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INTRODUCTION

Accelerated Christian Education® (A.C.E.®) curriculum is built on five basic laws of learning:

- Students must be placed at the academic level in each subject where they can perform.
- Reasonable goals must be set each school day.
- Students must be controlled and motivated.
- Learning must be measurable.
- Learning must be rewarded.

Working from these five principles, the first school was founded in Garland, Texas, in 1970. Three years later, the ministry moved to Lewisville, Texas. Presently the corporate offices are located in Nashville, Tennessee. A.C.E. provides curriculum for home educators, private schools, and government schools in over 145 countries.

Accelerated Christian Education pioneered a curriculum that assures home educators of educational quality:

- A foundation of Biblical principles found in Scripture.
- A program incorporating Godly wisdom and character-building content.
- A solid, back-to-basics education.
- Individualization to meet specific learning needs and capabilities.

From its beginning, Accelerated Christian Education has maintained these objectives. One result is that students score significantly higher than their peers on standardized achievement tests.

Accelerated Christian Education has emerged as a world-class leader in a revolutionary back-to-God movement in education. A.C.E. was the first to develop a self-instructional curriculum that spans 12 grades and integrates Biblical truths and character values throughout. Students learn to take responsibility for their own learning and to walk in wisdom.

Whether the student is a high-achiever, an under-achiever, or a moderately paced learner, the A.C.E. educational process begins at his ability level. Individualization makes it possible for each student to master the subject matter at hand before moving on. Such mastery is the foundation upon which all future learning is built. Individualization produces academic excellence.

The A.C.E. program is an extraordinary educational tool. Students are prepared for tomorrow’s world while learning traditional moral values for today.

BIBLICAL CHARACTER TRAITS

Sixty ideal Biblical character traits form the basis for the Godly character development that is the common thread woven throughout the entire fabric of the A.C.E. curriculum.

- Emphasis is on one trait in each PACE.
- All 60 traits are presented on each grade level.
- Repetition from level to level reinforces each trait.
- Illustrations, activities, and testing help the student gain an understanding of each trait.
- Biblical character traits are portrayed in real-life, situational character strips throughout the PACEs.
Academic Balance—Achieved when a student is working in all subjects at the same rate on his academic grade level in each subject.

Academic Projection—A year-by-year and course-by-course outline of what a high school student must complete to graduate.

Activity Pac—Beginning at the eighth level, certain social studies and science PACEs contain a consumable pop-out packet of activities to be used in conjunction with a text the student may keep for future reference.

Checkup—A minitest appearing periodically throughout a PACE. The student should be encouraged to complete the Checkup without looking up answers to test his mastery of the concepts.

Diagnosis—A process of determining a student’s academic strengths and weaknesses by use of diagnostic tests. This testing assists in accurately placing a student in the curriculum.

Gap PACEs—PACEs assigned to strengthen specific skill weaknesses revealed by diagnostic testing.

Goals—Daily assignments a student must complete in each subject.

Learning Center—Designated area in which student completes academic work.

PACE—Packet of Accelerated Christian Education; there are 12 PACEs to 1 year of subject material. A bite-sized booklet of curriculum.

Performance Level—Academic level at which a student functions in the A.C.E. curriculum. It may be different in each subject.

Score Key—A booklet containing the answers to questions in a PACE.

Self Test—A pretest at the end of each PACE, reviewing and testing all concepts taught in the PACE; it is taken before the final Test. A test designed to help a student measure his comprehension of material in the PACE.

Word Building—A vocabulary-controlled study of words, root words, prefixes, suffixes, etc. (traditionally called spelling).
DIAGNOSTIC TESTING

All students who have learned to read, including high school students, should be tested for accurate academic placement. These tests cover material presented through the eighth level and Algebra I concepts, and they are necessary to identify learning gaps. The tests are available in booklet form and online (see page 7).

On the day of testing, the student should have a good night’s sleep and a nutritional breakfast. Testing should be done in quiet, comfortable surroundings with no distractions (such as television, radio, MP3 player, or telephone).

Generally give the student a 10- to 15-minute break each hour while working on the tests. Less break time may tire the student, but more may make it difficult to get back into concentrating on the tests. However, adjust the break schedule to meet particular needs of the student. Students should not test more than 3 hours at a time; therefore, you should plan to test 2 or 3 mornings.

Preparing to Test, Utilizing the Paper Diagnostic Test

It is recommended that mid-week days be used as testing days. English and Word Building Tests are given on one day, and Math and Social Studies/Science are given the following day.

To determine where a student should begin testing, follow this set of guidelines.

MATH AND ENGLISH TESTS

Grades 1 to 4  Math and English—begin on page one.

Grades 5 to 8  Math—begin on page 13, and complete the test. Then continue on page 1, PACE 1073 of the 1073-1108 Math Diagnostic Test.
               English—begin on page 13.

Grades 9 to 12  Math—check the PACE Conversion Chart on page 11 of this manual and begin five grade levels below the student’s chronological grade level from his previous school. If the student successfully completes the Latest Edition Math Diagnostic Test (1001-1072), continue on in the Math Diagnostic Test (1073-1108).
               English—begin on page 28.

SOCIAL STUDIES/SCIENCE

All students should begin on page 1. This test evaluates reading and comprehension ability, not subject content.

WORD BUILDING (SPELLING)

This test is located on page 12 of the English Diagnostic Test Key. Begin testing with the first list of words.
Administering the Test

Administer test to the student according to the guidelines on the previous page.

Issue test booklets, one at a time, with two sharpened pencils and blank paper. Have the student write his name, age, and birth date on the test results page.

Administer Diagnostic Tests without coaching. The material should not be read to the student with the exception of the Word Building Test.

Instruct the student to try to answer all the questions. If a question cannot be answered, skip it and go to the next question. When a student can work no further, skip that page and try the questions on the next two pages. If most of the questions are being skipped, take up the test booklet.

Administer the Word Building Test orally by reading each word. Begin with the first list, include each word in a sentence, and have the student write the word on a separate sheet of paper. Continue reading each list until the words become too difficult for the student.

Scoring the Test

Score each Test using the corresponding Test Key. Record the score in each section. After scoring the Math and English Tests, use the Test Results Chart and circle any corresponding PACE number of scores lower than the minimum score (see sample, page 9). This chart will give a clear picture of where the student may have learning gaps. A learning gap is a weakness found below a student’s performance level.

For the Social Studies/Science Test, record the student’s score on the Test Results Chart.

Evaluating the Test

MATH AND ENGLISH:

All circled numbers below the performance level represent gap PACEs and must be completed before the student begins PACEs on his performance level (see sample shown on page 9—1070, 1072). Three or more circled PACEs in a row indicate the student’s performance level.

If the student begins making rapid progress through his gap PACEs with scores of 94 percent or above, he may be given the Diagnostic Test again. It is not unusual for a student to score higher and have fewer gaps in the next levels, having gained mastery of the foundational concepts.

High school students may skip some diagnosed gap PACEs if the same concepts are covered in other gap PACEs on a higher level (but still below the student’s performance level).

SOCIAL STUDIES/SCIENCE:

If the student scores below the minimum score at a certain level but has an acceptable score at a higher level, the child should be placed at the highest level up to his normal chronological grade level. Thereby, start the student at his chronological grade level.

WORD BUILDING TEST:

The student must correctly spell 10 of the 15 words in a list to achieve the minimum score. When the minimum score is not achieved, the student has reached his performance level and should be placed in the first PACE for that level.

NOTE: NEVER PRESCRIBE PACES ABOVE THE STUDENT’S CHRONOLOGICAL GRADE LEVEL.
Online Diagnostic Testing

The A.C.E. online diagnostic program tests students, scores immediately, and correlates skills with the A.C.E. scope and sequence for accurate placement in the curriculum. This placement tool contains programming for the complete battery of tests—math, English, social studies and science (reading level), and Word Building (spelling).

Visit www.aceministries.com/acediagnostic for free online diagnostic testing and evaluation of test results.

Administering the Online Diagnostic Test

- Go to www.aceministries.com/acediagnostic.
- Please read the Special notes at the bottom of the page to ensure proper procedures while navigating the test site.
- Follow the on-screen prompts to register each student.
- After registering the student, enter the Student ID and click LOG IN.
- Select Subject and Starting Level from the drop-down menu. For assistance with determining the Starting Level, click on Info on Start Level.
- Complete the test.
- When the student has worked as far as he can, select Click Here To Exit Diagnostic.
- Select End Test.
- Review the detailed results of the test just completed. Failed PACEs indicated in red are learning gaps and must be completed for mastery of material before proceeding at the performance level.

When doing gap PACEs:

Step 1

Turn to the end of the PACE.
- If the PACE has 47 pages in total,
- And the Self Test is on pages 45-47,
- Subtract the Self Test pages from the total number of pages.
- The total number of pages that can be divided is 44 pages.

Step 2

Divide the total number of pages by the number of days in which the student should complete the PACE:

Dividing 8 days into 44 pages = 5 to 6 pages per day for 8 days
- 9th day have the student do the Self Test
- 10th day do the final PACE Test

Dividing 6 days into 44 pages = 7 to 8 pages per day for 6 days
- 7th day have the student do the Self Test
- 8th day do the final PACE Test

Ordering

After determining which PACEs are to be prescribed, prepare the order. Subjects such as Literature and Creative Writing and some high school courses require additional resource books. Check the Homeschool Catalog for a list of required resources.

If enrolled in an academy, the academic prescription and ordering may be done for you. For more information on academies utilizing the A.C.E. curriculum, visit www.aceministries.com/globalsupportteam and select your region.

If not enrolled in an administrative academy, a Homeschool Record-Keeping Set (item #700212) containing materials needed to keep records must be ordered for each student.

Please note that all PACEs are designed to be completed within 2 1/2 to 3 weeks.
ENGLISH DIAGNOSTIC TEST RESULTS

NAME ________________________________________________________________

AGE _______________ BIRTHDAY _____________________ GRADE ____________

STUDENT: Please do not write below this broken line.

FOR SUPERVISOR’S USE ONLY

Instructions: On the chart, circle the number of each PACE on which the student scored less than the minimum score. Enter the circled numbers in blanks indicating “learning gaps.” The chart will then give a clear picture of where the student has “learning gaps” and also where he bogged down—this is his “performance level.” Enter the number of the first PACE of the performance level in the blank labeled “Student Ready to Advance from PACE #______.”

<table>
<thead>
<tr>
<th>1001</th>
<th>1002</th>
<th>1003</th>
<th>1004</th>
<th>1005</th>
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</tr>
</tbody>
</table>


STUDENT READY TO ADVANCE FROM PACE # 1073
This chart can be used to determine the approximate grade level of any PACE. For example, PACE 1062 corresponds to the early sixth (6th) grade.

In the best interest of all children, please keep this information CONFIDENTIAL.

**PACE TO GRADE LEVEL CONVERSION**

<table>
<thead>
<tr>
<th>Approximate Conventional/Chronological Grade Level</th>
<th>Corresponding Level of PACEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 1001 1002 1003 1004 1005 1006 1007 1008 1009 1010 1011 1012</td>
<td></td>
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<tr>
<td>2 1013 1014 1015 1016 1017 1018 1019 1020 1021 1022 1023 1024</td>
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<td>3 1025 1026 1027 1028 1029 1030 1031 1032 1033 1034 1035 1036</td>
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<td>6 1061 1062 1063 1064 1065 1066 1067 1068 1069 1070 1071 1072</td>
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<td>7 1073 1074 1075 1076 1077 1078 1079 1080 1081 1082 1083 1084</td>
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<td>8 1085 1086 1087 1088 1089 1090 1091 1092 1093 1094 1095 1096</td>
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<td>9 1097 1098 1099 1100 1101 1102 1103 1104 1105 1106 1107 1108</td>
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<td>10 1109 1110 1111 1112 1113 1114 1115 1116 1117 1118 1119 1120</td>
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<td>11 1121 1122 1123 1124 1125 1126 1127 1128 1129 1130 1131 1132</td>
<td></td>
</tr>
<tr>
<td>12 1133 1134 1135 1136 1137 1138 1139 1140 1141 1142 1143 1144</td>
<td></td>
</tr>
</tbody>
</table>
SETTING UP YOUR LEARNING CENTER

Here are some practical considerations that will make it easier for you to homeschool:

- Select a room in which the student can work with minimal distractions. Anything that helps the student’s learning environment is an educational asset. Whatever place you choose, make sure that it has good lighting. This could be the corner of a family room or a spare bedroom. Some families use the dining room or kitchen table. You will want to provide a place in the room for a small bulletin board where the student’s Goal Card and Student Progress Chart can be displayed, preferably immediately in front of where the student works.

- If you have more than one student, each should have an individual work space.

- You will need to provide a separate area where the student scores and tests. This could be a sewing machine table, a corner on the kitchen counter, a game table, etc. If available, choose an area that allows the student to stand upright. Whatever you choose, use it consistently.

SUGGESTED SCHEDULE

- Schedule PACE work sessions with 10-minute breaks. If the break is too long, it is hard to resume work. Television should not be allowed.

- Strive to complete academic work in the morning and have enrichment activities in the afternoon.

- Take breaks outside whenever possible. Students need a change of focus for healthy eyes.

- Use breaks for restroom, snacks, or free time.

PACE work time recommendation:

- 40 minutes for Grade Levels 1–6
- 50 minutes for Grade Levels 7–9
- 60 minutes for Grade Levels 10–12

Suggested Daily Schedules

Grade Levels 1–6

9:00–9:20 a.m.—Opening exercises (pledges, Scripture, devotions, journaling devotional thoughts, songs, etc.)
9:20–10:00 a.m.—PACE work (starting with Tests and Self Tests)
10:00–10:10 a.m.—Break
10:10–11:00 a.m.—PACE work
11:00–11:40 a.m.—PACE work
11:40–12:20 p.m.—Lunch and break
12:20–2:00 p.m.—PACE work until goals are completed, break as needed; enrichment activities after goals are completed

Grade Levels 7–9

9:00–9:20 a.m.—Opening exercises (pledges, Scripture, devotions, journaling devotional thoughts, songs, etc.)
9:20–10:10 a.m.—PACE work (starting with Tests and Self Tests)
10:10–10:20 a.m.—Break
10:20–11:10 a.m.—PACE work
11:10–11:20 a.m.—Break
11:20–12:00 p.m.—PACE work
12:00–12:30 p.m.—Lunch and break
12:30–2:30 p.m.—PACE work until goals are completed, break as needed; enrichment activities after goals are completed
Grade Levels 10–12
8:30–8:50 a.m.—Opening exercises (pledges, Scripture, devotions, journaling devotional thoughts, songs, etc.)
8:50–9:50 a.m.—PACE work (starting with Tests and Self Tests)
9:50–10:00 a.m.—Break (snack, free time, or chores)
10:00–11:00 a.m.—PACE work
11:00–11:10 a.m.—Break
11:10–12:00 p.m.—PACE work
12:00–12:30 p.m.—Lunch and break
12:30–2:30 p.m.—PACE work until goals are completed, break as needed; enrichment activities after goals are completed

• Find a particular interest you and your family have in common, and encourage your children to explore that area as an enrichment activity.
• Schedule field trips to a local museum, national or state park, radio station, manufacturing business, or nursing home. Explore new worlds together as a family.
• Find creative ways to hand out Congratulations slips (item #367), which is a motivational tool used when the student passes his PACE Tests. The end of your evening meal is a great time. Together, as a family, you can rejoice in each student's accomplishments.
• Implement A.C.E.'s Readmaster Plus computer software into your schedule. Reward students with special activities that are included on the CD while they enhance and strengthen their math, Word Building, and keyboarding skills.

SETTING UP YOUR RECORD-KEEPING SYSTEM
Maintaining accurate records is an important responsibility. If you later decide to enroll in another school, records and completed tests will be vital.

Student Progress Chart
The Student Progress Chart (see page 13) is an 8 1/2" x 11" card with subjects listed on the left for each progress report period. At the beginning of the academic year, use a large, brightly colored, felt-tip marker to print the student's name in large letters neatly across the top of the chart. Printing must be neat if the student is to keep the chart neat. Throughout the academic year when the student successfully completes a PACE, a star is placed opposite the PACE subject in the proper column representing the week in which the PACE Test was passed. A.C.E. stars are color coded to match the color of PACEs:

- Math: Yellow
- English: Red
- Word Building: Purple
- Science: Blue
- Social Studies: Green
- Scripture Memory: Bible
- All others: Silver

No other marks are to be made on the chart. You may wish to insert the chart in a plastic page protector, which helps keep the chart neat and clean.

As insignificant as a little star or Bible sticker may seem to you, they represent tangible achievement and reward when the student places them on the Student Progress Chart. Achievement and reward are almost synonymous, for they both contain built-in motivational value.
Master Record Sheet

One of your most important documents is the Master Record Sheet! This form provides an instant record of a student’s grades in each subject for the year and an attendance record (see example on page 16).

The PACE number is entered in the top half of each divided box. Each corresponding test score is entered in the bottom half of each divided box. There is no Mid-Term Test or Final Test in the PACE program. The First Term Average is determined by averaging the first 6 grades, and the Final Grade is determined by averaging the 12 unit grades. The student must score a minimum of 80 percent on all PACE Tests. A PACE Test score below 80 percent demonstrates inadequate learning or insufficient mastery of skills; therefore, a student who scores below 80 percent is not ready to proceed. You should order another PACE and have the student rework the entire PACE and retake the Test. The original score is then replaced by the new score if it is 80 percent or higher. It is your responsibility to be certain the student is ready to test by reviewing the Self Test and Checkups with the student. It is very important that all information on the Master Record Sheet be accurate and include all test scores, since information from this form is then transferred to a permanent record (see example on page 20).

Attendance Record

The Attendance Record should be filled in on a daily basis using the letter codes. This is your official attendance record, and it is important to keep this document current (see example on page 16).

Student Progress Report (Pages 17 and 18)

The Progress Report card should be filled out each quarter. Record PACE numbers and test scores from the Master Record Sheet in the appropriate boxes and average the scores.

The section entitled “Desirable Habits and Traits” is for the student’s self-evaluation with your guidance. You should explain the marks to the student: “S” stands for satisfactory, which means there is room for improvement. The student should be encouraged to work on some specific area in which he can improve. “G” means good and is an area of strength. “E” indicates “excellent” or very good. “N” indicates a need for improvement. You might say to the student, “Now let’s go down the list. Tell me how you feel you rate and why.” The “why” is very important and will give insight into specifics for helping the child improve.

The most meaningful way to help a student develop particular traits and habits is to discuss them during the first progress reporting period. Enter the student’s evaluations in pencil. However, do not take his word for each rating; discuss his comments about himself, and guide him to realistic conclusions. He may downgrade or overrate himself because of limited insight. Allow the student room to grow and improve. Starting out with E does not allow for personal growth. Usually no more than 10 percent of the student’s responses should be challenged. Next quarter, cover his responses on the previous quarter and repeat the process. After you have discussed each trait, compare the evaluations, and see how the student has progressed as he has worked on personal habits and traits.

The following explanations of the categories found on the back of the Progress Report will help you evaluate your student during the student conference at the end of each progress reporting period.

WORK HABITS:

1. **Follows directions.** The student follows through with instructions for functioning in the Learning Center: setting goals, operating computers, completing work, etc. He does PACE and computer work according to steps and instructions, does not skip procedures, scores well, waits for Self Test initials, etc.

2. **Works well independently.** The student works with minimum supervision. He takes initiative to find solutions with computer software and/or he can find answers in his PACE and analyze examples to learn new procedures on his own. He maintains steady work habits and does not waste time.
3. **Does not disturb others.** The student does not distract others by talking, turning around in his chair, tapping his pencil, making unnecessary noise, or moving around in any way other than a quiet manner.

4. **Takes care of materials.** PACEs, computers, software, books, and reference materials are kept neat and in good repair. The student keeps PACEs free of extraneous marks. He writes and erases neatly. Assignments are done in neat penmanship without strike-overs and with neat erasures. He keeps PACEs neatly stacked in his work area in the order in which they appear on his Goal Card. The student does not mar materials, equipment, or furniture. He immediately reports any damaged material he discovers.

5. **Completes work required.** The student consistently finishes his goals, hands in assignments on time, and does what is required to achieve maximum progress within a given time period.

6. **Achieves computer assignments when applicable.** The student consistently completes computer assignments in the time allotted and takes the initiative to guarantee maximum progress.

**SOCIAL TRAITS:**

1. **Is courteous.** The student is polite to peers and shows proper respect for adults. He addresses adults as instructed (i.e., “Yes, sir; No, ma’am”). He follows common rules of courtesy and etiquette.

2. **Gets along well with others.** The student follows the Biblical admonition to “Love one another.” He deals unselfishly with others, works cooperatively, and does not make fun of or tease others. He follows the Biblical way of settling differences by asking forgiveness when he is wrong.

3. **Exhibits self-control.** The student does not “explode” when provoked. He controls his temper, passions, and appetites. He does not compulsively mark on things, push others, or call names.

4. **Shows respect for authority.** The student treats adult authorities as those God has placed in that position to care for his soul. He treats them courteously, is obedient, and avoids situations of familiarity or disrespect.

5. **Responds well to correction.** The student does not become rebellious or refuse to accept discipline. He sees discipline as God’s method of shaping his character to conform with that of Christ. He does not sulk, pout, or try to “get even” with the authority meting out discipline.

6. **Promotes school spirit.** The student demonstrates a Godly attitude and is grateful to be homeschooling.

**PERSONAL TRAITS:**

1. **Ability to establish own goals.** The student is able to set reasonable goals that are neither too low nor too high. (Reasonable goals allow him to achieve the maximum he is normally capable of producing each day.) As a high school student, he is able to plan long-range goals as well as daily goals (especially when approaching graduation). He is able to set physical and spiritual goals as well as academic goals and is constantly striving to increase productivity.

2. **Successfully reaches goals.** The student is learning to achieve goals despite obstacles. He is able to set aside his own desires for leisure activity in order to meet a goal. He is learning not to quit in the face of difficulty.

3. **Displays flexibility.** The student is able to set aside his own desires in order to meet the needs of others. He accepts changes in the routine without grumbling or complaining.

4. **Shows creativity.** The student is constantly alert for creative alternatives that enable him to achieve goals at an accelerated rate. He is especially alert to find solutions to difficult situations by using the resources available to him (i.e., dictionary, encyclopedia, maps, handbooks, and concordances). The creative student also demonstrates uniqueness in his work area.

5. **General overall progress.** This is a catch-all area that allows you to ask the student, “Are there things in your personal life or in school that you would like to discuss? What do you think you need to work on most?” Ask questions that reveal his attitude toward schoolwork. Compare his general progress from the beginning of the academic year to the last reporting period.

6. **Attitude toward computer learning when applicable.** The student maintains a positive attitude toward computer learning.
School Year 2013-2014 Grade 8 Beginning Date 9-3-13 Ending Date 5-30-14

MASTER RECORD SHEET

Account Name John Tucker Account Number 4000010

Student Name Mark Tucker Academic Advisor Robert Taylor

<table>
<thead>
<tr>
<th>Subject</th>
<th>Test Scores</th>
<th>First Term Avg.</th>
<th>Test Scores</th>
<th>Second Term Avg.</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH</td>
<td>#85 #86 #87 #88 #89 #90</td>
<td>#91 #92 #93 #94 #95 #96</td>
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<td>88 % 91 % 90 % 93 % 91 % 91 %</td>
<td>91% 90%</td>
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<tr>
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<td>#91 #92 #93 #94 #95 #96</td>
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<td>92 % 91 % 90 % 96 % 94 % 91 %</td>
<td>92% 93%</td>
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<tr>
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<td>#91 #92 #93 #94 #95 #96</td>
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<td>97 % 90 % 94 % 93 % 94 % 97 %</td>
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<td>95% 95%</td>
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Typemaster: Level 10 100%

Readmaster: Level 8 100%

P.E. A

ATTENDANCE RECORD

1st Quarter

<table>
<thead>
<tr>
<th>WEEK #1</th>
<th>WEEK #2</th>
<th>WEEK #3</th>
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<tr>
<td>M</td>
<td>T</td>
<td>W</td>
</tr>
<tr>
<td>H</td>
<td>C</td>
<td>C</td>
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2nd Quarter

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<tr>
<th>WEEK #4</th>
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<tr>
<td>C</td>
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<tr>
<td>C</td>
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3rd Quarter

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<th>WEEK #8</th>
<th>WEEK #9</th>
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</thead>
<tbody>
<tr>
<td>M</td>
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<td>H</td>
<td>C</td>
<td>C</td>
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<tr>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
</tbody>
</table>

Code: C = Curriculum Studies
      I = Illness
      S = Special Studies
      F = Field Trip
      H = Holiday

The above information is accurate to the best of my knowledge.

Parent Signature John Tucker Date 1-17-14

Parent Signature John Tucker Date 6-6-14

Please check here if your address has changed. Write new address on back of form.

<table>
<thead>
<tr>
<th>Subject</th>
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<td></td>
<td></td>
<td>Second Quarter</td>
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<td></td>
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**Computer Progress**

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<th>Program Typemaster Level</th>
<th>Program Typemaster Level</th>
<th>Program Typemaster Level</th>
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</thead>
<tbody>
<tr>
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<td>Ending Level</td>
<td>Starting Level</td>
<td>Ending Level</td>
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<tr>
<td></td>
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**Total Paces Completed**

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<th>37</th>
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<th>35</th>
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**Pace Average**

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<th>94%</th>
<th>93%</th>
<th>94%</th>
<th>94%</th>
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</tr>
</thead>
</table>

**Date**

|-------------------------|--------------|-----------------|-----------------|-----------------|

**Days Absent**

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<th>0</th>
<th>0</th>
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</thead>
</table>

**Reading**

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<th>400 w.p.m.</th>
<th>425 w.p.m.</th>
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</thead>
<tbody>
<tr>
<td>Words per minute Level</td>
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<td>350</td>
<td>400</td>
<td>425</td>
</tr>
<tr>
<td>Comprehension</td>
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<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Composite Score</td>
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<td>350</td>
<td>400</td>
<td>425</td>
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**Bible Memory**

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<tr>
<th></th>
<th>Ps. 51:1-13</th>
<th>Ps. 100</th>
<th>Ps. 150</th>
<th>Ps. 121</th>
<th>Gal. 6:1-10</th>
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</thead>
<tbody>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>B</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
</tbody>
</table>

**Supervisor Signature**

John Tucker

**Parent Signature**

John Tucker

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# Desirable Habits and Traits

<table>
<thead>
<tr>
<th>Habit</th>
<th>E</th>
<th>G</th>
<th>S</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows directions</td>
<td>G</td>
<td>G</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>Works well independently</td>
<td>E</td>
<td>E</td>
<td>G</td>
<td>E</td>
</tr>
<tr>
<td>Does not disturb others</td>
<td>G</td>
<td>E</td>
<td>G</td>
<td>E</td>
</tr>
<tr>
<td>Takes care of materials</td>
<td>S</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Completes work required</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Achieves computer assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Social Traits

<table>
<thead>
<tr>
<th>Trait</th>
<th>E</th>
<th>G</th>
<th>S</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is courteous</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>Gets along well with others</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>G</td>
</tr>
<tr>
<td>Exhibits self-control</td>
<td>G</td>
<td>E</td>
<td>G</td>
<td>E</td>
</tr>
<tr>
<td>Shows respect for authority</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>E</td>
</tr>
<tr>
<td>Responds well to correction</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>E</td>
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<tr>
<td>Promotes school spirit</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>E</td>
</tr>
</tbody>
</table>

## Personal Traits

<table>
<thead>
<tr>
<th>Trait</th>
<th>S</th>
<th>S</th>
<th>G</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to establish own goals</td>
<td>S</td>
<td>S</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Successfully reaches goals</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Displays flexibility</td>
<td>S</td>
<td>G</td>
<td>G</td>
<td>E</td>
</tr>
<tr>
<td>Shows creativity</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>General overall progress</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>Attitude toward computer learning</td>
<td>S</td>
<td>S</td>
<td>G</td>
<td>G</td>
</tr>
</tbody>
</table>

This report of the student's work, social, and personal progress reflects a joint evaluation by supervisor and student after a working period of nine weeks.

Each child matures according to his own rate and ability. The staff has endeavored to design a report that will accurately reflect your child's own rate of progress and relate it as reasonably as possible to his peers.

If you have any questions, please call the office.

---

**Student:** Mark Tucker  
**School:** Tucker Academy  
**Year:** 2013-2014  
**Supervisor:** John Tucker
Academic Record Card (Transcript)

The Academic Record serves as a permanent history of the student's achievement. Transfer the information regarding PACE numbers and test grades from the Master Record Sheet. Attendance information should also be included. It is especially important to maintain accurate records of credits earned by high school students. Copies of this record (transcript) will later be required when applying to colleges. If you are enrolled in a school that performs record-keeping services for you, such as Lighthouse Christian Academy, you will not need to complete this form.

Issue 1 credit for each 12 PACEs completed in a subject above number 1097 (i.e., World Geography PACEs 1097–1108 constitutes 1 credit). A few courses contain only 6 PACEs (Health, Music, Speech). These courses count as 1/2 credit each. See High School Distinctives section (page 34) for high school requirements.

DETERMINING GPA (GRADE POINT AVERAGE)

Assign each completed high school course a letter grade. The following grading system is suggested:

<table>
<thead>
<tr>
<th>Percent Grade</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>98–100</td>
<td>A+</td>
</tr>
<tr>
<td>96–97</td>
<td>A</td>
</tr>
<tr>
<td>94–95</td>
<td>A–</td>
</tr>
<tr>
<td>92–93</td>
<td>B+</td>
</tr>
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<td>88–89</td>
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<td>86–87</td>
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<tr>
<td>83–85</td>
<td>C</td>
</tr>
<tr>
<td>80–82</td>
<td>C–</td>
</tr>
</tbody>
</table>

Each “A” is worth 3 points. Each “B” is worth 2 points. Each “C” is worth 1 point.
Add the total points for all completed courses and divide by the total number of courses. This yields the student's grade point average.

Example:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Grade Points</th>
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</thead>
<tbody>
<tr>
<td>Algebra I</td>
<td>B−</td>
<td>2</td>
</tr>
<tr>
<td>English I</td>
<td>B+</td>
<td>2</td>
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<tr>
<td>Etymology</td>
<td>A</td>
<td>3</td>
</tr>
<tr>
<td>Biology</td>
<td>C</td>
<td>1</td>
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<tr>
<td>World History</td>
<td>C+</td>
<td>1</td>
</tr>
<tr>
<td>New Testament Survey</td>
<td>A–</td>
<td>3</td>
</tr>
</tbody>
</table>

Grade Point Average (GPA): 12 divided by 6 = 2.0 (GPA is usually rounded to one decimal). When you report a GPA on a transcript, always specify that a 3-point scale was used. A 4-point scale includes the “D” grades, which are not used for students on the A.C.E. program.

Remember: Your homeschool’s image is carried with every academic record. Keep records neat and professional.

Critical: Academic Records are to be retained PERMANENTLY.
### ACADEMIC RECORD

**Grade 1, Yr '07 Absences / Present 174**

<table>
<thead>
<tr>
<th>Course</th>
<th># of PACEs</th>
<th>PACE #s</th>
<th>PACE Average</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
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<tr>
<td>Science</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
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</tr>
<tr>
<td>Citizenship</td>
<td></td>
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</tr>
<tr>
<td>Reading</td>
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</tr>
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<td>PE</td>
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**Grade 2, Yr '08 Absences / Present 175**

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<tbody>
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<td></td>
</tr>
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<td>English</td>
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<tr>
<td>Social Studies</td>
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<tr>
<td>Citizenship</td>
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</tr>
<tr>
<td>Reading</td>
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<tr>
<td>PE</td>
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</tr>
<tr>
<td>Spelling</td>
<td>B</td>
<td>12</td>
<td>73-84</td>
<td>97%</td>
</tr>
<tr>
<td>Other School</td>
<td>B</td>
<td>12</td>
<td>73-84</td>
<td>97%</td>
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**Grade 3, Yr '09 Absences / Present 173**

<table>
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</tr>
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<td>Science</td>
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<td>Social Studies</td>
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<td>Art</td>
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<td>PE</td>
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<tr>
<td>Spelling</td>
<td>A</td>
<td>12</td>
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**Grade 4, Yr '10 Absences / Present 176**

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**Grade 5, Yr '11 Absences / Present 180**

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**Grade 6, Yr '12 Absences / Present 183**

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<tbody>
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**Grade 7, Yr '13 Absences / Present 182**

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**Grade 8, Yr '14 Absences / Present 184**

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Grading: 94-100 = A  88-93 = B  80-87 = C

### COURSES FOR CREDIT TOWARD GRADUATION

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### CODE COLUMN IDENTIFIERS

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A.C.E. uses a 3-point system for GPA.
PERMANENT RECORD

SCHOOL  Tucker Academy
ADDRESS  4455 Wayne Dr.
CITY  Fair Haven  STATE  TX  ZIP  78777

STUDENT INFORMATION

STUDENT  Mark Tucker  SS#  123-45-6789
BIRTH DATE  7-25-00  BIRTH PLACE  Denton, TX
PARENT OR GUARDIAN  John Tucker
ADDRESS  4455 Wayne Dr.
CITY  Fair Haven  STATE  TX  ZIP  78777

NATIONAL TEST RECORDS

COLLEGE ENTRANCE EXAMINATION SCORES

DATE  10-14-17  ACT
STANDARD SCORES  Eng  Math  So. St.  H.S.  Comp.
  Verbal  Math  TSWE
  26  21  23  25  23
NATIONAL PERCENTILES  53  81  67  85  73

ACADEMIC RECORD SUMMARY

Enrolled Date  9-4-12  Graduated  Date
Previous Grade  6  Withdrew

SUBJECT  DIAGNOSED
GRADE LEVEL  PRESERVED
FACE NUMBER  EQUIVALENT
GRADE LEVEL  FACE NUMBER
P.S. CREDIT
EARNED

MATH  7  1073  12  138  3
ENGLISH  7  1073  12  144  4
LITERATURE  7  1073  12  144  4
SCIENCE  7  1073  12  144  4
SOCIAL STUDIES  7  1073  12  144  4
ETYMOLOGY/ WORD BUILDING  7  1073  9  108  1

READING READINESS PROGRAM (Kindergarten)
Reading Readiness Test
Date
Score
Promotion:
Date

TRANSCRIPT SENT TO

SCHOOL
ADDRESS
CITY  STATE  ZIP
Accelerated Christian Education has two separate beginning reading programs, *Kindergarten with Ace and Christi* and *ABCs with Ace and Christi*.

The *Kindergarten with Ace and Christi* program complements the *ABCs with Ace and Christi* program. It is beneficial for students to use both of these programs to “dovetail” all methods and concepts. The child needs to learn phonics using the same method throughout his learning-to-read years.

Administer the ABCs with Ace and Christi Reading Readiness Test (item #91) to students who have never been in school and to children who are considered kindergarten or first-grade level. Students must score a minimum of 80 percent on the test. Please refer to scoring information given at the beginning of the Reading Readiness Test. Children who score below 80 percent are not ready to read and should be enrolled in the *Kindergarten with Ace and Christi* program. Students who score well on the Reading Readiness Test may begin the *ABCs with Ace and Christi* program whether they are five, six, or seven years of age.

**KINDERGARTEN WITH ACE AND CHRISTI**
*(Coordination and phonetic development program)*

The *Kindergarten with Ace and Christi* (K-3, K-4, and/or K-5 Reading Readiness) program is a full-year program designed to develop the basic skills that prepare a child to learn to read. Three-, four-, and five-year-old children who are entering kindergarten, and any children who are diagnosed “NOT ready to read” (after having taken the ABCs with Ace and Christi Reading Readiness Test [item #91]), should participate in the Kindergarten program for a full year. Near the end of the school year, the SESAT I Stanford Test is administered to students needing achievement testing. This test is for nonreaders at the time of testing.

**ABCs WITH ACE AND CHRISTI**
*(Learning-to-read phonetic program)*

The ABCs with Ace and Christi learning-to-read program is a phonetic skills package that comprises the first 12 to 15 weeks of Grade Level 1. The program utilizes a number of outstanding reading tools—a specially developed alphabet sequence, stories, songs for each of the sounds, poems, displays, and physical activities. Additionally, character development activities and Bible stories are built into the program. (The program is designed to be used in conjunction with Word Building PACEs 1001-1012, Math PACEs 1001-1003, Animal Science 1001-1012, and Bible Reading 1001-1012.)

Cartoon animal songs and stories, PACEs, physical development activities, and Bible and character-building stories are employed to foster quick learning of the letter sounds. Students also gain an understanding of number concepts and word relationships. Memory, visual, auditory, and coordination skills are also strengthened.

At the end of the *ABCs with Ace and Christi*, a Post Test is administered, which is included in the ABCs kit. After testing, spend several days reviewing and drilling to correct any weaknesses until the student can pass the test with a score of 100 percent.

When the student has phonetically mastered the alphabet and has passed the Post Test with a 100 percent score, he completes the Advanced Lessons and then begins Math PACE 1004 and English, Social Studies, and Science PACEs 1001. Near the end of the school year, as he is completing all the PACEs through 1012, the Primary 1 Stanford Test is administered to students needing achievement testing.
ISSUE A PACE IN EACH SUBJECT

When you receive your materials, check the contents of the box against the invoice. If there are missing or incorrect items, fill out the return/claim form on the back of the packing slip. Claims are to be submitted within ten days of receipt of shipment.

After you have arranged the PACEs in numerical order by subject, check each one.

- Math: yellow or gray
- English: red
- Word Building: purple
- Literature and Creative Writing: coral
- Science: blue
- Social Studies: green
- Bible Reading: tan
- Animal Science: turquoise
- Electives: various colors with white

If at all possible, keep the PACEs in a box or file drawer until the student is ready to use them.

When ready to begin, select the first PACE of each subject (the one with the lowest number). Remove the Test that is stapled in the middle of the PACE, and place it in a student’s test folder. Also remove all Test Keys from the middle of the Score Keys. The Tests and Test Keys must be kept in a secure place. Test Keys may be stored in a three-ring binder.

Next, give the PACEs, one in each subject, to the student. Help the student fill out the Goal Card (see page 25), which is in the Homeschool Record-keeping Set. It is important that the student take no more than three weeks to complete and test on a PACE. The normal time needed is two weeks.

The student with learning limitations may need to work in only two or three subjects at a time in order to attain goals. In such cases, the student should work in Math and Social Studies first and then English, Science, and Word Building. Encourage the student to take at least two Tests each week. This is the minimum needed for adequate academic progress.

SETTING GOALS

The Goal Card is designed for daily entries each week. The card is two-sided; thus it can be used for two weeks. The Goal Card is pinned to a small bulletin board in the student’s work area. Each day as the student completes his goals in each subject, he enters reasonable goals for the next day and draws a forward diagonal line through each completed goal. (Do not allow students to scratch out or cover up goals.) The student must be required to enter specific page numbers (i.e., 12–16) in each subject, using a blue ink pen. You should make all goal changes, not the student.
When you begin, explain how to set daily goals. For Math, English, and Word Building, the student enters actual page numbers for each subject in pen. For Science and Social Studies, the student should enter actual page numbers or sections, such as I, II, or A, B, whichever is best, depending on page arrangement and the complexity of problems and equations. For Basic Literature, he should enter specific page numbers of the resource book being read or questions to be answered.

Entries such as “Test” and “Review” are also acceptable; however, you must guard against the student delaying a Test. Such goals should not be entered two days in a row. A review day should have specific activities such as writing or typing all previously missed questions on Checkups and Self Test.

The student scores the PACE work according to built-in “score strip” controls. The student should always score before and after a Checkup and after the Self Test.

When the goals are completed, scored, and rescored, the student places a forward diagonal line on the Goal Card across the page numbers completed. He immediately writes in the next day’s PACE goals. Since he has just worked on the subject, he can better calculate how much academic work can be completed the next day. By the end of the day, he should have completed all his goals, marked them on the Goal Card, and set new ones for the next day. The student should take care to keep the Goal Card neat. Implement a system of follow-up that provides corrective measures when he does not complete goals. However, consideration should be given for illness, unusually difficult problems, disruptions, “idealistic goals,” etc.

Goal setting may be relatively easy for some students but more difficult for others. Do not permit the student to sit idle and not produce. The student may need a short break or encouragement. Identify when the student needs motivational assistance, and give more attention. Use the same basic guidelines for setting goals as given on page 8 of this Manual, but allow up to 15 days for completing the PACE.
WORKING THE PACE

Scoring Procedures

As the student progresses through the PACE, he will come to score strips. At each score strip he must stop working and ask for permission to score. Scan all pages to be scored to be sure all answers are complete. Proceeding to the area set aside for scoring, the student checks his answers with the proper Score Key and marks any wrong answer with a red “X” beside the question number. When all pages have been scored, the student puts a red “X” in the first box of the score strip. He then returns the red pen and the Score Key to their proper places and returns to his work area. The student should correct any wrong answers, and with permission rescore at the designated scoring area. The student should not proceed in the PACE until the answers preceding the score strip are all correct.

Procedures for Scoring PACEs:

Score Keys must be kept in an area where the parent can best monitor them at all times. Only a RED PEN is to be used at the scoring area. Score Keys should be kept in a secure place before and after school hours.

Score Strips:

When a student completes his PACE work up to a score strip:

He must ask for permission to go to the scoring area.
He MAY NOT take a pencil to the scoring area for any reason.
At the scoring area, he finds the Score Key that matches the PACE and scores.
All wrong answers must have a RED X placed by them.
After scoring, the student also places a RED X in the first box of the score strip while at the scoring area.

Example:

| Score this page. | ✗ | Correct mistakes. | ✗ | Rescore. |

After Scoring:

If the student DID NOT have any wrong answers, he may continue working in that PACE or go on to the next PACE subject listed on his Goal Card. If the student HAS wrong answers, he must go back to his work area and correct the wrong answers and rescore before going on to the next subject listed on his Goal Card. All goals must be completed before going to the next day’s goals, and completing goals requires correcting wrong answers and rescore.

Correcting Mistakes:

After correcting all mistakes and while at his work station, the student places a PENCIL X in the second box of the score strip. Then he asks for permission to rescore.

Example:

| Score this page. | ✗ | Correct mistakes. | ✗ | Rescore. |
When all incorrect answers have been corrected and while the student is at the scoring area, he places a RED X in the third box of the score strip.

**Goal Checking:**

GOAL CHECKING is done by the parent and is a means to evaluate how well the student is doing in each subject. If the student has many RED Xs, it is time to ask questions and discover why this is happening. Is the student just being careless? Is the student failing to read the material or instructions? Does he need encouragement or help with the academic material?

**Checkups**

A Checkup is a minitest over a section of the PACE. If mastery in an academic area has not been achieved, the Checkup will reveal this weak area. Before a student begins work on a Checkup, he should be sure all activities prior to the Checkup have been completed and scored. The student should be encouraged not to look back to previous pages while completing the Checkup; he should view it as a “minitest.” All questions on the Checkup should be scored and wrong answers corrected before moving on in the PACE.

**Self Test**

Before a student begins work on the Self Test, be sure all activities and Checkups are completed, scored, and corrected. After the student has reviewed the Checkups, initial the Self Test. When he takes the Self Test, he should not look back at previous pages. This is NOT an open book test. The Self Test is a pretest whereby the student can determine if he is ready for the PACE Test. After the Self Test has been scored and corrected, review the student’s work. If a score of 90 percent or better is not achieved on the Self Test, this indicates that more review is needed to obtain mastery. Spend whatever time is necessary to ensure understanding and mastery of the concepts. When the review is complete, take the PACE from the student and issue the PACE Test to the student the following school day.

**PACE Test**

To prepare for the PACE Test, quiz the student with questions from the Checkups and Self Test the day before the Test is given. Look for section(s) in which he did not seem to understand the material. Have him review any concepts or materials he does not understand. Have him write notes from important areas of the PACE, and encourage him to write or type out questions and answers for questions he missed on the Checkups and Self Test. Check to see that the required Scripture (if applicable) has been memorized along with the reference.

When you feel the student is ready for the PACE Test, he should take the Test the next day at the designated testing area. Make sure you can observe the student while he is testing. He should not have any academic materials at the testing area, only two pencils and scratch paper if needed. When the student has finished the Test, collect it and score it later with the Test Key. The Test will state the point value for each question or answer. (If all the questions are correct, then 100 percent has been made on the PACE Test. Even though a few tests do not total 100 points, the Tests are still worth 100 percent maximum. To find the Test score, subtract the amount of points missed from 100.)
The student must score a minimum of 80 percent on the PACE Test. If the student scores below 80 percent, this demonstrates inadequate understanding or insufficient mastery of skills. The problem can often be avoided by properly reviewing before the Self Test and giving attention to mastery of concepts listed in the Goals. If the student does not pass the PACE Test, order another PACE and have him rework the entire PACE and retake the Test. The original score is then replaced by the new score if it is 80 percent or higher.

Record the final Test score on the Master Record Sheet, and file the completed Test in a file folder. The student may need to refer to the PACE work. It is recommended that all PACEs be kept for at least one year after completion. Tests should be kept indefinitely in case the student transfers to another school; however, these should be kept in a secure place.

The student is now ready to begin a new PACE. The student should work in all subjects each day in order to maintain academic balance. The process is repeated until the school year is finished.

**Tips for Achieving Higher Test Scores**

1. Be sure the student is properly diagnosed.
2. Have the student complete each PACE within three weeks. Longer time may cause the student to forget a concept. Set goals of 3 to 5 pages per day for each subject.
3. Make sure the student knows and memorizes important vocabulary, definitions, and math/science formulas.
4. Instruct the student to read the text for that day’s goals. Then have the student reread the text, taking notes of important information (for example, formulas, rules, and steps of procedures) before he answers the questions. (If the student reads only enough text to find the answer, his ability to do his best will be hindered.)
5. Minimize noise and distractions in the learning environment.
6. Provide good nutrition. Poor nutrition may minimize alertness.
7. Arrange for a visual screening at least once a year.
8. Spot-check PACE work and goals regularly.
9. Instruct the student to review the final Test before turning it in. He should double-check every answer (in math even a third check may be necessary if the first two answers differ) in order to avoid careless errors.
10. Check the anxiety level of the student on testing day. If the student is emotionally upset, he may not perform well.
11. Try not to schedule more than two PACE Tests on the same day. It is best to schedule difficult Tests on separate days.

**ASSISTING THE STUDENT IN LEARNING**

Motivation is the positive element that inspires achievement. Your consistency, love, and interest will build the student’s self-image and confidence and inspire him to further success. Set rules; however, you do not want to communicate a distrustful attitude that discourages the student’s confidence in himself and you. He must feel that you trust him but also be aware that you are watchful. Positive affirmation is usually more effective than negative communication. An atmosphere of trust can be enhanced through subtle expressions of confidence. Verbally communicate your appreciation when he shows good behavior. A pat
on the shoulder, a smile, a request for help, or words such as “I am glad we are homeschooling” or “I have confidence in you” will encourage success.

A student who feels someone has confidence in him will tend to act accordingly. Praise, compliment, and encourage in order to build character.

**ANSWERING QUESTIONS BY ASKING QUESTIONS**

The student may not be accustomed to assuming responsibility for learning nor adapted to perseverance and challenge. The normal first reaction to a difficult equation or question may be to ask for help. Learning is the student’s responsibility, and information and skill building are in his PACE. You are a leader and an inspirer of learning. Most of the time the student’s problem is lack of interest or confidence. Your greatest responsibility and most important function is exercised in these cases. Words of confidence, encouragement, reassurance, and sincere personal interest provide the plus factors. Opportunities for motivation come, especially when a student has an academic problem that demands additional help.

When a student calls for academic assistance, ask leading questions that focus the student’s attention on the solution. If the question is immediately answered, his mental inquiry may stop short of a learning experience. You should not answer the PACE questions, but determine the nature of the problem and help the student find the answer.

If the student realizes he can get his questions answered without having to work at it, he will become lazy and resort to asking for help rather than taking responsibility to master the problem himself.

“One measure of the effectiveness of any teacher is the rate at which he makes himself unnecessary to his pupils . . . .”

—Dr. C. B. Eavey

The strength of the Accelerated Christian Education curriculum is in its design, which allows a student to learn independently of your academic knowledge of subject matter. Your greatest joy is realized as the student matures toward less and less dependence on you.

The A.C.E. curriculum is designed to facilitate learning rather than teaching. You will become adept at assisting students in digging out answers and gaining insights into learning how to learn.

When the student asks an academic question, he should be given help, not the answer. You might respond in any of the following ways:

- “How may I help you?”
- “Read aloud the instructions for the particular sections or problems.” (See if he understands key words.)
- “Explain in your own words what you think you are supposed to do.”
- “Work out the problem while I listen to your explanation.”
- “Where is the example or paragraph in the PACE that relates to this question?”
- “Review the examples (or previously completed problems).”
- “Is the question asking for a person, place, name, or date?”
- “Would computer software, an encyclopedia, or dictionary help?”

While responding to the student, observe any possible oversights or mistakes (subtracting instead of adding, multiplying instead of dividing, negative instead of positive, north instead of south, etc.).
Stay with the student until he demonstrates that he is pursuing the correct course toward an answer or until he responds with the correct answer. When the student answers his own question, he gives you a valid reason for bestowing earned praise. This builds self-confidence in independent learning!

**GIVING A POSITIVE RESPONSE**

The way you respond to the student’s request for help affects the learning process. Responses may either inspire or demean a student. You are either a motivator or a negative drain on the student. The student needs encouragement and adult approval to build self-confidence. Facial expressions, voice inflections, gestures, and comments all affect the student’s academic performance.

**INSTEAD OF DEMEANING with Negatives**

“Can’t you figure it out?”

“Oh, come on! Surely you know the answer to that simple question.”

“Anybody with any sense should know the answer to that.”

**BE INSPIRING and Positive!**

“That is a difficult one; maybe we can figure it out together. How would you start?”

“That type of question sometimes confuses me too. It helps to pick out a key word that provides a clue. Let’s see if we can find one in that question or content.”

“That is a tricky question. Let’s read it over carefully together to see if we can spot a clue.”

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**EXPANDED CURRICULUM**

**PACE CURRICULUM ENHANCEMENT**

In Grade Level 2, Animal Science offers additional challenge to students who complete the core curriculum.

**COMPUTER ENHANCEMENT**

Computer software enriches and enhances learning. Students in all grade levels may benefit from educational software available from A.C.E.

**Readmaster Plus**—The Readmaster Plus suite is comprised of four separate programs on one CD (Readmaster®, Typemaster®, Math Builder®, and Word Builder). It is designed to enhance a student’s educational experience.

- **Readmaster®** is a computerized reading program designed to improve reading speed, comprehension, and vocabulary for students from Grade Levels 1 through 12.

- **Typemaster®** is a program that gives the students the opportunity to master the keyboard and improve their speed and accuracy.

- **Math Builder®** is a program that helps students sharpen their basic math skills through additional practice.

- **Word Builder** is an ancillary product for students completing Word Building PACEs first through eighth grade levels.
BIBLE MEMORIZATION

Train up a child in the way he should go: and when he is old, he will not depart from it. (Proverbs 22:6)

A proven way of reaching children’s hearts with Biblical truths is through memorizing Scriptures. They may not completely understand the passages that they are asked to memorize; however, they will accept those truths while they are young. As students mature, they will be guided by these truths and more able to analyze and evaluate them.

Students can practice their Scripture by repeating the verses aloud during their family devotional time every day for one month. Then they recite the verses independently by the end of each month. Once the student recites the verses, the parent awards the student with a Bible sticker (included in the Record-Keeping Kit), which is placed on the Student Progress Chart. The Scripture passage is recorded on the bottom of the Master Record Sheet. Parents are encouraged to reward the student after reciting all nine Scripture passages.

Select one passage of Scripture for memorization each month of the school year. Passages of 12 verses are appropriate for children under the age of 10, and approximately 20 verses for children over the age of 10.

<table>
<thead>
<tr>
<th>MONTH</th>
<th>SCRIPTURE</th>
<th>ALTERNATE</th>
<th>ALTERNATE</th>
<th>ALTERNATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPTEMBER</td>
<td>John 3:1–17</td>
<td>I Timothy 4</td>
<td>Psalm 51</td>
<td>Psalms 1 and 2</td>
</tr>
<tr>
<td>(UNDER AGE 10)</td>
<td>JOHN 3:10–17</td>
<td>I TIMOTHY 4:1–12</td>
<td>PSALM 51:1–12</td>
<td>PSALM 1</td>
</tr>
<tr>
<td>OCTOBER</td>
<td>Philippians 2:1–16</td>
<td>Psalms 23 and 24</td>
<td>John 15:1–17</td>
<td>Psalm 90</td>
</tr>
<tr>
<td>(UNDER AGE 10)</td>
<td>PHILIPPIANS 2:1–11</td>
<td>PSALM 23</td>
<td>JOHN 15:1–12</td>
<td>PSALM 90:1–12</td>
</tr>
<tr>
<td>(UNDER AGE 10)</td>
<td>PSALM 34:1–11</td>
<td>II TIMOTHY 2:1–10</td>
<td>I JOHN 1</td>
<td>PROVERBS 1:1–12</td>
</tr>
<tr>
<td>(UNDER AGE 10)</td>
<td>ISAIAH 53:1–7</td>
<td>PROVERBS 15:1–13</td>
<td>LUKE 2:6–14</td>
<td>I THESALONIANS 5:12–22</td>
</tr>
<tr>
<td>(UNDER AGE 10)</td>
<td>EPHESIANS 6:1–11</td>
<td>JAMES 1:1–12</td>
<td>I PETER 1:13–21</td>
<td>MATTHEW 6:9–21</td>
</tr>
<tr>
<td>FEBRUARY</td>
<td>Psalms 46 and 121</td>
<td>Romans 12</td>
<td>Psalm 139:1–18</td>
<td>Ephesians 2:1–18</td>
</tr>
<tr>
<td>(UNDER AGE 10)</td>
<td>PSALM 121</td>
<td>ROMANS 12:1–9</td>
<td>PSALM 139:1–14</td>
<td>EPHESIANS 2:1–10</td>
</tr>
<tr>
<td>MARCH</td>
<td>John 1:1–18</td>
<td>Exodus 20:1–17</td>
<td>Romans 13</td>
<td>Psalm 119:1–16</td>
</tr>
<tr>
<td>APRIL</td>
<td>Galatians 5:22–6:10</td>
<td>James 3</td>
<td>Matthew 5:1–18</td>
<td>I Corinthians 2</td>
</tr>
</tbody>
</table>
PACE PROJECTS

Some science, social studies, and Animal Science PACEs contain projects that are fun, challenging, and exciting. These projects serve several purposes.

The project may provide a visual that relates to some aspect or feature of the PACE. For example, Animal Science 1023 deals with snakes, and the project involves making a snake sock.

A project may also be a practical application or reinforcement of an important concept explained in the PACE. Social Studies 1058 requires the student to make a calendar of inventions. This project gives reinforcement of the importance of the Industrial Revolution, which is the primary topic of the PACE.

A project that has been carefully and diligently completed and then checked by the parent should be used as an opportunity to build the child’s self-esteem. Projects are not “busy work,” but rather carefully thought-out activities for strengthening the learning process.

Encourage your child to start projects early. A child’s Goal Card should reflect a specific time for completing the project. Never allow your child to come to the Self Test without having already completed the project. The projects are assigned early in the PACEs so that the student will have adequate time to complete them before the Self Tests.

May you be encouraged, knowing that these projects provide opportunity to strengthen your child’s learning skills and make lasting memories of your homeschool days.

COMPUTER-BASED COURSES

ACECONNECT TECHNOLOGY TRAINING

Introduction to Technology Training—Cutting-edge computer application course available through online access. Technology Training will allow your high school student to master current software and operating systems, such as Microsoft® Office 2007 and Windows Vista®, thus preparing him for college and the workplace. Technology Training through aceconnect is recommended for all high school students.

Digital Art and Graphic Design—A new course through aceconnect Technology Training, allowing students to learn Adobe® Creative Suite 3 software. The new Digital Art and Graphic Design course will provide training in image and video editing, document layout, publishing, and website design and publishing. These marketable skills can be used to assist your local church ministry.

FOREIGN LANGUAGES

RosettaStone®—A comprehensive foreign language solution on CD for high school students. Through the Rosetta Stone Dynamic Immersion method, students learn to speak, write, and understand the language of their choice. More than twenty different languages are offered.
STANDARDIZED ACHIEVEMENT TESTING

Accelerated Christian Education offers one of the finest achievement and ability test combinations available, the Stanford Achievement Test Series, Tenth Edition Complete Battery, and the Otis-Lennon School Ability Test, Eighth Edition. When the two tests are taken together at the appropriate grade levels, the scores are a valuable tool to help guide the student’s academic progress.

STANFORD ACHIEVEMENT TEST SERIES, TENTH EDITION, COMPLETE BATTERY (STANFORD 10)

The Stanford 10 is a technically advanced assessment tool that can provide valid and reliable data to evaluate and guide a student’s progress toward meeting academic standards. Thirteen complete battery levels assess the academic achievement for the student from Kindergarten through Grade Level 12 in reading, mathematics, language arts, science, and social science.

This end-of-year test is administered in April in controlled environments, usually at local schools using the A.C.E. curriculum. If you are enrolled in LCA, contact your advisor in February to find the test site closest to you. Independent homeschool students not enrolled in LCA may visit www.aceministries.com for testing locations or may contact the A.C.E. Stanford Test Coordinator at strdtestinfo@aceministries.com or 1-800-925-7777.

OTIS-LENNON SCHOOL ABILITY TEST, EIGHTH EDITION (OLSAT 8)

The OLSAT 8 is an ability test administered to students in Levels 2, 5, and 8 in combination with the Stanford 10 Complete Battery. The OLSAT 8 evaluates the student’s ability to reason logically on various levels of verbal and nonverbal activities such as differentiation of like and unlike, following directions, determining sequence, finishing analogies, and completing math problems. From the results, objectives can be determined to strengthen students at all ability levels.

Visit www.stanford10.com and www.aceministries.com for more information on both the Stanford 10 Complete Battery and the OLSAT 8. Or contact the A.C.E. Stanford Test Coordinator at strdtestinfo@aceministries.com or 1-800-925-7777.

EXTRACURRICULAR ACTIVITIES

HOMESCHOOL JOURNAL OR DIARY

Each homeschool is encouraged to establish and maintain a daily record of activities that are not recorded on the Master Record Sheet. Students above the fourth level should keep their own daily school diary to strengthen their ability to write their thoughts and observations. Your diary or journal could include observations on student improvements, accomplishments, field trips, and other special events.
FIELD TRIPS

Field trips are wonderful opportunities to learn about the world around us and are fantastic ways to motivate accomplishments of academic goals. You are encouraged to plan field trips that encompass a wide variety of interests. Suggestions include:

• Historical landmarks
• National and state parks
• Museums
• Government agencies, libraries, post offices, fire and police departments, etc.
• Nature walk or hike
• State or local fair
• Newspaper, radio, television stations
• Airport, train station, etc.
• Hospitals, nursing homes
• Restaurants
• Manufacturing businesses

Check your local travel or tourist bureau for further ideas.

A Few Tips to Observe

• Make sure your family is appropriately dressed by planning ahead. Make a list of items to bring such as food, money, information materials, activity supplies, and a first-aid kit.
• Teach your children new vocabulary words that are relevant to the trip.
• Keep a field trip journal.
• Plan the field trip as an opportunity to display good behavior—an example of the Believer.
• Schedule safe field trips.
• Provide background information on your destination to enrich the experience and make it more meaningful.
• Use field trips to motivate accomplishments of academic goals (i.e., when the week’s goals are complete).
• Remember to mark your Attendance Sheet on the Master Record Sheet with F (Field Trip).

SUPPORT GROUPS

Consider joining a homeschool support group in your area. These groups often plan activities such as field trips, physical education activities, art, music, and cultural events.

MUSIC AND ART

To enhance Accelerated Christian Education music and art courses, take advantage of community opportunities. Many communities offer classes in arts and music. Check your local newspaper, library, or local colleges. Develop a music appreciation class by researching composers and listening to a variety of music styles. Take music or voice lessons; join a choir or local singing group.

STUDENT PROGRAMS

In addition to the academic offerings, Accelerated Christian Education provides programs designed to train and give students the opportunities to serve and grow in their callings and ministries.
**BELLS** (Basic Literacy Education Saving Souls®)—for ages 5 and up

This program provides the opportunity for those young and also those along in years to be involved in a mission outreach giving children around the world the gift of literacy while reaching them for Christ. Visit www.aceministries.com/bless or feel free to contact BLESS at bless@aceministries.com or 615-612-5200 for more information.

**Student Conventions**—for ages 13 and up

Convention preparation and competition develops your child’s unique skills and preparation for life. Each year Accelerated Christian Education sponsors an International Student Convention. Thousands of young people compete in more than 140 events such as music, speech, art, athletics, academics, and numerous aspects of service. Students compete at the regional level to qualify for the International Convention held at the end of May. To participate, check our website, www.aceministries.com/conventions. Then click on Regional Student Convention or International Student Convention and follow the procedures there.

**Service Adventure**—for ages 16 and up

This short-term mission project will introduce students to the joy of serving the Lord and others in practical ways. Participants travel to a needy area in which they will be trained and challenged as they focus on service while helping schools and orphanages using the A.C.E. program.

For more detailed information please visit www.aceministries.com/service or contact A.C.E. by email at hisservant@aceministries.com or by phone at 615-612-5200.

**Educational Assistance**—for ages 19 and up

Graduates and adults can help meet the needs of children and schools in over 140 countries. The A.C.E. curriculum is a tool used in Educational Missions worldwide.

Visit www.aceministries.com/studentprograms/educationalassistance.htm or email hisservant@aceministries.com for more information.

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**HIGH SCHOOL DISTINCTIVES**

**DEFINITION**

Generally speaking, a beginning high school student is 14 years of age or older at the start of the school year. In the A.C.E. curriculum, PACEs 1097 and above are high school level courses.

**CREDITS REQUIRED**

The total number of credits required for high school graduation may vary from state to state. Each state has its own requirements and method of calculating academic units needed to earn a diploma. Most states require at least 21 Carnegie units including, but not limited to, the following:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Math</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>2 to 3</td>
</tr>
<tr>
<td>American History</td>
<td>1</td>
</tr>
<tr>
<td>World History</td>
<td>1</td>
</tr>
<tr>
<td>Civics</td>
<td>1/2</td>
</tr>
<tr>
<td>Economics</td>
<td>1/2</td>
</tr>
<tr>
<td>World Geography</td>
<td>1</td>
</tr>
<tr>
<td>Computer Literacy</td>
<td>1/2 to 1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>1 to 2</td>
</tr>
<tr>
<td>Electives</td>
<td>4 to 8</td>
</tr>
</tbody>
</table>
If you are not enrolled in an administrative academy, such as Lighthouse Christian Academy, contact your local school superintendent for a list of state required courses for graduation.

COURSES OF STUDY

Graduation is determined by achievement, not chronology. The A.C.E. program is designed to enable a student to complete his graduation requirements on a schedule commensurate with his ability. Some students may complete requirements earlier than others. Time is not the factor—learning is. Therefore, students remain in the curriculum until they have completed the prescribed course of study. You and your child should agree on a reasonable course of study and determine what minimum requirements must be met (Academic Projection) for graduation. The A.C.E. program offers four basic courses of study for graduation candidates: Honors, College Preparatory, General, and Vocational. Exceptionally bright students should be prescribed the Honors course of study. All students should be encouraged to attain the highest possible academic requirements, even if it takes five or six years.

Even though credit for courses may have been earned by the student at a previous school, be aware that the student may diagnose below his grade level. In such case, prescribe gap PACEs. (See page 7 under Evaluating the Test.) A realistic graduation program must be charted for such students after assessment of gap PACEs. A high school transfer student should not be prescribed Literature Study Guides that accompany gap English PACEs.

COURSE PREREQUISITES

The courses and their prerequisites are as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisite</th>
<th>Course</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra II</td>
<td>Algebra I</td>
<td>English IV</td>
<td>English I, II, and III</td>
</tr>
<tr>
<td>Geometry</td>
<td>Algebra I</td>
<td>Physical Science</td>
<td>Algebra I</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>Algebra I and II, Geometry</td>
<td>Chemistry</td>
<td>Algebra I, Biology, and Physical Science</td>
</tr>
<tr>
<td>English II</td>
<td>English I</td>
<td>Physics</td>
<td>Algebra I and Physical Science</td>
</tr>
<tr>
<td>English III</td>
<td>English I and II</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ACADEMIC PROJECTIONS

When the student reaches PACE 1097, outline the planned course of study on an Academic Projection form (see example on page 37).* When prescribing for a high school student, special attention should be given in several areas:

1. An Academic Projection form should be filled out for every high school student regardless of course of study. This projection requires careful attention to graduation requirements of your state.

   Fill in any high school courses and credits previously earned at other schools. This information is taken from the official transcript received from the school from which the student withdrew. Additional required course selections should be determined from the Accelerated Christian Education catalog, which contains course descriptions of all required courses and electives.

2. The Academic Projection should be discussed with the student and a copy given to him.

3. The upper-level student should continue to work on the level of curriculum in which he can perform, but some advanced attention and planning may be required to enable him to meet graduation requirements identified for him on the Academic Projection.

*NOTE: Academic advisors provide the academic projection in consultation with the parents for high school students enrolled in Lighthouse Christian Academy.
4. Review the Academic Projection at the beginning of each year or semester. The back of the Academic Projection form provides a chart for listing each PACE the student needs to complete for graduation. As the work is completed, PACEs are crossed off. This provides a visual record of progress toward graduation.

Every student should be classified on the college preparatory course of study until cumulative evidence (regarding mental aptitude, home circumstances, age, diagnosis/prescription) substantiates the impracticability of pursuing a college-bound course of study. Even then, students should be encouraged to attain the highest possible academics even if it may take an additional year.

**COLLEGE ENTRANCE EXAMINATIONS**

Many colleges require applicants to present results of a college entrance examination. The most popular examinations are the SAT and the ACT. It is recommended that students take the college entrance exam during the first semester of their junior year. This will allow students to identify areas of opportunity for improvement. The student should take the college entrance exam again in the first semester of his senior year. By this time, students typically have completed most of the course work covered by either test. Before the student chooses a test date, have him consider the application deadline of the college in which he is interested, keeping in mind that it will take several weeks for score reports to be processed and mailed to the chosen college(s).

**NOTE:** College-bound students usually score higher on the SAT or ACT when Algebra I and Geometry are completed back-to-back within two years and immediately prior to taking the college entrance exams. Students who do not complete the required high school courses of Algebra I, Geometry, Biology, Physical Science, and Physics or Chemistry can expect not to do as well on college entrance exams.

Information concerning the SAT may be obtained from:

- The College Board Headquarters
  45 Columbus Ave.
  New York, NY 10023-6917
  (888) 857-2477 Domestic
  (212) 713-8000 International
  www.collegeboard.com

Information concerning the ACT may be obtained from:

- ACT National Office
  P.O. Box 168
  Iowa City, IA 52243–0168
  (319) 337-1000
  www.act.org

Homeschooling can be a wonderful blessing and benefit to children and parents when conducted correctly and efficiently. The guidelines and suggestions in this *Home Educator’s Manual* have been thoughtfully developed, refined, and proven to provide parents and children outstanding educational and philosophical direction. In following the specifics herein outlined, you will be able to get started on the right foot and follow through to a rewarding finish. May God bless you and your children as you participate in a wonderful and rewarding adventure.
# Academic Projections Toward Graduation

**Student name:** Mark Tucker  
**Honors:** □  
**College:** □  
**General:** □  
**Vocational:** □  
**Date of enrollment in School of Tomorrow:** 9-4-12

**Student age:** 16  
**Total years of school attendance:** 10  
**Last grade level (conventional) completed:** 6

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**Total:** 15  
**Jr.:** 5  
**Sr.:** 5  
**To be completed (pencil):** 5.5  
**Total credits:** 26

Parent signature at enrollment:  
John Tucker  
Admin. signature at enrollment: