Wellspring Christian Family Schools

High School Handbook

"Let no man despise thy youth;

but be thou an example of the believers,

in word, in conversation, in charity, in spirit, in faith, in purity."

- 1 Timothy 4:12

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Section 1

An Introduction to Wellspring Christian Family Schools

Treasuring God's Design for *Your* Family

"And did not He make [the two] one? And wherefore one?
That he might seek a godly seed."
(Malachi 2:15a)

God's Design: Individual Plans

WCFS is founded upon the premise that the unchanging God has designed an individual plan for every child of His, and He alone can perfectly direct His children to accomplish His plans. This premise compels us to ask the question, "How does God's design work?"

1.1.1 *Parents as Appointed Tutors and Governors*

God has established His hierarchy of authority on the earth through parents first, and His design for a child's education is fulfilled firstly through the governing of the parents.

Earthly fathers are the head over their respective families. Working side by side with mothers they reflect the love and care of the Heavenly Father. Fathers have full authority from God to appoint tutors and governors over their children as they determines necessary. WCFS sees itself as appointed by the father, and seeks to serve as an aid to the parents in the tutoring process.

WCFS' High School Diploma program actively encourages direct input from the fathers. We operate the school out of the vision and calling of Malachi 4:6, *"And he shall turn the heart of the fathers to the children, and the heart of the children to their fathers, lest I come and smite the earth with a curse."*

Our vision is for fathers to actively lead their homes and their children's education through ample time spent with them in academic oversight and personal development.

This calling is practically encouraged through our request that fathers lead their student's academic endeavors though interface activities like program development and portfolio review meetings. We also ask fathers to proactively lead regular and thorough lesson reviews, questions and Biblical instruction.

1.1.2 *Home Duties as Educational Opportunities*

God's design for a child's education is fulfilled secondly through the regimens, duties and opportunities of the home.

Home instruction agendas must treasure God's design for the home; taking advantage of His provision for projects through ordinary duties. In this way, parents can make the most of God's preordained plans for each child and His means of providing for them.

All instruction plans, therefore, should incorporate the ordinary circumstances in which each individual home operates.

1.1.3 *WCFS' Role in Family-Honoring Academics*

As a school system, WCFS desires to incorporate this fundamental view of God's design for the home into all of its academic structures and systems.

We exist as a service to parents, working through the father.

WCFS strives to encourage and assist parents in the process of developing appropriate strategies and standards for their children. It is through this process that parents can pass on to their children the heritage that God has given to them.

1.2 Compulsory Attendance Satisfied

Enrollment in WCFS satisfies the compulsory attendance school laws for the state of Maryland. Our records and transcripts are maintained professionally and according to the protocol used in the traditional education community at large.

1.3 Academic Excellence

Academic excellence is encouraged through the following structures:

- Systems of communication and interaction offered between the home and WCFS.
- Standards of achievement for each respective discipline.
- Strategies for learning based upon the unique gifts and opportunities of each child.
- Support services which help to reach these objectives.

The pursuit of the WCFS graduation requirements is a direct tool that fathers can utilize when establishing general guidelines and goals, while implementing objective standards of academic excellence for their children.

The WCFS high school diploma has been accepted by many colleges and universities at home and abroad. Examples include: Johns Hopkins University, Peabody, Royal Conservatory of Montreal, University of London, Universities of Pennsylvania, Maryland,

South Carolina, Tennessee, and Virginia, Delaware Technical College, Christian colleges and universities such as Bob Jones University, Liberty University, Cedarville University, Pensacola Christian College, and military schools such as Clemson University, Norwich University, the U.S. Army Rangers Special Forces school, Naval ROTC, and the U.S. Marine Corps Officer Candidate School.

1.4   Earning A High School Diploma

Earning a high school diploma through the WCFS program involves developing an individual curriculum for each student. Our staff is available to assist parents in the selection and development of their child's course of study. This will both fulfill the WCFS graduation requirements and meet the specific interests and needs of each student.

Each child's course of study will be selected from a variety of courses as described in the following pages of this handbook. These selections will be based upon your child's specific needs and interests. The content of each course will be determined by using pre-approved Standard Courses or individually approved Non-Standard Courses. A High School Course Planner is provided at the end of Section 4 for your planning convenience.

Parents must register every course that a student plans to list on their High School Transcript. They must use standard WCFS reporting forms, and submit all records in a timely manner. All required forms are found in the High School Record Book. Forms will be given to families at the beginning of each school year, after they are properly enrolled for that year. Forms are also available on our website under Members Forms and Documents.

Section 2

WCFS High School Graduation Requirements

2.1   Summary of WCFS Course Credit Requirements

The following chart of graduation requirements reflect both the minimum requirements for private schools as prescribed by law for the state of Maryland, and the WCFS core curriculum.

WCFS students shall earn a minimum of 21 credits to graduate and receive a High School Diploma. A minimum of 17 of these credits shall be earned from WCFS Core Courses, the remaining 4 from electives.

WCFS Core Courses / Minimum Graduation Requirements			
Required Courses	**Credits**	**Required Courses**	**Credits**
Bible [1, 2, 3]	**4**	**Social Studies** [5, 6]	**2**
English Grammar/Writing	**2**	**Physical Education**	**1**
English Literature	**2**	**Work Study**	**1**
Math	**2**	**Christian Service**	**1**
Science [4]	**2**	**Electives**	**4**
15-page Research Paper; May qualify as 0.5 Grammar credit *(See section 4.9)*			
[1] Bible is required every year, 2.0 credits minimum required to graduate. (*See section 5.1.1*)			
[2] Courses in other subjects may fulfill the Bible requirement. (*See section 4.8.2*)			
[3] 1.0 credit through fulfilment of required B.F.S.G. course (*See section 5.1.1, a*)			
[4] 0.5 credit through fulfilment of required Origins 101 course (*See section 5.4.1, a*)			
[5] 1.0 credit shall be US History			
[6] 0.5 credit through fulfilment of required Applied Citizenship course. (*See section 5.5.1, a*)			

2.2   Traditional College Prep Course of Study: Diploma Credit Profile

For students who are planning on attending a traditional college, we recommend that they pursue a high school course of study that includes additional core credits that will satisfy admission requirements.

A college prep transcript should include the following subjects:

Recommended High School Course List for College Preparation		
Course	**Credits**	**Recommended Subjects**
Required Courses:		
Bible	**4**	
English	**4**	Two of Grammar, two of Literature
Math	**2**	Algebra 1, Algebra 2
Social Studies	**2**	US History with Government, History & Geography
Science	**2**	Physical Science, Biology
Physical Education	**1**	
Work Study	**1**	
Christian Service	**1**	
Electives:		
Foreign Language	**2**	Two modern spoken languages, for example: Mandarin, Spanish, Hindi
Math	**2**	Geometry, Pre-Calculus
Science	**2**	Chemistry, Physics
Social Studies	**1**	Western Civilization, Introduction to Psychology
Fine Art	*****	Music, Art *Dependent upon college admission requirements

2.3   Earning More Than 21 Credits

The Core Course chart represents only the minimum number of credits required for graduation from WCFS. A student may always take more than 21 credits.

WCFS recommends that students seek credit for everything they do of value all day and all year (See section on Non-Standard Courses).

Documenting and earning credit for every God-honoring activity they participate in not only provides flexibility and opportunity for advanced learning, but also a diploma with a well-rounded portfolio, displaying a wide variety of academic instruction and student experience.

2.4   Credit for Jr. High School Students

2.4.1 *Policy*

Students may request High School credit for any course they believe to be of High School level.

All approved High School credits which are earned during the Jr. High years will be tallied in addition to the minimum 21 credits required for graduation.

For example, a student may receive 1 credit for taking Algebra 1 (a High School level course) in 8th grade. However, he must still earn a minimum of 2 credits in math

after beginning 9th grade. Note that he will not need to re-take Algebra 1; he may begin 9th grade with Algebra 2

Such a student would then graduate with 3 credits in math.

2.4.2 *Procedure*

Junior High students may take High School credit courses if:

- The courses are listed as seeking High School credit on the registration form.
- A Non-Standard Course Description form is filled out for all Non-Standard courses.
- The courses are of High School grade level and are completed in a satisfactory manner.
- The courses receive approval from the WCFS office.

2.5 High School Early Entrance and Early Graduation Policy

2.5.1 *Early Entrance*

Students seeking early entrance into 9th grade must:

- Obtain approval from the WCFS Registrar,
- Have demonstrated the skills required for high school by taking the Iowa Test of Basic Skills prior to entry into ninth grade, and
- Be registered in a ninth-grade level English course.

2.5.2 *Early Graduation*

Using an accelerated 21-credit program, a job-entry program, or early admission to a post-secondary school or college program, a student may choose to graduate in less than 4 years.

2.6 Transfer Students

For students transferring to WCFS from other institutions, course credits receiving a minimum of a 'C' will be honored if their courses conform to WCFS standards.

Special allowances may be made on an individual basis when courses do not conform exactly to WCFS standards. The decision of the WCFS Registrar will be final in all questionable circumstances.

Section 3

Credits and Courses

3.1   Defining Credit and QSUs

WCFS utilizes Carnegie-styled credits, where **1 credit** is awarded based upon the satisfactory completion of **120 Qualified Study Units, or QSUs**.

QSUs allow us to measure course work in terms of credit.

QSUs are the implementation of an approved *study method* that covers an amount of *course content* comparable to what would normally be covered during one hour of traditional classroom instruction.

The combined value of the course content, study method, and portfolio of every WCFS approved course, whether registered as *'Standard'* or *'Non-Standard',* must equal 120 QSUs in order to earn 1 credit.

Some courses require a minimum number of clock hours using a QSU Log. See the charts below for the time requirements used in determining QSUs

 WCFS has developed a document known as the **QSU Log** to assist students in recording the time they spend on projects. PDFs of both our single-subject and multiple-subject QSU Logs are available on the Members Forms and Documents page of our website. They are also available for purchase as hard copies from our office.

3.2   Credit Value Conversion Tables:

When assigning credit for a course, the value to be assigned is calculated based on the amount of work the student has accomplished, as demonstrated in the charts below:

Time Credit		
Number of Clock Hours Logged	**QSU Value**	**Credit Value**
120	120	1
90	90	3/4
80	80	2/3
60	60	1/2
40	40	1/3
30	30	1/4

Notes:
Credits are to be recorded only in the fractional values listed above, never as other fractions, or as percentages.
Any value below 1/4 receives 0 Credit.

Approved Textbooks Credit	
Percentage of Textbook Complete *	**Credit Value**
100% **	1
75%	3/4
60%	2/3
50%	1/2
30%	1/3
25%	1/4
* Pages Completed / Total Pages x 100 = Percentage Complete	
** For certain approved textbooks, 80% Completion may equal 1 Credit	

3.3   Selecting Courses

A student may select courses within each subject that best meet their needs and interests, provided the total credit earned from all courses equals the minimum 21 credits required for graduation.

WCFS desires to help each student meet his/her God-given individual needs and interests, while at the same time establishing academic excellence in a fashion that is recognizable in the traditional educational environment. To do this, we offer two kinds of courses.

The first kind are courses that utilize WCFS approved 'classroom style' textbooks, known as 'Standard Courses'. The second are courses that families may design themselves to better serve a student's needs and interest, known as 'Non-Standard' courses. Non-Standard courses must be reviewed and approved by the WCFS Registrar before they may qualify for credit.

The following sections explain how to select Standard Courses and how to develop Non-standard Courses which will both meet his/her needs and emphasis of study and satisfy WCFS academic standards.

Additionally, see 'Creating Special Emphasis' (Section 4.8) for suggestions on how to best use elective courses, and for ideas in planning an overall strategy for choosing and developing courses.

The WCFS Registrar's office is readily available to help parents and students develop courses that will qualify for credit. Call for an appointment as early as possible during the summer months.

3.4 Defining Standard Courses

Standard Courses consist exclusively of *Required Content* from WCFS approved textbooks that must be completed using one of the approved *Study Methods* described below and documented in a *Student Portfolio.* (See section 4.2 for details on maintaining portfolios.)

3.4.1 Standard Course *Required Content:*

One-half of a Standard Course's QSUs shall come from reading the prescribed amount of the approved text; the other half shall come from fulfilling the *study method* requirements for the Student Portfolio.

The amount of content a student is required to complete varies based on the rigorous nature of the content itself. For *classic classroom-style* content, 80% completion of the text satisfies the rigor requirements; all other approved texts require 100% completion to satisfy the rigor requirements.

Please contact WCFS for a list of textbooks which WCFS has evaluated and pre-approved for use in Standard Courses, along with the percentage of completion required for each textbook.

3.4.2 Standard Course *Approved Study Methods:*

To qualify as a Standard Course, the student's method of instruction must be taken from the following list of Approved Study Methods.

Using any method of instruction other than one of those listed below automatically changes the course from Standard to Non-Standard, and will require the submission of a Non-Standard Course Description form to the WCFS Registrar for approval before the student may receive credit for the course. (See section 3.5, "Defining Non-standard Courses" for details.)

Where appropriate, the following study methods are approved and interchangeable when they are performed in the manner prescribed and when the Student Portfolio contains, in chronological order, all of the items required and is visually reviewed by a representative from the Registrar's office. (See section 3.8 for details on maintaining portfolios and other records.)

Certain skill-based courses, such as math, cannot utilize all the following methods without adaptation.

Note that when taking a Standard Couse, students are required to keep all work and records in a Student Portfolio.

3.4.2.1 Review Question & Unit Test Method

Student shall:

a) Read the text.
b) Answer at least half of the various sets of questions associated with each chapter, including written definitions of terms.
c) Take closed-book unit tests.

The Student Portfolio will contain the following items:

a) A schedule of content to be covered for the year.
b) A record of pages read, with date and parent's initials.
c) A complete set of review questions and terms, dated and kept in a notebook with sections based upon the sequence of chapters or units covered.
d) All unit tests completed.

3.4.2.2   Detailed Outline & Unit Test Method

Student shall:

a) Read the text.
b) Create a detailed outline of each chapter studied.
c) Take closed-book unit tests.

The Student Portfolio will contain the following items:

a) A schedule of content to be covered for the year.
b) A record of pages read, with date and parent's initials.
c) A complete set of chapter outlines, dated and kept in a notebook in sections based upon the order of chapters or units covered.
d) All unit tests completed.

3.4.2.3   Chapter Summary & Unit Test Method

Student shall:

a) Read the text.
b) Prepare a 300-400 word summary report of each chapter studied.
c) Take closed-book unit tests.

The Student Portfolio will contain the following items:

a) A schedule of content to be covered for the year.
b) A record of pages read, with date and parent's initials.
c) A complete set of detailed essays, dated, and kept in a notebook in sections based upon the order of chapters or units covered.
d) All unit tests completed.
(This method is not suitable for some subjects such as Math.)

3.4.2.4   Read Aloud Lecture & Unit Test Method

Student shall:

a) Read the text out loud with an adult tutor.
b) Review all questions and vocabulary orally with the tutor for each chapter studied to insure comprehension.
c) Take closed-book unit tests.

The Student Portfolio will contain the following items:

a) A schedule of content to be covered for the year.

b) A completed QSU Log, showing a record of pages read, content covered and signed by the tutor for each lesson.

c) All unit tests completed.

3.5   Defining Non-Standard Courses

WCFS believes that every God-honoring activity a student participates in has potential academic value. Many such activities are often found outside of "classroom" or "textbook" settings, which makes it difficult for the student to receive credit for them. To solve this problem, WCFS has developed the Non-Standard Course; a system of documentation that allows student activities to be counted for High School credit.

Non-Standard Courses not only equip students to take advantage of daily credit-earning opportunities, but also provide them with the freedom to take custom-designed courses, tailored to their personal emphasis of study.

If a student wishes to receive credit for a project or program as a Non-Standard Course, they must mark the course as Non-Standard on the Course Registration form and fill out Non-standard Course Description form. Once those forms have been submitted to WCFS for approval; we will review the course based on the description provided. If it meets our standards, we will approve it, if not, we will help you make the necessary modifications.

A Non-Standard Course can be approved as an NCAA Core Course if it is established that it contains the requisite rigor on the Non-Standard Course Description form, and it receives WCFS approval as an NCAA Core Course. Otherwise, we will assign a non-Core Course title to it.

The following material represents the policies and procedures for creating, approving, and validating Non-Standard Courses.

3.5.1 Non-Standard Course *Structure*:

Non-Standard courses usually fit into one of three categories in terms of structure:

1. **Almost Standard:** These courses use typical 'classroom style' textbooks and study methods. Often, these are registered as Non-Standard only because the textbook or study method they use has not yet been pre-approved. *See section 4.2 for how to have a course approved as Standard.*
2. **Text and Project:** By far the most common type of Non-Standard course, these courses combine specific reading assignments with various projects or real-life experiences. Except when approved otherwise, one-half of such a course's QSUs shall come from reading the prescribed amount of the approved text; the other

half shall be composed of 60 hours of approved projects and/or activities. These courses normally utilize QSU Logs. *See section 4.3 for more on QSU Logs.*

3. **Project Only:** Occasionally, for certain subjects such as PE, the student will not use a textbook with their activity, instead earning all their QSUs through the activity alone.

3.5.2 Non-Standard Course *Required Content:*

Just as a Standard Course, a Non-Standard Course consists of *Required Content* and *Approved Study Methods,* and Students are required to keep all work and records in a *Student Portfolio.* The difference between Standard and Non-standard Courses lies in the nature of the actual Content and Methods.

3.5.3 Non-Standard Course *Approved Study Methods:*

Student shall:

a. Read the prescribed text.
b. Perform scheduled projects, labs, and/or activities.
c. Produce written accounts of projects and activities in the form of either an observation/note journal, or a 3-5 page paper per project or activity; and enter all projects and journals into the Family Heritage Expos© held each year (For more info about the Family Heritage Expo, please see the Expo Handbook available from the WCFS Office).

The student shall participate in a meaningful activity, work practicum or will complete a project that is related to the subject's content area.

Study activities may also include, but are not restricted to, the approved study methods listed for Standard Courses. While Standard Course study methods are not required, excellence demands that the student knows the subject and material well (preferably better than if he/she had taken a Standard Course).

3.5.4 Non-Standard Course *Student Portfolio*

A Non-Standard Course's Student Portfolio must contain the following items:

a. A copy of the approved Non-Standard Course Description Form.
b. A record of pages read, with date and parent's initials (if a QSU Log is not required).
c. A complete set of all journal entries and/or other written work prescribed for the course by the study method, dated and kept in a notebook. Notebook should be properly divided into sections based upon the sequence of projects or activities as they are accomplished.

d. A QSU Log is usually required; this will be noted on the approval form returned to the student.

3.6   Non-Traditional Credits

Other types of classes, programs, or courses taken during the year may also be considered for credit.

These include co-op classes, summer school, evening school, community college credit, correspondence courses, private tutoring, College Level Examination Program (CLEP) examinations, work study programs, or experience outside formal instruction.

Consideration for credit shall be made on an individual basis. Students must use the procedures and forms described in the section for Non-standard Courses to apply for non-traditional credits.

3.7   Take Core Courses First

Students are encouraged to take the Core Course Requirements first, taking Electives, Work Study and Christian Service later. This will provide more flexibility as the student progresses into the later stages of the high school education experience.

Section 4

Maintaining Records

4.1   Registering Courses

All courses must be registered in advance with the WCFS office in order to receive credit.

Use the proper forms to register. These are found in the High School Record Book given out at the beginning of each school year, as well as at www.wcfs.edu.

Note: If you were enrolled in WCFS and did not register a course and would like to apply for credit later, you may apply with proper documentation; however, final approval will be at the sole judgment of the WCFS Registrar.

Be sure to apply for all elective credit that you desire including any internships, apprenticeships, or work study opportunities. In addition, special trips where specific education will take place should be submitted in order to receive credit on the high school transcript (e.g., mission trips).

4.2   How To Request A Course Be Approved As Standard

In the case that a course is not listed in our registry of Pre-Approved textbooks, but the student wishes to complete it as a Standard Course, the student must:

- Leave the Non-Standard box unchecked on the Course Registration Form.
- In the 'Notes' box, write a message requesting that we consider approving the course as a Standard Course.
- Submit the forms to WCFS.

We will then review the course to determine whether it meets our requirements for Standard Courses, and respond to you accordingly

4.3   Maintaining the Student Portfolio

The student portfolio is a compilation of the evidence of a student's work. It must contain all of the forms, reports, and required work prescribed by the study methods of the student's courses.

The contents should include:

- ✓ A copy of their approved Course Registration forms, and 1st and 2nd Semester Progress and Year End reports as the year advances.

- ✓ Copies of their approved Work Study, Christian Service, Research Paper and Non-Standard Course Description forms, when applicable.
- ✓ Copies of any tests the student has taken. Graded, signed, and dated by the parent.
- ✓ Any written work prescribed by the study method, such as book reports, journal entries, essays, or project summaries.
- ✓ Any other work prescribed by the study method, such as drawings, models, crafts, photos, or videos.
- ✓ For courses using them, QSU Logs, signed and dated by the parent.
- ✓ After completion, the student's 15-page Research Paper, required for graduation.

4.4   Semester Progress and Year End Report Deadlines

June 30 is the deadline for 2nd Semester and Year End Reports. If you submit your Reports by June 30, there are no fees.

If you have not finished a course by June 30 but are hoping to finish it before July 31, you may 'file for an extension.' This simply means that if you turn your reports in after June 30, the extended deadline is July 31, and you will be charged the $35 records extension fee automatically.

If you fail to submit your Year-End Reports with proper grades by July 31, WCFS will close out the student's record and grade all courses as 'I'; *Incomplete.* A $10 fee per course is charged to change any grade after July 31.

4.5   Grading Courses

Grade the student's performance in each course by evaluating how thoroughly they understand a subject, how skilled they have become in an area, or how well they have carried out a project.

Letter Grading is WCFS's standard grading system. The chart below shows the value of each letter.

WCFS Standard Grades		
Credit Grade Notations		
Objective Grade	Letter Grade	Subjective Grade
90-100	A	Excellent
80-89%	B	Very Good
70-79%	C	Satisfactory
60-69%	D	Passing
Below 60%	F	Failing

Non-Credit Grade Notations		
Letter Grade	**Grade Definition**	**Grade Explanation**
W/P	Withdrew, Passing	Course Dropped, A-D
W/F	Withdrew, Failing	Course Dropped, F
I	Incomplete	Final Credit Requires Special Approval
CF	Carry Forward	Will Complete Credit Next Semester/School Year

4.6   Explanation of Non-Credit Grade Notations

If a student has completed less than a quarter credit in a course by the end of the school year, they must list zero credit on the Year End report.

WCFS uses the following grade notations for courses assigned zero credit:

4.6.1 WP: Withdrew Passing
Used for discontinued courses that would have received a grade between A and D.

4.6.2 WF: Withdrew Failing
Used for discontinued courses that would have received a grade of F.

4.6.3 I: Incomplete
Do not mark any course as 'I' unless one of the following is true:

a) You are ***disciplining your child for their lack of effort,*** and you wish them to suffer the consequences for their lack of effort. If you do this, that Incomplete grade will stay on their permanent record. Final Transcript? If you give your child an opportunity to finish the course and correct their Incomplete grade, you must resubmit the 2nd Semester and Year-End Reports with the corrected grades for the course(s) that your child completes. A $10 fee per course is charged for opening a closed record and updating a transcript after July 31. Often when a parent uses this kind of disciplinary consequence, they will require their child to earn the $10 fee. This disciplinary purpose of grading a course as Incomplete is used primarily with 6th, 7th and 8th graders, though sometimes high schoolers can be motivated by this discipline also.

b) Your student has ***failed to earn a minimum of 1/4 credit for an NCAA core course by July 31st, and the course cannot be carried forward*** to the next semester. When a course is marked 'I' it will remain on the permanent record and cannot be changed unless WCFS approves an extension to August 31. The sole purpose of such an extension is to guarantee that a minimum of 1/4 credit can be earned by August 31. If by August the course is completed, a fee of $10 per course will be charged to correct the grade on the student's permanent record.

c) Non-NCAA core courses that are Incomplete may receive the parental discipline described in Section 4.6.3 a) if the parent so chooses. Otherwise, an incomplete course shall be dropped from the Year-End Report.

4.6.4   CF: Carry Forward

In the specific circumstance where a student has not completed enough work to earn a ¼ credit by the extended deadline of July 31, they may carry what work they do have forward to the following semester or school year. This situation **only** applies to hours-based courses including Work Study, Christian Service, Physical Education and Music, and **must** have the approval of WCFS.

If by the end of the following school year the work completed equals ¼ credit or more, assign the due credit and grade. If not, the course may be Carried Forward once again until sufficient credit is earned in the situation described above.

Note that if the time it takes to complete the course exceeds two approved semesters, the course no longer qualifies as 'rigorous' and may not be listed as an NCAA Core Course.

4.7   Determining Core Course Rigor

A core course is rigorous if completed either:

- Within the calendar school year beginning the first Tuesday of September and ending June 30th, or
- Within 10 months, in two consecutive semesters.

4.8   Creating Individualized Academic Emphasis by Use of Waivers and Electives.

4.8.1 Using Electives to Create Individualized Academic Emphasis

Students shall earn a minimum of four (4) elective credits in order to graduate. However, some students may desire to earn more than 4 electives and therefore more than 21 credits.

Students should always focus their electives on subject areas that will be suited to develop their talents and God-given interests.

To the degree possible, your electives should contribute significantly to a singular area of educational development. (Example: college bound students might take more science and math, and perhaps two (2) foreign language credits, while another student might take extra Work Study, Christian Service or Apprenticeship credits.)

Choosing electives is the student's greatest opportunity for designing credits to meet your interests.

4.8.2 Combine Other Subjects with Bible Courses: Waivers

Students may use Bible content to satisfy English, Social Studies or Science course requirements.

The use of an approved Bible theme to satisfy content requirements for other courses shall qualify a student to waive no more than two (2) Bible credits. This waiver will free up two additional elective credits.

For example: Taking Bible History or Bible Literature for 1 credit each satisfies the History or Literature credits and waives two (2) of the four (4) required Bible credits. The student must now take another two (2) electives to satisfy the minimum 21 credit requirement for graduation.

Combined Content Courses shall be registered as Non-Standard Courses and must be approved by the Registrar.

4.9   Earning College Credit with the WCFS Diploma

WCFS has an option for mature high schoolers and their parents who wish to design their high school courses to both fulfill the WCFS graduation requirements and take college credit tests upon completion.

This opportunity for home school students to finish high school with 30-60 college credits comes via the CLEP (College Level Examination Program).

High schoolers may begin a college degree with their fathers and mothers in their own home, while at the same time they are completing the WCFS requirements to graduate.

PLEASE NOTE: WCFS makes NO determination as to whether a college or university will accept CLEP credit. Procedures for interested parents and students to follow are:

- Father (or mother) emails or calls our office requesting help to design a CLEP high school course.
- WCFS assists in setting up the program with the father (or mother).
- Student completes designed course work, takes CLEP test at a WCFS office location.
- The College Board of Princeton awards a "C" or above type point score for the exam if the student does well enough.

WCFS High School Course Planner

Student Name _____

Year: _____

9th Grade Courses	Credits

Year: _____

10th Grade Courses	Credits

WCFS High School Course Planner

Student Name _____

Year: _____

11th Grade Courses	Credits

Year: _____

12th Grade Courses	Credits

Section 5

WCFS Course Requirements and Comments

As described in Sections 3.4 and 3.5, every course that WCFS approves for credit, whether Standard or Non-Standard, must consist of *Required Content* and approved *Study Methods*, and all records work produced must be kept archived in a *Student Portfolio.*

Described in the ten sections below are breakdowns of the content, methods, and portfolio requirements for each subject or 'discipline' that WCFS requires students take in order to graduate.

Note: We have recently developed three new courses which we require students to complete in order to graduate:

- Biblical Foundations of Self Government – *Section 5.1.1 (a)*
- Origins 101 – *Section 5.4.1 (a)*
- Applied Citizenship 101 – *Section 5.5.1 (a)*

5.1 Bible Disciplines - 4 Credits

WCFS believes that studying the actual text of Holy Scripture is most effective.

5.1.1 Required Content

Bible is required during each year of High School.

Two Bible credits can be waived by combining Bible with another subject area. Credit will be awarded for the other subject; Bible will be included in the course title. (See section 4.8.2)

Direct use of Scriptures is required for this subject.

Transfer students: A minimum of one Bible credit will be required for each year a student is enrolled with WCFS from 9th-12th grade.

Many Bible study texts and programs are acceptable. The Standard Course credit requirements apply to Bible texts.

5.1.1 (a) Required Course: Biblical Foundations of Self-Government

Description of Course Content: One Bible credit shall be earned from a course with content relating to a Biblical perspective of identity, affirmation, inclusion, and diversity.

Objective: The objective of the course is to help students personally comprehend who their Creator has made them to be, and how that understanding gives them ability to engage a spiritually and morally confused culture. Students will learn how to affirm each person, and their diverse needs, with the inclusivity of the Gospel.

Methodology: The course shall be a hands-on practicum, designed to engage students on a personal level, not just a theoretical or intellectual level. Students shall research what the Bible teaches on contemporary issues related to the course content (e.g. same-sex marriage, transgenderism, definition of the family, abortion, etc.) and shall personally apply the discovered biblical values to their lives.

Curriculum: The WCFS course "Biblical Foundations of Self-Government" satisfies this requirement. A parent-developed course incorporating appropriate Biblical texts (e.g. Genesis 1-3, Romans 1, 1st Corinthians) and approved resources also satisfies this requirement. Approved resources include *The Secret Thoughts of an Unlikely Convert* by Rosaria Butterfield, *Love Thy Body* by Nancy Pearcey, *Truth Overruled: The Future of Marriage and Religious Freedom and When Harry Became Sally: Responding to the Transgender Movement* by Ryan Anderson) pertaining to the course content.

5.1.2 Approved Study Methods

Standard Courses

Any of the four pre-approved Study Methods discussed in the Standard Course section (Section 3.4.) may be used. The student may also use more than one (or all four) within one credit.

Non-standard Courses

When filling out the Non-standard Course Description Form the student may wish to select from the following project ideas or they may propose projects of their own creation. Final course approval will be determined by the Registrar. Be sure to submit the request early and on the proper forms.

Project Ideas for Non-standard Bible Courses:

a) *Life Application Journal Project:* Student shall write daily scripture texts (2-4 verses) in a journal and make personal application to himself/herself.
   - A minimum of 120 adequately sized daily entries are required for the Student Portfolio. QSU Log not required.

b) *Bible Doctrine Journal Project:* Student shall write selected scripture texts in a journal and summarize the doctrine taught in that passage. Emphasis should be on selecting an appropriate set of texts for specific focus of the journal. (Example: Doctrines of Proverbs, Doctrines of Psalms, Doctrines of Historical Books, Doctrines of the Gospels, …Prophets, …Apostles, …Romans, etc.)
   - Student Portfolio shall include all journal entries made by the student and a completed QSU Log showing a minimum of 120 logged hours of study for each credit desired.

c) ***Bible Outline Journal Project:*** Student shall outline the entire contents of specific books of the Bible in a journal.
   - Student Portfolio shall include all journal entries made by the student and a completed QSU Log showing a minimum of 120 logged hours of study for each credit desired.

d) ***Bible Survey Journal Project:*** Student shall record a survey of the Bible in a journal, using an outline or other suitable formats. The survey may focus upon any comprehensive overview of Biblical content, such as an Old Testament Survey, New Testament Survey, A Survey of the Prophets, etc.
   - Student Portfolio shall include all journal entries.

e) ***Bible Topic Journal Project:*** Student shall study a topic of interest by finding, recording, and summarizing the Bible's teaching on that topic in a journal. Use of a concordance is encouraged.
   - Student Portfolio shall include all journal entries made by the student and a completed QSU Log showing a minimum of 120 logged hours of study for each credit desired.

f) ***King's Copy, Bible Journal Project:*** As required of the kings of Israel (see Dt. 17:18-20), the student shall select and write full-length passages of Bible text in a journal, verbatim, for a personal copy of handwritten scripture. This journal may not be done on a computer; personal cursive handwriting only is required.
   - Student Portfolio shall include all journal entries made by the student and a completed QSU Log showing a minimum of 120 logged hours of study for each credit desired.

g) ***Bible Scribe, Dictation Journal Project:*** Student shall record in a journal a verbatim transcription of selected scripture texts which are dictated to the student by a reader. (A live reader or audio recording are both permitted.)
   - Student Portfolio shall include all journal entries made by the student and a completed QSU Log showing a minimum of 120 logged hours of study for each credit desired.

h) ***Teaching Faithful Men Timothy Project:*** Using lesson plans written in a journal, Student shall prepare and teach Bible lessons of their own creation to at least one person.
   - Student Portfolio shall include all lessons and journal entries made by the student and a completed QSU Log showing a minimum of 120 logged hours of study and presentation for each credit desired.

5.1.3. Registrar's Comments

a) ***Church Creed Idea:*** Use Scripture to cite each major Church doctrine. Examine the Creeds of either the Early Church Council of Nicaea I, through the seven councils to Nicaea II, or the Reformed/Anabaptist "separatist"

Creeds, the Confessions and Declarations, Martin Luther's 95 Theses, the Westminster Confession, or the Council of Dort.

b) ***The History of the Persecuted Church:*** Use Scripture to examine the reasons why many Christians have refused to obey tyrannical rulers. Read the works of historical Church antiquity, i.e., *Foxe's Book of Martyrs*, by John Foxe, and *The Life and Writings of Flavius Josephus.*

c) ***A survey of each major portion of Scripture*** is another option. The five major portions which are easily categorized are: The History and Law (Genesis-Deuteronomy); The Judges and Prophets (Joshua- Malachi); The Poetry, Praise, and Prayers (Job, Psalms, Proverbs, Ecclesiastes, Song of Songs, Lamentations); The Evidence Testimony of the Four Evangelists (Matthew-Acts); The Letters to the Churches (Romans-Revelation). This approach may be used to design courses such as 'The History of Israel' or 'The History of the Founding of Christianity'.

d) ***Combine Science and the Bible*** using texts such as *The Genesis Record* by Dr. Henry Morris. This may be labeled for course credit as 'Origins: Creation vs. Evolution' or even 'The Genesis Record' since there is such a heavy emphasis on Biblical study. The Book of Job may also be used for science study, as well as other key passages throughout the Bible. The student may wish to compile and use either the Outline Method or another approved method to complete a 'science survey of the Bible'. Credit for science and Bible through the same course is then potentially possible.

The Registrar must approve these options in advance of study.

5.2   English Language Arts Disciplines - 4 Credits

5.2.1 Required Content

English Language Arts Disciplines consist of ½ a credit required each year in both *Grammar and Literature*. The student shall complete a total of 1 credit in English each year.

Grammar - 2 credits: Most standard publisher's textbooks are acceptable. WCFS requires two grammar credits which are usually broken into four years for completion. Most grammar books equal ½ a credit each, which is completed over one school year.

Literature - 2 credits: Most Literature anthology (compilations) textbooks are acceptable.

5.2.2 Approved Study Methods

Standard Courses

Any of the four pre-approved Study Methods discussed in the Standard Course section (Section 3.4) may be used. The student may use more than one method (or all four) within one course if they wish.

Non-standard Courses

Besides reading the text, study methods are activities associated with approved projects and real-life experiences. When filling out the Non-Standard Course Description Form you may wish to select from the following project ideas, or you may propose projects of your own creation. Final course approval will be determined by the Registrar. Be sure to submit the request early and on the proper forms.

Project Ideas for Non-standard English & Literature Courses:

a) *Quality Literature, Dictation Journal Project:* Student shall write in a journal a verbatim transcription of selected quality literature texts which are dictated to him/her either by a live reader or a recording. Student shall self-correct all errors by referring to the original document. Journal entries shall include an explanation of the grammar rules that apply to any errors made during the transcribing.
   - Student Portfolio shall include all journal entries made by the student and a completed QSU Log showing a minimum of 60 logged hours of study for each 1/2 credit desired.

b) *Quality Literature and Patterned Writing Journal Project:* In a combined Grammar/Literature course, the student shall read a variety of well written literature styles and shall write comparable pieces. Student shall emulate the writer's style by creating either a para- phrase of the original piece, or writing an original piece stylistically patterned after the original work. One-half of the QSUs shall be derived from the reading assignments and the other half from the student's journal entries.
   - Student Portfolio shall include all journal entries made by the student and a completed QSU Log showing a minimum of 120 logged hours of study for each credit desired.

c) *Reading List & Book Report Project:* Student shall read complete works from a variety of writers and styles. For each 1/2 credit desired, a student shall read a total number of pages ranging from 1600-2000; depending on the level of difficulty and the appropriateness of the selected works. Book lists must be approved by the WCFS Registrar. Student shall produce a 2-4 page Summary Report for each book completed. (Typed in 12-point Times font, double spaced.)
   - Student Portfolio shall include all Summary Reports made by the student and a record of reading showing the time and dates and

number of pages for each reading session, initialed by a parent. (The WCFS QSU Log may be used for this purpose.)

5.2.3. Registrar's Comments

a) ***Old English Words and Phrases:*** English grammar may be completed through using the King James Bible. This version is helpful due to its usage of English terms now used primarily in the legal profession or literary society publications. A grammar and vocabulary journal/notebook could be kept with written definitions of key words and phrases from each chapter studied kept in this notebook. Noah Webster's1828 American Dictionary of the English Language is recommended for this idea (you may borrow this book from the WCFS Office).

b) ***English Roots:*** English grammar may also be studied through an examination of root words and their proper usage. The emphasis should be upon vocabulary, spelling and the root language of each word studied. The purpose is to encourage both a depth of vocabulary, proper spelling and the practice of free writing and excellent communication. Noah Webster's 1828 dictionary is recommended for this course.

c) ***Grammar:*** Bob Jones University (BJU) 9-12 English grammar, which includes an emphasis on writing or any course or project which entails a significant amount of writing and grammar correction should be helpful. A **freshman-level college composition book** may also be obtained online or at a local community college. Attention should be given to various forms of writing, including: persuasive writing, essay composition, creative writing, analysis writing, letter writing, poetry composition, speech writing, and of course, research paper composition. We highly recommend that advanced students attempt the English and Freshman CLEP writing tests upon completion of a strong writing component, for potential college credit. However, college credit is determined solely by the university or college to which a student applies and is not guaranteed

d) ***Non-standard Literature:*** These courses may be devised from a reading list as noted above. The following books are highly recommended for all who plan to graduate from WCFS: *Of Plymouth Plantation* by Governor William Bradford; *How Shall We Then Live?* by Francis Schaeffer; *Mimosa* by Amy Carmichael; *The Hiding Place* by Corrie Ten Boom; *Through Gates of Splendor* by Elizabeth Elliot. Most anthology literature texts are acceptable. WCFS recommends *Invitation to the Classics*, by Louise Cowan and Dr. Os Guiness.

e) ***Book Reports:*** Students may use the Ontario College Styled report which shall include a minimum of an Introduction (name of the book, author, publishing details, how the book is organized, and the main thesis or point of the book); Summary of Content (summarize the important points from each

major section of the book and how it relates to the overall message of the book); and a Conclusion (an objective, factual review of the author's thesis and the student's personal opinion of the book, referring to specific elements discussed in the Introduction and Summary).

f) ***Recommended College Level Examinations:*** Writing CLEP: English Composition, Freshman College Comp. Literature CLEP: American Literature, English Literature, Analyzing Literature.

5.3   Mathematics Disciplines- 2 Credits

5.3.1 Required Content

Most standard publisher's textbooks are acceptable. Student's Portfolio shall include a notebook of individual lesson problems and all tests completed. Two (2) high school level math courses are required for graduation.

A student may choose to complete a *Non-Standard* math course.

5.3.2 Approved Study Methods

Standard Courses

The Review Question and Unit Test Method will be used for Mathematics.

Non-standard Courses

Besides the Review Question and Unit Test Method of covering the text, study methods are activities associated with approved projects and real-life experiences. When filling out the Non-standard Course Description Form the student may wish to select from the following project ideas or the student may propose projects of the student's own creation. Final course approval will be determined by the Registrar. Be sure to submit your request early and on the proper forms.

Project Ideas for Mathematics:

a) ***Life Application Business Math Project:*** Student shall read an appropriate textbook and maintain a standard accounting or book- keeping journal for a real-life business management application. The use of the textbook shall be prescribed in the Non-Standard Course Description form and be recorded properly either by portfolio compilation of written lessons or reported in the QSU Log. Bookkeeping application may be used for a household budget, a student business/project, assisting in a family-owned business or some other small business application.
   ▪ Student Portfolio shall include all ledger journal entries made by the student (or a few standard samples if privacy requires it) and a completed QSU Log showing a minimum of 120 logged hours of study for each credit desired.

b) *Life Application Kitchen and Home-Economics Math Project:* Student shall read an appropriate textbook and maintain a journal of approved Cooking and Sewing/Crafts projects accomplished. The use of the textbook shall be prescribed in the Non-Standard Course Description \form and be recorded properly either by portfolio compilation of written lessons or reported in the QSU Log. Approved projects shall have reasonable real-life application of pertinent math skills.
   - Student Portfolio shall include all textbook work and project journal entries made by the student and a completed QSU Log showing a minimum of 120 logged hours of study for each credit desired.

c) *Life Application Construction and Carpentry Math Project:* Student shall read an appropriate handbook or textbook and maintain a journal of approved Construction and Carpentry/Workshop projects accomplished. The use of the textbook shall be prescribed in the Non-Standard Course Description form and be recorded properly either by portfolio compilation of written lessons, or activities reported in the QSU Log. Approved projects shall have reasonable real-life application of pertinent math skills.
   - Student Portfolio shall include all project journal entries made by the student and a completed QSU Log showing a minimum of 120 logged hours of study for each credit desired.

5.3.3. Registrar's Comments

a) We highly recommend the publisher Saxon, and suggest that all High School students complete Algebra I and Algebra II.

b) CD/DVD tutorials are available for Saxon mathematics which allow each lesson and problem set example to be explained by a math teacher in real audio, while being worked out automatically on a computer 'whiteboard'. This method has proven very helpful for efficient learning.

c) If a student is considering a college, they should take an additional 1-2 math credits (using some electives for the extra math).

d) Recommended College Level Math Tests: CLEP (College Mathematics, College Algebra, Trigonometry, and Calculus)

5.4   Science Disciplines - 2 Credits

5.4.1. Required Content

Most Standard Science courses are acceptable. A lab component is required for all standard science courses. If a lab method is not available with the chosen text, an approved project is required to fulfill the lab requirement.

5.4.1 (a) Required Course: Origins 101 - .5 Credit

Description of Course Content: One-half of a science credit shall be earned from a course exploring the Biblical and scientific evidence for a young earth and a literal six-day Creation.

Objective: The objective of the course is to help students have a clear understanding of the Biblical account of Creation, and the primary Biblical and scientific evidence supporting a young earth and literal six-day Creation. Students will be challenged to think both Biblically and critically about the competing theories of Creation and will have opportunity to research contemporary controversies over origins.

Methodology: The course shall be a hands-on practicum, designed to engage students to consider the Genesis account of Creation in the context of the entirety of Scripture and scientific evidence. Students shall study the Biblical narrative and commentary about Creation as well as the differing interpretations of the Biblical narrative. Students shall examine the competing theories of origins (Creation and Evolution) and how scientific evidence supports or contradicts both theories.

Curriculum: The WCFS course 'Dogmatic Creationism' satisfies this requirement. A parent-developed course incorporating approved resources from a young earth, literal six-day Creation perspective will also satisfy this requirement. Approved resources include materials published by Answers in Genesis, the Institute for Creation Research, and Creations Studies Institute. While resources focusing on Intelligent Design may also be included, the primary perspective must be from a young earth, six-literal day perspective.

5.4.2 Approved Study Methods

Standard Courses

Any of the four pre-approved Study Methods discussed in the Standard Course section may be used. The student may also use more than one (or all four) within one credit.

Non-standard Courses

Besides reading the text, study methods are activities associated with approved projects and real-life experiences. When filling out the Non- standard Course Description Form the student may wish to select from the following project ideas or the student may propose projects of the student's own creation. Final course approval will be determined by the Registrar. Be sure to submit the request early and on the proper forms.

Project Ideas for Science

a) ***Animal Husbandry Farm/Pet Projects:*** Student shall read an appropriate handbook or textbook and maintain a journal of ap- proved animal husbandry projects accomplished. The use of the textbook shall be prescribed in the Non-Standard Course Description form and be recorded properly either by portfolio compilation of written lessons, or activities reported in the QSU Log.

Approved projects shall have reasonable real-life application of pertinent animal husbandry skills.

- Student Portfolio shall include all project journal entries made by the student and a completed QSU Log showing a minimum of 120 logged hours of study for each credit desired.

b) ***Plant Husbandry and Gardening Projects:*** Student shall read an appropriate handbook or textbook and maintain a journal of ap- proved plant husbandry projects accomplished. The use of the textbook shall be prescribed in the Non-Standard Course Description form and be recorded properly either by portfolio compilation of written lessons, or activities reported in the QSU Log. Approved projects shall have reasonable real-life application of pertinent plant husbandry skills.

- Student Portfolio shall include all project journal entries made by the student and a completed QSU Log showing a minimum of 120 logged hours of study for each credit desired.

c) ***Wildlife Collection Projects:*** Student shall read an appropriate handbook or textbook and maintain a viewing case of an approved wildlife collection in-the-making. All specimens shall be labeled in the appropriate scientific fashion. The use of the textbook shall be prescribed in the Non-Standard Course Description form and be recorded properly either by portfolio compilation of written lessons, or activities reported in the QSU Log. Approved projects shall have reasonable size and scope for the wildlife being studied and shall be presented in the Family Heritage Expo™ fair.

- Student Portfolio shall include all project journal entries made by the student and a completed QSU Log showing a minimum of 120 logged hours of study for each credit desired.

d) ***Science Fair/Expo Projects:*** Student shall read an appropriate handbook or textbook and produce a traditional Science Fair project which shall be presented in the Family Heritage Expo™ fair. All Charts and Diagrams shall be labeled in the appropriate scientific fashion including the report which accompanies the project. (See the Expo Handbook for instructions in proper protocol.) The use of the textbook shall be prescribed in the Non-Standard Course Description form and be recorded properly either by portfolio compilation of written lessons, or project activities reported in the QSU Log. Approved projects shall have reasonable size and scope for the experiment or display being presented.

- Student Portfolio shall include all project journal entries made by the student and a completed QSU Log showing a minimum of 120 logged hours of study for each credit desired.

e) ***Scientific Journal Research Report Projects:*** Student shall read an appropriate handbook or textbook. The project will include a scientific-styled paper not to exceed 6 pages in length, double-spaced. This project must also

include a scientific display at the Family Heritage Expo™ fair. The use of the textbook shall be prescribed in the Non-Standard Course Description form and be recorded properly either by portfolio compilation of written lessons, or activities reported in the QSU Log. Approved projects shall conform to modern science journal publication standards and include an experimental component.

- Student Portfolio shall include all project journal entries made by the student and a completed QSU Log showing a minimum of 120 logged hours of study for each credit desired.

f) **_Specialty Conservation Projects:_** Student shall read an appropriate handbook or textbook and maintain a journal of approved conservation projects accomplished. The use of the textbook shall be pre- scribed in the Non-Standard Course Description form and be recorded properly either by portfolio compilation of written lessons, or activities reported in the QSU Log. Approved projects shall have reasonable real-life application of pertinent wildlife or habitat conservation and shall be presented in the Family Heritage Expo™ fair.

- Student Portfolio shall include all project journal entries made by the student and a completed QSU Log showing a minimum of 120 logged hours of study for each credit desired.

g) **_Science-Professional Assistant Work Projects:_** Student shall read an appropriate handbook or textbook and maintain a journal of ap- proved science-professional assistant activities accomplished. The use of the textbook shall be prescribed in the Non-Standard Course Description form and be recorded properly either by portfolio compilation of written lessons, or activities reported in the QSU Log. Approved projects shall have reasonable real-life application of science-professional assistance skills.

- Student Portfolio shall include all project journal entries made by the student and a completed QSU Log showing a minimum of 120 logged hours of study for each credit desired.

h) **_Naturalist Journal Projects:_** Student shall read an appropriate handbook or textbook and maintain a naturalist journal of plant and wildlife observations, according to the specifications of the Cornell University model. (Call the office for information on procuring the Cornell Handbook) The use of the textbook shall be prescribed in the Non-Standard Course Description form and be recorded properly either by portfolio compilation of written lessons, or activities reported in the QSU Log. Approved journal projects shall conform to classic naturalist observation and recording methods and shall be presented in the Family Heritage Expo™ fair.

- Student Portfolio shall include all project journal entries made by the student and a completed QSU Log showing a minimum of 120 logged hours of study for each credit desired.

5.4.3. Registrar's Comments

a) ***The Biology of Streams, Ponds, Woods, and Fields:*** This type of activity could use an observation notebook (a QSU Log) including attachments of sketches of various wildlife habitats in your neighborhood. Traveling to natural habitats and wildlife refuges is a recommended. Photography and captioning of those photos is acceptable. The Student Portfolio may include sketches of species of wildlife with their scientific labels and kingdom groups. A student may wish to volunteer for student projects at state or national parks which can be found online.

b) ***Marine & Fresh Water Biology:*** These types of activities could use an observation notebook (a QSU Log) including drawings of various marine and aquatic wildlife. Emphasis should be placed upon both fresh water and marine environments and their wildlife. We recommend a concentrated study of the Chesapeake Bay and Estuaries, and the major lakes and rivers in Maryland (or the state you live in). A student may wish to volunteer for student projects at state or national parks (the largest refuge in Maryland is the Blackwater Wildlife Refuge, near Cambridge, Maryland, which has Junior Ranger and other student project activities available. They also offer summer educational camp opportunities in conjunction with the University of Maryland - Eastern Shore, for parents and students. Other opportunities which exist are the Chesapeake Bay Maritime Museum, which offers educational marine boat exhibitions into the Bay area).

c) Non-Standard science courses are highly recommended, as well as the use of textbooks published by Apologia, which are entitled 'Exploring Creation with...' Physical Science, General Science, Biology, Chemistry, and Physics.

d) WCFS offers rental high school lab quality microscopes for a small rental fee (contact the WCFS office).

e) Recommended College Level Examinations (CLEP): Natural Sciences, General Biology, General Chemistry

5.5   Social Studies Disciplines - 2 Credits

5.5.1. Required Content

Most Standard Social Study courses are acceptable. Many of these courses can be constructed as Non-standard Social Study courses. **U.S. History with Government emphasis required**; World or European History is suggested.

5.5.1 (a) Required Course: Applied Citizenship 101 - .5 Credit

Description of Course Content: One half of a social studies credit shall be earned from a course with content relating to a Biblical perspective of American

government, the influence of Judeo-Christian principles in the formulation of the United States, and the role of the Christian in civil government.

Objective: The objective of the course is to help students have a clear understanding of the basic elements and fundamental principles of American government, and the heritage from which that government came. Students will also have a clear understanding from Scripture of their civic responsibilities, and how to engage governmental authorities with courage and creativity for the sake of the Gospel.

Methodology: The course shall be a hands-on practicum, designed to engage students on a personal level, not just a theoretical or intellectual level. Students shall study the primary elements of American government, with a specific focus on the Declaration of Independence and the Constitution. Students shall research the Biblical principles reflected in each document. Student shall survey the impact that Christians have had on American government and society, including instances where Christians have engaged the political process to address injustices in American society. Students shall study a Biblical perspective of a Christian's civic responsibilities.

Curriculum: The WCFS courses 'Applied Civics 101' or 'God Gospel and Government' satisfy this requirement. A parent-developed course incorporating appropriate Biblical texts (e.g., Genesis 8, Romans 13, I Peter 2, the book of Esther, the book of Daniel) and approved resources also satisfies this requirement. Approved resources include *God and Government* Volumes 1 and 2 by Gary DeMar*, If You Can Keep It: The Forgotten Promise of American Liberty* by Eric Metaxas, *The Third Alternative: Christian Self-Government* by Bill Burtness, *Christianity and the Constitution* by John Eidsmoe, *Biblical Principles of the United States Constitution* DVD course by John Eidsmoe, *Original Intent: The Courts, the Constitution, & Religion* by David Barton, *The Christian History of the Constitution of the United States: Christian Self-Government* Volumes 1 and 2 by Verna Hall and Rosalie Salter, *Constitution Alive! A Citizen's Guide to the Constitution* DVD Course by David Barton and Rick Green, *The American Heritage* Series DVD course by David Barton, and the *Constitutional Literacy* course by Michael Farris.

5.5.2 Approved Study Methods

Standard Courses

Any of the four pre-approved Study Methods discussed in the Standard Course section may be used. The student may also use more than one (or all four) within one credit.

Non-Standard Courses

Besides reading the text, study methods are activities associated with approved projects and real-life experiences. When filling out the Non-Standard Course Description form the student may wish to select from the following project ideas or the student may propose projects of the student's own creation. Final course approval will be determined by the Registrar. Be sure to submit the request early and on the proper forms.

Project Ideas for Social Studies

a) *Historical Town/Way-of Life Model Projects:* Student shall read an appropriate handbook or textbook and maintain a journal of project plans for an approved historical scale model presentation. The use of the textbook shall be prescribed in the Non-Standard Course Description form and be recorded properly either by portfolio compilation of written lessons, or activities reported in the QSU Log. Approved projects shall have reasonable real-life application of pertinent historical data and be useful in presenting a detailed sketch of a former way of life, and shall be presented in the Family Heritage Expo™ fair.

- Student Portfolio shall include all project journal entries made by the student and a completed QSU Log showing a minimum of 120 logged hours of study for each credit desired.

b) *Time-Period Dress-up/Reenactment Projects:* Student shall read an appropriate handbook or textbook and maintain a journal of project plans and activities for an approved Time Period Dress-up or Reenactment presentation. The use of the textbook shall be prescribed in the Non-Standard Course Description form and be recorded properly either by portfolio compilation of written lessons, or activities reported in the QSU Log. Approved projects shall have reasonable real-life application of pertinent historical data and be useful in presenting a detailed sketch of a former way of life, etc.

- Student Portfolio shall include all project journal entries made by the student and a completed QSU Log showing a minimum of 120 logged hours of study for each credit desired.

c) *Timeline Projects:* Student shall read an appropriate handbook or textbook and maintain a journal of the approved Timeline study. The use of the textbook shall be prescribed in the Non-Standard Course Description form and be recorded properly either by portfolio compilation of written lessons, or activities reported in the QSU Log. Approved projects shall have reasonable historical significance, be presented in an easily readable format, and shall be presented in the Family Heritage Expo™ fair.

- Student Portfolio shall include all project journal entries made by the student and a completed QSU Log showing a minimum of 120 logged hours of study for each credit desired.

d) *Research Paper Projects:* Student shall read an appropriate hand- book or textbook, do an approved research project and maintain a journal of all research data collected. The use of the textbook shall be prescribed in the Non-Standard Course Description form and be recorded properly either by portfolio compilation of written lessons, or activities reported in the QSU Log. Approved projects shall be 15 pages in length and conform to WCFS standards for research contained elsewhere in this handbook and shall be presented in the Family Heritage Expo™ fair.

- Student Portfolio shall include all research card entries made by the student and a completed QSU Log showing a minimum of 120 logged hours of study for each credit desired.

e) ***History Fair Expo Projects:*** Student shall read an appropriate handbook or textbook and produce a traditional History Fair project which shall be presented in the Family Heritage Expo™ fair. All Charts and Diagrams shall be labeled in the appropriate Expo fashion, including the report which accompanies the project. (See the Expo Handbook for instructions in proper protocol.) The use of the textbook shall be prescribed in the Non-Standard Course Description form and be recorded properly either by portfolio compilation of written lessons, or project activities reported in the QSU Log. Approved projects shall have reasonable size and scope for the purpose of the display being presented.
    - Student Portfolio shall include all project journal entries made by the student and a completed QSU Log showing a minimum of 120 logged hours of study for each credit desired.

5.5.3 Registrar's Comments

A good example of Non-standard history is a detailed notebook, extra reading, and photographs of several historical locations, battlefields or buildings and cities - either in the USA or internationally. (For example, a family trip or vacation to Quebec City, Canada or Williamsburg, Virginia would be an excellent Non-standard history learning environment). A text with 80% of it read thoroughly by the student is required with any Nonstandard history course.

a) ***Colonial America (1492-1770):*** this course will focus on the colonial foundations of America, covering the time from Columbus's discovery of South America and the oldest colonies and cities in South America, to the first landings and colonies in North America, through the development of the states and legislature governments of North America. Emphasis should be placed upon the various national cultures and the respective regions they inhabited (i.e., French, Spanish and British colonial areas), the prevailing faith or beliefs of each culture and key outspoken or famous leaders, preachers, and people with short biographical sketches on each influential person of interest, the structures of their governments and rulership, their struggles in the new land, and why North America quickly grew into an English-speaking colony. Colonial wars, battles, and physical struggles should also be studied. The Student Portfolio shall include outlines of books read, at least one report (2-3 pages, Times font, double-spaced) on a particular subject of interest submitted to the Family Heritage Expo, a timeline chart drawn by the student of events studied, and compilation of maps which the student has collected and studied. Any various numbers of books may be used so long as they cover all the material. Special trips to museums and colonial locations are recommended, such as Annapolis, Maryland, Mount Vernon, Monticello or Williamsburg, Virginia, and should be documented with photographs and written captions as well as a QSU Log.

b) ***The History of US Wars and Presidents:*** this course specializes the student to US History, and covers essential information in a detailed fashion. The study of US History can be made fascinating when viewed through the lens of the President and a war he is overseeing. All US Presidents must be examined both for their domestic agendas and their position as Commander in Chief. All known US wars and military actions must be examined and discussed in the student's journal/notebook (from the War of Independence to the War on Terrorism). A QSU Log must be kept, as well as a student notebook which includes a short 1-page biography of each President, and an analysis of any war or military conflict that President engaged in and its outcome. The President's name, his wife's name and children's names must be listed (if married), date and place of birth and death, place of residence, marriage (if known) and process of rise to the Presidency of the United States; the wars or military conflicts that the president oversaw must be listed in a large, bold "header" format. Any paintings and photographs of the president and his family must be included in each biography, along with the same for any military conflict or war. Trips may be made to various President's homes and birthplaces. A 2-3 page paper on a subject of interest must be written and submitted to the student Family Heritage Expo.

c) WCFS suggests ABEKA *Heritage of Freedom* as an excellent US History text, but recommends extra reading on the colonial era (with books like *The Light and the Glory* by Marshall and Manuel). Of *Plymouth Plantation* is highly recommended for Literature, so one may wish to read it in the same year as their US History course.

d) World History and Cultures is an excellent history text by ABEKA. World History should focus on: the Cradle of Civilization, changing ancient empires, the Biblical history of Israel, the history of the Ottoman empire, European history and wars including the defeating of the Turks and Ottomans, as well as the Reformation, and the birth of individual liberty in governments.

e) Recommended College Level Examinations (CLEP): American Government, U.S. History I & II, European History, Western Civilization I & II, Macro & Micro-Economics, Psychology (WCFS suggests a nouthetic, Bible based text), Sociology.

5.6   Physical Education - 1 Credit

"What? know ye not that your body is the temple of the Holy Ghost which is in you, which ye have of God, and ye are not your own?" 1 Corinthians 6:19,

Physical Education involves any aerobic or cardiovascular activity in which the heart rate is significantly increased for at least a 25-minute period.

5.6.1 Required Content

A QSU Log is required to receive credit. (Note: sports such as Golf, Archery and Marksmanship are acceptable if the activity includes 25-minute periods of walking/hiking).

5.6.2 Approved Study Methods

Project Ideas:

a) Involvement in community athletic programs or sports activities through private and homeschool organizations will be counted towards this credit if logged.

b) The Presidential Fitness Test is recommended as a family activity through which physical education credit may be earned.

c) Walking/Hiking/Jogging are all highly recommended and approved for credit so long as the hiking and walking are fast enough to raise the heart rate significantly.

5.6.3. Registrar's Comments

a) Take part in the fun training and personal competition in the Presidential Fitness Test. A student can even compete against himself and try to reach personal goals and daily good habits.

b) Make this activity and required credit a family event.

5.7   Christian Service - 1 Credit

Titus 2:14 tells us that Christ ... *"gave himself for us, that he might redeem us from all iniquity, and purify unto himself a peculiar people, zealous of good works." Then in chapter 3:8, the apostle exhorts "...This is a faithful saying, and these things I will that thou affirm constantly, that they which have believed in God might be careful to maintain good works. These things are good and profitable unto men."*

Taking these two verses, Christian Service can be summarized thus:

'Christian Service is a fruit of those redeemed by the blood of Christ whereby interest is shown for the needs of fellow men by doing something personally that alleviates suffering, provides for things needful to the body, gives friendship to the lonely, or any deed that tends toward the profit of another.'

Christian Service should be **voluntary, and unpaid**.

Examples of Christian Service may include but are not limited to the following:

1. Assisting the elderly with housework, yard work, etc.

2. Teaching or assisting in VBS or other Christian camp.
3. Participating in summer short-term missions.
4. Teaching a Sunday School class or other church related instructional time.
5. Participating in a visitation program of the local church/ Nursing Home outreach.
6. Assisting in the operation of a Christian ministry such as a camp, church, radio station, bookstore, lending library, etc.

*IMPORTANT!! ALL Christian Service projects must be pre-approved by the WCFS staff. The Request for Approval form must be submitted to the office at least two weeks before the course begins. Refer to the High School Record Book to access the proper forms. A **QSU Log** is required to receive credit.*

5.8   Work Study- 1 Credit

I Thessalonians 4:11-12 provides the basis for a Christian work ethic: *"That ye study to be quiet and to do your own business, and to work with your own hands...that ye may walk honestly toward them that are with- out, and that ye may have lack of nothing."*

According to this Divine mandate, 'Work Study is learning through participation in a real work environment. It is doing something that will develop skills and benefit the student's life through quiet and industrious labor so that he will not become a societal parasite or burdensome to others by idleness through lack of capacity to work.' Work Study may be a paid position, or it could be voluntary.

Examples of Work Study may include but are not limited to the following:

1. Apprenticeships with the father or other family members
2. Security guard
3. Office assistant (doctor, pastor, chiropractor, etc.)
4. Assistant librarian
5. Sports instructor (skiing, skating, swimming, etc.)
6. Assisting in the WCFS office

IMPORTANT!! ALL Work Study projects must be pre-approved by the WCFS staff. The Request for Approval form must be submitted to the office at least two weeks before the course begins. Refer to the High School Record Book to access the proper forms. A QSU Log is required to receive credit.

5.9   Electives- 4 Credits

5.9.1 Required Content

Four (4) elective credits minimum shall be earned in accordance with the student's area of focus and interest. Electives may be selected from any subject area which the student wishes to emphasize. This includes regular academic areas, specialty

skills, Work Study and Christian Service. A QSU Log is required to receive credit for many electives.

5.9.2 Approved Study Methods

Standard Courses

Any of the four pre-approved Study Methods discussed in the Standard Course section may be used. The student may also use more than one (or all four) within one credit.

Non-standard Courses

Besides reading the text, study methods are activities associated with approved projects and real-life experiences. See other disciplines from which the elective is chosen.

Project Ideas for Work Study, Christian Service, Life Application Projects, and all other Subjects and Electives

The WCFS belief that God has designed the home for teaching children is practically provided for by incorporating the regimens, duties, and opportunities which a child's home offers. Non-standard Course Projects should strive to utilize and treasure God's design for the home and His Providential Provision of Projects through ordinary household duties and family responsibilities.

In order to make the most of God's preordained plans for each child and His means of providing for them, as much as possible, all project ideas should incorporate the ordinary circumstances placed upon each student at home. Thinking in concentric circles out- ward, look for projects beginning with self-help, family help, helping others, personal interests, special gifts and special opportunities.

He that is faithful in little will be faithful in much. (Luke 25:21) Make the most of every opportunity for the days are evil. (Ephesians 5:16)

5.9.3 Registrar's Comments

- Bible courses may be approved to satisfy the graduation requirements in some English Literature, writing or Social Studies courses. A student may also use Bible courses to satisfy a part of the elective credits. Special written approval is needed for these alternatives.

- Students are recommended to waive a two (2) credit Bible requirement by focusing their studies in one of the other courses on some Biblical topic, i.e., Bible history, Bible literature.
  Note: This does not give 2 credits for doing the same course but adds further Bible emphasis to the curriculum.

- The research paper intensive may fulfill a .5 grammar credit if it is grammar intensive (includes correction of the paper with an in-depth use of a standard

grammar rules handbook). In that case, the student's transcript shall read: .5 grammar writing intensive, and .5 Research Paper intensive.

- Electives can be courses specifically designed by the father and mother to address the child's God -given skills and interests.

- For example, a father designed a mechanical arts course in small engine repair where the coursework included an engine repair textbook, several visits to engine repair businesses with trip reports, in- depth analysis of the child's interests and how these could be used to further the gospel of Christ, hands-on repair of a snowblower engine (documented in a photo journal) and even a Expo project display.

- Mother worked with her daughter to design a home economics course where the daughter handled the family's meals for a month including menu planning with dietary analyses, comparative shop- ping using coupons obtained from several newspapers, economic analysis to determine the minimum food budget required for ad- equate nutrition, food preparation, attractive presentation, entertaining two guest families, study of proper table settings and manners, with a photo journal that became another Expo project.

- Take College Prep type courses such as Foreign Languages (especially French, German, Spanish, Italian, Russian, Chinese, Hebrew, Arabic, etc.). Consider attempting fluency at a language. God may use such an effort for His glory in the student's life for the advancement of the Gospel. Consider specialty languages which few Americans are learning. Most people who are fluent in more than one language can gain excellent employment right out of high school, and colleges will usually be more favorable to those student's applications. Use electives to seek college credit and dual high school credit with WCFS.

- A student may enroll at a community college with the WCFS Registrar's approval, and take several or all of their required electives, obtaining dual credit.

- Dual credit courses are available online through various institutions (e.g. Liberty University). Approval of dual credit courses is required by the WCFS Registrar.

- A student may also gain potential college credit through taking advanced placement tests after reading and understanding textbooks obtained from local community college libraries. CLEP tests are available in Business, Computers, and fine arts humanities as electives.

- Be reminded that the student must be ready spiritually to stand against the thoughts and imaginations of the world, with a heart after God. A student who is not born again and is earthly motivated will not have answers to the college-level onslaught against Christianity, truth and reason.

5.10   Research Paper Requirement

The submission of a Research Paper written by the student is a requirement for graduation. The paper can deal with a topic of the student's interest in any subject area. While the paper does not have to be of a spiritual nature, it should be a positive testimony to the Lord and not be offensive to the Christian faith and biblical values.

The student must follow standard procedures of research.

The Research Paper must:

- ✓ Contain fifteen pages of text, excluding abstracts and acknowledgments.
- ✓ Be typed in 12-point Times font, and double-spaced.
- ✓ Reference a minimum of five sources.
- ✓ Use a standard system of footnoting.
- ✓ Include a professional cover page, (MLA format, etc.) and at least one bibliography page making the total minimum number of pages equal 17.
- ✓ Have all charts, photos, and maps placed as appendixes to the text.

In the year of submission, the thesis statement must be submitted for review to the WCFS office by December 1st, and the final draft paper must be submitted at least one week before the Family Heritage Expo and clearly state that it is the research paper required for graduation. Research Papers will be on display at the Family Heritage Expo. (See school calendar for the Expo date)

A student completing the research elective offered by WCFS in a satisfactory manner meets the requirements of this Senior research paper. It may also fulfill a year (.5 credit) of the grammar requirement if the student chooses to opt into more writing and heavier grammar emphasis as directed by the instructor.

WCFS recommends *Writing A Research Paper* by CLPress, or BJU English 12, for excellent writing and research instruction. WCFS staff offers three research elective classes to aid the high school student and their parents in writing research papers: Basic Research (15-page paper), Seminar in Research for Parents, and Advanced Research (for college-bound students who wish to research and write beyond the basic level).

Section 6

Graduation and Transcripts

6.1 Completion of records for diploma

All records must be received and approved before a diploma will be signed or transcripts released. Therefore, end of year reports must be completed and submitted before graduation.

Final credit for all course work is determined by WCFS.

Submit all reports and paperwork on time to insure proper awarding of course credits.

6.2 Financial Accounts

Financial accounts with WCFS must be paid in full at least one week before graduation in order for the student to participate in the ceremony and receive his diploma and transcript.

Note: If your transcript is not accepted by the institution to which you are applying, please contact the office as soon as possible.

Section 7

Appearance and Behavior

At all functions and activities sponsored in conjunction with the school, WCFS students are to be a Godly testimony to each other, parents, younger children, and outsiders.

7.1   Dress/Appearance Code:

A dress code is in effect for all WCFS students and families participating in all functions and activities associated with WCFS.

Families should dress **modestly** and **conservatively**, in a way that honors God and others.

Modesty highlights a person's face, not their form.

Conservative highlights a person's face, not their fashion.

7.2   Behavior

At all times student and family behavior should be edifying and respectful to the Lord, parents, and school authorities.

In particular:

- Students are always to be under the direct supervision of an appropriate adult authority.
- Students may not congregate to themselves away from the regularly scheduled activities.
- No student may be in or near a car that is not their own when it is occupied by another non-family member (except when accompanied by a parent or guardian).
- No pairing off or social dating practices shall be a part of WCFS activities. This is true even if parents approve of it in their own homes.

7.3   Compliance

If these standards are not honored, students will be refused the privilege of public participation in WCFS activities.

If there is a question, please get a visual check and verbal approval before attending an event or occasion.

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