



THE *KIRK OF THE HILLS*  
CHRISTIAN DAY SCHOOL

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*Training Heirs of the Covenant for Kingdom Service*

# CURRICULUM GUIDE

### **Mission Statement**

*The Kirk of the Hills Christian Day School assists the Christian parent in the nurture of covenant children by educating them in a Christian world and life view according to the truth of God's Word and by equipping them to be disciples of Christ, impacting His world.*

### **Philosophy of Education**

The philosophical foundation of The Kirk of the Hills Christian Day School is the historic Christian faith, which is revealed in the Bible and summarized in the *Westminster Confession of Faith* and the Larger and Shorter Catechisms. This Christian faith is the foundation of the school's entire existence, including its doctrinal and ethical instruction, its academic program, its teaching methods and its community life. KDS seeks to integrate this faith into all aspects of its mission and to specifically teach all subjects from a distinctively Christian perspective. The school strives to exalt Christ, the Creator, Redeemer and Ruler of all creation, in all aspects of knowledge and learning.

Adherence to the Christian faith in the Reformed tradition is not an excuse for narrowness, provinciality, or a simplistic approach to the educational task. The open recognition of the concern of the Creator in this endeavor should stir all students to the full expenditure of their energies in performing a work worthy of His honor. Since He is the source and definer of all truth, the pursuit of truth should be carried forward with full enthusiasm and vigor and without fear.

God makes truth available to us from two sources: His works of creating and governing all the affairs of this world and the special revelation from Him found in the Scriptures of the Old and New Testaments. From these two sources, we learn truth concerning the whole of life.

Although the Scriptures are not to be regarded as a textbook for modern science, they present truth in whatever they state or imply about the whole realm of knowledge. At the same time, truth, as it is found in God's general revelation (creation), may enlighten the meaning of Scripture at many points. However, because of its verbal character, Scripture speaks with a unique authority about the world in which we live and how we are to live in it.

The consummate revelation of truth has found its permanent embodiment in the person of Jesus Christ—the incarnate Son of God; the Logos; the Way, the Truth, and the Life. In Him alone is found the perfect balance of service to God and man, of dominion over the creation, of the selfless use of knowledge to benefit humankind and to glorify God. Of particular interest to the school is the enlightening of the mind by which the Holy Spirit brings us out of ignorance and enables us to understand all things in the light of God's self-revelation.

It is in seeing humanity as a recipient of revelation from God that the educational task of The Kirk of the Hills Christian Day School is to be carried forward. To gain true knowledge, one must acknowledge and know God because He is the source of all truth. The basis of our understanding is not only to think God's thoughts after Him, but also to rediscover, reason, and interpret the world of people and ideas using the redemptive, propositional and ethical truths of the Bible. To us, all facts are theistic facts—nothing exists outside God's creation and providence. Both teacher and student should be seen as bearing in themselves the image of God, and therefore capable of thinking God's thoughts after Him.

Our teachers must have a gift as well as a manifest, trained ability in their chosen field. They must have a love for their pupils. They must be able to discern the latent as well as the obvious potential within every student.

They must be able to inspire, spurring the coming generations to reach beyond present levels of knowledge to greater heights of understanding.

Our students represent the embodiment of potential for the future. Because human beings are made in the likeness and image of God, they possess unlimited promise of service to God and to society. Distinctive gifts and inclinations must be uncovered in the educational process so that students come to recognize their particular callings.

As teacher and student interact, the learner's inherent potential should emerge. Under the guiding hand of the teacher as model and mentor, the learner can find the delicate balance between freedom and discipline.

The home, the school and the church must work in harmony if children are to be educated to the full extent of their God-given ability. Like the home and church, KDS is a place where Christ's forgiveness, reconciliation, renewal and wisdom abound. Kirk Day School's role is to instruct students in how to believe, to reason and to understand the issues of life and act with the mind of Christ. Our school acknowledges no secular realm, but rather affirms that all of life is God-created, and is thus open to us in our inquiry into truth, for God's glory. We endeavor to bring all thought and action into captivity for Christ.

Students in The Kirk of the Hills Christian Day School are exposed to the major categories of learning and research to equip them not only for further academic pursuits, but for life itself. Our goal is to lead students into the highest academic levels of which they are capable. Our higher goal however, remains the formation of those individuals who have begun to realize their fullest capabilities as persons made in the image of God. Achieving this goal will involve self-perception on the deepest level, a capacity to interact constructively with other people and an ability to maintain personal integrity in a

context of constant pressure from a variety of sources.

The Kirk of the Hills Christian Day School teaches "the whole counsel of God for the whole man." KDS does not intend to suggest that all truth shall be taught but that, so far as possible, all that is taught shall be well-rounded truth to be judged ultimately according to the eternal standards of our Creator and Redeemer.

## EARLY CHILDHOOD

### IDEOLOGY

*It is our belief that each child is a unique creation of God and is valuable in His sight. In considering each child as the unique person he or she is, it is our desire to provide a loving and caring environment that will foster an atmosphere for learning. Our program is based on meeting all the child's needs: spiritual, physical, emotional, and intellectual. The program encourages individual development in each of these areas as we stimulate the children to learn.*



*The activities provided during the class day are designed to meet specific goals in each area of development. The children will develop social interaction skills in a Christian environment. They will develop physically as we provide a variety of activities for both large and small motor development. They will grow emotionally as they gain independence and confidence and begin to have control over their emotions. The biblically-based curriculum helps children learn that they are loved and cared for by God and engenders in them simple but important understandings of God, Jesus and the Bible. They will grow intellectually as they learn how things work; listen to stories; and learn about numbers, shapes and colors. They will grow and develop through play activities, putting toys away, outdoor play, circle time, arts and crafts, and even snack time. Their lives will be enriched, their horizons broadened and their minds and bodies challenged.*

### THE BEGINNER CLASS

- Students must be three years old by August 1.
- The class meets on Tuesday and Thursday mornings.
- Student/teacher ratio is about 7:1.

### THE PRE-KINDERGARTEN CLASS

- Students must be 4 years old by August 1.
- The class meets on Monday, Wednesday, and Friday mornings, with an optional afternoon Early Childhood Enrichment Program.
- Student/teacher ratio is about 8:1.

### THE JUNIOR KINDERGARTEN CLASS

- This is a transitional class for students who, because of a late birthday or for other developmental reasons, could benefit from an additional year of preschool before entering kindergarten. Students must be 5 by August 1 or must have already completed a 4-year old preschool program.
- The class meets Monday through Friday mornings, with an optional afternoon Enrichment Program.
- Student/teacher ratio is about 10:1.

### THE KINDERGARTEN CLASS

- Students must be 5 years old by August 1.
- This class meets Monday through Friday mornings and is a complete 1/2 day program, including Art, Second Language, and Music. To accommodate families who need a full day plan, there is an optional afternoon Kindergarten Enrichment Program.
- Student/teacher ratio is about 15:1.

## BEGINNERS

### ACADEMIC PROFILE



#### SPIRITUAL DEVELOPMENT

- discover God's world
- learn that "Jesus loves me."
- be obedient to non-parental authorities

#### SOCIAL DEVELOPMENT

- interact within playgroup
- care for own needs

#### EMOTIONAL DEVELOPMENT

- adjust to the separation from home
- adjust to the school routine & schedule
- cope with frustrations & fears

#### MOTOR DEVELOPMENT

- use fine motor skills to draw, paint, cut, work puzzles etc.
- use gross motor skills when running, hopping & climbing

#### LANGUAGE DEVELOPMENT

- communicate with peers & adults
- follow simple directions
- develop receptive & verbal language, verbal concepts, and listening skills

#### SUPPORTING CURRICULAR MATERIALS

- *Core Knowledge Preschool Sequence and Teacher Handbook, 2009*

## **PRE – KINDERGARTEN**

### **ACADEMIC PROFILE**



### **BIBLE**

#### **OVERVIEW**

- learn from selected Bible stories, arranged according to themes, ranging from Creation through Jesus’ resurrection

#### **FOCUS**

- grow in the awareness of God’s world and His love for us
- respond in obedience and make behavioral choices according to the principles taught in Scripture develop and express gratitude as a result of understanding what God has done

#### **MEMORY WORK**

- memorize and recite Bible verses weekly
- develop a love for the Bible as God’s true word

#### **CHAPEL**

- participate in chapel worship weekly

#### **PEACEMAKER**

- learn and apply Peacemaker principles to life

### **LANGUAGE ARTS**

#### **READING**

- develop phonemic awareness through various experiences
- cultivate interest in literacy through language experiences, books and stories
- develop an awareness of book and print organization
- begin left to right progression
- recognize selected letters of the alphabet
- recognize own printed name
- develop sequencing skills in the context of ordering events
- recognize the eight primary and secondary colors

#### **WRITING**

- begin to work with the concept of written language as a means of expressing words and ideas
- practice grasping writing tools properly
- engage in rich pre-writing activities (including practice with horizontal, vertical, diagonal and curved strokes)

#### **LISTENING**

- listen attentively while others are reading aloud or speaking: recall and comprehend
- follow simple directions
- rhyming segmentation

#### **SPEAKING**

- use language to
  - express needs and wants
  - describe, narrate, persuade
- participate in discussions
- answer questions
- use increasingly varied and complex vocabulary and syntax

### **MATHEMATICS**

#### **WHOLE NUMBERS**

- become familiar with numbers 1 – 10 through counting songs, manipulatives, and other activities

#### **CLASSIFICATION, PATTERNS, AND SEQUENCING**

- discriminate between relationships such as more-than and less-than; before and after; long and short, etc.
- sort, match, classify, order and compare

#### **GEOMETRY**

- recognize basic geometric shapes: circle, square, triangle, oval, diamond, rectangle, star, and heart

#### **MONEY AND TIME**

- identify coins– penny, quarter, and nickel
- count 10 pennies
- identify days of the week, current month

**MOTOR DEVELOPMENT**

**FINE MOTOR SKILLS**

- cut on a line and hold scissors properly
- hold and use crayons and markers properly

**GROSS MOTOR SKILLS**

- move body parts as directed
- walk downstairs, alternating feet
- demonstrate an understanding of positional words: up, down, in, out, over, under, etc.

**EYE – FOOT / EYE - HAND COORDINATION**

- kick a ball
- balance on one foot
- throw and catch a ball

**SOCIAL / EMOTIONAL DEVELOPMENT**

**SELF-AWARENESS**

- trust in God, self and others
- exhibit good habits in health, safety and nutrition
- develop independence in self-help skills and work habits
- demonstrate responsibility for personal and school belongings
- appreciate God-given family
- recite telephone number, address, birthday

**LARGER COMMUNITY EXPERIENCE**

- relate to others through the group experience of school
- exhibit appropriate school behaviors: listening, respect, obedience, self-control, responsibility toward people and property

**HISTORY / GEOGRAPHY**

- recognize the local environment and people in it
- learn that God loves children around the world
- explain the meanings of major holidays
- understand that God provides transportation for us to see His world
- learn that God keeps His promises throughout history

**SCIENCE**

**GENERAL**

- become informally familiar with the organized methods needed to plan and conduct scientific studies (i.e. observe and ask questions, form a hypothesis, plan and conduct an experiment, draw conclusions, and report the findings)
- develop and apply age appropriate process skills (i.e. observe, identify compare/contrast, classify, order, measure, gather and interpret data) to the study of the natural sciences in the context of the following integrated units:

**LIFE**

- Creatures in God’s Creation, Birds, Body Parts, Measuring Growth, Plants-Seedlings, Animal Life, Cycles, Animal Habitats

**EARTH**

- Weather, Seasons

**SUPPORTING CURRICULAR MATERIALS**

*Core Knowledge Preschool Sequence and Teacher Handbook, 2009; Handwriting Without Tears Pre-School, Hw/oT, 2003; Open Court Reading Pre-School, SRA McGraw Hill, 2003*

## **JR. KINDERGARTEN**

*For students who are 5 years old by August 1 or have completed a 4-year preschool program.*

### **ACADEMIC PROFILE**



### **BIBLE**

#### **OVERVIEW**

- learn from selected Bible stories, arranged according to themes, ranging from Creation through Jesus' resurrection

#### **FOCUS**

- develop a Biblical approach to life (all subjects, family, peers, self and larger community)
- develop an attitude of servanthood
- develop respect for the authority of God's word
- participate in corporate worship
- become familiar with Bible stories
- model and recognize the importance of prayer

#### **MEMORY WORK**

- memorize and recite Bible verses weekly
- develop a love for the Bible as God's true word

#### **CHAPEL**

- participate in chapel worship weekly

#### **PEACEMAKER**

- learn and apply Peacemaker principles to life

### **LANGUAGE ARTS**

#### **READING**

- progress through the alphabet with thematic units
- cultivate literacy interest through books, stories, puppets, drama, creating and illustrating stories
- recognize own printed first and last name
- retell a story in sequential order
- develop a larger vocabulary

#### **WRITING**

- be introduced to and practice with all upper and lower case letters
- use proper grip with writing utensils
- write first name using upper and lower case

#### **LISTENING**

- listen attentively while others are talking and exercise verbal self-control
- hear words that rhyme
- follow simple directions (1-4 parts)

#### **SPEAKING**

- participate in group discussions, practice staying on topic
- express needs, thoughts and feelings with adults and peers
- communicate orally in complete sentences, with whole words, questions and answers
- recognize and verbalize name, address, phone number and birthday
- build confidence in front of a group through the use of show and tell and class leadership positions

### **MATH CONCEPTS**

- recognize numbers (1-10)
- demonstrate one-to-one correspondence
- learn quantitative concepts of size and amount such as big, bigger, biggest, short/long, more/less...
- recognize, name, and reproduce geometric shapes and lines
- practice sorting, matching, ordering, classifying, comparing and position concepts
- become acquainted with graphing, money and time (including days and months in sequence)

### **SOCIAL STUDIES**

- recite pledges to the American and the Christian flag
- recognize major land forms and become familiar with simple maps

- become familiar with Christopher Columbus, Indians & Pilgrims, Presidents Washington & Lincoln
- celebrate St. Patrick's Day
- learn about community helpers
- become aware of the world through the five senses

### SCIENCE

#### GENERAL

- become informally familiar with the organized methods needed to plan and conduct scientific studies (i.e. observe and ask questions, form a hypothesis, plan and conduct an experiment, draw conclusions, and report the findings)
- develop and apply age appropriate process skills (i.e. observe, identify compare/contrast, classify, order, measure, gather and interpret data) to the study of the natural sciences in the context of the following integrated units:

#### LIFE

- Animals, Plants, Ocean Life

#### EARTH

- Weather, Seasons, Water Cycle, Oceans,
- Space

#### PHYSICAL

- Sink and Float, Shadows

### GROWING IN SELF AWARENESS AND COMMUNITY EXPERIENCE

- recognize God as our Creator
- accept responsibility for personal health and belongings
- recognize and appreciate the uniqueness of each person
- exhibit appropriate school behaviors: listening, self-control, obedience and respect
- lead by serving
- adjust to new situations and changes in routine without being fearful
- play and work cooperatively with other children
- complete the tasks on hand

### MOTOR SKILLS

#### Gross and Sensory Motor

- hop and balance on one foot
- catch, throw, skip, run, bend and stretch
- demonstrate eye hand coordination, judge the distance between space
- move to music and rhythm
- strengthen pincer grip

#### Fine Motor

- cut, paste, write, sort with art projects, play dough, paints, etc.

### EXTENDED LEARNING EXPERIENCES

- attend field trips
- participate in hands on-centers (stations)
- write and explore

### SUPPORTING CURRICULAR MATERIALS

*CSI Bible, 2000/2009; Core Knowledge Pre-School Sequence, 2009; Handwriting Without Tears Pre-School, Hw/oT, 2003; Open Court Reading Pre-School, SRA McGraw Hill, 2003*

# KINDERGARTEN

## ACADEMIC PROFILE



### BIBLE

#### OVERVIEW

- study selected Bible stories from Creation through Pentecost

#### FOCUS

- begin to develop an understanding of what it means to have a personal relationship with God
- understand obedient servanthood
- develop a reverent attitude in prayer
- experience praise and nurture through song
- overview Old & New Testament Bible stories

#### MEMORY WORK

- memorize and recite Bible verses weekly
- develop a love for the Bible as God’s true word

#### CHAPEL

- participate in chapel worship weekly

#### PEACEMAKER

- learn and apply Peacemaker principles to life

### LANGUAGE ARTS

#### READING

- demonstrate left to right tracking; recognize upper and lower case letters; recognize beginning and ending consonant sounds; recognize long and short vowel sounds; retell a story; create new endings; recall facts and sequence of a story or book; compare characters, settings, and plots of different stories; increase vocabulary

#### HANDWRITING

- position writing instrument properly; correctly form all upper and lower case letters using Handwriting without Tears techniques; demonstrate proper writing posture write

first and last name using upper and lower case letters

- write first and last name using upper and lower case letters

#### WRITING

- communicate ideas through pictures, letters and words; compose class stories after brainstorming word lists and/or ideas related to a specific letter/sound; illustrate a written text; creating and dictating stories in small group settings related to a specific topic

#### POETRY

- listen to poetry emphasizing rhyme and rhythm; memorize, recite and sing familiar rhymes

#### SPEAKING

- articulate ideas in group settings; use complete sentences when speaking; respond to questions that ask: What? Where? When? Why? (Show & Tell)

#### LISTENING

- understand verbal directions of 2-3 steps, comprehend literature read aloud; develop appropriate listening skills in a group setting, demonstrate a respectful attitude when others are speaking

### MATHEMATICS

#### CLASSIFICATION, PATTERNS AND SEQUENCING

- sort and classify. recognize sets, recognize and extend patterns

#### NUMBERS AND NUMBER SENSE

- understand 1:1 correspondence; count to 100 by ones, twos, fives and tens; read and write numbers from 1-31; work with whole numbers from 1-31

#### MONEY

- recognize coins and comprehend the value of a penny, nickel and dime

#### COMPUTATION

- add and subtract through 10

MEASUREMENT

- work with non-standard units; learn time to the hour

GEOMETRY

- recognize congruency, identify and compare basic shapes

PROBLEM SOLVING STRATEGIES

HISTORY/GEOGRAPHY

HISTORY

- recognize, recall, and respond to historical information that is presented in the context of a Biblical worldview:
  - Ancient (Bible stories)
  - Medieval (Columbus)
  - Early Modern (Native Americans; Pilgrims; Presidents; American Symbols, Freedoms, and Songs)
  - Modern (Martin Luther King, Jr.)
  - Post Modern (Current Events)

GEOGRAPHY

- work regularly with maps and aspects of geography as they relate to the historical topics listed above
- learn foundational terminology and concepts

INTRODUCTORY CIVICS

- learn about community helpers

INTRODUCTORY ECONOMICS

- begin to develop an understanding of stewardship

SCIENCE

GENERAL

- become informally familiar with the organized methods needed to plan and conduct scientific studies (i.e. observe and ask questions, form a hypothesis, plan and conduct an experiment, draw conclusions and report the findings)

- develop and apply age appropriate process skills (i.e. observe, identify compare/contrast, classify, order, measure, gather and interpret data) to the study of the natural sciences [*LIFE, EARTH, PHYSICAL*]

LIFE

- plants and animals: observe appearances

EARTH

- weather and seasons: recognize changes earth's surface: identify landforms and bodies of water

PHYSICAL

- matter: describe and sort by physical attribute, observe sink/float
- magnets: explore attributes
- shadows: explore causes and actions
- matter: describe and sort by physical attribute, observe sink/float
- magnets: explore attributes
- shadows: explore causes and actions

SUPPORTING CURRICULAR MATERIALS

*God's Wonders*, CSI, 2000; *Open Court Reading*, SRA/McGraw Hill, 2002; *Real Math*, SRA McGraw Hill, 2006; *History and Geography: Core Knowledge*, Pearson Learning, 2002; *Science*, Harcourt, 2002; *Handwriting Without Tears*, 2003.

**FIRST GRADE**

**ACADEMIC PROFILE**



**BIBLE**

**OVERVIEW**

- study biblical accounts from Creation through the Return from Exile, as well as the life of Jesus and the Early Church

**FOCUS**

- demonstrate comprehension of each Bible story being studied
- examine the meaning of the lesson
- consider appropriate responses and applications

**MEMORY WORK**

- memorize and recite Bible verses weekly
- continue to develop a love and respect for Scripture

**CHAPEL**

- participate in chapel worship weekly
- plan chapel worship with classmates once during the school year

**PEACEMAKER**

- learn and apply Peacemaker principles to life

**LANGUAGE ARTS**

**READING**

- build reading skills through interacting with systematic phonics; utilize knowledge of letters and phonetic sounds in decoding; build sight vocabulary; read and comprehend a variety of written material; begin reading with proper speed, fluency and expression; develop a regular habit of sustained silent reading (D.E.A.R.)

**HANDWRITING**

- demonstrate proper pencil grip and writing posture, form manuscript letters properly, form numerals 0 - 9 properly, use correct spacing in written work

**SPELLING**

- introduce principles for spelling, apply phonetic skills to spelling

**GRAMMAR**

- begin working in the areas of capitalization, punctuation, sentence classification, parts of speech and word usage

**WRITING**

- understand the written word as communication; write multiple line compositions using complete sentences, correct punctuation and capitalization

**POETRY**

- listen to poetry with strong rhyme and rhythm, read poetry with strong rhyme and rhythm, say and sing familiar rhymes

**SPEAKING**

- make oral presentations in an organized manner (i.e. Show & Tell, book projects), project voice appropriately when speaking/reading to a group

**LISTENING**

- listen to and comprehend literature that is read aloud, demonstrate a respectful attitude toward speakers

**RELATED TOPICS**

- begin working with suffixes, prefixes, antonyms, synonyms, homonyms, compound words and alphabetizing

**MATHEMATICS**

**CLASSIFICATION, PATTERNS, AND SEQUENCING**

- identify similarities, differences, and patterns regarding sets

**NUMBERS AND NUMBER SENSE**

- count, write, and order whole numbers  $\leq 100$ ; recognize simple fractions

**MONEY**

- recognize coins and make combinations to show certain amounts

**COMPUTATION**

- add and subtract facts to 10, add 2-digit numbers without regrouping

MEASUREMENT

- work with simple standard units, tell time to the ½ hour

GEOMETRY

- identify and draw basic plane figures, name simple solids

PROBLEM SOLVING STRATEGIES

HISTORY/GEOGRAPHY

HISTORY

- recognize, recall and respond to historical information that is presented in the context of a Biblical worldview:
  - Ancient (Bible stories)
  - Medieval (Columbus)
  - Early Modern (Native Americans; Pilgrims; Presidents; American Symbols, Freedoms, and Songs)
  - Modern (Martin Luther King, Jr.)
  - Post Modern (My World [a brief look at selected countries], Current Events)

GEOGRAPHY

- work regularly with maps and aspects of geography as they relate to the historical topics listed above
- learn foundational terminology and concepts

INTRODUCTORY CIVICS

- discuss the importance of rules and laws

INTRODUCTORY ECONOMICS

- talk about the concepts of supply and demand and careful use of resources
- continue to develop an understanding of stewardship

SCIENCE

GENERAL

- become increasingly familiar with the organized methods needed to plan and conduct scientific studies (i.e. observe and ask questions, form a hypothesis, plan and conduct an experiment, draw conclusions and report the findings)

- develop and apply age appropriate process skills (i.e. observe, identify compare/contrast, classify, order, measure, gather and interpret data) to the study of the natural sciences [*LIFE, EARTH, PHYSICAL*]

LIFE

- living nonliving: describe the difference
- plants and animals: identify basic characteristics, recognize interdependence

EARTH

- weather: measure temperature, observe wind speed
- seasons: describe characteristics of each
- sky: observe, recognize how clouds and rain form
- earth’s surface: observe rocks and fossils, identify natural resources and how to care for them, identify where fresh water can be found

PHYSICAL

- matter: observe as solids, liquids and gases; explore sink/float
- magnets: describe characteristics
- force: recognize that pushes and pulls affect objects
- sound: compare and contrast different sounds

SUPPORTING CURRICULAR MATERIALS

*God’s Plan*, CSI, 2000; *Open Court Reading*, SRA McGraw Hill, 2005; *Spelling Connections*, Zaner-Bloser, 2004; *Handwriting*, Zaner-Bloser, 2003; *Real Math*, SRA McGraw Hill, 2006; *Families and Neighbors*, Scott Foresman, 1991; *My America and My World*, A Beka Book, 2001; *Science*, Harcourt, 2002.

**SECOND GRADE**  
**ACADEMIC PROFILE**



**BIBLE**

**OVERVIEW**

- study biblical accounts from Genesis to Malachi and Jesus' life: (birth through resurrection)

**FOCUS**

- demonstrate comprehension of each Bible story being studied
- examine the meaning of the lesson
- consider appropriate responses and applications

**MEMORY WORK**

- memorize and recite Bible verses weekly
- continue to develop a love and a respect for Scripture

**CHAPEL**

- participate in chapel worship weekly
- plan chapel worship with classmates once during the school year

**PEACEMAKER**

- learn and apply Peacemaker principles to life

**LANGUAGE ARTS**

**READING**

- reinforce phonetic skills learned in 1<sup>st</sup> grade; decode words using phonics; increase sight vocabulary; practice reading orally and silently; develop comprehension (recognizing and applying sequences, anticipating possible outcomes; evaluating a passage based on specific criteria and recognizing similarities and differences); read age appropriate novels (*Sarah, Plain and Tall, Flat Stanley*); learn about various authors; develop a regular habit of sustained silent reading (D.E.A.R.)

**HANDWRITING**

- use correct manuscript lettering for words and sentences, form lower and uppercase cursive letters properly

**SPELLING**

- learn and apply basic spelling rules

**GRAMMAR**

- continue to work on the areas of capitalization, sentence classification, punctuation, parts of speech, diagramming and word usage

**WRITING**

- see the written word as communication; write dictated words and sentences; compose complete sentences with subject and predicate; create descriptive sentences; practice using paragraphs; write friendly letters; write compositions (with guidance) that have a beginning, middle, and end; make reasonable judgments about what to include based on type of composition and purpose; revise work for clarity and edit for spelling and mechanics (with assistance)

**POETRY**

- listen to, illustrate, and read poetry frequently; highlight poets and their work weekly; discuss the rhyme and rhythm in specific poems; write simple poems; celebrate poetry by memorizing and presenting to classmates and parents

**SPEAKING**

- read orally; share information informally regarding the calendar, news, temperature, etc.; participate in class discussions; participate in Show & Tell; present oral book reports

**LISTENING**

- follow verbal directions, comprehend structure and details of auditory material, demonstrate a respectful attitude when listening to others

**RELATED TOPICS**

- work with suffixes, prefixes, antonyms, synonyms, homonyms, homophones, compound words and alphabetizing

**MATHEMATICS****NUMBERS AND NUMBER SENSE**

- read, write, order and compare whole numbers  $\leq 10,000$ ; recognize simple fractions

**MONEY**

- read and write money amounts using correct symbols and decimal point, show different coin combinations that equal the same amounts

**COMPUTATION**

- add and subtract facts to 18, practice multiplication up through fives

**MEASUREMENT**

- use standard units and compare; tell time to 5 minutes

**GEOMETRY**

- identify point, lines and line segments and know their symbols; learn properties of shapes; identify lines of symmetry; determine perimeter for squares and rectangles

**PROBLEM SOLVING STRATEGIES****HISTORY/GEOGRAPHY****HISTORY**

- recognize, recall, and respond to historical information that is presented in the context of a Biblical worldview:
  - Ancient (Bible stories)
  - Medieval (Columbus)
  - Early Modern (Early American Exploration and Settlements; Native Americans; Pilgrims; Presidents; American Symbols, Freedoms, and Songs, Pioneers)
  - Modern (Cowboys; Immigrants and Citizenship; Martin Luther King, Jr.)
  - Post Modern (Current Events)

**GEOGRAPHY**

- work regularly with maps and aspects of geography as they relate to the historical topics listed above
- learn foundational terminology and concepts

**INTRODUCTORY CIVICS**

- look at neighborhoods

**INTRODUCTORY ECONOMICS**

- examine the concept of needs versus wants
- begin to think of stewardship in terms of possessions, time, talents and money

**SCIENCE****GENERAL**

- become increasingly familiar with the organized methods needed to plan and conduct scientific studies (i.e. observe and ask questions, form a hypothesis, plan and conduct an experiment, draw conclusions and report the findings)
- develop and apply age appropriate process skills (i.e. observe, identify compare/contrast, classify, order, measure, gather and interpret data) to the study of the natural sciences [*LIFE, EARTH, PHYSICAL*]

**LIFE**

- living /nonliving: distinguish between them
- plants and animals: explore how each grows and changes, identify habitats and how they change through weather and pollution
- humans: recognize that body systems allow growth and change

**EARTH**

- weather: describe causes of change and how conditions are measured
- water cycle: describe stages
- solar system: identify stars and planets, what causes day/night and seasons; recognize moon movement and changes

**PHYSICAL**

- matter: observe and measure different states; observe changes, give examples of changes that are reversible /irreversible

**SUPPORTING CURRICULAR MATERIALS**

God's Promises, CSI, 2000; Open Court Reading, SRA McGraw Hill, 2005; Spelling Connections, Zaner-Bloser, 2004; Easy Grammar, ISHA, 2007; Handwriting, Zaner-Bloser, 2003; Real Math, SRA McGraw Hill, 20068; Neighborhoods & Communities, Scott Foresman, 1991, Our America, A Beka Book, 2001; *Science*, Harcourt, 2002. Novels: *Flat Stanley & Sarah, Plain and Tall*.

**THIRD GRADE****ACADEMIC PROFILE****BIBLE****OVERVIEW**

- study biblical accounts from Genesis through Ruth, overview remaining OT/NT books

**FOCUS**

- demonstrate comprehension of each Bible story being studied
- examine the meaning of the lesson
- consider appropriate responses and applications

**MEMORY WORK**

- memorize and recite Bible verses weekly
- continue to develop a love and respect for Scripture

**CHAPEL**

- participate in chapel worship weekly
- plan chapel worship with classmates once during the school year

**PEACEMAKER**

- learn and apply Peacemaker principles to life

**LANGUAGE ARTS****READING**

- reinforce decoding skills; increase vocabulary; further develop comprehension skills and literary appreciation; focus on reading strategies such as browsing, clarifying, summarizing, predicting, question asking, responding to new information and note taking; experience a variety of literary genres; produce monthly book reports; participate in novel studies (*Bird Boy*, *Charlotte's Web*, *Pilgrim's Progress* [as time allows]), respond orally and in writing to what has been read, demonstrate a regular habit of sustained silent reading (D.E.A.R.)

**HANDWRITING**

- demonstrate proficiency in manuscript, demonstrate age appropriate fluency and legibility in cursive, practice reading cursive

**SPELLING**

- master weekly spelling lists based on specific patterns, demonstrate on-going mastery through daily spelling accountability

**GRAMMAR**

- continue to work in the areas of capitalization, sentence classification, parts of speech, diagramming and word usage

**WRITING**

- develop paragraphs (including topic sentence, central idea, and supporting details); summarize information; write letters; write creative essays/stories; research and write a report; maintain a journal; develop a personal autobiography

**POETRY**

- listen to and read poetry, write different forms of poetry (i.e. cinquain, acrostic, concrete rhyming and haiku)

**SPEAKING**

- participate productively and cooperatively in group discussions read aloud with proper fluency and expression present oral book reports and the findings of a research paper

**LISTENING**

- listen to and comprehend books that are read aloud, demonstrate a respectful attitude when listening to others

**RELATED TOPICS**

- work with antonyms, synonyms, homonyms, and the dictionary

**STUDY SKILLS****MATHEMATICS****NUMBERS AND NUMBER SENSE**

- read, write, order, and compare whole numbers <1,000,000; use expanded form to express numbers; locate positive and negative numbers on a number line; read graphs; round

**MONEY**

- apply understanding of coin value by making change

**FRACTIONS AND DECIMALS**

- recognize fractions through 1/10, write mixed numbers, compare fractions, read and write decimals to the hundredths

COMPUTATION

- multiply facts to 12 x 12, know corresponding division facts, find sums and differences with large numbers, practice mental computations, solve two-step problems

MEASUREMENT

- learn about the relationships between units tell time to the minute

GEOMETRY

- understand vocabulary and symbols found in geometry, identify polygons and 3D figures, recognize congruency and lines of symmetry

PROBLEM SOLVING STRATEGIES

HISTORY/GEOGRAPHY

HISTORY

- recognize, recall and respond to historical information that is presented in the context of a Biblical worldview:
  - Ancient (Introduction to History: God’s Plan, Egypt, India, China, Greece, Rome)
  - Medieval (Europe in the Middle Ages, Vikings, Explorers[Part I]: Columbus)
  - Early Modern
  - Modern (Martin Luther King, Jr.)
  - Post Modern (Current Events)

GEOGRAPHY

- work regularly with maps and aspects of geography as they relate to the historical topics listed above
- learn foundational terminology and concepts

INTRODUCTORY CIVICS

INTRODUCTORY ECONOMICS

- think of stewardship in terms of possessions, time, talents and money

SCIENCE

GENERAL

- become increasingly familiar with the organized methods needed to plan and conduct scientific studies (i.e. observe and ask questions, form a hypothesis, plan and conduct an experiment, draw conclusions and report the findings)

- apply age appropriate process skills (i.e. observe, identify compare/contrast, classify, order, measure, gather and interpret data) to the study of the natural sciences [LIFE, EARTH, PHYSICAL]

LIFE

- living things: recognize interdependence
- animals: identify primary features, classify into 5 major groups, describe behavior, recognize and define extinction, describe food chains and webs
- plants: describe several major ecosystems (forest, desert, grassland, water)

EARTH

- earth’s surface: differentiate between rocks and minerals, examine fossils, identify forces that shape the land, identify what causes slow and rapid landform changes
- solar system: recognize Earth’s place in the solar system

PHYSICAL

- forces and motion: recognize how forces cause motion, design a simple machine, describe “work”
- energy: describe how energy is stored, moved, and changed; describe heat energy and thermal energy

SUPPORTING CURRICULAR MATERIALS

*Calling of God’s Tribe*, CSI, 1999; *Open Court Reading*, SRA McGraw Hill, 2005; *Spelling Connections*, Zaner-Bloser, 2004; *Easy Grammar*, ISHA Publishing, 2007; *Handwriting*, Zaner-Bloser, 2003; *Saxon Math 3*, Saxon, 2008; *Core Knowledge: History and Geography*, Pearson Learning, 2002; *Communities Near and Far*, Scott Foresman, 1991; *Science*, Harcourt, 2002. Novels: *Bird Boy*, *Charlotte’s Web*.

**FOURTH GRADE**

**ACADEMIC PROFILE**



**BIBLE**

**OVERVIEW**

- study biblical accounts from Samuel to the end of the Old Testament

**FOCUS**

- demonstrate comprehension of each Bible story being studied
- examine the meaning of the lesson
- consider appropriate responses and applications

**MEMORY WORK**

- memorize and recite Bible verses weekly
- continue to develop a love and respect for Scripture

**CHAPEL**

- participate in chapel worship weekly
- plan chapel worship with classmates once during the school year

**PEACEMAKER**

- learn and apply Peacemaker principles to life

**LANGUAGE ARTS**

**READING**

- continue to refine reading skills with a basal series that is supported by systematic phonics; increase vocabulary; strengthen comprehension and analytical skills; prepare bi-quarterly book reports using a variety of styles/approaches; expand note-taking skills, participate in novel studies (*Sign of the Beaver*, *The 21 Balloons*); demonstrate a regular habit of sustained silent reading (D.E.A.R.)

**HANDWRITING**

- improve/maintain cursive legibility through instruction and self-assessment, increase fluency by using cursive for all hand-written assignments, demonstrate the ability to read cursive

**SPELLING**

- master weekly spelling lists, alphabetize words to the 4<sup>th</sup> letter, study spelling patterns, demonstrate on-going mastery through daily spelling accountability

**GRAMMAR**

- continue toward mastery in the following areas as appropriate: capitalization, punctuation, sentence classification, parts of speech, diagramming, and word usage

**WRITING**

- write paragraphs of 4 to 10 sentences, supporting details, and closing sentences; summarize story plots; write business letters; write creative short stories; write descriptive, narrative, and persuasive essays; research, draft, and edit a paper (bibliography included); develop technical writing skills

**POETRY**

- listen to, read, and analyze poetry; identify rhythm and rhyme patterns; recognize and write examples of simile, metaphor, onomatopoeia, and personification in poetry; understand the terms “stanza” and “line”

**SPEAKING**

- recite portions of various historical documents, orally present reports using speaking skills, participate in plays and puppet shows

**LISTENING**

- listen to and comprehend books that are read aloud, listen to others with respect and critical analysis

**RELATED TOPICS**

- work with antonyms, synonyms, homonyms, the dictionary, and the encyclopedia

**STUDY SKILLS**

- scan and skim for information

**MATHEMATICS**

**NUMBERS AND NUMBER SENSE**

- read, write, order and compare whole numbers <1,000,000,000; round and estimate; identify multiples, factors, common multiples and common factors; graph points on a grid

**MONEY**

- apply understanding by demonstrating check-balancing and budgeting

**FRACTIONS AND DECIMALS**

- add and subtract fractions with like and unlike denominators; add, subtract and multiply decimals

**COMPUTATION**

- add and subtract whole and rational numbers, multiply whole numbers

MEASUREMENT

- learn equivalencies within U.S. units and metric units; add and subtract time with and without grouping

GEOMETRY

- identify and draw representations of geometric concepts and shapes

DATA ANALYSIS

- calculate averages

PROBLEM SOLVING STRATEGIES

**HISTORY/GEOGRAPHY**

**HISTORY**

- recognize, recall and respond to historical information that is presented in the context of a Biblical worldview:
  - Ancient - Medieval
  - Early Modern (Early American Exploration and Settlements [Part II], French and Indian War, Declaration of Independence, American Revolution, Presidents [Part I], American Government and Constitution)
  - Modern (Expansion up to the Civil War, Louisiana Purchase, War of 1812, MO History)
  - Post Modern (current events)

**GEOGRAPHY**

- work regularly with maps as they relate to the historical topics listed above
- learn foundational terminology and concepts

**INTRODUCTORY CIVICS**

- begin to develop an understanding of constitutional rights and processes

**INTRODUCTORY ECONOMICS**

- consider how governments affect economics
- think of stewardship in terms of possessions, time, talents and money

**DOCUMENTS**

- memorize States and Capitals, presidents; Preamble to the Constitution, Declaration of Independence (portion)

**SCIENCE**

**GENERAL**

- become increasingly familiar with the organized methods needed to plan and conduct scientific studies (i.e. observe and ask questions, form a hypothesis, plan and conduct an experiment, draw conclusions and report the findings)

- apply age appropriate process skills (i.e. observe, identify compare/contrast, classify, order, measure, gather and interpret data) to the study of the natural sciences [LIFE, EARTH, PHYSICAL]

**LIFE**

- living things: describe the nature of living things; classify major groups
- plants and animals: describe basic designs and growth patterns
- human body systems: describe (skeletal, muscular, respiratory, circulatory, nervous & digestive)
- habitats/ecosystems: examine various examples; describe how to protect from a biblical stewardship point of view

**EARTH**

- weather: describe the makes up of earth’s atmosphere, recognize how air masses affect weather, learn how weather is predicted
- earth’s surface: identify layers; explain causes of earthquakes and volcanoes, recall how fossils form, describe fossil fuel formation
- oceans: describe an ocean’s role in the water cycle, identify ocean motions, describe the ocean floor
- solar system: describe components, become familiar with how researchers study

**PHYSICAL**

- matter: describe states and properties; contrast chemical and physical changes, recognize that heat affects matter
- energy: explain how energy can be transferred, produced and used
- electricity and magnetism: distinguish between static and current, explain magnets and electromagnets
- sound: define, recognize how sounds differ and travel
- light: describe how light behaves, explain how light and color are related

**SUPPORTING CURRICULAR MATERIALS**

*The Record of God’s Nation*, CSI, 1999; *Open Court Reading*, SRA McGraw Hill, 2005; *Spelling Connections*, Zaner-Bloser, 2004; *Easy Grammar*, ISHA Publishing, 2006 ; *SRA Spelling*, SRA McGraw Hill 1999; *Saxon Intermediate 4*, Saxon, 2008; *Handwriting*, Zaner-Bloser, 2003; *History of Our United States*, A Beka 1998; *Missouri: The Show Me State*, Clairmont Press, Inc, 2001; *Core Knowledge: History and Geography*, Pearson Learning, 2002; *Our Country, Our World*, Scott Foresman, 1991; *Science*, Harcourt, 2002. Novels: *Sign of the Beaver*, *The 21 Balloons*.

**FIFTH GRADE**  
**ACADEMIC PROFILE**



**BIBLE**

**OVERVIEW**

- study Biblical accounts from the Pentateuch, books of history, poetry, prophecy, as well as Jesus' life and the activities of the early church

**FOCUS**

- demonstrate comprehension of each Bible story being studied
- examine the meaning of the lesson
- consider appropriate responses and applications

**MEMORY WORK**

- memorize and recite Bible verses weekly
- continue to develop a love and respect for Scripture

**CHAPEL**

- participate in chapel worship weekly
- plan chapel worship with classmates once during the school year

**PEACEMAKER**

- learn and apply Peacemaker principles to life

**LANGUAGE ARTS**

**READING**

- strengthen reading skills using the selected basal program's anthology, increase vocabulary; continue to develop reading strategies (i.e. question asking, clarifying, summarizing, note taking, predicting, and setting reading goals), identify different types of figurative language, identify the characteristics of various literary genre; participate in novel studies (*Number The Stars*, *The Bronze Bow*, *The Door in the Wall*), demonstrate a regular habit of sustained silent reading (D.E.A.R.)

**HANDWRITING**

- improve/maintain cursive legibility through instruction and self-assessment, increase fluency by using cursive for all hand-written assignments, demonstrate ability to read cursive

**SPELLING**

- master weekly spelling lists that highlight various spelling patterns, demonstrate on-going mastery through daily spelling accountability

**GRAMMAR**

- demonstrate or continue toward mastery in the following areas as appropriate: capitalization, punctuation, sentence classification, parts of speech, diagramming and word usage

**WRITING**

- write paragraphs with topic sentence and supporting details; provide appropriate supporting details in written work; write letters, summaries, descriptive paragraphs, a process essay and a family history; research and write papers (D.A.R. History Essay Contest/Current Event); write fantasy or just-so stories; incorporate dialogue into written stories; elaborate written work with adjectives, adverbs, etc.

**POETRY**

- read, interpret, listen to and write poetry

**SPEAKING**

- recite portions of various historical documents, write and deliver a persuasive speech, participate in a group skit, present the results of a research project

**LISTENING**

- listen to and comprehend information that is presented orally ("read aloud" books, classmate presentations), listen to others with respect and critical analysis

**RELATED TOPICS**

- work with antonyms, synonyms, homonyms, compound words, the dictionary and the thesaurus

**STUDY SKILLS**

- use library reference materials, take field trip to a local library, discriminate between fact and opinion in writings, identify persuasive techniques in writing

**MATHEMATICS**

**NUMERATION AND NUMBER THEORY**

- work with whole numbers  $\leq 1,000,000,000$ , identify sets, estimate and round, solve equations using opposite operations, learn to identify properties of addition and multiplication (commutative, associative and identity)

**MONEY**

- apply understanding by calculating discounts, tax and simple interest

**FRACTIONS, DECIMALS, AND PERCENT**

- add, subtract and multiply fractions, divide with decimals; simple ratios

**COMPUTATION**

- multiply 4 digit x 4 digit numbers, find quotients that have remainders

**MEASUREMENT**

- measure with different units, solve problems that involve converting different units, multiply and divide with time

GEOMETRY

- identify, draw, compute and construct concepts and figures, compute perimeter, area and volume

DATA ANALYSIS

- find mean, median, mode; plot points in coordinate planes

PRE-ALGEBRA

- solve basic equations using variables

PROBLEM SOLVING STRATEGIES

HISTORY/GEOGRAPHY

HISTORY

- recognize, recall, and respond to historical information that is presented in the context of a Biblical worldview: Ancient, Medieval, Early Modern (presidents [part II], Modern (Industrial Revolution; reform movements; Abraham Lincoln, Civil War and Reconstruction, Westward Expansion following the Civil War, nineteenth century evangelists and inventors, immigration and citizenship; Spanish American War, World War I, Russia, 1920s, World War II, Japan, Civil Rights, Martin Luther King Jr., Korean War, Cuban Missile Crisis, Vietnam War, space exploration), Post Modern (current events)

GEOGRAPHY

- work regularly with maps and aspects of geography as they relate to historical topics listed above
- learn foundational terminology and concepts

INTRODUCTORY CIVICS

- continue to develop an understanding of constitutional rights and processes

INTRODUCTORY ECONOMICS

- understand stewardship in terms of possessions, time, talents and money

DOCUMENTS

- memorize presidents, New Colossus, Gettysburg Address, American’s Creed Declaration of Independence (end with “future security”)

SCIENCE

GENERAL

- become increasingly familiar with the organized methods needed to plan and conduct scientific studies (i.e. observe and ask

questions, form a hypothesis, plan and conduct an experiment, draw conclusions and report the findings)

- apply age appropriate process skills (i.e. observe, identify, compare/contrast, classify, order, measure, gather and interpret data) to the study of the natural sciences in the context of integrated units [LIFE, EARTH, PHYSICAL]

LIFE

- living things: classify, describe cells and their functions
- plants and animals: classify, describe life cycles, examine growth and reproduction, discuss heredity
- human body systems: recognize various processes; explain how bones, muscles and nerves work together
- ecosystems: examine how organisms compete and survive, describe extinction and its causes, describe land biomes and water ecosystems

EARTH

- weather: observe and measure weather conditions, describe climate
- earth’s surface: expand understanding of rocks and minerals; describe a rock cycle; recall the causes of mountains, volcanoes, and earthquakes
- oceans: describe ocean motion and how oceans interact with land
- space exploration

PHYSICAL

- matter: identify by physical properties, describe how matter changes states, explain how matter reacts chemically, identify components (atoms, elements & compounds)
- forces and motion: describe their everyday affect on objects, identify balanced and unbalanced, explain how “work” is measured, describe how motion and speed are related, list the three laws of motion
- energy: differentiate between kinetic and potential; explore electric, light and sound, distinguish between thermal and chemical

SUPPORTING CURRICULAR MATERIALS

*Witness to the Gospel*, CSI, 1999; Houghton Mifflin Reading, H.M, 2005; *Spelling Connections*, Zaner-Bloser, 2004; *Easy Grammar*, ISHA Publishing, 2006; *Handwriting*, Zaner-Bloser, 2003; *Saxon Course 1* Saxon, 2007; *New World History and Geography*, A Beka Book, 2001; *America: Yesterday and Today*, Scott Foresman, 1991; *Science*, Harcourt, 2002. Novels: *Number the Stars*, *The Bronze Bow*, *A Child’s Anthology of Poetry*.

**SIXTH GRADE**

**ACADEMIC PROFILE**



**BIBLE**

**OVERVIEW**

- survey Genesis through Revelation with a focus on God’s relationship with His people

**FOCUS**

- demonstrate comprehension of each Bible story being studied
- examine the meaning of the lesson
- consider appropriate responses and applications

**MEMORY WORK**

- memorize and recite Bible verses weekly
- continue to develop a love and respect for Scripture

**CHAPEL**

- participate in chapel worship weekly
- plan chapel worship with classmates once during the school year

**PEACEMAKER**

- learn and apply Peacemaker principles to life

**LANGUAGE ARTS**

**READING**

- fortify reading skills using the selected basal program’s anthology; increase vocabulary and comprehension skills; continue to develop reading strategies (i.e. predictions, outcomes, context clues, inferences); read orally with expression, inflection and fluency (including dialogue) using an appropriate pace without insertions or repetitions; participate in novel studies (*Banner in the Sky*); study authors’ styles and the effects of illustrations; become familiar with points of view and the elements of a story (i.e. character setting, plot, conflict, climax, resolution and theme); prepare book reports; demonstrate a regular habit of sustained silent reading (D.E.A.R.)

**HANDWRITING**

- improve/maintain cursive legibility through instruction and self-assessment by using cursive for all hand-written assignments, demonstrate the ability to read cursive

**SPELLING**

- master weekly spelling lists, demonstrate on-going mastery of daily written work

**GRAMMAR**

- demonstrate age-appropriate mastery in capitalization, punctuation, sentence classification, parts of speech, diagramming and word usage

**WRITING**

- refine the writing process by writing paragraphs with topic sentences, supporting details, adjectives, adverbs, etc.; write essays (introduction, body, conclusion), concise creative writing assignments, journal entries, a descriptive essay, a persuasive essay and a research paper

**POETRY**

- interpret, study and write various forms

**SPEAKING**

- recite portions of various historical documents; participate productively in class discussions; give several short, well-organized speeches

**LISTENING**

- comprehend and formulate notes from lectured information, listen attentively to speeches by others using critical analysis

**RELATED TOPICS**

- demonstrate a solid understanding of suffixes, prefixes, antonyms, synonyms, homonyms, how to use a dictionary, an encyclopedia and a thesaurus

**STUDY SKILLS**

- develop organizational, note-taking, test-taking, time management and prioritizing skills; become aware of learning styles

**MATHEMATICS**

**NUMERATION AND NUMBER THEORY**

- read and write numbers from the hundred-thousandths to trillions, use prime factorization to express GCF and LCM, squares and square roots, express numbers using scientific notation

**MONEY**

- calculate simple interest, tax and gratuity

**FRACTIONS, DECIMALS, AND PERCENT**

- multiply and divide fractions, decimals and percents; use ratios and proportions to solve problems and express probability

**COMPUTATION**

- add, subtract, multiply and divide positive and negative integers, use “order of operations” and divisibility rules

**MEASUREMENT**

- use unit conversions in problem-solving

**GEOMETRY**

- demonstrate understanding of basic geometric concepts through constructions; calculate perimeters, areas, surface areas and volume with formulas; apply Pythagorean Theorem

**DATA ANALYSIS**

- find mean, median, mode and range; plot points on coordinate planes; interpret graphs

**PRE-ALGEBRA**

- isolate variables, work with functions, graph equations

**PROBLEM SOLVING STRATEGIES****HISTORY/GEOGRAPHY****HISTORY**

- recognize, recall and respond to historical information presented in the context of a Biblical worldview: Ancient (The Fertile Crescent & Mesopotamia; Egypt, Kingdoms and Empires [Bible], Israel, Middle East [ancient to present], Greece; Rome, spread of Christianity), Medieval (Europe in the Middle Ages, Renaissance, Reformation, spread of Islam), Early Modern (exploration of North America), Modern (development of Modern Nations: a survey), Post Modern (current Events)

**GEOGRAPHY**

- work regularly with maps and aspects of Geography as they relate to the historical topics listed above
- learn foundational terminology and concepts

**INTRODUCTORY CIVICS**

- demonstrate age-appropriate understanding of constitutional rights and processes

**INTRODUCTORY ECONOMICS**

- think of stewardship in terms of possessions, time, talents, and money

**SCIENCE****GENERAL**

- increase familiarity with methods needed to conduct scientific studies (i.e. observe and ask questions, form a hypothesis, plan and conduct an experiment, draw conclusions, report findings)
- apply age-appropriate process skills (i.e. observe, identify compare/contrast, classify, order, measure, gather and interpret data) to the study of the natural sciences [*LIFE, EARTH, PHYSICAL*]

**LIFE**

- living things: explore cells, genetics and heredity; classify and subdivide kingdoms
- plants: differentiate between types, describe growth and response to environment
- animals: identify distinctive characteristics of vertebrates and invertebrates

**EARTH**

- weather: describe “fronts,” the atmosphere’s make-up and causes of severe storms
- Earth’s surface: describe Earth’s layers; how its plates move and the causes of earthquakes and volcanoes; differentiate between igneous sedimentary and metamorphic rocks; describe the rock cycle
- oceans: identify ocean ecosystems, describe the characteristics of the ocean floor
- solar system: describe components of the solar system and planetary cycles, explain planets’ seasons, explain moons’ phases, describe the life cycle of a star, list the features of galaxies

**PHYSICAL**

- matter: describe the make-up of an atom, list element properties; list properties and states of matter, identify some properties of compounds; explain what happens during a chemical change, explain what a mixture is and how it can be changed
- energy: describe the relationship between thermal energy and heat, describe chemical and nuclear energy, recognize some properties of waves and some characteristics of sound waves and light
- forces and motion: describe gravity, motion and how forces interact, explain how levers and inclined planes help people work, describe compound machines

**SUPPORTING CURRICULAR MATERIALS**

CSI Bible, CSI 1998; Houghton Mifflin Reading, HM 2006; *Spelling Connections*, Zaner-Bloser, 2004; *Easy Grammar*, ISHA Publishing, 2007; *Handwriting*, Zaner-Bloser, 2003; *Saxon Course 2*, Saxon, 2007; *Story of the Old World*, CSI, 1992; *Old World, Yesterday and Today*, Scott-Foreman, 1991; *Science*, Harcourt, 2002. Study: *Banner in the Sky*, *A Child’s Anthology of Poetry*

**LEADERSHIP**

The KDS Leadership Council gives 6<sup>th</sup> grade students the opportunity to understand and grow in their leadership skills from a Christian perspective through service projects for the school, church and community. In addition, the 6<sup>th</sup> grade leadership is responsible for the production of the Kirk Day School yearbook.

**SPECIAL SERVICES****DEPARTMENT****IDEOLOGY**

As a covenantal school, KDS recognizes that our families have children with a wide range of learning needs. There are several programs that address some of these needs.

**RESOURCE PROGRAM**

The resource program is designed to serve students with deficits in academic skill areas, developmental delays or other special learning needs. The resource teacher assesses educational needs and provides assistance in designing and implementing instructional programs directed toward remediation of reading or other academic deficits. 1<sup>st</sup> – 6<sup>th</sup> grade students receive supplemental instruction individually and/or in small groups. The resource teacher works in cooperation with the classroom teacher and other professional services where appropriate.

**INTENSIVE LEARNING DISABILITIES  
INTERVENTION**

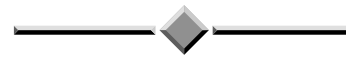
The intensive classroom program has been designed to assist students, who have been identified as having specific moderate learning disabilities, in developing the necessary skills to achieve their God-designed potential. Individual and smaller group instruction is provided using a variety of educational approaches, which are known to utilize the students' strengths while addressing academic and social weaknesses. In addition to multi-sensory remedial instruction in all age-appropriate academic subjects, the students are provided with opportunities for an increase in understanding of their specific learning disability as well as improved organizational, study and self-advocacy skills. There are three classes, each with a limited number of students who span two grades.

**CO-CURRICULAR DEPARTMENT****IDEOLOGY**

*God's word teaches that each child is a unique creation of God, valuable in His sight and created in His image. If a Christian school is to educate the whole person, and if it desires to be more than just an academically excellent institution in a Christian setting, then it must be certain that its mission and every practical outworking of that mission is consistent with a Biblical understanding of the learner and the teacher, of knowledge and of the whole created order. Because he/she is created in God's image, the student is rational (created to gain understanding through many levels of thinking), BUT they are much more than a "platonic" mind in an insignificant physical body. The learner is also:*

- **physical** (created with a body, whose training is just as important as the mind)
- **emotional** (created with a wide range of emotions, which also require training)
- **social** (created to live in interaction with and in service to others)
- **religious** (created to respond to God)
- **dominion-bearing** (called by God to "fill the earth and subdue it")
- **creative** (created to reform culture by problem-solving and applying new ideas)
- **moral** (created to respond in obedience)
- **aesthetic** (created to respond to creation with awe and wonder)

The co-curricular program at KDS is primary, not secondary, in importance to the development of the child. It stands with, not below, the "academic" curriculum.

**ART**

The study of great artists is incorporated into the K-6 art program, which consists of a broad range of drawing, painting, design and printmaking techniques. Sculpture, 3-D creations and murals are also among the many projects designed to develop students' artistic skills, creative mental growth and competence in expression.

### FOREIGN LANGUAGE

Foreign language instruction contributes to the overall educational experience at KDS by encouraging a respect for people living in other cultures, while extending an understanding of fundamental language skills. PreK - 6<sup>th</sup> graders become increasingly familiar with the vocabulary and grammar of a language that is not their own and experience the art, literature, music, and drama that express the voice of another civilization. As a result, students learn to appreciate language as a wonderful gift from their creator. Additionally, they begin to see the value of each language as a means to effectively communicate God's truth within and beyond the boundaries of any given culture.

### LIBRARY

The library curriculum is designed to prepare students to use the library with skill and confidence. Younger students discover an early love for books through storytime and by checking out books appropriate to their interest and reading level. All students learn how to take care of library books as well as the important responsibility of returning materials on time. Older students become more independent users of the library by learning its basic resources and systems, particularly the cataloging of fiction and non-fiction books and the Dewey Decimal System. As skill levels progress, students learn how to use the library and its reference materials for writing research reports. Experience with the library's collection of classic children's literature, award-winning fiction and a variety of reference materials provides students with a good base of knowledge well as the skills needed to use the library effectively.

### MUSIC

**Vocal:** The elements of music (rhythm, melody, harmony, expression and form) are taught in developmental sequence in all grades. Singing, playing instruments (both pitched and unpitched), listening, movement, reading music and composing are skills that are developed in

each grade. The study of composers and various styles of music are also a part of the curriculum.

**Instrumental:** KDS 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> graders may elect to participate in an introductory band experience. Through group lessons on brass, woodwind, or percussion instruments students learn the basics (tone production, instrumental technique, music reading) necessary to participate in an elementary band.

### PHYSICAL EDUCATION

Physical Education is education through movement, which gives attention to all the learning domains:

- **psycho-motor** (motor skill, body management and health awareness)
- **cognitive** (movement concepts and safety)
- **affective** (good sportsmanship, cooperation and effort)

The goals of the P.E. program are personalized physical fitness, competency in a variety of skills for physical activity, as well as knowledge of motor skill performance and fitness maintenance.

### ENRICHMENT

Our teachers are trained to address the special learning needs of children who are able to address some curricular issues above and beyond the required level. Any child is eligible for enrichment when the classroom teacher determines that it is appropriate.

### EXTRA CURRICULAR

- extended day activities
- MEGSS
- Boy Scouts (Tiger Cubs, Webelos)
- American Heritage Girls
- CYC, West County District
- soccer (K - 6<sup>th</sup>)
- basketball (3<sup>rd</sup> - 6<sup>th</sup>)
- softball/baseball (K - 6<sup>th</sup>)
- golf (2<sup>nd</sup> - 6<sup>th</sup>)
- volleyball (4<sup>th</sup> - 6<sup>th</sup>)