



# GRACE CHRISTIAN ACADEMY **EL CURRICULUM GUIDE**

*School Motto:*

*By grace, equipping and inspiring students to be life-long learners who know, serve, and glorify Jesus Christ.*

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*School Text:*

*“But grow in grace, and in the knowledge of our Lord and Saviour Jesus Christ. To him be glory both now and forever. Amen” (2 Peter 3: 18).*

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## **MISSION STATEMENT**

The mission of Grace Christian Academy is to be an instrument used by God for His glory through a Christ-centered education that integrates the truths of Scripture into all disciplines and immerses children and young people in the study of God's precious Word and the wonders of His creation. The necessity of a personal relationship with God through his Son, Jesus Christ, by Spirit-worked saving faith is most important. In addition, the development of the whole person is encouraged so that students recognize, develop, and use their unique, God-given gifts to cheerfully and wholeheartedly worship and praise the Triune God, serve the family, the church, and one another, and be discerning and responsible citizens in their communities.

## **ACADEMIC SUPPORT: EDUCATIONAL STUDENT SUPPORT PROGRAM (ESSP)**

Some students, particularly in academic areas, need significantly more help with their course work. GCA will seek to serve students with lack of organization/responsibility, ESL, deficiencies in underlying knowledge, ADD/ADHD, LD, and other impairments on a case-by-case basis. Students needing assistance (other than LD students) will be served by a combination of classroom and ESSP teachers aides/volunteers. If needed, short-term individualized goals will be developed.

A teacher or parent with a concern for a student/child should contact an ESSP teacher. The ESSP teacher gathers information (current classroom assessments, observations, information from parents and teachers) and determines the proper course of action. If testing is needed, parents will be contacted. For the student who needs academic assistance, available resources will be evaluated to determine what assistance can be offered to the student.

For more detailed information, contact an administrator or ESSP teacher.

## **CURRICULUM**

### ***Prekindergarten and Young 5 Classes***

The mission of Grace Christian Academy is to be an instrument used by God for His glory through a Christ-centered education that integrates the truths of Scripture into all disciplines and immerses children and young people in the study of God's precious Word and the wonders of His creation. The necessity of a personal relationship with God through his Son, Jesus Christ, by Spirit-worked saving faith is most important. In addition, the development of the whole person is encouraged so that students recognize, develop, and use their unique, God-given gifts to cheerfully and wholeheartedly worship and praise the Triune God, serve the family, the church, and one another, and be discerning and responsible citizens in their communities.

**Goal:** To promote growth and develop readiness skills for Kindergarten in the following areas:

#### **Emotional Growth**

- developing confidence in himself and his abilities
- experiencing success

- practicing independence and self-reliance
- developing confidence and trust in others
- sharing of feelings and emotions and learning to use them constructively

### **Intellectual Growth**

- exploring, observing and making discoveries about God's world
- develop problem solving abilities
- sensory awareness (5 senses)
- recognize colors, letters, numbers and shapes
- improve vocabulary & communication skills
- experimenting with tools and other materials
- express self through language, art & music

### **Physical Growth**

- develop large and small muscle control
- establish good health habits
- learn about nourishing foods
- participating in group play
- accepting physical abilities and inabilities of self and others
- develop good safety habits

### **Religious Growth**

- listening to Bible stories
- learning to respect and obey God
- learning God made the world
- singing songs to honor God

### **Social Growth**

- listening to others speak
- playing & working cooperatively with peers
- respecting adults
- learning to share and take turns
- responding to counsel & discipline of parents & teachers
- developing responsible attitudes toward manners, feelings of others, property of others

Each week or two a different unit will be presented, and activities such as stories, songs, art and field trips will focus on this theme. The program will include both structured and unstructured activities. Cognitive areas (i.e. language, shape, color, concepts) will be covered but not stressed in general. Emphasis will also be placed on helping children gain confidence in their ability to learn and interact with their fellow students and teachers. The daily schedule will include free play, Bible stories, singing, art, sharing time, snack, outdoor or gym play and a monthly field trip.

The Young Fives class takes each of these skills a bit further. Development in these areas is monitored with more specific tasks:

### **Cognitive**

Seems interested in new ideas  
 Asks pertinent questions  
 Pays attention and concentrates  
 Recalls informations previously taught  
 Able to recite Bible memory verses  
 Able to independently complete tasks  
 Able to concentrate on task at hand

### **Language**

Able to express self to others

Makes relevant verbal contributions in small group discussions  
Learns and sings songs with the class  
Listens to stories (Bible and other)  
Listens to and follows directions  
Answers questions about stories

### **Social**

Accepts and respects adults  
Shows respect for other students  
Works without disturbing others  
Works and plays cooperatively with other children  
Obeys classroom rules

### **Math**

Counts from 1 to 20  
Points to and names numbers 1 to 10  
Classifies objects by color, shape, and size  
Points to and names shapes: triangle, square, circle, rectangle, and oval  
Can establish one to one correspondence  
Points to and names colors

### **Gross Motor**

Throws and catches a ball  
Balances on one foot  
Produces the following motions: walks backwards, runs smoothly, skips, hops four times on each foot, walks and runs on tiptoes  
Able to independently dress self for outdoors

### **Fine Motor**

Able to cut with scissors  
Traces around a simple object  
Connects dotted lines  
Uses crayon, pencil, or markers with ease in a defined area  
Able to print name correctly and neatly  
Holds writing instrument correctly  
Completes work neatly

### **Pre-Reading Skills**

Follows print and goes left to right  
Knows and can say ABC sequence  
Knows most Zoophonic sounds and motions  
Knows names of letters  
knows how to form letters with minimal help

## ***Kindergarten through Grade 6 Class Curriculum by Department***

### ***Art***

A child becomes aware of his world around him through his five senses. Beauty and appreciation for God's handiwork as well as the creativity of others is discovered at an early age. Expressing one's own

creativity using a variety of methods and media as well as developing a discerning appreciation for arts and their work is valuable.

Art instruction is designed to help the visual literacy of students by using a wide range of subject matter, media, and means to express their ideas, emotions, and knowledge. Where words fail, art can communicate. Students learn to evaluate their own, others, and professional efforts with increasing discernment to form a basis for further growth. Art courses help develop the perceptual awareness, creativity, and ability to use materials expressively.

## ***Bible***

**Goal:** To teach that the Bible reveals God's plan of salvation for His people and instructs us how we must live, in obedience to God's word. cf. II Tim.3:15-17 The storytelling approach to Bible instruction is used in lower elementary classrooms.

Students in Kindergarten receive a high level survey of the entire Bible. After Kindergarten, students receive biblical instruction of the whole Bible in three cycles. Grades 1,2 and 3 learn biblical history from Creation through the missionary journeys of Paul. The next cycle of the same material at a deeper level occurs in grades 4,5,6. At the high school level, and at an even deeper level, students repeat the cycle in grades 7,8,9,10 with a little also in 11.

**Kindergarten** students are given an overview of the entire Bible. Students are taught Bible history, beginning with the Creation and the fall of Adam. Stories continue through the Old Testament.. The promise of a Savior is the thread, which runs through all this history. The New Testament is taught showing the fulfillment of God's promise in the person of Jesus Christ.

**First grade** students expand their Biblical knowledge by studying more in depth the stories from creation to the building of the temple.

**Second Grade** students become familiar with the history of the kingdoms of Israel and Judah from the reign of David until the captivity of each, and with the events that follow until the end of the Old Testament.

The New Testament history is studied by **third grade** students, beginning with the birth of John the Baptist, and ending with the missionary journeys of Paul.

Older students use Bible workbooks to help them in their study of God's word. A more in depth study of Scripture is commenced utilizing note taking skills, written responses to questions and oral and written reports.

**Fourth Grade** students acquire the basic knowledge of creation, man's fall, and salvation in Jesus Christ. Their focus is directed toward the personal and practical implications of a Godly life for themselves and others, in relation to the selected Bible stories, beginning with Creation, and continuing through the time of King Saul.

**Fifth Grade** students continue this history up to the return of the Jews to Jerusalem, concluding with a study of the major and minor prophets. Students acquire a Biblical knowledge of the kings of Judah and Israel, as well as various Old Testament prophets. The study of the kings of Judah and Israel focuses on

their manner of ruling – whether Godly or ungodly and significant incidents and lessons to be learned from the good as well as evil aspects of their reigns. Students will compare and contrast the different kings and their reigns as well as seek lessons which will be useful in their own lives. Class discussions are focused on making practical applications of the teaching of God’s Word for our lives.

**Sixth Grade** students study the New Testament from the life of John the Baptist through the missionary journeys of Paul. Sixth Grade students become familiar with the Apocryphal Period and the New Testament history by studying the four gospels, beginning with the history of the birth of John the Baptist, continuing with the missionary journeys of Paul, and concluding with the churches’ history from Pentecost to approximately 800 A.D. This study includes the end of the Apostolic Age and the ‘Golden Roman Age’ during the reign of Constantine. Students will learn to behave ‘wisely’ - Christian virtues of honesty, trustworthiness, kindness, and respect are emphasized. Students learn God’s will for their daily lives, as revealed in His Word, and study how God reveals the plan of salvation through faith in Jesus Christ, as worked by the Holy Spirit. Students become familiar with Reformed, Calvinistic doctrines regarding the way of salvation [TULIP] and our three Doctrinal Standards, when we consider the doctrinal portion of our course. Students become aware of the church errors of the past and errors in modern-day churches, in reference to the doctrines discussed (Gnosticism, Marcionism, Arianism, Islam, Roman Catholicism). Writings from our heritage of church fathers, especially those which acquaint students with the history of the Church and the Protestant churches.

Textbooks

King James Bible. Grades K-6

My Bible Guide (CSI) Grades 4-6

The Bible History by J. Vreugdenhil (Teacher Resource)

## ***Bible Doctrine***

The systematic teaching of Bible doctrine is begun in Grade 5 and continues through Grade 6. Simple explanations of all major Biblical doctrines are given using Bible doctrine workbooks. Each workbook contains numerous stories and illustrations to help the student understand the doctrinal concept being taught.

Textbooks

Bible Doctrine for Younger Children, Books A & B - Grades 5 & 6.

## ***Computer***

Overall Program - Beginning in the primary grades, the children gain an understanding of what a computer is, its care and its parts. Students also work with software to develop familiarity with the keyboard as well as further develop skills in the areas of math facts and phonetics. Upper elementary students focus on keyboarding and word processing skills. Students improve their keyboarding speed and develop the ability to use the computer as a tool to enhance their learning across the curriculum.

Computers are taught to equip students with a basic understanding of the computer as a God given tool to be used by man in a responsible manner.

### **Kindergarten:**

Students learn to identify parts of a computer, including keyboard, monitor, disc drive, printer, and special keys, such as Return and ESC. Students learn rules relating to proper use of the computer. They learn how to log in using a password, log out, access programs on the network, and choose from a menu.

Computers are used to reinforce and strengthen language and math skills. God gives us human tools to bring order, organization and structure into our lives. Along with this comes the responsibility to use it to God's honor and glory.

### **First Grade:**

In grade 1, we reinforce the identification of parts of a computer, including keyboard, monitor, USB, printer, and special keys, such as Return and ESC. Students learn rules relating to proper use and care of the computer. They learn how to log in using a password, log out, access programs on the network, and choose from a menu. Word Processing is also introduced in first grade. Computers are used to reinforce and strengthen language and math skills. God gives us human tools to bring order, organization and structure into our lives. Along with this comes the responsibility to use it to God's honor and glory.

### **Second Grade:**

"Stand still, and consider the wondrous works of God" (Job 37:14). "Be still, and know that I am God. I am exalted among the nations, I am exalted in the earth" (Psalm 46:10). The use of technology and the computer must point to its Creator, God. Students must be taught the responsible use of technology based on Biblical principles. The computer is a tool used to enhance and compliment learning and not as a source of entertainment for the student.

Grade two students review computer curriculum of earlier years (parts of computer, special keys, logging in, passwords, basic word processing). Word processing skills are reinforced by producing short stories, invitations, book reports and other short projects.

The student will be able to:

1. Use software programs to reinforce and practice classroom instruction.
2. Use Word to write several reports for social studies and science
3. Use websites to glean information for reports within classroom subjects such as Science and Social Studies.

### **Third Grade:**

Grade Three Students are taught that computers and computer technology must be used responsibly and cautiously. Students are taught the necessity and importance of following the Biblical principles of truthfulness, integrity, morality, as described in Philippians 4:8 & 9 "Finally brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are just" . . . Truthfulness and honesty are also emphasized when students use the Internet to acquire information, giving proper credit when using information that is the property of others ("I took this from...").

Students are introduced to correct hand and finger positions to type using "All the Right Type" computer program. No speed goals are set. Throughout the year, students continue to use and expand basic word processing functions - such as font, spacing, center text, align text, cut, copy, paste, insert clip art, and insert header to produce short stories with title pages. Students use online encyclopedias to gather information. Computers are also used throughout the year to reinforce and complement classroom instruction.

The student will be able to:

1. Use the math programs to reinforce addition, subtraction, multiplication, and division skills.
2. Use the application found in Google Docs, Slides, and the Internet.
3. Identify the home keys and know where all of the letters are located on the keyboard.
4. Apply the correct fingering and posture when typing with an optional goal of five WPM.

### **Fourth Grade:**



Grade four students are taught that computers and computer technology must be used responsibly and cautiously. Students are taught the necessity and importance of following the Biblical principles of truthfulness, integrity, morality, as described in Philippians 4:8 &9 "Finally brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are just . . ." Truthfulness and honesty are also emphasized when students use the Internet to acquire information, giving proper credit when using information that is the property of others. Upper elementary students focus on keyboarding and word processing skills. Students work on increasing their typing speed and utilizing the computer as a tool to enhance their writing skills. This is the first computer course for which students receive grades. Students practice correct hand and finger positions for all alphabetic keys and frequently used punctuation keys using the All the Right Type computer program. Students are graded on accurate completion of work, not on speed (later in assessment, if speed is included in the requirement, form/fingering must be weighted more than speed). Throughout the year students learn and practice basic word processing functions and use computers to reinforce and complement classroom instruction and develop their God-given talents of eye/hand coordination.

#### **Fifth Grade:**

Fifth grade students further develop keyboarding skills using All the Right Type computer program and have a speed goal of 15-20 words per minute. Students are checked for speed and accuracy. Throughout the year students use word processing functions--including save, print, delete, boldface, underline, move text, change fonts and font sizes--to produce 1-2 page compositions. Students also use online library searches and encyclopedias to locate information. Computers are used throughout the year to reinforce and complement classroom instruction, particularly higher level thinking skill, writing skills and problem solving.

In addition, students in grades 5 and 6 will learn about basic principles of plagiarism and how to avoid stealing the work of others as God has commanded "Thou shalt not steal." Furthermore, when using the Internet and other sources of media technology, students will be taught to "avoid the appearance of evil" and not to search for wickedness, for we have enough in our hearts through sin. God can see what we do, even if others cannot. When emailing and communicating with others, students will be taught to use language that is acceptable to God in accordance with Psalm 19:14, "Let the words of my mouth, and the meditation of my heart, be acceptable in Thy sight, O LORD, my strength, and my Redeemer."

#### **Sixth Grade:**

Students refine keyboarding skills for speed and accuracy with a speed goal of 20-25 words per minute using the All the Right Type computer program. Students are graded on speed and accuracy. Throughout the year students use word processing, drawing, and presentation software to produce compositions and presentations. Students are expected to produce multi-page, double-spaced reports and covers with proper form and spacing. Drawings and illustrations for special projects are incorporated using paint/draw software. Computers are used throughout the year to reinforce and complement classroom instruction, particularly higher level thinking skills and problem solving. The Internet, such as World Book Online and the .gov sites for each state, is used as a resource for State Reports and several smaller projects throughout the year.

### ***Language Arts (Reading, Writing, Grammar)***

Effective communication with Biblical discernment is essential for our students. GCA Language Arts curriculum integrates Reading, Grammar, Writing, Speaking/Presentation, Listening Penmanship, and Spelling. Our main goals for Reading is that students love reading, understand what they read, and be able to read literature in comparison to Biblical principles – learning how to address objectionable elements.

**Kindergarten:**

To accomplish this goal in grade K, students will develop phonetic fluency (including CVC) and accuracy, practice comprehension strategies, and utilize genres, and fiction and non-fiction, and Daily 5. Students will also develop their ability to write and speak confidently, using discernment in both written and spoken forms of communication. Our main goal for Writing is to develop interesting and clear writers. Interesting writers develop the craft of writing (including voice, word choice, ideas, sentence fluency). Clear writers incorporate appropriate organization, and mechanics. Students will learn to write original and simple narrative, descriptive and explanatory sentences. Writing includes grammar instruction, but in addition, specific grammar in K consists of basic parts of speech (noun and verb), simple sentence structure, and elementary mechanics. Grammar in grade K consists of (parts of speech, sentence structure, mechanics). Grade K speaking or presenting includes peer speaking (show and tell, story-telling). (types of presentation, tools/technology learned and used, considering the audience). Listening in K consists of guided reading, conversation, giving appropriate feedback and interaction.

**First Grade:**

To accomplish this goal in grade one, students will develop, practice and utilize reading fluency, accuracy, literary techniques, and comprehension strategies using quality literature, leveled books, DOL, Daily Five.

First grade is designed to create true independence in reading and to teach encoding skills parallel with decoding skills to identify and help at an early stage those children who have reading problems and to establish basic comprehension skills. For the first six or seven months of the year, students review letter sounds and learn how to blend these sounds into words. This is reinforced using vocabulary lists of sight words, dictations, decodable reading books and Daily 5. From March until the end of the year, students work on developing fluency, comprehension, and expression through the use of anthologies, silent reading, Bible reading, instructions on assignments, and tests.

Students will also develop their ability to write and speak confidently, using discernment in both written and spoken forms of communication. Our main goal for Writing is to develop interesting and clear writers. Interesting writers develop the craft of writing (including voice, word choice, ideas, sentence fluency). Clear writers incorporate appropriate organization, and mechanics. For Grade 1 Writing, students will learn to create personal narratives, friendly letters, short stories, fairy tales, descriptive essays, poetry, etc. Writing includes grammar instruction, but in addition, specific Grammar in grade one consists of parts of speech (nouns, verbs, adjectives), sentence structure, and mechanics. Grade one Speaking or Presenting includes oral reading, project presentation, show and tell, all considering the audience. Listening in grade one includes Bible stories, teacher instruction, peer reading,.... Study Skills are also reinforced in the Language Arts and used across the curriculum.

**Second Grade:**

Grade 2 students read a variety of genres, while focusing on fluency, accuracy, comprehension and vocabulary. Students will also develop their ability to write and speak confidently, using discernment in both written and spoken forms of communication. Our main goal for Writing is to develop interesting and clear writers. Interesting writers develop the craft of writing (including voice, word choice, ideas, sentence fluency). Clear writers incorporate appropriate organization, and mechanics. For Grade 2 Writing, students will learn to write to an audience, use various types of writing and incorporate steps of writing. Composition in these grades will involve some of the following assignments each year: relating of a personal experience, storytelling, book reports, poetry, letter writing, making lists, summarizing stories and events, and journal writing. Writing includes grammar instruction, but in addition, specific Grammar concepts are taught including parts of speech (nouns, verbs, adjectives), sentence structure and mechanics. Grade 2 Speaking or Presenting includes oral presentations (eye contact, volume, visual aids and considering audience). Listening comprehension includes instruction in asking appropriate questions, clarification and vocabulary skills. Study Skills are also reinforced in the Language Arts and used across the curriculum. The key areas of Study Skills in grade 2 are organization (filing papers) and test-taking strategies.

**Third Grade:**

To accomplish this goal in grade 3, students will be exposed to various genres including informational text. They will develop fluency and accuracy with literary techniques. Students develop comprehension with strategies, vocabulary, and critical thinking of the text). Students will also develop their ability to write and speak confidently, using discernment in both written and spoken forms of communication Our main goal for Writing is to develop interesting and clear writers. Interesting writers develop the craft of writing (including voice, word choice, ideas, sentence fluency). Clear writers incorporate appropriate organization, and mechanics. For Grade 3 Writing, students will learn how to complete their thoughts into complete sentences and into multiple paragraphs. It will expand their ability with steps of writing and types of writing. Grammar in grade 3 consists of parts of speech, sentence structure, and mechanics. DOL reinforces the student's grammar knowledge. Grade 3 Speaking or Presenting includes reading reports and projects which could include use of technology such as Google slides. Study Skills are also reinforced in the Language Arts and used across the curriculum. The key areas of Study Skills in grade 3 are organizational, note-taking and test-taking skills.

**Fourth Grade:**

To accomplish this goal in grade 4, students will engage with different genres, quality literature, leveled books, literary techniques, DOL, and CAFÉ (comprehension, accuracy, fluency, expression/expand vocabulary). Students will also develop their ability to write and speak confidently, using discernment in both written and spoken forms of communication Our main goal for Writing is to develop interesting and clear writers. Interesting writers develop the craft of writing (including voice, word choice, ideas, sentence fluency). Clear writers incorporate appropriate organization, and mechanics. For Grade 4 Writing, students will learn and practice various types of writing and complete the steps of writing. Writing includes grammar instruction (parts of speech, sentence structure, mechanics). Grade 4 Speaking or Presenting includes types of presentation, tools/technology learned and used, and a consideration of audience. Listening in grade 4 includes active listening, note-taking, and providing constructive feedback. Study Skills are also reinforced in the Language Arts and used across the curriculum. The key areas of Study Skills in grade 4 are listening, textbook reading, note-taking and testing.

**Fifth Grade:**

To accomplish this goal in grade 5, students will utilize genres, fluency, variety of quality literature, leveled books, nonfiction, literary techniques, comprehension strategies, DOL, critical thinking, and vocabulary. Students will also develop their ability to write and speak confidently, using discernment in both written and spoken forms of communication. Our main goal for Writing is to develop interesting and clear writers. Interesting writers develop the craft of writing (including voice, word choice, ideas, sentence fluency). Clear writers incorporate appropriate organization, and mechanics. For Grade 5 Writing, students will practice writing to specific audiences, citing various types of writing, and the steps of writing. Writing includes grammar instruction. Specific Grammar in grade 5 consists of demonstrating understanding of parts of speech, sentence structure, and mechanics. Grade 5 Speaking or Presenting includes small group presentations, whole group speeches, and Google Slides presentations. Listening in grade 5 includes constructive feedback and peer feedback. Study Skills are also reinforced in the Language Arts and used across the curriculum. The key areas of Study Skills in grade 5 are organization, listening, textbook reading, note-taking, studying for tests, and testing.

**Sixth Grade:**

To accomplish this goal in grade 6, students may utilize (genres, fluency, accuracy, quality literature, leveled books, nonfiction, literary techniques, comprehension strategies, DOL, types of books, critical thinking, vocabulary, and more). Students will also develop their ability to write and speak confidently, using discernment in both written and spoken forms of communication Our main goal for Writing is to develop interesting and clear writers. Interesting writers develop the craft of writing (including voice, word choice, ideas, sentence fluency). Clear writers incorporate appropriate organization, and mechanics. For

Grade 6 Writing, students will utilize our IEW writing program - see rubrics for specific grade level skills, audience, citing, types of writing, steps of writing). Writing includes grammar instruction, but in addition, specific Grammar in grade 6 consists of (parts of speech, sentence structure, mechanics such as mastery work with adverbs, prepositions, and interjections). Grade 6 Speaking or Presenting includes (types of presentation, tools/technology learned and used, considering audience). Listening in grade 6 includes oral reading and modeling during read-alouds. Study Skills are also reinforced in the Language Arts and used across the curriculum. The key areas of Study Skills goals in grade 6 Language Arts are listening, note-taking, textbook reading, studying for tests, and testing.

## ***Library***

The elementary school provides one library visit per week for students in grades K-6.

The students will be able to:

- 1) Choose and check out appropriate books
- 2) Maintain libraries as quiet places
- 3) Responsibly return books on time

## **Mathematics**

**Goal:** To teach the numerical system as a reflection of the order in God.

**Description:** The mathematics program is based on the premise that to learn about math and to become effective problem solvers, children need solid foundations in their facts and skills. Once basic ideas and skills are developed through ample reinforcement and practice, the students are then directed to apply their newly developed abilities to solutions of realistic problems of daily life. The skills of estimation and mental math are made an integral part of the instructional program.

**Problem of the Day** – non-traditional problems that can be posted on the board for students to begin the lesson or end the lesson or as one station of a math center for this unit. These are **very important** for building logical thinking, problem solving strategies, and perseverance in solving problems. If students include a verbal or written explanation of how they solved the problem, the communication ability (course goal) is also improved.

**Mastery Skills:** If these skills are not mastered by the end of the year, the next teacher and ESSP teachers must be notified to arrange for extra help in particular areas.

**Christian Perspective:** Teaching math from a Biblical worldview does not mean adding Scripture verses to pages or including word problems based on biblical data or settings. Very briefly, every aspect of mathematics is a creation **by God** and reveals His character and attributes. In addition to being created by God, every aspect of mathematics is to be used **for God**; math is a tool to be used in a God-glorify manner.

### **Kindergarten:**

Kindergarten is where children are first taught that God's world is a world of order through numbers. Each new skill is taught through the use of manipulatives/books/learning games. Students are taught to be aware that math is part of their everyday experience. Students are taught the basic strategies and tools they will need to apply math skills in a practical way. Kindergarten teaches classification skills, basic counting and number recognition skills, and introduces students to addition and subtraction.

Kindergarten students must be able to: classify and compare objects and numbers; recognize and write numbers 0-20; recognize plain and solid figures – circles, square, triangle, rectangle; identify pennies, nickels and dimes; skip count by 10's to 100, by 5's to 50, by 2's to 30; sequence count to 31.

### **First Grade:**

After reviewing the concepts learned in kindergarten, and feeling confident that the students have firmly grasped these concepts, the first grade teacher moves on to teach the students more complex problems and how to increase their knowledge based on the concepts learned the previous year. For the first time, first graders are introduced to using drawings or models to help solve mathematical problems and to identify odd and even numbers. When working with whole number place value, the students learn how to compare and order digits in a number, identify numbers in expanded or standard form, and to round to the nearest multiple of ten.

Christian values or concepts must be emphasized whenever possible. God is a God of order and this is clearly seen in our number system. There are also some numbers such as 6, 7, 10, and 40 that are stressed in the Bible and can be mentioned to the students. Challenge students to think of a Bible story that has a number in it – then briefly remind students of the lesson that particular Bible story has for us.

First grade students must be able to complete addition and subtraction facts to 18.

**Second Grade:**

At the beginning of the year, the skills that were taught in first grade are reviewed and then brought to a new level. We increase their knowledge and build on previous background information. We incorporate a Christian emphasis on patterns and how God has given everything order. Students will recognize and directly apply math concepts to their daily lives. Students are encouraged to develop problem-solving skills.

Second grade students must be able to do addition and subtraction with one or two regroupings.

**Third Grade:**

After reviewing the mastery skills learned in second grade and feeling confident that the students have firmly grasped these concepts, the third grade teacher moves on to teach the students more complex problems and how to increase their knowledge based on concepts learned the previous year.

Students in the third grade are taught basic math facts and skills that are needed in order for them to become effective in computational processes. God's design of the universe is explained through math's patterns, measurements, and order. Students are taught to apply the skills they learn to solve realistic problems of daily life. Organizational skills are enforced through daily assignments. The major emphasis is on students mastering their addition, subtraction, multiplication and division facts.

Third grade students must be able to know multiplication and division facts through 10.

**Fourth Grade:**

After reviewing the concepts learned in third grade and feeling confident that the students have firmly grasped these concepts, the fourth grade teacher moves on to teach the students more complex problems and how to increase their knowledge based on concepts learned the previous year. Students in fourth grade are required to master the basic math facts (addition, subtraction, multiplication, and division) and be able to use them quickly and proficiently in their daily work. Students are expected to use these computational skills in understanding and constructing data charts, graphs, and in solving story problems. Students will appreciate the exactness of math as God's given tool for dealing honestly in measurements and in working with resources given to man. We stress homework responsibility and good use of God-given talents.

Fourth grade students will master dividing a 3-digit number by a 1 and 2-digit number and multiplying a 3-digit number by a 2-digit number.

**Fifth Grade:**

After reviewing the concepts learned in fourth grade, the fifth grade teacher moves on to build on the concepts with more complexity and mathematical applications. Some new concepts are introduced as students prepare for algebraic reasoning. Christian values will be emphasized whenever possible. God is a God of order and this is clearly seen in our number system.

Fifth grade students must be able to master adding, subtracting, multiplying, and dividing fractions.

**Sixth Grade:**

After extensively reviewing the concepts learned in fifth grade, the sixth grade teacher seeks to build on prior knowledge to teach the students more complex problems. Estimation and mental math are an integral part of each unit of instruction. There are many opportunities for students to work both individually as well as occasionally to work in small groups to brainstorm for problem solutions.

Where feasible, the importance of Biblical ethics will be stressed in class discussions when dealing with units such as statistics and probability. In addition, the necessity for honesty and integrity in the use of

numbers in business and personal life will be emphasized when appropriate. God's order and design in math is stressed in each unit, as well as the real-life applications that present themselves in math. Math will be with them for the rest of their lives.

Sixth grade students must be able to: convert fractions to decimals to percents; memorize the common decimal, fractional and % equivalents (quarters, thirds, fifths, and eighths).

## ***Music***

Students memorize scripture songs, Christmas carols, Psalters, and patriotic songs with their classmates and present programs throughout the year.

### **Kindergarten:**

Kindergarten music centers on developing the human voice. Group singing stresses the correct use of the human voice and distinguishes it from the speaking voice. Matching given pitch, listening to the tune, responding to the rhythm heard, discerning the tempo and mood of the music are only some of the activities used to encourage student's awareness of music. Names of musical instruments and their sounds are included in Kindergarten music. Classical musical selections with various instruments are used to help develop listening skills.

### **First Grade:**

Students in First Grade continue to develop their singing voice in the classroom and in music class. First Grade students become more aware of musical notation, kinds of notes, musical symbols and treble clef notes. The high and low placement of notes on a musical staff and the ability to follow a line of notes as an aid to learning to read music are introduced in this grade. Students review names of instruments, hear instruments while being introduced to classical music and become aware of the concepts of pitch, rhythm, dynamics, melody and tempo.

### **Second Grade:**

Students in Second Grade review prior musical concepts as a preparation for reading notes on the treble clef. Following notation on a staff and distinguishing kinds of rhythmic notation are constantly stressed throughout the year. The human voice is the main instrument used in this grade along with the xylophone. Students also look carefully at each instrument in the orchestra and how they are grouped together as families of instruments. While learning about families of instruments, students are introduced to classical music selections.

### **Third Grade:**

Third Grade students continue to emphasize the human voice through classroom singing. In third grade, students are introduced to part singing through the use of rounds and action songs. Throughout the year, classical musical selections using various instruments are used to help develop listening skills. Third grade students continue their work of reading notes on the treble clef (and basic introduction to bass clef) and recognizing musical notations as they prepare to play an instrument. Students continue to review musical concepts such as pitch, dynamics, and rhythm. They learn to compose their own songs and play the xylophone.

### **Fourth Grade:**

Fourth Grade students spend their music class becoming acquainted with and mastering playing the recorder. Reading notes on the treble clef, understanding practice techniques, working together as a group, hearing their own instrument as well as hearing others, and following a director are only some of

the required skills to master. Music is taken from iconic folk songs, patriotic, classical and sacred selections by playing and preparing for class presentations in various programs as well as assessment.

**Fifth Grade:**

Fifth Grade students choose between playing a band instrument and playing hand chimes. Those that choose to play with the hand chimes are instructed in technique of using the chime and in playing and singing in the group. All fifth grade students continue singing scriptural songs, Christmas carols, Psalters, and patriotic songs with their class. Students also study and listen to classical music., learn the elements of choral music, and apply it through singing choral songs.

**Sixth Grade:**

This class reviews the musical terminology that helps students identify instruments, families, form of music, and basic theory of music. In addition, students learn the elements of choral music and study the life and music of Bach, Handel, Foster, and Sousa. All sixth grade students continue singing scriptural songs, Christmas carols, Psalters, and patriotic songs with their class.

## ***Music - Instrumental***

**Fifth Grade:**

Fifth Grade Instrumental Music is a course designed to give students the opportunity to play a woodwind, brass, or percussion instrument. The fundamentals of music (tone, pitch, rhythm, balance, etc.) will be enhanced through the playing of these instruments. First year instrumental music students learn how to play their instruments with the complete band as well as how to read music fluently. Musical selections will include Psalters, Hymns, classical music, iconic folk songs and music from our American heritage. Each ensemble participates in school assemblies, Christmas programs and evening programs.

**Sixth Grade:**

Sixth grade second year Instrumental Music is a continuation of first year instrumental music with an emphasis on improving technique and musicality. Band students continue their study of sheet music, use harmony in the band, emphasize practice time, learn the Concert C, F, E flat, A flat major and concert G harmonic minor and C harmonic minor scales, the Chromatic scale, and continue to develop technique on their individual instrument.

## ***Penmanship***

The goal of the handwriting program is to teach students to write legibly through the use of shape, size, spacing, and slant. The handwriting program incorporates the principles of visualization, verbalization, kinesthetic reinforcement, and emotional involvement. Clear, strong writing models are given with each lesson.

**Kindergarten and First Grade:**

Kindergarten and First Grade students work through each letter of the manuscript alphabet. Our God is a God of order. Neatness and correctness is emphasized in our forms of communication. Penmanship should reflect God's gifts of fine motor skills.

Kindergarten: Penmanship includes printing the letters and numbers and correct spacing.

First Grade: Penmanship includes practicing correct formation of manuscript letters and numbers through daily work and penmanship papers.....



**Second Grade:**

Grade 2 marks the transition to the use of the cursive alphabet. The cursive style is added as a second writing style rather than as a replacement for manuscript writing. Students will be encouraged to "Whatsoever thy hand findeth to do, do *it* with thy might;" as God commands. The student will learn that God has given them the talent and opportunity to write.

**Third Grade:**

Third grade students begin the year with in-depth studying and practicing of the lower-case letters in cursive. After the second semester, the students are gradually expected to complete all of their assignments in cursive. At this time, students are reintroduced to learn the upper-case letters in cursive. As the year progresses, the students are given a sufficient amount of time to practice their cursive skills until they are able to write cursive fluently.

**Fourth through Sixth Grade:**

Fourth grade students review each letter of the cursive alphabet. Fine motor skills are a gift from God and the student's attitude about writing and their ability to write neatly should be stressed in all subjects.

Fifth and sixth grade students are encouraged to strive for mastery of the Zaner-Bloser Handwriting series.

## ***Physical Education***

**Kindergarten**

One area of the curriculum that particularly addresses the development and biblical use of the body is Physical Education. This area of curriculum is distinguished from other areas by its special emphasis on physical activity. In kindergarten, students develop basic locomotor skills such as walking, running, skipping, galloping, hopping, and jumping. Skills such as throwing, catching, and kicking are introduced. Balance and posture, muscle coordination, and left/right differentiation are practiced. Activities for the whole group and teams are taught through games and sports with identified rules. Good sportsmanship is also stressed throughout the entire year. Throughout the process students are encouraged to continue a life-long program of fitness. "Whether therefore ye eat or drink or whatsoever ye do, do all to the glory of God" (1 Corinthians 10:31).

**First Grade:**

Physical Education is fundamentally education; it is learning and doing in, about, and through movement, fitness, sports, play, and responsible actions. PE is concerned with gaining understanding through the use of muscular activity, using physical activity for service to God, relating this activity to other parts of God's creation, and knowing how physical activity forms the human being.

**Second Grade:**

Continued incremental physical development helps provide the foundation for healthy lifestyles that support learning (enhance memory and concentration) and build a healthy learning environment. The second grade physical education curriculum reflects the continued development of creative, intellectual, and decisional goals training students to appreciate and care for their bodies ultimately to equip them for on-going service for God's glory.

**Third Grade:**

Our bodies, although not as important as the soul, “are fearfully and wonderfully made” and as such are a precious gift of God for which we are responsible to properly maintain for His service via lifelong physical fitness activities, proper nutrition, and rest. To develop the habit of lifelong physical activity, students need appropriate knowledge, skills, and attitudes. Students in 3rd grade PE have three main objectives. The first is to build on movement and skills developed in earlier grades and develop a basic knowledge and application of rules and strategies of designated team sport activities (soccer, kickball, basketball, volleyball, softball, and wiffle ball). In addition, regular exercise activities will seek to increase muscular and respiratory endurance to help promote and maintain physical fitness throughout a lifetime. Finally, through instruction and team activities, students will put into practice the Biblical values of personal integrity, fairness, and a particular focus on cooperation/teamwork.

**Fourth Grade:**

Physical education is primarily a learning time. It stresses, to be sure, physical activity, but the prime aim is not the activity but what the student achieves. Physical education centers around teaching creative ways to maintain health fitness and opportunities to better understand their bodies in regard to making decisions. Students will be taught to enhance their manipulative skills including: catching, throwing, kicking, punting, batting, and dribbling. Students will continue to work on these skills begun in grades K-2, but now will begin integrating these skills to perform more complex actions such as hitting a ball, making baskets, directing a ball into a goal etc. The emphasis will be on the quality of the movement or action and not on the quantitative aspects of the movement or action (how much, how far, how high). We stress the quality of movements rather than results to encourage students to copy quality patterns. Skill patterns introduced are those associated with the team sports of football, soccer, basketball, volleyball, floor hockey, softball, and track and field. Emphasis is also given to playing fairly and being a good sport whether losing or winning. Students will be helped to understand how God-given differences in our bodies lead to varied performance expectations of PE participants. Realistic expectations will be established and an atmosphere of encouragement encouraged rather than one of denigration of student performance.

**Fifth Grade:**

Students in 5th grade PE have three main objectives. The first is to build on movement and skills developed in lower grades to begin a focused increase in knowledge and application of rules and strategies of designated team sport activities (football, soccer, speedball, basketball, volleyball, ultimate Frisbee, floor hockey, and softball.) In addition, regular exercise activities will seek to increase muscular and respiratory endurance to help promote and maintain physical fitness throughout a lifetime. Finally, through instruction and team activities, students will put into practice the Biblical values of personal integrity, fairness, and a particular focus on cooperation/teamwork.

**Sixth Grade:**

Physical Education in grade 6 has the foundational principle that our bodies “are fearfully and wonderfully made” and as such are a precious gift of God for which we are responsible to properly maintain for His service via lifelong physical fitness activities, proper nutrition and rest, avoidance of harmful drugs/alcoholic products, avoidance of smoking, and proper treatment of stress. Students will also be taught that though bodily exercise is needful, we need a proper balance. We strive to avoid an overemphasis on sports since the most important part of us, and that for which we must have the most concern, is our souls. The care of the body is not an end in itself, but as stewards of our bodies, we must maintain fitness so we will be able to serve in whatever area God calls us.

Students will be given instruction in health fitness and team sport activities to become knowledgeable and proficient in activities which will help maintain physical fitness throughout a lifetime. Students, through competitive team activities, will also focus on putting into practice the Biblical values of developing personal integrity, cooperation, and responsibility. Individual and team skill patterns introduced are those associated with the following: football, soccer, basketball, volleyball, floor hockey, softball, and track and field.

## **Science**

### **Kindergarten:**

The kindergarten science curriculum provides an exposure to God's plan in various realms of nature. The curriculum focuses on developing an appreciation for God's wonderful creation. Students are introduced to the basic concepts of safety, transportation, seasonal changes and weather types in Creation, God's non-living world, health and the five senses, living things and their life cycles. Kindergarten students are introduced to the use of the scientific method of learning, including observation, experimentation, and hypothesis development.

### **First Grade:**

The first grade science curriculum helps students understand their environment, what it consists of and how they are to care for it. On the sixth day, God created animals for man to rule over and students learn the difference between wild and tame animals; what it means to 'rule' over them, how to treat them and how they benefit man. First graders also study their surroundings; the air, weather, heat, seasons and plants and are reminded of God's promise that "summer and winter, cold and heat, and seedtime and harvest" will continue to the end. When studying the body, the students learn about their bodies as temples of the Holy Spirit and how God commands us to care for them to keep them healthy. In caring for our environment, others, and ourselves we strive to bring honor and glory to His name.

### **Second Grade:**

The second grade science curriculum primarily focuses on the life sciences while also covering some physical science. All the units discuss how wonderfully and perfectly God has created the universe and all that is in it. Students learn how God has designed a balance in nature and about their responsibility to be good stewards of the creation. Students begin with learning about animal classifications. They learn how to classify animals into the five animal groups as well as the characteristics of each group. They see how God has perfectly created each animal for its environment. Second graders also focus on the solar system and how our earth is perfectly made and placed within our solar system. They discuss characteristics of the sun, other planets, and our moon. Other units cover properties of matter, position, force and motion. Students are introduced to the human body systems and discuss basic health, nutrition and safety.

### **Third Grade:**

The third grade curriculum focuses on different habitats that God has created and incorporates units on physical science. The students learn how God has designed the animals to be able to live in their particular surroundings. Third graders learn the different characteristics of each habitat. The students learn the basic functions of the microscope and how to identify the six simple machines. Third graders also learn how the nervous system is used through their five senses to see and interpret the world God has created. The students learn about weather and how God controls and uses weather in our lives. In addition, students study plants and learn the development and impact of plants on the world.

### **Fourth Grade:**

Fourth grade curriculum focuses on using the scientific method. Students learn to appreciate God's design in the study of insects, birds, plants, and ocean creatures. They will learn about God's providence in the lives of these creatures and learn to identify special characteristics of each. Students will be

introduced to outstanding Christian Scientists. Fourth graders study sound and hearing, production and receiving, pitch, echoes, and preservation of sound. Electricity and magnetism are studied. Students learn the specific vocabulary needed and hands-on experiments are used to demonstrate the working principles of magnetism and electricity.

#### **Fifth Grade:**

The fifth grade science curriculum begins with God's Word and the creation of all things. We continue with observations in His creation using the scientific method in several different lab experiences. We then study God's hand in the creation of mammals and other vertebrates, making a distinction between characteristics of animals with and without backbones. Concepts of light and an in-depth study of the eye as a "light gatherer" also permit investigations with reflection, refraction and the visible spectrum. Fifth graders study the layering of the Earth, the formation of many types of rocks and minerals, caves and fossils. We study the two main theories of the origin of the Earth and see how creation shows forth God's design and majesty and how evolution steals the honor due to God. We also investigate how measurement has an important place in science and evaluate different types of engines and means for combustion. Fifth grade science concludes with a study of the weather that God gives the Earth, from winds and storms; to temperature and fronts. God's greatness is seen in many ways.

#### **Sixth Grade:**

The sixth grade science curriculum begins with a review of the scientific method by using the microscope and preparing and analyzing slides of different invertebrates' cells and structures. An invertebrate unit includes the 8 key phylum and several labs to include different types of learning styles. We study the design and beauty of God's creation of Michigan birds and even focus on their individual sounds. Sixth graders review earth's processes and how God makes His power and majesty known in Creation. Astronomy and a look at space travel and the future of man in space is dealt with from a Biblical perspective of God's plan for man. In ecology, we see God's order and design in creating and maintaining the habitats and food webs on the Earth. We see how God allows succession to replenish the Earth, and how man can affect environments in a positive or negative way. Matter and Energy, atomic theory, and scientific notation and symbols, as well as applying theory into practice with some chemistry labs wrap up science in the sixth grade.

## ***Social Studies***

#### **Kindergarten:**

The kindergarten Social Studies curriculum provides students with exposure to a variety of experiences about themselves, families and friends, and an increasing sensitivity to the feelings of others, and that God has given them a job to do. Such things as politeness, kindness (Ephesians 4:32), sharing, taking turns, helping others, putting materials away, and using our time wisely are all part of obeying God and His Commandments. Some Social Studies units are: Working Together Thanksgiving Past and Present, Community Helpers, and Patriotism.

#### **First Grade:**

Social Studies in first grade is taught as the working out of God's plan with respect to our nation and nations around the world for the sake of His church. It is His-story, the story of Him "who worketh all things after the counsel of His will." History is dependent on what God has revealed to man and this revelation encompasses the scope of His Word, evidencing itself in the unfolding of His Providence. Students will encounter activities that relate to each discipline of social studies: history, geography, civics and government, and economics.

**Second Grade:**

Give ear, O my people, to my law: incline your ears to the words of my mouth. I will open my mouth in a parable: I will utter dark sayings of old: Which we have heard and known, and our fathers have told us. We will not hide them from their children, showing to the generation to come the praises of the Lord, and his strength, and his wonderful works he hath done (Psalm 78:1-4). Using these verses as a basis for the teaching of history and geography, second graders learn about God's unfolding plan for His world and His people. By teaching students the sins and mistakes of past generations, students are equipped to make obedient choices in line with the infallible truth written in God's Word. God's controlling Hand in the lives of His people, His blessings and punishments, but above all His gracious mercy are stressed in each lesson.

**Third Grade:**

Third grade students learn to recognize that God controls all events in history and that His purposes are worked out in mankind's affairs. Both product (a body of knowledge) and process (a way of investigating and thinking) will be emphasized as students study American history from its founding to the early 20th century. Events, cultures, geography, and key figures will be explored while following the historic American timeline. These facets will be explored in the context of their relation with God and their impact on others. Students will see how God directed events and people to help build our country that is based on freedom, justice, equality, and dignity.

**Fourth Grade:**

Students study the role Michigan plays as a part of an emerging nation. They will see the importance of God's providence, but also the economic importance of resources, such as lumber, gas, iron, copper, nature and especially our fresh water. We study the importance of the multicultural background of our Michigan citizens such as Cass, Ford, Durand, and Mason who built Michigan's government, economics, and culture.

Students will understand the influence, and the part that Michigan's resources and industries played in their country and the world in both World Wars. Students also will develop their empathy for others by participating in mission efforts, writing letters, and class discussions of current news affecting our families, our state, and our nation.

The student is made aware of man's involvement in history by participation in group projects, discussions, map work, reports, videos and guest speakers. There is a constant effort to introduce current events with a Biblical perspective. This course demonstrates that man affects Michigan History, but God created and controls all things.

**Fifth Grade:**

Old World History and Geography presents the history of the Eastern Hemisphere, from Creation to modern times, viewing God's hand in the providential leadings to bring His Word to the ends of the Earth. In the first semester, attention is directed to map skills and the study of the Middle Ages, then later to the study of modern countries of the Eastern Hemisphere. Students will study the following: political structures, people and their interrelationships, races and religions. Students will be involved in reporting on current events, map making, writing a research paper on a selected European country, and the memorization of the Eastern Hemisphere countries, capitals, and important American creeds. In the second semester, attention is directed to the ancient cultures of Egypt, Greece, and Rome. We study how God used the ancient cultures to prepare the world for Christ's first coming.

**Sixth Grade:**

New World History and Geography presents the history of the “new” world, from the time of the first colonists to modern times, viewing God’s hand in the providential leadings to bring His Word to the ends of the Earth, emphasizing that “The earth is the Lords and the fullness thereof; the world, and they that dwell therein” (Psalm 24: 1). The 6th grade curriculum focuses on how our founding fathers laid the foundation for our nation to be a symbol of freedom and prosperity based upon God’s Word.

In the first semester, attention is directed to map skills, geographical knowledge, and to the events leading up to the Civil War. Students will study the following: political structures, people and their interrelationships, and the religious beginnings of our country. Students will be involved in reporting on current events and map making. In the second semester, attention is directed to the Civil War, and the major World Wars and conflicts, writing a research paper on a selected state in the Union, and the memorization of The Gettysburg Address, states and capitals, and important American creeds. American politics is explored as well, leading up to the current political climate and our modern times. This is evaluated based on God’s Word realizing that only “Blessed is the nation whose God is the Lord” (Psalm 33).

## **Spelling**

### **Kindergarten:**

Students begin with four to six words per week at the beginning of the year. Lessons are designed to correlate with the sounds being introduced in reading. High frequency reading words are introduced along with each decodable reading book. The children are not expected to spell all these words. Weekly drill is done to read these words. Invented spelling is used for all word sounding and sentence writing. Spelling is incorporated with the reading curriculum.

The student will be able to:

1. Correctly name letters and give corresponding sound C-V-C words.
2. Sequence initial, medial, final sounds.

### **First Grade:**

Spelling words are given when we start our reading curriculum, usually the third week of school. Spelling instruction in grade one follows our Journeys reading program and correlates with what we are learning each week. Challenge words are offered for high students....

A review of all spelling words is given on those weeks that are shortened due to the CEA convention, Thanksgiving vacation, in-services, and Prayer Day.

The student will be able to:

1. Correctly spell words from the spelling word list.

### **Second Grade:**

Good spelling habits are emphasized in all of the student’s daily work with basic spelling skills developed in a student workbook. Students practice a full range of language arts skills such as word building, dictionary skills, proofreading skills, making real-world connections, and developing writing mechanics to help them become better spellers, readers, and writers. The program uses word lists based upon dependable spelling patterns, and frequency of exposure so that each student is given repeated practice and encouragement to use the spelling patterns common to everyday use.

The student will:

1. learn a common spelling for the /a/, /i/, /o/, final k, nd, st, /e/, /u/, gr, dr, tr, gl, bl, pl, sk, mp, ng, long a, long e, long l, long o, long oo, wh, sh, ar, ur, or, br, fr, tr, sl, sp, final s, homonyms, family words, short oo, -ed, -ing, compound words, and number words
2. apply these spelling skills to reading and writing

**Third Grade:**

Good spelling habits are emphasized in all of the student's daily work with the basic spelling skills developed in a student workbook. Students practice a full range of language arts skills such as word building, dictionary skills, proofreading skills, making real-world connections, letter clues, phonetic patterns, anagrams, syllables, word parts, context clues, and developing writing mechanics to help them become better spellers, readers, and writers. The program uses word lists based upon dependable spelling patterns, and frequency of exposure so that each student is given repeated practice and encouragement to use the patterns common to everyday use. Helping students to become better spellers enables them to communicate more effectively and honestly with others.

**Fourth Grade:**

Students develop and strengthen spelling skills by focusing on various spellings of all the vowel sounds, vowel spellings in two syllable words, specific consonant spelling, suffixes, prefixes, and many difficult or uniquely spelled words. Good spelling habits are emphasized in all of the student's daily work with the above basic skills developed in a students' spelling workbooks. Students practice a full range of language arts skills such as word building, dictionary skills, proofreading skills, making real-world connections, and developing writing mechanics to become better spellers.

**Third and fourth Grade** students will be able to:

1. Realize the importance of accurate spelling in all of their daily work.
2. Demonstrate careful and accurate proofreading, including dictionary skills.
3. Show basic spelling skills learned in his/her classroom work.

**Fifth Grade:**

Using a student workbook, students practice a full range of skills such as making real-world connections, proofreading skills, and dictionary skills. The program uses word lists based upon dependable spelling patterns and a test is given each week to encourage students to become better spellers, writers, and readers. A list of challenge words and exercises is provided to interested students beginning with the 3<sup>rd</sup> (of 6) marking period. Accurate spelling enables us to communicate clearly, truthfully, and lovingly with our neighbor.

**Sixth Grade:**

Spelling in the sixth grade focuses on words found in our English, Science, and Math curriculums, as well as words with common suffixes, prefixes, and other grammatical patterns. Extra curriculum words from our weekly studies are added to the list each week. Words are reviewed in their context and associated with real life issues. Spelling Bees are held during the year to enhance spelling skills. Word lists are sent home each week and follow-up tests are given to encourage academic progress. Lists are adapted to meet the needs of all learners.

**Fifth and sixth grade** students will be able to:

1. use the talents God has given them to spell the best of their ability.
2. learn new words and the meanings of them.
3. learn dictionary and proofreading skills.

# HOMEWORK

Homework may be assigned on a regular basis in the upper elementary grades. At times, however, assignments, special projects, experiments, or make up work will need to be finished at home in lower grades. Students occasionally may also be assigned extra practice in areas where they are experiencing difficulties and this may be sent home for completion with parental assistance.

## **GCA Homework Guidelines for Parental Involvement in Homework (K-12)**

After researching the role of homework and participating with a book study in partnership with CLC Network, the following guidelines have been developed to assist parents in determining their role regarding homework. Please feel free to communicate with any teacher about these points.

Parents are encouraged to...

- Ask their child about what the child is studying in school.
- Ask their child to show them any homework assignments and ask about missing assignments.
- Help with Bible memory and spelling words.
- Read aloud books of choice to their child (Oral reading teaches children more about our world, Biblical truths, provides an opportunity for discussion of reading with discretion and the author's purpose, and reading extends the child's vocabulary and sense of sentence structure.)
- Provide an appropriate space for their child to do homework.
- Contact and work with the teachers if the child has an excessive amount of homework at night on a regular basis (general guideline is 10 minutes per grade level). Investigate use of class time, study strategies, after school program, social media, electronics, and study halls.
- Remind children (grades 7 – 12) to check their academic progress via PowerSchool and assignments via Moodle (some assignments are available on Moodle in case the child has lost the assignment).
- Encourage children to attend church services and work out homework arrangements preferably a couple days ahead with the teacher(s). (Note: we cannot have a blanket statement to avoid homework on certain nights since churches do not have coordinated services. Parents may contact the teacher to address individual family needs.)

Parents may, if they wish ...

- VERY IMPORTANT NOTE: to build self-advocacy, help train children to ask for help from parents and teachers rather than assuming someone will jump in to help them automatically. Young people need to learn this life-skill to be able to seek help in high school, the workplace and college. If the child should be asking the teacher a question the next day, feel free to alert the teacher via email. Then the teacher can work with the parent to encourage self-advocacy, particularly with reticent students.
- Help their child interpret assignment directions.
- Proofread their child's work, pointing out errors (grades 7 – 12 please only do this after any peer reviews are finished or students lose the value of peer feedback).
- Read aloud required reading to their child.
- Give practice quizzes to their child to help prepare for tests.
- Help their child brainstorm ideas for papers or projects.
- Praise their child for completing homework (focus on encouraging perseverance!)

Parents should not ...

- Complete assignments for their child.
- Feel expected to teach their child concepts or skills unless this is part of the child's educational plan. We do welcome and appreciate working alongside parents of struggling students who need re-teaching of concepts or skills.

# REPORT CARDS AND GRADING



Report cards are issued every nine weeks. Be sure to study the "check" or "comment" part of the card carefully since this indicates attitudes and effort. In some ways it is more significant than the letter grades on the card. Avoid comparing marks between siblings, friends, etc. The important thing is that each child should use the talents God has given him/her to the fullest extent possible.

Teachers will be happy to schedule a conference, set up email communication, and/or make phone calls to discuss concerns in any area in which you feel your child is not doing as well as he or she could.

## SUPPLIES

Certain basic school supplies are provided for students. However, as many parents often purchase school supplies for their children during the summer, a list of items that would be helpful for each grade level will be provided to parents prior to the school year. All such items purchased by parents will help to decrease school operating costs. Students are supplied with all their day to day textbook and workbook needs. Students who damage textbooks by improper use or other negligence are expected to reimburse the school for their cost.

In addition, since our play areas can have puddles and wet areas in spring and winter, we suggest that parents send students to school with adequate rainy day wear. Students also need gym shoes to play in the gym or when PE classes are held in the gym. Kindergarten students need small rugs on which to take their afternoon naps. At times during the school year, students may need an old shirt to protect their clothing during art classes.

## SUGGESTED TIME ALLOTMENTS-A GUIDE TO TIME USE

(Approximate Minutes Per Week)

Activity	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
Devotions & Bible	300	300	270	250	250	250	250
Church History	N/A	N/A	N/A	N/A	N/A	N/A	40
Math	160	200	200	200	200	200	200
History/Geography	75	80	90	120	160	160	160
Science/Health	75	80	110	160	160	160	160
Reading			200	200	160	160	160
Language			180	160	160	160	160
Penmanship	300	570	100	60	40	40	30
Spelling			100	100	80	80	50
Lunch	100	75	75	75	75	75	75
Physical Education	40	40	40	40	80	80	80
Recess	220	275	275	275	275	275	275
Art/Crafts	45	60	40	40	40	40	40
Music	40	40	40	40	40	40	40
Library	40	40	40	40	40	40	40
Computers/KeyBoarding	40	40	40	40	40	40	40
Totals	1435	1800	1800	1800	1800	1800	1800

# TESTING PROGRAM

## A. Standardized Assessment

Aimsweb is a web-based program for universal screening, progress monitoring, and data management for students in grades K-12. Aimsweb provides the *framework*, *data*, and *guidance* that administrators and teachers need to efficiently allocate and evaluate core instruction and interventions, helping them improve outcomes for all students—based on accurate, continuous, and direct student assessment.

Aimsweb testing is typically administered three times a year. With more regular student performance data, the school can guide the teaching and learning process and provide relevant reports to parents.

Positive aspects of Aimsweb:

- Brief: The assessments take a minimal amount of time to administer, resulting in less instructional time that is lost.
- Easy to administer and score: The testing and scoring can be done by the classroom teacher. There are many forms of the test available for more frequent testing.
- Comprehensive: Tests cover skills in reading, math, and language arts.
- Useful: Results can be used by the school to track student progress and share with parents.

The test is administered to the elementary students three times each school year (October, January, and April). Those who show areas of concern may be assessed a few extra times in between the regular times to evaluate progress.

## B. Kindergarten Readiness Screening

This screening is given to all children pre-registered for kindergarten during the spring preceding their entrance into the school program. The Gesell Developmental Screening Test is used to determine kindergarten readiness for all in-coming children and to prevent early school learning difficulties by identifying their developmental levels and learning styles. Oral sections measure language skills, attention span, and accuracy of personal knowledge talking about themselves and their families. Children are asked to name animals and discuss their favorite activities. A paper-and-pencil section assesses dominance, neuromuscular development, fine motor skills, and task-appropriate behavior. Children are asked to write their names, copy geometric figures, write numbers, and complete a drawing. A building-block section, which involves building increasingly complex structures with a set of cubes, measures fine motor skills, hand-eye coordination, and attention span. Each child is evaluated based on a developmental schedule, and he or she is assigned a “developmental age” (DA).

The screening does not label or categorize children and it does not measure a child's intelligence quotient. The screening will:

1. Help children master the pre-academic skills related to reading by placing them properly.
2. Help parents understand the importance of early identification of learning problems and give ways to help their children.

The kindergarten and ESSP instructors administer the screenings. A conference is held later with the parents to discuss the screening results and future placement suggestions for their children.

In addition to the readiness screening, the children are invited to visit the Kindergarten classroom for a full day of orientation. In this way the children have an opportunity to become familiar with our Kindergarten and the school environment.

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