



SCHOOL OF TOMORROW®

Home Educator's Manual

2021 Revision



Where education comes to life! ACE



A.C.E. SCHOOL OF TOMORROW[®] HOME EDUCATOR'S MANUAL



Visit aceministries.com/about-ace for more information and videos about the A.C.E. program.

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INTRODUCTION

A.C.E. School of Tomorrow[®] curriculum is built on five basic laws of learning:

- Students must be placed at the academic level in each subject where they can best 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 Hendersonville, Tennessee. A.C.E. provides curriculum for home educators, private schools, and government schools in over 140 countries.

A.C.E. School of Tomorrow 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, A.C.E. has maintained these objectives. One result is that students score significantly higher than their peers on standardized achievement tests.

A.C.E. School of Tomorrow 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 levels 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

Ninety 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. These Christ-like traits and a Scripture verse to be memorized are incorporated throughout the curriculum.

- 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.

Affectionate	Courteous	Forgiving	Kind	Persuasive	Self-Controlled
Appreciative	Creative	Friendly	Knowledgeable	Prayerful	Sincere
Attentive	Decisive	Generous	Longsuffering	Prepared	Steadfast
Available	Deferent	Gentle	Loving	Prudent	Submissive
Blessed	Dependable	Godly	Loyal	Punctual	Tactful
Cheerful	Determined	Goodly	Meek	Pure	Temperate
Committed	Diligent	Gracious	Merciful	Purposeful	Thorough
Compassionate	Discerning	Grateful	Modest	Ready	Thrifty
Concerned	Discreet	Happy	Obedient	Rejoyceful	Tolerant
Confident	Efficient	Holy	Observant	Resourceful	Trustworthy
Considerate	Equitable	Honest	Optimistic	Respectful	Truthful
Consistent	Fair	Humble	Orderly	Responsible	Understanding
Content	Faithful	Integrity	Patient	Reverent	Virtuous
Cooperative	Fearless	Joyful	Peaceful	Righteous	Wise
Courageous	Flexible	Just	Perseverant	Secure	Zealous

GLOSSARY OF TERMS

Academic Balance – Having the same number of PACEs completed in each prescribed curriculum subject.

Academic Projection – A year-by-year and course-by-course outline of what a high school student must complete to earn a diploma.

Activity Pac – A separate unit on which students record their answers to activity questions (see Pop-Out).

Checkup – A mini-test within a PACE to help the student determine his comprehension of subject matter on a particular section in the PACE.

Diagnosis – Refers to the testing by which a student’s performance level is determined.

Electives – Optional high school subjects usually selected according to the interest and ability of students.

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

Goals – PACE objectives set daily by the student and entered on a printed card placed in front of the student on his office bulletin board.

Learning Center – A.C.E.-designed room in which students complete academic work and receive Biblical training.

Mastery Learning – The A.C.E. foundational principle of learning that concepts must be mastered before progressing to the next sequential concept; 80 percent mastery on each PACE test is required before proceeding to the next PACE.

PACE[®] – Packet of Accelerated Christian Education; A bite-sized booklet of curriculum.

PACE Test – The final PACE Test designed to measure a student’s comprehension of PACE content. It is administered the day after the PACE is completed. If the score is below the minimum of 80 percent, the PACE must be repeated for mastery.

Performance Level – The academic level at which a student functions in the A.C.E. curriculum.

Pop-Out – Removeable Activity Pac in some Third Edition social studies and science PACEs above PACE 1085 and Wisdom Inserts in English PACEs 1097–1144.

Score Key – A booklet containing the answers to activities in a PACE.

Self Test – A test designed to help a student measure his comprehension and mastery of PACE material.

Word Building – A vocabulary-controlled study of computer-selected words, root words, prefixes, suffixes, and so on (traditionally called spelling).

HOW TO BEGIN

DIAGNOSTIC TESTING

All students who have learned to read, including high school students, should be diagnostically 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 8).

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, tablets, or phones).

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 Tests

It is recommended that midweek days be used as testing days. English and Word Building Tests are given on one day, and Math and Reading are given the following day.

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

MATH AND ENGLISH TESTS

Levels 1 to 4 **Math and English**—begin on page 1.

Levels 5 to 8 **Math**—begin on page 5, and complete the test. Then continue on page 1, PACE 1073 of the 1073–1108 Math Diagnostic Test.
English—begin on page 6.

Levels 9 to 12 **Math**—check the PACE Conversion Chart on page 10 of this manual and begin five levels below the student's chronological level from his previous school. If the student successfully completes Math Diagnostic Test (1001–1072), continue in Math Diagnostic Test (1073–1108).
English—begin on page 22.

READING (Bible Reading, Literature, Science, and Social Studies)

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 Tests

Administer tests 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, birthday, and grade 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 Tests

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 **Reading Test**, record the student's score on the Test Results Chart.

Evaluating the Tests

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.

READING

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

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, reading (Bible Reading, Literature and Creative Writing, science, and social studies), and Word Building (spelling).

Visit acediagnostictest.com for free online diagnostic testing and evaluation of test results.

Administering the aceconnect[®] Diagnostic Test

- Go to acediagnostictest.com.
- Follow the onscreen prompts for school registration.
- Add students in the **Students and Reports** section.
- In the **Take Diagnostic Test** section, select student, subject, and level. For assistance, read the **Diagnostic Testing Tips** in this section.
- Click **Begin Testing** and have the student complete the test.
- When the student has worked as far as he can, click **Exit Diagnostic Test**.
- Click **Finish Test** to confirm test is completed. This will log the user out of the site.
- Log back into the **Students and Reports** section to review the results of the test. PACEs circled in red on the chart are learning gaps and must be completed for mastery of material before proceeding at the performance level.

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 aceministries.com/global-contacts and select your region. Use the contact information to contact your region's A.C.E. representatives.

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.





ENGLISH DIAGNOSTIC TEST RESULTS

NAME Tucker Mark William
Last First Middle

AGE 13 BIRTHDAY 7-24-12 GRADE 7

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 # _____."

1001	1002	1003	1004	1005	1006	1007	1008	1009	1010	1011	1012
1013	1014	1015	1016	1017	1018	1019	1020	1021	1022	1023	1024
1025	1026	1027	1028	1029	1030	1031	1032	1033	1034	1035	1036
1037	1038	1039	1040	1041	1042	1043	1044	1045	1046	1047	1048
1049	1050	1051	1052	1053	1054	1055	1056	1057	1058	1059	1060
1061	1062	1063	1064	1065	1066	1067	1068	1069	(1070)	1071	(1072)
(1073)	(1074)	(1075)	1076	1077	1078	1079	1080	1081	1082	1083	1084
1085	1086	1087	1088	1089	1090	1091	1092	1093	1094	1095	1096

LEARNING GAPS: PACE'S # 1070, 1072, _____, _____, _____, _____,

_____, _____, _____, _____, _____, _____, _____, _____

STUDENT READY TO ADVANCE FROM PACE # 1073

PACE CONVERSION CHART

This chart can be used to determine the approximate level of any PACE.
For example, PACE 1062 corresponds to the early sixth (6th) level.

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

PACE TO LEVEL CONVERSION

Approximate
Conventional/Chronological
Level

Corresponding Level of PACEs

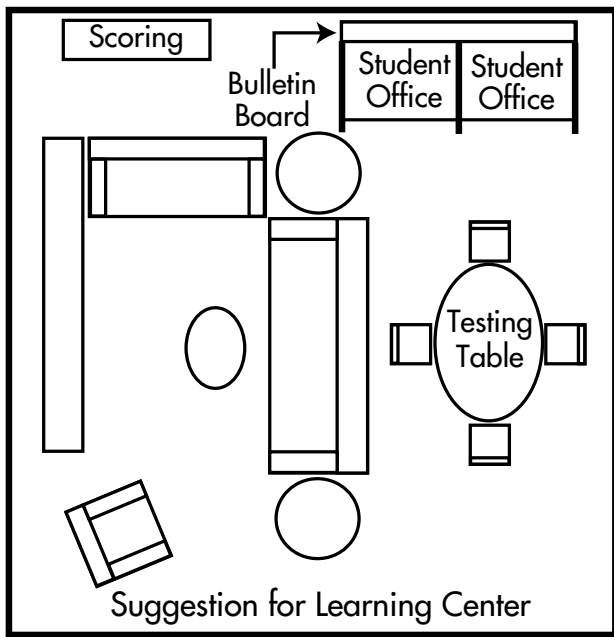
1	1001	1002	1003	1004	1005	1006	1007	1008	1009	1010	1011	1012
2	1013	1014	1015	1016	1017	1018	1019	1020	1021	1022	1023	1024
3	1025	1026	1027	1028	1029	1030	1031	1032	1033	1034	1035	1036
4	1037	1038	1039	1040	1041	1042	1043	1044	1045	1046	1047	1048
5	1049	1050	1051	1052	1053	1054	1055	1056	1057	1058	1059	1060
6	1061	1062	1063	1064	1065	1066	1067	1068	1069	1070	1071	1072
7	1073	1074	1075	1076	1077	1078	1079	1080	1081	1082	1083	1084
8	1085	1086	1087	1088	1089	1090	1091	1092	1093	1094	1095	1096
9	1097	1098	1099	1100	1101	1102	1103	1104	1105	1106	1107	1108
10	1109	1110	1111	1112	1113	1114	1115	1116	1117	1118	1119	1120
11	1121	1122	1123	1124	1125	1126	1127	1128	1129	1130	1131	1132
12	1133	1134	1135	1136	1137	1138	1139	1140	1141	1142	1143	1144

SETTING UP YOUR LEARNING CENTER

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

- Select an area in your home in which the student can work with minimal distractions that will be designated as the Learning Center. 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. Be sure to furnish an individual office for each student. See aceministries.com/learning-center-setup for information regarding Student Office drawings. You will want to provide a place in the student office 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.





- Furnish an individual office for each student.
- 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 for scoring. Whatever you choose, use it consistently.

Office Arrangement and the Goal Card



To facilitate goal checking, each student should arrange his office each morning in the following order:

- Post the Goal Card in the upper right corner of his bulletin board.
- Post the Student Progress Chart in the upper left corner of his bulletin board.
- Open PACEs to that day's goals; stack them on the left side of the office (on the right side for left-handed students) in the order in which they appear on the Goal Card.

SUGGESTED SCHEDULE

- Start each day with Opening Exercises including pledges, prayers, Scripture, devotions, Congratulation slips, and inspirational song. This time is for inspiration and should last no longer than 15 minutes.
- Schedule PACE work sessions with 10-minute breaks. If the break is too long, it is hard to resume work. Television and videos should never be allowed.
- Strive to complete academic work in the morning and have enrichment activities in the afternoon.
- Complete Self Tests and PACE Tests first.
- Take breaks outside whenever possible. Students need a change of focus for healthy eyes and bodies.
- Leave Learning Center area for snacks, restroom, or free time.
- Add physical activities (P.E.) to your daily schedule in order to maintain better body health, mental alertness and body strength, and development. For high school students, check your state or country's graduation requirements for elective credits.

PACE Work Time Recommendation

25 min. for Levels K-1 | 45 min. for Levels 4-8
35 min. for Levels 2-3 | 60 min. for Levels 9-12

Break Schedule	
Levels 1-3	
9:10-9:20 a.m.	
9:50-10:00 a.m.	
10:30-10:40 a.m.	
11:10-11:20 a.m.	
12:00-12:30 p.m. Lunch	
1:10-1:25 p.m.	
Levels 4-6	
9:10-9:20 a.m.	
10:05-10:15 a.m.	
11:00-11:10 a.m.	
12:00-12:30 p.m. Lunch	
1:20-1:30 p.m.	
Levels 9-12	
9:10-9:20 a.m.	
10:40-10:50 a.m.	
12:00-12:30 p.m. Lunch	
1:20-1:30 p.m.	
All Levels: 2:15 p.m. P.E. and Activities	

- The school attendance statues and regulations of many states/provinces contain provisions specifying the mandatory number of daily instructional hours. Some might require a total annual figure while others give a minimum daily requirement. Please be sure to follow these regulations.
- 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, Christian radio station, manufacturing business, nursing home, or ministry venues. 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.
- Reading is vital to learning; therefore, implement A.C.E.'s Readmaster[®] computer program into your schedule.

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. Always keep your records and tests in a safe place.

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. It is recommended 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 PACE 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 PACE Test scores, and the Final



Progress Chart

Mark Tucker

1st Quarter

1									
2									
3									
4									
5									
6									
7									
8									
9									

Math

English

Word Building

Literature

Science

Social Studies

Bible

Bible Memory

2nd Quarter

1									
2									
3									
4									
5									
6									
7									
8									
9									

3rd Quarter

1									
2									
3									
4									
5									
6									
7									
8									
9									

Math

English

Word Building

Literature

Science

Social Studies

Bible

Bible Memory

4th Quarter

1									
2									
3									
4									
5									
6									
7									
8									
9									

Grade is determined by averaging the 12 PACE Test scores. 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 PACE 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 Academic 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

The Student Progress Report (see pages 17 and 18) 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 Student 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 office 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.** 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 office.
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.** The student maintains a positive attitude toward computer learning.

MASTER RECORD SHEET

Account Name John Tucker Account Number _____

Student Name <u>Mark Tucker</u>							Academic Advisor _____								
Subject	Test Scores						First Term Avg.	Test Scores						Second Term Avg.	Final Grade
	1	2	3	4	5	6		7	8	9	10	11	12		
MATH	#85	#86	#87	#88	#89	#90	90%	#91	#92	#93	#94	#95	#96	91%	90%
	89%	90%	92%	91%	90%	88%		88%	91%	90%	93%	91%	91%		
ENGLISH	#85	#86	#87	#88	#89	#90	93%	#91	#92	#93	#94	#95	#96	92%	93%
	90%	93%	93%	94%	96%	92%		92%	91%	90%	96%	94%	91%		
WORD BUILDING	#85	#86	#87	#88	#89	#90	96%	#91	#92	#93	#94	#95	#96	96%	96%
	96%	94%	98%	95%	96%	97%		98%	94%	96%	95%	97%	96%		
<i>Basic 8</i> LITERATURE AND CREATIVE WRITING	#85	#86	#87	#88	#89	#90	95%	#	#	#	#	#	#		95%
	93%	95%	93%	97%	97%	93%		%	%	%	%	%	%		
SCIENCE	#85	#86	#87	#88	#89	#90	96%	#91	#92	#93	#94	#95	#96	93%	95%
	93%	99%	95%	97%	100%	92%		97%	90%	94%	94%	97%	90%		
SOCIAL STUDIES	#85	#86	#87	#88	#89	#90	95%	#91	#92	#93	#94	#95	#96	95%	95%
	94%	96%	94%	95%	95%	94%		96%	97%	93%	94%	95%	97%		
<i>Readmaster</i> Level B	#	#	#	#	#	#		#	#	#	#	#	#		
	%	%	%	%	%	%		%	%	%	%	%	%		
P.E.	#	#	#	#	#	#	A-	#	#	#	#	#	#	A	A
	%	%	%	%	%	%		%	%	%	%	%	%		

ATTENDANCE RECORD

	WEEK #1					WEEK #2					WEEK #3					WEEK #4					WEEK #5					WEEK #6					WEEK #7					WEEK #8					WEEK #9				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1st Quarter	H	C	C	C	F	C	C	C	C	F	C	C	C	C	I	C	C	C	C	F	S	S	S	C	C	C	C	C	C	F	C	C	C	C	F	C	C	C	C	F	C	C	C	C	F
2nd Quarter	C	C	C	C	F	C	C	C	C	F	C	C	H	H	H	C	C	C	C	F	C	C	C	I	F	C	C	C	C	F	S	S	C	C	C	C	C	C	C	F	C	C	C	C	F
3rd Quarter	C	C	C	C	C	C	C	C	C	F	C	C	C	C	C	I	C	C	C	F	H	C	C	C	C	C	C	C	C	F	C	C	C	C	C	C	C	C	C	F	C	C	C	C	F
4th Quarter	C	C	C	C	S	S	C	C	C	F	C	C	C	C	C	C	C	C	C	F	C	I	C	C	F	C	C	C	C	F	C	C	C	C	F	C	C	C	C	C	S	S	S	S	F

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

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

Parent Signature John Tucker Date 1-17-24
1st Semester (pink copy)

Parent Signature John Tucker Date 6-5-24
2nd Semester (yellow copy)

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

SUBJECTS	FIRST SEMESTER		Sem. Total	SECOND SEMESTER		Sem. Total	Year Total
	First Quarter	Second Quarter		Third Quarter	Fourth Quarter		
MATH	85-89% 87-92% 86-90%	88-91% 90-88% 89-90%	6 / 90%	91-88% 93-90% 92-91%	94-93% 96-91% 95-91%	6 / 91%	12 / 90%
ENGLISH	85-90% 87-93% 86-93%	88-94% 90-92% 89-96%	6 / 93%	91-92% 93-90% 92-91%	94-96% 96-91% 95-94%	6 / 92%	12 / 93%
WORD BUILDING	85-96% 87-98% 86-94%	88-95% 90-97% 89-96%	6 / 96%	91-98% 93-96% 92-94%	94-95% 96-96% 95-97%	6 / 96%	12 / 96%
Basic LITERATURE 8	85-93% 87-93% 86-95%	88-97% 90-93% 89-97%	6 / 95%				6 / 95%
SCIENCE	85-93% 87-95% 86-99% 88-97%	89-100% 91-97% 90-92%	7 / 96%	92-90% 94-94% 93-94% 95-97%	96-90%	5 / 93%	12 / 95%
SOCIAL STUDIES	85-94% 87-94% 86-96%	88-95% 90-94% 89-95%	6 / 95%	91-96% 93-93% 92-97%	94-94% 96-97% 95-95%	6 / 95%	12 / 95%
BIBLE	61-92% 63-93% 62-91%	64-93% 66-91% 65-92%	6 / 92%	67-94% 69-91% 68-92%	70-93% 72-91% 71-92%	6 / 92%	12 / 92%
COMPUTER PROGRESS	Program Starting Level _____ Ending Level _____	Program Starting Level _____ Ending Level _____		Program Typemaster Starting Level _____ Ending Level _____	Program Typemaster Starting Level _____ Ending Level _____	97%	97%
TOTAL PAGES COMPLETED	22	21	43	19	16	35	78
PACE AVERAGE	94%	94%	94%	93%	94%	94%	94%
DATE	9-7-23 to 11-6-23	11-9-23 to 1-22-24		1-25-24 to 3-26-24	4-5-24 to 6-4-24		
DAYS ABSENT	1	1	2	0	1	1	3
READING Readmaster Level B Words per minute Comprehension Composite Score	300 w.p.m. 100 % 300	350 w.p.m. 100 % 350		400 w.p.m. 100 % 400	425 w.p.m. 100 % 425		36 Stories Read
BIBLE MEMORY	Ps. 51:1-13 Ps. 16	Ps. 100 Ps. 150 I Cor. 13	5	Ps. 121 John 1:1-14	Gal. 6:1-10 Matt. 5:1-16	4	9
PHYSICAL EDUCATION	B	A	A-	A-	A	A	A
SUPERVISOR SIGNATURE	_____		_____		_____		_____
PARENT SIGNATURE	John Tucker		John Tucker		John Tucker		John Tucker

DESIRABLE HABITS AND TRAITS

E-Excellent G-Good S-Satisfactory N-Needs Improvement

WORK HABITS

	Quarters			
	1	2	3	4
Follows directions	G	G	E	E
Works well independently	E	E	E	E
Does not disturb others	G	E	G	E
Takes care of materials	S	G	G	G
Completes work required	S	S	G	G
Achieves computer assignments	S	S	S	S

- Follows directions
- Works well independently
- Does not disturb others
- Takes care of materials
- Completes work required
- Achieves computer assignments

SOCIAL TRAITS

	Quarters			
	1	2	3	4
Is courteous	E	E	E	E
Gets along well with others	E	E	E	E
Exhibits self-control	G	E	E	E
Shows respect for authority	G	G	G	E
Responds well to correction	G	G	G	G
Promotes school spirit	G	G	G	E

- Is courteous
- Gets along well with others
- Exhibits self-control
- Shows respect for authority
- Responds well to correction
- Promotes school spirit

PERSONAL TRAITS

	Quarters			
	1	2	3	4
Ability to establish own goals	S	S	G	G
Successfully reaches goals	G	G	G	G
Displays flexibility	S	G	G	E
Shows creativity	S	S	S	S
General overall progress	G	G	G	G
Attitude toward computer learning	S	S	G	G

- Ability to establish own goals
- Successfully reaches goals
- Displays flexibility
- Shows creativity
- General overall progress
- Attitude toward computer learning

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.

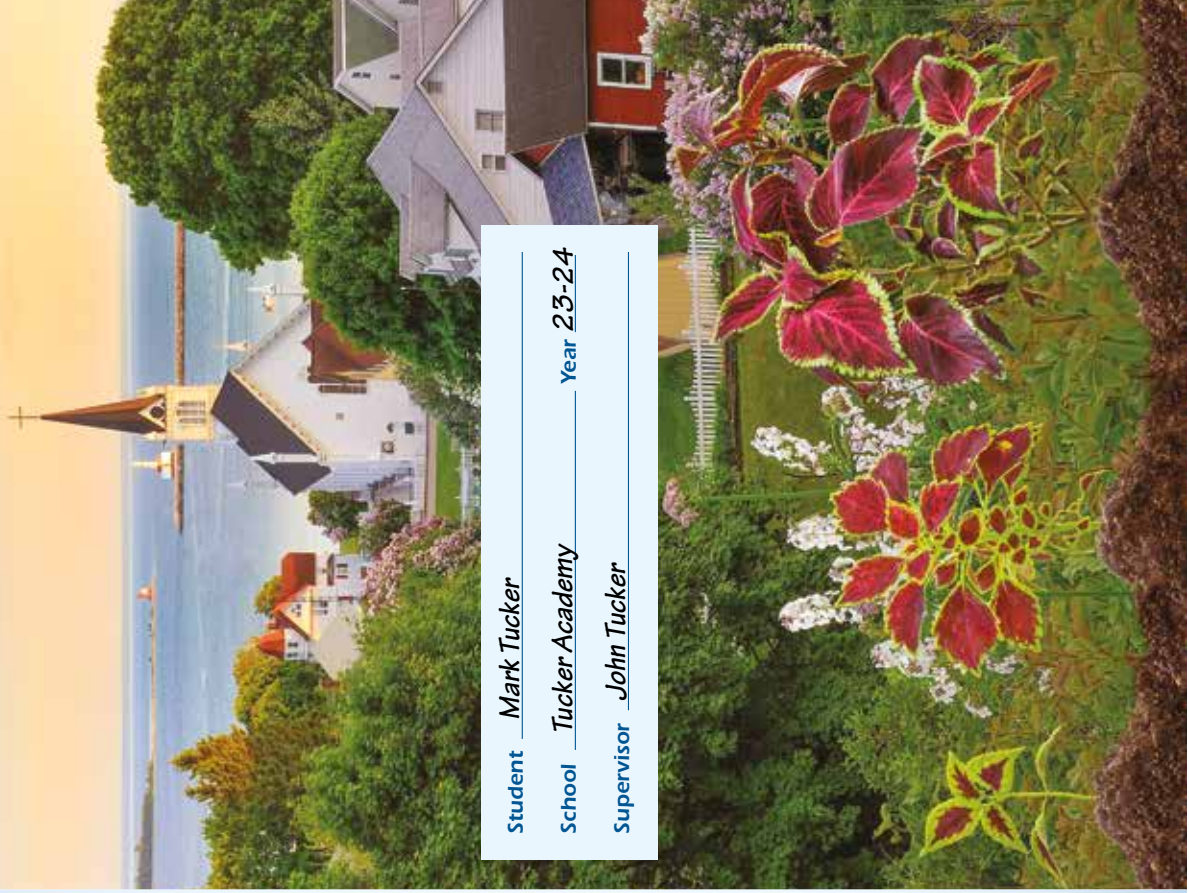
The staff has endeavored to design a report that will accurately reflect your child's own rate of progress and relate it as reasonably as possible to his peers.

If you have any questions, please call the office.

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STUDENT PROGRESS REPORT



Student Mark Tucker

School Tucker Academy Year 23-24

Supervisor John Tucker

Permanent/Academic Record (Transcript)

The Permanent/Academic Record serves as a permanent history of the student's academic 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:

PERCENT GRADE	LETTER GRADE
98–100	A+
96–97	A
94–95	A–
92–93	B+
90–91	B
88–89	B–
86–87	C+
83–85	C
80–82	C–

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:

SUBJECT	GRADE	GRADE POINTS
Algebra I	B–	2
English I	B+	2
Etymology	A	3
Biology	C	1
World History	C+	1
New Testament Survey	A–	3

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

Name Mark Tucker

Grade 1, Yr 16	Absences	1	Present	174
Course	# of PACES	PACE #s	PACE Average	Grade
ABC's Pretest				
ABC's Post Test				
Math				A
English				A
Word-Building				B+
Spelling				A
Science				
Social Studies				
Citizenship				B
Readmaster				A
Typemaster				B
Art				
PE.				S

Grade 2, Yr 17	Absences	0	Present	175
Course	# of PACES	PACE #s	PACE Average	Grade
Math				A
English				A
Word-Building				
Spelling				
Reading				
Literature and Creative Writing				
Science				
Social Studies				
Bible				
Citizenship				A
Readmaster				B
Art				
Typemaster				
PE.				S

Grade 3, Yr 18	Absences	2	Present	173
Course	# of PACES	PACE #s	PACE Average	Grade
Math				A
English				A
Word-Building				
Spelling				
Reading				
Literature and Creative Writing				
Science				
Social Studies				
Bible				
Hygiene				A
Readmaster				
Typemaster				
PE.				S

Grade 4, Yr 19	Absences	0	Present	175
Course	# of PACES	PACE #s	PACE Average	Grade
Math				A
English				A
Word-Building				
Spelling				
Reading				
Literature and Creative Writing				
Science				
Social Studies				
Bible				
Art				A
Readmaster				
Typemaster				
PE.				S

Grade 5, Yr 20	Absences	4	Present	180
Course	# of PACES	PACE #s	PACE Average	Grade
Math				A
English				B
Word-Building				
Spelling				
Reading				
Literature and Creative Writing				
Science				
Social Studies				
Bible				
Lg. Arts				S
Readmaster				S+
Typemaster				A
PE.				

Grade 6, Yr 21	Absences	0	Present	183
Course	# of PACES	PACE #s	PACE Average	Grade
Math				A
English				A
Word-Building				
Spelling				B+
Reading				A-
Literature and Creative Writing				
Science				
Social Studies				
Bible				
Lg. Arts				S
Readmaster				S
Typemaster				A
PE.				

Grade 7, Yr 22	Absences	3	Present	182
Course	# of PACES	PACE #s	PACE Average	Grade
Math				B
English				A
Word Building				A
Literature & CW				B
Science				A
Social Studies				A
State Hist.				A
Typemstr.				A
Readmaster				C5 275
PE.				B+

Grade 8, Yr 23	Absences	4	Present	181
Course	# of PACES	PACE #s	PACE Average	Grade
Math				B
English				B
Word Building				A
Literature				A
Science				A
Social Studies				A
Bible				B
Typemstr.				A
Readmaster				C5 369
PE.				A

Courses For Credit Toward Graduation

Date	Code	Math	PACES Completed	% Grade	Letter Grade	Credit
5-24	C	Algebra I	97-108	90%	B	1
5-25	C	Geometry	109-120	96%	A	1
5-26	C	Algebra II	121-132	97%	A	1
5-27	C	Trigonometry	133-144	96%	A	1/2

Date	Code	English	PACES Completed	% Grade	Letter Grade	Credit
5-24	C	English I	97-108	93%	B	1
5-25	C	English II	109-120	95%	A	1
5-26	C	English III	121-132	97%	A	1
5-27	C	English IV	133-144	100%	A	1

Date	Code	Science	PACES Completed	% Grade	Letter Grade	Credit
5-24	C	Biology	97-108	93%	B	1
5-25	C	Physical Science	109-120	97%	A	1
5-26	C	Chemistry	121-132	95%	A	1
5-27	C	Physics	133-144	94%	A	1

Date	Code	Social Studies	PACES Completed	% Grade	Letter Grade	Credit
5-24	C	World Geography	97-108	94%	A	1
5-25	C	World History	97-108	96%	A	1
5-26	C	American History	121-132	95%	A	1
12-26	C	U.S. Civics	133-138	92%	B	1/2
5-27	C	Economics	139-144	93%	B	1/2

Date	Code	Bible	PACES Completed	% Grade	Letter Grade	Credit
5-24	C	NT Survey	97-108	93%	B	1
5-25	C	OT Survey	109-120	92%	B	1

Date	Code	Electives	PACES Completed	% Grade	Letter Grade	Credit
5-24	C	Etymology	97-108	98%	A	1
5-24	C	Spanish I	12	100%	A	1
5-25	C	Spanish II	1-12	93%	B	1
5-25	C	Computer Science		95%	A	1
5-26	C	Speech	1-6	94%	A	1/2
5-26	C	Health	1-6	97%	A	1/2
5-27	C	Music	1-6	95%	A	1/2
5-27	C	Band			A	1

Credits Summary		Credits
Math		3 1/2
English		4
Science		4
Social Studies		4
Bible		2
Electives		6 1/2
P.E.		2
Total PACE Average		95%
Total Credits		26
Total GPA (3.0 Scale)		2.67

Code Column Identifiers	
I	= Incomplete Course
H	= Honors Program
C	= College Prep. Program
G	= General Program
V	= Vocational Program
O	= Other School Course

Grading scale for 3.0 GPA: 94-100 = A 88-93 = B 80-87 = C

PERMANENT RECORD

School Information
 Name Tucker Academy
 (A school using the A.C.E.® system of learning)
 Address 4455 Wayne Drive State TX ZIP 78777
 City Fair Haven State TX ZIP 78777
 Phone Number 555-123-4567
 Email Address homeschool@tuckeracademy.ace

Student Information
 Student Mark Tucker SS# 123 - 45 - 6789
 Birth Date 7-24-12 Birth Place Denton, Texas
 Parent or Guardian John Tucker
 Address 4455 Wayne Drive
 City Fair Haven State TX ZIP 78777
 Phone Number 555-123-4567
 Email Address homeschool@tuckeracademy.ace

Graduate Record
 Student ranks ___ in a class of ___
 Awards _____

 Diploma Received
 Honors
 College Preparatory
 General Preparatory
 Vocational Preparatory



High School Attendance		
Year	Days School In Session	Days Absent
23-24	187	0
24-25	185	3
25-26	185	1
26-27	186	3

Kindergarten with Ace and Christi Program
 Completion Date _____
 ABCs Pretest Score _____
 Promotion Date _____

Academic Record Summary					
Enrollment Date <u>9-2-21</u>		Graduation Date <u>5-30-27</u>		Withdrawal Date _____	
Subject	Diagnosed Grade Level	Prescribed PACE Number	Equivalent Grade Level	PACE Number	High School Credit Earned
Math	7	1073	12	138	3½
English	7	1073	12	144	4
Literature	7	1073	--	--	--
Science	7	1073	12	144	4
Social Studies	7	1073	12	144	4
Word Building/Etymology	7	1073	9	108	1
Bible			10	120	2
Electives					7½

Transcript Sent To _____
 School _____
 Address _____
 City _____ State _____ ZIP _____

READING PROGRAMS

A.C.E. School of Tomorrow offers several reading programs. For speakers of English, A.C.E. offers two reading programs designed to meet a child's needs at the appropriate time. Kindergarten with Ace and Christi complements the ABCs with Ace and Christi program. It is beneficial for students to use both programs to dovetail all methods and concepts. Children need to learn and master phonics using the same method throughout the reading development years.

Assessing when a child is ready to read is critical to his development as a student. A child's motor skills are among several skills evaluated in the two-part ABCs with Ace and Christi Pretest (item #91). Administer the Pretest to children who have never been in school and to those considered in Kindergarten or Level 1. A child must score 100 percent on Test A before being placed in the ABCs with Ace and Christi program. Test B requires a minimum passing score of 80 percent. Children who do not pass both tests must begin in the Kindergarten with Ace and Christi program.

KINDERGARTEN WITH ACE AND CHRISTI

Kindergarten with Ace and Christi is a full-year program featuring a complete scope and sequence of concepts and skills needed for readiness to read. A child learns the phonetic sounds for all letters so that when he is ready to learn to read, he will do so.



ABCs WITH ACE AND CHRISTI (LEVEL 1)

The ABCs with Ace and Christi program is a phonetic skills package utilizing a number of outstanding reading tools. Built into the program are a specially developed alphabet sequence, cartoon animal songs and stories for each phonetic sound, poems, character development activities, and physical activities. In conjunction with these tools, students work Word Building PACEs 1001-1012, Math PACEs 1001-1003, Animal Science PACEs 1001-1012, and Bible Reading PACEs 1001-1012. Students gain an understanding of number concepts and word relationships; memory, visual, auditory, and coordination skills are strengthened.

At the end of the program, 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.

CURRICULUM PROCEDURES

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
English	red
Word Building	purple
Literature and Creative Writing	burgundy
Science	blue
Social Studies	green
Bible Reading	tan
Animal Science	turquoise
Electives	various colors with white

Level(s)	Average Pages per PACE	Average Number Daily Pages for Goal Setting
1 (5 Subjects)	30	10
2 (7 Subjects)	30	14
3-4	40	18
5-7	50	22
8-12	60	26

Or, use this equation to calculate the number of pages a student needs to work daily to complete a PACE in three weeks.

	For example:
? = Total number of pages in a PACE	42 = total pages in a PACE
÷ = 14 days (Test on 15th day) = # pages per day	÷ = 14 days (Test on 15th day) = 3 pages per day

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 PACE 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 PACE 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 24), 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. Encourage the student to take at least two PACE Tests each week. This is the minimum needed for adequate academic progress.

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.

Permit use of calculators starting in 7th level and continuing thereafter, unless otherwise noted in the goal page but only after the student has successfully demonstrated competence in manual computational skills.

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 office. 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 23 of this Manual, but allow up to 15 days for completing the PACE.

ACE Goal Card

NAME: **Mark Tucker** DATE: **3-5**

For demonstrating responsibility, check your schedule each morning and mark off pages as completed. As you complete each subject, set new goals for the next day.

GOALS: A C E BOOK REPORT: Oral Written BIBLE MEMORY:

	Math	English	Word Building	Lit. & Crea. Wri.	Science	Social Studies	Total Pages
M	43-48	33-38	9-12	17-20	15-21	1-6	33
T	49-54	Review	13-16	21-24	22-27	7-12	29
W	Test	39-43	17-20	25-28	28-32	13-17	23
Th	1-6	Test	21-25	29-32	Test	18-22	25
F	7-10	1-4	26-30	33-36	1-4	23-28	27

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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 scoring station, 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 office. The student should correct any wrong answers, and with permission rescore at the scoring station. 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 station. Score Keys must 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 station.




He **MAY NOT** take a pencil to the scoring station for any reason.

At the scoring station, 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 station.

Example:

Score this page.		Correct mistakes.		Rescore.	
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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 office 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 rescoring.




Correcting Mistakes

After correcting all mistakes and while at his office, 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.	
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When all incorrect answers have been corrected and while the student is at the scoring station, he circles the red “Xs” with red ink and places a RED X in the third box of the score strip.

Score this page.		Correct mistakes.		Rescore.	
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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 mini-test 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 mini-test. 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 and parent 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. The student notes areas of weakness and studies those sections in the PACE. A student who scores 70 percent or under should be required to review and retake the Self Test. 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.

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. Check to see that the required Scripture has been memorized along with the reference. No notes are allowed for review AFTER PACE is turned in for testing the next day.

PACE Test

When you feel the student is ready for the PACE Test, he should take the Test the next day at the designated testing table. Make sure you can observe the student while he is testing. He should not have any academic materials at the testing table, only two pencils and scratch paper if needed and requested. When the student has finished the Test, collect it and score it later with the Test Key taken from a secure place. 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.

You will find abundant blessings for you and your children when following A.C.E. procedures. They are proven and effective, both academically and spiritually.

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, depending on student's level.
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 Center 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 Self Test before turning in the PACE. 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. He should follow the same procedure when completing the PACE Test.
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.

Talent and attractiveness bring a measure of success to youth, but character determines the depth, length, and duration of that success. All students can accept praise for character. Physical attributes are only temporary, but character relates to the image of God.

Express confidence in the student when he must repeat a PACE or when he misses a basketball shot or strikes out. Remind him that failure on a project is not failure in life. Help him realize he will achieve as a result of his own effort, energy and determination.

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 activity 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 activity himself.

The strength of the A.C.E. School of Tomorrow 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 activity 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 energy 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.

PACE PROJECTS

INSTEAD OF DEMEANING WITH NEGATIVES

“Can’t you figure it out?”

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

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.

A Project to Do at Home

Make a calendar of inventions.

Materials needed:

1. large poster board or sheet of paper
2. pen
3. ruler
4. scissors
5. glue

Since industries began, people in industries have looked for better and faster ways to do things. Many times new machines have been invented that could help people do tasks more efficiently. This calendar will help you show when some of the more important machines were invented.

What to do:

1. On a large poster board or sheet of paper draw 100 boxes. This can be done by drawing 11 evenly spaced lines across the poster and 11 evenly spaced lines crossing them. Leave a border around the outside of the poster. When you finish drawing the lines, your poster should look like the drawing at the right.
2. Put a year in the upper left-hand corner of each box, beginning with the year 1826 and ending with 1925.
3. Look in newspapers and magazines for pictures of objects from the list below.
4. Cut out pictures from the newspapers and magazines and place them in the correct place on your calendar along with the name of the invention. Example: For the word “Photography,” you might find a picture of a camera. Cut the picture out and glue it into the space for the year 1826. Write the word “Photography” in the space. Pictures do not have to fit completely within the space on the calendar. (Get permission before you cut pictures out of magazines or newspapers. If you cannot cut out a picture you need, you may draw it on the calendar instead.)
5. Find at least 15 of the items listed below.

Photography - 1826	Typewriter - 1867	Zipper - 1892
Rapier - 1831	Barbed wire - 1873	Radio - 1895
Telegraph - 1836	Telephone - 1876	Safety razor - 1901
Safety match - 1844	Photograph - 1839	Air conditioning - 1902
Sewing machine - 1846	Electric light - 1879	Airplane - 1903
Safety pin - 1849	Skyscraper - 1884	Helicopter - 1907
Elevator - 1853	Automobile - 1885	Frozen foods - 1920s
6. Write this title at the top of the calendar: “A Calendar of Inventions 1826-1925”

3 Supervisor Initial _____ Parent Signature _____

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 Set), 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.

MONTH	SCRIPTURE	ALTERNATE	ALTERNATE	ALTERNATE
SEPTEMBER (UNDER AGE 10)	John 3:1-17 JOHN 3:10-17	I Timothy 4 I TIMOTHY 4:1-12	Psalms 51 PSALM 51:1-12	Psalms 1 and 2 PSALM 1
OCTOBER (UNDER AGE 10)	Philippians 2:1-16 PHILIPPIANS 2:1-11	Psalms 23 and 24 PSALM 23	John 15:1-17 JOHN 15:1-12	Psalms 90 PSALM 90:1-12
NOVEMBER (UNDER AGE 10)	Psalms 34:1-19 PSALM 34:1-11	II Timothy 2:1-15 II TIMOTHY 2:1-10	I John 1-2:6 I JOHN 1	Proverbs 1:1-19 PROVERBS 1:1-12
DECEMBER (UNDER AGE 10)	Isaiah 53 ISAIAH 53:1-7	Proverbs 15:1-20 PROVERBS 15:1-13	Luke 2:6-19 LUKE 2:6-14	I Thessalonians 5:1-22 I THESSALONIANS 5:12-22
JANUARY (UNDER AGE 10)	Ephesians 6:1-17 EPHESIANS 6:1-11	James 1:1-20 JAMES 1:1-12	I Peter 1:13-2:3 I PETER 1:13-21	Matthew 6:9-25 MATTHEW 6:9-21
FEBRUARY (UNDER AGE 10)	Psalms 46 and 121 PSALM 121	Romans 12 ROMANS 12:1-9	Psalms 139:1-18 PSALM 139:1-14	Ephesians 2:1-18 EPHESIANS 2:1-10
MARCH (UNDER AGE 10)	John 1:1-18 JOHN 1:1-12	Exodus 20:1-17 EXODUS 20:3-17	Romans 13 ROMANS 13:8-14	Psalms 119:1-16 PSALM 119:1-11
APRIL (UNDER AGE 10)	Galatians 5:22-6:10 GALATIANS 6:1-10	James 3 JAMES 3:1-10	Matthew 5:1-18 MATTHEW 5:1-12	I Corinthians 2 I CORINTHIANS 2:1-9
MAY (UNDER AGE 10)	Colossians 3:1-20 COLOSSIANS 3:1-10	Romans 6:1-18 ROMANS 6:1-12	I John 4:1-17 I JOHN 4:1-8	I Corinthians 13 I CORINTHIANS 13:4-13

STANDARDIZED ACHIEVEMENT TESTING

A standardized test should be administered to measure the student's progress and to receive an end-of-year score for the student's file. These scores are a valuable tool to help guide the student's progress. Standardized achievement tests can only be administered during specific times in campus-based schools using the A.C.E. curriculum and cannot be purchased by individual homeschool families. Assessments are FREE for students enrolled in our distance education program, Lighthouse Christian Academy. For more details visit lcaed.com.

EXTRACURRICULAR ACTIVITIES

HOMESCHOOL JOURNAL OR DIARY

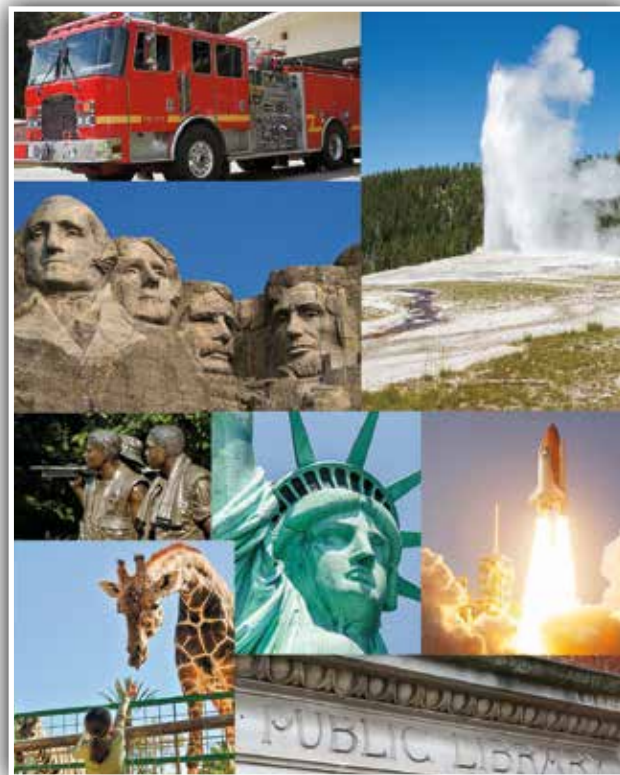
Each homeschool is encouraged to establish and maintain a daily record of activities that are not recorded on the Master Record Sheet. Students above the fourth level should keep their own daily school diaries to strengthen their ability to write their thoughts and observations. Your diary or journal 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.
- Give 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 A.C.E. 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.

AWARDS PROGRAM

Honor your students by planning an Awards Program that will be the highlight of their school year. Make it the culminating event of the academic year by scheduling it close to the day you have chosen as the last day of school. Plan the program with emphasis on character, spiritual growth, and academic achievement. Scripture memory awards should be the pinnacle of the Awards Program.

Here are some ideas to help you plan an unforgettable and inspiring Awards Program:

- Choose a theme that can be reflected in the decorations and awards.
- Award or recognize character traits that your children have demonstrated throughout the school year.
- Award or recognize accomplishments during the school year:
 - Completion of the ABCs with Ace and Christi program
 - Literature Achievement for 20 or more book reports (download from aceministries.com/resources)
 - Grade point averages (entire year and/or individual subjects)
 - ◆ A Honor Roll for PACE Test average of 94%–100% (certificate item #328)*
 - ◆ B Honor Roll for PACE Test average of 88%–93% (certificate item #428)*
 - Cursive writing or neat penmanship
 - Completion of a year's work (minimum of 72 PACEs)
- Ask family members, friends, and church family to attend.
- Have the children make invitations.
- Encourage students to share their talents or work accomplished during the year by:

- Quoting memorized passages of Scripture.
- Singing the Alphabet Song or another song they have learned throughout the school year.
- Sharing an illustrated short story.
- Playing an instrument.
- Make or purchase awards, certificates, and “goodie” bags. Have award commensurate with character demonstrated.
- Honor and thank family members and friends who have encouraged you during the school year.

Preparing an Awards Program not only creates unforgettable memories but is also a great tool for promoting student incentive and homeschool spirit.

*Purchase through A.C.E.

STUDENT PROGRAMS

In addition to the academic offerings, A.C.E. provides programs designed to train and give students the opportunities to serve and grow in their callings and ministries.

BLESS (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 acestudentprograms.com/about-bless or 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 A.C.E. School of Tomorrow 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 Student Convention held at the end of May. To get started, visit acestudentprograms.com/getting-started. Use the drop-down menus to find more information about Regional Student Conventions and International Student Convention.

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 acestudentprograms.com/about-sa or contact A.C.E. by email at hisservant@aceministries.com or by phone at 615-612-5200.

Educational Assistance—for ages 18 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 acestudentprograms.com/about-ea or email hisservant@aceministries.com for more information.

HIGH SCHOOL DISTINCTIVES

DEFINITION

When a student begins PACE 1097 in all subjects, he is considered a high school student. Credit toward graduation is given for courses completed above PACE 1097 and some elective courses numbered 1–12 (or 6 if a six-PACE course).

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:

Math	3	Economics	½
English	4	World Geography	1
Science	2 to 4	Computer Science	½ to 1
American History	1	Physical Education	2
World History	1	Foreign Language	1 to 2
Civics	½	Electives	4 to 8

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 Preparatory. Exceptionally bright students should be prescribed the Honors course of study. The College Preparatory course should be completed by the majority of students.

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 Tests.) 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 assignments that accompany gap PACEs.

COURSE PREREQUISITES

The courses and their prerequisites are as follows:

COURSE	PREREQUISITE	COURSE	PREREQUISITE
Algebra II	Algebra I	English IV	English I, II, and III
Geometry	Algebra I	Physical Science	Algebra I
Trigonometry	Algebra I and II, Geometry	Chemistry	Algebra I and Physical Science
English II	English I	Physics	Algebra I and Physical Science
English III	English I and II	Social Studies	None

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 Toward Graduation 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 A.C.E. 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.
*NOTE: Academic advisors provide the academic projection in consultation with the parents for high school students enrolled in Lighthouse Christian Academy.
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.
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 not on the Honors course 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. All students should be encouraged to attain the highest possible academics, even if it may take five or six years.

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: Information concerning the ACT may be obtained from:

The College Board
250 Vesey Street
New York, NY 10281
(866) 630-9305
1+ (212) 713-8000 (International)
about.collegeboard.org/contact-us

ACT Student Services
2727 Scott Blvd., Minizip 46
P.O. Box 414
Iowa City, IA 52243-0414
act.org

Homeschooling can be a wonderful blessing and benefit to children and parents when conducted correctly and efficiently. The guidelines 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 PROJECTION TOWARD GRADUATION
(at time of enrollment)



Student name Mark Tucker Honors College General Vocational

TITLE	PAST COURSES COMPLETED	PACEs	Credit Earned	PACEs PROJECTED THIS YEAR	Credit	COURSES REMAINING FOR GRADUATION	PACEs	Credit	
MATH	<i>Algebra I</i>	97-108	1	<i>Geometry</i>	1	<i>Algebra II</i>	121-132	1	
		-		109 110 111 112 113 114 115 116 117 118 119 120		<i>Trigonometry</i>	133-138	½	
		-							
ENGLISH	<i>English I</i>	97-108	1	<i>English II</i>	1	<i>English III</i>	121-132	1	
		-		109 110 111 112 113 114 115 116 117 118 119 120		<i>English IV</i>	133-144	1	
		-							
SCIENCE	<i>Biology</i>	97-108	1	<i>Physical Science</i>	1	<i>Chemistry</i>	121-132	1	
		-		109 110 111 112 113 114 115 116 117 118 119 120		<i>Physics</i>	133-144	1	
		-							
SOCIAL STUDIES	<i>World Geography</i>	97-108	1	<i>World History</i>	1	<i>American History</i>	121-132	1	
		-		97 98 99 100 101 102 103 104 105 106 107 108		<i>Civics</i>	133-138	½	
		-				<i>Economics</i>	139-144	½	
BIBLE	<i>New Testament Survey</i>	97-108	1	<i>Old Testament Survey</i>	1				
		-		109 110 111 112 113 114 115 116 117 118 119 120					
		-							
ELECTIVES	<i>Etymology</i>	97-108	1	<i>Computer Science</i>	1	<i>Speech</i>	1 - 6	½	
	<i>Spanish I</i>	1 - 12	1			<i>Health</i>	1 - 6	½	
		-		<i>Spanish II</i>	1	<i>Music</i>	1 - 6	½	
		-				<i>Band</i>		1	
		-							
		-							
PHYS. ED.			½		½			1	
		Total	7 ½	To be completed (pencil)		7 ½	To be completed (pencil)		11

Parent signature John Tucker Date 8-29-24 Administrator signature _____ Date _____ Total credits 26

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ACADEMIC PROGRESS TOWARD GRADUATION

MATH	Title <i>Algebra I</i>	Title <i>Geometry</i>	Title <i>Algebra II</i>	Title <i>Trigonometry</i>
	97 98 99 100 101 102 103 104 105 106 107 108	109 110 111 112 113 114 115 116 117 118 119 120	121 122 123 124 125 126 127 128 129 130 131 132	133 134 135 136 137 138 139 140 141 142 143 144
ENGLISH	Title <i>English I</i>	Title <i>English II</i>	Title <i>English III</i>	Title <i>English IV</i>
	97 98 99 100 101 102 103 104 105 106 107 108	109 110 111 112 113 114 115 116 117 118 119 120	121 122 123 124 125 126 127 128 129 130 131 132	133 134 135 136 137 138 139 140 141 142 143 144
SCIENCE	Title <i>Biology</i>	Title <i>Physical Science</i>	Title <i>Chemistry</i>	Title <i>Physics</i>
	97 98 99 100 101 102 103 104 105 106 107 108	109 110 111 112 113 114 115 116 117 118 119 120	121 122 123 124 125 126 127 128 129 130 131 132	133 134 135 136 137 138 139 140 141 142 143 144
SOCIAL STUDIES	Title <i>World Geography</i>	Title <i>World History</i>	Title <i>American History</i>	Title <i>Civics/Economics</i>
	97 98 99 100 101 102 103 104 105 106 107 108	97 98 99 100 101 102 103 104 105 106 107 108	121 122 123 124 125 126 127 128 129 130 131 132	133 134 135 136 137 138 139 140 141 142 143 144
BIBLE	Title <i>NT Survey</i>	Title <i>OT Survey</i>	Title	Title
	97 98 99 100 101 102 103 104 105 106 107 108	109 110 111 112 113 114 115 116 117 118 119 120		
ELECTIVE	Title <i>Etymology</i>	Title <i>Computer Science</i>	Title <i>Speech</i>	Title <i>Music</i>
	97 98 99 100 101 102 103 104 105 106 107 108		1 2 3 4 5 6	1 2 3 4 5 6
ELECTIVE	Title <i>Spanish I</i>	Title <i>Spanish II</i>	Title <i>Health</i>	Title <i>Band</i>
	97 98 99 100 101 102 103 104 105 106 107 108		1 2 3 4 5 6	

Enter the prescribed PACE numbers in the blanks. A copy should be given to the student and parents. Cross out the PACes as they are completed. This will provide a visual record of the student's progress toward graduation. (Reference should be made to the front of this form.)



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