

# PRAISE

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CHRISTIAN ACADEMY



## **Elementary Course Descriptions**

## **Bible**

The philosophy of Bible is to empower students through their understanding of the Scriptures. Any study of the Word of God must begin with Christ. We know that by Him all things were made and in Him, all things consist. In studying Christ, we learn that it is not what we do that determines who we are, but who we are determines what we do. Our identity and worth are revealed as our knowledge of Christ expands. His truth gives us the freedom to apply who we are to our education, relationships and in all life's situations.

### **Bible K**

This course will focus on Bible characters and themes chronologically from Genesis through Acts. Students will begin to understand and know what the Bible teaches about God, truth, creation, and people. Kindergarteners will begin to memorize scripture and understand the importance of hiding God's word in our hearts. Students will learn how to apply biblical teaching to all of life and learning.

### **Bible 1**

This course will focus on the Old Testament connections between testaments. Students will know key biblical passages, characters, and events. Students will know that the Bible teaches truth. Students will also understand what the Bible teaches about God's creation and people. Students will memorize scripture as they hide God's word in their hearts.

### **Bible 2**

This curriculum begins with a review of the Old Testament covered in grade one. Grade two concentrates on the New Testament connections between the testaments. A flexible epistle unit is also included at the beginning to assist students in responding to and applying God's Word. Students will also memorize scripture as they continue to hide God's word in their hearts.

### **Bible 3**

The 3<sup>rd</sup> grade Bible curriculum is Waking with God and His people by Christian School International. This curriculum takes students on a journey of understanding how the Bible relates to their lives through the book of Ephesians. During this time the students learn about God's family, living for Jesus, the importance of the Bible, the importance of spending time with God, and understanding tools that help people better understand the Bible. Once the students understand how to read and relate to the Bible, the curriculum starts them on a journey to explore it. The students start with the beginning of time and follow the story through the fall, Abraham, Isaac and Jacob, Joseph, Moses and the Exodus, God's law, worshiping God, the forty years in the wilderness, and they end the journey with the people settling in the land of Canaan. This curriculum is very beneficial to the students because it allows them to be in the Word of God on a daily basis

and allows them to see how God used ordinary people like themselves, to do amazing things for His glory.

#### Bible 4

4th grade is Walking With God and His People. It starts with the book of Philippians teaching the who, what, when, where, and why of studying books of the Bible. Then there is a short lesson on the Bible being the Word of God and how it is divided and who wrote it. Afterward, it starts at Creation and covers lessons through Isaiah.

#### Bible 5

The purpose of this curriculum is to inspire students to know, believe, and live the truth of God. Students will memorize weekly scriptures and are expected to know how the Bible is organized, the types of literature the Bible includes, and how to read the Bible. Students will study in both the Old and the New Testament. Some of the books studied are 1 Peter, Esther, Genesis, and Matthew.

## **Language Arts**

The philosophy of Language Arts is to empower students through their verbal and written skills. Each student will understand the elements of literature as intended by the authors of various works as well as relate the authors' concepts to a Christian world view. Students will also ponder and apply concepts of critical thought in reading and writing assignments that challenge their written communication and comprehension skills while encouraging them to follow God's will. Students will be able to express that understanding in intelligent thought and conversation as well as written correspondence. Strengthening a person's language arts skills allows for confidence in the world around them.

#### Language Arts K

This course will focus on kindergarten students making the transition from oral literacy to written literacy. Students will begin learning about concepts of print. By the end of the year, students will know the basics of the sound-print code. Kindergarteners will begin to recognize some basic conventions of language, and they will begin to identify some basic sight words. Students will read and listen to books for a variety of purposes and from different genres. Their level of oral language will grow in complexity. In writing, students will develop the ability to write letters and represent words with letters. They will begin to write in a variety of genres. Specific elements will be learned for each type of writing.

#### Language Arts 1

This course will focus on first-grade students improving their reading through phonics skills and phonological development. They will begin to monitor and self-correct their reading. Students will read, listen to, and discuss more complex stories. Students will continue to read and write in a

variety of genres. Regarding conventions of language, the first graders will work more on expanding sentences and learning rules of grammar and spelling. Specific elements will be learned for each type of writing. This course will also focus on developing the students' vocabulary.

#### Language Arts 2

This course will focus on students developing in their reading skills, particularly fluency and comprehension. Second graders will develop their vocabulary through increased word study. They will read and listen to books that are increasingly more complex and from a variety of genres. Students will become more independent with the use of the writing process as they continue to write in a variety of genres. Specific elements will be learned for each type of writing. Their written and spoken language will become more complex.

#### Language Arts 3

This course will focus on students reading and writing in many genres and about a variety of topics. The students' abilities in reading aloud with fluency and comprehension will increase. Third graders will use comprehension strategies as they independently read, and they will demonstrate an understanding of specific elements in their written pieces. This course will apply conventions, such as spelling and grammar rules to their work. The students will use an increasingly more complex vocabulary in their speaking and their writing.

#### Language Arts 4

In this course, the fourth graders will read and comprehend texts from a variety of genres. Students also will read and understand informational texts from other subject areas in addition to language arts. Fourth graders will independently use metacognitive strategies to help with comprehending reading material. Students will also write for a variety of purposes and audiences. They will write in a variety of genres. Students will be aware of the connections between reading and writing, and they will begin to use reading and writing strategies interchangeably. These students will discuss books and communicate effectively with one another. They will expand their vocabulary both in oral and written forms.

#### Language Arts 5

In this course, the fifth graders will deepen their understanding of concepts about text and comprehension strategies. They will have many opportunities to apply what they have learned through the integration of language arts with other subjects. Students will use writing as a tool for learning, and they will write for a variety of purposes and audiences. They will write in a variety of genres. They will apply what they have learned about the author's craft to their pieces. Fifth graders will increase their vocabulary by being involved in classroom discussion and word study. They will participate in oral discourse about a variety of topics, concepts, and texts.

# Mathematics

To thoroughly subdue and rule over all that exists in creation with its seemingly infinite diversity and complexity, humans must use all fields of study, including mathematics. “Mathematics is a human activity which seeks, by a process of abstraction and theoretical concepts (integers, fractions, real numbers, lines triangles, circles) together with appropriate symbolism (algebra) to build up a logically related framework that will be fruitful for the investigation of some of the diversity that exists in creation.” Mathematics is a foundational study that gives us the language and framework wherein we can understand, care for, share and enjoy God’s creation. And that is the job we were given to do from the beginning.

## Math K

By the end of kindergarten, students will understand small numbers, quantities, and simple shapes in their everyday environment. They will also count, compare, describe and sort objects, and develop a sense of properties and patterns. Students will begin to understand measurement through the direct comparison of objects, money by making fair trades with coins and the concept of time by experiencing a daily schedule.

## Math 1

By the end of grade one, students will understand and use the concept of ones and tens in the place value number system. The students will add and subtract small numbers with ease. They will represent quantity with numbers, models, diagrams, and number sentences. They will begin to use tools for measuring and observe, create, and decompose geometric shapes and solve simple problems including those involving spatial relationships. The students will pose questions, record data, and interpret simple charts and picture graphs.

## Math 2

By the end of grade two, students will understand place value and number relationships in addition and subtraction and use simple concepts of multiplication. They will measure the length with appropriate units and determine the perimeter. Students will classify shapes and see relationships among them by recognizing their geometric attributes. They will know the relationships of time and count back change. The students will collect, analyze, and interpret data using bar graphs and Venn diagrams.

## Math 3

By the end of grade three, students will understand place value. They will further develop their understanding and their skills with addition and subtraction of whole numbers and decimals. They will also expand their knowledge base of multiplication and division of whole numbers. Students will understand the concepts of length, perimeter, area, and time. Students will broaden their

understanding of the characteristics of previously studied geometric figures. They will solve problems by collecting, organizing, displaying and interpreting data.

#### Math 4

By the end of grade four, students will add and subtract decimal fractions and common fractions with common denominators. They will also understand how and when it is appropriate to use rounding. Students will use common measurement units to determine weight. Students will develop their understanding of measuring angles with appropriate units and tools. Students will understand the characteristics of geometric plane and solid figures. They will also use tables, graphs, and charts to record and analyze data.

#### Math 5

By the end of grade five, students will further develop their understanding of multiplication and division of whole numbers and decimal fractions. They will also understand and investigate algebraic mathematical expressions. Students will also expand their understanding of computing area and volume of simple geometric figures. Students will understand the meaning of congruent geometric shapes and the relationship of the circumference of a circle to its diameter. They will also use percentages and circle graphs to interpret statistical data.

## Science

The philosophy of Science is to empower students through the comprehension of scientific facts and concepts that exists as a part of God's perfect creation. Students will understand that God's word determines the laws of science (Job 9). An understanding of science will aid in the quality of mankind. Students will also be able to identify the purpose of exploring science to fulfill God's will for healing (Matt. 26:11) through the materials He has provided (Gen. 1:28). As a result, they will gain self-worth through the uplifting of His kingdom (Gen. 1:27). Finally, with Christ first and a sense of self-regard, students will take pride in their academic excellence in science. They will understand all tasks are possible with the help of God and God's power is clearly shown through scientific achievements.

#### Science K

This course is designed to take full advantage of Kindergarten students' curiosity about the world around them. Kindergarteners describe, compare, and sort items according to physical attributes (i.e. number, shape, texture, size, weight, color, and motion). Through the use of their senses (sight, smell, taste, touch, and sound), Kindergarteners make observations about physical attributes and are aware of similarities and differences. They use their observations to group objects. Kindergarteners learn to use whole numbers to describe scientific data and how to identify parts of things (i.e. tools and toys). Simple safety rules are introduced.

### Science 1

Throughout this course, first-grade students make observations, ask questions about, and investigate patterns. They make predictions and plan simple investigations to understand the world around them. They notice repeating patterns in shadows, weather, and daily needs of plants and animals. First-grade students learn best from their actions. They use whole numbers to analyze scientific data. They identify what things can do when putting together and what cannot be done when things are not put together. First graders create drawings that correctly depict something being described. Safety rules are introduced and reinforced.

### Science 2

This course is designed to take full advantage of the student's natural curiosity. Second-grade students apply ideas to things in the world. They push, pull, and manipulate things to see what will happen. They observe changes in plants and animals as they grow and change. They observe the changing patterns of the moon and stars. As a result, second grade students become aware of changes that take place. They form ideas as to whether the changes are natural or manipulated. Throughout this course, students will use whole numbers as well as basic fractions (such as one-half and one-fourth) to identify and analyze scientific data. Second graders will find sums and differences of single-digit numbers and then justify the answer. They will give rough estimates to problems and estimate lengths, weights, and time intervals. They will explain to others how to solve numerical problems related to a science activity. Safety rules are emphasized.

### Science 3

Third-grade students study science by observing and comparing objects and using the information they obtain to answer their questions. Their communication skills allow them to record findings and analyze data. They understand that the form or shape of an object is frequently related to use, operation or function. They will use this information to explain rock cycles, features of plants and animals, heat energy, and magnetic force. Third graders observe things with many parts and describe how the parts influence or interact with one another. Throughout the course, students keep records of observations without making alterations. They add and subtract whole numbers mentally, on paper, and with a calculator. They observe, construct, and measure objects using ordinary hand tools. They represent objects in the real world with geometric figures, number sequences, graphs, diagrams, maps, and stories. They explain how the representations do not match their real-world counterparts. Safety rules are emphasized.

### Science 4

Four-grade science students are engaged in investigations inside and outside the classroom. They compare and contrast physical attributes of stars, star patterns, and planets, use data tables and graphs and charts to predict weather events and to infer seasonal changes. They observe and explain cycles like the phases of the moon, and the water cycle. They investigate the nature

of light using mirrors, lenses and prisms, and sound by vibrating objects. The students will study the relation between a force and the resulting motion (speed and direction) caused by that force. In this course, students differentiate between observations and ideas. They speculate about the observations they make. They add, subtract, multiply and divide whole numbers on paper, mentally, and with calculators. They list common materials for making simple mechanical constructions and for repairing things. Fourth graders use records, tables, or graphs to identify patterns of change. They write instructions and make sketches that allow others to carry out a scientific procedure. They determine whether or not the comparison is fair if conditions are different for each thing being compared. They question claims or statements made by people outside their field of expertise. Fourth graders know that safety is a fundamental concern in all experimental science and adhere to rules and guidelines to show they are responsible for materials and equipment.

### Science 5

Fifth graders students use hands-on activities to discover and explain phenomena. They conduct experiments and report their findings in the form of written reports, charts, and various other presentations including multi-media projects. They use numerical data to describe and compare objects. They identify the largest and smallest possible value of something. They will convert the fractions (halves, thirds, fourths, fifths, tenths, and hundredths) to decimals in scientific calculations. Their scientific explanations emphasize evidence and begin to use scientific principles, models, and theories. Fifth graders students investigate through experiments and demonstrations concepts on static electricity, physical and chemical changes. They will identify the parts of various types of cells, classify organisms, learn about the reasons why offspring can resemble parents, and how microorganisms benefit or harm larger organisms. Fifth graders know that safety is a fundamental concern in all experimental science and adhere to rules and guidelines to show they are responsible for materials and equipment.

## **Social Studies**

The philosophy of History is to empower students with a Biblical worldview of God's interaction with mankind. History is a systematic study, and a careful report, of some portion of human experience, in which an attempt is made to understand the inter-relationships and relative significance of the components of that experience, all with a view to a better understanding of human behavior, character, and destiny. The study of history should include a comprehensive and intensive interaction with major events, developments, patterns, and themes throughout the period, culture, or location at hand, keeping ever before the student both the change and the continuity to be evaluated in said study. As an educational discipline within the framework of a Biblical worldview, historical study rests upon the premise of a three-fold nature of history; namely, that it is intelligible, that it is meaningful, and that it is teleological. Understanding such, the student



should be both challenged and encouraged to make the greatest personal contribution to the playing out of history possible.

#### Social Studies K

In kindergarten, the students begin to understand the foundations of the social studies strands: history, geography, government, and economics. Students begin their introduction to the United States history through the study of important American holidays and symbols. Basic concepts of cultural and physical geography are presented. Civics provides students with an introduction to the rules and character traits of good citizens. Basic economic concepts are also introduced.

#### Social Studies 1

In the first grade, students continue their introduction to the United States history through the study of selected historical figures. In the history strand, students study the important contributions each historical person made. In the geography strand, students learn about where these historical people lived and explore important basic geographic concepts. The civics strand provides a study of the positive character traits exhibited by these important historical figures. The economics strand continues the introduction of basic economic concepts.

#### Social Studies 2

In second grade, the various social studies strands become more woven around the historical strand. The history strand focuses on important historical figures in Georgia and the Creek and Cherokee cultures in Georgia. The geography strand emphasizes the geography of Georgia and relates that to the historical study. In addition to the positive character traits of the individuals and groups in the historical strand, the basic concept of government is also introduced. Basic economics concepts continue to be introduced and are related to the historical strand.

#### Social Studies 3

In third grade, students conclude their introduction to the United States history by studying the origins of American democracy. The historical strand compares ancient Greek democracy in Athens with that of the United States and introduces selected Americans who have been important in ensuring our rights. The geography strand relates primarily to the people discussed in the history strand. In the government strand, students begin the study of the foundations of a republican form of government. The economics strand continues the introduction of basic economics concepts.

#### Social Studies 4

In fourth grade, students begin the formal study of United States history. At this grade, the four strands of history, geography, civics, and economics are fully integrated. Students begin their study of United States history with the development of Native American cultures and conclude with the antebellum period ending in 1860. The geography strand emphasizes the influence of geography on early U. S. history. The civics strand emphasizes concepts and rights development during the

formation of our government. The economics strand uses material from the historical strand to further understanding of economic concepts.

#### Social Studies 5

In fifth grade, students continue their formal study of United States history. As with fourth grade, the strands of history, geography, civics, and economics are fully integrated. Students study United States history beginning with the Civil War and continue to the present. The geography strand emphasizes the influence of geography on U. S. history. The civics strand emphasizes concepts and rights as outlined in amendments to the U. S. Constitution. The economics strand uses material from the historical strand to further understanding of economic concepts.

## **Physical Education**

We are all created by God and are called to be wise and responsible stewards of our bodies in order to know and glorify Him through our lives and actions.

#### PE K

This course will introduce students to locomotor and non-locomotor skills. Students will explore manipulative skills using a variety of equipment (e.g., balls, scarves, and bean bags). Students will participate in basic physical fitness activities. Students will become familiarized with rules, safety, and etiquette as it applies to self and others within a physical education setting.

#### PE 1

This course will include participating in locomotor skills (dance, game, or combination with non-locomotor skills) that demonstrate mature form in the hop, jump, and leap skills. Students will demonstrate the ability to move in a variety of pathways, in different directions, and at different levels in personal and general space. Several non-locomotor skills will be utilized in a sequence or conjunction with locomotor or manipulative skills. Students will demonstrate the ability to direct manipulative objects toward an intended target.

#### PE 2

This course will involve students performing skipping, sliding, and galloping with a mature form while moving through personal and general space; students will demonstrate the ability to change directions on teacher command or adapt movement in relation to a partner and combine non-locomotor movements with manipulative and locomotor patterns in a variety of games and dances. Students will demonstrate the ability to: maintain momentary body control during balance and weight transfer; master underhand throwing patterns when performing manipulative skills; catch an object at a medium level of trajectory in a closed environment (not during gameplay) and use underhand striking skills.

### PE 3

This course will involve students performing a variety of movement patterns within organized activities. Students will begin to demonstrate controlled manipulative skills. Emphasis will be placed on the value of health-related fitness activities and concepts; and students will recognize the importance of personal responsibility in relation to safe and appropriate participation.

### PE 4

This course will involve the application of a variety of complex movement patterns within organized activities. Students will demonstrate mature manipulative skills and patterns. Health-related fitness activities and concepts will be reinforced and assessed. Students will demonstrate personal responsibility in relation to safe and appropriate participation.

### PE 5

This course will extend the application of a variety of complex movement patterns within organized activities. Students will utilize mature manipulative skills and patterns in individual and group settings. Health-related fitness activities and concepts will be assessed and analyzed. Students will understand, accept, model, and apply personal responsibility in relation to safe and appropriate participation.

## **Elementary Fine Arts**

Students will recognize Music and Art to be an element of emotional expression. This expression reflects our Creator and His creation. The emotions and beauty observed within the world demonstrate God's goodness and creativity. God gifted us all with many gifts and talents. We are to use these to imitate and learn from Him, the first Creator, through observation and reflection. Students also learn to express their thoughts and emotions about Scripture through singing, dancing, painting, sewing, and even, at times, composing their pieces. Genesis 1:1 - In the beginning, God created the heavens and the earth.

### PHILOSOPHY STATEMENT:

We want students to have a love of art and creativity that translates to every facet of their life. Throughout the ages, art has been used as a tool to exemplify His creation. God was the first creator artist, and we are called to a relationship with Him. We learn through studying His handiwork and the beauty within it, by using our intellect to create a masterpiece that celebrates His creation. We can see specifically throughout history that art was a celebration of the world God gave us. Art is a physical representation of God's innovation and is meant to be a way to glorify our creator.

## COURSE OBJECTIVES:

Our goal in the Fine Arts department is to help students realize their inner artist. Whether that is through art or music, we hope to push their mental boundaries and enable them to realize their full potential as creative thinkers in Christ.

During the year in art classes, students will learn, discuss, and execute the elements and principles of art. This will be accomplished through study of famous artists and completion of challenging projects that stretch their creativity in pursuit of excellence. We will use various types of media including but not limited to pencils, charcoal, paint, textiles, mixed media, and oil pastels. Students will also have the opportunity to display their art for the school in the Spring at Fine Arts Night.

During the year in Music classes, students will sing praises to God through a variety of songs and musical styles. Students will also have the opportunity to create music using many different instruments, such as handbells and hand chimes. K3-5th grade students have a variety of opportunities to perform. We offer opportunities in Student Chapels, Chick-Fil-A Spirit Nights, and the Christmas Program. In the Spring, older elementary students will experience Black History month through an exploration of the music developed during and immediately following the Civil War. Students will learn how this music shaped musical styles for generations to come. Students will also learn about different major classical composers and their contributions to music. Older students, in middle and high school, are also allowed to perform in various competitions related to the Arts. These areas include visual arts, drama, speech, essay writing, and monologue performances. Some of these students then perform at our Spring Fine Arts Night.