



Welcome!

Thank you for your interest in C.S. Lewis Academy. CSLA is founded upon and functions within the fundamental principles of the Word of God, and it espouses the historic Christian view of life as presented in the Bible. Our motto, "*Preparing Students for Life*," reflects our unwavering belief that by nurturing and engendering development of the whole person, students will walk in a lifestyle of integrity and become strategic thinkers.

The curriculum at C.S. Lewis Academy is designed specifically to that end and offers students a well-rounded learning environment. In addition to a strong core curriculum, we focus on what we refer to as the "4 C's" of education – Christian, contextual, career, and character.

C.S. Lewis Academy is accredited by AdvancED which has 34,000 schools in 70 nations and ACSI (Association of Christian Schools International) which has 23,000 member schools in 100 countries worldwide. Whether our students are serving in the local soup kitchen, going to the state championships in athletics or qualifying as a National Merit Scholarship finalist, they consistently demonstrate personal excellence and take pride in themselves and their peers.

We are excited to share C.S. Lewis Academy with you and look forward to meeting with you personally to discuss how we can work together to help your student achieve his or her educational goals.

Sincerely in Christ,

Teachers, Staff, and Administration

Grades K-12

C. S. Lewis Academy



## CSLA Mission Statement

C.S. Lewis Academy is committed to providing an education that is challenging and responsive to individual needs; preparing students for life in a safe, nurturing environment that fosters character development and spiritual growth based on Biblical truth.

## CSLA Statement of Faith

CSLA is founded upon and functions on the fundamental principles of the Word of God, and it espouses the historic Christian view of life as presented in the Bible. God speaks to us through the Bible with the help of the Holy Spirit, who guides us in understanding and application (John 16:13; Romans 11:36). The Bible is the only inspired, infallible, inerrant and authoritative Word of God. (II Timothy 3:16-17; II Peter 1:21).

There is one God, the Creator and Sustainer of all things, eternally existing in three persons: Father, Son and Holy Spirit (Genesis 1:1; Matthew 28:19; John 10:30).

Jesus Christ is the only perfect image of God the Father and shows us the nature of God (John 1:14). We believe in His virgin birth (Isaiah 7:14; Matthew 1:23; Luke 1:35); His sinless life (Hebrews 4:15; 7:26); His miracles (John 2:11); His death for our sins (I Corinthians 15:3; Ephesians 1:7; Hebrews 2:9); His resurrection (John 11:25; I Corinthians 15:4); His ascension to the right hand of the Father (Mark 16:19); and His personal return in power and glory (Acts 1:11; Revelation 19:11).

The Holy Spirit is God at work in the world and the church today (John 16:7-11). He is the Comforter (John 16:7), leads the believer into truth (John 16:13), and enables us to grow into Christ's likeness. His indwelling in every believer is a sign of salvation (Ephesians 1:13, 14). The teaching of the Holy Spirit will always be consistent with Biblical truth (John 14:26).

Salvation is essential to eternal life due to human sinfulness, and comes as a gift from God through His grace.

## CSLA Philosophy

The educational process in a Christian School is dependent on a Christian Worldview, which provides a biblical worldview and essential truths for life so that students may be prepared to assume their proper place in the home, church and state. Accordingly, the philosophy of education for the school is as follows:

Our philosophy is based on a God-centered view that all truth is God's truth. Our aim socially is to provide a worldview from which will come a balanced personality and proper understanding and acceptance of a person's role in life at home, work, play, and worship, all grounded in the Christian concept of love. Our goal is to impact students spiritually, mentally, intellectually, physically, socially, and emotionally. Our purpose is not for reformation, but for raising up young men and women to godly service, to train them in Biblical principles, responsibility, proper behavior, and citizenship, in order that they may grow to be strong Christian leaders in the future. This will be achieved through Christ-centered teachers integrating God's Word with a high quality academic program and by providing students the opportunity to develop their spiritual gifts and ministry skills.

## CSLA Statement of Purpose

We believe that a Christian education should be the best education a student can acquire. By combining the latest in technology with sound, fundamental academics, C.S. Lewis Academy will prepare students for success in the twenty-first century. With a balanced emphasis on academics, character development and spiritual growth, CSLA gives every student the opportunity to become an intelligent, well-rounded individual with integrity and a healthy Christian world view. This type of training gives each graduate optimum potential to become not only a productive member of society but also a strong Christian leader for future generations.

We believe a student's education goes way beyond the confines of the school walls. This is why we ask for parental participation and cooperation in the educational process of their child. It is ultimately their responsibility before God to "train up a child in the way he should go" (Proverbs 22:6). C.S. Lewis Academy contracts with the parents to provide a healthy academic and spiritual environment that provides their child with an optimum learning environment.

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## Curriculum and CSLA 4C's

The curriculum at C.S. Lewis Academy is designed specifically to challenge each student, provide a dependable routine and cultivate the successful mastery of skills. In addition to a strong core curriculum, we focus on what we refer to as the "4C's" of education: Christian, Contextual, Career, and Character.

**Christian Education:** This is the foundation of who we are. We want the Lord to be the center of everything we do here at CSLA. Our teachers will model Christ-like behavior, and they will encourage our students to know the Lord. We want students to learn how to perceive all that they do through the eyes of Christ and His Word, from the details of their own daily lives to world politics.

**Contextual Education:** We want to teach for meaning. We believe students should understand the purpose of their learning. We understand that the best learning takes place when new information is related to our everyday lives. This is why we want student's education to be active and experiential. We want students to learn how to think critically, problem solve, discover, work in a team, and apply new knowledge in real-life situations.

**Career Education:** A key component of "preparing students for life" is guiding them through information and experiences that help each student develop a better understanding of who they are, what their individual aptitudes and areas of interest are, and what potential fields match well with these aptitudes and interests. We want to expose students to as many different opportunities as possible in order to maximize their ability to choose their future wisely.

**Character Education:** As Martin Luther King Jr. said, "An education without learning character is only half an education." We all want our children to learn to be good citizens, to develop healthy relationships, and to adopt virtues such as respect and responsibility. We want to integrate character education into every aspect of our educational system. We feel responsible to God and to families to provide an environment where children can learn and grow in integrity as well as intelligence.

2017-18 TUITION AND FEES  
FINANCIAL POLICIES AND INFORMATION



TUITIONS AND FEES 2017-18

**APPLICATION FEES:** The non-refundable \$75 application fee, per-student, is paid at time of application. Additional concurrent applications for siblings from the same family are \$75 each, up to a maximum \$150 per family.

**ENROLLMENT FEES:** The full enrollment fee must be paid annually for each student enrolled. *This fee must be paid before the student may be enrolled and attend classes. This fee is non-refundable.* The enrollment fee is not pro-rated and is due in full for all students.

2017-18 Enrollment Fees:      K-8: \$200      9-12: \$275

Re-enrollment for current CSLA students is automatic each year. Automatic re-enrollment means that once a student is enrolled, enrollment automatically renews until the student graduates from C.S. Lewis Academy. Re-enrollment is assumed unless the family notifies the school IN WRITING by March 31 that they choose not to re-enroll.

The enrollment fee is locked in for each student at time of initial enrollment, and will only change as indicated by grade level, as long as that student never withdraws from CSLA.

For families who pay their tuition monthly, enrollment fees will be added to their FACTS accounts and may be paid over the remaining FACTS payments for the current school year. Families who pay their tuition annually or by semester will have their re-enrollment fees billed by CSLA directly, due April 1.

**TUITION:**

All enrollment options are 5 days/week (Monday - Friday)

All Day Kindergarten	\$5,900
1st through grade 5	\$5,900
Middle School 6th - 8th grades	\$6,900
High School 9th - 12th grades	\$7,450

**MULTIPLE CHILD DISCOUNTS:** Tuition discounts for families with more than one child attending. All students must be legal dependents of the same parent(s). *Discounts apply only to tuition.*

- 2 children      Add up the full tuition for all students at stated rates and deduct 4% from the total.
- 3 children      Add up the full tuition for all students at stated rates and deduct 9% from the total.
- 4 or more      Add up the full tuition for all students at stated rates and deduct 14% from the total.

*Part-time programs are not discounted.*

**ATHLETIC FEES:** Athletic fees are charged per sport, and must be paid prior to student's participation in the sport.

HS (9-12)	\$175*	MS (6-8)	\$125
GS (4-6)	\$ 75	GS (3-4)	\$ 40

*\*Home School Students add \$50*

*There are no discounts for multiple student-athletes from the same family, or multi-sport athletes; however, request for financial assistance for Athletics fees may be made in writing to the Director of Athletics. Payment plans may also be set-up through the Finance Manager.*

**THEATRE FEES:** Theatre fees are charged per production, and must be paid prior to student's participation in the production. Participation includes cast members and stage crew. Productions include Fall Show, One-Acts, and Spring Show.

CSLA students \$50                      Homeschool students \$100

**ADDITIONAL FEES:** There may be other fees for items such as class activities, yearbooks, PSAT testing, etc.

**WITHDRAWAL FEE:** If CSLA is notified in writing on or prior to March 31 of a student's plan to not return, the student will be withdrawn for the succeeding year. There is no fee associated.

After March 31, a per-family withdrawal fee will be incurred as follows:

April 1 - 30.....\$100  
May 1 - 31.....\$150  
June 1 - 30.....\$200  
July 1 - 31.....\$300  
Aug 1 - entire school year .. \$500

**Payment will be due at the time of withdrawal.**

Withdrawal fees may be waived on a case-by-case basis upon appeal. Transfer of a student to home school, or to another school within 20 miles of CSLA **does not qualify** for a waiver of these fees.

Should a student who withdrew (at any time) wish to re-enroll after March 31, the family will be required to reapply. The application process will include the regular application fee of \$75 per student (\$150 family maximum). In addition, the family will be responsible for the current published enrollment fee for the appropriate grade level.

**On or after the first day of school:** Tuition is prorated as the number of days enrolled.

**LATE ENROLLMENT:** When a student enrolls on or after the first day of classes, tuition is pro-rated based on the portion of the school year to be completed, per the schedule below:

Day 1 - 21	100% of total tuition
Day 22 -end of 1 <sup>st</sup> quarter	90% of total tuition
Day 1-21 of 2 <sup>nd</sup> quarter	75% of total tuition
Day 22 of 2 <sup>nd</sup> quarter - end of 2 <sup>nd</sup> quarter	65% of total tuition
Day 1-21 of 2 <sup>nd</sup> semester	50% of total tuition
Day 22 of 2 <sup>nd</sup> semester - end of quarter	40% of total tuition
Day 1-21 of 4 <sup>th</sup> quarter	25% of total tuition
Day 22 of 4 <sup>th</sup> quarter - end of school year	15% of total tuition

*A detailed schedule of dates and percentages is available upon request.*

*A child may not be admitted to class unless the enrollment fee and at least one-tenth of the annual tuition has been paid. (For second semester, one-fifth of the 2<sup>nd</sup> semester must be paid.)*

**VACATIONS, HOLIDAYS, ILLNESSES:** Tuition and other program fee credits are not available for vacations, holidays, closures due to inclement weather, or illnesses.

**RETURNED CHECKS:** There is a \$30 service fee if any check written to the school is returned unpaid for any reason, including insufficient funds or a stop payment order.

**LATE FEES:** A \$30 late fee will be charged for all accounts that have not been paid after 10 days from the due date.

## PAYMENT PLANS AND FINANCIAL POLICIES

1. **PAYMENT PLANS:** Parents must select a payment plan at the time of initial enrollment. A FACTS account is required for all monthly payment plans and is required to be set up at time of initial enrollment. If the family wishes to pay annually or by semester, a FACTS account is not needed. Those wishing to pay annually or by semester should notify the Finance office.
  - a. **ANNUAL TUITION\*** (tuition for entire school year paid in full) payments received at the CSLA Finance Office on or before July 1, 2017 qualify for a 2% discount. When an annual payment plan has been selected, and the due date has passed, the entire amount is due and payable without discount for the first semester, and is subject to a late fee after 10 days. A discount of 1% will still be applied to the second semester.
  - b. **SEMESTER TUITION\*** (tuition for entire school year paid in two equal installments), payments received on or before July 1, 2017, and January 2, 2018 respectively, qualify for a 1% discount. No discounts are applicable after these due dates. When a semester payment plan has been selected, and the due date has passed, the entire amount is due and payable without discount, and is subject to a late fee after 10 days.

\*To convert to a monthly plan, the family must request the change at least 10 days before the invoice due date, enroll in a FACTS agreement for the requested plan, and pay any monthly payments that would have been due through that date for the selected plan.
  - c. **MONTHLY PAYMENT PLAN:** **FACTS registration is required for all families desiring a monthly payment plan.** FACTS charges an annual fee of \$43, payable with and in addition to the first tuition payment. Families will have a choice of due dates for the monthly payment, with the final payment for all plans to be due on or before May 20, 2018. *If a FACTS agreement has not been finalized, monthly tuition payments made directly to the C.S. Lewis Finance office are subject to a monthly \$25 administrative fee.* All FACTS accounts for currently enrolled families will be set up for the same monthly payments and due dates, unless the family requests a change. New families will be set up for 12 monthly payments. These payments will begin in June and end the following May.
    - Families with FACTS accounts may choose to make additional lump-sum payments via FACTS or CSLA to decrease subsequent monthly payments if desired. No administrative fee will be assessed, as long as the regular monthly tuition payment is paid to FACTS.
    - **FACTS CONTRACT INFORMATION:** Online account access is available through the FACTS link from the Parent's RenWeb account. FACTS representatives can help with a variety of account questions 24 hours/day at 1-866-441-4637; however, they will not delay the due date for scheduled payments. Requests for payment date adjustments must be submitted to the Finance Office at least 5 business days prior to the scheduled FACTS collection date.
    - **DELINQUENT PAYMENTS:** **Missed Payments:** If FACTS payments are missed for any reason, including insufficient funds or stop-payment orders, FACTS charges a \$30 fee. Collection will be re-attempted by FACTS approximately 15 days from the original payment date. For example, if a payment scheduled for the 5th is denied, FACTS will charge the account \$30 and then re-attempt withdrawal on the 20th. FACTS will provide a re-attempt schedule for each missed payment.

If two monthly payments are missed (i.e., three unsuccessful collection attempts) and arrangements have not been made with the Finance Manager to settle the account or initiate a revised payment plan, the student(s) will be *subject to suspension from school* until the account is current. A late fee of 5% of the total amount overdue may be added to the delinquent account.
2. **RESPONSIBLE PARTY:** The parent or legal guardian(s) who sign(s) the original Financial Agreement upon enrolling the student for the first time is fully responsible for payment of all fees according to established payment schedules of C.S. Lewis Academy. This responsibility may only be changed in writing, and sent to the

CSLA Finance office. Parties who agree to share responsibility for fees must both (all) sign a financial agreement.

3. **TUITION ASSISTANCE:** C.S. Lewis Academy has a Tuition Assistance program for families demonstrating genuine financial need. Families who are receiving financial assistance must go into FAST and apply each year. Tuition Assistance is made available by a designated amount in the annual CSLA budget as well as through funds donated specifically for that purpose. All families are asked to thoroughly pursue other means of meeting their tuition needs before asking the school for assistance. However, we are proud to offer this program when real need exists. Returning families interested in continued assistance must re-apply each year. There is no guarantee that assistance will be approved or continue at the same level each year. Questions should be directed to the Finance Manager.

*New or prospective families* interested in financial assistance must first apply for admission to CSLA before a financial aid application will be reviewed. *Returning families* must be current on tuition payments before a financial aid application will be reviewed.

For full consideration of tuition assistance, applications for this program must be submitted to FAST, with all required documentation, by April 1<sup>st</sup> for returning students. Should any tuition payment be due prior to the awarding of tuition assistance, subsequent payments will be adjusted accordingly. Assistance awards are limited to a maximum of 50% of the net tuition due and apply to tuition only; all other fees and charges are due in full.

4. **NON-DISCRIMINATION POLICY:** C.S. Lewis Academy is committed to a policy of non-discrimination on the basis of race, color, sex, or national and ethnic origin in the administration of its educational policies, admission policies, or scholarship, athletic, and other school-administered programs.

CSLA reserves the right to select students on the basis of academic performance, religious commitment, and personal qualifications, including willingness to cooperate with the school administration and abide by its policies. CSLA may deny admittance to students who require specially trained personnel or those who have a record of serious disciplinary or psychological problems. Reasonable accommodations will be made for students with physical limitations.

5. **PARENT SERVICE HOURS:** Parent Service hours are vital to the health and efficiency of C.S. Lewis Academy. Service is designed to involve parents more consistently in the life of the school. At the same time, it extends tuition dollars by having volunteers perform some tasks that might otherwise have to be paid for through professional services.

The main advantage of this program is that it encourages all parents to participate in service to the Lord's work at CSLA. It allows every parent to take ownership in the ministry of C.S. Lewis Academy, see the school in a practical and personal way and stand shoulder-to-shoulder with other parents, faculty and staff in service activities. Many projects are available to ensure all willing parents have many options for service. While no hourly goals or monetary equivalents are currently required at CSLA, we estimate that a minimum of 20-25 hours per year, per parent, is a good target.



## ELEMENTARY SCHOOL CURRICULUM

### **KINDERGARTEN**

#### **Reading / Literature – Kindergarten**

The reading program includes letter/sound knowledge and practice, comprehension, book and print awareness, oral language, and phonological awareness. As another part of this complete language arts program, vocabulary is addressed via reading and researching a variety of integrated themes (Getting to Know You, Spiders, We are Thankful, Jesus' Birthday, Snow, Penguins, Seashells, Hatching Chicks and Ants). Our student's individual needs are met with a balanced blend of phonics and whole language. We use a combination of the Nellie Edge Program which integrates all of the senses to learn the alphabet as well as sound reading strategies, and the Daily Five in Kindergarten program to develop both self-direction and independent learning skills.

#### **Writing/Composition – Kindergarten**

The writing element is a component of a complete language arts program, emphasizing the importance of communicating through the written word. Personal writing journals, shared and modeled writing, and letter practice are employed each week. In addition, spelling is practiced as students hear the "sounds" and connect them to letters.

#### **Math – Kindergarten**

Using a variety of manipulatives and hands on activities, the math program includes sorting, classifying, patterns, movement, matching and counting, beginning graphing, numbers, introduction to money, measurement, and problem solving. Calendar work is part of our numeration process as we learn sequence as well as understanding the terms; yesterday, today, tomorrow. Reviewing; "more", "less", "equal" is a skill for our class in daily activities.

#### **Science – Kindergarten**

As we observe "lifestyles" of plants and animals we discover the wonders of how God made all living things unique. Each student is also encouraged to have an appropriate perception of how they are "wonderfully made" in God's image. Through walks and field trips, students experience firsthand, the wonder and wealth of creation. Experiencing through the 5 senses gives students a more complete way to add each new item to their mental library. Seasonal changes is an ongoing part of our Nature Walks and observations

#### **Social Studies – Kindergarten**

As members of our classroom, school, home, and town communities, students will continue to develop mutual respect, cooperative work habits, and a clearer understanding of our Christian background and holidays. Kindergarten students discover what being a "member" means in responsible behavior to "Never hurt anyone on the inside or the outside. Listening skill are taught as guests visit our classroom. Students learn about our community, the world around us, and some of our country's history. Awareness of community workers and how they make our community safe is part of PM Kindergarten. National Heroes are introduced to PM Kindergarten students. A typical "hero" would be Dr. Martin Luther King. Map study is introduced in second semester with expanding borders from our school grounds to our state.

#### **Bible – Kindergarten**

Old and New Testament Bible stories are used to understand the character of God, as we strive to be like Jesus. Bible memory verses are introduced on a biweekly basis and practiced daily. Students participate in daily sharing of concerns and prayer. Mini-dramas give opportunity for retelling of favorite Bible stories. Weekly Chapel is part of the spiritual development within our school. Each day students are invited to share concerns and be part of our prayer circle.

### **Art – Kindergarten**

The student will produce simple art projects, while learning the basic use of materials provided. Kindergarten students will use a variety of tools including; markers, paint, pens, colored pencils, clay, and picture collections for constructing collages. Skill with the paintbrush is developed so the students can create with confidence. Developing hand-eye coordination with all these various mediums enhances the student's love for school!

### **Music – Kindergarten**

This course is designed for the young child to develop awareness and appreciation for music, to develop musical skills, and to perform vocal and instrumental music. Theory games and age and skill level appropriate music will be incorporated into class sessions. The class will also focus on respect and teamwork in performance. This will be applied in public performances. Following the conductor's leadership is an important skill to be developed.

### **Health – Kindergarten**

This course is designed for the young child to develop awareness and appreciation for what health is and how to begin to obtain a balance of physical, mental, emotional, social, and spiritual components of health. Some special areas of focus are learning to make wise choices as they relate to "unfamiliar dogs", avoiding getting lost, and basic "stranger danger". Students learn to respond correctly to the various safety drills conducted by the school administration.

## **GRADE 1**

### **Reading / Literature – Grade 1**

Reading is presented as a means of communication. Using a mixture of decoding strategies, including phonics, sight recognition, context, and picture clues, children develop increased proficiency in reading. As children become more fluent, oral expression and comprehension are also developed. Regular reading at home is an important component of the program. As part of the reading program, children develop vocabulary in two areas. First, they develop a sight reading vocabulary of words with which they are familiar. Second, they learn new words in the content areas, in daily discussions, and in the books that are read to them. They are encouraged to participate in this development by guessing at meanings from context and confirming these guesses by asking for an explanation

### **Writing/Composition – Grade 1**

Writing is presented as a means of communication. By using inventive spelling and process writing, children are able to communicate ideas beyond their technical skills. Through guided lessons and daily practice in the writing process, they develop toward accurate spelling, correct sentence usage, legible handwriting, and the ability to communicate ideas clearly. A variety of writing modes are introduced, including letters, fiction stories, narratives, and descriptions.

In first grade spelling, students are introduced to the basics of the phonetic system through direct instruction. The phonetic elements are reinforced through daily practice in the areas of reading, writing with inventive spelling, and a gradual transition to using the learned phonograms more accurately in words that follow phonetic patterns. As they are ready, students are also introduced to correct spelling of common sight words.

### **Math – Grade 1**

In first grade, the emphasis is on developing basic number concepts. These include understanding that a number represents a quantity, that addition represents putting together quantities, and that subtraction is separating a given quantity into several parts. The place value system of representing quantities up to 100 is also introduced. Other concepts include measurement of time, length, money recognition and value, simple fractions, graphing, and recognition of some plane and solid geometric figures. Problem solving and number logic are also emphasized.



### **Science – Grade 1**

In first grade, science is a balance of learning information and hands-on projects that teach scientific method through experiment, observation, and drawing conclusions. Units may be integrated with social studies and include a study of living and non-living things, the earth through time, dinosaurs, light and color, and states of matter (solid, liquids, and gas). One example of living things is wheat. Our study includes the process of the life cycle from seed to plant to grain to processed flour and its many uses.

### **Social Studies – Grade 1**

Students explore the concepts of community, beginning with ourselves and the classroom community and broadening the outlook to our families, the school, our town and its businesses, and finally the globe. Through the year, students will be introduced to skills in research by developing and conducting interviews, map reading, observation, and discovery. Historical communities, such as the Pilgrims, are discussed. The culminating project involves planning a town designed by the class.

### **Bible – Grade 1**

A Biblical perspective is woven throughout all subject and behavioral areas. Children are invited to learn about the lives of Biblical persons, to consider their relationship with God, and apply the lessons to their own lives. Other topics include prayer, praise, the wonder of creation in Genesis, and the parables of Jesus. Children are invited to have, and grow in, a personal relationship with the Savior.

### **Art – Grade 1**

The emphasis of Art in first grade is a balance of introducing skills and providing an opportunity to practice those skills in a creative way. Skills introduced and practiced include observational drawing, color mixing, and paper sculpture, as well as a variety of crafts. Students will study Eric Carle and the different techniques he uses. Students will have the opportunity to use water color, finger paint, brush paint, and dot paint, as well as make creations using construction paper and tissue paper.

### **Music – Grade 1**

This course is designed to develop awareness and appreciation for music, to develop musical skills, and to perform vocal and instrumental music. Theory games and age and skill level appropriate music will be incorporated into class sessions. The class will also focus on respect and teamwork in performance. This will be applied in public performances.

### **Health – Grade 1**

This course is designed for the young child to develop awareness and appreciation for what health is and how to begin to obtain a balance of physical, mental, emotional, social, and spiritual components of health. Some instructional units are; Accident and Injury Prevention, Nutrition and Healthy Eating, Prevention and Disease Control, Sleep, Promotion of Physical Activity.

## **GRADE 2**

### **Reading / Literature – Grade 2**

The reading and literature curriculum is a comprehensive program that provides students with the skills they need to become fluent, lifelong readers. The program uses classical and contemporary works in a variety of genres, such as realistic fiction, fantasy, folktales, informational nonfiction, biography and autobiography, plays, and poems. Instruction includes setting purposes for reading, monitoring comprehension, identifying story elements, and using reading strategies. Decoding instruction uses phonetic elements. Teacher instruction provides other elements of decoding words. Multiple opportunities are available to read to build accuracy, fluency, and comprehension as well as to develop a love for reading.

Vocabulary is part of the language arts program for each story lesson with selected words from the story introduced prior to reading the story. Students are given strategies for understanding meanings and pronunciation through syntax, context, references, and resources. Instruction is given in prefixes, suffixes and root words, synonyms, antonyms, homophones, homographs, specialized vocabulary, and cross-curricular words.

### **Math – Grade 2**

The mathematics program reviews and introduces math concepts selected for this grade level. Concepts include addition and subtraction facts and processes, such as regrouping with three digits, graphs, time, money, geometry, measurement, fractions, comparing numbers, place value to 1000, and an introduction to multiplication and division.

### **Science – Grade 2**

The Second Grade science program includes units from among earth science, life science, and physical science. Specific Units of Instruction are Weather, The Solar System, Human Body, and the Use of Simple Machines. Third Grade Students are assisted in developing inquiry skills as well as a greater appreciation of all that God has created.

### **Social Studies – Grade 2**

The social studies curriculum focuses on map skills and the world as our neighborhood as students study a country on each continent and the type of land, lifestyle, and culture of people there. Students are taught the basic geographic terms and can apply them to specific geographic areas. The concept of culture is taught as a way to better understand and appreciate the differences and similarities among people groups.

### **Bible – Grade 2**

The Second Grade Bible curriculum is a study of Biblical truths and themes, developed through study of specific Bible stories and people. Bible is also integrated through lessons in life application of scripture at teachable moments as they occur. The curriculum includes memorizing Bible verses that relate to the themes being studied and life situations. Characters who often make appearances could include Joseph, Moses, Saul, David and Solomon from the Old Testament. Selections from the life of Christ are used for New Testament study.

### **Art – Grade 2**

The art curriculum is designed to give students an opportunity to explore and use a variety of media and art concepts. These may be projects to correlate with other units of instruction or instruction in different art concepts, such as color and line. The program includes painting, drawing, crayon resist, watercolor, rubbings, and sculpture.

### **Music – Grade 2**

This course is designed to develop awareness and appreciation for music, to develop musical skills, and to perform vocal and instrumental music. Theory games and age and skill level appropriate music will be incorporated into class sessions. Students will explore careers in music and will become familiar with various musical styles and their identifying characteristics. The students will be introduced to various instruments and their families. The class will also focus on respect and teamwork in performance. This will be applied in public performances.

### **Health – Grade 2**

This course is designed for the young child to develop awareness and appreciation for what health is and how to begin to obtain a balance of physical, mental, emotional, social, and spiritual components of health. Integrated thematic units give information and the opportunity for student interaction. Most of the topics for study have been previously introduced and now can be put more appropriately into practice.

## **GRADE 3**

### **Reading / Literature – Grade 3**

Reading instruction at the third grade level includes continuing development of decoding skills, building of sight word vocabulary, and adding new vocabulary. Identifying new words through context as well as phonetic analysis is practiced. Comprehension at all levels is an emphasis that includes literal and inferential understanding. Students are introduced to and expected to recognize various genres of literature, reading both fiction and non-fiction. Work with figurative speech and continued work with homonyms, synonyms and antonyms is all part of the reading instruction. The basic elements of a story are included in instruction.

### **Writing/Composition/Spelling/Handwriting/Grammar – Grade 3**

Development of fictional writing and research writing are continued at the third grade level. Students are introduced to the elements of research writing, including basic outlining skills and organizational skills in gathering information. Basic elements of a story are used to write a variety of fictional stories. In addition, practice in expository writing, descriptive writing, narrative writing and journal writing is given.

The spelling program is an integral part of a complete language arts program. Basic phonetic elements are reviewed and more difficult elements introduced at this grade level. A weekly spelling list is given with assessment made through a weekly spelling test. As the year progresses students are given dictation of sentences, integrating grammatical elements and review units with words from previous spelling lists.

As part of the handwriting program, students will be introduced to and practice each correct cursive lower case and capital letter formations during the first semester of the year. Following this, students will be expected to increase their use of cursive writing in their written work in class.

Grammar is taught directly and indirectly throughout the language arts curriculum. Correct sentence structure along with types of sentences is included in daily instruction. Paragraph structure is introduced and used on a regular basis. Students are taught parts of a sentence, including nouns, verbs, adjectives, adverbs, direct objects, and prepositional phrases. Work with capitalization and punctuation is given. Singular and plural nouns, comparative words, prefixes, suffixes, possessives and contractions are all part of grammar instruction.

### **Math – Grade 3**

Using textbook as well as various supplemental resources, understanding numbers and operations, money and time, multiplication concepts, division concepts, data, graphing, probability, introduction to geometry, measurement, fractions and decimals will all be covered over the course of the year. Comparison of Metric and Customary Units of weight, length and volume as well as the demonstrated knowledge of decimals is part of 3rd Grade Math.

### **Science – Grade 3**

**Unit One:** Students begin their study with the following chapters from the text: “Into the Desert,” “Changes in the Desert,” and “Into the Forest”. This also gives a background for the different regions of Native Americans studied in social studies. **Unit Two:** Students study magnets. This unit correlates with a selection in the reading literature book, “Marta’s Magnets”. **Unit Three:** Students study plants and trees with outdoor experiences at Camp Tilikum or Madness Tree Farm. **Unit Four:** Students study an earth science unit where they will learn about the earth, rocks and minerals, volcanoes and earthquakes, and fossils.

### **Social Studies – Grade 3**

**Unit One** is a topographical study of land and water forms and an introduction to the various regions of the United States. The continents and oceans are reviewed. **Unit Two** is a brief introduction to explorers, the age of exploration and settlement of our country, and the effect of exploration and settlement on Native Americans. **Unit Three** is the study of North American Native Americans. This unit emphasizes the cultural heritage we have gained from Native

people and how their lifestyles reflect their habitat. Native tribe areas will include Southwest, Northwest, Far North, Plains, Eastern Woodlands, and Southeast. Developing map skills and reading various maps is an ongoing emphasis throughout the year. Study that introduces our national government, monuments, and symbols are included during the school year.

### **Bible – Grade 3**

Memory work will include selected passages from Psalms, Proverbs, and the New Testament. Lessons from the life of Noah, Abraham, Lot, Isaac, Jacob, Jonah, Esther, Elijah, and Ruth, passages from the ministry of Jesus, and from the book of Acts will be covered. Bible lessons of Christmas and Easter will be taught. Supplemental lessons on positive character traits will be included.

### **Art – Grade 3**

Art is incorporated into other curricular activities as appropriate.

### **Music – Grade 3**

This course is designed to develop awareness and appreciation for music, to develop musical skills, and to perform vocal and instrumental music. Theory games and age and skill level appropriate music will be incorporated into class sessions. Students will explore instrument families and become familiar with famous composers and various music styles. The class will also focus on respect and teamwork in performance. This will be applied in public performances.

### **Health – Grade 3**

This course is designed for the young child to develop awareness and appreciation for what health is and how to begin to obtain a balance of physical, mental, emotional, social, and spiritual components of health. Focus Areas include: Safety at Home, Earthquake, disaster, lockdowns, as well as our monthly Fire/Emergency Drills. In Third Grade we teach safety with electronics; cell phones, internet, etc. We encourage all of our students to be aware of how to find help when needed, 911. Part of our Health lessons give instruction on how to live safely in our community.

## **GRADE 4**

### **Reading/Literature – Grade 4**

Through the reading and literature curriculum, students will strengthen skills learned in lower grades to decode, predict, sequence, and comprehend literature and develop a greater vocabulary. They will continue to grow in these areas through immersion in literature using the novel approach as well as the Harcourt reading system. Through the introduction of prefixes, suffixes and root word meanings, the students will develop the ability to define words using context cues, word parts, base words, prefixes and suffixes.

### **Writing/Composition – Grade 4**

As part of the writing and composition curriculum, students will review cursive skills learned in third grade, and use cursive in daily work writing spelling, poetry, scripture, and other pieces of writing final drafts will be in cursive. Assessment will be done on written pieces and practice sheets. Students will also build on spelling skills learned in Third Grade. They will be able to use the words in their daily work correctly most of the time. They will be able to self-edit and correctly identify misspelled words. Assessment will be made via weekly pre and post testing and workbook assignments. Students will use the writing process of prewriting, drafting, editing, revising and publishing to create expository, narrative, descriptive, informative compositions and research reports.

### **Math – Grade 4**

The Fourth Grade math curriculum builds on skills learned in Grades K through 3. Students will review and practice simple addition, subtraction, multiplication, division, estimation, place value, comparing values, and the use of numbers to order, count and name. They will use their understanding of the math concepts to graph, compare information, and

solve real life problems. They will communicate their understanding of the concepts in written and verbal forms. Assessment will be made through chapter testing, daily assignments, and applications of knowledge in special projects.

#### **Science – Grade 4**

As part of the science curriculum, students will practice using the scientific method to perform a variety of experiments concerning the states of matter and the water cycle. They will study the salmon cycle in connection with Oregon social studies. They will demonstrate knowledge of the birds of Oregon through researching and writing a bird report. Students will also study the physics of sound using a hands-on approach.

#### **Social Studies – Grade 4**

In the Fourth Grade, students will practice skills learned in lower grades and build on those that are directly related to the subjects being studied. They will learn about Oregon's history, geography, the political issues that surrounded its birth as a state, and its current resources. Assessment will be made through evaluation of each student's written work, tests, daily applications, film notes, journals, and simulations.

#### **Bible – Grade 4**

Fourth Grade students study the life of Christ as it is revealed in the Scriptures. The promise of the Messiah's arrival and the fulfillment of prophecy are explored in both the Old Testament and New Testament. Students are encouraged to reflect on their relationship with Jesus and the Fruits of the Spirit. Assessment of learning is made through written assignments, quizzes, recitation, and journaling. Students will also develop 4th grade appropriate skills in healthy and Godly management of emotions and preparation for a positive maturation experience, especially in the areas of friendship and conflict resolution.

#### **Art – Grade 4**

Students will learn how to use color, line, texture, dimension, and different media to develop pieces of art that can be used for a specific purpose, and expression of his/her inner self, a card, or a gift. Students will get to experience a variety of art media to display expressions of thinking and learning. Techniques and media include: sponging, splattering, pastel chalk, acrylic paint on glass, modeling a bird from clay, drawing to scale, natural media (e.g., evergreen pieces for picture frames).

### **GRADE 5**

#### **Reading/Literature/Vocabulary – Grade 5**

Fifth Grade reading is a literature-based program content-driven and focuses on skills needed for comprehension. Students read from the Harcourt Reader both individually and in small groups. The Harcourt Reader used in class this class explicitly teaches a variety of methods to extract and remember information from both narrative and expository texts. Students also use their science and history textbooks, supplemental short stories, and novels, to expand and deepen understanding of many subjects. Vocabulary development, also highly important, is organic, with words being selected from history and science lessons for that week, current events, other relevant topics as well as the novels used in the reading and literature curriculum.

#### **Writing/Composition – Grade 5**

Throughout the year, as part of the writing and composition program, students: (a) keep a journal; (b) weekly write one- or two-paragraph essays; and (c) complete four to eight additional research projects of 5 or more paragraphs. Several modes of writing are emphasized, including persuasive, descriptive, narrative, imaginative, and expository writing. Students learn and are held responsible for using proper grammar and mechanics. They also learn to proofread their own work through the use of a rubric. Additionally, writing activities are included regularly in science and social studies. Finally, students expand their vocabulary through extensive word lists that are given each week.

### **Spelling – Grade 5**

Spelling is a critical literary skill that strengthens reading and writing ability. Phonetic patterns, prefixes, suffixes, Greek and Latin root words, and a variety of other word study strategies and spelling tactics are included in weekly lists and daily assignments. The focus of Fifth Grade Spelling instruction is mastery of spelling conventions in daily work. Accordingly, spelling tests account for only 25% of the overall grade, with the main emphasis being on daily work.

### **Math – Grade 5**

The Fifth Grade math program continues to develop skills learned previously, adding the next level of complexity to each skill. This program integrates algebraic concepts with basic operation skills. The curriculum emphasizes showing work as part of a correct answer and applying math concepts to common situations.

### **Science – Grade 5**

Students will experience and participate in a general overview of science and the scientific method. Students complete two science research projects during the year. The first is a quarter-long project on one type of severe weather; this project includes gathering scientific data, a discussion of preparedness and safety, and an examination of specific instances of severe weather throughout history. Students create a variety of media for this project and present their findings orally. The second project is a fifth grade science fair during the fourth quarter. Students work individually or in pairs.

### **Social Studies – Grade 5**

As part of the fifth grade social studies program, students study American History, from events leading up to the discovery of America through present day. Students complete two, quarter-long research projects. The first project focuses on each student's own family history, including how and when they or their ancestors came to the United States, and important family people or events. The second project is a report on the state of their choice. Both projects require a research notebook, posters, flyers, and oral presentations.

### **Bible – Grade 5**

In the fifth grade, students are introduced to the TRIP method of devotions and encouraged to carry it out each morning. Old Testament History and Geography is covered, as well as the Jewish Holidays and their symbolism, which points to Christ. Students read Acts and selected Epistles or passages from them and learn how to effectively read their Bibles. Students also learn how to articulate and defend their own faith.

### **Art – Grade 5**

Art projects are included in history, language arts, or science lessons.

### **Health – Grade 5**

This course is designed for the young child to develop awareness and appreciation for what health is and how to begin to obtain a balance of physical, mental, emotional, social, and spiritual components of health.

### **Elementary Physical Education – Grades K - 5**

All elementary level physical education units are designed to expose students to many different types of activities and learning situations. The class will focus on different recreational games, team sports, bike safety, nature games, Native American games, folk dance, international games, old fashioned games, and holiday related games. The units will introduce and/or reinforce basic skills in several sports activities. The philosophy is for the students to have fun, learn to cooperate in a group setting, get physical activity, and learn skills they can use throughout their lifetime. They are graded on participation and attitude in class. Additionally, units for health will be integrated into class time.



C. S. Lewis Academy

# Kindergarten

## Open Enrollment & Registration

### All Day Kindergarten

Time: 8:00-2:45pm ★ M↔F

Subjects: ★ Reading ★ Language Arts ★ Handwriting ★ Math ★ Science  
★ Bible ★ Chapel ★ Christian Character Development ★ Social Studies  
★ Music ★ Art ★ Gross Motor Development

- ★ **Literacy:** Our student's individual needs are met with a balanced blend of phonics and whole language. We use a combination of the *Nellie Edge Program* which integrates all of the senses to learn the alphabet as well as sound reading strategies, and the *Daily Five in Kindergarten* program to develop both self-direction and independent learning skills.
- ★ **Project Based Learning (PBL):** Our PBL units utilize a multi-subject base where students gain knowledge and skills by working for an extended period of time to investigate and respond to topics and/or questions that are of particular interest to them. In Kindergarten, project-based learning often comes about organically as children ask questions about different topics and begin searching for more in-depth information and deeper understanding.

- ★ **Social and Emotional Learning (SEL):** The latest research shows that children who participate in social and emotional learning (SEL) programs do much better academically than students who don't. Students who are given SEL experiences also demonstrate greater social skills, success in relationship building and teamwork, less emotional distress, better attitudes, and fewer conduct problems. C.S. Lewis Academy Kindergarten combines their SEL program with the Christian character traits of love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control (Galatians 5:22) to prepare their students for success as they continue their studies.
- ★ **Problem Solving Skills:** Successful students are students who can solve problems both in the classroom and in life. In the C.S. Lewis Academy Kindergarten, learning problem solving skills can be as simple (and as difficult!) as learning how and when to share, versus how and when to take turns. However, in mastering this problem solving strategy, kindergarteners internalize the process of problem solving and, as they grow older, will apply their "problem solver" thinking to become critical thinkers and successful students.

Visit us:

[cslewisacademy.com](http://cslewisacademy.com)

Ask questions:

503-538-0114

Kindergarten! ... here I come!

