



**VALLEY CHRISTIAN  
S C H O O L S**

**Curriculum Guide**

**and**

**Academic Catalog**

**2022-2023**

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# Elementary and Intermediate School Faculty

## Pleasant Grove Elementary Faculty

### Kindergarten

*Mrs. Melaney Rivera*  
A.A. Bronx Community College

*Ms. Sierra Pluchinsky*  
B.S. Early Childhood Education, Youngstown State University

*Ms. Elizabeth Reents*  
B.S. Early Childhood Education, Malone College

### Grade 1

*Mrs. Sierra Bradley*  
B.S. Early Childhood Education, Early Childhood Intervention Specialist, Youngstown State University

*Mrs. Jill Kyees*  
B.S. Elementary Education, Southeastern University

*Mrs. Margaret Halverstadt*  
B.S. Early Childhood Education, Early Childhood Intervention Specialist, Youngstown State University

### Grade 2

*Ms. Gina Catone*  
B.A. Early Childhood Education, Youngstown State University

*Mrs. Sherri Lallo*  
B.A. Elementary Education, Youngstown State University

*Mrs. Katelyn Pompeii-Herdman*  
B.S. Early Childhood Education, Youngstown State University

### **Grade 3**

*Mrs. Erica Fenton*

B.S. Early Childhood Education (PK-3), Kent State University

*Mrs. Jennifer Gaydosh*

B.A. University of Dayton, Alternative Licensure ODE

*Ms. Lisa Stepan*

B.S. Human Development and Family Science, M.Ed. Early Childhood Education, The Ohio State University

*Mrs. Stephanie Cassano (Lewis Center for Gifted Learning Potential)*

B.S. Youth/Educational Ministry, Malone University; M.Ed. Elementary Education, Grand Canyon University

*Ms. Mary Heino-Maxin (Lewis Center for Gifted Learning Potential)*

M.A.E. Education, Youngstown State University

### **ELA**

*Miss Madeline Woodward*

B.A. Youngstown State University

*Miss Katie Jenkins*

B.S. Education, Southeastern University

*Ms. Erica Knapick*

B.S. Early Childhood Education, Grades 4 and 5 Endorsement, Youngstown State University

*Mrs. Melanie Wilcox*

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*Ms. Brianna Windon (Lewis Center for Gifted Learning Potential)*

B.A. Early Childhood Education, University of Toledo; M.A.E. Elementary Education, specialization in Gifted and Talented Education, Ball State University

*Ms. Lauren Ignazio (Lewis Center for Gifted Learning Potential)*

B.A. Integrated Language Arts Education, Walsh University; M.A.E. Special Education, Slippery Rock University

### **Math**

*Ms. Kelly Reeves*

B.A. Elementary Education, Prek-5 Licensure, Mount Vernon Nazarene University

*Miss Madeline Woodward*

B.A. Youngstown State University

*Mrs. Heather Guy*

B.S. Early Childhood Education, Youngstown State University; M.S. Intervention Specialist, Mount Vernon Nazarene University

*Mr. Fred Furr*

B.A. Youngstown State University

*Mrs. Peggy Murphy*

B.S. Penn State University

*Mrs. Stephanie Cassano (Lewis Center for Gifted Learning Potential)*

B.S. Youth/Educational Ministry, Malone University; M.Ed. Elementary Education, Grand Canyon University

*Mr. William Messner(Lewis Center for Gifted Learning Potential)*

## **Science**

*Mr. Jeremy Lea*

B.A. Science-Geosciences, Western Governors University

*Mr. Robert Jarrett*

B.S. Education, Central State University

*Ms. Mary Heino-Maxin (Lewis Center for Gifted Learning Potential)*

M.A.E. Education, Youngstown State University

*Mr. William Messner (Lewis Center for Gifted Learning Potential)*

## **Social Studies**

*Mrs. Patty Yargo, Grades 4-6*

B.S. Elementary Education, Youngstown State University

*Ms. Rachel Drysdale, Grades 6-8*

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*Mrs. Stephanie Cassano (Lewis Center for Gifted Learning Potential)*

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*Ms. Lauren Ignazio (Lewis Center for Gifted Learning Potential)*

B.A. Integrated Language Arts Education, Walsh University; M.A.E. Special Education, Slippery Rock University

## **Bible**

*Ms. LaShawnda Bunsie*

## **Special Education/Intervention Specialists**

*Mrs. Sarah Bendersmith*

B.A. Elementary Education/Special Education, Westminster College

*Mrs. Natalie Plant*

B.S. Special Education, Youngstown State University

*Ms. Ramona Robbins*

B.A. Elementary Education, Grove City College; M.S. Early Childhood Education, Youngstown State University

## **Title Services**

*Ms. Sandra Coates*

B.S. Elementary Education, Youngstown State University; M.A. Curriculum, Ashland University

*Ms. Krista Ellis*

B.S. Integrated Language Arts, Youngstown State University

*Ms. Lauren Fitch*

B.S. Early Childhood Education, Youngstown State University

*Ms. Evelyn Gordon*

B.S. Elementary Education, M.Ed. Computer Uses in Education, Middle School Science, CSU

*Mr. Jim Stickel*

*Mrs. Mary Mounce*

B.S. Education, Youngstown State University

*Mrs. Susan Sweet*  
B.A. Elementary Education, Purdue University

*Ms. Kayla Quinn*  
B.S. Early Childhood Education, Youngstown State University

### **Music**

*Mr. Craig Humphreys*  
B.S. Music

*Mr. Victor Norfus*  
B.S. Youngstown State University

### **Physical Education**

*Mrs. Karlyn Gunther*  
B.A., Health and Physical Education, West Liberty University, M.S. School Health Education, West Virginia University

### **Art**

*Mr. Anthony Jandrokovic*  
B.A. Visual Communication Design, Kent State University

### **Languages**

*Mrs. Wei Zhang (Lewis Center For Gifted Learning Potential)*  
B.S.

### **Technology Education**

*Mr. Stephen Bada*  
B.A. Business Administration Management Information Systems, Youngstown State University

# Philosophy of Christian Worldview

## Core Curriculum

### Bible Department

Bible courses are at the center of the curriculum. As a Christ-centered school the Bible influences every course through Christian worldview integration. The foundational conviction of the academic program is that the Bible is the divinely inspired Word of God (2 Tim. 3:16-17), and is the rule of absolute truth. The special revelation of the Old and New Testaments teaches a unified story of the ultimate truth about God, Creation, man, moral order, and purpose of human life and history. The God of the Bible is triune: one God in three persons: Father, Son, and Spirit (Gen. 1:26; Matt. 3:16-17). God created everything from nothing (Gen. 1; John 1). God made humanity in His image with intrinsic value and worth (Gen. 1:26-28, 9:6; Ps. 139:13-16). God is the source of justice and sets the moral standard (Ex. 20:1-17). Humanity was created good, sinned, fell under a curse, has a sin nature, and is in need of a Savior (Rom. 5:12). In Jesus Christ, God became man and died as a substitute on a cross to save man (Eph. 2:8-9). History is directed toward salvation's consummation with the return of Christ (Rom. 5; II Pet. 3:9).

The Scriptures are the final authoritative rule for faith and practice and therefore studying the Scriptures in order to understand and obey them is the most important discipline our students can develop (2 Timothy 2:15). The first goal of studying the Bible is for students to experience salvation through faith in Jesus Christ as Savior and Lord (John 3:16). Then Christian growth through the discipling effect of Bible Study is encouraged. God's Word is studied to provide a foundation for a Christian worldview for students so that they can learn to integrate their faith with all other learning. Students are taught to value the Scriptures above all other sources of knowledge and live by its teaching to become change agents for Christ in the church, community, and work.

### Literacy/Language Arts and Foreign Language Department

God is a communicating God who speaks through language to create, rule, teach, bless, judge and have a relationship with humanity (Genesis 1; Amos 4:13; I Timothy 3:16-17). Humanity is made in God's image to communicate and have relationships through language, to develop culture, and to understand God's Word (Gen. 1; Gen. 11;

Ps. 119). The ultimate value of learning language arts is to understand God's Word which is the source of eternal life and the basis of determining truth. The truth and value of any written or spoken human communication can be evaluated by the standards found in God's Word (Psalm 119; John 17:17).

The understanding and use of language dramatically shapes students' ability to grow into healthy and effective adults. God's gift of language enables communication through reading and speaking from basic literacy to great works of literature. All of the courses—in Literacy/Reading, Language Arts, various Literature, and Foreign Language Courses—develop students for overall success in life, not just academics. Literacy and Reading courses lay the foundation for all other learning and open the mind to God's world. Language Arts courses teach writing skills used in all other disciplines. Literature courses (along with Bible and social studies) teach students about the human condition and the world while developing critical thinking skills to shape well-rounded adults. Foreign Language courses prepare students to communicate across cultural barriers of different languages and increase cross-cultural competency. The faith-learning integration component of all Language Arts courses enables biblical truth to guide the learning of literature to increase wisdom, and not just knowledge.

## Mathematics Department

Math is one of the oldest disciplines from the ancient world. A Christian worldview sees mathematics as based on the fact that God created the universe with quantitative and spatial characteristics that are orderly and able to be discovered by humanity. In Colossians 1:16-17 Paul writes, "For by Him [*Christ*] all things were created both in the heavens and on earth, visible and invisible, ... all things have been created by Him and for Him. And He is before all things, and in Him all things hold together." Humanity, being made in the image of God, possesses logical reasoning potential which is developed through the discipline of mathematics. Humanity can understand the order of math and use it to discover order in the universe and its mathematical design because of God's gift of general revelation. The objective consistency of mathematics points to the order, precision, and consistency of God's mind. Mathematics is used to reveal the structure of the universe, which then declares the intelligent design of an intelligent Designer (Romans 1:20; Psalm 19:1-6). A Christian worldview perspective on the discipline of mathematics enables faith to use math as a witness to a creator (2 Co. 5:20).

As students make progress in learning math from counting, to basic math, to geometry, algebra, and calculus, they progress by "precept upon precept, line upon line..." (Isaiah 28:10), to appreciate God's orderly design of creation. This should promote praise to God, even though not many students would give thanks for math while they are learning

it! Math courses are taught from kindergarten to 12<sup>th</sup> grade in order to acquire the competency to meet and exceed state and national achievement standards. The practical application of math for skillful living is financial literacy, taught in a course driven by applied math in senior high school. The growth of technology in the 21st century workplace means that the logical reasoning skill developed through math enables Christian students to thrive in the marketplace (Dan. 1:19-20).

## Science Department

The sciences explore the nature and laws that govern the physical universe. The Christian worldview concept of creation is the foundational truth beneath all of the sciences. God created the universe from nothing by the power of His Word (Gen. 1; John 1; Rom. 4:17). God created all life on earth (Heb. 11:3) and humanity as the pinnacle of life on earth (Gen. 1:26-31). The Fall of humanity means that entropy and death occur and also that scientific knowledge can be abused and misapplied for unethical and evil purposes.

The physical laws discovered by humanity through the sciences were created by God. The sciences provide a form of general revelation discovered through the study of human nature (Rom. 2:12-14) and the design in Creation pointing to its Creator (Rom. 1:20; Ps. 19:1-6). The sciences in Western civilization arose out of a Christian worldview which believed that God intended humanity to discover physical laws. Many early founders of scientific disciplines were Christians who believed that God gave humanity the gift of science to cultivate the world in order to have dominion on earth as God's responsible stewards. The scientific method developed as the basis of science. In a Christian worldview, knowledge gained by science is compatible with knowledge gained by revelation from the Scriptures. What the Christian worldview rejects is the philosophy of naturalism which reduces reality to the physical universe, excluding God, angels, and human souls as agents in the world. Christians study science to flourish in God's world as His servants.

## Social Studies Department

Social Studies teaches about the nature of human societal relationships, about how humanity lives in communities, about how civilizations developed, and about world geography. Social studies progresses into the study of world and American history. In the final part of high school it focuses on understanding American government and economics. Through history humans tell the story of who they are through past events. History involves not only the chronicle of past events but also interprets their significance and meaning. The record of what people have done and what consequences resulted is the focus in studying history. Often historical interpretations



seek to explain the reasons people acted the way they did and what were the causes that explain the consequences of major historical events. The Story of History is ultimately God's Story, of which human beings are a special part.

Christianity makes the Bible's revelation of salvation history the True Story of the purpose of humanity's story. Bible classes provide the framework for interpreting Social Studies and History classes. In the Christian worldview the Bible explains True Universal History as the Story of *Creation*, *Fall*, *Redemption*, and *Consummation*. God's *creation* of the world and humanity begins history (Gen. 1-2). The *Fall* explains the underlying cause of all of the world's problems (Gen. 3). God's Plan of Salvation prophesying the coming of Christ leads to *Redemption*: God became a man in Israel more than 2,000 years ago, He died to save humanity from sin and death, He rose from the dead, and then ascended back to heaven. His return at the *Consummation* of history is prophesied when Christ will save his people and end the history of man's sinful rebellion against God. All of the history from then until now recounts human progress in developing civilizations checkered with tragedies caused by conflicts in a fallen world. The story of the kingdom of God advanced when God's people succeeded in changing the world for the better. The story of the kingdom of God lost ground whenever the church fell away from faithfulness and failed to be salt and light in their societies. This cycle of progress followed by tragic conflicts, with periods of revival and reform provides salvation's history in the midst of human history.

Social Studies classes orient students to understand the world. History classes explain how the present emerged from the past. American History and Government classes prepare students for Christian citizenship as a part of America's heritage of democratic freedom. Economics illustrates how life in America works to prepare students for their future. A Christian worldview integrated approach to teaching these classes always focuses students to understand the human story, including their own story, in light of God's Story.

## Physical Education & Health

In all of the Physical Education courses, the focus is on healthy fitness, skill improvement in different sports, and Christian character development. All students who participate in physical education can improve their health and physical performance, not only in school, but for lifetime discipline. Different sports develop different types of coordination and skill. The physical conditioning in all sports improves student fitness, an important antidote to an electronics-focused era when young people are less active than previous generations. Because students possess different physical abilities, Christian sensitivity is encouraged toward the physically less gifted. Health courses emphasize understanding nutrition and exercise, emotional health, disease prevention,

drugs and alcohol, first aid, safety as well as a biblical understanding of family life and sexuality. Since God created humanity to be His stewards of creation, the first stewardship is taking care of one's own health.

The Apostle Paul writes Christians are to offer their bodies to God as living sacrifices (Rom. 12:1) as an act of gratitude for salvation. In Christ our bodies are temples of the Holy Spirit so that under the Lordship of Christ students are encouraged to glorify God with their bodies (1 Cor. 6:19-20). Paul embraced the importance of disciplining the body like an athlete to develop self-control (1 Cor. 9:24-27). Virtues from physical education include participating with a positive attitude, building physical skills, learning teamwork, developing confidence, encouraging others, as well as friendships from playing together. Virtues from health education include practical wisdom, stewardship of oneself, and promotion of Christian morality and family values.

## Technology

Science/technology, and faith are not in conflict; both are mutually beneficial for 21<sup>st</sup> century life. Technology has always been embraced in the history of Christianity as a means to help advance the gospel. Christian printing of the Bible brought the world from parchment scrolls to books in the early centuries of the church. The Reformation spread because of Gutenberg's printing press. The world hears the gospel today because of the latest communications technology. Missions has always been cutting edge.

Christian worldview integration sees technology as part of the Cultural Mandate (Gen. 1:28-30) developing tools from creation to exercise dominion and stewardship over the earth. A Christian worldview integration embraces responsible stewardship (1 Cor. 10:31). This means that teaching the use of technology and teaching with technology should not become the focus as an end in itself, but as a means to serve students and for students to use it to serve others with skill in ethical ways. The teaching and use of technology is used to equip Christian students to excel in the 21<sup>st</sup> century marketplace (Dan. 1:17-20).

## Special Education

A significant percentage of VCS students receive Special Education services. These professional services are based on and are consistent with the school's Christian worldview that God loves all of creation, including individuals with disabilities. Stories of God's interaction with the disabled are throughout the Bible. Some examples are stories of Jacob's disability (Genesis 32:24-32), and King David's compassion for the disabled (2 Samuel 19:28).

In the life of our Savior we see Jesus consistently caring for individuals with disabilities. As followers of Jesus, we are instructed to follow in His steps. Paul, who himself had a disability, reminds us that God chooses the weak things of earth to humble the proud (1 Corinthians 1:26-31). Paul's life demonstrates that dependence on God for dealing with weakness of disability allows us to experience God's strength.

It is our job as Christians to strengthen and educate God's children of all abilities and needs. When we do this together we will grow in knowledge, compassion and love. Therefore, VCS provides significant programs, educational specialists, teaching assistants and child psychologists to promote the maximum learning and progress possible for students with special needs.

Christian educators along with students and family must take responsibility for students who learn differently, for they also are part of God's family, the Body of Christ (1 Corinthians 12:25). Having a disability does not preclude an individual from having a meaningful life and furthering God's purpose. With God's help, Christian educators can challenge students with learning differences to achieve God's purposes in their lives.

## Gifted Education

Secular educational psychologists argue that giftedness is not an acquired skill attained by personal effort but an innate or "natural" ability. Talent, on the other hand, can be an acquired skill. Christian educators should immediately recognize that if giftedness is indeed a "gift" then there must be a Giver. From a Christian perspective, giftedness is just that: a gift from God given to individuals for the purpose of serving others and bringing glory to God. A theologically-integrated view of giftedness takes into account the best data available from psychology and neuroscience, but it also recognizes that "every good and perfect gift" comes from God (James 1:27) and not by human effort (Galatians 3:3). All giftedness is part of the "givenness" of human beings as created by God. Similarly, spiritual gifts are "mysterious differences" freely-given to an individual by God. While there are many differences concerning the nature and operation of spiritual gifts, most Christians agree that any gift given freely by God operates according to *charis*, or grace. These gifts are for the benefit of the whole community of believers. Thus, from a Christian perspective, all gifts, creativity, and even developed talents are not for the benefit of oneself but for the benefit of others. Christian educators should emphasize that all giftedness reflects the "other-oriented nature of God's love".

In light of the "other-orientedness" of a Christian perspective on giftedness, research suggests that gifted children have a tendency toward a strong sense of compassion. Gifted children have a heightened sense of moral sensitivity and tend to care about the needs of others. Through faith communities, gifted children can learn the practice of

caring for others. Such faith-integration permits gifted children to practice the spiritual discipline of selfless service outside of themselves.

Gifted children are often identified to be spiritually sensitive from a young age and express concern for spirituality. In Christian education, spiritual development, along with academic enrichment, can foster this aspect of the lives of gifted and talented children. Christian educators should work to identify not only the intellectual strengths of gifted children, but the children's moral and spiritual interests as well. Thus, Christian educators must help facilitate spiritual growth and moral activation in cognitive, academic, and faith development of "gifted" children.

## **Co-curricular Activities**

### **Student Council**

The Student Council represents all students in student activities, and acts as the "voice of the student body." Student Council members are elected by the student body (grades 7 - 12) to support the welfare of the school and to promote school spirit. They meet on a regular basis, under the supervision of the Student Council Advisor (teacher). The Christian Worldview rationale for the Student Council is to prepare Christian students for citizenship under a representative government where everyone has an opportunity to have their concerns and needs represented. The student body learns to participate in government and the members learn servant leadership.

### **National Honor Society**

National Honor Society is one of the oldest and most prestigious national organizations for high school students. NHS recognizes excellence in Grades 10-12 in the areas of scholarship, service, leadership, and character. A faculty council selects qualified students for this honor based on a 3.5 or better grade point average and demonstrated personal qualities of excellence. National Honor Society members must maintain their exemplary contributions in both the school and community. The Christian Worldview rationale for National Honor Society acknowledges that when excellent Christians are recognized by culturally established standards of reward it helps them prepare to make a future impact for Christ's kingdom (Dan. 1:3-4, Luke 2:52; 2 Tim. 2:15, 20-21). Granting honor for excellence in scholarship, service, leadership, and character provides incentive for student achievement, enhances a Christian culture, and brings glory to God.

## Academic Decathlon

The United States Academic Decathlon is the nation's foremost high school scholastic competition. Students compete through being tested in seven objective subjects: math, science, social science, literature, art and music. Students also compete in communication skills by delivering a prepared speech, an impromptu speech, and a job-style interview. The opportunity to earn scholarships for college based on performance is a godly reward worth pursuing. The decathlon competition involves interdisciplinary study of enriched subject matter that goes beyond the boundaries of typical high school textbooks and prepares students to pursue lifelong learning.

The biblical experience of Daniel and his young friends who trained in the royal academy of Babylon (Daniel 1) provides a model of excellent students who served the true God of the Bible by mastering interdisciplinary knowledge for leadership purposes (Prov. 22:29). Valley Christian School believes that interdisciplinary learning pursued in the context of a Christian worldview can produce future Christian scholars who excel in academic competition with the best and brightest students for the glory of God. The wisdom that comes from a more holistic, interdisciplinary understanding fosters wisdom that prepares top Christian students to advance and succeed in a pluralistic, global society (Dan. 1:3-4). The values and virtues of discipline, interdisciplinary learning, teamwork, and healthy competition when combined with God-Given learning and skill in all literature and wisdom (Dan. 1:17) can lead to superior moral development and academic achievement (Dan. 1:18-21). This produces a humble witness, students as "wise as serpents and as gentle as doves" (Matt. 10:16).

## Fine and Performing Arts

God as Creator is the original Artist and has made humanity in His creative image (Gen. 1). He has also given students unique creative abilities which He desires to be cultivated (Matt. 25:14-30). Humans are sub-creators reflecting the Creator's image when expressing both visual and performing arts. The Fine Arts Program seeks to provide students with chances to explore and develop God-given creative gifts through art courses in drawing and graphic design and especially co-curricular opportunities like Drama, Chorus, High School Band, Praise Band, Chapel, and Yearbook. Drama teaches the expression of emotion and understanding the human condition through interpreting plays and literature. Chorus and High School Band teach musical theory, singing, playing instruments, and the importance of every person's contribution. Praise Band and Chapel teach the worship of God.

Because creative expressions of gifts are meant to be shared, experiences of developing abilities through group participation enhances interpersonal growth (1 Peter

4:10-11). Participation in any of the Fine Arts Program opportunities develop students' teamwork and creative thinking abilities, transferable and valuable skills for all of life. Growth in creative expression helps the development of personal confidence and individuality. Learning to appreciate the fine arts also produces a well-rounded adult because understanding art helps students understand cultural worldview messages which are conveyed through artistic means. Therefore, fine arts are not just about creative expression, they are about developing aesthetic and worldview discernment. When the imagination is developed to understand artistic excellence students' souls grow in the ability to enjoy the good, the true, and the beautiful in various arts. Developing creative talents through participation in the fine arts prepares students to make a difference for Christ in culture. In contemporary secular culture it is the creative and entertaining presentation of any idea or value that enhances its impact. Ultimately, art grounded in a Christian worldview glorifies God.

# Pleasant Grove Elementary

## Kindergarten

### English Language and Literacy

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Kindergarten reading and writing instruction aligns to Ohio's Learning Standards. Systematic and sequential phonics instruction allows kindergarteners to develop the foundational skills needed to become fluent readers and writers. The Houghton Mifflin *Journeys* curriculum is a comprehensive program that develops all components of literacy: decoding skills, fluency, concepts of print, vocabulary, reading comprehension, writing, speaking, and listening. Teachers also supplement the *Journeys* program with the Heggerty Kindergarten Curriculum. Using Heggerty, teachers systematically instruct and model essential phonemic awareness skills like rhyming, isolating final or medial sounds, blending and segmenting words, syllables, and phonemes, and adding, deleting, and substituting phonemes. Student data binders individualize instruction and teach students to set goals and self-monitor progress in reading and writing.

### Mathematics

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The Ready and iReady Mathematics curriculum resources align to Ohio's Learning Standards for kindergarten mathematics instruction. Kindergarten students develop counting and number sense skills through 100. They solve basic addition and subtraction problems. Students sort objects and name and compare shapes. Kindergarteners also develop basic concepts of length, weight, area and capacity. Student data binders are also used in mathematics to individualize instruction, to encourage goal setting, and to provide students with tools to self-monitor their progress.

### Social Studies

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Through Ohio's Learning Standards for social studies, Kindergarten students will understand basic economic concepts, their role as a citizen, and that things and people have similarities and differences and also change over time. The students will use geographical representation and terms to describe their surroundings. Kindergarten students will also discover culture, heritage, and democratic principles. Teachers utilize the *Studies Weekly* curriculum resource to

support instruction. Social Studies goals will also be accomplished through read-aloud stories, technology, and hands-on activities and experiments.

## Science

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Kindergarten science centers on observing, describing, and comparing across the earth and space, physical, and life science content strands. Students apply these science skills to weather and the seasons, familiar objects and materials, and living things in Ohio. The *Discovery Science* curriculum resource is regularly used to support science instruction in kindergarten. Science goals will also be accomplished through read-aloud stories, technology, and hands-on activities and experiments.

## Bible – Kindergarten

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Teachers implement the Positive Action *Learning About God* curriculum resource. Students will explore figures in Genesis, Moses, Joshua, important events from the life of Jesus Christ, and God's work through the early church and the Apostle Paul. Lessons encourage students to understand and develop character traits like creativity, responsibility, obedience, forgiveness, thankfulness, and kindness.

# Grade 1

## English Language and Literacy

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First grade reading and writing instruction aligns to Ohio's Learning Standards. Systematic and sequential phonics instruction continues to be foundational in first grade. The Houghton Mifflin *Journeys* curriculum is a comprehensive program that develops all components of literacy: decoding skills, fluency, concepts of print, vocabulary, reading comprehension, writing, speaking, and listening. First grade teachers also supplement the *Journeys* program with the Heggerty Primary Curriculum. With Heggerty, teachers use increasingly complex words and tasks to instruct and model the essential phonemic awareness skills introduced in kindergarten. Student data binders individualize instruction and teach students to set goals and self-monitor progress in reading and writing.

## Mathematics

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The Ready and iReady Mathematics curriculum resources align to Ohio's Learning Standards for first grade mathematics instruction. First grade students



learn strategies for solving more complex addition and subtraction problems and apply these new skills to solving word problems. First graders learn to understand the concept of tens and ones and to utilize this concept in addition (regrouping). Students are introduced to three-dimensional shapes as well as how shapes can be broken into parts or put together. They order objects by length and are introduced to strategies for telling time. Student data binders are again used in mathematics to individualize instruction, to encourage goal setting, and to provide students with tools to self-monitor their progress.

## Social Studies

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According to Ohio's Learning Standards for social studies, "The first-grade year builds on the concepts developed in kindergarten by focusing on the individual as a member of a family. Students begin to understand how families lived long ago and how they live in other cultures. They develop concepts about how the world is organized spatially through beginning map skills. They build the foundation for understanding principles of government and their roles as citizens." First grade teachers also utilize the *Studies Weekly* curriculum resource to support instruction. In addition, social studies goals will be accomplished through read-aloud stories, technology, and hands-on activities and experiments.

## Science

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Observation of energy in all aspects of our world is the theme for first grade science. Students learn about the sun as a source of energy and energy changes that occur to land, air, and water. Living things in Ohio also need energy from the nutrients gained from sunlight or food. First graders also learn about changes in position of objects that result from pushing or pulling(energy transfers). The *Discovery Science* curriculum resource supports science instruction in first grade. In addition, first grade science goals will be accomplished through read-aloud stories, technology, and hands-on activities and experiments.

## Bible

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First graders experience Positive Action's *Enjoying God's Gifts* curriculum. Through his gifts, we find reflections of his love and wisdom. Students explore the gifts of creation, worship, and friends. First graders also learn about special promises God made to people in the Old Testament, the ministry and sacrifice of Christ, and special blessings for those who follow God.

## Grade 2

### English Language and Literacy

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Second grade reading and writing instruction aligns to Ohio’s Learning Standards. Systematic and sequential phonics instruction continues to be important in second grade. The *Journeys* program introduces more complex narrative and informational texts, and students are taught specific text-based strategies that allow them to comprehend these new stories and articles. In addition, student writing tasks become more challenging. Second graders write about what they read while also generating their own narrative and informational writing pieces. Second grade teachers continue to supplement the *Journeys* program with the Heggerty Primary Curriculum, reinforcing important skills introduced in kindergarten and first grade. Student data binders individualize instruction and teach students to set goals and self-monitor progress in reading and writing.

### Mathematics

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Ohio’s Learning Standards for second grade mathematics are taught using the Ready and iReady Mathematics curriculum resources. Second grade students are introduced to two-step word problems. They solve word problems using money. Second graders add and subtract two-and three-digit numbers. They measure, estimate, and compare length and understand that length can be measured in different units. Students draw and use line graphs, bar graphs, and picture graphs. Second grade students start to develop strategies for mental math. Student data binders are again used in mathematics to individualize instruction, to encourage goal setting, and to provide students with tools to self-monitor their progress.

### Social Studies

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In Ohio’s Learning Standards, work serves as an organizing theme for second grade social studies. People earn money for work and use money to buy and sell goods and services. Students learn time can be shown graphically on calendars and timelines. They learn science, technology, and people have changed daily life and that artifacts, maps, and photographs can show change. Finally, second graders learn about personal and group accountability. Second grade teachers also utilize the *Studies Weekly* curriculum resource to support instruction. In

addition, social studies goals will also be accomplished through read-aloud stories, technology, and hands-on activities and experiments.

## Science

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The second grade science curriculum is designed to ensure student mastery of Ohio's Learning Standards. Second grade scientists will develop skills of scientific inquiry by studying observations of the atmosphere, the relationship between forces and motion, and interactions between living things and their environments. The *Discovery Science* curriculum resource continues to support instruction in second grade science. Second grade science goals also will be accomplished through read-aloud stories, technology, and hands-on activities and experiments.

## Bible

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*Finding God's Promises* is the theme of Positive Action's second grade Bible curriculum. Students are introduced to an overview of God's promises. They discover the Creation, the Fall, and God's promised Savior. The early life and call of Moses, the exodus of Israel from Egypt, and God's care for the people in the wilderness are important strands in the second grade Bible classroom.

# Valley Christian Intermediate School

## Grade 3

### English Language and Literacy

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Third grade teachers implement the *Journeys* comprehensive language arts program, and students continue to develop their reading, writing, speaking, listening, and spelling skills. Lessons are aligned with Ohio's Third Grade Learning Standards for English Language Arts. Third graders read complex texts from a variety of genres. Realistic, humorous, and historical fiction texts are included as are biography, poetry, and narrative-nonfiction selections. Informational texts are often paired with fiction texts to authentically blend language arts with content such as social studies or science. Third grade writers

receive instruction in writing strategies and generate narrative, informational, and persuasive writing pieces.

## Mathematics

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Ohio's Learning Standards for third grade mathematics are taught using the Ready and iReady Mathematics curriculum resources. Topics of study for third grade math include developing an understanding of multiplication, division, fractions, area, perimeter, and volume. Students will also describe and analyze two-dimensional shapes and solve multi-step word problems using all four operations. Third graders continue exploration of and practice with mass, temperature, time, and money. Systematic implementation of diagnostic online assessments allows teachers to individualize math instruction.

## Social Studies

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The third grade social studies curriculum is designed to ensure student mastery of the Ohio third grade social studies standards. Units of study from the *Studies Weekly* social studies curriculum as well as teacher designed units are utilized for classroom instruction. Our Community and Beyond is the content focus for third grade social studies. Students grow in their understanding of their community by studying local history. Other topics of study include physical and political maps. Students will discover the parts of a map, learn about cardinal and intermediate directions, and about landforms. Third graders also explore roles and systems of government and cultures around the world. Students begin to develop an understanding of the economy by their study of production and consumption.

## Science

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The third grade science curriculum is designed to ensure student mastery of Ohio's Learning Standards. Specific areas of study include Earth's nonliving resources, life cycles of organisms, and the relationship between matter and energy. *Discovery Science* continues to support instruction in third grade science. Third grade science goals also will be accomplished through read-aloud stories, technology, and hands-on activities and experiments.

## Bible

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By engaging with Positive Action's *Growing With God* curriculum, third grade students will learn God loves us so much that he wants to help us grow. Students will learn about God's work through Old Testament figures like Abraham, Isaac, Sarah, Jacob, Esau, Joseph, Ruth, Boaz, and Daniel. Third graders will also learn that Scripture is a guide to help us grow.

## Grade 4

### English Language and Literacy

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**Reading:** The fourth grade curriculum is aligned to Ohio's Learning Standards for English Language Arts. Students will read grade-level literature selections independently (primarily focusing on realistic and historical fiction) and use those texts to discuss story elements such as setting, plot, characters, and theme. Students will participate in book clubs to discuss literary elements with peers and the whole class. Students will learn how to research, synthesize, and present information by connecting language arts with other content area topics: extreme weather (science) and the American Revolution (social studies). Students will be able to acquire and use new vocabulary as it is introduced in the curriculum.

**Writing:** The Lucy Calkins writing curriculum utilizes the writing workshop class structure, allowing students to refine writing process skills while learning from the teacher and each other. Students will create realistic fiction narrative pieces using imagined characters and events. They will also write multiple all-about information books based on historical study and research. Students will learn essay structure and format (5 paragraph essay) and use given texts to produce both opinion and literary essays. They will work through the writing process of planning, drafting, revising, editing, and publishing using digital resources.

### Mathematics

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Ohio's Learning Standards for fourth grade mathematics are taught using the Ready and iReady Mathematics curriculum resources. Topics of study for fourth grade math include continued exploration of whole numbers, multi-digit multiplication and division, and application of multiplication and division skills to multi-step word problems. Fourth graders also explore the concepts of multiples and factors. Students will devote time to the study of fractions. They will find equivalent fractions and add, subtract, and multiply fractions. In addition, students will add and subtract mixed numbers. They will understand the

relationship between fractions and decimals. Fourth graders begin a more in-depth study of geometry concepts when they learn about points, lines, rays, angles, and symmetry. Systematic implementation of diagnostic online assessments allows teachers to individualize math instruction.

## Social Studies: Ohio In The United States

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The fourth-grade year focuses on the early development of Ohio and the United States. Students learn about the history, geography, government and economy of their state and nation. Foundations of U.S. history are laid as students study prehistoric Ohio cultures, early American life, the U.S. Constitution, and the development and growth of Ohio and the United States. Students begin to understand how ideas and events from the past have shaped Ohio and the United States today.

## Science

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The fourth grade science curriculum is designed to ensure student mastery of Ohio's Learning Standards. Teacher-designed units and *Discovery Science* are utilized for classroom instruction. Specific areas of study include the variety of processes that shape and reshape Earth's surface, the conservation of matter and the processes of energy transfer and transformation, and using fossil evidence and living organisms to observe that suitable habitats depend upon a combination of biotic and abiotic factors. Students conduct experiments and participate in a variety of other hands-on activities.

## Bible

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Fourth graders experience Positive Action's *Building Life Castles* curriculum. This study introduces students to essential doctrines and themes from the New Testament. Through a mixture of independent study and class discussion, students will explore the life and ministry of Jesus and the Apostle Paul, the work of the Holy Spirit in believers, and explanations and examples of Godly character from both the Old and New Testaments.

# Grade 5

## English Language and Literacy

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**Reading:** The fifth grade curriculum is aligned to Ohio's Learning Standards for English Language Arts. Students will independently read a variety of grade-level

literature selections throughout the year, focusing on realistic fiction and fantasy. They will participate in book clubs to analyze themes, characters, and symbols in chosen and assigned texts. Students will dive into nonfiction texts, learning how to find multiple main ideas, author's craft techniques, and reading to become experts. Finally, students will learn how to research a debatable topic, both individually and in a group, and will use that information to hold grade-appropriate debates with claims, reasons, and evidence.

**Writing:** The Lucy Calkins curriculum utilizes the writing workshop class structure, allowing students to refine writing process skills while learning from the teacher and each other. Students utilize the writing process to compose personal narrative stories, argumentative essays, and multiple informative all-about texts based on content-area topics influenced by social studies themes. They will also use short stories to create literary essays on characters. Student learning will culminate with the combination of personal narratives and essays to create memoirs. They will work through the writing process of planning, drafting, revising, editing, and publishing using digital resources.

## Mathematics

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Ohio's Learning Standards for fifth grade mathematics are taught using the Ready and iReady Mathematics curriculum resources. Topics of study for fifth grade math include a more in-depth study of decimals. Students will read, write, compare, add, subtract, multiply, and divide decimals. Fifth graders also learn to divide fractions and solve word problems using multiplication and division of fractions. Students will also begin work with patterns and expressions. They will continue practice with volume as well as all types of graphs. Fifth graders are introduced to the coordinate plane and strategies for graphing points on the plan. Systematic implementation of diagnostic online assessments allows teachers to individualize math instruction.

## Social Studies: Cultural Geography of the West

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Students will study the Western Hemisphere (North and South America), its geographic features, early history, cultural development and economic change. Students will learn about the early inhabitants of the Americas and the impact of European exploration and colonization. The geographic focus includes the study of contemporary regional characteristics, the movement of people, products and

ideas, and cultural diversity. Students will develop their understanding of the relationship between markets and available resources.

## Science

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The fifth grade science curriculum is designed to ensure student mastery of Ohio's Learning Standards. Students utilize the scientific method in earth and space science, life science, and physical science. Teacher-designed units and *Discovery Science* are utilized for classroom instruction. Specific areas of study include the characteristics, cycles and patterns in the solar system and within the universe. Students will model the relationships between the sun, moon, earth, and other planets. Fifth graders also explore forces that affect motion. This includes the relationship between the change in speed of an object, the amount of force applied and the mass of the object. Students gain a foundational knowledge of the structures and functions of ecosystems. They will be able to distinguish various organisms by their roles within ecosystems. Students conduct experiments and participate in a variety of other hands-on activities.

## Bible

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God's power and love is displayed throughout the Old Testament. The lessons in *Possessing The Land*, Positive Action's fifth grade curriculum, teach major themes and events of the Old Testament through independent study and group discussion. Fifth grade students will engage in study of God's care for Abraham and his family, the journey of the Israelites from Egypt through the wilderness, the early kings of Israel, the division of the kingdom, and the Babylonian exile, and God's wisdom and righteousness as revealed in the poetic and prophetic books.

# Grade 6

## English Language and Literacy

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**Reading:** The sixth grade curriculum is aligned to Ohio's Learning Standards for English Language Arts. Students will independently read a variety of grade-level literature selections throughout the year, focusing on genres of personal strength and choice. They will participate in book clubs, both fiction and nonfiction, for the purpose of analyzing themes, characters, settings, central ideas, and social issues in chosen and assigned texts.



**Writing:** The Lucy Calkins writing curriculum utilizes the writing workshop class structure, allowing students to refine writing process skills while learning from the teacher and each other. Students will demonstrate an understanding of the writing process and follow its steps while writing argumentative and informative texts. Students will correctly cite sources in APA style in their argumentative and informative pieces. In conjunction with their writing, sixth graders will create multiple digital texts and presentations to share orally and online with peers. Students will also create personal narrative pieces that convey a deeper meaning to the reader.

## Mathematics

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Ohio's Learning Standards for sixth grade mathematics are taught using the Ready and iReady Mathematics curriculum resources. Topics of instruction for sixth grade math include ratios, unit rates, and percentages. Students will continue practice with division of fractions, and addition, subtraction, multiplication, and division of decimals. Sixth graders also learn to understand absolute value and the concept of positive and negative numbers. Students will begin work with algebraic expressions and solving equations and inequalities. They will continue practice with volume as well as all types of graphs. Sixth graders are introduced to surface area and polygons within the coordinate plane. Systematic implementation of diagnostic online assessments allows teachers to individualize math instruction.

## Social Studies: Cultural Geography of the East

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Students will study the Eastern Hemisphere (Africa, Asia, and Europe), its geographic features, early history, cultural development, and economic change. Students will learn about the development of river civilizations in Africa and Asia, including their governments, cultures, and economic systems. The geographic focus includes the study of contemporary regional characteristics, the movement of people, products and ideas, and cultural diversity. Students will develop their understanding of the role of consumers and the interaction of markets, resources and competition. Students will design an expedition for their country of choice, implementing information and conveying that information to their fellow classmates.

## Science

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The sixth grade science curriculum is designed to ensure student mastery of Ohio's Learning Standards. Students utilize the scientific method in earth and

space science, life science, and physical science. *Discovery Science* and teacher-designed units are utilized for classroom instruction. Specific areas of study include the study of rocks, minerals, and soil making up the lithosphere. Students will outline the methods of forming metamorphic, igneous, and sedimentary rocks. Students also study the nature of matter, linear motion, and kinetic and potential energy. They will correlate the movement of atoms and molecules with changes of state. When studying the basics of Modern Cell Theory, students will distinguish between plant, animal, and bacteria cells, and will construct diagrams of each. Students conduct experiments and participate in a variety of other hands-on activities.

## Bible

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In *Winning the Race*, Positive Action's sixth grade curriculum, students review essential New Testament doctrines and discuss how God strengthened the lives of various Biblical figures. Topics of study include a call to study God's word with humility and determination, an exploration of attitudes that reflect a confidence in God, a survey of positive steps to follow God, and a review of Christ's teaching and ministry.

## Grade 7

### English Language and Literacy

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**Reading:** Ohio's Learning Standards for English Language Arts drive the seventh grade curriculum. Students will independently read a variety of grade-level literature selections throughout the year. They will participate in book clubs, both fiction and nonfiction, for the purpose of analyzing themes, characters, settings, central ideas, and social issues in chosen and assigned texts.

**Writing:** Students prepare for high school and college level writing challenges using the Lucy Calkins Units of Study in Argument, Information, and Narrative Writing. The Calkins curriculum utilizes the writing workshop class structure, allowing students to refine writing process skills while learning from the teacher and each other. Students become college-ready writers by learning to generate ideas for each genre, think critically about chosen topics through analysis and explanation, and transfer that thinking and analysis to a logically organized, yet detailed written work. Students will correctly cite sources in APA style in their argumentative and informative pieces. Students will also create personal narrative pieces that convey a deeper meaning to the reader.

## Mathematics

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Ohio's Learning Standards for seventh grade mathematics are taught using the Ready and iReady Mathematics curriculum resources. Topics of instruction for seventh grade math include addition, subtraction, multiplication, and division of positive and negative integers. Students will learn about terminating and repeating decimals. They will work on adding, subtracting, multiplying, and dividing rational numbers and use these skills to solve problems. Seventh graders also learn to understand proportional relationships and use this understanding to solve equations and other problems. In addition, students will solve problems with equations and inequalities. They will continue to study concepts of geometry as they learn about angles, transversals, area and circumference of a circle, and volume and surface area of solids. Seventh graders make statistical inferences and use statistical concepts to compare data sets. They will have a beginning understanding of probability concepts. Systematic implementation of diagnostic online assessments allows teachers to individualize math instruction.

## World History: Ancient World to European Exploration

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Students will analyze the ancient civilizations of Greece, Rome, China, and India. Students will also study Medieval Europe, the Renaissance, and the Reformation. The seventh grade world history course will conclude with the study of European exploration. Students will compare, contrast, evaluate, and synthesize information through the study of primary and secondary sources. Seventh graders will use knowledge gained in the study of world history to successfully complete formative, summative, and performance based assessments. Finally, Students will investigate the pathways of cultural diffusion and its influence on ancient and modern culture.

## Science

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The seventh grade science curriculum is designed to ensure student mastery of Ohio's Learning Standards. Teacher-designed units, *Discovery Science*, and other curriculum resources are utilized for classroom instruction. Students utilize the scientific method in earth and space science, life science, and physical science. Specific topics of study focus on Earth's hydrologic cycle, patterns that exist in atmospheric and oceanic currents, the relationship between thermal energy and the currents, and the relative position and movement of the Earth, sun and moon. Students also study the empirical evidence for the arrangements

of atoms on the Periodic Table of Elements, conservation of mass and energy, transformation and transfer of energy. In addition, the seventh grade science course includes study of the impact of matter and energy transfer within the biotic component of ecosystems. Students conduct experiments and participate in a variety of other hands-on activities.

## Bible

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Using a variety of teaching resources such as *Route 66* books and videos (Positive Action publishers), the KeyWord learning system (Through the Bible publishers), and Bible background books (Rose publishers/Barbour publishers), students will gain a big picture view of God's Word while developing an appreciation for the broad arc of Scripture. Students will also gain an introductory understanding of each book in context. They'll identify primary biblical themes, key events, important people, basic doctrines, and biblical principles—always highlighting the gospel of grace.

## Grade 8

### English Language and Literacy

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**Reading:** Ohio's Learning Standards for English Language Arts drive the seventh grade curriculum. Students will independently read a variety of grade-level literature selections throughout the year. They will participate in book clubs, both fiction and nonfiction, for the purpose of analyzing themes, characters, settings, central ideas, and social issues in chosen and assigned texts.

**Writing:** Students prepare for high school and college level writing challenges using the Lucy Calkins Units of Study in Argument, Information, and Narrative Writing. The Calkins curriculum utilizes the writing workshop class structure, allowing students to refine writing process skills while learning from the teacher and each other. Students become college-ready writers by learning to generate ideas for each genre, think critically about chosen topics through analysis and explanation, and transfer that thinking and analysis to a logically organized, yet detailed written work. Students will correctly cite sources in APA style in their argumentative and informative pieces. Students will also create personal narrative pieces that convey a deeper meaning to the reader.

## Mathematics (Grade 8)

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Ohio's Learning Standards for eighth grade mathematics are taught using the Ready and iReady Mathematics curriculum resources. Topics of study for eighth grade math include properties of integer exponents, square roots, cube roots, and scientific notation. Students understand linear functions and graph functional relationships. They will work to understand the slope-intercept equation for a line and also to understand systems of equations for the purpose of solving systems of equations algebraically. Geometry concepts continue to be important with instruction in properties of transformation and angle relationships. Students solve problems with cylinders, cones, spheres, and the Pythagorean Theorem. Eighth graders develop an understanding of scatter plots and use them to organize and analyze data. Systematic implementation of diagnostic online assessments allows teachers to individualize math instruction.

## Algebra I

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Topics in the Algebra I course align to Ohio's Learning Standards for mathematics. There are several critical areas of focus in Algebra I. Students study relationships between quantities and reasoning with equations. Students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. Linear and exponential relationships are another important topic. Students explore many examples of functions and deepen their understanding of functions as objects in their own right. Algebra I students study descriptive statistics and apply statistical analysis models learned in middle school in the context of real-world applications. Students explore distinctions between rational and irrational numbers in preparation for work with quadratic relationships. They strengthen their ability to see structure in and create quadratic and exponential expressions, create and solve equations, inequalities, and systems of equations involving quadratic expressions. (1 HS Credit)

## American History: Colonialism to Reconstruction

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Students will analyze the period of European Exploration through the Reconstruction period following the Civil War. Students will compare, contrast, evaluate, and synthesize information through the study of primary and secondary sources. Eighth graders will use knowledge gained in the study of American

history to successfully complete formative, summative, and performance based assessments.

## Science

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The eighth grade science curriculum is designed to ensure student mastery of Ohio's Learning Standards. Teacher-designed units, *Discovery Science*, and other curriculum resources are utilized for classroom instruction. Students utilize the scientific method in earth and space science, life science, and physical science. Eighth graders study the physical features of Earth and how they formed. This includes the interior of Earth, the rock record, plate tectonics and landforms. They also engage in study of forces and motion within, on and around the Earth and within the universe. Students study species and reproduction. They learn that characteristics of an organism are a result of inherited traits received from parent(s). Students conduct experiments and participate in a variety of other hands-on activities.

## Bible

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Using Positive Action's *Wise Up* study, this timely course will encourage eighth graders to allow God to shape their lives into the image of His Son, Jesus Christ, as they study the wisdom of God in Proverbs and the character traits of "Bible-time greats", including Joseph, Nehemiah, Elisha, and Daniel.

# Lewis Center for Gifted Learning Potential

## Grade 3-Lewis Center

### **General Information**

Designed to establish the foundation of the Lewis Center experience, our program nurtures the social, emotional, and academic growth of each third grade student. The standards-based curriculum is designed to ensure third graders develop advanced academic skills in all content areas while also encouraging them to develop and enrich their personal strengths and interests.

A variety of individual, small group, and large group strategies are incorporated into the third grade curricula. Teachers intentionally create classroom environments where students feel safe, supported, and comfortable in their expression of unique and creative ideas. Downtown Youngstown functions as our extended classroom with students participating frequently in intentional community-based experiences designed to support and enhance the state standards. Teachers regularly utilize student choice as a strategy to motivate students to explore topics of interest on a deeper level.

## **English/Language Arts**

### **Reading**

Third grade students receive instruction in the state of Ohio third grade reading standards. Instruction is differentiated and based on assessment of individual reading levels. Reading level assessments include Fountas and Pinnell reading records and the reading portion of the Stanford Achievement test which includes the word study skills, vocabulary, and reading comprehension subtests. To ensure students receive instruction for their individual reading needs, the teacher relies upon weekly individual student conferences and small group instruction. Students engage with novels, poetry, drama, and informational text using a variety of instructional strategies. Novels include, but are not limited to, *The One and Only Ivan*, *Because of Winn Dixie*, *The BFG*, and *Charlotte's Web*. Students also choose books from teacher created lists to read in literature circle settings.

### **Writing**

Third grade students receive instruction in the state of Ohio third grade writing standards. Using the Lucy Calkins Units of Study in Argument, Information, and Narrative Writing, students develop foundational writing and thinking skills that will serve as the basis for writing tasks and challenges they will encounter throughout their academic career. The Calkins curriculum utilizes the writing workshop class structure allowing students to develop and refine writing process skills while learning from the teacher and each other. Third grade students engage at a deeper level in the complete writing process and begin to develop skills in drafting and revision. In addition to writing narratives, students gather and organize information for informational and persuasive writing pieces. In November, third grade students also participate in the *National Novel Writing Month Young Writers Program*. In this program, students set realistic goals and are guided by their teachers to write an entire novel in one month.

### **Math**

Our centers based approach to math instruction ensures students master math standards at a pace appropriate for their individual level of skill development. Students who master grade level skills and standards move toward mastering the standards of

the next grade level. Kahn Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace. Topics of study for third grade math include developing an understanding of multiplication, division, fractions, and area. Students will also describe and analyze two-dimensional shapes and solve multi-step problems. In addition, third grade students have the opportunity to participate in our Challenge 24 Math Program. This program utilizes the 24 Game to develop math skills like computation, number sense, problem solving, critical thinking, and the ability to see patterns.

### **Social Studies**

The third grade social studies curriculum is designed to ensure student mastery of the Ohio third grade social studies standards. Units of study from the TeachTCl social studies curriculum as well as teacher designed thematic units are utilized for classroom instruction. Our Community and Beyond is the content focus for third grade social studies. Students grow in their understanding of their community by studying local history. Other topics of study include physical and political maps, roles and systems of government, and cultures around the world. Students begin to develop an understanding of the economy by their study of production and consumption.

### **Science**

The third grade science curriculum is designed to ensure student mastery of the Ohio third grade science standards. Unique to Lewis Center, the third grade science curriculum aligns classroom practices with our goal of individualized, differentiated instruction and utilizes a variety of instructional tools and strategies. This hybrid approach allows the teacher to adapt and modify the curriculum each year to meet the needs and interests of a particular group of students. Units of study from the TeachTCl science curriculum as well as teacher designed thematic units are utilized for classroom instruction. Specific areas of study include Earth's nonliving resources, life cycles of organisms, and the relationship between matter and energy. Students create interactive notebooks, conduct experiments, and participate in a variety of other hands-on activities.

### **Languages**

#### **Chinese**

Third grade students receive an introduction to the physical geography of China, Chinese festivals and customs, Chinese family virtues, Chinese mythology, and Chinese entertainment. Students also receive an introduction to the Chinese language. They are introduced to the creation of Chinese characters, Chinese pronunciation, and Chinese poems and children's songs.

#### **French**



Third grade students receive introductory instruction in the World Languages standards endorsed by the state of Ohio. Units include vocabulary such as French colors, numbers, foods, days of the week, animal names, family relations terms, the alphabet, and culture of France, plus communication skills covering basic greetings and introductions from our *C'est à toi!* textbook. Direct instruction is supplemented by independent student practice using Quizlet study sets for both individual and team competition learning games.

## Grade 4-Lewis Center

### **General Information**

Designed to establish the foundation of the Lewis Center experience, our program nurtures the social, emotional, and academic growth of each fourth grade student. The standards-based curriculum is designed to ensure fourth graders develop advanced academic skills in all content areas while also encouraging them to develop and enrich their personal strengths and interests.

A variety of individual, small group, and large group strategies are incorporated into the third grade curricula. Teachers intentionally create classroom environments where students feel safe, supported, and comfortable in their expression of unique and creative ideas. Downtown Youngstown functions as our extended classroom with students participating frequently in intentional community-based experiences designed to support and enhance the state standards. Teachers regularly utilize student choice as a strategy to motivate students to explore topics of interest on a deeper level.

### **English/Language Arts**

#### **Reading**

Fourth grade students receive instruction in the state of Ohio fourth grade reading standards. Instruction is differentiated and based on assessment of individual reading levels. Reading level assessments include Fountas and Pinnell reading records and the reading portion of the Stanford Achievement test which includes the word study skills, vocabulary, and reading comprehension subtests. To ensure students receive instruction for their individual reading needs, the teacher relies upon weekly individual student conferences and small group instruction. Students engage with novels, poetry, drama, and informational text using a variety of instructional strategies. Novels include, but are not limited to, *Tuck Everlasting*, *Bud, Not Buddy*, and *The Chronicles of Narnia*. Students also choose books from teacher created lists to read in literature circle settings.

#### **Writing**

Fourth grade students receive instruction in the state of Ohio fourth grade writing standards. Using the Lucy Calkins Units of Study in Argument, Information, and Narrative Writing, students develop foundational writing and thinking skills that will serve as the basis for writing tasks and challenges they will encounter throughout their academic career. The Calkins curriculum utilizes the writing workshop class structure allowing students to develop and refine writing process skills while learning from the teacher and each other. In preparation for writing more academic texts, fourth grade students will become proficient in thesis-driven persuasive essays, historical research reports, and literary essays written about fiction texts. In November, fourth grade students also participate in the *National Novel Writing Month Young Writers Program*. In this program, students set realistic goals and are guided by their teachers to write an entire novel in one month.

### **Math**

Our centers based approach to math instruction ensures student mastery of math standards at a pace appropriate for their individual level of skill development.. Students who master grade level skills and standards move toward mastering the standards of the next grade level. Kahn Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace. Topics of study for fourth grade math include developing fluency with multi-digit multiplication, finding quotients involving multi-digit dividends, developing an understanding of fraction equivalence and operations with fractions, and analyzing and classifying two-dimensional shapes. In addition, fourth grade students have the opportunity to participate in our Challenge 24 Math Program. This program utilizes the 24 Game to develop math skills like computation, number sense, problem solving, critical thinking, and the ability to see patterns.

### **Social Studies**

The fourth grade social studies curriculum is designed to ensure student mastery of the Ohio fourth grade social studies standards. Units of study from the TeachTCl social studies curriculum as well as teacher designed thematic units are utilized for classroom instruction. Regions of Our Country is the content focus for fourth grade social studies. Students explore regions of the United States, Ohio's role in the United States, Ohio's economy, and financial literacy. Students also continue their study of roles and systems of government.

### **Science**

The fourth grade science curriculum is designed to ensure student mastery of the Ohio fourth grade science standards. Unique to Lewis Center, the fourth grade science

curriculum aligns classroom practices with our goal of individualized, differentiated instruction and utilizes a variety of instructional tools and strategies. This hybrid approach allows the teacher to adapt and modify the curriculum each year to meet the needs and interests of a particular group of students. Units of study from the TeachTCl science curriculum as well as teacher designed thematic units are utilized for classroom instruction. Specific areas of study include the variety of processes that shape and reshape Earth's surface, changes in the environment of an organism, and comparing fossils to one another and present-day organisms. Students create interactive notebooks, conduct experiments, and participate in a variety of other hands-on activities. Students receive instruction in the scientific method and apply that instruction at the Lewis Center Science Fair.

## **Languages**

### **Chinese**

Fourth grade students learn to read and write basic Chinese characters. Students continue their study of Chinese culture begun in third grade and participate in a more in-depth study of Chinese children's poems, songs, and idioms.

### **French**

Fourth grade students receive introductory instruction in the World Languages standards endorsed by the state of Ohio. Theme-based *C'est à toi!* textbook units offer lessons on vocabulary, structure, communication skills, reading skills, beginning writing skills, and culture. Subject pronouns and present tense verb conjugation for regular -er verbs are introduced, preparing students to write sentences. Selected irregular verbs are also introduced. Students learn the concepts of gender of nouns and their articles, how to create plurals, and how to tell time. Students pair up to practice oral communication, such as ordering food in a café. Direct instruction is supplemented by independent student practice, creating internet-based Quizlet study sets for both individual and team competition learning games.

## **Grade 5-Lewis Center**

### **General Information**

Designed to prepare students for the combination of increased academic rigor and extracurricular activities they will encounter in grades seven and eight, our fifth grade curriculum engages Lewis Center students with challenging, above-grade-level course content. The standards based curriculum is designed to ensure our students develop the

emotional and social confidence necessary to succeed in middle school, high school, and post-secondary environments.

A variety of individual, small group, and large group strategies are incorporated into the fifth grade curricula. Teachers intentionally create classroom environments where students feel safe, supported, and comfortable in their expression of unique and creative ideas. Downtown Youngstown functions as our extended classroom with students participating frequently in intentional community-based experiences designed to support and enhance the state standards. Teachers regularly utilize student choice as a strategy to motivate students to explore topics of interest on a deeper level.

## **English/Language Arts**

### **Reading**

Fifth grade students receive instruction in the state of Ohio fifth grade reading standards. Students engage with novels, poetry, drama, and informational texts using a variety of instructional strategies. Novels include, but are not limited to, *The City of Ember*, *Holes*, *The Diary of Anne Frank*, and *Among the Hidden*. In addition to whole class novels, students choose books from teacher-created lists to read in literature circle settings and are provided with class time to independently read other books of their own choosing.

### **Writing**

Fifth grade students receive instruction in the state of Ohio fifth grade writing standards. Students continue to develop as critical readers and writers using the Lucy Calkins Units of Study in Argument, Information, and Narrative Writing. The Calkins curriculum utilizes the writing workshop class structure, allowing students to refine writing process skills while learning from the teacher and each other. To supplement the Calkins curriculum, students also participate in structured, weekly, research-based writing groups designed by Dr. Kevin E. Ball, Associate Provost of Academic Programs and Planning at Youngstown State University. The goal of these writing groups is to develop and encourage students' ownership of their own writing. In November, fifth grade students also participate in the *National Novel Writing Month Young Writers Program*. In this program, students set realistic goals and are guided by their teachers to write an entire novel in one month.

### **Math**

Our centers based approach to math instruction ensures student mastery of math standards at a pace appropriate for their individual level of skill development. Students who master grade level skills and standards move toward mastering the standards of the next grade level. Students receive standards-based instruction using Khan Academy

integrated with On Core Mathematics. Topics of study for fifth grade math include developing fluency with addition and subtraction of fractions while developing an understanding of multiplication and division of fractions in some cases. Students extend division to 2-digit divisors, develop an understanding of volume, model numerical relationship with the coordinate plane, and classify two-dimensional figures by properties. In addition, fifth grade students have the opportunity to participate in our Challenge 24 Math Program. This program utilizes the 24 Game to develop math skills like computation, number sense, problem solving, critical thinking, and the ability to see patterns.

### **Social Studies**

The fifth grade social studies course implements the History Alive! curriculum. The content focus for grade five social studies is Regions and People of the Western Hemisphere. Specific topics include Early American Civilizations, the New World, Colonial Williamsburg, and the Industrial Revolution. Social studies instruction is student-centered with students engaging in many hands-on, small group activities during this course of study. Past projects have included group collaboration to study the Mayan, Aztec, and Incan civilizations. Students also engage in project-based learning on the topic of European exploration and early English settlements.

### **Science**

The fifth grade science curriculum is designed to ensure student mastery of the Ohio fifth grade science standards. Unique to Lewis Center, the fifth grade science curriculum aligns classroom practices with our goal of individualized, differentiated instruction and utilizes a variety of instructional tools and strategies. This hybrid approach allows the teacher to adapt and modify the curriculum each year to meet the needs and interests of a particular group of students. Units of study from the TeachTCl science curriculum as well as teacher designed thematic units are utilized for classroom instruction. Specific areas of study include characteristics, cycles, and patterns in the solar system and within the universe, a foundational knowledge of the structures and functions of ecosystems, and the forces that affect motion. Students create interactive notebooks, conduct experiments, and participate in a variety of other hands-on activities. Students receive instruction in the scientific method and apply that instruction at the Lewis Center Science Fair. Top scoring students are provided with opportunities to participate in the Youngstown State University Lake-to-River-Science Day.

### **Languages**

#### **Chinese**

Fifth grade students learn to read and write Chinese characters as well as to conduct conversations on topics surrounding families, nationalities, sports, and foods. Students

receive instruction in translating English sentences into Chinese and reading simple articles in Chinese. Students are also introduced to Chinese culture through poems, songs, idioms, history, calligraphy, and crafts.

## **French**

Sixth grade students receive instruction in the State of Ohio middle school World Languages standards. Theme-based *C'est à toi!* textbook units offer progressing lessons in vocabulary, structure, communication, reading and writing skills, and culture. Verb conjugation covers the present tense of selected irregular -er verbs in addition to the addition of regular -ir verbs. Students learn how to express need, how to tell exact time, how to use prepositions, and how to perfect their questioning and answering skills. Direct instruction is supplemented by small-group collaboration and independent student practice. Students create Quizlet study sets for both individual and team competition learning games.

## **Grade 6-Lewis Center**

### **General Information**

Designed to prepare students for the combination of increased academic rigor and extracurricular activities they will encounter in grades seven and eight, our sixth grade curriculum engages Lewis Center students with challenging, above-grade-level course content. The standards-based curriculum is designed to ensure our students develop the academic, emotional, and social confidence necessary to succeed in middle school, high school, and post-secondary environments.

A variety of individual, small group, and large group strategies are incorporated into the sixth grade curricula. Teachers intentionally create classroom environments where students feel safe, supported, and comfortable in their expression of unique and creative ideas. Downtown Youngstown functions as our extended classroom with students participating frequently in intentional community-based experiences designed to support and enhance the state standards. Teachers regularly utilize student choice as a strategy to motivate students to explore topics of interest on a deeper level.

### **English/Language Arts**

#### **Reading**

Sixth grade students receive instruction in the state of Ohio sixth grade reading standards. Students engage with novels, poetry, drama, and informational texts using a variety of instructional strategies. Novels include, but are not limited to, *The Girl Who*

*Drank the Moon, The Hobbit, Nothing But the Truth, and The Giver.* In addition to reading and processing novels as a class, students choose books from teacher-created lists to read in literature circle settings and are provided with class time to independently read other books of their own choice.

### **Writing**

Sixth grade students receive instruction in the state of Ohio sixth grade writing standards. Students continue to develop as critical readers and writers using the Lucy Calkins Units of Study in Argument, Information, and Narrative Writing. The Calkins curriculum utilizes the writing workshop class structure, allowing students to refine writing process skills while learning from the teacher and each other. To supplement the Calkins curriculum, students also participate in structured, weekly, research-based writing groups designed by Dr. Kevin E. Ball, Associate Provost of Academic Programs and Planning at Youngstown State University. The goal of these writing groups is to develop and encourage students' ownership of their own writing. In November, sixth grade students also participate in the *National Novel Writing Month Young Writers Program*. In this program, students set realistic goals and are guided by their teachers to write an entire novel in one month.

### **Math**

Our centers based approach to math instruction ensures student mastery of math standards at a pace appropriate for their individual level of skill development. Students who master grade level skills and standards move toward mastering the standards of the next grade level. Students receive standards-based instruction using Khan Academy integrated with On Core Mathematics. Topics of study for sixth grade math include writing, interpreting, and using expressions and equations, using concepts of ratio and rate to solve problems, using division of fractions to solve problems, developing an understanding of negative integers, developing an understanding of statistical problem solving, and solving problems involving area, surface area, and volume. In addition, sixth grade students have the opportunity to participate in our Mathcounts program. Mathcounts is a national program that engages middle school students with the goals of building confidence and improving attitudes about math and problem solving. Sixth to eighth grade students are eligible to prepare for the competition at YSU in the spring.

### **Social Studies**

The sixth grade social studies course implements the History Alive! curriculum. The content focus for grade six social studies is regions and people of the Eastern Hemisphere. Specific topics include Ancient Sumer, Mesopotamia, Egypt, World Religions, India, China, Greece, and Rome. Social studies instruction is student-centered with students engaging in many hands-on, small group activities

during this course of study. Past projects have included constructing a 3-D map of the Nile River and a world religions group research project.

## **Science**

The sixth grade science curriculum is designed to ensure student mastery of the Ohio sixth grade science standards. Unique to Lewis Center, the sixth grade science curriculum aligns classroom practices with our goal of individualized, differentiated instruction and utilizes a variety of instructional tools and strategies. This hybrid approach allows the teacher to adapt and modify the curriculum each year to meet the needs and interests of a particular group of students. Units of study from the TeachTCl science curriculum as well as teacher designed thematic units are utilized for classroom instruction. Specific areas of study include the study of rocks, minerals, and soil making up the lithosphere and the basics of Modern Cell Theory. Students also study the nature of matter, linear motion, and kinetic and potential energy. Students create interactive notebooks, conduct experiments, and participate in a variety of other hands on activities. Students receive instruction in the scientific method and apply that instruction at the Lewis Center Science Fair. Top scoring students are provided with an opportunity to participate in the Youngstown State University Lake-to-River-Science Day.

## **Languages**

### **Chinese**

Sixth grade students learn to read and write Chinese characters as well as to conduct conversations on topics surrounding families, nationalities, sports, and foods. Students receive instruction in translating English sentences into Chinese and reading simple articles in Chinese. Students are also introduced to Chinese culture through poems, songs, idioms, history, calligraphy, and crafts.

### **French**

Sixth grade students receive instruction in the State of Ohio middle school World Languages standards. Theme-based *C'est à toi!* textbook units offer progressing lessons in vocabulary, structure, communication, reading and writing skills, and culture. Verb conjugation covers the present tense of selected irregular -er verbs, plus regular -ir verbs. Students learn further concepts such as constructing gender agreement of adjectives, expressing the date, expressing age, and describing themselves and family members. Direct instruction is supplemented by small-group collaboration and independent student practice. Students create Quizlet study sets for both individual and team competition learning games.



## **General Information**

Designed to support the academic, social, and emotional development of our students, our seventh grade curriculum engages students with challenging, above-grade-level course content. The standards-based curriculum is designed to ensure our students develop the academic, emotional, and social confidence necessary to be effective leaders in a 21st century society.

A variety of individual, small group, and large group strategies are incorporated into the eighth grade curricula. Teachers intentionally create classroom environments where students feel safe, supported, and comfortable in their expression of unique and creative ideas. Downtown Youngstown functions as our extended classroom with students participating frequently in intentional community-based experiences designed to support and enhance the state standards. Teachers regularly utilize student choice as a strategy to motivate students to explore topics of interest on a deeper level.

## **English/Language Arts**

### **Reading**

Seventh grade students receive instruction in the state of Ohio seventh grade reading standards. Students engage with novels, poetry, drama, and informational texts using a variety of instructional strategies. Novels, dramas, and text include, but are not limited to, *Counting by 7's*, *Animal Farm*, *Between Shades of Gray*, *The Crossover*, and *House Arrest*. In addition to reading and processing novels as a class, students choose books from teacher-created lists to read in literature circle settings and are provided with class time to independently read other books of their own choice. Lewis Center seventh graders also read seven books chosen by Youngstown State University in order to participate in the Youngstown State University English Festival.

### **Writing**

Seventh grade students receive instruction in the state of Ohio seventh grade writing standards. Students prepare for high school and college level writing challenges using the Lucy Calkins Units of Study in Argument, Information, and Narrative Writing. The Calkins curriculum utilizes the writing workshop class structure, allowing students to refine writing process skills while learning from the teacher and each other. Students become college-ready writers by learning to generate ideas for each genre, think critically about chosen topics through analysis and explanation, and transfer that thinking and analysis to a logically organized, yet detailed written work. To supplement the Calkins curriculum, students also participate in structured, weekly, research-based writing groups designed by Dr. Kevin E. Ball, Associate Provost of Academic Programs and Planning at Youngstown State University. In November, seventh grade students

also participate in the *National Novel Writing Month Young Writers Program*. In this program, students set realistic goals and are guided by their teachers to write an entire novel in one month.

### **Math**

The seventh grade math course implements a wide variety of tools and techniques throughout the classroom to appeal to a multitude of student learning styles. Students receive standards-based instruction using Khan Academy integrated with On Core Mathematics. Study Island is used for additional practice and to ensure mastery of content standards. Topics of study for seventh grade math include advanced arithmetic, pre-algebra, and geometry. Students are also introduced to algebra and other higher-level math skills. All seventh grade math assessments are individualized, pencil-paper assessments which allow the teacher to check for mastery of each student's mathematical methods. In addition, seventh grade students have the opportunity to participate in our Mathcounts program. Mathcounts is a national program that engages middle school students with the goals of building confidence and improving attitudes about math and problem solving. Sixth to eighth grade students are eligible to prepare for the competition at YSU in the spring.

### **Social Studies**

The seventh grade social studies course implements the History Alive! curriculum. The content focus for grade seven is World History: The Medieval World and Beyond. Topics of study include ancient Rome and Greece, the fall of the Roman Empire, feudalism and medieval Europe, the Renaissance, and the Reformation. Social studies instruction is student-centered with students engaging in many hands-on, small group activities during this course of study.

### **Science**

The seventh grade science curriculum is designed to ensure student mastery of the Ohio seventh grade science standards. Holt Science & Technology textbooks as well as units of study from the TeachTCl science curriculum are utilized for classroom instruction. In addition, students engage with earth, life, and physical science topics through hands-on activities and experiments. Specific areas of study include cycles and patterns of earth and the moon, cycles of matter and flow of energy, and conservation of mass of energy. Students gain a deeper understanding of the scientific method and are provided with the opportunity to apply that understanding at the Youngstown State University Lake-to-River Science Day. Students also attend planetarium shows at the Ward Beecher Planetarium, visit the YSU Geology Museum, and receive instruction in 3D printing through the InventorCloud program in downtown Youngstown. Access to a

3D printer in the science classroom enables students to apply that instruction on the Lewis Center campus.

## **Languages**

### **Chinese**

Seventh grade students learn to read and write Chinese characters as well as to conduct conversations on topics surrounding families, nationalities, sports, foods, time, routine, shopping, and weather. Students receive instruction in translating, writing essays, and reading simple articles in Chinese. Students are also introduced to Chinese culture through poems, songs, idioms, history, and traditional Chinese architecture and performing arts. The seventh grade Chinese course utilizes the Chinese Proficiency Test (HSK) for practice and reinforcement of speaking and listening skills. This assessment is an international standardized test that assesses non-native speakers in their usage of the Chinese language.

### **French**

Seventh grade students receive instruction in the World Languages standards endorsed by the state of Ohio. Theme-based *C'est à toi!* textbook units offer progressing lessons on vocabulary, structure, communication skills, listening, reading and writing skills, and culture. Verb conjugation covers the present tense and the *passé composé* using *avoir* and *être*. Direct instruction is supplemented by small-group collaboration and independent student practice. Students create Quizlet study sets for both individual and team competition use. Returning students in the seventh grade have the opportunity to earn a full year of Valley Christian High School foreign language credit upon their successful completion of four quarterly grades and two semester exams based upon *C'est à toi!* Book One.

## **Grade 8-Lewis Center**

### **General Information**

Designed to be the culmination of the Lewis Center experience, our eighth grade curriculum engages students with challenging, above-grade-level course content. The standards-based curriculum is designed to ensure our students develop the academic, emotional, and social confidence necessary to be effective leaders in a 21st century society.

A variety of individual, small group, and large group strategies are incorporated into the eighth grade curricula. Teachers intentionally create classroom environments where students feel safe, supported, and comfortable in their expression of unique and creative ideas. Downtown Youngstown functions as our extended classroom with students participating frequently in intentional community-based experiences designed

to support and enhance the state standards. Teachers regularly utilize student choice as a strategy to motivate students to explore topics of interest on a deeper level.

## **English/Language Arts**

### **Reading**

Eighth grade students receive instruction in the state of Ohio ninth grade reading standards and prepare for the tenth grade ELA state examination. Students read one teacher-chosen novel during the summer to ensure readiness for this course.

Throughout the year, students engage with novels, poetry, drama, and informational text using a variety of instructional strategies. Novels, dramas, and texts include, but are not limited to, *The Outsiders*, *Fahrenheit 451*, *Julius Caesar*, *Animal Farm*, Martin Luther King’s “I Have a Dream” speech, and a series of short stories. In addition to reading and processing novels as a class, students choose books from teacher-created lists to read in literature circle settings and are provided with class time to independently read other books of their own choice. Lewis Center eighth graders also read seven books chosen by Youngstown State University in order to participate in the Youngstown State University English Festival.

### **Writing**

Eighth grade students receive instruction in the state of Ohio ninth grade writing standards and prepare for the tenth grade ELA state examination. Students prepare for high school and college level writing challenges using the Lucy Calkins Units of Study in Argument, Information, and Narrative Writing. The Calkins curriculum utilizes the writing workshop class structure, allowing students to refine writing process skills while learning from the teacher and each other. Students become college-ready writers by learning to generate ideas for each genre, think critically about chosen topics through analysis and explanation, and transfer that thinking and analysis to a logically organized, yet detailed written work. To supplement the Calkins curriculum, students also participate in structured, weekly, research-based writing groups designed by Dr. Kevin E. Ball, Associate Provost of Academic Programs and Planning at Youngstown State University. The goal of these writing groups is to develop and encourage students’ ownership of their own writing. In November, eighth grade students also participate in the *National Novel Writing Month Young Writers Program*. In this program, students set realistic goals and are guided by their teachers to write an entire novel in one month.

### **Math**

The eighth grade math course at the Lewis Center is Algebra I. This course ensures student mastery of the state of Ohio Algebra I standards. At the conclusion of the course, students take the Algebra I state examination to measure their readiness to enter an Advanced Geometry course. Critical areas of study include relationships

between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling. Students are challenged with engaging coursework using standards-based curriculum from Khan Academy. Students spend class time working independently, in small group centers, or in large groups to explore the current topic of instruction. Although technology helps students to advance in the classroom, students are assessed using paper-pencil exams. This method allows the teacher to check for mastery of mathematical methods. In addition, eighth grade students have the opportunity to participate in our Mathcounts program. Mathcounts is a national program that engages middle school students with the goals of building confidence and improving attitudes about math and problem solving. Sixth to eighth grade students are eligible to prepare for the competition at YSU in the spring.

### **Social Studies**

The eighth grade social studies course implements the History Alive! curriculum. The content focus for grade eight is the earliest foundations of the United States through the age of industrialism. Specific topics include European exploration and settlement, the English colonies, the Declaration of Independence, the American Revolution, the Constitution, and the Civil War. Social studies instruction is student-centered with students engaging in many hands-on, small group activities during this course of study.

### **Science**

The eighth grade science curriculum is designed to ensure student mastery of the Ohio eighth grade science standards. Holt Science & Technology textbooks as well as units of study from the TeachTCl science curriculum are utilized for classroom instruction. In addition, students engage with earth, life, and physical science topics through hands-on activities and experiments. Specific areas of study include earth and space, species and reproduction, and forces and motion. Students gain a deeper understanding of the scientific method and are provided with the opportunity to apply that understanding at the Youngstown State University Lake-to-River Science Day. Students also attend planetarium shows at the Ward Beecher Planetarium, visit the YSU Geology Museum, and receive instruction in 3D printing through the InventorCloud program in downtown Youngstown. Access to a 3D printer in the science classroom enables students to apply that instruction on the Lewis Center campus.

### **Languages**

#### **Chinese**

Eighth grade students learn to read and write Chinese characters as well as to conduct conversations on topics surrounding time, location, routine, school life, and transportation. Students receive instruction in translating, writing essays, and reading

simple articles in Chinese. Students are also introduced to Chinese culture through poems, songs, idioms, history, and traditional Chinese architecture and performing arts. The Eighth grade Chinese course utilizes the Chinese Proficiency Test (HSK2) for practice and reinforcement of speaking and listening skills. This assessment is an international standardized test that assesses non-native speakers in their usage of the Chinese language.

## **French**

Eighth grade students receive instruction in the World Languages standards endorsed by the state of Ohio. Theme-based *C'est à toi!* textbook units offer progressing lessons on vocabulary, structure, communication skills, listening, reading and writing skills, and culture. Verb conjugation covers the present tense, the *passé composé* using *avoir* and *être*, the *imparfait* past tense, and the conditional tense. Student-teacher communication in French is stressed. Direct instruction is supplemented by small-group collaboration and independent student practice. Students create Quizlet study sets for both individual and team competition use. Returning eighth graders who have completed their prerequisite Book One credit in the seventh grade have the opportunity to earn their second year of Valley Christian High School foreign language credit upon successful completion of four quarterly grades and two semester exams based upon *C'est à toi!* Book Two.

## **Leadership Development**

Eighth grade students design and implement a capstone project of their choice that matches their academic interests with school or community needs. Adult mentors guide students in developing projects that impact their school or community in specific and measurable ways, and students give formal presentations of their completed projects to parents, teachers, and classmates.

New students at the VCS Lewis Center are paired with an eighth grader to serve as a student mentor. Relationships between these students are developed through day-to-day interactions and also through more in-depth mentor-mentee activities that occur monthly. These activities are planned and implemented by eighth grade students.



# High School (Grades 9-12)

## Introduction

The Valley Christian School Course of Study has been prepared to assist students in selecting a program of classes appropriate to their academic and vocational goals. Course planning should be a cooperative effort among students, parents, teachers, and the college and career counselor. In addition to selecting classes that are meaningful and stimulating, attention must be given to obtaining the necessary requirements for graduation.

## Graduation

To receive a high school diploma from Valley Christian High School, students must achieve the following:

<u>SUBJECT</u>	<u>VCBS</u>
English	4 credits
Math	4 credits (including Algebra II)
Science*	3 credits
Social Studies**	3 credits
Bible	4 credits
Physical Education	½ credit
Health	½ credit
Fine Art	1 credit
Electives	5 credits

\***Science** – 1 unit life science, 1 unit physical science, 1 unit of advanced (chemistry, physics, Adv. Biology)

\*\***Social Studies** – must include ½ unit world history, ½ unit American History, ½ unit government, economics/financial literacy

**I. Credit Requirements:** 20 credits + 1 fine art + 4 Bible (VCS requirement)

**II. Testing Requirements:** See the high school guidance counselor for detailed information

- **Class of 2022:** Must accumulate at least 18 points on the required state tests, Have the option to meet 2023 graduation pathway testing requirements
- **Class of 2023 and beyond:** Earn the minimum competency score on the Algebra I and English II state tests

**III. Graduation Seal Requirement (class of 2023 and beyond):** Choose and meet the requirements for **two** graduation seals. At least one seal must be defined by the state of Ohio.



## Ohio Honors Diploma – Academic

Meet seven of the eight following criteria in the college preparatory curriculum:

- 4 units of English
- 4 units of mathematics including Algebra I, geometry, Algebra II, advanced math, AP Statistics, or calculus
- 4 units of science including chemistry and physics
- 4 units of social studies
- 3 units of one world language, or no less than 2 units of each of two world languages studied
- 1 unit of fine arts

Maintain an overall high school grade point average of at least 3.5 on a 4 point scale

Obtain a composite score of 27 on the American College Testing (ACT) tests or an equivalent composite score on the Scholastic Assessment Tests (SAT – 1280).

## Ohio Honors Diploma – Career Technical

Students must meet all but one of the following:

- 4 units of English
- 4 units of Mathematics, including Algebra I, Geometry, Algebra II or equivalent and another higher level course or a four-year sequence of courses that contain equivalent content
- 4 units of science, including two units of advanced science
- 4 units of social studies, including financial literacy and economics
- 2 units of one world language
- 4 units of Career-Technical. Program must lead to an industry recognized credential or apprenticeship or achieve proficiency benchmark established for appropriate Ohio Career-Technical Competency Assessment or equivalent
- Maintain an overall high school grade point average of at least 3.5 on a 4 point scale up to the last grading period of the senior year
- Obtain a composite score of 27 on the ACT tests or an equivalent composite score (1210) on the Scholastic Assessment Tests (SAT) or WorkKeys: 6 or higher on Reading for Information and 6 or higher on Applied Mathematics
- Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus.

## Valley Christian High School College Credit Plus

Students at VCHS may enroll on a full-time or part-time basis in courses at any state-assisted public or private college or university.

**Program Option A:** Students and families are responsible for all college tuition costs.

**Program Option B:** Students enroll in courses to receive college and high school credit simultaneously. State funds pay the cost of tuition. The school district pays the cost of fees and books.

*Notification:* The school district shall provide counseling and information to 8<sup>th</sup> – 11<sup>th</sup> grade students and their parents by March 1<sup>st</sup> of each year. Students decide on participation by March 30<sup>th</sup>. Students and parents will sign a form stating that they received counseling and understand the responsibilities they must assume in the program. By March 30<sup>th</sup> students must notify the high school guidance counselor of their intent to participate in the program by completing the “Intent to Participate in CCP Form”. Failure to complete this form will make them ineligible to participate in the CCP Program unless special permission is granted by the High School Principal or the Academic Dean.

*College and Career Counseling Services:* Must be provided to 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students and their parents prior to participation in the CCP Program. Counseling must address possible risks and consequences, as well as benefits, of participating in the program.

## Choffin Career Center Dual Enrollment Requirements

Junior and senior students are eligible for enrollment at Choffin Career Center. Currently, to attend Choffin, a junior should meet the following requirements: 2 English credits, 2 math credits, 2 science credits, 2 social studies credits, .5 physical education credit, .5 health credit and 1 fine art credit.

## Promotion Requirements

The minimum credits for grade classification are as follows:

10<sup>th</sup> Grade – completion of 5 credits

11<sup>th</sup> Grade – completion of 10 credits

12<sup>th</sup> Grade – completion of 15 credits

Graduation – completion of 20 credits + 1 fine art credit + 4 Bible credits

Valley Christian students advance each year based on the number of years they have attended high school though they may be behind in credits. Some students may require

a 5<sup>th</sup> year of high school to complete requirements, especially if summer school is not utilized as needed.

# High School Faculty

## English

**Mr. Isaiah Campbell**

*Creative Writing*

B.A. Bible and Theology, Central Bible College; M.F.A. Creative Writing

**Mrs. Monalisa Jackson-Phillips**

*Grades 9-10 English*

B.A. YSU, M.A. Ohio University

**Mrs. Kara Pixley**

*Grades 11-12 English*

B.S. Secondary Education Integrated Language Arts, University of Akron

**Mrs. Leslie Orlando**

*English Intervention Specialist*

B.S. Education, Youngstown State University; M.S. Special Education, Grand Canyon University

## Mathematics

**Mr. Aaron Agresta**

*Algebra I, Geometry, Calculus*

B.S./B.A. Geneva College; Teacher Certification, University of West Florida

**Mrs. Joyce Hillman**

*Alg II, College Alg, Advanced Math*

B.S. Education Youngstown State University

**Mr. Tim Beebe**

*Math Intervention Specialist*

B.S./B.A. Youngstown State University, University of Akron

## Science

**Mrs. Kira Neef**

*Physical Science, Chemistry, Physics*

B.A. and B.S., Ruhr University Bochum , Youngstown State University

**Ms. Emily Ethridge**

*Biology I and II, Anatomy & Physiology*

B.S. and B.A., Geneva College

## Social Studies

**Mr. Brian Arduini**

B.S., Integrated Social Studies, Kent State University

**Ms. Danielle Sample**

B.S. Integrated Social Studies, Youngstown State University

**Bible**

**Mr. Isaiah Campbell**

B.A. Bible and Theology; M.F.A. Creative Writing

**Mr. Victor Norfus**

B.S. Youngstown State University

**Pastor Gary Sweet**

B.S., Purdue University; M.A. Christian School Administration, Grace Theological Seminary

**Special Education**

**Mr. Nicholas Morio** B.A.. Education; Montclair State University

**Mr. Darien Williams**

B.S. Education, Youngstown State University

**Fine Arts and Languages**

**Mrs. Aileen Colon-Gonzalez**

*High School Spanish*

A.S., American University of PR, Certification for teaching Spanish, Ohio Nonpublic School

**Mrs. Jackie Griffith**

*High School Art Electives*

B.S., Art Education, Mount Union University

**Mr. Victor Norfus**

*Vocal Music*

B.S. Youngstown State University

**Mr. Craig Humphreys**

*Instrumental Music*

B.S. Music

**Health and Physical Education**

**Mrs. Karlyn Gunther**

*PE , Health, Advanced Health*

B.A., Health and Physical Education, West Liberty University, M.S. School Health Education, West Virginia University

## Electives

**Mr. Anthony Jandrokovic**

*Art, Graphic Design, STEAM, VCS News*

B.A. Visual Communication Design, Kent State University

**Mr. Stephen Bada**

*Computer Applications, STEAM, 3D*

*Printing*

B.S. Business Administration Management Information Systems, Youngstown State University

# Courses of Study by Track

## English/Language Arts Course of Study

	<b>General Track</b>	<b>Honors Track</b>
Grade 9	English 9	English 9 Honors
Grade 10	English 10	English 10 Honors
Grade 11	American Literature	American Literature Honors
Grade 12	British Literature	British Literature Honors

## Mathematics Course of Study

### If Completed

### Then Enroll In:

Algebra I with C or higher

Geometry

Algebra I with D or F

Repeat Algebra I

Honors Algebra I with A or B

Honors Geometry

Honors Algebra 1 with C or D

Geometry

Honors Algebra 1 with F

Algebra I

Geometry with C or D

Algebra II

Geometry with F

Repeat Geometry

Honors Geometry with A or B

Honors Algebra II

Honors Geometry with C or D

Algebra II

Honors Geometry with F

Repeat Geometry

Algebra II with F

Repeat Algebra II

Honors Algebra II with A, B, or C

Advanced Mathematics/AP Statistics

Advanced Mathematics with A, B, or C

Calculus

# High School Course Descriptions

## Grade 9

### English/Language Arts (Grade 9)

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The English 9 and Honors English 9 courses are aligned to Ohio's Learning Standards for ninth grade ELA. Each unit of study incorporates a reading and writing workshop. The reading workshop focuses on knowledge and appreciation of the literature selections as well as an understanding of the authors' purpose and writing techniques. Primary texts for the reading workshops include American classics from Edgar Allan Poe & Lorraine Hansberry as well as the classics from William Shakespeare and Homer. This diverse curriculum allows students to see the richness of literature across time and culture. The writing workshops break down each step of the writing process. There is a strong focus on demonstrating the purpose of each step so that the students can develop writing skills as they compose each essay. Students will write informative, argumentative, and literary analysis essays. Grade 9 students will complete both formal and informal oral presentations for a variety of purposes. Students in the honors curriculum will be exposed to more texts and will be challenged to compose a research essay. [1 Credit]

### Algebra I (Grade 9)

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Topics in the Algebra I course align to Ohio's Learning Standards for mathematics. There are several critical areas of focus in Algebra I. Students study relationships between quantities and reasoning with equations. Students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. Linear and exponential relationships are another important topic. Students explore many examples of functions and deepen their understanding of functions as objects in their own right. Algebra I students study descriptive statistics and apply statistical analysis models learned in middle school in the context of real-world applications. Students explore distinctions between rational and irrational numbers in preparation for work with quadratic relationships. They strengthen their ability to see structure in and create quadratic and exponential expressions, create and solve equations, inequalities, and systems of equations involving quadratic expressions. [1 Credit]



## **Geometry (Grade 9 or 10)**

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Topics in the Geometry course align to Ohio's Learning Standards for mathematics. There are several critical areas of focus in Geometry. Students study applications of probability. They use probability to make informed decisions related to real-world situations. Congruence, proof, and constructions are other important topics. Students apply reasoning to complete geometric constructions and explain why they work. Geometry students also connect algebra and geometry through coordinates. Building on their work with the Pythagorean theorem in 8th grade to find distances, students use a rectangular coordinate system to verify geometric relationships, including properties of special triangles and quadrilaterals and slopes of parallel and perpendicular lines. In addition, students prove basic theorems about circles and study relationships within circles as applications of similarity. Finally, Students' experience with two-dimensional and three dimensional objects is extended to include informal explanations of circumference, area and volume formulas. (1 Credit)

## **American History: 1877 to the Present (Grade 9)**

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In this student-centered and standards based course, the classroom comes alive through active instruction based on five theories: Multiple Intelligences, Cooperative Instruction, Spiral Curriculum, Understanding by Design, and Nonlinguistic Representation. Students engage in activities like visual discovery, social studies skill building, experiential exercise, writing for understanding, response groups, and problem solving group work to examine the history of the United States of America from 1877 to the present. The study of key historical documents like the Declaration of Independence, the Northwest Ordinance, the Articles of Confederation, the Constitution, and the Bill of Rights is important to the American History Course. Students also study the era of industrialization, U.S. roles in foreign wars, and depression era movements like the Harlem Renaissance and women's suffrage. Example units include "The Twenties", "The Great Depression and New Deal", "The Civil Rights Movement", "The Sixties", and a unit to "Frame the Present". [1 Credit]

## **Physical Science (Grade 9)**

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Physical Science is a course based on Ohio's Learning Standards for science and fulfills the Ohio Core requirement for physical science. In this course

students will advance studies in the following: the structure of atoms; properties of matter and chemical reactions; motions and effect of forces on motion; energy transformations and conservation of energy; and waves and interactions of energy and matter. This course also relates concepts of space sciences to the physical world by studies involving the history of the universe and the formation of stars. By the conclusion of this course students will be able to explain the conservation of energy and energy transfers, trace the historical development of scientific theories and ideas, and describe emerging issues in the study of physical science. [1 Credit]

## **Bible – Life of Christ and New Testament Character Studies (Grade 9)**

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This course walks students through a chronology of the events of Jesus' life, His miracles, parables, conversations, and sermons. Freshman will also study His death, resurrection and ascension. In addition, students will also examine the person and ministry of the Apostle Paul. The *Life of Christ* curriculum helps teachers lead students beyond facts to a deeper understanding through projects and class discussion. [1 Credit]

## **Grade 10**

### **English/Language Arts (Grade 10)**

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The English 10 and Honors English 10 courses are aligned to Ohio's Learning Standards for tenth grade ELA. Each unit of study incorporates a reading and writing workshop. The reading workshop focuses on knowledge and appreciation of the literature selections as well as an understanding of the authors' purpose and writing techniques. Primary texts for the reading workshops include a variety of classic and modern texts including world and American literature. These authors include Sophocles, Shakespeare, Dr. Martin Luther King, and Nic Stone. This diverse curriculum allows students to see the richness of literature across time and culture. The writing workshop focuses on analyzing the texts in each unit. Students will write informative, argumentative, research, and literary analysis essays. Students will walk through each step of the writing process for each unit's essay (prewriting, drafting, revising, editing, publishing). Grade 10 students will complete both formal and informal oral presentations for a variety of

purposes. Students in the honors curriculum will be exposed to more rigorous texts and will be challenged to compose a research essay. [1 Credit]

## **Algebra II (Grade 10 or 11)**

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Topics in the Algebra II course align to Ohio's Learning Standards for mathematics. There are several critical areas of focus in Algebra II. Students draw inferences and conclusions from data. They identify different ways of collecting data— including sample surveys, experiments, and simulations. Polynomials and rational and radical relationships are other important topics. Students build on their previous work with rational numbers and integer exponents to develop understanding of rational exponents. They apply this new understanding of number to seeing the structure in exponential expressions. Algebra II students are introduced to trigonometry of general triangles and trigonometric functions. Students now use the coordinate plane and the unit circle to extend trigonometry to general angles and to model periodic phenomena. In addition, students synthesize and generalize what they have learned about a variety of function families. (1 Credit)

## **World History: Reformation to the Present (Grade 10)**

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In this student-centered and standards based course, the classroom comes alive through active instruction based on five theories: Multiple Intelligences, Cooperative Instruction, Spiral Curriculum, Understanding by Design, and Nonlinguistic Representation. Students engage in activities like visual discovery, social studies skill building, experiential exercise, writing for understanding, response groups, and problem solving group work to examine world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements, and the effects of global interdependence. [1 Credit]

## **Biology I (Grade 10 or 11)**

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Biology is a course based on Ohio's Learning Standards for science and fulfills the Ohio Core requirement for life science. In this course, students will advance studies in the following: cell structure and function, the chemical basis for all living things, the molecular basis in heredity through genetics, taxonomy with emphasis on the levels of organization, interdependence and behavior of

organisms through ecology, the theory of evolution, and cellular structure and reproduction. By the conclusion of this course, students will be able to summarize the historical development of scientific theories and ideas, and describe emerging issues in the study of life science, and explain that scientific knowledge must be based on evidence, be predictive, logical, subject to modification, and limited to the natural world. Laboratory activities, dissections, and research projects will be part of this course. (1.0 Credit)

## **Bible – Let God Be God: A Study of the Attributes of God (Grade 10)**

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A study in basic Bible doctrine emphasizing the nature and attributes of God, this course encourages teens to wrestle with questions they frequently ask in a framework that draws the answers from Scripture. The course is designed on the premise that the more we come to know God through a careful study of His Word, the greater our success in maintaining a right relationship with Him. Topics of study include: the Godhead, the Trinity, the Word, Salvation, Sanctification, the Church, and Christ's Return. [1 Credit]

## **Grade 11**

### **English 11--American Literature Focus (Grade 11)**

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The English 11 and Honors English 11 courses are aligned to Ohio's Learning Standards for eleventh grade ELA. Each unit of study incorporates a reading and writing workshop. The reading workshop focuses on knowledge and appreciation of the literature selections as well as on understanding the authors' purpose and writing techniques. Primary texts for the reading workshops include American classics from Arthur Miller, Edgar Allan Poe, and founding US documents. Contemporary authors such as Chimamanda Ngozi Adichie are also featured through informational texts and speeches. The American experience is unique and the curriculum strives to match those perspectives. The writing workshop focuses on analyzing the texts in each unit. Students will write informative, argumentative, research, and literary analysis essays. Students will walk through each step of the writing process for each unit's essay (prewriting, drafting, revising, editing, publishing). Completion of these essays will aid in the development of effective research and documentation skills. Grade 11 students will complete both formal and informal oral presentations for a variety of purposes. Students in the honors section of English 11 will complete two independent reading projects (IRP) in addition to the regular coursework. These

reading projects will occur during quarter 2 and quarter 3. They are designed to broaden the students' exposure to challenging texts and prepare the students to balance multiple assignments over a select period of time. IRP selections are chosen by the students and approved by the teacher. Each IRP comes with its own assignments extending from the student's reading of the selection. These include but are not limited to essays, podcasts, creative projects, presentations, and infographics. [1 Credit]

## **AP Seminar (Grade 11 or 12)**

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AP Seminar is a course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas.[1 Credit]

## **Advanced Mathematics (Grade 11 or 12)**

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Advanced Mathematics is a college preparatory subject. Students will write, graph, and solve linear relations and functions, systems of equations and inequalities, polynomial, rational, trigonometric and inverse functions. Students will also graph, evaluate, and solve conic sections, exponential, and logarithmic functions. [1 Credit]

## **Chemistry (Grade 11)**

---

Chemistry is a course based on the Ohio Learning Standards for science and fulfills the Ohio Core requirement for advanced study in chemistry. Students learn basic chemistry principles through real life applications and enhance problem-solving skills that may be applied to situations involving general concepts and principles. In this course students will describe the atomic basis of matter. They will study atomic structure, atomic models, electrons, and electron configurations. Students will analyze the periodic table of elements and gain an understanding of chemical bonding and how to represent compounds. Chemical reactions and intermolecular forces of attractions will also be taught. Students will understand and explain how variations in the arrangement and motion of atoms and molecules form the basis of a variety of biological, chemical, and physical phenomena. Math, laboratory activities, and research are a part of this course. [1 Credit]

## **Biology II--Environmental Science (Grade 11)**

---

This course is designed to extend the knowledge gained in Biology 1 to prepare students for advancements in their educational career and entrance into the variety of fields of life science. This course will investigate populations and interactions between groups of organisms. Focus will be on the interactions of humans and the global environment. Students will also investigate problems facing the environment and the possibilities available to combat these issues. This course will leave students with an appreciation for the vast and complex world working together outside their window and the confidence to make decisions based on sound science. Laboratory, research and outdoor activities are a part of this course. (1.0 Credit)

## **American Government (Grade 11)**

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The content of the American Government course is aligned to Ohio's Learning Standards for social studies. Instruction is delivered through teacher-designed units that incorporate a variety of curriculum resources and include projects and other hands-on activities. Major topics of the American Government course include civic participation and skills, basic principles of the U.S. Constitution, structures and functions of the federal government of the United States, and the role of the people in government. Students also study Ohio's state and local governments and the role of government in the economy and public policy. [1 Credit]

## **AP Government (Grades 11 or 12)**

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AP United States Government is a college level course offered to students who wish to be academically challenged and plan to take the AP exam in the spring. Students who pass the AP exam earn college credit for this course. It is the student's responsibility to contact the college or university he or she plans to attend to determine if the institution accepts the AP Government exam. This course is a survey course that provides an introduction to the operation of the American national government. AP Government is the study of the United States Government's policies, institutions, and foundations. The AP Government course is aligned to requirements outlined for the course by AP and The College Board. [1 Credit, 5.0 Quality Points]

## Financial Literacy (Grade 11 or 12)

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This course will provide students with an understanding of the concepts and principles involved in responsibly managing one's personal finances. Topics include budgeting, savings and investing, risk management, credit and debt, insurance, taxes, and consumer protection. This class will prepare students to meet future financial needs as they transition through life. The content of the Financial Literacy course is aligned to Ohio's Learning Standards for social studies. The course lessons draw from a variety of curriculum resources including the Foundations of Personal Finance curriculum by Dave Ramsey. [.5 Credit]

## Economics (Grade 11 or 12)

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The content of the economics course is aligned to Ohio's Learning Standards for social studies. This course focuses on the fundamentals of economics. Students receive instruction in concepts and ideas like economic choice, types of economic systems, and the relationship between consumers and producers and supply and demand. Students also learn about the role of government and competition in the economy. The course teaches that global issues and events influence economic activities. For example: International trade is significantly impacted by national and international decisions in regard to tariffs, quotas, subsidies, trade agreements, and membership in multinational economic organizations. [.5 Credit]

## Bible (Grade 11)

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### **Semester 1: How To Read the Bible**

Upon completion of this curriculum, students will be able to understand the various genres of Biblical literature and will be able to engage with scripture as it was written and intended to be understood by the original authors.

### **Semester 2: Wisdom For Living**

Upon completion of this curriculum, students will be familiar with the wisdom literature of the Bible and with the overall schools of ethical thought. Students will be able to use their knowledge to navigate their everyday lives.

. [1 Credit]

## Grade 12

### English 12--British and American Literature Focus (Grade 12)

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The English 12 and Honors English 12 courses are aligned to Ohio's Learning Standards for grade 12 ELA. Each unit of study incorporates a reading and writing workshop. The reading workshop focuses on knowledge and appreciation of the literature selections as well as on understanding the authors' purpose and writing techniques. An emphasis is placed on British classic works such as *Hamlet* and *Macbeth* as well as classic American authors including W.E.B DuBois & Frederick Douglass. A variety of texts is offered in this course to introduce students to a range of perspectives, cultures, and unique American experiences. Contemporary writing is utilized throughout the curriculum in the form of novels, informational texts, and speeches. The writing workshop focuses on analyzing the texts in each unit. Students will write informative, argumentative, research, and literary analysis essays. Students will walk through each step of the writing process for each unit's essay (prewriting, drafting, revising, editing, publishing). Completion of these essays will aid in the development of effective research and documentation skills. Grade 12 students will complete both formal and informal oral presentations for a variety of purposes. Students in the honors section of English 12 will complete three independent reading projects (IRP) in addition to the regular coursework. These reading projects will occur during the first three quarters of the school year and are designed to broaden the students' exposure to challenging texts. IRP selections are chosen by the students and approved by the teacher. The projects are designed to prepare the students for rigorous college coursework while balancing multiple assignments across a longer period of time (9 weeks). Each IRP comes with its own assignments extending from the student's reading of the selection. These include but are not limited to essays, podcasts, creative projects, presentations, and infographics. [1 Credit]

### Creative Writing (Grades 11 or 12)

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Creative writing is an elective course for juniors or seniors. Course units include but are not limited to a brief history of storytelling and its purposes followed by models of storytelling citing contemporary examples. Instruction then moves to components of a story and planning for stories. Students then explore poetry and creative nonfiction. The course concludes with an exploration of visual storytelling and non-traditional storytelling.



## Calculus (Grade 12)

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Calculus is a college level subject in which students will find and evaluate limits. Calculus students will find infinite and non-infinite limits algebraically and graphically. They will study one-sided limits and find where limits fail to exist. Students use their understanding of limits to define derivatives. In this context, they use differentiation techniques to explore implicit differentiation and more complicated derivatives. A knowledge of derivatives allows students to understand integrals. Students find indefinite integrals, use integration to calculate areas between two or more curves and to find Riemann sums. Finally, in the calculus course, students differentiate and integrate logarithmic and exponential functions. They use integration to find the volume of a solid that is generated by revolving a solid around a horizontal or vertical axis. [1 Credit]

## Physics (Grade 12)

---

Physics is a course based on the Ohio Learning Standards for science and fulfills the Ohio Core requirement for advanced study in physics. Solving scientific problems is an important aspect of the physics course. Students will analyze and interpret motion graphs. They will solve problems involving acceleration, average velocity, and change in velocity. Newton's Laws will also be applied to complex problems. Students will understand projectile motion, momentum, and forces in two dimensions. Other topics of study include energy, electricity and magnetism, properties of waves, and light phenomena. Math, laboratory activities, and research are a part of this course. [1 Credit]

## Anatomy & Physiology (Grade 12)

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Anatomy and Physiology is a study of the structure and function of the human body. This course is designed for those students who have taken biology and who wish to further their study of biology and to help prepare students for advanced biological studies, biomedical nursing, and other science based careers. Students will study the structure and function of the various cells, tissues, and integrated systems of the body. The course is designed to lay the groundwork then move into various human systems. In this course, laboratory experiences and research-based activities will provide student learning in many areas, including: the major body systems; how the body systems work together to provide homeostasis; body functions in the healthy and diseased states; identification and description of synovial joint movements; and bioethics. This

course fulfills the graduation requirements for one elective unit of life science for the advanced academic diploma or the standard diploma. (1.0 Credit)

## **Bible (Grade 12)**

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### **Semester 1: Building a Biblical Worldview**

Upon completion of this course, students will be able to discern the influences on their own unique worldviews and will be motivated to alter their worldview to match the worldview of the Bible.

### **Semester 2: Defending Your Faith**

Upon completion of this course, students will be familiar with various non-Christian beliefs and arguments against their faith and will be prepared to defend their faith against various threats they will face.

[1 Credit]

## **Foreign Language**

### **Spanish I (Grade 9)**

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This course offers an overview of Spanish vocabulary and grammar structure with an emphasis on communication. Through various class exercises, projects and opportunities, students will learn to apply basic Spanish grammar to express their thoughts and will practice comprehending the spoken language. Practicing the application of correct pronunciation and stress rules will allow students to read and to speak Spanish with increasing fluency. [1 Credit]

### **Spanish II (Grade 10)**

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Students will build on the foundations of vocabulary, grammar and pronunciation established in Spanish I and will increase their communicative abilities through advanced grammar concepts, readings, and class opportunities. An emphasis will be made on using Spanish as the primary means of communication in class. [1 Credit]

### **Spanish III (Grade 11)**

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Students will further their understanding and practical application of the Spanish language. Using the knowledge and skills learned in Spanish I and II and by

applying more advanced grammar concepts, students will demonstrate understanding of the language by reading, holding conversations, writing stories, presenting lessons and giving presentations. [1 Credit]

### **French I-Online Course (Grade 9)**

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French I is an online course offered through Jefferson County Virtual Learning Academy. The course is completely self-paced and monitored and graded by an academy teacher. The course includes practice of the basic skills of listening, speaking, reading and writing. Students may also examine aspects of French culture in the French-speaking world and in France, as illustrated in the text and through multi-media presentations, which may include historical, social and cultural topics. [1 Credit]

### **French II-Online Course (Grade 10)**

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French II is an online course offered through Jefferson County Virtual Learning Academy. The course is completely self-paced and monitored and graded by an academy teacher. The course builds on the grammar and skills acquired in French I and teaches more complex grammatical forms. Students may also examine aspects of French culture in the French-speaking world and in France, as illustrated in the text and through multi-media presentations, which may include historical, social and cultural topics. [1 Credit]

### **French III-Online Course (Grade 11)**

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French III is an online course offered through Jefferson County Virtual Learning Academy. The course is completely self-paced and monitored and graded by an academy teacher. This course is a continuation of the beginning level courses that will help the student continue learning the French language. In this course, the student will learn listening, speaking, reading, and writing skills through activities that are based on pedagogically proven methods of foreign language instruction. [1 Credit]

## **Visual Arts**

### **Art-Drawing and Painting**

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This course focuses on developing an awareness of tone, color, shape, and line in the process of creating an organized sketch. No prior artistic experience is needed if the student is willing to experiment with drawing what is seen. Students

will work in pencil, charcoal, ink and pastel as well as acrylic, oil, and watercolor. The course incorporates and aligns to Ohio's Learning Standards for visual arts.[1 Credit]

## Photography

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Students will learn techniques such as: use of filters, paper negatives, and pin-hole cameras. Students will learn the operations of the digital camera. The required photographs will increase in difficulty with each course. (Photo 2: conflict, movement and in-depth elements of art. Topics include extreme close-up, toning, montage, self-portrait, composition, and lighting. [.5 Credit]

## Yearbook

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Students will be responsible for creating the Valley Christian School yearbook. Students will take and edit photographs, interview students, write brief articles, create layouts, and manage sales orders as well as promotional materials. In order to create attractive yearbook layouts, students will learn about basic principles of design and photography. A great deal of work will be required outside of class and the normal school day. Enrollment in Yearbook is subject to approval by the advisor. [.5 Credit]

## Graphic Design

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Graphic Design is the art of visual communication through two-dimensional works. Students considering a career in the design fields such as book design/publishing, advertising, presentation design, packaging design, magazine layout, corporate design, motion graphics, animation, or web design should enroll in this course. Students will apply their knowledge of the elements and principles of design to strengthen their visual literacy. We will explore a range of design techniques using various media and software programs and study the design work of contemporary and historical designers. Students are expected to strengthen their verbal, written, and visual communication based deeply on the elements and principles of design. [1 Credit]

# Performing Arts

## Chorus

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Chorus is offered to students who are interested in developing music skills through singing. This is done by exposing the student to a wide variety of

musical styles, both classical and popular, and performing these works in concert. The students will be expected to master the fundamentals of music and the discipline of singing including proper breathing, vowel production, tone production, and posture. Sight singing will also be stressed.

## **Concert Band and Pep Band**

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Concert Band and Pep Band are offered to students who are interested in developing music skills through continued study of an instrument. This is done by exposing the student to a wide variety of instrumental styles and techniques and performing appropriately leveled pieces of music in concert. Pep Band will perform at home football and basketball games. The students will be expected to master the fundamentals of music as well as skills and techniques specific to their chosen instrument. Sight reading will also be stressed.

## **Information Technology**

### **Computer Applications: Introduction to Computer Science**

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Students explore the impact of computing in society, the application of computing across career paths, and build skills and awareness in digital citizenship and cybersecurity. Students learn introductory coding methodologies and skills including variables, conditional statements, looping, arrays, human-computer interface, object-oriented design, HTML, Cascading Style Sheets (CSS), and Javascript programming. The course aligns with the Computer Science Teachers Association (CSTA) 3A standards. [1 Credit]