Spanish II is a continuation of Spanish I with greater emphasis on grammar, which includes learning several tenses. Students will apply increased skill in reading, writing, and conversation. Knowledge of the Spanish-speaking countries will be broadened.

<b>SPANISH III</b>	1 credit - 1 year	Grades 11-12
<b>Prerequisite: Grade C or better in Spanish II</b>		

**Content:** In this course students will expand and apply vocabulary and grammatical structures learned in the first two years of Spanish. The course is offered at the discretion of administration.

<b>AMERICAN SIGN LANGUAGE I</b>	1 credit - 1 year	Grades 9-12
<b>Prerequisite: None</b>		

**Content:** This first year class is designed to give students a basic grasp of sign language. American Sign Language is considered a foreign language by the State Department of Education and may be used to satisfy college requirements for foreign language. The course is offered at the discretion of administration.

<b>AMERICAN SIGN LANGUAGE II</b>	1 credit - 1 year	Grades 9-12
<b>Prerequisite: ASL I</b>		

**Content:** ASL II is designed to expand and give depth to students who have taken first year sign language. Students will be required to put to use their knowledge of sign language in practical situations. The course is offered at the discretion of administration.

<b>FRENCH I</b>	1 credit - 1 year	Grades 9-12
<b>Prerequisite: A grade of C or better in English I</b>		

**Content:** This is a first year course in French that will give the student a grasp of the French language and develop a comfortable level of conversation. Students practice listening, speaking, writing, and reading skills. A notebook is kept throughout the year. Reading and listening skills are developed in learning centers using tape recorders, television, and the computer. The course is offered at the discretion of administration.

<b>FRENCH II</b>	1 credit - 1 year	Grades 10-12
<b>Prerequisite: Grade C or better in French I</b>		

**Content:** In the second year course of French study, students will learn more about the past and future tenses of French verbs. Students will enhance their French accent, strengthen their command of French vocabulary, and improve their reading and writing skills. The course is offered at the discretion of administration.

# **H** **EALTH AND** **PHYSICAL EDUCATION**

Physical education is the study of the total person: spiritual, mental, emotional, and social, as well as physical.

Through the study of physical education, the student has an increased awareness of how the body functions and develops. The student learns how to deal with stress through individual and team competition. Exposure to many sports enables the student to select those activities that will later enhance his life.

God created us embodied, male and female. Paul reminds us in Romans that part of our adoption as sons of God is the redemption of our bodies. Therefore, it is the responsibility of each person to maintain and take care of his body. The study of physical education clarifies God's desire that we "present our bodies a living sacrifice, holy and acceptable unto God, which is our reasonable service."

<b>HEALTH</b>	0.5 - credit - 1 semester	Grades 9-10 Required
<b>Prerequisite: None</b>		

**Content:** Health is designed to give the students an understanding, knowledge, and appreciation of the human body, its workings, health, and care. It will help the student realize: "I will give thanks to Thee, for I am fearfully and wonderfully made; wonderful are Thy works, and my soul knows it very well." (Ps. 139:14) Topics include understanding one's body, fitness, nutrition, personal hygiene, personal feelings, dangerous habits, diseases, family safety, and first aid.

<b>PHYSICAL EDUCATION</b>	0.5 - credit - 1 semester	Grades 9-10 Required
<b>Prerequisite: None</b>		

**Content:** The objectives are to develop an increased level of, and appreciation for, physical fitness; develop an acquisition of basic skills and knowledge in flag football, volleyball, basketball, softball, flashball, tumbling, golf, weight training, fitness testing, and walleyball; to develop an appreciation for physical activity and its importance in overall health; and to develop attitudes of team play, sportsmanship, and Christ-like competitiveness. Physical fitness for life will be a prime focus. This class meets for one semester.

<b>STRENGTH TRAINING</b>	0.5 credit -1 semester	Grades 9-12
<b>Prerequisite: None</b>		

**Content:** This class is intended for students who are self-motivated and have a true desire to increase their knowledge, strength and fitness levels through directed programs on weight training equipment. Participation and attendance are crucial for success in this class. This course introduces the student to the fundamentals and technique involved strength training. Areas covered include safety and spotting technique, proper form and teaching of all upper and lower body exercises. In the context of a five day school week students will perform both upper and lower body core exercises once each week, combined with two more days of auxiliary exercises to specifically target muscles.

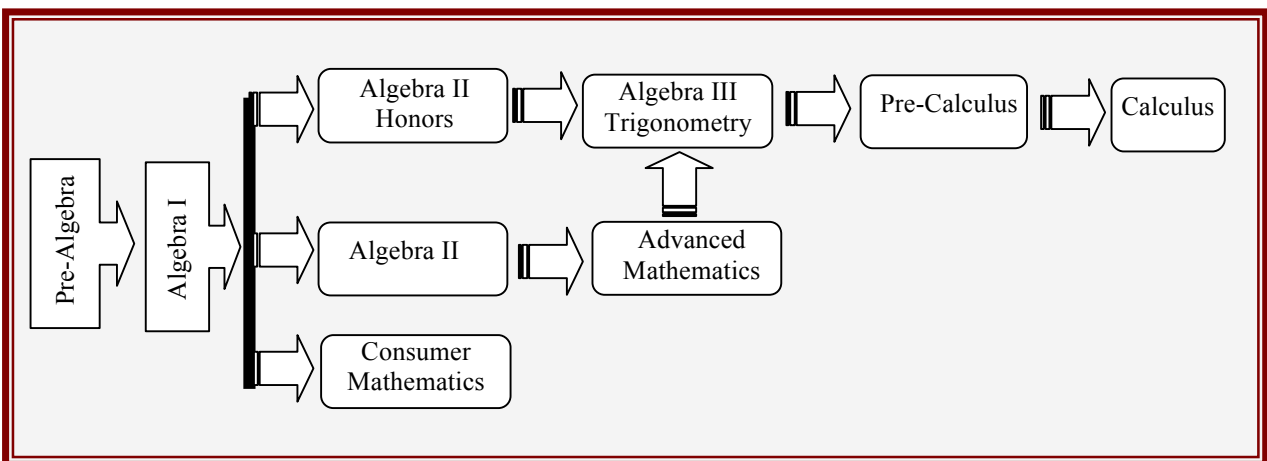
<b>ATHLETICS</b>	0.5 -1 credit	Grades 9-12
<b>Prerequisite: Must be approved by Athletic Director and Coach</b>		

**Content:** Students may be eligible to receive 1/2 credit for qualified sports participation up to a maximum of one (1) credit to fulfill graduation requirements for physical education.

# MATHEMATICS

Mathematics is the study of numbers and shapes. Through its study, the student cultivates his problem-solving skills, analytical thinking and attention to details. Mathematics helps the student improve his reasoning skills and show the importance of consistency in work habits.

Through the study of Mathematics, more of the character of God is revealed: His orderliness through the study of algebra and geometry; His immutability (unchanging nature) through computing and solving equations; and His omniscience (all-knowing nature), through studying differential calculus and the structure of the complex number system.



<b>INDIVIDUALIZED MATH</b>	1 credit - 1 year	Grades 9-12
<b>Prerequisite: None</b>		

**Content:** This course is designated to be remedial in nature and is based upon teacher recommendation or test placement. This math is offered to students needing remedial instruction in basic math skills. Emphasis is placed on the operations of addition, subtraction, division, and multiplication of whole numbers, decimals, and fractions in both application and understanding.

<b>MATH CONCEPTS</b>	1 credit - 1 year	Grades 9-12
<b>Prerequisite: None</b>		

**Content:** Addition, subtraction, multiplication, division, fractions, decimals, percents, graphs, and computers. Consumer Math is a relevant class designed for the practical needs of the American consumer. Mathematical content is basic and subject material ranges from personal budgeting to housing and transportation. Consumer Math is a full-year class usually offered alternate years.

<b>PRE-ALGEBRA</b>	1 credit - 1 year	Grades 9-10 Required
<b>Prerequisite: None</b>		

**Content:** This course is the foundation for Algebra I. It begins with a review of arithmetic skills such as fractions, percents, and decimals, and includes geometric ideas of perimeter and area of simple shapes and simple composites. It transitions the student from concrete values to symbolic variables.

<b>ALGEBRA I/GEOMETRY</b>	1 credit - 1 year	Grades 9-12 Required
<b>Prerequisite: None</b>		

**Content:** This first algebra course, as with the courses that follow it, integrates geometry throughout. The student moves from specific numbers into the realm of abstract variables during the course. Geometry includes areas of rectangles, triangles, circles, composite figures, perimeter, circumference, volumes, surface area, cylinders, angle types and terms.

<b>ALGEBRA II-A</b>	1 credit - 1 year	Grades 9-12 Required
<b>Prerequisite: Grade C or better in Algebra I</b>		

**Content:** Algebra II is designed for students who have completed Algebra I, but who require some additional work to become more competent. In addition to added concepts and levels of complexity, this course is a skill-building review of Algebra I.

<b>ALGEBRA II-B</b>	1 credit - 1 year	Grades 10-12
<b>Prerequisite: Grade C or better in Algebra II-A</b>		

**Content:** This course continues the work started in Algebra IIA. The foundations of trigonometry are developed and conic sections are introduced. Algebra and geometry concepts are further developed throughout this course.

<b>ALGEBRA II - HONORS</b>	1 credit - 1 year	Grades 9-12 Required
<b>Prerequisite: Grade C or better in Algebra I or teacher recommendation</b>		

**Content:** Algebra II Honors is offered to students who have passed Algebra I and integrates geometry throughout the course. The student predominantly works with variables instead of numbers and completes a solid foundation in algebraic reasoning and skills. The course is designed so students will acquire the ability to apply and express algebraic concepts and skills to organize mathematical problems that will be met in life. Understanding the basic structure of algebra is necessary for students to continue studies in mathematics and the sciences. Geometry continues with more advanced instruction in perimeter, circumference, volumes, surface area, cylinders, angle types and terms, triangles.

<b>ALGEBRA III/TRIGONOMETRY</b>	1 Credit - 1 year	Grades 9-12
<b>Prerequisite: Grade C or better in Algebra II or equivalent</b>		

**Content:** This course is the third course in the three-year algebra sequence. More advanced geometry is integrated throughout the course. Additionally, the foundations of trigonometry and vectors are introduced and developed. The student becomes independent from the necessity of specific numbers and develops a facility with working with more abstract ideas and relationships.

<b>PRE-CALCULUS - HONORS</b>	1 credit - 1 year	Grades 10-12
<b>Prerequisite: Grade C or better in Algebra III</b>		

**Content:** This course prepares the student for calculus and other higher math classes. It focuses upon the structure of mathematics and advanced trigonometry. Reasoning skills and the manipulation of abstract expressions are repeatedly emphasized.

<b>CALCULUS - HONORS</b>	1 credit - 1 year	Grades 11-12
<b>Prerequisite: Grade C or better in Pre-Calculus</b>		

**Content:** The calculus course includes both differential and integral calculus. Analytical geometry is incorporated throughout the year. This course will prepare the student for engineering, science, premed, or any other college program that requires higher level mathematics.

# **S** CIENCE

Science is the study of organic and inorganic matter: how they are put together and how they function. Through its study, the student sharpens his thinking process; he learns how to reason logically and deductively. Science helps the student to be careful in observing the world around him and to be thorough in his analysis of what he encounters.

The study of science illuminates the creative majesty of God. As one studies science, he becomes more aware of the magnificence of the creation and the Creator.

<b>PHYSICAL SCIENCE</b>	1 credit - 1 year	Grade 9 Required
<b>Prerequisite: None</b>		

**Content:** A laboratory science class that is taught from a perspective emphasizing the order and design found in the world God created. Physical science is designed to allow students to examine and experience God's physical laws, principles, and facts in basic chemistry and physics through written, verbal, observation, and manipulative activities. This course will include laboratory experiments that will show the student that science is relative to every day life. Specific areas of study are science in relation to the Bible, measurement in matter, atomic structure, chemical interaction forces, motion, and energy.

<b>BIOLOGY</b>	1 credit - 1 year	Grade 10 Required
<b>Prerequisite: None</b>		

**Content:** Biological science is the study of living organisms, the relationships between living things and their environment, and the place of man in the natural world and his responsibility for it. It is our foremost desire to acquaint students with the wonders, magnificence, and perfection of living creatures in order to bring them closer to the Creator. The course includes study of the cell as the basic unit of life, the study of organisms both microscopic and multicellular, and the study of organisms as they live interrelated to one another. This lab-oriented class establishes a foundation for scientific thinking and reasoning based on the premise that God is the origin of life and all true science. Topics covered: Scientific Method, microscopy, cell structure, reproduction, energy, genetics, zoology, botany, and ecology.

<b>ANATOMY/PHYSIOLOGY</b>	1 credit - 1 year	Grades 11-12
<b>Prerequisite: Grade of C or better in Biology</b>		

**Content:** Psalm 139:14 tells us that we are "fearfully and wonderfully made!" The purpose of this course is to provide exploratory experiences, laboratory and real-life applications in the better understanding of the human body. The topics to be covered will include basic anatomy and physiology; cells and tissue: skin and body membranes; the body systems and hierarchy: skeletal, nervous, senses, endocrine, cardiovascular, respiratory, digestive and metabolism including the urinary system and the reproductive system.

<b>CHEMISTRY</b>	1 credit - 1 year	Grades 11-12
<b>Prerequisite: Enrollment in Algebra II and completion of Physical Science</b>		

**Content:** This course deals exclusively with inorganic chemistry and involves moderate amounts of mathematics. As a laboratory science, many experiments are performed throughout the year. The course is designed to enable the student to know the role chemistry plays in scientific investigation. Importance is placed on the explanation of the substances and changes in these substances which affect our daily life and relate everyday phenomena to chemical properties, reactions, etc., through use of the scientific methods of observation, measurement, experimentation, and valid conclusions.

<b>PHYSICS</b>	1 credit - 1 year	Grades 11-12
<b>Prerequisite: Completion of Algebra I and Physical Science</b>		

**Content:** Physics is an upper level science that primarily studies the cause and effects of energy. Topics covered include mechanics, motion, gravity, light, sound, heat, magnetism, electricity, and nuclear energy. Students will make their own "discoveries" in laboratory experiments and develop good lab practice and science communication skills by documenting their research. This class is for students who want to pursue the study of mathematics and science. Physics gives students a good introduction into the way the Creator designed the universe and the often simple laws that describe it. This course is offered on alternate years.

<b>GEOLOGY</b>	1 credit - 1 year	Grades 11-12
<b>Prerequisite: None</b>		

**Content:** Taught from a creationist point of view, this course examines both a creationist and evolutionary model for the development of earth's topography and stratigraphy. It is a lab science, covering theories of origins, sedimentary and fossil evidences of a Global Flood, Plate Tectonics, stream processes, rocks and minerals, the Ice Age, and the methods of dating the earth. The underlying objectives are both to equip the student with a good base of geologic knowledge, and to expose them to the wealth of scientific data supporting the Biblical account of a Global Flood. The course culminates in a 3-day, 2-night camping field practicum in the spring in the Scablands region of Eastern Washington.

# SOCIAL STUDIES

History provides us with many examples of success and failure. Studying these examples from a Christian worldview gives students insight into the reasons for success or failure. Concerning the study of history Gary North wrote, "The facts don't just speak for themselves. Men speak in the name of the facts they have chosen to speak about. We are creatures. We are not omniscient. Therefore, we all choose the facts that we believe are most relevant. *Relevant to whose purposes and relevant to what goals?* Therein lies the problem of historical interpretation."

History is the study of man and how God has moved in man's history throughout the ages. Through its study, the student begins to think analytically. This enables him to express himself in writing and defend a thesis statement based on historical background. History helps the student become a concerned, educated, voting, and hope-filled citizen.

The study of history shows that God is in control of the world; therefore, He is in control of man's movements in the history of the world. Because of this, all history moves toward His final resolution.

<b>PACIFIC NORTHWEST HISTORY</b>	0.5 - credit – 1 semester	Grade 9 Required
<b>Prerequisite: None</b>		

**Content:** The focus of Pacific Northwest History is to develop and nurture students' awareness, appreciation, and understanding of the region in which they live. The geographical, geological, historical, political, cultural, social, and economical aspects are emphasized. Units of study include the region's physical geography, early human history and exploration, 19<sup>th</sup> century settlement, and the socioeconomic progress and people of the region. An additional segment includes a study of the evidence of creation as it relates to the early geography and history of the region.

<b>GEOGRAPHY</b>	0.5 - credit – 1 semester	Grades 9
<b>Prerequisite: None</b>		

**Content:** This course integrates a Biblical view of the world and God's design for it with the study of specific topics, including the climate, landforms, water, people and how these affect the world we live in. The study will briefly examine how each region developed historically and culturally noting particular countries and some of their characteristics which have significance for today.

<b>WORLD HISTORY</b>	1 credit – 1 year	Grade 10
<b>Prerequisite: None</b>		

**Content:** This survey of world history begins with the Old Kingdom of Egypt through the present. Emphasis is placed on the political, religious, and philosophical development of various cultures that have influenced our modern world. Key points of study include Egypt, Mesopotamia, Israel, Greece, Rome, feudal Europe, the Renaissance, the Reformation, the Age of Discovery, the Age of Reason, revolution, industrialism, the Great War, totalitarianism, the Second World War, the Cold War, and the fall of the Soviet Union.

<b>U.S. HISTORY &amp; GOVERNMENT</b>	1 credit – 1 year	Grade 11 Required
<b>Prerequisite: None</b>		

**Content:** This course is a study of the American experience chronologically traced from the colonial period to the present. Major emphasis will center on the social and political history of this period. Some of the general topics include European heritage, Native Americans, colonization, independence, the Constitution, Manifest Destiny, slavery, the Great Depression, World War II, the Cold War, and Vietnam. Special emphasis is placed upon the 20th Century U.S. History.

Students are offered an in-depth study of the events in American history and government from a Christian perspective, stressing the greatness of our country and a patriotic appreciation for it. God's plan and purpose for man is examined, as are the choices man has made and the resulting consequences. Students are challenged toward independent thought and research to form opinions and make appropriate choices.

<b>CONTEMPORARY WORLD ISSUES</b>	1 credit – 1 year	Grade 12 Required
<b>Prerequisite: None</b>		

**Content:** All of today's social, political, ethical, and philosophical issues arise out of several dominant worldviews. This course examines in detail those worldviews: Secular Humanism, Marxism, Cosmic Humanism, and Biblical Christianity and their influence on the issues. The purpose of this course is best summed up in a quote from the course text itself, "The greatest question of our time . . ." says Will Durant, "is whether man can live without God."

<b>ECONOMICS</b>	1 credit – 1 year	Grade 12
<b>Prerequisite: None</b>		

**Content:** This course serves as an introduction to the basic principles and concepts of the American economic system. Included will be a study of the free market system, supply and demand, the banking system, causes of inflation and recession, and economic control. A brief study of world economy and international trade will also be included. The rights and freedoms of American citizens are central to our studies throughout this course, as are questions regarding proper functions of government and appropriate levels of taxation. Comparisons are made between systems of capitalism and socialism.

# SPECIAL PROGRAMS

<b>OFFICE AIDE</b>	1 credit - 1 year	Grades 9-12
<b>Prerequisite: Permission of advisor</b>		

**Content:** The office aide will assist the secretaries in a variety of duties which may include sorting and delivery of mail, phone messages, writing student attendance slips, recording daily absences, bulk mail preparation, photocopying and collating materials, typing and filing. The student will learn the telephone system, and will be able to answer calls in an efficient and professional manner. In addition, the aide will learn the importance of short but precise messages. The grade will be based on the quality of work produced, professional attitude, and attendance.

<b>TEACHER'S AIDE</b>	1 credit - 1 year	Grades 9-12
<b>Prerequisite: Permission of advisor</b>		

**Content:** Teachers may select willing, available students to assist with the routine matters of classroom administration.

<b>STUDY HALL</b>	No credit	Grades 9-12
<b>Prerequisite: None</b>		

**Content:** A supervised study period is available. Its purpose is to provide a quiet place for students to begin their homework and thus enhance their ability to do their best. Students usually work independently on assignments. Some of the time may be used for library research. Attendance is taken each day and students in the study hall are expected to bring work and materials for serious study.

<b>INDEPENDENT STUDY</b>	0.5 - credit - 1 semester 1 credit - 1 year	
<b>Prerequisite: Varies according to student need</b>		

Students with special scheduling problems or those interested in advanced studies may request an independent study. Independent Study courses may only be taken under extenuating circumstances as evaluated and approved by an administrator. Arrangements are made with individual teachers on a contractual basis. The student must pay the additional tuition for this program.

# POLICIES

The following are CEDAR PARK CHRISTIAN SCHOOLS' policies. The intent is to inform families of the most often asked questions concerning attendance at CPCS. These policies are not intended to be all-inclusive and the School has the right to add or amend any policy at their discretion.

## OUTSIDE ATHLETIC PARTICIPATION

- Students must submit a written request indicating the special circumstances for which a waiver of the policy is desired. The request should be submitted to the administration or the School Board thirty days prior to participation, so the Board has adequate opportunity to consider the request.
- Students must have a minimum cumulative G.P.A. of 3.0
- Students must have a verification notice from the public school with dates of the season listed.
- Students must maintain CPCS athletic eligibility requirements while participating in public school athletics.
- Cedar Park Christian School's standards for student conduct must be maintained during all related activities.
- Students may leave CPCS campus no more than 15 minutes before school ends, unless the seventh period class is a study hall.
- If the dismissal involves a class other than study hall, students must have additional permission from the instructor.
- Student must maintain a minimum of a "B" average each week in the class from which they have an early dismissal.
- Middle School students are not eligible to participate in this program.
- Credit will not be granted.

## ATHLETIC CREDIT

Cedar Park Christian School offers student-athletes in grades 9 through 12 the opportunity to earn ½ (.5) physical education credit per athletic season for participation in sports. A maximum of one full credit per year may be earned through athletics. The following criteria have been established:

- Each student-athlete must earn a minimum of ½ P. E. credit (one semester) by participating in a regular school physical education class during their high school career.
- Credit is granted based on the coach's assessment and successful completion of the season.
- A maximum of two (2) athletic credits may be applied toward graduation requirements.

## CLASS CHANGE

The Cedar Park Christian School grading periods are based on a semester time frame. Classes are designed for a one-semester or a one-year period. Students may withdraw from, or enroll in, classes during the first three weeks of class without consequences. After that three-week period, students may not enter or withdraw from any class prior to the end of the course.

If a student is asked to withdraw from class prior to the end of the course because of discipline issues, they will receive an "F" for that course as well as lose credit for the course. Students who enter a new class during the three-week change period will be required to make up any work previously completed by the class while staying current with assignments.

Whenever changes are made in schedules, students must receive an official *Notice of Add/Withdrawal* form from the Office and have it signed by all teachers involved in the change. This form must then be returned to the Office for final approval before any change is made effective. Teachers and students will be officially notified by the Office of any final changes. Student may not make the change until this official notification has been received.

## EARLY DISMISSAL OR LATE ARRIVAL PROGRAMS

One of the primary missions of Cedar Park Christian School is to offer students the best academic foundation possible. Cedar Park's program is designed to provide seven 50-minute classes each school day. Students are discouraged from settling for earning the *minimum* graduation requirements. Students are encouraged to progress beyond the minimum standards and take classes that will enhance their educational perspectives.

If a student's primary objective is to pursue vocational courses or to complete only the minimum amount of work possible in high school, they would be better served attending another school. The resultant effect of this philosophy is that students who do not necessarily need credits to graduate are still encouraged to remain on campus and in CPCS classes rather than leaving campus early or arriving late. For these reasons, late arrival and early dismissals are discouraged, yet not prohibited by the school policy. For those families who wish to request permission for early dismissal or late arrival the following criteria must be met:

- Students must be in their senior year of high school.
- Students must be on the College Preparatory Track.
- Students must maintain a minimum GPA of 3.30 at Cedar Park Christian School.
- Students will only be granted late arrival or early dismissal, but not both.
- Students may be dismissed for a maximum of two classes.
- Students must leave campus immediately upon release from school.
- Students participating in the early release program are subject to full tuition.
- Students must have written permission from parents.
- Students must seek approval from CPCS administration for early dismissal or late arrival.

## HONORS PROGRAMS REQUIREMENTS

The intent of Cedar Park Christian Schools is to place each student in courses that are aimed at challenging their academic abilities. The Honors Program at CPCS is our most challenging program and is designed to accommodate the needs of students who are able to move at a faster pace. For this reason, school-wide standards have been developed for all honors classes.

- Each student must secure a teacher recommendation to be considered for placement.
- A limited number of openings are available in each honors course.
- When necessary, priorities in placement will be based on grade point averages in the subject area.
- Students must maintain a “B” level or higher to continue in the program.
- All assignments must be completed and turned in by the assigned due dates.

## **CAMPUS VISITATION**

Cedar Park Christian School is a “closed campus” and students may not leave the school premises at any time without prior permission and must check out in the school office.

All students visiting the campus must have administration permission prior to any visit. Students who have previously attended Cedar Park Christian School but are not CPCS graduates may not visit the campus.

Students in this category who wish to attend church youth services are allowed on campus a maximum of 30 minutes prior to the youth services they are attending.

## **GRADUATION CREDIT & COMMENCEMENT PARTICIPATION**

High school graduation is an important point in a young person’s life. In order to do justice to our students and families, student eligibility for graduation and commencement ceremonies are completed as soon as possible in order to avoid the emotional conflict that inevitably accompanies such difficult situations.

Potential seniors will be evaluated at the beginning of their declared senior year to determine graduation potential. A second evaluation by the senior advisor will be made shortly after the first semester of the senior year to establish continued eligibility. Students who have academic deficiencies will be notified as soon as possible.

- In order to be considered a senior, the student must enter the school year within (10) credits of graduation.
- At semester of the senior year, the student must be within (5) five credits of graduation.
- In order to participate in the graduation ceremony the student must be within (1) credit of graduation.
- In order to participate in graduation ceremonies, students must be current and passing all required classes the Friday before the ceremony.
- Students who are more than one credit short of graduation requirements may not participate in the graduation ceremony but may receive their diploma upon completion of required course work, if completed within one year of graduation.

## **PUBLIC SCHOOL CLASS**

The mission statement of Cedar Park Christian School expresses our belief that the basis of all teaching is God and His Word. Our desire and mission is that each student would accept Jesus Christ as his personal Savior. A key objective is to provide an environment in which each student is nurtured and trained so they will grow in godliness of character and action. We believe all of a child’s education should center around this principle. Therefore, it is the determination of CPCS that attendance in the public school arena should be minimal. Only students who have very special circumstances will be considered for early dismissals for public school classes.

- Consideration will be given only to students for whom the public school class is deemed essential to their educational growth, with no other alternative during their educational career, and for which comparable classes are not offered at CPCS.
- Students must submit a written request indicating the special circumstances for which a waiver of the policy is necessary. The request should be submitted to the administration or the School Board thirty days prior the beginning of the class.
- Students must have a minimum cumulative G.P.A. of 3.2, or be declared to be in extenuating circumstances by the school administration or School Board (e.g. special learning deficiency).
- Students must continue to meet CPCS graduation and eligibility requirements while attending outside classes.
- Students participating in any outside classes are subject to the full tuition amount designated for the CPCS program. There will be no reduction in tuition for fewer classes taken.
- Students attending outside classes may not remain on the Cedar Park Christian School campus during the school day at times when they are not assigned to a class at CPCS. Cedar Park Christian School is a “closed campus” and students may not leave the school premises at any time without prior permission and check out in the school office.

#### **PARTICIPATION IN “RUNNING START” OR EQUIVALENT COLLEGE PROGRAMS**

House Bill 2379, as part of former Washington State Governor Booth Gardner’s educational choice program, authorized the implementation of “Running Start.” This program allows juniors and seniors in high school to enroll in a community or technical college and gain high school credit while also earning college credit.

Cedar Park Christian School’s experience with the Running Start Program has met with mixed reviews. While there are financial advantages, many of our students who have participated in the program have struggled in adjusting to the philosophical and cultural differences between a secular college environment and a Christian high school environment, especially at the earlier high school age. Additionally, most students who have been enrolled in Running Start have struggled in maintaining high school grades while attempting to earn college credit. For these reasons, participation in the program is not encouraged, yet not prohibited. The following criteria have been established for those wishing to participate.

- Students must seek and obtain approval from CPCS Administration for the courses taken at the college.
- Students must be a junior or senior in high school.
- Students must be on the College Preparatory Track.
- Students must maintain a 3.30 minimum grade point average at CPCS.
- Students must continue to meet the CPCS course requirements, including CPCS Bible and Contemporary World Issues courses.
- Students must take a minimum of four classes at CPCS while participating in the Running Start Program.
- Students participating in Running Start are subject to full CPCS tuition and fees.
- Students must provide CPCS with written permission from their parents.

#### **STUDENTS REQUIRING SPECIAL ATTENTION**

Cedar Park Christian School is dedicated to meeting the Christian educational needs of families in the Puget Sound area. One of the primary objectives and callings for teachers at Cedar Park Christian School is to assist and encourage each student to reach their fullest potential. Luke 2:52 states, **“And Jesus grew in wisdom and stature, and in favor with God and men.”** Cedar Park Christian is committed to helping each individual student follow Christ’s example, and to mature mentally, physically, spiritually, and socially to his or her highest potential.

Cedar Park Christian also desires to meet the needs of families who desire a Christian education for children with learning difficulties, and to that end offers a Student Services Program dedicated to aid students who struggle in regular classes. Our Student Services Program develops special curriculum, and conducts tutorial intervention, for individual instruction in specific areas.

The position of the School regarding dedicated special education classes is that current attitudes and programs that segregate special needs students through exclusive intervention classes are often counter-productive to the students' self-image, maturation and development. National studies indicate general special education programs do not increase a student's academic or social development level and the corresponding negative labeling and subsequent self-image concerns of special education classes tend to negate any academic progress that may be generated by special teaching methods. It is our position that most students with special needs are best served by caring, professional Christian teachers in a normal classroom setting who are willing to give special attention to the academic and spiritual needs of the student. Extensive intervention into a student's normal schedule should be kept at a minimal level and students should be placed in regular classrooms whenever possible.

Students who have special needs will be welcomed at Cedar Park as long as the student does not significantly limit the teacher's ability to meet the educational and aggregate needs of other students in the classroom and does not, in the opinion of the teacher and administration, present a potential danger to other students. Parents are advised that Cedar Park will evaluate the academic and behavioral level of students from objective and subjective perspectives based on parent observations, past educational records, and current assessments by Cedar Park teachers and administrators in order to determine the suitability of student placement. Teachers and administration will also determine whether special grading considerations are necessary for evaluating the student's progress. If it becomes apparent that a student does not have the capacity to earn a regular grade, a specific letter grade indicating "special consideration" may be awarded.

Cedar Park Christian School's aim is to be inclusive of special needs students whenever possible. Admission to Cedar Park Christian School is by application only and the School admits students based on its own criteria of spiritual commitment, academic performance, and personal qualifications, including a willingness to cooperate with the school administration and to abide by its policies and regulations. It is essential for parents and students to realize attendance at CPCS is a privilege, not a right, and that such privileges will be revoked from any family who is not willing to conform to the standards of conduct established by the School. Regarding special needs children, parents must understand and support the philosophy of Cedar Park Christian School concerning such students and be prepared to be more involved in the educational process of CPCS than usually expected.

<b>STUDENTS ACADEMIC/BEHAVIORAL REVIEW</b>	
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One of the primary objectives and callings for each staff member of Cedar Park Christian School is to assist and encourage each student in their maturation process. Luke 2:52 states, " And Jesus grew in wisdom and stature, and in favor with God and men." God expects our middle and senior high school students to follow Christ's example and mature mentally, physically, spiritually, and socially. It is for this reason that the Cedar Park Christian School Board and administration must charge each student with the responsibility for a positive attitude toward learning, strong academic achievement, and behavioral cooperation. Anything less is unacceptable and will result in either probationary status or dismissal from Cedar Park Christian School.

Admission to Cedar Park Christian School is by application only and the school admits students based on its own criteria of spiritual commitment, academic performance, and personal qualifications, including a willingness to cooperate with the school administration and to abide by its policies and regulations. It is essential for parents and students to realize that attendance at CPCS

is a privilege, not a right, and that such privileges will be revoked from any student who is not willing to conform to the standards of conduct established by the school.

The following minimum expectations will be required of each secondary student at Cedar Park Christian School:

- a. A strong commitment to academics as evidenced by no failing grades at the end of the semester grading period and a minimum of a 2.0 grade point average.
- b. A positive attitude demonstrated toward the learning environment as evidenced by a lack of behavior that continually disrupts the learning environment or demonstrates indifference to learning.
- c. A desire to learn and be diligent by those students working below grade level. Teacher evaluations and input of attitudes will evidence this.

If the above criteria are not met, the students will receive one of the following:

1. Concern:	Students included in this area of concern would be those showing behavior problems in one class and grades below C including two or more D's.
2. Conference:	Students with behavior problems and/or one grade of F will be considered for conferencing and will be monitored for a period of four weeks. Conferencing will include parents, student, and administration in order to discuss and monitor academic and behavioral progress. This is done on an individualized basis with the recommendation of the review committee.
3. Probationary Contract:	If minimum expectations are not met the student will be placed on a probationary contract for one semester with periodic reviews every 4-½ weeks. At the end of each semester there will be a faculty review of student achievement. The review committee will meet to discuss the student's progress to determine if the student will remain at Cedar Park or be dismissed. All students placed on probationary contracts will be ineligible to participate in all extra-curricular activities including sports, drama, student council, media and music during Chapel, etc., for a four week period, at which time their academic and behavioral status will be reviewed by the committee.
4. Dismissal:	Dismissal will result when a student continually fails to meet the above expectations. This is definitely a last resort on the part of the school administration. The student will be asked to leave Cedar Park for the remainder of the school year and may reapply for admission the following year. If the dismissal occurs at the end of the school year, the student may reapply at the beginning of the second semester of the new school year. Reapplication does not guarantee readmission.

## INCOMING TRANSFER

Many secondary students transferring from public schools find it difficult to adjust to the culture of a Christian School. The older a student is, the more difficult the transition seems to be. For that reason, CPCS is reluctant to accept students transferring from public schools in their last few years of high school, unless extenuating circumstances indicate a greater potential for success.

In order to facilitate graduation for each student, it is important that proper credit evaluations are performed for those students who transfer to Cedar Park Christian School during the high school years, since schools use various different methods of awarding credits. The following criteria apply to all transferring high school students.

- Students who have been expelled from a previous school will not be accepted.
- CPCS will not accept transfer students at the twelfth grade level.
- Credit will not be granted for courses earning less than 1/3 credit.
- Cedar Park will grant full credit if the grading period has been completed at the previous school.

- If a student transfers to CPCS in the midst of a grading period and there is continuous school attendance during the transition, Cedar Park will grant credit by combining grades for equivalent courses on a semester basis.
- When discrepancies exist between our system and theirs, the CPCS administration will make a determination as to the proper credit allocation.

## GRADING PROCEDURES

The Cedar Park Christian School's grading system is based on a semester system. Classes are divided into quarters in order to give family's progress reports throughout the school year. In order to be consistent and fair with grading procedures, students at Cedar Park Christian Schools are issued quarter grades, which are included as a part of the applicable semester grade. These final semester grades then become part of the student's permanent record.

Teachers may choose one of two alternative methods to determine a semester grade:

1. A teacher may combine the first quarter "letter" grade with the second quarter "letter" grade, thus averaging the two grades together for a final semester grade.
2. A teacher may choose to utilize a running percentage total throughout the semester. At the end of a first quarter that percentage is translated into a quarter "letter" grade. The second quarter "letter" grade is a separate percentage from the first quarter. To formulate a final semester grade, the first and the second quarter percentages are combined (rather than averaged) to form the semester grade.

Grade checks are a reflection of the current quarter's cumulative grade

## VALEDICTORIAN/SALUTATORIAN/ GRADUATION HONORS DETERMINATION

**Valedictorian/Salutatorian:** The honor of Valedictorian and Salutatorian are bestowed upon students who have demonstrated the highest level of commitment to academic excellence throughout their high school careers. It is important that we are accurate in our assessment of these honors in that they also afford students an opportunity for college scholarships. It is for that reason the following criteria has been set forth:

- To be designated Valedictorian, a student must graduate from the CPCS Honors College Preparatory Program, must have the highest class ranking as determined by cumulative grade average, and must have attended Cedar Park Christian Schools for their entire junior and senior years.
- To be designated Salutatorian, a student must graduate from the CPCS Honors College Preparatory Program, must have the second highest class ranking as determined by cumulative grade average, and must have attended Cedar Park Christian Schools for their entire junior and senior years.
- Class ranking for determination of Valedictorian and Salutatorian shall be determined by the cumulative grade average completed at the end of the third quarter of the year in which the student is a graduating senior.
- In the event of a tie in the cumulative grade average for the Valedictorian or Salutatorian, the student who has earned the highest number of credits shall be awarded the honor. If credits are the same, priority is given to the student who has the longest tenure at CPCS at the high school level.

**Graduation Honors Awards:** The purpose of the GRADUATION ACADEMIC HONORS AWARD is to encourage and reward students who pursue academic distinction during their high school career. It is established as a part of Cedar Park Christian Schools' education plan for academic excellence and is available to any and all students who wish to pursue the challenge.

- CPCS students who have earned at least a 3.5 GPA, will be invited to wear a gold cord at commencement to signify their academic achievement.
- CPCS students who have earned a College Preparatory Honors Diploma will be invited to wear and honor medal recognizing this achievement.
- National Honor Society Members will wear the NHS logo on their sash or stole.

## BIBLE QUIZ CREDIT

Cedar Park Christian School offers students in grades 9 through 12 the opportunity to earn ½ (.5) Bible credit per semester for full participation in the Cedar Park Church sponsored Bible Quiz program. The following criteria have been established:

- ♦ Simultaneous credit cannot be earned in both Bible Quiz and Bible classes during the same semester.
- ♦ A maximum of one full credit may be earned through Bible Quiz toward Bible graduation requirements. Additional Bible Quiz credit may be earned to be applied toward elective credit.
- ♦ In order to meet the graduation requirement of 2.5 Bible credits, each student must earn a minimum of 1.5 credits (three semesters) by participating in regular CPCS Bible classes.
- ♦ Bible credits must be earned each year throughout high school.
- ♦ Students must return a signed Application for Bible Quiz Credit form to the Administration Office before the end of the first week of each semester (September and January). Retroactive credit cannot be granted for participation in previous years.

## SCHOOL CLOSURE

The goal of CPCS with regard to weather or power related school closures is to establish a safe and consistent policy which both employees and students can count on. In order to have consistency in supervision and in teaching, we desire to keep the schools open whenever possible. What this means for teachers is that Cedar Park Christian Schools will be open and operational at regularly scheduled times regardless of media announced delays.

Most of our teachers make it to school without undue difficulty during moderately inclement conditions. As a means of simplifying our standard operation procedure for delayed start times, all campuses of CPCS will begin school at the regular starting time **as far as teachers are concerned**. When there is a delayed starting time given by the respective public school district, all Cedar Park employees are to make every reasonable and prudent effort to arrive at school at the regularly scheduled time. We realize that there will be times when teachers or staff members may have specific difficulties because of dangerous conditions, in which case we ask that they call to notify their school office of their delay. Of course, when school is announced as being closed, no employees are required to report to school.

Student start times will conform to the respective public school district for each campus (Bellevue School District for the Bellevue campus, Everett School District for the Everett campus, and Northshore School District for the Bothell and Totem Lake campuses). Closures for those districts will mean closures for our respective campuses.

Following these procedures will allow parents the option of dropping off their students prior to the announced delayed time, if they deem it safe and prudent. Classes will proceed on a normal schedule for those students arriving early. Late arrivals will join the classes in session without penalty.

## OUTGOING TRANSFER

The Cedar Park Christian School grading periods are based on a semester time frame. Classes are designed for a one-semester, or a one-year period. Students may withdraw from, or enroll in, classes during the first three weeks of class without consequences. After that three-week period, students may not enter or withdraw from any class prior to the end of the course.

If a student is asked to withdraw from class prior to the end of the course because of discipline issues, they will receive an “F” for that course as well as lose credit for the course. Students who enter a new class during the three-week change period will be required to make up any work previously completed by the class while staying current with assignments.

Whenever changes are made in schedules, students must receive an official *Notice of Add/Withdrawal* form from the Office and have it signed by all teachers involved in the change. This form must then be returned to the Office for final approval before any change is made effective. Teachers and students will be officially notified by the Office of any final changes. Student may not make the change until this official notification has been received.

For those students withdrawing from Cedar Park Christian School one of the following procedures may be followed:

- If a student withdraws prior to two weeks before the end of any semester, Cedar Park Christian will issue “**withdrawal grades**” indicating the grade percentage earned at the time of withdrawal. Cedar Park Christian will not award credit for these courses. The school receiving the student shall make a determination of credits.
- If a student withdraws from Cedar Park Christian School within two weeks of the end of the semester, the student will receive a 10% per week reduction in grades and receive full credit from Cedar Christian School.

## HOMESCHOOL CREDIT TRANSFER

The combination of teaching from a distinctively biblical, integrated perspective, while meeting the State of Washington’s technical requirements, is difficult for many students to comprehend and adjust to when they are not accustomed to thinking in such terms. As a result, many students who transfer from home schools and public schools find it difficult to adjust to the biblical culture of the Christian school and the specificity of course requirements mandated by the state.

In order to facilitate graduation for students, it is important that proper credit evaluations are performed for all students who transfer to CPCS during the high school years. Since schools vary in their methods of awarding credits, the following criteria apply to CPCS high school students transferring from home school situations:

- An official academic permanent record must be submitted.
- The permanent records must include all high school courses taken.
- The number of hours of classroom instruction must be included.
- Written evaluations documenting the progress of all course work are required.
- Cedar Park will grant full credit if the grading period has been deemed completed by Cedar Park Christian’s administration and by state requirements.
- If a student transfers in the midst of a grading period and there is continuous school attendance during the transition, Cedar Park will grant credit if the course is determined to be congruent with the course the student is entering.
- When discrepancies exist between systems, CPCS administration will make the final determination as to the proper credit allocation.

## STUDENT CELL PHONE

While recognizing that cell phones allow families greater communication which can potentially be a valuable asset in an emergency situation, the use of cell phones during the school day has grown into a serious distraction in the learning environment. Technology has turned simple phones designed for communication into multi-media devices intended for entertainment.

**AS A RESULT, THE FOLLOWING CELLULAR TELEPHONE POLICY HAS BEEN ADOPTED:**

**Students are permitted to possess cell phones while on the Cedar Park Campus, however during the instructional day (8:06 – 2:45 including passing periods, during lunch, and zero hour, if applicable) they should be turned off and students are prohibited from using cell phones at any time and for any purpose. Students may use cell phones both before school and after school. Any exception to this must be granted by, and under the direct supervision of, a school staff member.**

**A student who violates this policy may have their phone confiscated and returned at the discretion of the Administrator and only to the parent. A second offense within a school year may result in disciplinary action including but not limited to suspension.**

**CPCS reserves the right to grant an exception under this policy on a case-by-case basis for any reason and an exception granted to one individual applies only to that student and does not apply to any other student.**

**SUMMER SCHOOL**

CPCS summer school classes are offered to students primarily to:

- help students regain lost credit due to failure of a class
- strengthen academic skills (remedial)
- replace past grades (when applicable)

Presumption – A summer eight-week course does not equal a full year in the classroom. Being in a class all year long enables the teacher to fully check for understanding and work with the student, including many more contact hours. If we do say they are equal, the logical outcome would be for students to take the summer school course only and not during the regular school year. Further, if they can do it in math, for example, they may likely want to do it in chemistry, physics, or any of a variety of courses.

Proposal – (tentative, subject to revision) – If a student fails a class, desires grade improvement, or simply wants to obtain remedial education, they may sign up for summer school. The principal will review the application and approve by signature depending on the circumstances, including the reason supplied by the parent/student. If a student intends to take a summer school course in an effort to “skip” taking the full-year version of the class, they may do so by principal approval only, and will not receive graduation credit for that course if they pass. It would simply be listed as an elective. A prerequisite to take a summer school class in this case is an A in the preceding level course. If they fail the summer school course, they would continue with the regular sequence in their schedule for the fall.

If a student desires to advance to a higher level class in the fall, they may take a “CLEP” test at the end of the previous school year to establish mastery and advance to the next class. They do not receive graduation credit for the class they tested for, but they may be permitted to progress to the next level class.

In all cases, as required by Washington state law, all courses attempted must appear on the student’s official transcript

1. Governing Policy

- The CPCS School Board has the authority to determine whether any high school course fulfills Cedar Park's required coursework and to determine acceptance or non-acceptance of high school credit for students transferring into the CPCS district.  
WAC 180-51-050(5) "Each high school district board of directors shall adopt a written policy for determining the awarding of equivalency credit authorized under subsection (4) of this section. The policy shall apply uniformly to all high schools in the district. (6) Each high school district board of directors shall adopt a written policy regarding the recognition and acceptance of earned credits. The policy shall apply to all high schools in the district. The policy may include reliance on the professional judgment of the building principal or designee in determining whether or not a credit meets the district's standards for recognition and acceptance of a credit. The policy shall include an appeal procedure to the district if it includes reliance on the professional judgment of the building principal or designee."  
WAC 180-51-020 "Nothing within this chapter shall preclude the board of directors of any district offering a high school diploma from establishing such additional course, credit, and test requirements as deemed desirable..."  
WAC 180-51-025 "The content of courses and the determination of which courses satisfy particular subject area requirements and whether a particular course may satisfy more than one subject area requirement shall be determined locally in accordance with written policies adopted by boards of directors of districts..."  
WAC 180-51-003 (b) "Allow districts the optional discretion to define and award high school credit based on demonstrated performance that is not tied to a state minimum number of hours of instruction or instructional activities;"
- The state standardized transcript applies only to public schools.
- Accredited schools are not required to accept credits from non-accredited schools for transfer-in students. WAC 180-55-005
- Generally, CPCS does not accept credits of less than .5 (unless the transferring school is on the trimester system, in which case the minimum is .34).

2. Classes taken in 7<sup>th</sup> & 8<sup>th</sup> grade:

- Generally, courses taken in 7<sup>th</sup> & 8<sup>th</sup> grade will not be added to the high school transcript unless requested by the family (see below). If high school credit was given by another school (for a transfer-in student), credit might be granted, as evaluated on a case-by-case basis, if qualified (see below). (Specifically, Algebra ½ is an 8<sup>th</sup> grade course, and does not qualify for high school credit).
- If credit is granted, the transcript should note the grade level at which the credit was attempted and earned. The grade is included in the calculation of the GPA.
- **RCW 28A.230.090(4)** "If requested by the student and his or her family, a student who has completed high school courses before attending high school shall be given high school credit which shall be applied to fulfilling high school graduation requirements if:
  - (a) the Course was taken with high school students, if the academic level of the course exceeds the requirements for 7<sup>th</sup> and 8<sup>th</sup> grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or
  - (b) The academic level of the course exceeds the requirements for 7<sup>th</sup> and 8<sup>th</sup> grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district **as determined by the school district board of directors.**"  
(emphasis added)

3. At the college or university level, five quarter or three semester hours equals one high school credit. RCW 28A.230.090(6)
4. Washington State History (Pacific Northwest History): “Students in twelfth grade who have not completed a course of study in Washington’s history and state government because of previous residence outside the state may have the requirement in RCW 28A.230.090 waived by their principal.” RCW28A.230.060
5. Athletic credit: If a student is injured and not able to complete the season, generally no credit will be earned. Exceptions (on an individual basis) might be made if the student continues to attend all practices and participates in other possible ways and **only if** the credit is needed in order to graduate.
6. Repeated courses – Credits for a course that is retaken/repeated to improve a grade may NOT count toward the credits required for graduation UNLESS both grades are included in the calculation of the GPA. Only if the student wants to count the grade twice will credit be given twice. (This includes “F” grades.)  
 WAC 180-57-055(4) “All marks/grades for all courses taken shall be included in the calculation of grade point averages except for:
  - (a) Nonnumerical marks/grades shall be excluded from the calculation of grade point averages; and
  - (b) Only the highest mark/grade earned for a class/course taken more than once to improve a mark/grade shall be included in the calculation of grade point averages.  
 This exception shall not apply to recurring courses. Recurring courses are not considered repeated courses taken for the purpose of improving a mark/grade. Recurring courses are those taken by a student to further develop their understanding and skills in the subject (e.g., journalism, advanced art or drama, concert band, etc.), or is taken by the student more than once to satisfy different credit requirements (e.g., advanced drama taken three times to meet an elective requirement, and art requirement, and the occupational education requirement).
  - (c) Credits attempted for courses taken more than once to improve a grade/mark may count only once toward the number of credits required for graduation.
  - (d) Credits attempted for courses taken more than once to improve a grade may count toward the number of credits required for graduation on the condition that the letter grades earned for all attempts are included in the calculation of the student’s grade point average. Districts and schools shall not convert letter grades to non-numerical grades/marks for the purpose of this subsection.”
  - (e) Summer school classes do not automatically change the previous grade to “NC.” Revisions must be requested by the parent and approved by the superintendent.
7. All courses attempted must be included on the transcript: WAC 180-57-070(2.a.vii) “The student’s academic history for all high school level courses attempted, including courses taken under RCW 28A.230.090(4) and including those courses where a student has withdrawn, and listed by report period for the grade level (month and year), course code and description, marks/grades earned as defined in WAC 180-57-050 (a mark/grade of “W” will be used to indicate a withdrawal from a course), credits attempted and earned as defined in WAC 180-57-040, grade point average as defined in WAC 180-57-0558, and a report period and cumulative summary of the student’s high school level academic history.”