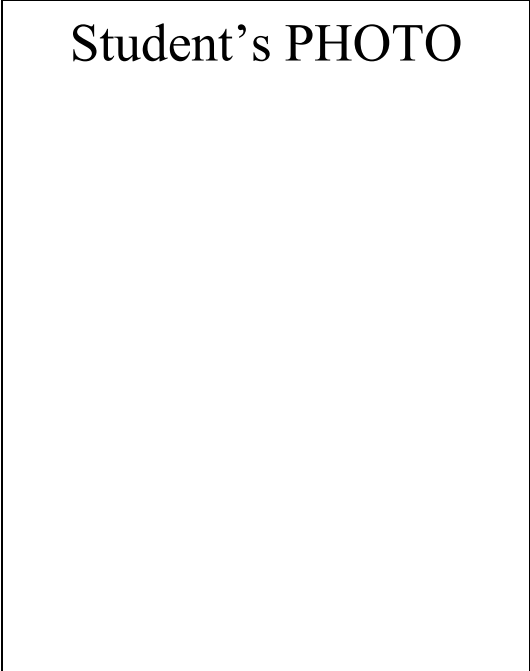


Academic High School Summary
for
xxNAMExx

Student's PHOTO



Includes:

- School Profile
- Transcripts including dual-enrolled College transcripts
- Program of Studies
- Addendum
- Extra-curricular and Community Service Activities
- High School Reading List
- Letters of Recommendation

School name
Address
Phone

School Profile

School Name is the home school college preparatory program we designed to train, guide and nurture our daughter/son, NAME. Based on Christian principles, our goals are to xxxxxxxxxxxxxxxx. teach to mastery, yyyyyyy.

Using a classical liberal arts approach, rigorous instruction has taken place utilizing a variety of resources including traditional textbooks, audio-visual materials, computer software, online classes, and dual-enrolled classes. NAME took some of her/his high school classes at home but many were taken as part of a homeschool cooperative group, called XXXXX, with paid teachers, as well as online classes through the XXXX (www.xxxx.org), other outside teachers, and co-operative efforts with other homeschooling families. These coupled with traditional and online classes as a dual-enrolled student at Northern Virginia Community College and online dual-enrolled classes through Liberty University Online have allowed NAME to work with a variety of very qualified teachers, while providing social interaction with other students in small group settings, large classrooms, online classrooms, and self-directed online classes.

In addition to requiring high academic standards and a strong work ethic, we continually worked on character development, focusing on xxxx. During his/her high school years, NAME has taken the contributed to his/her community through volunteer service, etc.... He/She has logged hundreds of hours xxxx, yyyy, and participating in zzzz. Additionally he/she has started his/her own xxx business which he/she has run since May 20##. Details on all of this are included in the Addendum section.

In summary, through XXXX our home school has fostered a well-rounded individual. We believe that NAME has developed the academic, character, and leadership skills needed to succeed in pursuit of higher education and throughout life.

Requirements met towards high school graduation:

• English (4 Credits)	Composition I (with grammar & literature), Composition II (with mythology), American Literature, British Literature
• Mathematics (5 Credits)	Algebra 1 with Geometry, Algebra 2 with Geometry, Pre-Calculus with Trigonometry, Calculus with Analytical Geometry*, Stats*
• History (4 Credits)	
• Lab Science (4 Credits)	
• Foreign Language (4 Credits)	
• Economics (1/2 credit)	
• Personal Finance (1/2 credit)	
• Fine Arts (1 Credits)	
• Health & PE (2 Credits)	
• Electives (3 Credits)	

Dual enrolled courses are marked with an asterisk

SCHOOL NAME
HIGH SCHOOL TRANSCRIPT TO DATE

STUDENT INFORMATION	SCHOOL INFORMATION
FULL NAME:	NAME:
ADDRESS:	ADDRESS:
PHONE NUMBER:	PHONE NUMBER:
EMAIL ADDRESS:	EMAIL ADDRESS:
DATE OF BIRTH:	PARENTS/PRINCIPAL/HEAD TEACHER:
GRADUATION DATE:	*
	*

ACADEMIC RECORD

GRADE LEVEL: 9 th (20##-20##)	GRADE LEVEL: 10 th (20##-20##)																																																																																
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KEY	GRADING SCALE	Academic Summary I	Academic Summary II																																				
Credit =140 hrs min of guided study * = Coursework taken in 8 th grade H = Honors courses (180 hrs guided study) C = Northern VA Community College AP/IB = certified AP or IB course Standardized Test Scores SAT1: Verbal: ## Math: ## Writing: ## ACT: Eng # Math # Reading # Comp # PSAT (11 th): Reading: # Math: # Writing: # Stanford 10 (10 th): Nat. PR: # CAT (9 th): Composite Percentile: #	A 90-100 4.0 grade pts B 80-89 3.0 grade pts C 70-79 2.0 grade pts D 60-69 1.0 grade pt F 59 and below (0 pts) GPA weighting: • Dual-enrolled college classes, AP classes, and IB classes: +1.0 • Honors classes: +0.5	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Grade</th> <th>Credits</th> <th>GPA</th> </tr> </thead> <tbody> <tr><td>9th</td><td>8</td><td>3.73</td></tr> <tr><td>10th</td><td>6</td><td>3.74</td></tr> <tr><td>11th</td><td>7</td><td>4.0</td></tr> <tr><td>12th</td><td>7</td><td>4.0</td></tr> <tr><td>Cumulative</td><td>28 credits</td><td>3.87 GPA</td></tr> </tbody> </table> <p>GPA through Senior Year: Weighted GPA= 3.87 Unweighted GPA= 3.44</p>	Grade	Credits	GPA	9th	8	3.73	10 th	6	3.74	11 th	7	4.0	12 th	7	4.0	Cumulative	28 credits	3.87 GPA	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr><td>English</td><td>4 credits</td></tr> <tr><td>Mathematics</td><td>5 credits</td></tr> <tr><td>History</td><td>4 credits</td></tr> <tr><td>Science with lab</td><td>4 credits</td></tr> <tr><td>Foreign Language</td><td>4 credits</td></tr> <tr><td>Fine Arts</td><td>1 credits</td></tr> <tr><td>Health & PE</td><td>2 credits</td></tr> <tr><td>Electives</td><td>3 credits</td></tr> <tr><td>Total</td><td>28 credits</td></tr> </tbody> </table>	English	4 credits	Mathematics	5 credits	History	4 credits	Science with lab	4 credits	Foreign Language	4 credits	Fine Arts	1 credits	Health & PE	2 credits	Electives	3 credits	Total	28 credits
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HEAD TEACHER:	DATE:	PRINCIPAL:	DATE:
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Dual-enrolled transcripts GO HERE

Program of Studies

Course Descriptions by Category

**** You can list courses by Grade (9th-12th) also**

for

xxxxx

20xx-20xx

ART

Intro to Digital Photography

Fine ART

Instructor:

Intro to Digital Photography covers all fundamentals of photography. Beginning in black and white and then moving into color, students explore different types of photography including portraits, sports/action and photojournalism to learn about composition and proper exposure. Students work towards presenting their photos in periodic critiques for the whole class to observe and learn how to critique photos. By the end of the year each student will have a portfolio of several dozen images, as well as the opportunity to have their work used for the yearbook.

Required Materials:

A DSLR (preferably Nikon or Canon) camera and Adobe Photoshop (CS3, 4 or 5 version).

Grade Percentages: Critiques (50%), Quizzes (30%), Presentation (5%), Participation (15%)

Credits = 0.5

9A & 9B

Intermediate Digital Photography

Fine ART

Instructor:

Intermediate Digital Photography picks up where Intro left off after reviewing the fundamentals of photography. Students fine tune portraits, sports/action and photojournalism as they delve deeper into composition and proper exposure. Students work towards presenting their photos in periodic critiques for the whole class to observe and learn how to critique photos. By the end of the year each student will have a portfolio of several dozen images, as well as the opportunity to have their work used for the yearbook.

Required Materials:

A DSLR (preferably Nikon or Canon) camera and Adobe Photoshop (CS3, 4 or 5 version).

Grade Percentages: Critiques (50%), Quizzes (30%), Presentation (5%), Participation (15%)

Credits = 0.5

10A & 10B

ENGLISH

English 9 – Honors

Composition I with Literature – Honors

Instructor:

Credits = 1.0

9A & 9B

This Honors English course taught and enforced the structure and style concepts fostered by the Institute for the Excellence in Writing. Each class introduced and practiced stylistic structures and embellishments and the course creatively but systematically enlarged the writer's tool chest.

Texts:

xxxx

Grade Percentages: Writing (50%), Literature (20%), Vocabulary (20%), Participation (10%)

Literature Studied: list xxxx

English 10 – Honors

Credits = 1.0

Composition with Classical Mythology – Honors

10A & 10B

Instructor:

Instruction and readings covered top-notch ancient classical literature and myths. This course was lavishly illustrated with ancient artifacts and art masterpieces inspired through the centuries by these myths. With an emphasis on the idea that ancient mythology, at its core, preserves oral traditions of actual events-- archaeology and Greek/Roman History constantly appear throughout the course.

Grade Percentages: Quizzes (25%), Projects/Papers (25%), Mid-term (25%), Final Exam (25%)

Literature Studied:

English 11 – Honors

Credits = 1.0

Composition II with American Literature – Honors

11A & 11B

Instructor:

Building on the foundation laid in Composition I, American Literature & Composition II is an Honors language arts course that hones proficiency in essay writing skills. Essay, grammar, and editing assignments prepare students for the College Board SAT Writing Test. Essay models build around a central thesis buttressed by relevant, logical arguments. Grammar topics include common usage mistakes, active-voice construction, and subjunctive-voice rules. Editing assignments teach organizational skills and parallelism guidelines. Over the summer, students read five American Literature novels from the Summer Reading List and wrote five reading journal summaries due the first day of class. During the school year, students read six additional American novels, and literary discussions focused on themes, symbolism, motifs, foreshadowing, and allusions. The poetry unit analyzed selected poems from six American poets. Rounding out the course, students enhance their knowledge of vocabulary comprehension and usage.

Texts Used:

xxxx

Grade Percentages: Writing (50%), Literature (20%), Vocabulary (20%), Participation (10%)

Literature Studied:

Novels:

Poetry:

English 12 – Honors

Credits = 1.0

Composition III with British Literature – Honors

12A & 12B

Instructor:

British Literature is an Honors English course that introduces students to the wealth of poetry, novels, and plays written during the English Renaissance, the Restoration and Enlightenment period, the Romantic period, and the Victorian period. Over the summer, students read three novels that prepare the scene for the English Renaissance, and two others of their choice. A Reading Journal for each of the five novels is due the first day of class. During the school year, students read seven additional novels, three plays, and several essays. Discussions delve into political satire, hierarchical structure, social reformation, and religious heritage. A major emphasis of this course is to expose students to the richness of poetry and varieties of style as every week students read and analyze selected works; lectures highlight the structure and devices employed by poets. In addition, students study the writing style of C. S. Lewis and practice their hand at persuasive analogies. Essays concentrate on comparing and

contrasting the ideas and ideals of one author with another. Rounding out the course, students enhance their knowledge of vocabulary comprehension and usage.

Texts Used:

xxx

Grade Percentages: Writing (50%), Literature (20%), Vocabulary (20%), Participation (10%)

Literature Studied:

FOREIGN LANGUAGE

Spanish I

Credits = 1.0

Foreign Language

8A & 8B

Instructor:

Conversation, basic vocabulary, writing and basic grammar plus cultural aspects, and the Geography of Central and South America. Exercises designed to help students acquire everyday Spanish vocabulary. Topics included: Common Expressions, Cardinal & ordinal numbers, Nouns, pronouns and adjectives, Gender and number agreement, Conjugating verbs, Basic sentence structure, Making comparisons, Asking questions, Telling time, and Location/direction words.

Text:

Spanish – Middle/High School by Cynthia Downs (Carson-dellosa Publishing)

Spanish II

Credits = 1.0

Foreign Language

9A & 9B

Instructor:

Description: Review of Spanish I, conversation, new vocabulary, work in reading comprehension, study of irregular verbs plus other grammatical structures, and cultural aspects of Central and South America. A final class presentation was made of the South American country, Chile.

Text:

Cuaderno: A Beginning Workbook For Grammar And Communication by Ronni L. Gordon and David M. Stillman (Glencoe/McGraw Hill)

Spanish III

Credits = 1.0

Foreign Language

10A & 10B

Instructor:

Description: Review of Spanish II, practiced conversational Spanish, additional vocabulary, reading comprehension, South America geography, cultural aspects of Spanish-speaking countries, review of present, preterite, and imperfect verb tenses. Introduced and mastered the perfect, pluperfect, future, and conditional tenses. Learned the subjunctive mood. Class time included conversational practice, Spanish skits, workbook and worksheets, and oral presentations. Two presentations/reports were completed including one on a Spanish artist, and the other on a Central American country. The last day of class, the students took a trip to an authentic South American restaurant and were required to only speak in Spanish.

Text:

Breaking the Spanish Barrier: Level 2 Intermediate by John Conner (Breaking the Barrier, Inc.)

Enrichment Activity:

Participated in a

Spanish IV

Credits = 1.0

Foreign Language

11A & 11B

Instructor:

Review of Spanish III, New Vocabulary, In-depth Study of Present, Perfect, and Commands, Present Perfect, Pluscuamperfecto Future and Future Perfect, Conditional and Conditional Perfect, Past Participle as Adjectives, Subjunctive, Present Perfect Subjunctive, Imperfect and Pluscuamperfecto of the Subjunctive, Subjunctive after expressions of doubt, Subjunctive after Impersonal Expressions, Subjunctive with some Adverbial Expressions, Subjunctive with “Si” clauses, Imperfect Subjunctive to make a polite request, Passive Voice, Punctuation, Reflexive and Reciprocal Constructions, More Expressions, Reading Comprehension, Study of Spanish speaking countries.

Text:

Breaking the Spanish Barrier: Advanced by John Conner and Cathy Folts

Enrichment Activities:

HEALTH & PHYSICAL EDUCATION

Health & Physical Education 9

Health / PE Core Requirement

•

Credits = 1.0

9A & 9B

Health & Physical Education 10

Health / PE Core Requirement

•

Credits = 1.0

10A & 10B

HISTORY

World History I - Honors

History Core Requirement

Instructors:

Covered the major historical characters, archaeology, geography and politics of the early Mesopotamians & Egyptians. Also ancient Greek history dealt with the major historical characters, archaeology, geography and politics of the early Minoans through the first century BC and the end of the Hellenistic kingdoms established by Alexander the Great. Gained an appreciation of the contributions of the ancient Greeks to the modern world, especially in the social and political arenas. Roman History covered Rome's mythical founding, the kingship, Republic, Civil Wars, the Empire and the decline of Roman civilization. Examined many of the major players in the history of Rome (the Gracchi, Marius, Caesar, Augustus and most of the major emperors). Tackled the geography of the Roman empire. Looked at Jesus and the early church in the context of the first century and the legalization of Christianity under Constantine.

Texts:

Grade Percentages: Quizzes (25%), Research Papers/Presentation (25%), Mid-term (25%), Final Exam (25%)

Credits = 1.0

9A & 9B

World History II

History Core Requirement

Instructor:

xxx

Texts:

xxx

Grade Percentages: Quizzes/Essays (50%), Questions/Homework (30%), Reading (15%), Participation/Attitude (5%)

Credits = 1.0

10A & 10B

United States History I & II

Credits = 1.0

History Core Requirement

11A & 11B

Surveyed U.S. History from it's beginning to present. Successful completion of tests, research papers, and presentations was required.

Texts:

Government & Economics - Honors

Credits = 1.0

History Core Requirement

12A & 12B

Instructor:

This Honors-level course on American Government and Economics covered the meaning the Founding Fathers had of our Constitution and how we as a government/people have interpreted and sometimes misinterpreted the meanings and the directions that were laid out for us. This course was taught from a Christian perspective while talking about "real life issues" as they relate to our lives and futures. Also examined was how one's world-view impacts their perspectives of both government and economics. Both subjects, Government and Economics, were intertwined due to the effect one subject has on the other. Participation was required in the form of offering personal views and opinions in class discussion and on paper. In addition, three (3) special research projects were assigned.

Texts:

xxx

Grade Percentages: Exams (45%), Quizzes (5%), Activity Sheets (25%), Homework (10%), Projects (15%)

MATHEMATICS

Algebra I

Credits = 1.0

Mathematics Core Requirement

8A & 8B

Instructor:

Algebra is a branch of mathematics in which variables are substituted for unknown values to solve a particular problem. There will be a wide variety of topics covered including factoring, graphing of linear equations, probabilities, solving systems of equations, and an introduction to some geometry concepts. This course concentrates on using these concepts to develop problem solving techniques. The course consists of 120 lessons and problem sets and 24 tests.

Text:

Saxon Algebra I Third Edition ISBN #1-56577-134-6

Grade Percentages: Chapter Tests (60%), Homework (30%), Participation/Attitude (10%)

Algebra II

Credits = 1.0

Mathematics Core Requirement

9A & 9B

Instructor:

This class will continue the mathematical development begun in Algebra 1, continuing to practice and apply the fundamental concepts while more advanced topics are introduced and mastered. Topics will include polynomial functions, introduction to conic sections, solving systems of equations, graphing linear and quadratic functions, polar coordinates and vectors, logarithms, and an introduction to basic trigonometry.

Text:

Saxon Algebra II, 2nd edition

Grade Percentages: Chapter Tests (60%), Homework (30%), Participation/Attitude (10%)

Pre-Calculus with Trigonometry & Geometry

Credits = 1.0

Mathematics Core Requirement

10A & 10B

Instructor:

This course continues the mathematical development begun in Algebra 1 and Algebra 2. Students practiced the fundamental skills of algebra, geometry and trigonometry while advanced concepts were introduced and mastered. Topics will include in-depth study of trigonometry including trigonometric identities and their applications, graphing conic sections, logarithms, probability, sequences and series, matrices, and analytical geometry.

Text:

Saxon Advanced Mathematics Second Edition ISBN #1-56577-040-4)

Grade Percentages: Chapter Tests (50%), Homework (30%), Final (10%), Participation (10%)

Calculus with Analytic Geometry I

Mathematics Core Requirement

Credits = 1.0

11A

Instructor:

Presented analytic geometry and the calculus of algebraic and transcendental functions including the study of limits, derivatives, differentials and an introduction to integration with applications.

Text:

Calculus: Early Transcendentals (Stewart's Calculus Series)

Grade Percentages: Exams (50%), Homework (40%), Class Participation (10%)

Statistics I – MTH 241

Math Elective

Credits = 1.0

12A

Instructor:

The purpose of this course is to provide an introduction to basic Statistics. Emphasis on concepts rather than in-depth coverage of traditional statistical methods. Topics include sampling and experimentation, descriptive statistics, probability, binomial and normal distributions, estimation, single sample and two sample hypothesis tests for means and proportions. The course was made up of lectures, three exams, textbook homework, and online homework (MathXL).

Text: *Introductory Statistics*, Neil A. Weiss.

Grade Percentage: Exams (60%), Homework (30%), Lab Reports (10%)

PERSONAL FINANCE

Personal Finance

Personal Finance Core Requirement

Credits = 1.0

12A & 12B

Instructor:

Based on Dave Ramsey's *Financial Peace University*, but directed at the next generation, the class helped prepare young men and women to embrace a future of healthy, biblically based finances so turbulent money management never becomes the norm for them. This course included opportunities to expand in economics, family consumer science, and personal finance. Classes included DVD instruction by personal finance expert Dave Ramsey, cooperative and independent student activities, online reading of Motley Fool articles, case studies reflecting real-life examples, and extensive review sections. In addition, there were 12 tests and 4 quarterly exams.

Text:

Foundations in Personal Finance by Dave Ramsey

Grade Percentages: Quarterly Exams (30%), Chapter tests (30%), Homework (20%), Semester Project (10%), Participation (10%)

SCIENCE

Physical Science with lab

Science Core Requirement

Instructor:

The course discusses such topics as the atmosphere, the hydrosphere, weather, the structure of the earth, environmentalism, the physics of motion, Newton's Laws, gravity, and astrophysics. The labs encompass a wide range of topics including atoms and molecules, the Greenhouse Effect, Air Pressure, cloud formation, sound travel, Plate Tectonics, lightening, acceleration, inertia, friction, force, gravity, Doppler Effect, Reflection, Refraction. The student documented xx# lab experiments, completed 16 chapters, associated study guide questions and all 16 chapter tests.

Text:

Exploring Creation with Physical Science Set (includes tests & solutions) by Dr. Jay L. Wile

Grade Percentages: Exams (30%), Labs (30%), Study guide (30%), Research paper (10%)

Credits = 1.0

8A & 8B

Biology with lab - Honors

Science Core Requirement

Instructor:

Topics covered include molecular biology, cytology, genetics, life science, taxonomy (with an overview of the kingdoms), botany, ecology, zoology, and human anatomy and physiology. By emphasizing scientific investigation through laboratory work, this class will teach the following laboratory skills: following directions, complying with lab safety rules, the use of a microscope, formulating a hypothesis, organizing observations, graphing data, deducing conclusions, critical thinking, math skills and writing lab reports. Students systematically perform a variety of in-class laboratory activities which reinforce the biological science concepts presented in the corresponding text material, and will include dissections. In addition, students will learn vocabulary associated with the class topics covered each week. For enrichment students will perform several research projects individually and/or collectively (as assigned), and present their findings in the form of an oral presentation or written report (as specified). Over the course of the year, students construct a news notebook that summarizes twelve concurrent biology articles, highlighted, summarized, and footnoted.

Texts:

xxxx

Grade Percentages: Tests (20%), Labs (20%), Quizzes (20%), Homework (20%), Science Fair Project (15%), Compare/Contrast Paper (5%)

Credits = 1.0

9A & 9B

Chemistry with lab – Honors

Science Core Requirement

Instructor: Mr. Steve Magnus, HEARTS Science Instructor

Chemistry is a science course that explores chemical form and function, investigates chemical change and equilibrium, and develops critical thinking and math skills. By emphasizing scientific investigation through laboratory work, this class teaches the following laboratory skills: following directions, complying with lab safety rules, formulating a hypothesis, organizing observations, graphing data, deducing conclusions, and written lab reports. Students systematically perform approximately thirty-nine in class laboratory activities which reinforce the chemical concepts presented in the corresponding text material. In addition, students will perform approximately 18 "take home lab" assignments, which consist of research and investigation of assigned topics and oral and/or written findings as specified. For enrichment, students must each present two oral reports on designated chemical elements. Oral reports include a poster which displays common compounds of the element and industrial uses of the element,

Credits = 1.0

10A & 10B

and students must construct a three dimensional atomic model showing the element's atomic structure. Over the course of the year, students construct a news notebook that summarizes twelve concurrent chemistry articles, highlighted, summarized, and footnoted. In small groups, students research, prepare, and supervise a hands-on lab, and they write and perform a skit that explains the underlying chemical concepts. The course grade summarizes exams that cover 21 chapters of text material, a notebook with all completed labs, homework assignments, a group project, two oral reports, and the news notebook. Organized into two semesters, the curriculum begins with SI Credits, significant numbers, and data analysis, and then presents properties and changes in matter, the structure of the atom, electron configurations, and the periodic table. It continues with elements, ionic compounds, covalent bonded molecules, chemical reactions, the mole, and stoichiometry. The second semester examines states of matter, gases, solutions, energy in chemical changes, reaction rates, chemical equilibrium, acids and bases, redox reactions, electrochemical cells, hydrocarbons, substituted hydrocarbons, biochemistry, and nuclear chemistry. In addition, the course will critically examine the science of evolutionary theories as they relate to chemistry and biochemistry, and we'll look at problems associated with the science of those theories. In addition, the course will look at chemical concepts of the real world and other sciences as set forth by the National Science Education Standards.

Text:

Chemistry Concepts and Applications, The McGraw-Hill Companies Inc., 2002

Grade Percentages: Tests (30%), Labs (30%), Quizzes (25%), Homework/Projects (15%)

General Biology with lab (dual-enrolled to be taken 2nd semester senior year) Credits = 1.0

Science Core Requirement

12B

Instructor:

Explored the fundamental characteristics of living matter from the molecular level to the ecological community with emphasis on general biological principles. Introduced the diversity of living organisms, their structure, function and evolution.

Text:

Biology: The Unity and Diversity of Life, 12th ed. by Starr, Taggart, Evers, Starr

ELECTIVES

Include Electives here

NON-DUAL CREDIT COLLEGE COURSES

I listed college courses taken during high school but not considered dual-enrolled courses here. This is up to you, since they'll be noted on the College transcript that you include with your student's application.

Community Service and Extra-curricular Activities

Volunteer & Community Service

- *Listed by most recent to oldest*
-

Outreach & Travel

- *Listed by most recent to oldest*
-

Sports

- *Listed by most recent to oldest*
-

Extra-curricular

- *Listed by most recent to oldest*
-

Awards & Honors

- *Listed by most recent to oldest*
-

Employment

- *Listed by most recent to oldest*
-

High School Reading List

NOVELS

- *Listed alphabetically*
-

SHORT STORIES

- *Listed alphabetically*
-

PLAYS

- *Listed alphabetically*
-

POETRY

- *Listed alphabetically*

Letters of Recommendation

Letters of Recommendation GO HERE (or
wherever you think they fit)