



Curriculum Guide

2020-2021

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Revised 9/17/2020

CURRICULUM GUIDE

This guide sets forth the graduation requirements and course offering of C.S. Lewis Academy as well as outlining other policies and procedures related to our academic program. Parents and students are encouraged to utilize this information to make informed choices about course offering for the upcoming school year and in planning for future goals, academic readiness and graduation requirements.

Please see the Student and Parent Handbook for information regarding school policy in areas such as attendance, behavior, participation in co-curricular activities, and tuition payment.

C.S. LEWIS ACADEMY 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.

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C.S. LEWIS ACADEMY CURRICULUM ~ FOUNDATION

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.

C.S. Lewis Academy 4Cs

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

LIFE EDUCATION OBJECTIVES (LEOS)

The 4Cs is augmented by incorporating **Life Education Objectives (LEOs)**.

Life as an Individual:

Understanding and practicing physical health principles
Understanding and practicing mental health principles
Learning to take initiative
Developing relational skills
Developing group skills
Understanding one's strengths and weaknesses
Learning responsibility
Developing values, ethics and morals

Life as a Citizen:

Understanding the responsibilities of a citizen within our own culture
Understanding what it means to be a world citizen
Understanding our local and state government systems
Learning to work with bureaucracy
Understanding the basic economics of our society
Learning to locate community resources
Understanding the principles of the conservation of our natural resources
Understanding human diversity

Life as a Learner:

Learning all academic subjects taught in school
Learning to listen effectively
Learning to communicate effectively
Learning problem solving techniques
Learning to analyze and think critically
Learning to use one's imagination
Learning to find information
Developing a desire to be a life-long learner

Life as a Consumer:

Understanding the principles of goods and services
Learning to evaluate the quality of goods and services
Learning to compute interest rates and understand credit
Understanding insurance
Understanding the basic principles of savings and investments
Understanding basic business principles

Life as a Producer:

Exploring a variety of career opportunities
Developing saleable skills
Learning to manage money, time and materials
Learning to use information
Learning to use technology
Learning to evaluate data
Understanding systems of operation
Understanding organizational structures and functions

Life as an Aesthetics/Leisure Participant:

Developing an appreciation for beauty and truth
Developing avocational skills
Learning the importance of hobbies
Learning to be creative
Learning the importance of recreation
Learning to appreciate God's creation

Life as a Family Member:

Understanding family dynamics
Understanding the social and legal responsibilities of parenting
Understanding family planning
Understanding the issues of child rearing
Understanding the principles of managing family finances
Learning to deal with a family crisis
Understanding the components of a healthy marriage
Learning to care for aged parents

Life as a Child of God:

Understanding who Christ is and accepting Him as Lord and Savior
Learning about the meaning of life
Developing a belief system that influences our behavior
Learning to serve others
Understanding God's Word and how it applies to our life
Understanding the importance of fellowship
Developing a Christian worldview
Learning what other religions believe
Understanding the role of the Church in the world today
Learning to share your faith
Developing a closer walk with God

ACADEMICS-GRADING

Evaluation and grading is based on a student's level of learning, progress in knowledge and skills and the effort put into learning. Each teacher will go over his/her methods of evaluation the first day of class.

Grading Scale: Elementary School (K-4th)

- 1 = Emerging
- 2 = Approaching Standards
- 3 = Meets Standards
- 4 = Exceeds Standards

Grading Scale: 5th -12th Grades

100-93 = A	89-87 = B+	79-77 = C+	69-67 = D+
92-90 = A-	86-83 = B	76-73 = C	66-63 = D
	82-80 = B-	72-70 = C-	62-60 = D-
			59 or below= F
			I = Incomplete

GRADE REPORTS/REPORT CARDS/TRANSCRIPTS

Grade Reports are issued four times during the school year. Progress reports will be issued at the midpoint of each quarter to all secondary school students. Only semester grades will be entered into a student's permanent record (Transcripts). Transcripts (official and unofficial) can be requested through the front office. If you need Official Transcripts sent somewhere, please provide in writing the name of the institution, name of any contact person, mailing address, and the date by when it is needed.

PARENT-TEACHER CONFERENCES

Parent-Teacher conferences will be held midway through the first quarter. We encourage both parents to attend these conferences. In order to foster ongoing communication between the school and home, we encourage parents and teachers to call or send a note when there is an indication of a student doing poorly or not turning in work. Parents or teachers may schedule additional conferences at any time throughout the year if deemed necessary.

MINIMUM GPA

CSLA has a minimum GPA requirement of 1.85 for each student in grades 9-12. All students receiving a GPA of less than 1.85 during a quarter will receive a letter stating they are officially on academic probation. If at the end of any other quarter during the school year the student's GPA falls below 1.85, the student will be subject to an Academic Contract. This action will only be taken after review by the administration.

STANDARDIZED TESTING

C.S. Lewis Academy utilizes the Measures of Academic Progress (MAP®) Testing, a product of the Northwest Evaluation Association (NWEA). The NWEA is a global not-for-profit educational services organization with more than 7,400 partners in U.S. schools, districts, education agencies, and international schools. MAP Testing is administered to students in Grades 1 through 12 two times each Academic Year: the first in the Fall and the second in the Spring. Kindergarten students are tested in the spring with a low-key, one-on-one format to assess reading readiness. Results are shared with parents. The goals of the testing are educational planning, more effective teaching, tracking progress from year to year and helping each student and parent to identify and focus on areas of strength and weakness. We recognize standardized tests have limitations and are only one of many evaluation tools.

MAKE-UP WORK

Students who have an excused absence have the opportunity to submit work missed. Make-up work is the responsibility of the student, not the teacher. It is the student's responsibility to ask the teacher for missed assignments on their first day back in class. Due dates for make-up work will be determined by the teacher.

For an unexcused absence, no credit is given for daily work, but tests may be made up. Suspension from school is considered an unexcused absence.

Teachers will attempt to provide work in advance for scheduled (at least 1 week in advance) excused absences. In some subject, however, it is not possible to assign advance work before assignments leading up to it have been completed.

An incomplete (I) can be issued at the discretion of the teacher if they feel not enough work was completed to gain credit for the semester or if extenuating circumstances did not allow the student to complete their work by the end of the semester. In such cases, the work must be made up by the date agreed upon by the teacher and student, but no later than two weeks after the end of the grading period.

CHEATING AND PLAGIARISM

Students at C.S. Lewis Academy are expected to act with integrity and honesty in all situations. For this reason, cheating and plagiarism are taken very seriously by teachers and administration.

Cheating includes a student copying or using someone else's work, ideas, and/or answers on a test, quiz, homework or any other assignment. It also includes taking an examination or test in a dishonest way as by having improper access to test answers. A student who provides their work, exam answers, or exam questions to another may also be held responsible for cheating. We ask that parents please confine involvement to assisting a student, not completing the assignment.

Plagiarism includes cheating on an assignment by copying a few sentences, a few paragraphs, or an entire paper without proper quotations and/or citations. This is stealing someone else's words and ideas and lying to the instructor by claiming them as the student's own. Situations in which cheating or plagiarism is suspected will be evaluated by classroom teachers and administration. If it is determined that a student has cheated or plagiarized, a restorative action citation will be given, the student's parents will be notified of their child's academic dishonesty, and the principal may conference with the student and parents as part of the restorative action process. Additional consequences may include the following disciplinary actions:

- Required redo of the assignment in question with grade reduction;
- A zero grade on the assignment in question, with no opportunity to recover the credit on the assignment;
- Suspension or expulsion for repeated offenses;
- Failing grade or no credit in the course for the term in which the offense took place.

TEXTBOOKS

If a student is assigned a specific textbook at the beginning of the school year, they are expected to maintain it in good condition. Middle school students are to keep their books in class and high school students are to keep their books in their locker or backpack when not in use. If the book assigned to the student is damaged beyond normal wear or missing at the end of the school year, the student will be billed for the replacement textbook.

HOMEWORK

Homework is out-of-class directed study. It is not intended to unnecessarily infringe on the home and the time students need for activities and family life. The purpose of homework is to:

- Continue growth in a given area of academics
- Establish independent study skills, self-discipline and personal responsibility
- Practice and apply classroom concepts and skills
- Prepare each student for more advanced study in later grades
- Acquaint parents with the student's school work and materials

Homework is given at a teacher's discretion, with the lower grades assigning "Read at Home" packets, spelling, Bible memory and some projects. As students move up in grade levels, homework becomes more a part of the school routine. Teachers will communicate homework expectations to parents at the start of each school year. These work assignments must be turned in ON TIME. If you have questions about an assignment, check with your teacher before leaving school for the day. It is the student's responsibility to have texts and materials for the assigned work.

CLASS CHANGES (SECONDARY SCHOOL)

The add/drop period is the **first two weeks** of the semester. If students withdraw during this period, they will receive no grade for the course withdrawn from; and if they enroll in another course, they may be given full credit for the quarter. Class changes must be approved and signed by a parent, the teacher, and the principal. If a student withdraws from a class after the two-week add/drop period, they will receive no credit for the class that quarter and no credit may be given in any class added after this period. Exceptions may be made for seniors at the discretion of the administration. For Middle School add/drop applies only to electives. Any desired changes are more easily completed during the first two weeks.

HONORS

At the end of each semester, students achieving a 3.50 GPA or better will be honored with a certificate of achievement.

C.S. LEWIS ACADEMY GRADUATION REQUIREMENTS

Subject Areas	Credits
Language Arts	4
Mathematics	3
Science	3
Social Studies/Economics	4
Health	1
Physical Education (PE)	1
Foreign Language	2
Bible	3
Seminar Courses	2
Electives	5
TOTAL	28 credits

TYPICAL HIGH SCHOOL COURSE SEQUENCE

9th Grade

English 9
Biology
Freshman Seminar (1st semester)
C.S. Lewis (2nd semester)
Math: Algebra 1/ Geometry
Spanish 1 (or other foreign language)
Bible 1 (God's Unfolding Kingdom)
Electives

10th Grade

Ancient Literature
Western Civilization 1
Math: Geometry/Algebra 1/Algebra 2
Spanish 2 (or other foreign language)
Bible 2 (Hope for God's Kingdom)
Chemistry
Electives

Additional Information

Students who participate in student council, sports, theatre or who assist a teacher as a TA may earn credit. This credit is considered Elective Credit and cumulatively may only account for 2 full credits used toward graduation.

- PE credit: 0.25 credit for each sport season
- Student Council: 0.25 credit per semester
- Theatre: 0.25 credit per play
- Teacher's Assistant (TA): 0.25 credit per semester

11th Grade

European Literature
Western Civilization 2
Government (1st semester)
Health
Junior Seminar (2nd semester)
Math: Algebra 2/Pre-Calculus
Advanced Chemistry/Physics
Bible 3 (Understanding the Times/Worldview)
Electives

12th Grade

American Literature
U.S. History
Senior Seminar (1st semester)
Economics (2nd semester)
Math: Algebra 2/ Pre-Calculus
Advanced Chemistry/Physics
Bible 4: Missions/Belize Understanding the Faith
Electives

HIGH SCHOOL REQUIREMENTS BY SUBJECT AREA

Courses:	Credits
Language Arts English 9, Ancient Literature, European Literature, American Literature	4.0
Mathematics Minimum level: Algebra 1 Course Progression: Algebra 1, Geometry, Algebra 2, Pre-Calculus, Calculus Colleges often require completion of Algebra 2, so it is extremely important to have a solid understanding of Algebra 1 and Geometry	3.0
Science Biology, Chemistry Advance Chemistry and Physics offered on alternating years Completion of Algebra 2 is required before enrollment in Physics	3.0
Social Studies Western Civilization 1 & 2, U.S. History, Government, Economics	4.0
Health	1.0
Physical Education	1.0
Foreign Language Most colleges require two years of the same language although for high school graduation a student may complete one year of two different languages	2.0
Bible Bible 1: God's Unfolding Kingdom Bible 2: Hope for God's Kingdom Bible 3: Understanding the Times / Worldview Bible 4: Missions (Juniors/Seniors) Understanding the Faith (elective)	4.0
Seminar Classes Freshman Seminar, Junior Seminar, Senior Seminar These classes are taken during 9 th , 11 th , and 12 th grades. They are designed to help students develop effective study skills, identify learning styles, and discover educational and vocational strengths and interests. As the students move toward graduation, they progressively work on scholarship pursuit, college entrance preparation, and career development.	2.0
Electives (not offered every year) Art; Creative Writing; Theatre/Drama; Spanish 3 /4; Family Consumer Science; Industrial Arts	4.0
Clubs/Other Yearbook, Worship Team, Student Council	
Total Credits	28.0

HOMESCHOOL AND PART-TIME STUDENTS

To promote the school atmosphere at C.S. Lewis Academy, we desire to enhance opportunity for students in the community that are not full-time status.

Student Policy and Criteria

- Be a standing Junior or Senior.
- Be on track to graduate according to the State of Oregon diploma requirements.
- May enroll only in College credit classes outside of CSLA or be registered as a homeschool student in the State of Oregon.
- CSLA will enact a probation period for the first semester. The probation time is for evaluation to see if the student is a good fit for CSLA, and if our school meets the needs of the student.
- Students enrolled half time (4 classes) will pay 50% tuition. Tuition is paid at a full rate with an enrollment above 4 classes.
- There is no financial aid available.
- Be responsible to buy the same tickets, fundraise for trips, pay for registration fees, athletic fees, class fees, etc.

INDEPENDENT STUDY / OUTSIDE CREDIT

CSLA reserves the right to issue credits for coursework done by students in educational settings other than CSLA. These credits may be transferred to a CSLA transcript and counted toward the student's accumulative graduation requirements. CSLA also reserves the right to reject application for credit if we feel any of the following criteria have not been met:

- CSLA must see and approve the curriculum used.
- CSLA must see and approve the completed coursework.
- CSLA must see and approve the documented assessment of the student's performance. If no assessment system was used or a non-approved system was used, a "Pass" grade may be issued by CSLA instead of a letter grade.
- The amount of class time for the course must be somewhat comparable to 120 hours of seat time for a full credit.
- Students enrolled in CSLA need to fill out an Outside Credit Form and receive approval by the Principal in advance of taking any homeschool course, college course, or independent study course for which they expect to be issued credit. **There is a \$50 fee per class to transfer outside credits to CSLA transcript.**

GRADE SCHOOL Curriculum

Kindergarten

Reading-Literature
Writing/Composition
Math
Science
Social Studies
Bible
Art
Music
Health
Physical Education

Grade 1

Reading-Literature
Writing/Composition
Math
Science
Social Studies
Bible
Art
Music
Health
Physical Education

Grade 2

Reading-Literature
Writing/Composition
Math
Science
Social Studies
Bible
Art
Music
Health
Physical Education

Grade 3

Reading-Literature
Writing/Composition/Spelling
/Grammar/Handwriting
Math
Science
Social Studies
Bible
Art
Music
Health
Physical Education

Grade 4

Reading-Literature
Writing/Composition
Math
Science
Social Studies
Bible
Art
Music
Health
Physical Education

Grade 5

Reading-Literature
Writing/Composition
Spelling
Math
Science
Social Studies
Bible
Art
Music
Health
Elementary Physical Education
Outdoor Educational Experience

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 that 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. Daily activities integrate the accurate use of "more," "less," and "equal."

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 five senses gives

students a more complete way to add each new item to their mental library.

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 history and holidays. Kindergarten students discover what being a "member" means and learn about responsible behavior by following the rules: "Be Kind, Be Safe, Be Helpful."

Bible - Kindergarten

Old and New Testament Bible stories are used to understand the character of God while we strive to be like Jesus. 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.

Art - Kindergarten

The student will produce simple art projects, while learning the basic use of materials provided. Students will use a variety of tools including: markers, paint, pens, colored pencils, clay, and picture collections for constructing collages. Skill with paintbrush is developed so the students can create with confidence. Developing hand-eye coordination with all these various mediums enhances each 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, rhythm exercises, and music appropriate to age and skill-level are incorporated into class sessions. The class also focuses on respect and teamwork in performance. These abilities are applied in public performances where the skill of following the conductor's leadership is taught and 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 area of focus are learning to make wise choices as they relate to “unfamiliar dogs

Physical Education - Kindergarten

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, 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, fitness and physical health awareness are integrated into class time.

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, students develop increased proficiency in reading. As students 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, opinion/argument, informative/explanator, and narrative writing pieces.

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 include senses, weather, seasons, health and safety, animals, matter, sound, sun, moon, and stars, plants, and pushes and pulls.

Social Studies – Grade 1

Students explore the concepts of community with a look at changes, goods, services, and jobs. We also learn about spending or saving money and reasons we do both. They learn about rules and responsibilities and being good citizens. They are taught about past, present, and future. We study American monuments and presidents.

Bible – Grade 1

A Biblical perspective is woven throughout all subject and behavioral areas. Students 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. Students are invited to have, and grow in, a personal relationship with the Savior.

Art – Grade 1

The emphasis of Art in the 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. Along with making creations using construction paper and tissue paper, students will have the opportunity to use water color, finger paint, brush paint, and dot painting.

Music – Grade 1

This course is designed to develop awareness and appreciation for music: develop musical skills and perform vocal and instrumental music. Theory games, rhythm exercises, and music appropriate to age and skill-level are incorporated into class sessions. The class also focuses on respect and teamwork in performance. These abilities are 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.

Physical Education – Grade 1

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, 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, fitness and physical health awareness are integrated into class time.

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 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, root words, synonyms, antonyms, homophones, homographs, specialized vocabulary, and cross-curricular words.

Writing/Composition

By second grade children are working more on expressing their opinions and ideas through writing. They are encouraged to write for their readers and use description and engaging phrases to captivate their reader. They continue to strengthen the writing process for letters, opinion/argument, informative/explanatory, and narrative pieces.

In second grade spelling they are taught the many unique parts of the English language, such as blends, digraphs, plurals, prefixes, suffixes, compound words, and syllables.

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

This grade-level science program includes units from among earth science, life sciences, and physical science. Specific units of instruction include living things, plants, fossils, what the earth is made of and how it moves, natural resources, how light works, how matter changes, how things move and how the body works.

Social Studies – Grade 2

The social studies curriculum teaches the children about our country and the rights and responsibilities of being good citizens. They learn about the first settlers to our country. They learn map skills and about the earth. They are taught why people work and the difference between goods and services and money and markets.

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 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 situation. 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 associated instrumental 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.

Physical Education – Grade 2

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, 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, fitness and physical health awareness are integrated into class time.

GRADE 3

Reading / Literature – Grade 3

In the third grade, we begin the transition from “learning to read” to “reading to learn.” 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/Grammar Handwriting – 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 organization 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 reviewing units with words from previous spelling lists.

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 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.

As a part of the handwriting program, students will be introduced 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.

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

The third-grade science covers topics such as sound, cells and organs, layers of the skin, animal classification, rocks and minerals, vertebrates and invertebrates, photosynthesis, and mass and weight.

Students will also research and write a report on an endangered animal. They will also create a habitat as part of the assignment.

Social Studies – Grade 3

The third grade curriculum will have weekly themes that focus on: Greek and Roman ideas that influenced our form of government, American independence, the three branches of government, our constitution, U.S. and world geography, civil rights, early explorers, our economy, and biographies of Americans who have contributed to the progress of our nation.

The students will also research and write a report on a U.S. President.

Bible – Grade 3

Memory work will include selected passages from Psalms, Proverbs, and the New Testament. Old Testament lessons that will be taught include the life of Noah, Abraham, Lot, Isaac, Jacob, Jonah, Esther, Elijah, and Ruth. New Testament lessons include passages

from the ministry of Jesus and from the book of Acts. Bible lessons about Christmas and Easter will be taught. Supplemental lessons on positive character traits will be interwoven throughout the year.

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 along with 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.

Physical Education – Grade 3

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, 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, fitness and physical health awareness are integrated into class time.

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. The class does a book report every quarter. Students learn how to not only write a book report, but also how to present it to their classmates.

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 their daily work of 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. Most of the time in their daily work, they will be able to use words correctly. 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. As a final class project, students will be writing their own short book.

Math – Grade 4

The Fourth Grade math curriculum (Saxon) 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. Long division, multiple digit multiplication, fractions, and measurement will be introduced and reinforced.

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 understand how plant and animals have structures that help them survive in specific locations. The students will develop a better knowledge of the birds of Oregon and demonstrate what they have learned through researching and writing a bird report. Students will also study the physics of sound using a hands-on approach.

Social Studies – Grade 4

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

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. An in depth look at the life, teaching and parables of Jesus is a major focus. During the Advent Season, students will learn about the important Messianic stories of the Old and New Testaments by creating a Jesse Tree. The early Christians will be introduced in a study of Acts. Students will explore and respond to these lessons through open-ended questions and art. 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. The class will also be working on memorizing portions of scripture that students can apply to their daily lives.

Art – Grade 4

Art is incorporated into other curriculum including Bible, Science, Social Studies.

Music – Grade 4

Description to be added TBA

Health – Grade 4

Description to be added TBA

Physical Education – Grade 4

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, 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, fitness and physical health awareness are integrated into class time.

GRADE 5

Reading / Literature – Grade 5

Fifth grade reading is a literature-based program, content-driven and with a focus on skills needed for comprehension. The Harcourt Reader, used in this class, explicitly teaches a variety of methods to extract and remember information from both narrative and expository texts. To expand and deepen understanding of many subjects, students also use their science and history textbooks, supplemental short stories, and novels. Vocabulary development, also of great importance, is organic, with words being selected from weekly lessons in history, science, current events, novels, and other relevant topics.

Writing/Composition – Grade 5

Throughout the year, as part of the writing and composition program, students write one- or two-paragraph essays each week and complete four to eight additional research projects of five or more paragraphs. Persuasive, descriptive, narrative, imaginative, and expository modes of writing are developed. Students learn to evaluate their own grammar and mechanics through the use of rubrics and peer review sessions. Additionally, writing activities are included regularly in science and social studies.

Spelling/Handwriting – Grade 5

Spelling is a critical literary skill that strengthens reading and writing abilities. Phonetic patterns, prefixes, suffixes, Greek and Latin root words, and a variety of other word study strategies and spelling tactics reviewed in weekly lists and daily assignments. The focus of spelling instruction is mastery in daily work. Accordingly, spelling tests account for only 20 percent of the overall grade. Additionally, good handwriting is essential as students continue into middle and high school. Handwriting is 20 percent of the overall Spelling grade, because if a person can't read it, it doesn't matter if it is spelled correctly.

Math – Grade 5

The fifth-grade math program adds the next level of complexity to previously learned skills and applies them to real life situations. Students master both long division and long multiplication without the use of

calculators. Students also master adding, subtracting, multiplying, dividing, comparing, and converting both fractions and decimals. The class emphasizes showing work as a necessary part of a correct answer.

Science – Grade 5

Students 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 5th Grade Science Fair during the 4th Quarter.

Social Studies – Grade 5

Students study American History including events from the discovery of America through contemporary issues. Students complete two quarter-long research projects. The first project focuses on each student's own family history including how, why, and/or when they or their ancestors came to the United States. Project activities include family interviews, research on a country's history and culture, and oral presentations. The second project is a report and diorama on the state of their choice. Students learn to understand the economy, natural resources, and history of their chosen state compared to other states.

Bible – Grade 5

Students develop the habits of daily prayer and Bible reading for spiritual health and growth. Classroom discussions center around real-life problems and how a Spirit-led person should respond. This class also engages in a broad overview of the Old Testament and its symbolism, and the development and influence of Christianity and other religions on world history. Students practice the Christian discipline of Apologetics or explaining one's faith to someone who does not understand or share it, and learn to compare other religions, in a clear but respectful manner, to biblical truth.

Art – Grade 5

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

Music – Grade 5

This course is designed to develop awareness and appreciation for music, to develop musical skills, and to perform vocal and instrumental music. Theory games along with 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 5

Students learn about the circulatory, respiratory, nervous, digestive, and musculoskeletal systems. Reproductive system is discussed only within the context of puberty, in same-gender groups for their own gender. Within the context of body systems, students also learn proper nutrition, hygiene, and exercise, as well as symptoms or diseases caused by an unhealthy lifestyle and other factors. They also learn what drugs do to the body and its systems. Students study basic first aid, but do not earn a first aid card.

Elementary Physical Education – Grade 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, 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, fitness and physical health awareness are integrated into class time.

Outdoor Educational Experience – Grade 5

Students are given the opportunity to become more familiar with flora and fauna in their natural settings.

MIDDLE SCHOOL Curriculum

Bible

6th ~ Old Testament Survey

7th ~ New Testament Survey

8th ~ Bible, Christian Doctrine, Christian Character

Health

6th~ 7th~ 8th

Language Arts

6th~ 7th~ 8th

Math

6 ~ Math 1

5th-7th ~ Intermediate Math

5th-7th ~ Pre-Algebra

8th ~ Algebra 1 (HS credit)

Music

6th-12th Choir

Science

6th ~ Earth Science

7th ~ Life Science

8th ~ Physical Science

Physical Education

6th~ 7th~ 8th

Social Studies

6th~ 7th~ 8th

Life Skills Electives

6th~ 7th~ 8th

Beginning Foods/Cooking

Green Team

Introduction to Spanish

Keyboarding (required)

Pentagames

Worship/ Praise Team

Yearbook

Interdisciplinary Studies

Career Fair

Night of the Notables

Invention Convention

Washington D.C./NYC Trip

BIBLE

6th Grade – Old Testament Survey

Students survey the Old Testament, book by book. Emphasis is on gaining a “big picture” overview of the flow of Old Testament history, focusing on God’s redemptive plan that is to be fulfilled by Jesus in the New Testament. Students are challenged to respond appropriately with their life to the power, faithfulness, holiness, and love that God has revealed in His dealings with His people throughout history.

7th Grade – New Testament Survey

The goal of this course is to give students a broad overview of the entire New Testament and foster a love for the Scriptures. Each student will need a 3-ring binder with 5 dividers to facilitate their enjoyment and learning. Keeping these up-to-date is important as the binders are collected at various times during the quarter. Students will occasionally have the opportunity to lead the class in a devotional from Scripture.

8th Grade – Bible, Christian Doctrine, Christian Character

Students study truths of the Christian Faith and the basic doctrines of the Bible: God, Christ Jesus, man and sin, salvation, The Holy Spirit, and The Church. Questions addressed include: What do angels, Satan and demons have to do with reality? What place should the Bible and/or church have in my life? How do I study my Bible? The focus is on the teachings on which all Protestant churches agree, and the emphasis is on what all believers share in common. Attention is given to the importance of walking the ways of Christ and applying the Fruit of the Spirit as presented in Galatians 5:22, 23.

HEALTH

6th Grade Health

Students will gain a greater understanding of their physical, social, spiritual, and mental health. The topics are intended to be informative and interactive, not necessarily a book/testing format. It is the goal for each student to develop: (a) knowledge of health science pertaining to various aspects of the human body; (b) communication skills that will help them in relationships; (c) a healthy lifestyle in each area of life; and (d) a better understanding of the pillars of character and their importance in everyday life.

7th Grade Health

Students will continue their study of physical, social, spiritual, and mental health. The topics are intended to be informative and interactive, not necessarily a book/testing format. It is the goal for each student to develop: (a) knowledge of health science pertaining to various aspects of the human body; (b) communication skills that will help them in relationships; (c) a healthy lifestyle in each area of life; and (d) a better understanding of the pillars of character and their importance in everyday life.

8th Grade Health

Students will continue their study of physical, social, spiritual, and mental health. The topics are intended to be informative and interactive, not necessarily a book/testing format. It is the goal for each student to develop: (a) knowledge of health science pertaining to various aspects of the human body; (b) communication skills that will help them in relationships; (c) a healthy lifestyle in each area of life; and (d) a better understanding of the pillars of character and their importance in everyday life.

LANGUAGE ARTS

6th Grade Language Arts

This class focuses on critically reading literature to extrapolate themes and meanings that can then be applied to one's own life. Emphasis is placed on a student's ability to write clearly about a theme, creating clear thesis and topic statements, and providing quotes and commentary to support his/her statements. Vocabulary and grammar are supplemented within the context of writing and reading.

7th Grade Language Arts

This course focuses on grammar, writing and literature. Through a combination of reading, writing classwork, group activities, and thoughtful discussion, students will learn skills for critical and creative thinking to encourage better communication. Students will focus on narrative, imaginative and persuasive styles. They will be given daily, weekly and monthly writing assignments from a variety of forms: journal exercise, characterization, narrative, descriptive, process analysis, argument and cause/effect. A combination of spelling, vocabulary, and grammar assignments will aid students to recognize sentence patterns, identify parts of speech, punctuation, sentence structure and editing.

8th Grade Language Arts

Students will read a variety of novels together in this class as well as selections from the assigned textbook. Writing assignments include daily, weekly and monthly projects in a variety of forms: journal exercise, characterization, narrative descriptive, process analysis, expository research, argument and cause/effect. A combination of spelling, vocabulary, and grammar assignments will aid students to recognize sentence patterns, identify parts of speech, punctuation, sentence structure and editing.

MATH

Math 1 (Grade 6)

Students will gain a greater understanding of whole numbers, decimals, fractions, integers, and geometry. The students will: (a) practice problem solving; (b) use opportunities to learn and practice skills throughout the year; (c) develop higher level thinking skills through problem solving; (d) focus on math rules that govern specific applications, and (e) integrate experiences. Real world applications are integrated throughout.

Intermediate Math (Grades 5-7)

The goal of this course is to help students master grade level standards by developing complex thinking and helping students become confident problem solvers. The students will have a clear understanding of math and operations that will prepare them for Algebra and other higher level math concepts. To prepare them for Algebra 1, students will learn math problem solving, basic geometry, algebraic terms, and practice data analysis.

Pre-Algebra (Grades 5-7)

Emphasis is on preparing students for Algebra. Students will learn the language of Algebra, work with integers, and solve one, two and multi-step equations. Students will also be exposed to factoring with fractions to find the least common multiple and the greatest common denominator. They will work with rational numbers in adding, subtracting, multiplying and dividing. Units will also include applying algebra to geometry and right triangles, measuring area and volume, and working with polynomials.

Algebra 1 (Grade 8 – HS Credit)

This course is fundamentally the use of expressions and equations to model and analyze real-world situations. It provides building blocks for all future math and science courses, including Geometry, Algebra 2, and Pre-Calculus. Students will learn how to solve equations of one or more variables, linear equations and inequalities, radical and rational functions, and factor polynomials and quadratic equations.

SCIENCE

Earth Science – (Grade 6)

Students will have the opportunity to gain a better understanding of science at work in the world around them. An interactive, hands-on approach is incorporated through discussions, readings, and activities designed to promote critical thinking and enhance observational skills. Connections between faith and science will be interspersed throughout the year. Units to be investigated include: matter and nature of science, geology, meteorology, astronomy, and an introduction to chemistry. Students will (a) use models to deepen their understanding of science; (b) observe and predict weather patterns; (c) examine plate tectonics, earth-quakes and volcanoes; (d) model the rock cycle and study the various types of rocks; and (e) study the interaction of the earth, moon and sun as well as other astronomical concepts.

Life Science – (Grade 7)

Students are engaged in learning about the living world around us by reading, observing and experimenting. A variety of topics are explored: (a) basic, fundamental concepts of life science and scientific inquiry; the complex workings of the cell; (c) the biology and life processes of organisms from bacteria to mammals; (d) the relationship between living things and their environments. The complexity of life is made evident through the study of God’s amazing creation, reminding us that we are fearfully and wonderfully made.

Physical Science – (Grade 8)

Students will have the opportunity to gain a better understanding of the concepts of physical science through various methods including reading, lectures/discussions, hands-on activities, and investigations. They will be challenged to connect course content to the real world and learn ways that these skills can be used in various science careers. Connections between faith and science will occur throughout the year. Units investigated include: the nature of science, energy and motion, forces, magnetism, various types of waves, interaction of matter, and an introduction to chemistry.

MUSIC

Choir

The C.S. Lewis Academy Middle and High School Choir is offered to students grades 6-12 regardless of previous choral experience. They meet 3 days a week, and it is a year -long course. This class focuses on vocal technique, music history, and sight reading. Each class starts with a devotional that is music related (usually the history and story behind the writing of a hymn) and the reading of Scripture then ending that time in prayer. The students are introduced to and perform choral music from a wide variety of genres and time periods. Each student is expected to participate with the choir at several performances, and their participation in these events will comprise a major part of their grade. As we sing, it is our hope that our school constituency and listeners throughout the community, will be given an opportunity to feel and hear the love of Christ through our music. “Sing to the Lord a new song; sing to the Lord, all the earth. Sing to the Lord, praise His name; proclaim His salvation day after day. Declare his glory among the nations, His marvelous deed among all peoples.”
– PSALM 96:1-3

PHYSICAL EDUCATION (PE)

MS Physical Education – (Grades 6, 7 & 8)

Lessons are designed to place students in a variety of games and activities. Some of these include traditional sports such as soccer and basketball. Alternative games include badminton, pickleball, kickball, as well as games the students design. Grading is based on the student’s attitude in class, participation, and the student treats his/her classmates.

SOCIAL STUDIES

6th Grade Social Studies

Sixth grade social studies is an overview of the geography of the Western Hemisphere. Emphasis is given to understanding the importance of culture in an increasingly diverse society. Students learn the five themes of geography and how to apply them to basic geography skills, history, culture, and human interaction around the world. Students study and become familiar with the regions of South America, Mexico and Central America, the Caribbean, and Canada. The course includes an in-depth focus on current events in our world today and how Christians should respond to such events.

7th Grade Social Studies

The focus is Africa, Asia, and Europe. Emphasis is placed on the geography, history, and culture of these areas of our world. Map skills are practiced throughout the year as students create maps of various regions. Projects include papyrus making, a historical class timeline, African trading cards, Asian food presentation, visual posters, and historical reports. The unique contributions of diverse cultures are an important part of the curriculum. Current events are also discussed in every unit as we seek to tie the past to the present. Every other year, the 6th and 7th grade classes jointly participate in a simulated archeological dig to better understand how we obtain our knowledge of civilizations.

8th Grade Social Studies

The focus is the United States of America, its geography, government and history through the Civil War years. Units include discovery, colonization, the Revolutionary War, the Constitution, the years 1800 to 1850, and the Civil War. United States geography is also stressed throughout the year. Current events, such as Presidential elections, are discussed and tied to the curriculum. Projects include dramatic and visual presentation, colony brochures, historical newspapers, and debates. Students also participate in historical simulations throughout the year as they actively engage themselves in the way their homeland was formed and tested to become the country it is today.

LIFE SKILLS ELECTIVES

(One Quarter or One Semester)

Each year, C.S. Lewis Academy looks for new electives to incorporate into the rotation so as to expand the repertoire of creative learning and life skills. Some of these electives have included: Bridge Making, Ultimate Paper Roller Coasters, Games from Around the World, Pentagames, Strategy Games, Photography, Publishing/Yearbook, Christmas Around the World, Green Team, and others. Below is a brief summary of some options.

Beginning Foods / Cooking

Beginning foods will teach students about reading recipes and basic cooking skills. Units covered include safety, sanitation, measuring, abbreviations, equivalents, equipment, cooking terms, microwaves, and manners. Students will learn to prepare simple recipes to encourage an enjoyment of cooking and baking.

Green Team

This course is designed to help students cultivate values and behaviors that protect and improve our world. Through a variety of activities, the students will study the importance of recycling and reusing, global warming, and energy conservation.

Introduction to Spanish

Students are introduced to some basic Spanish vocabulary and grammar. They will not only learn to listen and read (passive), but also speak and write (active) in the Spanish language. The goal is to inspire enjoyment in the beginning knowledge of the Spanish language.

Keyboarding (Required)

Students will learn keyboarding and word processing skills necessary for touch typing on the computer. They will be trained about proper posture and fingering for keys while practicing typing without looking at their fingers. The goal of this course is for students to achieve a speed of 25 words per minute and to acquire the necessary keyboarding skills for completion of assignments in Middle School and beyond.

Pentagames

This one-quarter elective prepares 7th and 8th Grade students for an opportunity to participate in a regional game style math contest called *Pentagames*. This class is designed to help students practice and improve their individual and group math problem solving skills while preparing for the contests. Although 6th Grade students may take this class, only 7th and 8th Grade students are allowed to compete in the off-campus competition. Class competitions will also be part of the course.

Worship/Praise Team

This is a real-time opportunity for students to learn all facets of what is entailed in leading worship, including audio visual management. No previous experience is necessary. Students learn to play and perform as an ensemble. They may participate with guitar, ukulele, piano, flute, saxophone, bass, drums and/or other percussion, as well as vocal performance. Students who desire to learn more about the technical aspects of worship are encouraged to enroll as well. Training opportunities and hands-on work with audio visual enhancements for worship are provided: operating the sound system, projecting song lyrics on the screen, and many other AV needs. Students receive instruction in all of the areas listed above to fulfill the goal of leading the musical worship part of chapel each week. Students experience the fun and practical application of their joy for music while also worshipping the Lord with the student body, teachers, and staff.

Yearbook

Students learn aspects of publishing and teambuilding to produce and market the school's yearbook. Skills developed include organization, proofreading, problem solving, Students interested in this quarter elective need to complete an application.

INTERDISCIPLINARY STUDIES FOR SELF-DISCOVERY

MS students participate in a 3-year rotation between three interdisciplinary units. Each culminates in an evening fair where each student presents details of his/her project via trifold presentation boards and various mediums. The three units include:

Career Fair: Students research a career of their choice. They learn what kind of education is needed for the particular career, specific preparation beyond education, and the impact this career would have on the world.

Night of the Notables: Students research a person (dead or alive) from history who has had a lasting positive impact on our world. Part of presenting details about what the researcher learned on this notable person, is bringing the Notable to life through dressing up like him/her and manifesting the Notable's persona.

Invention Convention: Students implement problem solving and creative discovery through research and invention. A Science Fair provides an opportunity for these budding inventors to publicly present their investigative work and resulting designs. Students explain the initial inspiration and process, detail the hypotheses each developed, summarize the subsequent trials and experimental steps, and present their findings or actual invention.

WASHINGTON D.C. & NYC

Every two or three years, a group of C.S. Lewis Middle School students (along with teachers and chaperones) travel to Washington, D.C. and the surrounding areas. They tour colonial Williamsburg and Gettysburg and visit the Capital and White House. They then travel to New York City where they tour several museums and memorials as well as take in a Broadway show. It is a wonderful opportunity to study the rich history of our nation, to experience life from the perspective of our founding fathers, and to meet the legislators and judges who write and interpret our laws.

HIGH SCHOOL Curriculum

Bible

Bible I: Survey of the Old Testament
Bible II: Survey of the New Testament
Bible III
Bible IV: Missions/Christian Apologetics

Language Arts

English 9
U.S./American Literature
European Literature
Ancient & Medieval Literature
Creative Writing (E)

Languages

Spanish I
Spanish II
Advanced Spanish

Social Studies

World History I
World History II
U.S. History
Economics
U.S. Government

Math

Algebra I
Algebra II
Geometry
Pre-Calculus
Calculus

Science

Biology
Chemistry
Physics
Anatomy & Physiology (E)
Ecology (E)

Seminars

The Works of C.S. Lewis
Freshman Seminar
Junior Seminar
Senior Seminar

Health & Physical Education

Physical Education
Health

Electives

Art/Visual Arts
Family & Consumer Sciences
Choir

BIBLE

Bible 1: Survey of the Old Testament

This is a survey course of the Old Testament. With an overarching theme of “The Kingdom of God,” this course introduces students to God’s mission for the Israelites to be a light to the nations and multiply holy people. Lessons are academically challenging and relevant to the student’s life. This Old Testament overview goes beyond learning the individual stories of the Old Testament to seeing how they all meld into one account about God’s kingdom being established on earth. Students are challenged to move beyond knowledge to experiencing God personally.

Bible 2: Survey of the New Testament

This is a survey course of the New Testament. This course picks up where Bible 1: Survey of the Old Testament leaves off, with an unfinished story of Israel in exile under the Roman Empire. Students will see how Jesus’ coming was the only hope of salvation for humankind. In this study, Hope for God’s Kingdom, the fulfillment of God’s promises comes to fruition. This kingdom, which Jesus came to establish, was in stark contrast to what the Jews expected. It is referred to as “the upside-down kingdom,” a kingdom of paradox, led by one who was a servant of all. In this course, students are challenged to move beyond knowledge of the New Testament to experiencing God personally.

Bible 3: Understanding the Times

This course is designed to enable students to better understand the times in which we live and to be able to identify and counter thinking and ideas that do not conform to Scripture. Upon completion, students will be able to defend a Christian worldview against other belief systems. The course outlines the differences between Christianity and the other five global ideologies present in our society and around the world. Worldviews studied are Christianity, Islam, Postmodernism, Secularism, Marxism, and New Spirituality.

Bible 4: Missions/Christian Apologetics

This course is designed for the serious mission student. The ultimate goal and culminating activity is a weeklong trip to the Central American country of Belize with

participation by all class members. A portion of class time is spent on physical, mental, emotional, and spiritual preparation for the trip to Belize. As a compliment to the mission trip, students study Christian apologetics in order to understand and solidify their faith and beliefs. They are taught the basics of the Christian faith and shown how to defend and promote the biblical worldview against the many critics of our times.

LANGUAGE ARTS

English 9

This course is, first and foremost, a writing course covering the composition of effective paragraphs and essays of various types, with emphasis placed on the process of writing. Proper grammar and mechanics will be taught and reviewed over the course of the year. Students will also be introduced to the form and analysis of the short story, poetry, play, and the novel.

US/American Literature

In this course, students will study the works of American authors from the colonial period through the contemporary period in light of their particular genre. Emphasis will be placed on thematic similarities between works and the historical and cultural influences on American literature and society. Special attention will also be given to the practice of various forms of writing, including exposition and critical analysis. An honors option, which requires additional reading, written work, and oral presentations, is available for this course.

European Literature

In this course, students will study the works of diverse British and other European authors. Emphasis will be placed on analysis of the use of literary devices particular to various genres, such as drama, epic poetry, short stories and novels. Formal literary analysis is practiced and communicated through essays, recitations, oral presentations, and student-led discussion. Expository writing is also practiced through the assignment of research papers, and the rules of standard written English grammar will be reviewed and incorporated. An honors option, which requires additional reading, written work, and oral presentations, is available for this course.

Ancient Literature

In this course, students will study the works of various authors of ancient Greece and Rome and those of the Medieval Period in Europe. These are works that shaped the Western worldview and became the foundation of Western literary tradition. This literature will be explored through written literary analysis, oral presentations, and student-led discussion. Expository writing will be practiced through the assignment of research papers, and the rules of standard written English grammar will be reviewed and incorporated. An honors option, which requires additional reading, written work, and oral presentations, is available for this course.

Creative Writing

In this course, students will explore the art of creative writing and develop his or her talents in that area. Students will work on writing exercises designed to encourage the skills necessary to create works of poetry in its various forms, fiction in the form of short stories and novels, and drama. They will have the opportunity to submit their work to creative writing competitions and will edit and publish a literary magazine, composed of their own writings and those submitted by other students at CSLA.

LANGUAGES

Spanish I

In this course, TPRS (Total Proficiency through Reading and Storytelling) is utilized by the instructor in order to help students successfully begin the process of acquiring the Spanish language. This class is lively and engaging, creating an atmosphere in which Spanish is fun and accessible to students with varying learning styles. Students are immersed in the language through stories, conversations, songs, videos, books, and other activities that provide abundant opportunities for language input through listening and reading. Instruction of Spanish grammar, structure, and meaning are embedded in context in a way that students learn without rote memorization. After the first two weeks of class, the majority of class time (a goal of 80-90%) will be conducted in comprehensible Spanish.

Spanish II

This course is a continuation of Spanish 1 in which TPRS (Total Proficiency through Reading and Storytelling) is utilized by the instructor in order to help students successfully begin the process of acquiring the Spanish language. This class is lively and engaging, creating an atmosphere in which Spanish is fun and accessible to students with varying learning styles. Students are immersed in the language through stories, conversations, songs, videos, and books, with an emphasis on reading. Instruction of Spanish grammar, structure, and meaning are embedded in context in a way that students learn without rote memorization. After the first two weeks of class, the majority of class time (90%) will be conducted in comprehensible Spanish.

Advanced Spanish

This course is for those students who desire to continue learning Spanish beyond the required two years of foreign language. Advanced Spanish is formatted with the same Comprehensible Input approach to language acquisition as Spanish one and two. Students fully engage in the language of Spanish through conversation, story telling, reading and music, with more emphasis on reading than in the previous two years. In the Spring semester, students participate in various authentic language experiences. Every other year, this includes a trip to Mexico in which students speak only Spanish while building friendships with the youth of a church in San Luis, Rio Colorado.

SOCIAL STUDIES/HISTORY

World History I

This is the first, of a two-part survey course, covering topics in world history. Students will receive an overview of ancient history and culture in Europe, Asia, Africa, and the Americas through the beginnings of Western Imperialism, roughly 2300 BC to 1550 AD. This survey will place special emphasis on the development of the Judeo-Christian worldview, God's plan to redeem all nations throughout the course of human history, and the Greco-Roman philosophies from which much of Western Culture was derived.

World History II

This is the second, of a two-part survey course, covering topics in world history. Students will receive an overview of the Renaissance, Protestant Reformation, Islamic Empires, Industrial Revolution, Nationalism, Imperialism, World Wars, and Cold War—roughly 1600 AD to 1980 AD. This survey will investigate world cultures and follow global trends of Western Enlightenment philosophies in the Modern Era with emphasis on the Judeo-Christian worldview and God's plan to redeem all nations throughout the course of human history.

US Government

United States Government class is an exploration into the civic structures guiding the local, state, and federal organization of government. Emphasis will be placed on America's philosophical foundation of Judeo-Christian morality mixed with Enlightenment Era political theory. This course will cover a basic overview of civic organization and the role and responsibility of citizens at each level. Students will be interacting with current political issues through critical thinking and analysis.

US History

U.S. History is a course designed to follow the history and development of society, government, and global interaction of the United States of America from the time before European colonization through the end of the Cold War. Students will be challenged to think critically about contemporary worldviews, American historiographies, the impact of Christian faith in the

early development of the United States, the continued themes of the Christian moral ethic pervasive in American cultural ideology and evaluate the domestic and international responsibilities and character of the United States as a nation.

Economics

This hands-on course will explore micro-economic theory. Students will follow current economic events and will develop a small business plan, which will be implemented for 8 weeks. During this time, students will practice research and development, marketing, bookkeeping with Google Sheets, and commitment to a long-term project. Emphasis will be placed on developing life skills through first-hand entrepreneurial experience.

STEM MATHEMATICS

Algebra I

Algebra 1 is fundamentally the use of expressions and equations to model and analyze real-world situations. It is the building-block of all future math and science courses, including Geometry, Algebra 2, and Pre-calculus. Students will learn to solve equations of one or more variables, linear equations, inequalities, radical and rational functions, and factor polynomials. They will also acquire the skills to apply these concepts to real world situations.

Algebra II

Algebra II is the second course in the study of algebra and covers topics such as basic function families, basic modeling concepts, periodic functions and trigonometry, and function systems. It is a necessary foundation to further studies in varied fields of mathematics and sciences. This course will be a challenging but fun exploration into mathematical principles and application.

Geometry

In this course, students study the relationships of lines, planes, and angles, as well as those in triangles, quadrilateral, and circles. In addition, they learn and apply formulas to find area, surface area, and volume of shapes and solids. Students' critical thinking and

analytical skills are developed through the application of logical reasoning to the basics of proofs. Emphasis is also placed on the development of problem-solving skills as students apply basic concepts to story problems.

Pre-Calculus

Pre-Calculus is the foundation of college-level math. The course will cover topics such as functions and their graphs, trigonometry, limits, series, and sequences. Students will learn foundational skills and theories which will equip them for further studies in calculus and be exposed to concepts which will help them in future study of the sciences.

Calculus

Calculus is the mathematics of change that helps us understand how the world around us works with applications in many areas of life. It is an important foundation for students who plan a career in any math, science, or engineering field. It can also be enlightening in other fields of study like finance and medical disciplines. This course covers material compatible with college-level first year calculus.

SCIENCE

Biology

The course is an introduction to the study of biology, taught from a scientific and Christian perspective. Students will study numerous areas of biology, including creation and evolution, ecology, cell and molecular biology, genetics, plants, human anatomy, and zoology. Students will gain hand-on experience through various labs in each subject. In addition, projects will allow students to explore current events and research in the field of biology.

Chemistry

This course is designed to serve as a foundation for the study of Chemistry. This class utilizes scientific inquiry, interactive experiences, collaborative projects, and application through labs and a variety of assessments to aid students in understanding and appreciating the importance of Chemistry in the world around them, enabling them to apply these properties to their everyday lives. Topics include the composition,

properties, and changes associated with matter and their applications.

Physics

In this course, students will develop an understanding of and analyze the physical world using algebraic formulas. Concepts studied will include the classical physics, such as motion, mechanics, light, electricity, and magnetism. Students will also study the scientists that contributed to these discoveries and advancements.

Human Anatomy and Physiology

In this course, students will learn the structure and function of the human body. Emphasis is placed on the biology of each of the individual body systems as well as on the complex relationships between systems required to maintain homeostasis and optional functioning of the body. As part of the course, students will study the functions of the body systems in its healthy and diseased states. Student learning will be driven and assessed through lecture, classwork, laboratory work and dissections, projects, and oral/visual presentations.

Ecology

Description to be added TBA

SEMINARS

The Works of C.S. Lewis

In this course, students will be introduced to several of the major theological works of C.S. Lewis. In studying these works, students will gain an understanding of C.S. Lewis's defense of the Christian faith, evaluate his arguments, consider his style as a writer, and respond to his understanding of the Gospel through collaborative, student-led discussions and clearly communicated written responses and analyses.

Freshman Seminar

The freshman seminar course covers a number of essential skills that entering freshmen students need to achieve success in high school and beyond. Topics addressed in the course include study and test taking skills, public speaking and presentation skills, basic finances, and self-reflection.

Junior Seminar

This course is focused on preparing students for job interviews, college entrance exams and researching different college options. Initially, time is spent discussing and considering individual God-given gifts and personal interests that might help direct them in the job and college search process. Students will create a resume and participate in mock interviews. Additionally, they will arrange and participate in two short job shadows in their careers of interest.

Senior Seminar

Senior Seminar is focused on helping students prepare for life directly after high school. Researching and applying to colleges and post-secondary schools will be the primary focus of the initial two months of this course. Students will also research and apply for various scholarships throughout the course. In addition to college prep, students will discuss healthy personal habits including finances, practical skills and growth in their relationship with God. In addition to in-class studies, students will pursue an adult mentor for the purpose of experiencing and understanding the value of mentorship as a conduit of personal/professional growth.

HEALTH & PHYSICAL EDUCATION

Physical Education

This course is a general physical education course that is designed to develop skills and knowledge in fitness, leadership, social skills, and wise decisions both in physical activity and food choices. This course is centered around lifelong sports/activities that students will be able to play throughout their lives.

Health

This course is designed to explore topics of health from a functional standpoint involving a holistic and Biblical approach. Main topics of study are referred to as "Basics of Good Health." They include adequate hydration, the importance of consuming real food, lifestyle fitness, achieving quality sleep, supplementation, managing the inevitable stress in our lives, life in the Spirit, healthy relationships with ourselves and others, emotional and mental health, and balancing all of these without having an unhealthy preoccupation. We deal with these subjects from a Biblical perspective with the understanding that we were created in the image of God (Genesis 1:26-27) as triune beings with body, soul, and spirit, and that these are all interconnected. "Now may the God of peace Himself sanctify you entirely; and may your **spirit and soul and body** be preserved complete, without blame at the coming of our Lord Jesus Christ" (1 Thessalonians 5:23).

LIFE SKILL ELECTIVES

High School Art/Visual Arts

In this course, students will explore a variety of materials and media used to create images. Each media type will accompany a slideshow of images in the area they are going to work in. Emphasis will be placed on what to do with works once they have been produced, where to show works, and ways that one can be compensated for their work. Attention will be given to craft and display of works. Students will learn about and submit work to local showings and other opportunities that may arise.

Family and Consumer Sciences

This course offers an overview in six major units of study: culinary arts, clothing and textiles, housing and design, family dynamics, personal finance, and child development and parenting. Basic, practical skill development is the emphasis. Specifics of study include learning elemental sewing construction techniques and creating a quilt and clothing article, knitting, meal preparation, design projects, and budgeting.

Choir

The C.S. Lewis Academy Middle and High School Choir is offered to students grades 6-12 regardless of previous choral experience. They meet 3 days a week, and it is a year-long course. This class focuses on vocal technique, music history, and sight reading. Each class starts with a devotional that is music related (usually the history and story behind the writing of a hymn) and the reading of Scripture then ending that time in prayer. The students are introduced to and perform choral music from a wide variety of genres and time periods. Each student is expected to participate with the choir at several performances, and their participation in these events will comprise a major part of their grade. As we sing, it is our hope that our school constituency and listeners throughout the community, will be given an opportunity to feel and hear the love of Christ through our music. "Sing to the Lord a new song; sing to the Lord, all the earth. Sing to the Lord, praise His name; proclaim His salvation day after day. Declare his glory among the nations, His marvelous deed among all peoples."
– PSALM 96:1-3