



Cedar Park
CHRISTIAN SCHOOLS

CPCS Course Catalog:
Grades 9-12

2021-2022

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.

CPCS offers different types of diplomas including one with a STEM (Science, Technology, Engineering, and Mathematics) emphasis option. Another one is the College Prep diploma which follows our standard four-year course of study with a dynamic academic rigor. The College Prep with Honors diploma is for students who are academically curious, have a love of learning, and are pursuing entrance into a competitive college. Students pursuing the College Prep with Honors diploma take the most challenging classes at Cedar Park Christian. The STEM Emphasis option is for students who are interested in careers and college majors that are heavy in Science, Technology, Engineering and Mathematics. These careers may be Engineering, Medical Sciences, The Tech Field and more! The STEM emphasis requires more Science credits as well as very specific Occupational Credits. Students pursuing the STEM diploma Emphasis can choose to do so with the College Prep diploma or the College Prep with Honors Diploma.

Examples of CPCS STEM courses are Engineering, Computer Science, Web Design, 3-D Art (modeling & animation), JAVA programming, VB.Net Programming, Game Design, and STEM Capstone Scientific Writing. Students earning a diploma with a STEM emphasis will have exposure to STEM related careers and experts in the field.

The **STEM Emphasis option** is for students who are interested in careers and college majors that are heavy in Science, Technology, Engineering and Mathematics. These careers may be Engineering, Medical Sciences, The Tech Field and more! The STEM diploma requires more Science as well very specific Occupational Credits. Students pursuing the STEM diploma Emphasis can choose to do so with the Honors or the College Prep diploma.

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 various meetings each year to inform, educate, and update families as to our graduation requirements. These meetings include:

Taste of High School: January

Freshman Class meetings: Fall

Individual Senior Meetings: Fall

Junior College Planning & Information Night: Fall

Individual Junior Meetings: Spring

Financial Aid & Scholarship Workshops: Fall & Spring

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

DIPLOMA TYPE:	GENERAL	COLLEGE PREP	HONORS COLLEGE PREP
Subject Areas	Requirements	Requirements	Requirements
Bible ¹	2.5 credits	2.5 credits	2.5 credits
English	4 credits	4 credits	4 credits ⁹
Math	3 credits	3 credits ²	4 credits ³
Social Studies	3 credits	3 credits	3 credits
Science ⁴	3 credits	3 credits ⁵	4 credits ⁶
Fine Arts ⁷	2 credits	2 credits	2 credits
Occupational Ed. ⁸	1 credit	1 credit	1 credit
Physical Education ¹⁰	1.5 credits	1.5 credits	1.5 credits
Health	.5 credit	.5 credit	.5 credit
Foreign Language	2 credit	2 credits	2 credits
Electives	1.5 credits	1.5 credits	
Totals	24 credits	24 credits	24 credits

STEM EMPHASIS:	COLLEGE PREP	HONORS COLLEGE PREP
Subject Areas	Requirements	Requirements
Bible ¹	2.5 credits	2.5 credits
English	4 credits	4 credits ⁹
STEM Capstone/Scientific Writing ¹¹	.5 credit	.5 credit
Math	4 credits ²	4 credits ³
Social Studies	3 credits	3 credits
Science	4 credits ⁵	4 credits ⁶
Fine Arts ⁷	2 credits	2 credits
Occupational Ed. ¹²	1 credit	1 credit
Computer Science	1 credit	1 credit
Engineering Design ¹³	.5 credit	.5 credit
Physical Education ¹⁰	1.5 credits	1.5 credits
Health	.5 credit	.5 credit
Foreign Language	2 credits	2 credits
Totals	26.5 credits	26.5 credits

Notes:

1. Bible must be taken each year for a minimum of one semester. Students earn a .5 Bible Credit from participation in CPCS Mission Trips.
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. All 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.
10. A minimum of .5 credits must be earned in a classroom setting.

STEM Specific notes:

11. Is taken in Sr. Year
12. Must be a STEM approved Elective
13. If two seasons of Robotics are completed, credit is awarded with approval from Advisor

***SUGGESTED COURSE OF STUDY FOR THE HONORS COLLEGE PREP,
COLLEGE PREP, AND GENERAL DIPLOMAS.
(FOUR-YEAR PLAN)***

DIPLOMA TYPE:	GENERAL	COLLEGE PREP	HONORS COLLEGE PREP
FRESHMAN (GRADE 9)			
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
World History	1 credit	1 credit	1 credit
P. E./ Health	1 credit	1 credit	1 credit
Fine Arts or Occupational	1.5 credit	1.5 credit	1.5 credit
SOPHOMORE (GRADE 10)			
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 (.5 Geog. & .5 Econ.)	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	.5 credit	.5 credit	.5 credit
JUNIOR (GRADE 11)			
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 (US History req.)	1 credit	1 credit	1 credit
Foreign Language	1 credit	1 credit	1 credit
Fine Arts or Occupational	1.5 credit	1.5 credit	1.5 credit
SENIOR (GRADE 12)			
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 (CWI req.)	1 credit	1 credit	1 credit
Foreign Language	-----	1 credit	1 credit
Fine Arts or Occupational	2.5 credits	1.5 credit	1.5 credit

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 a student is eligible for a class; e.g., prerequisite to Spanish II is Spanish I.
Requirement:	A class that is required in order for students to graduate.
Elective:	A class selected based on need and interest.

***STEM DESIGNATION
SUGGESTED COURSE OF STUDY
(FOUR-YEAR PLAN)***

DIPLOMA TYPE:	COLLEGE PREP w/ STEM DESIGNATION	HONORS COLLEGE PREP w/ STEM DESIGNATION
FRESHMAN (GRADE 9)		
Bible	.5 credit	.5 credit
English	1 credit	1 credit
Science	1 credit	1 credit
Math	1 credit	1 credit
Social Studies	1 credit	1 credit
P. E./ Health	1 credit	1 credit
STEM Computer Science	1 credit	1 credit
Fine Arts/Occupational	.5 credit	.5 credit
SOPHOMORE (GRADE 10)		
Bible	.5 credit	.5 credit
English	1 credit	1 credit
Science	1 credit	1 credit
Math	1 credit	1 credit
Social Studies (.5 Geog. & .5 Econ)	1 credit	1 credit
P. E.	1 credit	1 credit
Foreign Language	1 credit	1 credit
Fine Arts or Occupational	.5 credit	.5 credit
JUNIOR (GRADE 11)		
Bible	.5 credit	.5 credit
English	1 credit	1 credit
Science	1 credit	1 credit
Math	1 credit	1 credit
Social Studies (US History req.)	1 credit	1 credit
Foreign Language	1 credit	1 credit
Fine Arts or Occupational	1.5 credit	1.5 credit
SENIOR (GRADE 12)		
Bible	.5 credit	.5 credit
English	1 credit	1 credit
Science	1 credit	1 credit
Math	1 credit	1 credit
Social Studies (CWI req.)	1 credit	1 credit
Foreign Language	1 credit	1 credit
Sr. Capstone Writing Course	.5 credit	.5 credit
Fine Arts or Occupational	1 credit	1 credit



BIBLE

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. The student comes to understand the major Bible doctrines and learns to express them clearly with Biblical support. Each student is guided in thinking through why they believe what they do and gains experience in articulating the reasons for his or her faith. They are also encouraged to share their faith with others.

Our Bible program is on a rotation, with the Bible topic changing each year. All students in grades 9-12 each take one semester (.5) credit of Bible each year. After participation in the CPCS mission trips, students will be granted .5 Bible credit over the course of their four years.

Students new to Cedar Park will take .5 credit Foundation of Faith, to help them build a foundation.

Life of Christ	.5 Credit -1 Semester	Grade 9th
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Content: This course highlights God's plan of redemption for the world. Students come to understand the person and work of Jesus and the appropriate response to his authority in our lives.

BIBLICAL STUDIES	.5 credit - 1 semester	Grade 9-12
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Content: This is a gospel-centered survey course. It emphasizes the connections regarding how the Old Testament and New Testament work together to tell one story about Christ.

NEW TESTAMENT SURVEY	.5 credit - 1 semester	Grade 9-12 Required
Prerequisite: None		

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.

OLD TESTAMENT SURVEY	.5 credit - 1 semester	Grade 9 -12 Required
Prerequisite: None		

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.

SYSTEMATIC THEOLOGY	.5 credit - 1 semester	Grade 10-12 Required
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Content: This course walks students through a study the biblical doctrines of Scripture that comprise the Christian faith. The goal of all good theology is to produce hearts of worship and that is certainly the heart behind this class.

APOLOGETICS	.5 credit - 1 semester	Grade 9-12
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Content: This course helps students, beyond their personal faith experience, to know why Christianity is objectively true. It also prepares them to humbly and graciously handle common objections that they may encounter it.



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 Cedar Park Christian English department believes that an understanding of the beauty and power of language will enable our students to embrace their Christian responsibility to be speakers and writers of truth. Our curriculum focuses on establishing cultural literacy, enhancing critical thinking, and developing a Christian theistic worldview. The four-year course of study, which includes all genres of literature, prepares the students to meet the rigors of future academic work. Coursework for each year includes the fundamentals of reading comprehension, vocabulary building, and composition.

ENGLISH 9 GRAMMAR/20 TH CENTURY LITERATURE	1 credit - 1 year	Grade 9 Required
Prerequisite: None		

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*.

ENGLISH 10 GRAMMAR/BRITISH LITERATURE	1 credit - 1 year	Grade 10 Required
Prerequisite: None		

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*.

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

Content: This honors course includes content of English 10 as well as additional works of literature. This class requires self-motivation and a higher level of responsibility.

ENGLISH 11 WRITING/AMERICAN LITERATURE	1 credit - 1 year	Grade 11 Required
Prerequisite: None		

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.

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

Content: Includes all content of English 11 as well as works by such authors as Fitzgerald, Miller, and James. This course is intense and fast paced.

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

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.

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

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.



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 doing so, 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."

ART	.5 credit - 1 semester	Grades 9 -12
Prerequisite: None		

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.

MS BAND	1 credit - 1 year	Grades 6 -12
Prerequisite: Student must provide their own instrument and have basic playing skills		

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 Musical (may qualify for league and district contests). Students will enjoy a variety of music including hymns, choruses, jazz, and concert band music.

6th Grade band - non auditioned band, open to all 6th grade students. This band is a unique class where students learn to work together for a common goal and learn the

importance of teamwork. They learn to respect God and their peers while they develop their instrumental playing skills, music foundations and perform in successful concerts.

7th Grade Band - non auditioned band, must have at least two years experience in performance on their instrument. In this band the students work together for a common goal and learn the importance of teamwork. The students enjoy the experience of learning repertoire that is both exciting and fun to perform. They learn to respect God and their peers while they develop their instrumental playing skills, music foundations and perform in successful concerts.

8th Grade Band - non auditioned band, must have at least three years experience in performance on their instrument. In this band the students work together for a common goal and learn the importance of teamwork. The students enjoy the experience of learning repertoire that is both exciting and fun to perform. They learn to respect God and their peers while they develop their instrumental playing skills, music foundations and perform in successful concerts

CONCERT BAND	1 credit - 1 year	Grades 9 -12
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Content: Opened to all students who have a minimum of four years performance on their instrument. This band is open to younger players, by audition, who have achieved advanced performance skills. Students perform excellent and challenging repertoire, participate in band competitions, and enjoy the experience of praising our Savior with this music and perform in successful concerts.

JAZZ BAND	1 credit - 1 year	Grades 9 -12
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Prerequisites:

Content: This is an audition only band. Students perform excellent Jazz repertoire. Students will learn the skill of Jazz performance and improvisation. In Jazz Band students participate in band competitions and festivals, and enjoy the experience of praising our Savior with this music and perform in successful concerts.

ORCHESTRA/STRING ENSEMBLE	1 credit - 1 year	Grades 9 -12
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Prerequisites:

Content: Requires two year's experience in String performance. In Orchestra students work together for a common goal and learn the importance of teamwork. The students enjoy the experience of learning repertoire that is both exciting and fun to perform. They learn to respect God and their peers while they develop their instrumental playing skills, music foundations and perform in successful concerts.

CHOIR	1 credit - 1 year	Grades 9 -12
Prerequisite: None		

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.

REVELATION CHOIR	1 credit - 1 year	Grades 9 -12
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.		

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 Musical, local community service concerts, local churches, and will participate in league and

DIGITAL PHOTOGRAPHY	.5 credit - 1 semester	Grades 9 -12
Prerequisite: None		

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.

WEB AND MEDIA DESIGN	.5 credit - 1 semester	Grades 9 -12
Prerequisite: None		

Content: Students will be developing STEAM skills which blend both technical and artistic skills using artist-friendly software to work with and learn to edit code. Students will also learn User Experience (UX) design standards needed to work in various industries as well as skills in project management. Skills learned in this class are relevant for designing software user interfaces, video games and websites.

6th Grade Drama:

6th grade drama is an elective taken by all sixth grade students at CPCS. During their 6-7 weeks in drama, students will learn basic performance techniques, stage terminology and will produce a short 20 minute play for their families to enjoy which explores favorite Old Testament stories.

7/8th Grade Drama elective:

The middle school drama elective is intended to be an introduction to theatre and public speaking. By learning about movement and voice, students will be more confident and comfortable on stage, become better equipped public speakers, improvisers and performers and will fine tune their acting skills. God gave us all differing gifts and abilities, and by

exploring drama and public speaking students will see the ways they can use their gifting's to glorify Him!

Students will study: Theatre terms, pantomime, public speaking , improv , memorization, Readers Theatre, scene work and produce a short play.

DRAMA	.5 credit - 1 semester	Grades 9 -12
Prerequisite: None		

Content: Drama Department seeks to teach students to search for, perform, analyze, and lead others in the theme of redemption experienced in life and displayed in literature. Because this theme is the basic storyline of Scripture and the anchor point for a Christian worldview, our curriculum centers on understanding basic plot structure* and performance through individual and group performing arts activities. ** Students can feel confident that these activities allow them to become more comfortable on any “stage” *their* story might put them on in life. Students who advance in our program will often elect to pursue deeper analysis of the technical elements of theater and positions of leadership in directing their peers. Each semester culminates in final in-class, one-act performances***.

* balance, upsetting action, rising action, climax, falling action, and resolution ** e.g., pantomime, vocal, internal, and external acting *** performed for their families and peers

SHAKESPEAREAN LITERATURE	.5 credit - 1 semester	Grades 9 -12
Prerequisite: None		

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 9, 10, 11, or 12.***

WORSHIP	.5 credit - 1 semester	Grades 9 -12
Prerequisite: None		

Content: The Worship Team class is responsible for leading worship at Chapel every Thursday. The Worship Team is composed of students that play drums, guitar, piano, and sing. A few students are selected to run sound, lighting, and PowerPoint. Students are chosen for the Worship Team class based on an audition and interview process

F FOREIGN LANGUAGE

Our Cedar Park Christian Foreign Language department believes that an understanding of the richness and power of multiple languages will enable students to embrace their Christian responsibility to be God honoring speakers, worshippers, writers and disciples of truth. Our curriculum focuses on establishing vocabulary, grammar structure, writing and comprehending language and cultures in a biblical worldview. The two-year course of study includes worship songs, grammar, expository & creative literature and writings, which prepare students to meet future rigorous academic work. Coursework for each year includes the fundamentals of reading comprehension, vocabulary building, composition and culture.

SPANISH I	1 credit - 1 year	Grades 10-12
Prerequisite: None		

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.

SPANISH II	1 credit - 1 year	Grades 11-12
Prerequisite: Grade C or better in Spanish I		

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.

SPANISH III	1 credit - 1 year	Grades 12
Prerequisite: Grade C or better in Spanish II		

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.

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."

HEALTH	.5 credit	Grades 9-10 Required
Prerequisite: None		

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. This is a state requirement for graduation.

PHYSICAL EDUCATION	.5 credit - 1 semester	Grades 9-10 Required
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Prerequisite: None

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, golf, weight training, and fitness testing; 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.

STRENGTH TRAINING

.5 credit - 1 semester

Grades 9-12

Prerequisite: None

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 in 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.

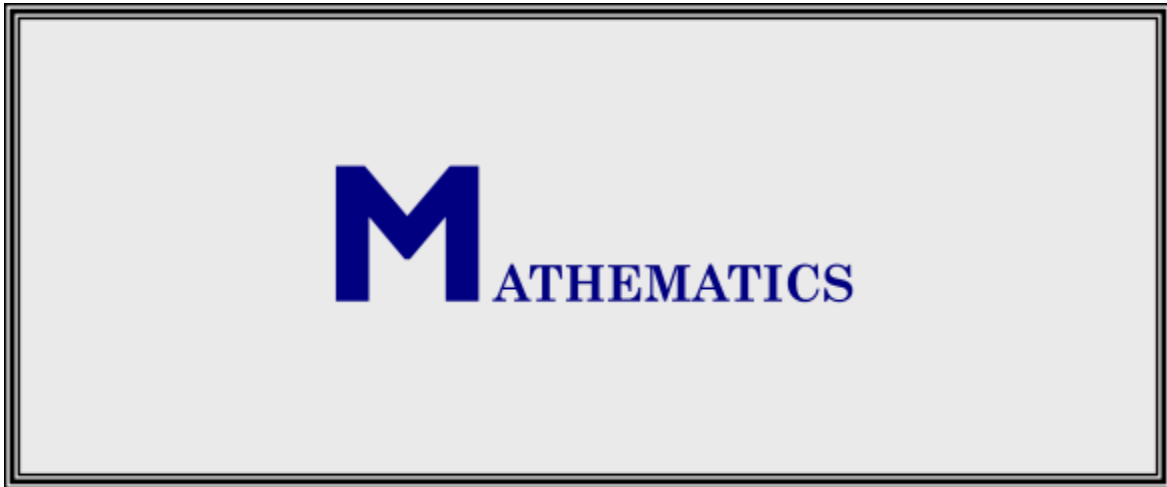
ATHLETICS

.5 credit - 1 semester

Grades 9-12

Prerequisite: Must be approved by Athletic Director and Coach

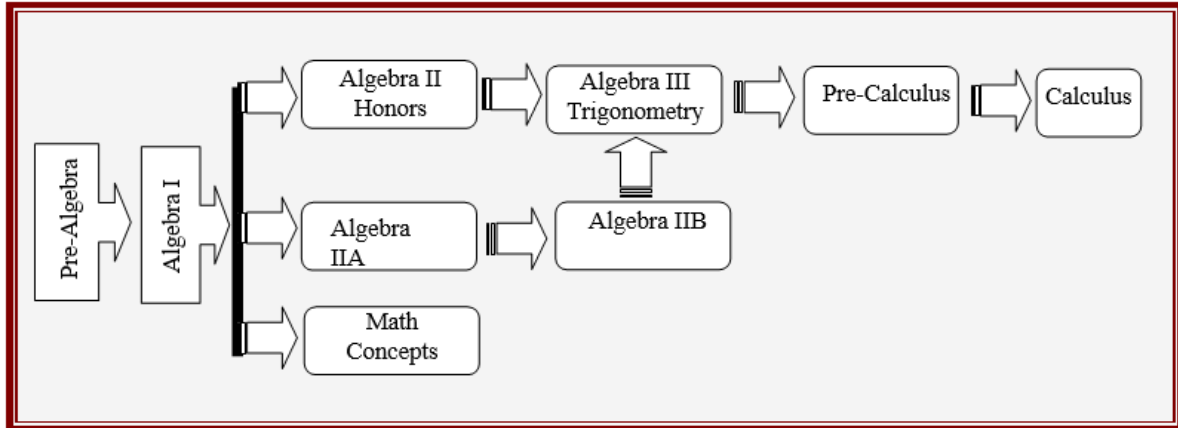
Content: Students may be eligible to receive .5 credit for qualified sports participation up to a maximum of one (1) credit to fulfill graduation requirements for physical education.



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.

The Cedar Park Christian School Math High School Sequence



CONSUMER MATH	1 credit - 1 year	Grades 9-12
Prerequisite: Decision of Administration		

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. This class is with Admin approval only.

PRE-ALGEBRA	1 credit - 1 year	Grades 9-10 Required
Prerequisite: None		

Content: This course is the foundation for Algebra I. It begins with a review of arithmetic skills such as fractions, percentages, 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.

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

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.

ALGEBRA IIA	1 credit - 1 year	Grades 9-12 Required
Prerequisite: Grade C or better in Algebra I		

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.

ALGEBRA IIB	1 credit - 1 year	Grades 10-12 Required
Prerequisite: Grade C or better in Algebra II-A		

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.

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

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.

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

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.

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

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

CALCULUS - HONORS	1 credit - 1 year	Grades 11-12
Prerequisite: Grade C or better in Precalculus		

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.

OCCUPATIONAL ARTS

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.

These classes 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. As a state graduation requirement, students must have 1.0 credit of Occupational Courses.

YEARBOOK	1 credit -1 year	Grades 9 -12
Prerequisite: Teacher Approval		

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.

MARKETING/MEDIA	.5 credit - 1 semester	Grades 9 -12
Prerequisite: None		

Content: Students will develop skills needed for careers in marketing and social media across all industries with a focus on advertising, software & video games, sports & entertainment, and new product development. Students will learn about marketing basics including how to improve business profits and attract customers. Students will also learn how to market themselves, build confidence, and introduce new products and services in highly competitive and sometimes-international business environments.

MS Business- Students will learn about business and what different aspects go into creating a business. Learning how to use critical thinking, problem solving and working as a team with a business focus.

INTRODUCTION TO BUSINESS	.5 credit - 1 semester	Grades 10-12
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Prerequisite: none

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.

ADVANCED BUSINESS	.5 credit - 1 semester	Grades 10-12
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Prerequisite: Intro to Business

Content: Students will have the opportunity to demonstrate mastery of business and management concepts through analyzing real business data, solving real world case studies, projects, and developing a simple business plan. Students in this course will have access to real business data and will use business tools such as Excel Formulas, Pivot Tables and Data Visualizations to communicate business strategies and practice making business decisions.

LEADERSHIP	.5 credit - 1 semester	Grades 9-12
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Prerequisite: Permission of advisor

Content: Leadership class is designed to foster development in the students' understanding of leadership styles, strategies, and skills that are relevant and meaningful in a variety of settings. Through planning, organization, and follow through they will learn the challenges that arise when planning events and activities in addition to developing their ability to work as a team, problem solve, and positively influence others. Above all Leadership class is to be a place that builds up the CPCS student body through service and Christ-like attitudes.

TEACHER'S AIDE	.5 credit - 1 semester	Grades 9-12
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Prerequisite: Permission of advisor

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

STUDENT SERVICES MENTOR	.5 credit - 1 semester	Grades 9-12
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Prerequisite: Permission of advisor

Content: Student Services Mentors work directly with students who have special needs in a 1:1 instructional environment both in the classroom and out. A desire to have a career in the field of education or social work is highly recommended but not a requirement. Students are considered for this position based on their heart to serve, communication and academic skill set.

COOKING	.5 credit - 1 semester	Grades 9 -12
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Prerequisite: None

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.

GRAPHIC DESIGN	<i>.5 credit - 1 semester</i>	<i>Grades 9 - 12</i>
Prerequisite: None		

Content: This class is for the student who would like to blend their creativity with technology. They learn the elements of design and basic concepts of the Graphic Arts. Students use content specific software to learn and build their skills while they work on projects.

INTRO TO COMPUTER SCIENCE	<i>1 credit - 1 year</i>	<i>Grades 9 - 12</i>
Prerequisite: Committed to STEM Diploma Designation		

Content: Computing has changed the world in profound ways. It has opened up wonderful new ways for people to connect, design, research, play, create, and express themselves. However, just using a computer is only a small part of the picture. The real transformative and empowering experience comes when one learns how to program the computer, to translate ideas into code. This course will teach students how to do exactly that, using Snap! (Based on Scratch), one of the friendliest programming languages ever invented. It's purely graphical, which means programming involves simply dragging blocks around, and building bigger blocks out of smaller blocks. But this course is far more than just learning to program. We'll focus on some of the "Big Ideas" of computing, such as abstraction, design, recursion, concurrency, simulations, and the limits of computation. We'll show some beautiful applications of computing that have changed the world, talk about the history of computing, and where it will go in the future. Throughout the course, relevance will be emphasized: relevance to the student and to society. As an example, the final project will be completely of the students' choosing, on a topic most interesting to them. The overarching theme is to expose students to the beauty and joy of computing.

STEM DATA ANALYSIS	<i>.5 credit - 1 semester</i>	<i>Grades 9 - 12</i>
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Content: Students will learn SQL and the principles of data modeling and database design. Students will gain valuable skills that can be applied to careers in marketing and business analysis, accounting and finance, computer systems architecture and data science. Students who have taken Advanced Business, or who have previous experience in Data Analysis are eligible.

WEB DESIGN	<i>.5 credit - 1 semester</i>	<i>Grades 9 - 12</i>
<i>STEM approved Elective</i>		
Prerequisite: None		
Priority Enrollment for Students who are committed to STEM Diploma Designation		

Content: This one-semester course introduces students to the mechanics and elements of web design and HTML, the concepts of planning and organizing websites, and the documentation and copyright issues associated with website design. Students engage in a variety of project-based assessments to evaluate their understanding and progress. After completing the course, students

are able to understand the planning and organization of a website, the elements of design and HTML, and the copyright and fair use doctrines that apply to website creation. Students also learn how to use a WYSIWIG editor and other online tools to create a website.

VB.NET PROGRAMMING	<i>.5 credit - 1 semester</i>	<i>Grades 9 - 12</i>
	<i>STEM approved Elective</i>	
Prerequisite: None		
Priority Enrollment for Students who are committed to STEM Diploma Designation		

Content: Students learn basic programming and the essential concepts of VisualBasic.net (VB.NET) in this one-semester course. As an introduction to VB.NET, students are taught the basic uses of the programming language, its similarities to the English language and others, its architecture, program flow, and its flexibility as a programming language. The course helps participants understand the processes involved in software development and object-oriented programming. This is an introductory course that could lead to careers such as software engineer, developer, or game designer. Prior coursework in computer fundamentals is a prerequisite.

JAVA PROGRAMMING	<i>.5 credit - 1 semester</i>	<i>Grades 9 - 12</i>
	<i>STEM approved Elective</i>	
Prerequisite: None		
Priority Enrollment for Students who are committed to STEM Diploma Designation		

Content: This introductory-level, one-semester course is designed for people who have very little programming experience. In Java Programming, students gain an understanding of Java platforms and learn how to build a stand-alone application, such as a countdown clock or leap year indicator. Students also learn the techniques of Java and how Java can be used in cross-platform programming. At the end of the course, students are able to write basic programs using Java and are prepared to pursue further instruction in any programming language.

GAME DESIGN	<i>.5 credit - 1 semester</i>	<i>Grades 9 - 12</i>
	<i>STEM approved Elective</i>	
Prerequisite: None		
Priority Enrollment for Students who are committed to STEM Diploma Designation		

Content: Game Design introduces students to the basic skills necessary for game design. Instructional materials highlight the various games in the industry and analyze their approach in terms of design and development. Students explore both the artistic and technical processes of developing game elements such as story, levels, sound, and user interfaces. They merge all these elements into a functional prototype to demonstrate their understanding of the game design process. Unit topics in this one-semester course include history, player elements, genres, elements of game play, setting platform, game generations, and player modes.

3-D ART 1: MODELING	<i>.5 credit - 1 semester</i>	<i>Grades 9 - 12</i>
	<i>STEM approved Elective</i>	
Prerequisite: None		
Priority Enrollment for Students who are committed to STEM Diploma Designation		

Content: This course introduces students to 3D modeling tools and concepts. Using Blender, the popular open-source 3D modeling package, students learn the basics of creating shapes, adding textures and lighting, and rendering. By the end of the course, students produce a series of increasingly sophisticated projects for their 3D portfolio. This course is suitable for students with no

prior experience in 3D game design or digital media authoring tools.

3-D ART II: ANIMATION	<i>.5 credit - 1 semester</i>	<i>Grades 9 - 12</i>
<i>STEM approved Elective</i>		
Prerequisite: 3-D Art I		
Priority Enrollment for Students who are committed to STEM Diploma Designation		

Content: In this advanced course, students build on the skills they developed in 3D Art I to learn 3D animation techniques. Using Blender, a powerful open-source modeling tool, students master the basics of animation—rigging, bones, and movement—while learning how to apply traditional animation techniques to their 3D models.

ENGINEERING DESIGN	<i>1 credit - 1 year</i>	<i>Grades 9 - 12</i>
Prerequisite: None		
Priority Enrollment for Students who are committed to STEM Diploma Designation		

Content: Content: The goal of this course is to expose students to the processes of engineering design and prototyping. This course will provide students with the basic knowledge and analytical skills needed to develop a meaningful and practical design based on a relevant problem statement, user needs, and user values. This course is extremely interactive and open-ended. A majority of the work is student driven in a framework oriented by this course and the instructor. 2 Seasons of Robotics will fulfill this requirement with Advisor's approval.

STEM CAPSTONE WRITING COURSE	<i>.5 credit - 1 semester</i>	<i>Grade 12</i>
Prerequisite: Prior Courses in STEM, and committed to STEM Diploma Designation. This class is specifically for STEM Seniors who will take in the Fall Semester.		

Content: This course is a .5 Requirement for the STEM diploma. Students will create a plan, conduct research, create a STEM content project. There is a required paper where students learn the skill of technical writing. Students choose their own topic and have sufficient class time to work on their project. They are guided by their STEM advisor.



The science department at Cedar Park Christian School strives to teach and show the glory of God in all of the created order. Through their studies in our science courses students will learn about the ways that God holds all things together (Col. 1:16-17) and in doing so our hope is that their faith would be strengthened and their praise of Him would increase (Ps. 139:14). We also strive to equip students for success in future science endeavors so they can faithfully fulfill the Creation Mandate as they take care of God's creation (Gen. 1:28) and so they are able to better defend their faith (2 Cor. 10:5).

BIOLOGY	1 credit - 1 year	Grade 9 Required
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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.

ANATOMY/PHYSIOLOGY	1 credit - 1 year	Grades 11-12
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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.

CHEMISTRY	1 credit - 1 year	Grades 10-12
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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.

PHYSICS	1 credit - 1 year	Grades 11-12
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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.

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 them to express themselves 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.

WORLD HISTORY	1 credit – 1 year	Grade 9
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Content: This course is a survey of modern World History. We begin with the background to modernity in the Middle Ages, and look at how the Renaissance and Reformation transformed Europe into a premodern society. We then cover 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 with a focus on how liberty and power interact in the modern world.

GEOGRAPHY	.5 credit - 1 semester	Grade 10
Prerequisite: None		

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.

ECONOMICS	<i>.5 credit – 1 semester</i>	<i>Grade 10</i>
Prerequisite: None		

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.

U.S. HISTORY & GOVERNMENT	1 credit – 1 year	Grade 11 Required
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Content: This year-long course is a study of the American experience chronologically traced from the American Revolution to the present. Major emphasis will center on the social and political history of this period. This course offers a comprehensive perspective into the major themes and issues regarding the history of the United States America. No country in history has impacted and continues to impact the world on a global scale like America has in the modern era. It is important that students, as citizens of the United States, examine and understand the collective past and how it interacts with the ever changing present. It is also essential that students at Cedar Park Christian School develop the skills and knowledge required to both analyze and critique the events of this world through a Biblical lens, a truly unique facet of the American experience.

CONTEMPORARY WORLD ISSUES	1 credit – 1 year	Grade 12 Required
Prerequisite: None		

Content: Contemporary World Issues and Civics is a year-long course designed to promote civic literacy, give a firm foundation of knowledge about government and political processes, while helping students develop a national and global awareness through the lens of a Biblical Worldview. Additionally, students will be challenged to participate in society for the cause of Jesus Christ. CWI and Civics will be structured in a way that will promote collaboration, problem-solving and critical thinking skills while wrestling with the major issues of our time in hopes that students will continue to develop a greater desire to impact our world for Christ.

Middle School

SOCIAL STUDIES

WORLD STUDIES

1 credit – 1 semester

Grade 7th

Prerequisite: None

Content: *World Studies for Christian Schools (4th Edition)* - Bob Jones University Press This course is designed to guide students through a study of World History from Creation to our modern era. This course will also assist students in gaining an understanding of various cultures as well as human and physical geography. Culture is the way of life of a group of people and is addressed in government, economics, religion, society, thought and learning, arts and crafts. Geography is the study of where people live on the earth. History addresses the record of past activities and events in the lives of the earth's people. The purpose of this study of the world is to produce students who are conformed to Christ's image. Course work will be done using *World Studies* as the primary reference and textbook.

US HISTORY

1 credit – 1 year

Grade 8th

Prerequisite: None

Content: *The American Republic for Christian Schools (4th Edition)* - Bob Jones University Press This course is designed to guide students through a study of American History from the early explorers to our present time. An emphasis will be placed on our Christian Heritage and our nation's changing relationship with God. Course work will be done using *The American Republic* as the primary reference and textbook.

PACIFIC NORTHWEST HISTORY	.5 credit – 1 semester	Grade 8th
Prerequisite: None		

Content: This course will cover the text, *Our Northwest Heritage* by Richard M. Hannula. The purpose of this course is to foster a greater understanding of and appreciation for the land, history and people of the Pacific Northwest and that the Lord God will receive honor and praise for the beauty of His creation and for His upholding work in the lives of his people. The primary focus of any course at Cedar Park is to produce students who are conformed to Christ's image. By studying the lives of others in the light of scripture we have the opportunity to see the truth of God's word in action and develop values and principles for living.



STUDY HALL	No credit	Grades 9-12
Prerequisite: None		

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.

STUDENT SERVICES	No credit	Grades 9-12
Prerequisite: Administrative approval after Evaluation and Assessment		

Content: This is a class period designed for students to get extra help and tutoring in content specific areas. Enrollment in this course is a result of thorough evaluation and assessment. Extra tuition is required for each student enrolled.

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.

ATHLETIC CREDIT

Cedar Park Christian School offers student-athletes in grades 9 through 12 the opportunity to earn $\frac{1}{2}$ (.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 $\frac{1}{2}$ 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.

OUTSIDE ATHLETIC PARTICIPATION

enables students to participate in athletics at another school when CPCS does not offer that sport.

- 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.
- Students 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.

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 two weeks of class without consequences. After that two 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 two 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 complete a Schedule Change Request Form and return it to the guidance counselor. The student will meet with the guidance counselor to discuss any requested changes. The goal will always be to keep students on their four-year plan and to aid them in their post-secondary goals.

EARLY DISMISSAL OR LATE ARRIVAL

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 the CPCS administration for early dismissal or late arrival.

HONORS PROGRAM 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 administrative 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 coursework, 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 to 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.

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.

**STUDENTS ACADEMIC/BEHAVIORAL
REVIEW**

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.

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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, students, 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.
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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/GRAD

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 an 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 $\frac{1}{2}$ (.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. Students 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 homeschool 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.

HIGH SCHOOL TRANSCRIPT GUIDELINES	
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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 7th & 8th grade:
- Generally, courses taken in 7th & 8th 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 8th 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 7th and 8th 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 7th and 8th 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."