

Joanne Whitaker

Christian Educator and Private Tutor



Teaching all classes from a Christian Perspective

- Experience teaching and tutoring in traditional classroom & online with Zoom for over 15 years
 - New Life Christian Schools & Colleges International Teaching Certification
 - BS Psychology and Education with concentration in English

Contact Information:

Phone - 407 702 3317

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Website - www.whitakerchristianeducation.com

Location of class

Live Zoom Classes / classes are Eastern Standard Time



My passion is teaching and I am so grateful that God has allowed me to teach Christian classes that help students thrive academically and spiritually. Every single one of my students is fearfully and wonderfully made in the image of God with different gifts and goals. I start every one of my classes with prayer, which keeps Jesus the focus of our class and our lives.



CHRISTIAN CLEP CLASSES

As a Christian educator, my purpose is to equip, encourage, and provide a safe environment where students feel comfortable learning. I believe strongly that students who are actively involved in the classroom will not only glean the knowledge they need but enjoy the learning process. I utilize various learning styles and encourage critical thinking, which is vitally important in the world today. My purpose and mission in teaching CLEP classes is to allow Christian students the opportunity to gain knowledge of academic subjects without having to enroll in a secular college class, where the material often contradicts the core beliefs of Christianity.



PRIVATE TUTORING

My passion continues beyond CLEP classes as I also offer private tutoring in ELA for middle school, high school, and college students.

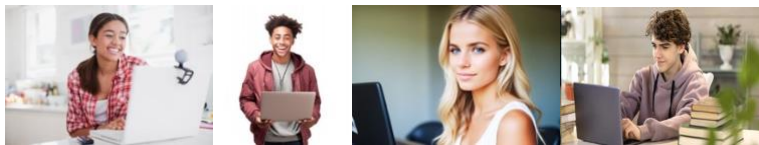
I am an approved Educator under the Step-Up Scholarship Program in Florida

I will provide invoices for all tuition payments so that you will receive reimbursement. According to the requirements, I will also provide a copy of my BA degree as that needs to be submitted with the first invoice only. My teaching certification is not required as it is a Private Christian Certification not a state of Florida certification.

- Florida Tax Credit Scholarship (FTC).
- Family Empowerment Scholarship for Educational Options (FES-EO).
- Personalized Education Program Scholarship (PEP)

Whitaker Christian Education
A Christian Alternative to Dual Enrollment and Private Tutoring
2024 - 2025

Offering College Board CLEP Classes to Christian Homeschool Students - students may enroll from anywhere in the United States



These classes give students the option of fulfilling high school requirements and obtaining college credits toward an

AA or AS degree before graduating high school

CLEP credits are from College Board and can be used for a specific study area OR to fulfill the required elective credits - take as many classes as possible to fulfill the general education requirements.

For high school transcripts, all classes meet and exceed benchmarks for Honors

PRIVATE TUTORING SERVICES - Live on ZOOM

Educational psychologist Benjamin Bloom (1984) found that providing individual tutoring opportunities for children helped improve their performance; for some, performing better than 98% of peers in a traditional classroom environment.

I also offer group tutoring so if your child and their sibling or friend need help I am more than happy to provide group tutoring.

I also offer private tutoring in the following areas:

- o College Board CLEP one on one tutoring for any of the classes that I teach
- o English/ Language Arts (Reading, Grammar, Mechanics, Vocabulary, etc.) for high school, middle school, and college students

Also provide Test Prep for the following tests in ELA:

- **SAT / ACT** - The ACT test measures what a student already knows. It covers material that the student should have learned during high school. The SAT test is used more as a predictor of what a student is capable of learning. It deals with material that the student may NOT have learned in high school.
- **PERT** Postsecondary Education Readiness Test (P.E.R.T.) is to adequately assess your academic skills in mathematics, reading and writing through the delivery of three assessments, one for each of these areas. The results of these assessments are used to determine your placement into appropriate courses at your college.
- **F.A.S.T. (ELA)**

F.A.S.T. Test Prep Tutoring for public, private, or homeschooled who need help preparing and passing the English portion FLORIDA ASSESSMENT OF STUDENT THINKING for middle - high school students. This test is required for homeschoolers who are utilizing the Step-Up Scholarship Program. It is also required for public school students - The FAST Grade 10 ELA Assessment is the required assessment for graduation. If a public school students does not pass this test receive a certificate of completion, which is not equivalent to a standard high school diploma. Passing scores for the statewide assessments are determined by the State Board of Education (SBE) and defined in Rule 6A-1.09422, Florida Administrative Code (F.A.C.).

For more information about private tutoring, please contact me.
All tutoring is done live on Zoom for your convenience.



Fall / Spring Classes meet once a week for 90 minutes for 38 weeks
August 26, 2024 - June 6, 2025

<p>CLEP English (British) Literature and CLEP Composition Class</p>	<p>Wednesday 10:00 - 11:30</p>	<p>Meets and exceeds the requirements for Honors High School English High School English requires Literature and Composition every year for 4 years</p> <p>CLEP English Literature Exam = 3 college credits CLEP Composition Exam = 6 college credits - fulfills the English I and II requirement</p> <p>Total of 9 college credits for this class</p>
<p>CLEP United States History I</p>	<p>Wednesday 12:30 - 2:00</p>	<p>CLEP United States History I = 3 college credits</p>
<p>CLEP American Government</p>	<p>Thursday 10:00 - 11:30</p>	<p>Required for High School graduation CLEP American Government = 3 college credits</p>
<p>CLEP Economics (CLEP Macro, CLEP Micro and Financial Literacy)</p>	<p>Thursday 12:30 - 2:00</p>	<p>*Required for High School Graduation CLEP Macroeconomics = 3 college credits CLEP Microeconomics = 3 college credits Total of 6 college credits</p>
<p>How to Stay Christian in College and Beyond- Christian Apologetics and Bible Study</p>	<p>Friday 10:00 - 11:30</p>	<p>This class is not a CLEP accredited class</p>
<p>CLEP Psychology from a Christian Perspective</p>	<p>Friday 12:30 - 2:00</p>	<p>CLEP Psychology = 3 college credits toward Social Science OR Elective</p>



Tuition on for Fall 2024 / Spring 2025

Please make checks payable to DBA Joanne Whitaker
If enrolled in more than one class then they will receive a multiple class discount

1st class \$14.00 per 90-minute class

Paid monthly, semester, or in full for the year
Monthly \$53.20 per month
Semester \$266.00
Paid in Full \$532.00

Enrolled in a 2nd class

\$13.00 per 90-minute class
Monthly \$49.40
Per Semester \$247.00

Enrolled in a 3rd or 4th class

\$12.00 per 90-minute class
Monthly \$45.60
Per Semester \$228

Paid in Full \$456.0



June 10 - August 9

Vacation the week of July 1 - 5 Independence Day

Summer Classes are 10 weeks classes meeting twice a week

CLEP Analyzing and Interpreting Literature	Tuesdays and Thursdays 10:30- 12:30	3 college credits toward English or toward the required Elective credits
CLEP Human Growth and Development	Tuesdays and Thursdays 1:30 - 3:30	3 college credits toward Social Science or toward the required Elective credits
SAT / ACT / PERT / FAST Prep for English and Writing	Mondays and Wednesdays 10:30 - 12:30	

Tuition

Summer Tuition

CLEP Classes will be broken into 3 payments
Enrolled in one class \$532.00

May 1 \$177.33 June 1 \$177.33 July 1 \$177.33

SAT/ ACT/ PERT Class will be \$300.00 and broken into 3 payments
May 1 \$100 June 1 \$100 July 1 \$100

The CLEP Credits Are Applied to the General Education Requirements for an AA and AS degree.

For every CLEP class - you will be fulfilling the general education requirements in high school with the option of obtaining college credits through the College Board CLEP Exams College Board allows students as young as middle school to begin earning college credits.

The Associate in Arts degree requires 60 eligible college-level credits **including 36 credits in general education**, 24 credits of acceptable electives, and satisfaction of the foreign language proficiency requirement.



My goal is for students to learn material and apply it not just rote memorization. Therefore, I have always conducted lecture with class discussions: as I believe in a proactive learner rather than a passive learner. When students are engaged in questions and critically thinking about subject / topic, they are utilizing more than one learning style.

Classroom Activity

PowerPoint Lecture Slides
Class discussions
Textbooks / Homework
short videos
handouts / worksheets

Learning style

Visual, auditory, and critical thinking
social, Visual, auditory, and critical thinking
solitary, visual, and critical thinking
visual, auditory, and critical thinking
visual & critical thinking

Note: Homework is assigned every other week - since most students enroll in multiple classes, they will not have homework for every class every week 😊 as I believe in quality not quantity when it comes to homework

Additional Information

- I have been teaching AP and CLEP Classes for over 10 years and my students graduate high school with college credits fulfilling part or all of their AA (Associates in Arts) requirements for college
- CLEP credits are accepted by public, private, and Christian colleges -over 2900 colleges accept College Board CLEP credits. Tests can be taken anytime at any local college UCF, Valencia, or SSC in their testing center. The transcript for the test is from College Board not the college and given to the student upon completion of the test
- 95% passing rate of students who have taken my class and then the CLEP Test have passed the test and obtained college credits - since my classes change every year - students have the opportunity to graduate high school with a large percent of their AA complete.

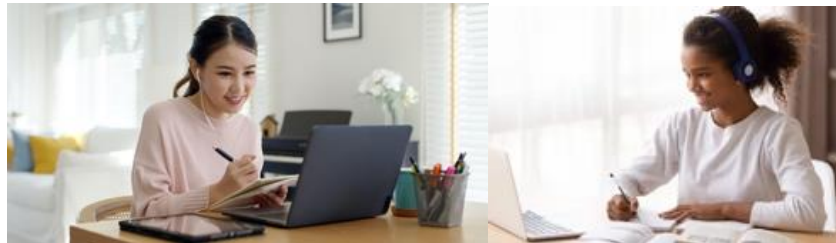
Reasons to take CLEP Classes and CLEP Tests

- College Board provides the CLEP Test which in turn means that 2,900 colleges and universities will accept it as credit (not all classes taken a state colleges through dual enrollment are transferable to secular and Christian Universities, but College Board AP and CLEP are accepted.
- CLEP allows students obtain college credit for required classes that are often taught from an atheistic worldview with inappropriate or uncomfortable content - such as College Literature Classes, Psychology, Sociology, and History/ Humanities

- The test is ordered directly from College Board online by the student and then sent to the college and location of the student's choice - the Transcripts / Results of the test are sent directly to the student and can later be given to the college they choose to enroll in - the test can be taken more once if necessary
- All of my classes meet the Sunshine State Course requirements for Honors High School and cover all the material needed to pass to CLEP Tests.

Higher GPA and Better Course Performance - According to College Board Statistics, students who receive credit-by-examination through CLEP for an introductory course are much more likely to earn an A or B in subsequent courses than students who complete the introductory course.¹ CLEP students have significantly higher cumulative GPA than non-CLEP students when controlling for demographics and prior achievement. Therefore, students are more successful upon completing the CLEP Test because they are guaranteed they have accumulated the knowledge needed for subsequent classes compared to students who enrolled in the course

Class Descriptions



CLEP English Literature & Composition Class

Focusing on British authors and literary works
and
CLEP Composition Class

Graduation for High School requires 4 years of English which must include literature and composition

English / British Literature will focus on reading British authors and their works. Literary elements will be taught and used to analyze literature including short stories, novels, and poetry.

Students will become acquainted with common literary terms, such as metaphor and personification, and basic literary forms, such as the sonnet and the ballad.

- Literary background
- Identification of authors
- Metrical patterns
- Literary references
- Literary terms

Ability to:

- Analyze the elements of form in a literary passage
 - Perceive meanings
 - Identify tone and mood
 - Follow patterns of imagery
 - Identify characteristics of style
 - Comprehend the reasoning in an excerpt of literary criticism
- Middle Ages
 - 16th and early 17th Century
 - Restoration and 18th Century
 - Romantic
 - Victorian
 - 25% 20th Century to the present

The following percentages indicate the relative emphasis given to different literary genres on the exam. The approximate percentage of exam questions per type of literature is noted.

- Novels
- Short stories
- Poetry
- Drama
- Nonfiction: literary criticism, essays, memoir, etc

Knowledge of: Literary background • Identification of authors • Metrical patterns of poetry • Literary references • Literary terms

Ability to: Analyze the elements of form in a literary passage • Perceive meanings • Identify tone and mood • Follow patterns of imagery • Identify characteristics of style

Comprehend the reasoning in an excerpt of literary criticism

2nd part of the class is CLEP Composition - Writing

Conventions of Standard Written English, Syntax (Parallelism, Coordination, Subordination), Sentence Boundaries (Comma Splice, Run-Ons, Sentence Fragments), Recognition of Correct Sentences, Concord/Agreement (Pronoun Reference, Case Shift, and Number; Subject-Verb; Verb Tense), Diction, Modifiers, Idiom, Active/Passive Voice, Logical Comparison, Logical Agreement, Punctuation, Revision Skills, Evaluation of Evidence, Awareness of Audience, Tone and Purpose, Coherence Between Sentences and Paragraphs, Sentence Variety and Structure, Main Idea, Thesis Statements and Topic Sentences, Rhetorical Effects and Emphasis, Evaluation of Author's Authority and Appeal, Evaluation of Reasoning, Consistency of Point of View, Transitions, Sentence-Level Errors Primarily Relating to the Conventions of Standard Written English, Ability to Use Source Materials, Evaluation of Sources, Documentation of Sources (Including, but not Limited to, MLA, APA and Chicago Manuals of Style)

4. Rhetorical Analysis

4.1 Appeals

4.2 Tone

4.3 Organization/structure

4.4 Rhetorical effects

4.5 Use of language

4.6 Evaluation of evidence

CLEP Intro to Psychology from a Christian Perspective Class

This is a college level Intro to Psychology class focusing on “**the one creation God made in His image**” ... taught from a Christian perspective; students can glean knowledge that will enable them to understand others and themselves better.

Everything taught will be looked at using the Bible as absolute truth. The book includes over one hundred “spotlights” (brief essays featuring persons, ideas, and applications relevant to Christians and the church),

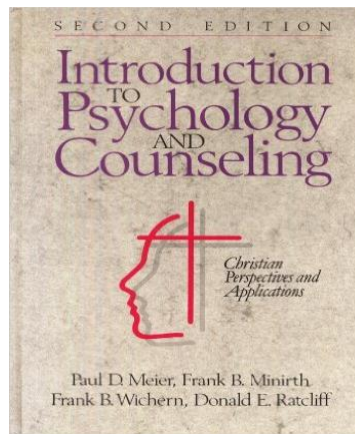
Subject areas include: • personality • classic psychological theory • the biological basis of behavior, motivation • memory, cognition, self-concept • child and adult development • sensation and perception • social psychology • individual and family Christian counseling • psychology of religion • abnormal psychology • individual and

group therapy, History of Psychology, Biological Bases of Behavior, Brain, Sleeping & Dreaming, Learning, Emotions, Motivation, Memory, Cognition,

Upon completing this class students will have an extensive knowledge of Psychology and will be prepared to take the CLEP Intro to Psychology Test - this is one class a lot of Christian parents are uncomfortable with their son or daughter taking in a secular college classroom.

However, when taught from a Christian Perspective using a Christian based textbook this class is SO interesting because God created each person to be His masterpiece, fearfully and wonderfully made.

This is the book needed for the Psychology Class - please feel free to buy it new, used or e-book



https://www.amazon.com/Introduction-Psychology-Counseling-Perspectives-Applications/dp/0801062756/ref=sr_1_fkmr0_1?keywords=Introduction+to+Psychology+and+Counseling+%3A+Christian+Perspectives+and+Applications%2C+2nd+Edition+Hardcover+by+Frank+B.+Minirth+%28Author%29%2C+Paul+D.+Meier+%28Author%29%2C+Frank+B.+Wichern&qid=1579955505&sr=8-1-fkmr0

CLEP History of the United States I Class Early Colonization to 1877

The History of the United States I exam covers U.S. history from early European colonization to the end of Reconstruction.

Studying history helps us understand how events in the past made things the way they are today. With lessons from the past, we not only learn about ourselves and how we came to be, but also develop the ability to avoid mistakes and create better paths for our societies.

- Political institutions, political developments, and public policy
- Social developments
- Economic developments
- Cultural and intellectual developments
- Diplomacy and transnational interactions

Chronological Specifications

- 1500-1789
- 1790-1877

The following themes are reflected in a comprehensive introductory survey course:

- The nature of indigenous societies in the Americas. The theme includes a small number of questions on the Americas before 1500.
- The impact of European discovery and colonization upon indigenous societies. The focus is placed on the British colonies, but this theme includes a small number of questions on Spanish, French, and Dutch colonization, and the Columbian Exchange.
- The origins and nature of slavery and resistance to it
- Immigration and the history of ethnic minorities
- The history of women, changing gender roles, and family structures
- The development and character of colonial societies
- British relations with the Atlantic colonies of North America
- The changing role of religion in American society
- The causes, events, and consequences of the American Revolution
- The content of the Constitution and its amendments, and their interpretation by the United States Supreme Court
- The development and expansion of participatory democracy
- The growth of and changes in political parties
- The changing role of government in American life
- The intellectual and political expressions of nationalism
- Major movements and individual figures in the history of American literature, art and popular culture
- Abolitionism and reform movements
- Long-term demographic trends (immigration and internal migration)
- The motivations for and character of American expansionism
- The process of economic growth and development

- The causes and consequences of conflicts with Native Americans, the Seven Years' War, the War of 1812, the Mexican-American War, and the Civil War and Reconstruction
- The role of the environment in United States history

CLEP American Government Class

This course is required for high school graduation and often required for an AA degree. As students preparing to graduate high school this class will prepare them to logistics of how our government works. We will also be studying court cases that impacted many social and political changes in our country.

Studying the following:

- Knowledge of American government and politics
- Understanding of typical patterns of political processes and behavior and the principles used to explain or justify various governmental structures and procedures
- Analysis and interpretation of simple data that are relevant to American government and politics

The subject matter of the American Government exam is drawn from the following topics. The percentages next to the main topics indicate the approximate percentage of exam questions on that topic.

Institutions and Policy Processes: Presidency, Bureaucracy, Congress, and the Federal Courts

- The major formal and informal institutional arrangements and powers
- Structure, policy processes, and outputs
- Relationships among these three institutions and links between them and political parties, interest groups, the media, and public opinion
- Structure and processes of the judicial system, with emphasis on the role and influence of the Supreme Court

Civil Liberties and Civil Rights

- The development of civil rights and civil liberties by judicial interpretation
- The Bill of Rights
- Incorporation of the Bill of Rights
- Equal protection and due process

Political Parties and Interest Groups

- Political parties (including their function, organization, mobilization, historical development, and effects on the political process)
- Interest groups (including the variety of activities they typically undertake and their effects on the political process)
- Elections (including the electoral process)

Political Beliefs and Behavior

- Processes by which citizens learn about politics
- Political participation (including voting behavior)
- Public opinion
- Beliefs that citizens hold about their government and its leaders
- Political culture (the variety of factors that predispose citizens to differ from one another in terms of their political perceptions, values, attitudes, and activities)
- The influence of public opinion on political leaders

Constitutional Underpinnings of American Democracy

The development of concepts such as:

- Federalism (with attention to intergovernmental relations)
- Separation of powers
- Checks and balances
- Majority rule
- Minority rights
- Considerations that influenced the formulation and adoption of the Constitution
- Theories of democracy

CLEP Macroeconomics, CLEP Microeconomics, and Economic / Financial Literacy Class

This aspect of economics deals with principles of economics that apply to an economy as a whole, particularly the general price level, output and income, and interrelations among sectors of the economy. The test places particular emphasis on the determinants of aggregate demand and aggregate supply, and on monetary and fiscal policy tools that can be used to achieve particular policy objectives. Within this context, candidates are expected to understand basic economic concepts such as scarcity and comparative advantage and measurement concepts such as gross domestic product, consumption, investment, unemployment, and inflation.

Candidates are also expected to demonstrate knowledge of the institutional structure of the Federal Reserve Bank and the monetary policy tools it uses to stabilize economic fluctuations and promote long term economic growth, as well as the tools of fiscal policy and their impacts on income, employment, price level, deficits, and interest rate. Basic understanding of foreign exchange markets, balance of payments, and effects of currency appreciation and depreciation on a country's imports and exports is also expected.

The exam contains approximately 80 questions to be answered in 90 minutes. Some of these are pretest questions that will not be scored.

Knowledge and Skills Required

Questions on the Principles of Macroeconomics exam require candidates to demonstrate one or more of the following abilities:

- Understanding of important economic terms and concepts
- Interpretation and manipulation of economic graphs
- Interpretation and evaluation of economic data
- Application of simple economic models

The subject matter of the Principles of Macroeconomics exam is drawn from the following topics. The percentages next to the main topics indicate the approximate percentage of exam questions on that topic.

Basic Economic Concepts

- Scarcity, choice, and opportunity costs
- Production possibilities curve
- Absolute advantage, comparative advantage, specialization, and trade
- Demand, supply, and market equilibrium
- Determinants of supply and demand
- Price controls (price ceilings, price floors, and tariffs)

Measurement of Economic Performance

- National income accounts
- Circular flow
- Gross domestic product

- Components of gross domestic product
- Real versus nominal gross domestic product
- Inflation measurement and adjustment
- Price indices
- Nominal and real values
- Demand-pull versus cost-push inflation
- Costs of inflation
- Unemployment
- Definition and measurement
- Types of unemployment
- Natural rate of unemployment

National Income and Price Determination

- Aggregate demand
- Determinants of aggregate demand
- Multiplier and crowding-out effects
- Aggregate supply
- Short-run and long-run analyses
- Sticky versus flexible wages and prices
- Determinants of aggregate supply
- Macroeconomic equilibrium
- Real output and price level
- Short and long run
- Actual versus full-employment output
- Business cycle and economic fluctuations

Financial Sector

- Money, banking, and financial markets
- Definition of financial assets: money, stocks, and bonds
- Time value of money (present and future value)
- Measures of money supply
- Banks and creation of money
- Money demand
- Money market
- Loanable funds market
- Central bank and control of the money supply
- Tools of central bank policy

- Quantity theory of money
- Real versus nominal interest rates

Inflation, Unemployment, and Stabilization Policies (20%-25%)

- Fiscal and monetary policies
- Demand-side effects
- Supply-side effects
- Policy mix
- Government deficits and debt
- Inflation and unemployment
- The Phillips curve: short run versus long run
- Role of expectations

Economic Growth and Productivity

- Definition and measurement of economic growth
- Investment in human capital
- Investment in physical capital
- Research and development and technological progress
- Growth policy

Open Economy: International Finance

- Balance of payments accounts
- Balance of trade
- Current account
- Financial account (formerly called capital account)
- Foreign exchange market
- Demand for and supply of foreign exchange
- Exchange rate determination
- Currency appreciation and depreciation
- Exchange rate policies
- Inflows, outflows and restrictions
- Net exports and capital flows
- Links to financial and goods markets

Microeconomics

Basic Economic Concepts

- Scarcity, choice, and opportunity cost
- Production possibilities curve
- Comparative advantage, specialization, and trade
- Economic systems
- Property rights and the role of incentives
- Marginal analysis

The Nature and Functions of Product Markets

Supply and demand

- Market equilibrium
- Determinants of supply and demand
- Price and quantity controls
- Elasticity
- Price, income, and cross-price elasticities of demand
- Price elasticity of demand and total revenue
- Price elasticity of supply
- Consumer surplus, producer surplus, and market efficiency
- Tax incidence and deadweight loss

5%-10% Theory of consumer choice

- Total utility and marginal utility
- Utility maximization: equalizing marginal utility per dollar
- Individual and market demand curves
- Income and substitution effects

10%-15% Production and costs

- Production functions: short and long run
- Marginal product and diminishing returns
- Short-run costs
- Fixed cost, variable cost, average cost, marginal cost, and total cost
- The relationship between productivity and marginal cost
- Long-run costs and economies of scale
- Long-run cost minimizing input combination

Firm behavior and market structure

Profit

- Accounting versus economic profits
- Normal profit
- Profit maximization: $MR=MC$ rule

Characteristics of different market structures

Perfect competition

- Profit maximization
- Short-run supply and shut-down decision
- Firm and market behaviors in short-run and long-run equilibria
- Efficiency and perfect competition

Monopoly

- Sources of market power
- Profit maximization
- Inefficiency of monopoly
- Price discrimination
- Natural monopoly

Oligopoly

- Interdependence, collusion, and cartels
- Game theory and strategic behavior with payoff matrix
- Dominant strategies and Nash equilibrium

Monopolistic competition

- Product differentiation and role of advertising
- Profit maximization
- Short-run and long-run equilibrium
- Excess capacity and inefficiency

Factor Markets

- Derived factor demand
- Marginal revenue product

- Labor market and firms' hiring of labor

Market Failure and the Role of Government

Externalities

- Marginal social benefit and marginal social cost
- Positive externalities
- Negative externalities
- Remedies

Public goods and private goods

- Excludability, rivalry, and free-rider problem
- Provision of public goods

Public policy to promote competition

- Antitrust policy
- Regulation

Income distribution

- Income inequality
- Sources of income inequality
- Lorenz curve and Gini coefficient

How to Stay Christian in College and Beyond - Christian Apologetics and Bible Study

I have been teaching this class for over 10 years and it is a class that I am SO passionate about, because it gives students confidence to share their faith with gentleness and respect (1 Peter 3:15) - answering the difficult questions they are often asked.

This class will equip students to go into the world with an *unshakeable faith*.

Most Christians know what they believe, but sometime struggle to answer WHY they believe. This class will enable them to become stronger Ambassadors for Christ in sharing Jesus and will keep them grounded in college and beyond.

I have studied Apologetics extensively gleaning from C.S. Lewis, Frank Turek - Cross Examined, Gary Habermas - Liberty University Professor, Dr. Ed Hindson - Liberty

University, J. Warner Wallace – Cold Case Christianity, Lee Strobel, William Lang Craig, and many more.

Solid Biblical Worldview – connecting faith to everyday life
Preparation for College and Beyond – Ability to identify other worldviews
Confidence to Answer BIG questions & defend their faith

The modern world is increasingly indifferent to the truth of Christianity. Yet the Christian faith holds the most compelling answers to many of the biggest questions, fears, and doubts many people have.

Students will finish this class equipped to communicate the truths of Christian belief

The courses in the Christian Apologetics Track will teach you how to defend your faith against responses that range from hostile to indifferent. Gain an understanding of why Christianity offers reasonable and compelling answers for doubters and skeptics. Discover how to interact and engage with other worldviews.

Help others navigate the challenging territory between faith and doubt. Learn the principles of evangelism; which sometimes require you to answer questions that pertain to the following:

God

Jesus

Holy Spirit

Trinity

Old and New Testament

Miracles

Prophecies – Old and New Testament

Absolute Truth

Creation (Literal 6 days)

If God is good, then why Evil?

Heaven and Hell

And LOTS more –

Students will also have the opportunity to ask questions and engage in weekly discussions on various topics

Students will also learn how to use the Bible to navigate life and the social issues of today.

YOU WILL LEARN:

- How Christianity relates to today’ s culture and answers the biggest questions people are asking
- How to initiate conversations about the Gospel
- How to present the truth of Christianity clearly, cleverly, and persuasively
- The biblical and historical foundations for apologetics and contemporary methods
- How to articulate the core themes of Christianity and explain why it makes sense
- How Christianity answers the biggest questions in life—for yourself and for others
- The principles of evangelism,

Summer Class - CLEP Analyzing and Interpreting Literature Class

§ Ability to read prose, poetry, and drama with understanding

§ Ability to analyze the elements of a literary passage and to respond to nuances of meaning, tone, imagery, and style

§ Ability to interpret metaphors, to recognize rhetorical and stylistic devices, to perceive relationships between parts and wholes, and to grasp a speaker’ s or author’ s attitudes

§ Knowledge of the means by which literary effects are achieved

§ Familiarity with the basic terminology used to discuss literary texts

Emphasizes comprehension, interpretation, and analysis of literary works. A specific knowledge of historical context (authors and movements) isn’ t required, but a broad knowledge of literature gained through reading widely and a familiarity with basic literary terminology is assumed.

§ GENRE

Poetry

Prose (fiction and nonfiction)

Drama

NATIONAL TRADITION

British and Postcolonial Literature

American Literature

Works in Translation PERIOD

Classical and pre-Renaissance
Renaissance and 17th Century
18th and 19th Centuries
20th and 21st Centuries

Summer Class - CLEP Human Growth and Development

"In this course, we will cover topics and issues that relate to the way humans grow and develop over their lifetime. We'll be look at how researchers study development; how different theories guide researchers' questions; how biology and genetics influence development; how perception, thinking, and language develop; how intelligence is measured and used; how the forces of family, culture, and society affect development; how people develop socially and emotionally; how people transition to different stages and roles in their lives; and what can go wrong in development you'll want to review t

Module 1: Theoretical Perspectives (10%)

- 1.0 Introduction
- 1.1 Evolutionary
- 1.2 Biological
- 1.3 Learning (Behaviorism)
- 1.4 Cognitive Developmental
- 1.5 Social Cognitive (Social Learning)
- 1.6 Sociocultural
- 1.7 Ecological
- 1.8 Psychodynamic

Module 2: Research Strategies and Methodology (6%)

- 2.0 Introduction
- 2.1 Experimental
- 2.2 Correlational
- 2.3 Observational
- 2.4 Cross-Sectional
- 2.5 Longitudinal
- 2.6 Cross Sequential
- 2.7 Case Study

Module 3: Biological Development Throughout the Life Span (12%)

- 3.0 Introduction
- 3.1 Heredity, Genetics, and Genetic Testing
- 3.2 Genetic Disorders
- 3.3 Development of the Brain and Nervous System
- 3.4 Hormonal Influences
- 3.5 Prenatal Influences
- 3.6 Teratogens
- 3.7 Influences of Drugs
- 3.8 Nutritional Influences
- 3.9 Perinatal Influences
- 3.10 Motor Development
- 3.11 Physical Growth, Maturation, and Aging
- 3.12 Sexual Maturation

Module 4: Perceptual Development Throughout the Life Span (6%)

- 4.0 Introduction
- 4.1 Sensorimotor Activities
- 4.2 Sensitive Periods
- 4.3 Sensory Deprivation
- 4.4 Habituation
- 4.5 Sensory Acuity

Module 5: Cognitive Development Throughout the Life Span (12%)

- 5.0 Introduction
- 5.1 Thinking
- 5.2 Jean Piaget' s Cognitive Development Theory
- 5.3 Lev Vygotsky' s Sociocultural Theory
- 5.4 Play
- 5.5 Executive Function
- 5.6 Information Processing
- 5.7 Attention
- 5.8 Memory

5.9 Problem Solving and Planning

5.10 Environmental Influences

5.11 Expertise

5.12 Wisdom

Module 6: Language Development (8%)

6.0 Introduction

6.1 Vocalization and Sound

6.2 Language and Thought

6.3 Development of Syntax

6.4 Semantic Development

6.5 Pragmatics

6.6 Environmental, Cultural, and Genetic Influences

6.7 Bilingualism

Module 7: Intelligence Throughout the Life Span (6%)

7.0 Introduction

7.1 Concepts of Intelligence and Creativity

7.2 Developmental Stability and Change

7.3 Heredity and Environment

7.4 Reaction Range

7.5 Intelligence Tests

7.6 Giftedness

Module 8: Social Development Throughout the Life Span

8.0 Introduction

8.1 Attachment

8.2 Self

8.3 Social Cognition

8.4 Social Learning and Modeling

8.5 Gender

8.6 Interpersonal Relationships

- 8.7 Moral Development
- 8.8 Prosocial Behavior
- 8.9 Risk and Resilience
- 8.10 Aggression
- 8.11 Wellness

Module 9: Family, Home, and Society Throughout the Life Span (8%)

- 9.0 Introduction
- 9.1 Family Structures
- 9.2 Family Relationships
- 9.3 Parenting Styles
- 9.4 Bronfenbrenner' s Ecological Perspective
- 9.5 Multicultural Perspectives
- 9.6 Social and Class Influences
- 9.7 Abuse and Neglect
- 9.8 Media and Technology
- 9.9 Death and Dying

Module 10: Personality and Emotion (8%)

- 10.0 Introduction
- 10.1 Temperament
- 10.2 Development of Emotions
- 10.3 Emotional Expression and Regulation
- 10.4 Emotional Intelligence
- 10.5 Freud' s Psychodynamic Theory
- 10.6 Erikson' s Psychosocial Theory
- 10.7 Stability and Change
- 10.8 Attribution Styles

Module 11: Schooling, Work, and Interventions (6%)

- 11.0 Introduction
- 11.1 Day Care and Preschool

11.2 Applications of Developmental Principles

11.3 Operant Conditioning

11.4 Learning Styles

11.5 Intervention Programs and Services

11.6 Occupational Development

11.7 Facilitation of Role Transitions

11.8 Retirement

11.9 Elder Care

Module 12: Developmental Psychopathology (6%)

12.0 Introduction

12.1 Chronic Illnesses and Physical Disabilities

12.2 Intellectual Disability

12.3 Cognitive Disorders, including Dementia

12.4 Trauma-Based Syndromes

12.5 Autism Spectrum Disorders

12.6 Attention-Deficit/Hyperactivity Disorder

12.7 Learning Disabilities

12.8 Asocial Behavior, Phobias, and Obsessions

12.9 Antisocial Behavior

12.10 Anxiety and Mood Disorders

A Letter to Parents and Students from Mrs. Whitaker ...

I wanted to take this opportunity to thank you for prayerfully considering my classes for the 2024 - 2025 school year.

I feel so incredibly honored that you have taken the time to consider my classes. If you have any questions about any of the classes, please do not hesitate to contact me. I am more than happy to answer your questions and/ or provide more information.

I have been teaching and tutoring homeschool students for 15 years. My major in college was Psychology /Counseling; which included classes in Educational Psychology. These classes allowed me the opportunity to glean knowledge of how God created us unique and that includes how we learn and obtain information.

My goal is for the students in my classes is to obtain knowledge; not just memorize information for a test and forget it. Therefore, I utilize various learning styles in my classes to help all my students obtain academic success.

- **Visual:** Each week I utilize PowerPoint Slide Lectures, writing on the board and also giving handouts so that the student can visually follow along and read with me. Also reading outside the classroom in their textbooks re-emphasizes the material that was taught.
- **Physical:** Note taking - I believe is pertinent as you see, hear, and then write down what you are learning. The physical act of writing allows the students to be active not passive and therefore enabling them to concentrate on what is being taught.
- **Auditory** - In addition to my lecture and teaching - I incorporate classroom discussions. Students LOVE to discuss various topics, ideas, and theories. Thus, having the opportunity to hear their peers and various thoughts allows students to not only learn but remember.
- **Verbal:** I welcome questions in my class in addition to initiating classroom discussions giving each student the opportunity to share and discuss what is being taught. This also promotes self-confidence and shows them that they have a voice - we give everyone the upmost respect, which encourages sharing.
- **Social:** One of the advantages of a classroom setting is the socialization -students enjoy learning in groups or with other people, therefore my classroom chairs are set up like a Bible Study and/ or Round Table NOT rows as I believe interaction among peers is vitally important in the learning process and no one is left out as we are all face to face
- **Solitary:** - this is utilized by assigning homework (not busy work) that gives the students an opportunity to study on their own.

I use Thinkwave.com for grades and both parents and students will have access to the grades, assignments, and messages sent out weekly.

Subsequently, since I began teaching my classes my focus has always been to glorify Jesus and make Him the focus of all my classes. I begin every class with prayer, asking Him to lead and guide us in our class discussions as we learn.

All my classes are taught from a Christian/ Biblical Perspective

I want you to feel confident and at peace knowing that the beliefs you are teaching your son and daughter at home are also being reinforced and emphasized in my classroom every week. Therefore, I am sharing my church information with you. My family and I are members of Real-Life Church - under Lead Pastor Justin Miller. <https://real.life/>

Teaching is my passion; I put my heart and soul into all my classes. I find so much joy working with my students every week and look forward to each and every class.

I thank God for the opportunity to have taught such amazing home school students over the years and I anxiously look forward to another school year next year in 2024 - 2025.

Once again, if you have any questions about the classes, please feel free to contact me. I will happily discuss and/ or answer any questions you may have as you prayerfully plan for next year.

I pray whatever decision you make for your son or daughter for next year that God will continue to bless you and your family abundantly.

Very Sincerely in Christ,

Mrs. Joanne Whitaker

To Register for classes, please fill out the Registration Form on the following page and mail the form and the registration fee of \$50.00 - classes will be closed once they are full.

As soon as I receive your registration form and fee in the mail your son / daughter will be added to the class and you will receive a confirmation text or email that you are enrolled - securing your spot in the class.

If you have any questions, please feel free to call me.

2024 - 2025 Summer or Fall / Spring Classes
Registration Form for Whitaker Christian Education -
A Christian Alternative to Dual Enrollment

Student' s Name _____

Date of Birth _____ Grade _____

Additional information about the student that you would like for me to know

Parents Names _____

Home Address incl. city / state/ zip

Parent' s Cell Phone Mom and / or Dad _____

Below please list the class(es) you would like to enroll in:

1st class _____

2nd class _____

3rd class _____

4th class _____

I agree to pay for all the classes and understand that if my son/ daughter is absent or on vacation - i am still responsible for paying for the class missed - Mrs. Whitaker will help my son/ daughter make up any work and give instruction.

Parent signature / date _____

Please mail check for \$50.00 and this form to

Mrs. Joanne Whitaker 148 Wornall drive Sanford, FL 1 32771

Parents will receive a confirmation email or text confirming your son / daughter is registered - i d

If you are paying tuition monthly the first month' s tuition is due July 1st

