



Christian Central Academy

Established in 1949, named Christian Central Academy since 1978

Academic Profile

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Christian Central Academy (CCA) is located at 39 Academy Street at School and Academy Streets in Williamsville, New York. Admission is open to boys and girls of all races and faiths in grades kindergarten through twelve. Acceptance is based upon testing, interviews, grade-level openings, and evidence that the applicant can benefit from and contribute to the total school program.

Quality Education—Christian Values

STATEMENT OF PURPOSE

In 1949 when many good public schools were forsaking their Christian heritage and moving toward secular approaches to education, a group of parents from the Alden Mennonite Church were determined to found a school where the educational program of rigorous college preparation would be set in the context of the Christian faith and basic values.

Thus from the beginning the school motto — “Quality Education, Christian Values” has been taken seriously. At CCA there is opportunity for students to explore thoughtfully, in an open and unforced context, the development of character as related to the person of Jesus Christ. Students learn as they follow examples, as they are exposed to ideas, as they practice skills, and as they are challenged to investigate and to think creatively and imaginatively. It is the school’s responsibility to provide the role models, the body of knowledge, the practical experiences, and the intellectual and artistic challenges. It is also important to provide a program for healthy, physical development and to foster wise decision-making skills by creating an atmosphere of love, trust and security.

MISSION STATEMENT

CHRISTIAN CENTRAL ACADEMY
WILL PROVIDE AN ENVIRONMENT
WHERE THE FACULTY, STAFF,
AND STUDENTS WILL “GROW IN
WISDOM, IN STATURE, AND IN
FAVOR WITH GOD AND
MEN.” (LUKE 2:52)

*Christian Central Academy
is first of all a school
committed to excellence
for the glory of God.*

CHAPEL

Each week all of our students are required to attend a chapel which takes the form of two short worship services, one for grades six-twelve in the morning and the other for grades kindergarten-five later in the day. We gather as a unit of students, leaders, and staff to signal the primacy of God in our school. The chapel service is considered part of the Bible curriculum.

Public worship and affirmation of the faith are considered important disciplines of the Christian life. Chapel affirms that the greatest power belongs to God and that any excellence which we may achieve, we ascribe to the power and grace of God.

Student leadership and participation are strongly encouraged. The Chaplain Prefect assists the faculty responsible for the music, and the fine arts praise ensemble leads with songs and special music. The speakers may include faculty members as well as visitors. Each high school class is responsible for a chapel service and the Senior chapel is particularly special to our school. Students will be expected to record highlights and reflections in their notebooks as follow-up discussions often occur in Bible class.

Finally, chapel gives an opportunity for everyone to hear the Gospel. Not all of our students are Christians; however, all students are expected to attend chapel and respectfully participate. They are all able, both to gain a deeper understanding of Christian thinking, and to give others an object lesson in courtesy and respect of each other, even if we disagree.

EDUCATIONAL PHILOSOPHY

SCHOOL STREET ACADEMY STREET EAGLE STREET

THREE SCHOOL BUILDINGS, EACH WITH A DISTINCT FUNCTION, FACE THESE MAIN ACCESS ROADS. WHILE RIDING OR WALKING UP THE BEAUTIFUL TREE-LINED EAGLE STREET TOWARD THE SCHOOL, VISITORS CATCH AN EARLY GLIMPSE OF THE MAJESTIC, HISTORIC MAIN SCHOOL BUILDING ON ACADEMY STREET. AN ATTRACTIVE, MODERN ATHLETIC FACILITY STANDS OUT BETWEEN THE LUSH SOCCER FIELD AND THE MAIN SCHOOL BUILDING. TOWARD THE RIGHT FROM EAGLE STREET ARE THE BUSINESS OFFICES AND THE SCIENCE & ART BUILDING WHICH ALSO HOUSES THE LIBRARY. THESE BUILDINGS GIVE VISITORS A FAVORABLE FIRST IMPRESSION OF A SCHOOL LOCATED IN THE PICTURESQUE, HISTORIC VILLAGE OF WILLIAMSVILLE.

“At the heart of all thinking about education, whether Christian or secular, lies the problem of integration. Education is a living thing; no less than the individual it must have philosophy.”

Dr. Frank E. Gaebelien

See “Philosophy of Christian Education” on CCA’s website at www.christanca.com.

We believe that education is the accumulated effect of every experience a student goes through. Our responsibility, therefore, is to provide the experiences - spiritual, intellectual, emotional, and physical - that will result in the greatest possible growth.

We believe that our curriculum should be governed principally by the requirements of college preparation and should include formal study of the Bible. We believe in seeking and initiating new methods of teaching even as we try to pass on to our students the great essentials of traditional knowledge and learning. Within the framework of the school’s spiritual and academic objectives, we want to include as large a choice of courses and learning experiences as possible.

We are looking for significant academic achievement as measured by the acceptance of our graduates by accredited colleges and universities, but our overriding priority is the development of mature Christian character. We seek the development of our students into men and women who have the capacity to give leadership to others in the great task of loving God with all their heart, soul, mind and strength, and their neighbors as themselves.

GRADUATION REQUIREMENTS

CCA DIPLOMA

Bible	4 credits
English	4 credits
History	4 credits
Science	3 credits*
Math	3 credits*
Fine Arts	1 credit
PE	2 credits
Foreign Lang.	3 credits**
Health	1/2 credit

Computer offered but not required

CCA's bottom line standard requires a passing average in the senior year of a 65-84. All students are encouraged to have a math and science credit for every year in high school.

Students must pass a minimum of 5 regents exams (Eng 11, Glob 2, US Hist., Integrated Algebra, and 1 Science Regents exam)

** Students must pass 3 math courses and 3 science courses plus the Integrated Algebra Regents Exam and 1 Science Regents exam*

*** A minimum of 3 yrs. of the foreign language (without the Regents exam) is required. (A CCA Regents Diploma requires 3 units of credit in foreign language experience plus the Foreign Language Regents exam.)*

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**Note:** These Regent course credits are earned by successfully **completing or exceeding core requirements** and achieving a **final class average of 65% or better** for each required course and any elective course, **in conjunction with a 65% or better on all Regents** examinations. A CCA diploma is equal to or better than a Standard Regents Diploma. CCA Regents Diploma is equal to or better than a Regents Diploma with Advanced Designation.

~~~~~

CCA REGENTS DIPLOMA

Bible	4 credits
English	4 credits
History	4 credits
Science	3 credits
Math	3 credits
Fine Arts	1 credit
Foreign Lang.	3 credits
Health	1/2 credit
PE	2 credits

**Computer offered but not required*

All students are encouraged to have a math and science credit for every year in high school. Various electives are offered.

Must pass 9-11 Regents exams (Eng 11, Glob II, US Hist., Int. Algebra, Geometry, Trig or Math B, Span III, and 3 or 4 Science-Earth Sci, Bio, Chem &/or Physics).

3 Units of credit in a foreign language experience plus the Regents exam.

Special offers based on specific guidelines: AP, Honors & Accelerated courses; 4 yrs. of the foreign language; 5 yrs. of math.

Requires a passing average in the senior year of 65-84.

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### CCA REGENTS DIPLOMA W/MERIT:

#### **Regents Diploma Requirements plus:**

*Must pass 9-10 Regents exams*

*Must have a combined Jr. and Sr. average of a B+ (85+)*

### CCA REGENTS DIPLOMA W/HONORS:

#### **Regents Diploma Requirements plus:**

*Must pass 10-11 Regents exams.*

*One AP Course*

*One 4-year sequence in math, science, or language.*

*Must have a combined Jr. and Sr. average of an A (90-94)*

### CCA REGENTS DIPLOMA W/ HIGH HONORS:

#### **Regents Diploma Requirements plus:**

*Must pass 10-11 Regents exams.*

*Two AP Courses*

*Two 4-year sequences in math, science, or language.*

*Combined Junior/Senior Minimum Average of an A+ (95-100)*

## COMMUNITY SERVICE:

Grades 6-8 - 20 hrs. each; Grades 9-10 - 25 hrs. each; Grade 11 - 15 hrs; Grade 12 - 15 hrs. (**Grades 6-12 total minimum required = 140 hours**). Community Service hours must be completed by May 1 and count as 10% of the *final Bible grade*.

# THE PRIMARY CURRICULUM KINDERGARTEN-GRADE FIVE

## THE ACADEMIC PROGRAM

*F*irst through fifth grades build on the kindergarten experience. The seeds planted in kindergarten take root producing Christian character and qualities conducive to successful learning - organization and beginning study skills, accountability for class room behavior, responsibility, diligence, industry, faithfulness, politeness, and good manners. Basic academic skills are mastered in the areas of reading, writing, and arithmetic. The ability to reason and think reflectively is introduced and nurtured.

The study of the Bible is a distinctive of Christian Central Academy - distinctive because we study the Bible and not religion, we study the text (inductively) and not about the text, and we study the text because we believe it offers authoritative insights and makes life-changing claims on us. Asking students to be familiar with the content and respond to the challenge of the Scriptures is thus both an intellectual and spiritual imperative.

*Requirement: All students take Bible each year they are in attendance at CCA.*

*For eight consecutive years, the Buffalo "Business First" has ranked the CCA primary school among the best public and private schools in the eight counties of Western New York. In 2009, this division of the school was ranked in the top five percent.*

*"For Christian education, therefore, to adopt as its unifying principle Christ and the Bible means nothing short of the recognition that all truth is God's truth..."*

Dr. Frank E. Gaebelien

# THE KINDERGARTEN CURRICULUM

## OVERVIEW:

Kindergarten provides the initial step of formal schooling and, thus, becomes a vital instrument in the character development of the students. Academic and developmental needs are respected in the kindergarten program with a holistic approach that meets; the spiritual, mental, emotional, and physical needs of each child.

The seeds of academic mastery are planted through the introduction of the Bible, English, classics of literature and poetry, arithmetic, geography, history, science, Spanish, technology, and the arts. Introduction of these subjects produces a love of learning at an early age and combined with “Special Day” celebrations, makes learning come “alive.” The Notebook Approach is modified for this age group. In kindergarten, children begin to identify the notebook as a tool of learning and grow in their ability to use it.

The careful instruction of receptive and expressive language skills and the creative teaching of written English lay a secure foundation for literacy. Motor exercise, coordination, directionality, auditory and visual discrimination, comprehension skills, interpretation, alertness to direction, appreciation of words and language, number values, counting, measuring, sequencing, are all part of kindergarten skill building. The kindergarten classroom is organized to guide the child in developing Christian character and qualities conducive to learning success - organization and beginning study skills, accountability for classroom behavior, responsibility, diligence, industry, faithfulness, politeness and good manners. Kindergarten prepares children for the important primary step of their education.

## ART:

*“In the beginning God **created...**”* (Genesis 1:1) The kindergarten Art curriculum seeks to point the students to God as the Creator and Designer of all things. *“For by him all things were **created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers or authorities; all things were created by him and for him.**”* (Colossians 1:16) The Art curriculum introduces students to the basic elements of line, shape, form, color, and texture. Emphasis is placed on development of visual and motor skills through activities such as drawing, cutting, gluing, sculpting, painting, folding and building. Kindergartners are introduced to basic art techniques, tools and vocabulary. Each student’s God-given creativity is brought out through discussion, hands-on experiences, stories, pictures, field trips, music, and drama. Projects are developed to reinforce this inspired creativity.

## BIBLE:

*“and how from infancy you have known the holy Scriptures, which are able to make you wise for salvation through faith in Christ Jesus.” II Timothy 3:15*

The main purpose of Biblical education in kindergarten is to inspire a love for the Word of God. We seek to enlighten the mind of each child to the knowledge of God through His written word and to establish the authority and infallibility of the Word of God and also to teach God’s providence in the lives of Biblical characters. Students begin reasoning Biblically and begin applying Biblical truths to personal situations (i.e., assume responsibility for individual actions through admittance, repentance, and reconciliation). They demonstrate stewardship concerning physical and spiritual possessions, gifts, and talents (i.e., develop respect for authority, property, and individuality). Students are encouraged to consistently demonstrate brotherly love and Christian care toward others. They commit many verses of Scripture to memory.

The Kindergarten Bible curriculum seeks to use the Holy Word of God to guide and direct the students development as they grow in “wisdom, stature, and in favour with God and men.”

## COMPUTER:

In kindergarten, computers are available to each student in a lab setting. Classes meet once a week for four marking periods.

# THE KINDERGARTEN CURRICULUM

## LANGUAGE ARTS:

II Timothy 3:15 says "...and how from infancy you have known the holy Scriptures, which are able to make you wise for salvation through faith in Christ Jesus." It is our desire for all our students to enter into a personal relationship with Christ Jesus. By providing the students with the necessary keys to unlock the door to the wonderful world of reading, our language arts curriculum enables the students to read for themselves "the holy scriptures" - God's Word - and then communicate the gospel message.

Reading, writing, listening, and speaking (James 1:19) are the four major areas of language arts - each reinforces the others. Lessons and activities that focus on writing, listening, and speaking, therefore, develop and reinforce skills that are necessary for reading success. We want to inspire and equip students with a lifelong love of reading. Our kindergarten has an integrated language arts curriculum. Literacy activities are purposefully integrated into all subject areas. The purpose of the kindergarten language arts curriculum is to unify all elements of language learning from phonetics to literature, composition, grammar, spelling, penmanship, listening and speaking.

## LIBRARY:

*"Do your best to present yourself to God as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth." II Timothy 2:15*

The goal of the Library/Media Center is to promote information literacy, which is the acquisition of library skills and literature appreciation, and to foster the lifelong enjoyment of books among the students of Christian Central Academy.

The Library/Media Specialist will use a variety of teaching methods in the instruction of library/media skills in order to meet the needs of students with different learning styles and needs.

This course meets for forty minutes one time per week. We start out with a story-time. The books chosen are age/grade appropriate. They reinforce library skills with activities to go along with them. Activities/worksheets are used in conjunction with the resources in the Library/Media Center to familiarize the students with all that the Library/Media Center has to offer. Every month thematic books are read and displayed to coincide with the events of our school calendar. The students of Christian Central Academy practice proper library citizenship by checking out and returning one book per week on time and in good condition.

## MATHEMATICS:

*"He stood, and measured the earth..." Habakkuk 3:6*

The kindergarten mathematics curriculum is designed to encourage problem solving as well as, an "I can!" attitude. The students are provided with opportunities to work in large and small groups to facilitate understanding and insight into the patterns of mathematics.

## MUSIC:

*"I will sing to the Lord all my life; I will sing praise to my God as long as I live." Psalm 104:33*

The purpose of music education is to enable and equip the student to enjoy and to respond to quality music; to participate in music-making as technical abilities and understanding increase; to actively participate in music activities of some sort throughout the student's lifetime.

Through a variety of activities, the kindergarten student will experience many facets of music. He will grow throughout the year in all of the following areas:

Singing: building a repertoire of a variety of songs; matching pitch (recognizing higher/lower pitch); using good posture to sing unison songs; using our four different voices (singing, speaking, shouting, whispering).

Moving: moving to singing games; learning sign language; moving rhythmically; echoing rhythmic patterns.

Playing and understanding instruments: playing rhythm and/or accompaniment instruments; learning about instruments of the orchestra.

Appreciation: listening to different styles of music; learning music and/or dances from historical periods studied in literature and/or history; developing listening skills.

Hearing: distinguishing among high, low, and middle musical sounds; distinguishing between soft and loud musical sounds; distinguishing among various tempos.

Music Theory: knowing the parts of a note; drawing notes; understanding that different kinds of notes are held for different amounts of time; recognizing the staff as the "home" for notes.

# THE KINDERGARTEN CURRICULUM

## PHYSICAL EDUCATION:

*“Do you not know that your body is a temple of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore honor God with your body.” 1 Corinthians 6:19-20*

The purpose of physical education is to develop and strengthen the student in both body and spirit through conditioning. Students participate in the physical, mental, emotional, and spiritual activities which develop strength, speed, skill, endurance, coordination, and cooperation. They learn to obey class rules, participate in all activities, and to work diligently toward an active lifestyle.

## SCIENCE:

*“In the beginning God created the heavens and the earth.” Genesis 1:1*

Scientific knowledge can only be gained through a process of inquiry and experimentation. The discovery method, which is inductive in technique, allows a student to learn as much as his skill and interest permit. Every science experiment should have definite purposes in terms of method, establishing concepts, learning facts, and seeing implications. However, the process of science can only be understood by individuals who are actively engaged in problem-solving. The kindergarten science curriculum provides children with many hands-on experiences which serve to foster curiosity and allow for discovery of God’s world. It encourages students to ask questions and seek answers to those questions in the light of God’s Word.

## SOCIAL STUDIES:

*“And he made known to us the mystery of his will according to his good pleasure, which he purposed in Christ, to be put into effect when the times will have reached their fulfillment—to bring all things in heaven and on earth together under one head, even Christ.” Ephesians 1:9,10*

Our mission statement is...Christian Central Academy will provide an environment where the faculty, staff, and students will grow *“in wisdom, in stature, and in favor with God and men.”* Our kindergarten social studies program is a direct reflection of that statement. At the kindergarten level we help the students develop an awareness of themselves as growing individuals in light of God’s Word and His purpose for each individual. “Children’s unique-qualities as well as similarities to others are highlighted. Children learn about values, ideas, customs, and traditions through folktales, legends, music, art, and history lessons. In addition, children’s relationships with others in the classroom and the school structure become resources for social studies learning. Interaction skills are integral to the kindergarten program. Emphasis is placed on using content that is relevant and personally meaningful. A wide range of interdisciplinary activities can help children grow, develop and gain knowledge and skills. Children also begin to learn about their role as citizens by accepting rights and responsibilities in the classroom and by learning about rules and laws.” (New York State Education Department)

## SPANISH:

*“Let your conversation be always full of grace, seasoned with salt, so that you may know how to answer everyone.” Colossians 4:6*

The study of Spanish begins to broaden the world view of the student by identifying through Spanish the value and significance of other cultures. They begin to cultivate an appreciation of the diversity of God’s creation through the individuality of the Spanish language. The study of Spanish begins to establish in the minds of the students, the pattern of language learning and to develop an aptitude for all future language study. This study also begins to lay the foundation for the future mastery of the Spanish language which will provide the student with a useful tool for communication, for possible research in science or medicine, and for enjoying the rich realms of Spanish literature.

# THE FIRST GRADE CURRICULUM

## OVERVIEW:

### ART:

*“The heavens declare the glory of God; the skies proclaim the work of his hands.” (Psalms 19:1)*

This is a full year course in which students meet one day for a forty-minute period. Art is taught from a discipline-based approach including a chronological history, aesthetics, studio, and art criticism. In first grade, the curriculum will be an overview of art history: creation through modern periods. The student will understand that art goes beyond their experience. The central premise is that the creator of all great design is God, and it is from His original creation that we learn effective composition using the elements and principles of design. (Psalm 19:1) Students are introduced to these elements and principles. As first grade students use their developing visual and motor skills, they begin to experiment with various techniques and media. Students become more skilled in spatial relations, creating full compositions. They are taught craftsmanship and the importance of the presentation of their work.

### BIBLE:

*“Your word is a lamp to my feet and a light for my path.” Psalm 119:105*

The main purpose of Biblical education in first grade is to inspire a love for the Word of God. We seek to enlighten the mind of each child to the knowledge of God through His written word and to establish the authority and infallibility of the Word of God and also to teach God’s providence in the lives of Biblical characters. Students begin reasoning Biblically and begin applying Biblical truths to personal situations (i.e., assume responsibility for individual actions through admittance, repentance, and reconciliation). They demonstrate stewardship concerning physical and spiritual possessions, gifts, and talents (i.e., develop respect for authority, property, and individuality). Students are encouraged to consistently demonstrate brotherly love and Christian care toward others. They commit many verses of Scripture to memory.

One of the theme verses in first grade is II Corinthians 5:9 - *“So we make it our goal to please Him...”* The students begin each day with Bible time. It does not end, however, at the end of that class; “Bible” is carried on throughout the day in every subject. The time set aside for “Bible” includes a time of classroom prayer, Bible songs, Scripture memory, and the lesson.

### COMPUTER:

In first grade, computers are available to each student in a lab setting. Using the program called *UltraKey*, students learn basic keyboarding skills. Classes meet once a week for four marking periods. This self-paced, individualized program takes each student through nine lessons in which they learn the basis of correct posture and hand position on the keyboard. The program teaches the keystrokes for the alphabet and punctuation keys.

### LANGUAGE ARTS:

*“Finally, brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable-if anything is excellent or praiseworthy-think about such things.” Philippians 4:8*

The primary reason we teach children to read is so they can read God’s Word for themselves, so God can communicate directly to them. Our God communicates personally with His children through His written Word and the preaching of that written Word.

We are made in God’s image; therefore, we are to communicate clearly and effectively. Reading, writing, and listening are the three primary content areas essential for communicating. Therefore, the purpose of the first grade Language Arts program is to build essential communication skills in a warm, supportive environment which is responsive to the individual needs of each child. Our program offers a solid foundation in phonics, spelling, and basic sight words. It gives students opportunities for creative writing, and guides them in an appreciation for literature through reading and listening. Comprehension skills, fluency, and expression are nurtured through basal texts, read-aloud stories, *Weekly Reader*, the *Book It!* program, homework assignments, sharing journal entries, and reading student-created stories. Open-ended questioning provides an opportunity to develop critical listening and thinking skills. The teacher encourages and models a love of reading and writing.

Self-expression is fostered through both oral and written experiences. Oral expression is encouraged and developed through experiences in class discussions, show and tell, and oral reading. Attention is given to vocabulary development, sentence structure, and the correct usage of language. Students experience written expression in a variety of forms with an emphasis on writing complete sentences. Correct usage of capitals and punctuation is introduced. Manuscript letter and number formation is used in the Handwriting program.

# THE FIRST GRADE CURRICULUM

## LIBRARY:

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## MATHEMATICS:

*“He stood and measured the earth...” (Habakkuk 3:6)*

Mathematics shows God as systematic, orderly, logical, and accurate. The emphasis of the first grade mathematics program is to foster an enthusiasm and curiosity about numbers and discover how they are used in every day living. The students will discover how God is the “Inventor” of numbers and how He uses numbers and their processes throughout Scripture. For example, when God “divided the light from the darkness,” (Genesis 1:3). He used the first fraction. Students will discover that He “ordered” the first seven numbers as He was creating the heavens and the earth, and thus counting was established. The students enjoy exploring the different operations of mathematics through extensive opportunities to manipulate, compare, pattern, sort, estimate, and count a variety of common objects. They are also introduced to the symbols and forms needed to express their findings in simple mathematical equations. Algebra readiness is also included in many of the lessons.

## MUSIC:

*“Shout for joy to the Lord, all the earth. Worship the Lord with gladness; come before him with joyful songs.” Psalm 100:1-2*

The purpose of music education is to enable and equip the student to enjoy and to respond to quality music; to participate in music-making as technical abilities and understanding increase; to actively participate in music activities of some sort throughout the student’s lifetime.

Through a variety of activities, the first grade student will experience many facets of music. He will grow throughout the year in all of the following areas:

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Playing and understanding instruments: playing rhythm and/or accompaniment instruments; learning about instruments of the orchestra.

Appreciation: listening to different styles of music; learning music and/or dances from historical periods studied in literature and/or history; developing listening skills.

Hearing: distinguishing among high, low, and middle musical sounds; distinguishing between soft and loud musical sounds; distinguishing among various tempos.

Music Theory: knowing the parts of a note; drawing notes; understanding that different kinds of notes are held for different amounts of time; recognizing the staff as the “home” for notes.

## PHYSICAL EDUCATION:

*“Do you not know that your body is a temple of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore honor God with your body.” I Corinthians 6:19-20*

The purpose of physical education is to develop and strengthen the student in both body and spirit through conditioning. Students participate in the physical, mental, emotional, and spiritual activities which develop strength, speed, skill, endurance, coordination, and cooperation. They learn to obey class rules, participate in all activities, and to work diligently toward an active lifestyle.

# THE FIRST GRADE CURRICULUM

## SCIENCE:

*“In the beginning God created the heavens and the earth.” Genesis 1:1*

God, being the Creator and Sustainer of the universe, is the foundation of this subject in first grade. The students learn how God has given them five senses in order to discover and enjoy His creation and everything in it. They learn about the properties of matter (solid, liquid, gas). In the unit about “Life Long Ago,” students enjoy learning about dinosaurs and fossils. They learn the steps in the Scientific Method (observe, state the problem [I wonder. . .], guess, test, observe, conclusion). The students are introduced to the theory of evolution and are guided in making a judgment of what is truth, creation or evolution. In their study of astronomy, students learn about the rotation and revolution of the earth, how shadows are made, how to recognize certain constellations. They are introduced to space travel. Their body is God’s temple and they learn how to take care of it in the health and safety unit. The food pyramid is used in teaching nutrition and food groups. The unit on Water, Air, and Weather teaches the children how to be good stewards of the resources that God has given us. The four seasons are studied and kinds of weather are studied, recorded and discussed. Plants are also studied. Students learn: how a seed grows and develops, the parts of a plant, how plants need animals and people and how animals and people need plants, and an introduction to photosynthesis. Animals are also studied in first grade. Students learn how to classify the animals into groups—mammals, reptiles, birds, fish, amphibians. They learn about their habitats, body coverings, and camouflage. All the above units are reinforced and enhanced by activities and experiments.

A unit called “I Can Play Safe” is covered in the spring. Topics discussed and roles played include: What is a stranger, rules concerning strangers, using a family code word, and proper and improper “touching.”

## SOCIAL STUDIES:

*“And he made known to us the mystery of his will according to his good pleasure, which he purposed in Christ, to be put into effect when the times will have reached their fulfillment—to bring all things in heaven and on earth together under one head, even Christ.” Ephesians 1:9,10*

The main goal is to teach students that their personal history is actually “His story” (God’s story) in their lives, starting with their family and then moving out to their church, school, community, nation, and the world. The students’ early experiences in the family and school provide a foundation for developing further understandings about social relationships and responsibilities living in a community. Students will appreciate their Christian heritage through studying the Pilgrims and the first Thanksgiving, George Washington, and Abraham Lincoln. Students will be exposed to many cultures as they take a tour of Christmas Around the World. Foods and customs from various countries are enjoyed by the students at that time of the year. Students will study other famous people who helped shape America including Christopher Columbus, Dr. Martin Luther King, Jr., Rosa Parks, and Theodore Roosevelt. Patriotism is the focus in the last part of the year. The students are introduced to our nation’s system of government. They learn about how it was established, the three branches of our government, the Constitution, and the Bill of Rights. Students will learn various patriotic symbols and songs. Lessons in geography continue through the year as various places throughout the world are mentioned in class. Students are expected to learn the locations of the seven continents as well as the Pacific, Atlantic, Arctic, and Indian Oceans. The students will understand that God has put people in charge of His creation and therefore it is important to conserve the natural resources He has given us. The students will experience learning economics in the form of a first grade bake sale. They will become producers of goods and services. They will tithe ten percent of their income, and enjoy being consumers with the rest.

## SPANISH:

*“Let your conversation be always full of grace, seasoned with salt, so that you may know how to answer everyone.” Colossians 4:6*

The study of Spanish begins to broaden the world view of the student by identifying through Spanish the value and significance of other cultures. They begin to cultivate an appreciation of the diversity of God’s creation through the individuality of the Spanish language. The study of Spanish begins to establish in the minds of the students, the pattern of language learning and to develop an aptitude for all future language study. This study also begins to lay the foundation for the future mastery of the Spanish language which will provide the student with a useful tool for communication, for possible research in science or medicine, and for enjoying the rich realms of Spanish literature.

# THE SECOND GRADE CURRICULUM

## OVERVIEW:

### ART:

*“The heavens declare the glory of God; the skies proclaim the work of his hands.” (Psalms 19:1)*

This is a full year course in which the students meet one day a week for a forty-minute period. Art is taught from a discipline-based approach including a chronological history, aesthetics, studio, and art criticism. In second grade, the curriculum will cover Creation through Medieval periods. The central premise is that the creator of all great design is God, and it is from His original creation that we learn effective composition using the elements and principles of design. (Psalm 19:1) Students are introduced to these elements and principles. As second grade students use their developing visual and motor skills, they begin to move from geometric representations of objects to make sensitive drawings complete with detail. Students become more skilled in spatial relations in three-dimensions, creating more involved constructions. They are taught craftsmanship and the importance of the presentation of their work. Students keep a sketchbook for weekly notes, draft work and reflective evaluations.

### BIBLE:

*“The law of the Lord is perfect, reviving the soul. The statutes of the Lord are trustworthy, making wise the simple. The precepts of the Lord are right, giving joy to the heart. The commands of the Lord are radiant, giving light to the eyes. The fear of the Lord is pure, enduring forever. The ordinances of the Lord are sure and altogether righteous. They are more precious than gold, than much pure gold; they are sweeter than honey, than honey from the comb.” Psalm 19:7-10*

The main purpose of Biblical education in second grade is to inspire a love for the Word of God. We seek to enlighten the mind of each child to the knowledge of God through His written word and to establish the authority and infallibility of the Word of God and also to teach God’s providence in the lives of Biblical characters. Students begin reasoning Biblically and begin applying Biblical truths to personal situations (i.e., assume responsibility for individual actions through admittance, repentance, and reconciliation). They demonstrate stewardship concerning physical and spiritual possessions, gifts, and talents (i.e., develop respect for authority, property, and individuality). Students are encouraged to consistently demonstrate brotherly love and Christian care toward others. They commit many verses of Scripture to memory.

The second grade Bible curriculum centers around picture and scripture presentations of Bible stories from the Old and New Testaments. It focuses primarily on Old Testament heroes and the character traits that uniquely qualified them for use by God. The program also includes a study of God's plan for salvation through components of the Tabernacle, as well as lessons about how to receive Jesus as personal savior.

### COMPUTER:

In Second grade, computers are available to each student in a lab setting. Using the program called *UltraKey*, students learn basic keyboarding skills. Classes meet once a week for four marking periods. This self-paced, individualized program takes each student through nine lessons in which they learn the basis of correct posture and hand position on the keyboard. The program teaches the keystrokes for the alphabet and punctuation keys.

### LANGUAGE ARTS:

*“Finally, brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable-if anything is excellent or praiseworthy-think about such things.” Philippians 4:8*

God created human beings as the only creatures with the capacity for formal language. We must conclude that His purpose was communication with Him and about Him.

With this in mind, the primary objective of the language arts program is to build a solid foundation for excellent oral and written communication. Reading, writing, English, and spelling are the components. The main purpose of our reading program is to introduce the children to a wide variety of quality literature and "real world" materials (magazine articles, recipes, visual diagrams, etc.) that expand their knowledge of literature and the world in which they live. With the goal of developing proficient and effective readers, the children will be taught strategies for decoding and comprehension, as they learn phonics rules and critical thinking. Fine literature in the form of anthology pieces and carefully selected trade books and poetry will be the vehicle for teaching good writing techniques and the writing process. Children will learn to use proper grammar and correct spelling as they practice writing in response to literature. They will also practice weekly lists of spelling words in a spelling workbook. Phonetic patterns and spelling rules, usage, mechanics, listening, and speaking will be taught through integration with the literature, as presented in Invitations to Literature, a Houghton Mifflin Publication.

# THE SECOND GRADE CURRICULUM

## LIBRARY:

*“Do your best to present yourself to God as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth.” II Timothy 2:15*

The goal of the Library/Media Center is to promote information literacy, which is the acquisition of library skills and literature appreciation, and to foster the lifelong enjoyment of books among the students of Christian Central Academy.

The Library/Media Specialist will use a variety of teaching methods in the instruction of library/media skills in order to meet the needs of students with different learning styles and needs.

This course meets for forty minutes one time per week. We start out with a story-time. The books chosen are age/grade appropriate. They reinforce library skills with activities to go along with them. The activities/worksheets are used in conjunction with the resources in the Library/Media Center to familiarize the students with all the Library/Media Center has to offer. Every month thematic books are also read and displayed to coincide with the events of our school calendar. The students of Christian Central Academy practice proper library citizenship by checking out and returning one book per week on time and in good condition.

## MATHEMATICS:

*“He stood and measured the earth...” (Habakkuk 3:6)*

The goals of second grade mathematics are to increase the understanding of basic math concepts and to grow in the mastery of addition and subtraction facts. Through daily instruction and practice, using both oral and written drill and manipulatives, the children study estimation, number sense and numeration, whole number operations and computations, geometry and spatial sense, measurement, fractions, money, and patterns. A major emphasis is placed on problem solving and reasoning skills. Grouping by ability level is provided as the need arises in order to meet the needs of individual students. Some accommodations are made for ability differences in order to meet the needs of individual students.

## MUSIC:

*“I will sing to the Lord all my life; I will sing praise to my God as long as I live.” Psalm 104:33*

The purpose of music education is to enable and equip the student to enjoy and to respond to quality music; to participate in music-making as technical abilities and understanding increase; to actively participate in music activities of some sort throughout the student’s lifetime.

Through a variety of activities, the second grade student will experience many facets of music. He will grow throughout the year in all of the following areas:

Singing: building a repertoire of a variety of songs; matching pitch (recognizing higher/lower pitch); using good posture to sing unison songs; using our four different voices (singing, speaking, shouting, whispering).

Moving: moving to singing games; learning sign language; moving rhythmically; echoing rhythmic patterns.

Playing and understanding instruments: playing rhythm and/or accompaniment instruments; learning about instruments of the orchestra.

Appreciation: listening to different styles of music; learning music and/or dances from historical periods studied in literature and/or history; developing listening skills.

Hearing: distinguishing among high, low, and middle musical sounds; distinguishing between soft and loud musical sounds; distinguishing among various tempos.

Music Theory: knowing the parts of a note; drawing notes; understanding that different kinds of notes are held for different amounts of time; recognizing the staff as the “home” for notes.

## PHYSICAL EDUCATION:

*“Do you not know that your body is a temple of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore honor God with your body.” I Corinthians 6:10-20*

The purpose of physical education is to develop and strengthen the student in both body and spirit through conditioning. Students participate in the physical, mental, emotional, and spiritual activities which develop strength, speed, skill, endurance, coordination, and cooperation. They learn to obey class rules, participate in all activities, and to work diligently toward an active lifestyle.

# THE SECOND GRADE CURRICULUM

## SCIENCE:

*“In the beginning God created the heavens and the earth.” Genesis 1:1*

The Science Curriculum for grade two is a combination of The Merrill Science ©1989 and Discovery Works by Silver Burdett Ginn © 1996. In this form the curriculum combines the hands-on emphasis of “Discovery Works” with the strong content of Merrill. The major units covered between the two programs are Animal Adaptations and the Interactions of Living Things, Heat Changes Things, Human Growth and Good Health, Sounds, Light, Matter, and Changes on the Earth. All content, skills, and principles are presented in the light and truth of the Bible, and God as the Creator is given glory and praise for His handiwork.

## SOCIAL STUDIES:

*“For everything that was written in the past was written to teach us, so that through endurance and the encouragement of the Scriptures we might have hope.” Romans 15:4*

The second grade social studies program seeks to develop in each child a sense of his role in his family, a realization of the value of various communities, and an appreciation of the American heritage. It also promotes the responsibilities and ideals of good citizenship—through the study of civil rights and the lives of our country’s leaders including George Washington, Abraham Lincoln, and Martin Luther King Jr.

Other important units of study include geography, Christopher Columbus, the Pilgrims, Native Americans, and manufacturing. An appreciation for the way technology has changed in the world is also emphasized.

## SPANISH:

*“Let your conversation be always full of grace, seasoned with salt, so that you may know how to answer everyone.” Colossians 4:6*

The study of Spanish begins to broaden the world view of the student by identifying through Spanish the value and significance of other cultures. They begin to cultivate an appreciation of the diversity of God’s creation through the individuality of the Spanish language. The study of Spanish begins to establish in the minds of the students, the pattern of language learning and to develop an aptitude for all future language study. This study also begins to lay the foundation for the future mastery of the Spanish language which will provide the student with a useful tool for communication, for possible research in science or medicine, and for enjoying the rich realms of Spanish literature.

# THE THIRD GRADE CURRICULUM

## OVERVIEW:

### ART:

*“And just as we have borne the likeness of the earthly man, so shall we bear the likeness of the man from heaven.” 1 Corinthians 15:49*

This is a full year course in which the students meet one day a week for a forty-minute period. Art is taught from a discipline-based approach including a chronological history, aesthetics, studio, and art criticism. The central premise is that the creator of all great design is God, and it is from His original creation that we learn effective composition using the elements and principles of design. (Psalm 19:1) In third grade, the curriculum will cover the Early Renaissance through Baroque periods. Third graders naturally begin to plan their work, making choices regarding subject matter and purpose. Students recognize that nature, people, cultures, and events are all appropriate sources for art. They begin to recognize subtle differences and similarities in artwork. As students begin to realize the possibilities for integrating unintentional effects into their artwork, they may demonstrate this through experimenting with illustrating subjects in motion or overlapping objects to show depth. Art history discussions will encourage the development of the criticism and analysis of artwork. Students keep a sketchbook for weekly notes, draft work and reflective evaluations.

### BIBLE:

*“Trust in the Lord with all your heart and lean not on your own understanding: In all your ways acknowledge him, and he will make your paths straight.” Prov. 3:5-6*

The main purpose of Biblical education in third grade is to inspire a love for the Word of God. We seek to enlighten the mind of each child to the knowledge of God through His written word and to establish the authority and infallibility of the Word of God and also to teach God’s providence in the lives of Biblical characters. Students begin reasoning Biblically and begin applying Biblical truths to personal situations (i.e., assume responsibility for individual actions through admittance, repentance, and reconciliation). They demonstrate stewardship concerning physical and spiritual possessions, gifts, and talents (i.e., develop respect for authority, property, and individuality). Students are encouraged to consistently demonstrate brotherly love and Christian care toward others. They commit many verses of Scripture to memory.

This student-oriented, activity-based curriculum features inspirational stories of Biblical heroes and highlights current Christian personalities who continue carrying out the Great Commission in various ways across denominations. This curriculum aims to provide awareness of biblical history and to examine the choices made. The children will be challenged to apply positive choices of daily living.

Each week is divided into five, thirty-minute instructional segments, plus a weekly chapel time. The lessons include current interest and application during the activities and emphasize hands-on interaction with the lesson objective.

From the Old Testament in the first two quarters to the New Testament in the second two quarters, the children will see how the work of God through the atoning act of His Son, Jesus, is the central theme that ties the Bible together in divine redemption.

*Biblical Choices* addresses issues that face our children today. Humanistic voices are telling our children what choices to make, but it is time for us to teach our children how to make godly choices in an ungodly world.

### COMPUTER:

In third grade, computers are available to each student in a lab setting. Using the program called *UltraKey*, students learn basic keyboarding skills. Classes meet once a week for four marking periods. This self-paced, individualized program takes each student through nine lessons and nine skill checks in which they learn the basis of correct posture and hand position on the keyboard. The program teaches the keystrokes for the alphabet and punctuation keys. Upon completion of *UltraKey*, the class will begin a unit on word-processing, utilizing the skills developed in Keyboarding.

# THE THIRD GRADE CURRICULUM

## LANGUAGE ARTS:

*"Finally, brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable-if anything is excellent or praiseworthy-think about such things." Philippians 4:8*

Learning the English language is a gift from God for communication. It is the basis for learning and the vehicle for spreading the Gospel in every area of life. The Reading program, *Invitations to Literacy*, introduces students to a wide variety of literature and "real world" materials (magazine articles, recipes, visual diagrams, etc.). These materials will expand their knowledge of literacy and the real world. Students develop a variety of strategies and skills that allow them to become independent, confident readers. Integration of phonics and phonemic awareness with word identification skills help students develop word recognition strategies. The literature selections serve as the foundation for instruction in writing, spelling, grammar, usage, mechanics, listening, speaking, and viewing. Students will also be introduced to 6+1 Traits of Writing including ideas, organization, voice, word choice, sentence fluency, and conventions to develop writing.

Third grade students regularly practice using the *Zaner-Bloser Handwriting 3* curriculum. This program of study uses an easy step-by-step approach to teach handwriting, so that students develop a solid foundation skill that encourages and supports all of their writing, reading, and assessment efforts.

## LIBRARY:

*"Do your best to present yourself to God as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth." II Timothy 2:15*

The goal of the Library/Media Center is to promote information literacy, which is the acquisition of library skills and literature appreciation, and to foster the lifelong enjoyment of books among the students of Christian Central Academy.

The Library/Media Specialist will use a variety of teaching methods in the instruction of library/media skills in order to meet the needs of students with different learning styles and needs.

This course meets for forty minutes one time per week. We start out with a story-time. The books chosen are age/grade appropriate. They reinforce library skills with activities to go along with them. The activities/worksheets are used in conjunction with the resources in the Library/Media Center to familiarize the students with all the Library/Media Center has to offer. Every month thematic books are also read and displayed to coincide with the events of our school calendar. The students of Christian Central Academy practice proper library citizenship by checking out and returning one book per week on time and in good condition.

## MATHEMATICS:

*"He stood, and measured the earth..." Habakkuk 3:6*

Third grade mathematics is designed to provide continued mathematics instruction for students in computation and problem solving skills. This class meets daily for forty-minute sections. This curriculum emphasizes basic facts, computational skills, and problem solving strategies through the use of manipulatives, picture models, games, weekly learning group activities and practice sheets as needed. Mathematics is derived from Biblical Truth: *"But everything should be done in a fitting and orderly way."* (I Corinthians 14:40) Students learn addition and subtraction up to four digits without and with regrouping, place value, money and time, multiplication and division concepts and facts, fractions and decimals, geometry and measurement, customary and metric measures, and data and probability.

## MUSIC:

*"My heart is steadfast, O God; I will sing and make music with all my soul." Psalm 108:1*

The purpose of music education is to enable and equip the student to enjoy and to respond to quality music; to participate in music-making as technical abilities and understanding increase; to actively participate in music activities of some sort throughout the student's lifetime.

Through a variety of activities, the third grade student will experience many facets of music. He will grow throughout the year in all of the following areas:

Singing: building a repertoire of a variety of songs; using good posture to sing unison songs; using our four different voices (singing, speaking, shouting, whispering).

Moving: learning sign language; moving rhythmically; echoing rhythmic patterns.

Playing and understanding instruments: playing rhythm and/or accompaniment instruments; learning about instruments of the orchestra, playing recorder.

Appreciation: listening to different styles of music; learning music and/or dances from historical periods studied in literature and/or history; developing listening skills.

Hearing: distinguishing between soft and loud musical sounds; distinguishing among various tempos.

Music Theory: knowing the parts of a note; drawing notes; understanding that different kinds of notes are held for different amounts of time; recognizing the staff as the "home" for notes, reading treble clef in recorder practice.

Performance: concert demonstrations of learned skills and music; concert etiquette.

# THE THIRD GRADE CURRICULUM

## PHYSICAL EDUCATION:

*“Therefore, since we are surrounded by such a great cloud of witnesses, let us throw off everything that hinders and the sin that so easily entangles, and let us run with perseverance the race marked out for us.” Hebrews 12:1*

The purpose of physical education is to develop and strengthen the student in both body and spirit through conditioning. Students participate in the physical, mental, emotional, and spiritual activities which develop strength, speed, skill, endurance, coordination, and cooperation. They learn to obey class rules, participate in all activities, and to work diligently on the requirements of the President’s Physical Fitness program.

## SOCIAL STUDIES:

*“And he made known to us the mystery of his will according to his good pleasure, which he purposed in Christ, to be put into effect when the times will have reached their fulfillment—to bring all things in heaven and on earth together under one head, even Christ.” Ephesians 1:9,10*

The third grade social studies program includes five units of study. Students will know that God is the author of history and recognize Him as the orchestrator of the events of peoples’ lives. In the first unit, “Living in Communities,” students understand communities and the relationship between communities and geography. The second unit, “Looking Back in the past,” gives students the opportunity to explore a Native American Community at Mesa Verde, an English colony at Jamestown, and a Spanish mission in San Francisco. Unit three, “Building a Government,” presents the birth of our country, countries and their capitals, and how citizens make communities work. In the fourth unit, “Communities on the Move,” students learn how Americans and immigrants built new lives and things that change the way that people live. The final unit, “Working Together,” deals with economics and the production of goods.

## SCIENCE:

*“In the beginning God created the heavens and the earth.” Genesis 1:1*

Merrill Science provides students with learning experiences that relate to their everyday world. Concrete and relevant applications of science are used to promote science terminology and an understanding and appreciation for God’s creation. Students will be encouraged to actively participate in the learning process with the use of a variety of hands on activities. The units of study in third grade are: rocks and minerals, matter, water cycle, and simple machines.

## SPANISH:

*“Let your conversation be always full of grace, seasoned with salt, so that you may know how to answer everyone.” Colossians 4:6*

The study of Spanish begins to broaden the world view of the student by identifying through Spanish the value and significance of other cultures. They begin to cultivate an appreciation of the diversity of God’s creation through the individuality of the Spanish language. The study of Spanish begins to establish in the minds of the students, the pattern of language learning and to develop an aptitude for all future language study. This study also begins to lay the foundation for the future mastery of the Spanish language which will provide the student with a useful tool for communication, for possible research in science or medicine, and for enjoying the rich realms of Spanish literature.

# THE FOURTH GRADE CURRICULUM

## OVERVIEW:

### ART:

*“The heavens declare the glory of God; the skies proclaim the work of his hands.” Psalm 19:1*

This is a full year course in which the students meet one day a week for a forty-minute period. Art is taught from a discipline-based approach including a chronological history, aesthetics, studio, and art criticism. In fourth grade, the curriculum will cover the Enlightenment through Modern periods, paralleling the Social Studies curriculum. The central premise is that creator of all great design is God, and it is from His original creation that we learn effective composition using the elements and principles of design. (Psalm 19:1) Further experimentation takes place during the fourth grade, building on techniques used in earlier years. Such experimentation impacts use of the elements of art and principles of design in more advanced projects. Students continue to understand more fully how art affects them and others. Their projects and class activities encourage the growth of aesthetic judgment, vocabulary, and awareness of self and others. Fourth grade students also continue to develop an understanding of the necessity for proper use of time and materials. Students keep a sketchbook for weekly notes, draft work and reflective evaluations.

### BIBLE:

*“Do your best to present yourself to God as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth.” II Timothy 2:15*

The main purpose of Biblical education in fourth grade is to inspire a love for the Word of God. We seek to enlighten the mind of each child to the knowledge of God through His written word and to establish the authority and infallibility of the Word of God and also to teach God’s providence in the lives of Biblical characters. Students begin reasoning Biblically and begin applying Biblical truths to personal situations (i.e., assume responsibility for individual actions through admittance, repentance, and reconciliation). They demonstrate stewardship concerning physical and spiritual possessions, gifts, and talents (i.e., develop respect for authority, property, and individuality). Students are encouraged to consistently demonstrate brotherly love and Christian care toward others. They commit many verses of Scripture to memory.

The main purpose of the fourth grade Bible curriculum is to make the students aware that the Christian story is much more than a history lesson that happened two thousand years ago; but that it is an exhilarating calling that is happening today. In every lesson, the choices made by the Bible heroes studied will be isolated, and the children will be challenged to make those same choices in their lives. Our contemporary Christian heroes who have made similar choices will serve as role models to help the children see how Biblical choices are implemented today. The student-oriented, activity based curriculum features not only the beloved, inspirational stories of Bible heroes, but also highlights current, well-respected, time-honored Christian personalities who are continuing to carry out our Lord’s Great Commission in a variety of exciting and diverse ways across all denominations and in all parts of the world.

Each week’s “Choices” lesson is divided into five, thirty-minute instructional segments, plus a weekly chapel time. A single theme is studied from the Old Testament in the first semester as well as a single theme studied from the New Testament in the second semester; thus, the students see how the work of God through the atoning act of His Son, Jesus, is the central theme that ties the Bible together as one story of divine redemption.

### COMPUTER:

In fourth grade, computers are available to each student in a lab setting. Using the program called *UltraKey*, students learn basic keyboarding skills. Classes meet once a week for four marking periods. This self-paced, individualized program takes each student through nine lessons and nine skill checks in which they learn the basis of correct posture and hand position on the keyboard. The program teaches the keystrokes for the alphabet and punctuation keys. Upon completion of *UltraKey*, the class will begin a unit on word-processing, utilizing the skills developed in Keyboarding.

Responsible research is taught using the internet. Digital citizenship is stressed to all students who use the internet. Students are taught Microsoft PowerPoint for specific projects utilizing both keyboarding skills and internet research.

# THE FOURTH GRADE CURRICULUM

## **LANGUAGE ARTS:**

*“Finally, brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.” Philippians 4:8*

It is imperative that students master their native language in order to propagate the Gospel in every aspect of their lives. Communication is a gift of God and students are mandated by God’s Word to study to show themselves approved. Working hard to improve reading, language, writing and spelling skills pleases God.

The fourth grade study of language arts is divided into seven main areas of focus: reading, formal and creative writing, vocabulary, spelling, handwriting, grammar, and study skills. A major goal for fourth grade is that students experience confidence and success in reading independently. Another aim is the development of an appreciation and recognition of varied forms of fine literature and an increased motivation to read. In fourth grade students are also required to read at least two chapter books throughout each month at home and during class reading times. Students are encouraged to think, question, and evaluate as they are exposed to literature which raises conflicts and issues requiring decision-making and problem-solving skills. These skills also serve to develop and hone their ability to be critical thinkers. Listening and narrating, oral story telling, study skills, and varied literature are presented throughout the fourth grade reading experience. Students will also meet regularly in small reading groups with teacher and student-led instruction. Students will also practice handwriting to become more fluent in shape, size, spacing, and slant.

The fourth grade fully integrated reading/language arts program, *Invitations to Literacy*, has literature selections serve as the basis for instruction in writing modes and techniques, spelling, grammar, usage, mechanics, listening, speaking, and viewing. Students are introduced to a wide variety of quality literature and “real world” materials (magazine articles, recipes, visual diagrams, and more) that expand their knowledge of literacy and the world in which they live. Students will also use 6+1 traits of writing including ideas, organization, voice, word choice, sentence fluency, and conventions to develop writing. The spelling curriculum, McDougall, Littell Spelling program will be used to develop word relationships, language skills, and spelling strategies. The Zaner-Bloser handwriting curriculum will also be integrated throughout the year and then applied to all fourth grade written work.

## **LIBRARY:**

*“Do your best to present yourself to God as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth.” II Timothy 2:15*

The goal of the Library/Media Center is to promote information literacy, which is the acquisition of library skills and literature appreciation, and to foster the lifelong enjoyment of books among the students of Christian Central Academy.

The Library/Media Specialist will use a variety of teaching methods in the instruction of library/media skills in order to meet the needs of students with different learning styles and needs.

This course meets for forty minutes one time per week. We start out with a story-time. The books chosen are age/grade appropriate. They reinforce library skills with activities to go along with them. The activities/worksheets are used in conjunction with the resources in the Library/Media Center to familiarize the students with all the Library/Media Center has to offer. Every month thematic books are also read and displayed to coincide with the events of our school calendar. The students of Christian Central Academy practice proper library citizenship by checking out and returning one book per week on time and in good condition.

## **MATHEMATICS:**

*“He stood and measured the earth...” (Habakkuk 3:6)*

The purpose of fourth grade mathematics this year is four-fold. First, the students will learn of God; His nature, character, work and attributes as seen in the mathematical precisions, law, order and infinity of the universe: *“For the invisible things are understood by things that are made, even His eternal power and Godhead...”* (Romans 1:20) Second, students will derive mathematics from Biblical truth: *“In (Christ) are hidden all the treasures of wisdom and knowledge.”* (Colossians 2:3) Third, students will correlate mathematics to other sciences and daily life. *“Hear instructions, and be wise, refuse it not. Blessed is the man that heareth me, watching daily at my gates, waiting at the posts of my doors.”* (Proverbs 8: 33-34) Finally, students will develop a character that is self-governed, self-educating, productive and able to reason based on Biblical understanding from a mathematical perspective.

Fourth grade mathematics emphasizes basic facts, computational skills and problem solving strategies through the use of manipulative, picture models, games, cooperate learning activities, daily drills and practice sheets as needed. Students learn multi-digit multiplication, division by two digit divisors, addition and subtraction of fractions and decimals, graphing, measurement, place value and an introduction to geometry and probability. In addition to these new concepts, students master addition, subtraction, multiplication and division facts.

# THE FOURTH GRADE CURRICULUM

## MUSIC:

*“Praise the Lord with the harp; make music to him on the ten-stringed lyre.” Psalm 33:2*

The purpose of music education is to enable and equip the student to enjoy and to respond to quality music; to participate in music-making as technical abilities and understanding increase; to actively participate in music activities of some sort throughout the student’s lifetime.

Through a variety of activities, the fourth grade student will experience many facets of music. He will grow throughout the year in all of the following areas:

Singing: building a repertoire of a variety of songs; using good posture to sing two-part songs.

Moving: learning sign language; moving rhythmically; echoing rhythmic patterns.

Playing and understanding instruments: playing rhythm and/or accompaniment instruments; learning about instruments of the orchestra, beginning instruments of the orchestra (see instrumental music).

Appreciation: listening to different styles of music; learning music and/or dances from historical periods studied in literature and/or history; developing listening skills.

Hearing: recognizing timbre.

Music Theory: knowing the parts of a note; drawing notes; understanding that different kinds of notes are held for different amounts of time; recognizing the staff as the “home” for notes, recognizing musical terms for dynamics and tempo.

Performance: concert demonstrations of learned skills and music; concert etiquette.

## PHYSICAL EDUCATION:

*“You were bought at a price. Therefore honor God with your body.” I Corinthians 6:20*

The purpose of physical education is to develop and strengthen the student in both body and spirit through conditioning. Students participate in the physical, mental, emotional, and spiritual activities which develop strength, speed, skill, endurance, coordination, and cooperation. They learn to obey class rules, participate in all activities, and to work diligently on the requirements of the President’s Physical Fitness program.

## SCIENCE:

*“In the beginning God created the heavens and the earth.” Genesis 1:1*

The purpose of fourth grade science is to learn more about God’s character as revealed throughout natural creation and through the laws which govern it. Students will obtain knowledge in order to have dominion over creation and to practice good stewardship of God’s creation. Scriptural principles in creation will be discovered by observing and reasoning.

The fourth grade science program provides experiences which help students develop, practice, and apply critical thinking process skills. These experiences are provided by the use of questions, controlled experiments, and creative activities. Students are encouraged to use their curiosity and the scientific method as they observe, question, and interpret information with objectivity and honesty, while distinguishing between scientific evidence and opinions. The units of study in fourth grade are: solar system and space, animal adaptations and behavior, magnets and electricity, and plants. Students will also understand the steps in the scientific method and will perform experiments by utilizing the steps learned.

## SOCIAL STUDIES:

*“And he made known to us the mystery of his will according to his good pleasure, which he purposed in Christ, to be put into effect when the times will have reached their fulfillment—to bring all things in heaven and on earth together under one head, even Christ.” Ephesians 1:9,10*

The main purpose of fourth grade social studies is for students to know God as the author of history and Jesus Christ as the focal point of history. Students will gain a providential view of history and recognize God as “the sovereign disposer” of men and events. As we study the amazing lives of people in history, each student will be inspired to fulfill his/her divine purpose and place in Christ, His story. Most importantly the students will be prepared to think and reason Biblically from leading ideas and principles of government (cause to effect, choices to consequences).

New York history is taught during all four quarters of fourth grade social studies. Our study of New York begins with a look at its geography, resources, and regions. Students will then learn about men and women who made significant contributions to New York’s early social, political, economic, and cultural life. Students will investigate how New Yorkers played a role in the formation of our country and its government. The roles of Native Americans of New York and early immigrants to New York are also studied. Next, the students will discover the hardships and joys of the early years of statehood followed by a unit on building the Empire State. Throughout our study of New York we also examine what it is like to live in our state today.

## THE FOURTH GRADE CURRICULUM

### SPANISH:

*“Let your conversation be always full of grace, seasoned with salt,  
so that you may know how to answer everyone.” Colossians 4:6*

The study of Spanish begins to broaden the world view of the student by identifying through Spanish the value and significance of other cultures. They begin to cultivate an appreciation of the diversity of God’s creation through the individuality of the Spanish language. The study of Spanish begins to establish in the minds of the students, the pattern of language learning and to develop an aptitude for all future language study. This study also begins to lay the foundation for the future mastery of the Spanish language which will provide the student with a useful tool for communication, for possible research in science or medicine, and for enjoying the rich realms of Spanish literature.

# THE FIFTH GRADE CURRICULUM

## OVERVIEW:

### ART:

*“The heavens declare the glory of God; the skies proclaim the work of his hands.” Psalm 19:1*

This is a full year course in which the students meet one day a week for a forty-minute period. Art is taught from a discipline-based approach including a chronological history, aesthetics, studio, and art criticism. The central premise is that creator of all great design is God, and it is from His original creation that we learn effective composition using the elements and principles of design. (Psalm19:1) In fifth grade, the curriculum will cover American Art (to parallel with their social studies curriculum) including: Native Indians, Eskimos, Colonial, Southwestern, with the second semester focusing on multicultural art influencing American culture: Asian, African, and Mexican. Fifth graders develop the abilities of aesthetic criticism and analysis by strengthening them through assignments involving design problems and discussions of important works of art. Students keep a sketchbook for weekly notes, draft work and reflective evaluations.

### BIBLE:

*“And beginning with Moses and all the Prophets, he explained to them what was said in all the Scriptures concerning himself.” Luke 24:27*

The main purpose of Biblical education in fifth grade is to inspire a love for the Word of God. We seek to enlighten the mind of each child to the knowledge of God through His written word and to establish the authority and infallibility of the Word of God and also to teach God’s providence in the lives of Biblical characters. Students begin reasoning Biblically and begin applying Biblical truths to personal situations (i.e., assume responsibility for individual actions through admittance, repentance, and reconciliation). They demonstrate stewardship concerning physical and spiritual possessions, gifts, and talents (i.e., develop respect for authority, property, and individuality). Students are encouraged to consistently demonstrate brotherly love and Christian care toward others. They commit many verses of Scripture to memory.

The main purpose of the fifth grade Bible curriculum is to make the students aware that the Christian story is much more than a history lesson that happened two thousand years ago; but that it is an exhilarating calling that is happening today. In every lesson, the choices made by the Bible heroes studied will be isolated, and the children will be challenged to make those same choices in their own lives. Our contemporary Christian heroes who have made similar choices will serve as role models to help the children see how Biblical choices are implemented today. The student-oriented, activity based curriculum features not only the beloved, inspirational stories of Bible heroes, but also highlights current, well-respected, time-honored Christian personalities who are continuing to carry out our Lord’s Great commission in a variety of exciting and diverse ways across all denominations and in all parts of the world.

Each week’s “Choices” lesson is divided into five, thirty minute instructional segments, plus a weekly chapel time. A single theme is studied from the Old Testament in the first semester as well as a single theme studied from the New Testament in the second semester; thus, the students see how the work of God through the atoning act of His Son, Jesus, is the central theme that ties the Bible together as one story of divine redemption.

### COMPUTER:

In fifth grade, computers are available to each student in a lab setting. Using the program called *UltraKey*, students learn basic keyboarding skills. Classes meet once a week for four marking periods. This self-paced, individualized program takes each student through nine lessons and nine skill checks in which they learn the basis of correct posture and hand position on the keyboard. The program teaches the keystrokes for the alphabet and punctuation keys. Upon completion of *UltraKey*, the class will begin a unit on word-processing, utilizing the skills developed in Keyboarding. Responsible research is taught using the internet. Digital citizenship is stressed to all students using the internet. The students are taught Microsoft PowerPoint for specific projects utilizing both keyboarding skills and internet research. A professional presentation culminates the fifth grade computer class using information from the State Report and knowledge gained from PowerPoint and internet research.

# THE FIFTH GRADE CURRICULUM

## LANGUAGE ARTS:

*“Finally, brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.” Philippians 4:8*

The main purpose of the fifth grade language arts curriculum is to inspire and equip the students with a lifelong love of reading, especially the reading of the Bible, literary classics, and poetry.

*Invitations to Literacy* is a fully integrated reading/language arts program in which literature selections serve as the basis for instruction in writing modes and techniques, spelling, grammar, usage, mechanics, listening, speaking, and viewing. A highlight of this program is the direct correlation between the foundations of word structure and spelling instructions.

This program helps students develop a variety of strategies and skills that allow them to become independent, confident readers able to construct, critically examine, and apply meaning. It provides direct, systematic instruction in phonemic awareness and phonics that is meaningful and integrated with other word identification skills into an effective word-recognition strategy.

In *Invitations to Literacy*, students are introduced to a wide variety of quality literature and “real-world” materials (magazine articles, recipes, visual diagrams, and more) that expand their knowledge of literacy and the world in which they live. Students will also use 6+1 traits of writing including ideas, organization, voice, word choice, sentence fluency, and conventions to develop writing. Finally, the Zanes-Blozer handwriting curriculum will also be integrated and applied to all fifth grade written work.

## LIBRARY:

*“Do your best to present yourself to God as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth.” II Timothy 2:15*

The goal of the Library/Media Center is to promote information literacy, which is the acquisition of library skills and literature appreciation, and to foster the lifelong enjoyment of books among the students of Christian Central Academy.

The Library/Media Specialist will use a variety of teaching methods in the instruction of library/media skills in order to meet the needs of students with different learning styles and needs.

This course meets for forty minutes one time per week. We start out with a story-time. The books chosen are age/grade appropriate. They reinforce library skills with activities to go along with them. The activities/worksheets are used in conjunction with the resources in the Library/Media Center to familiarize the students with all the Library/Media Center has to offer. Every month thematic books are also read and displayed to coincide with the events of our school calendar. The students of Christian Central Academy practice proper library citizenship by checking out and returning one book per week on time and in good condition.

## MATHEMATICS:

*“He stood and measured the earth...” (Habakkuk 3:6)*

One of the purposes of the fifth grade math curriculum is for the students to learn more about God’s character. God’s attributes can be seen in mathematical precision, law order, and in the infinity of the universe: *“For the invisible things are understood by things that are made, even His eternal power and Godhead...” (Romans 1:20)* The student should also be able to derive mathematics from Biblical truth: *“In Christ are hidden all the treasures of wisdom and knowledge.” (Colossians 2:3)*

The second goal of the math curriculum is for the student to correlate mathematics to other sciences and daily life: *“I wisdom dwell with prudence, and find our knowledge from witty inventions.” (Proverbs 8:12)* The student should also practice and develop the discipline of reasoning based on principles. Another goal of the math curriculum would be to prepare the student for Christian service: *“That the man of God may be perfect, thoroughly furnished unto all good works.” (II Timothy 3:17)* The fifth grade is a year of transition in learning mathematics. Much of the mathematics presented is on the concrete level, but a progression toward the abstract is begun. Models, diagrams, hands-on experiences, and connections with everyday experiences are used frequently. Students are expected to take brief class notes, to keep math notebooks, to compute with speed and accuracy, and to develop some proficiency with math vocabulary.

## MUSIC:

*“Sing joyfully to the LORD, you righteous; it is fitting for the upright to praise him. Praise the LORD with the harp; make music to him on the ten-stringed lyre. Sing to him a new song; play skillfully, and shout for joy.” Psalm 33:1-3*

Building on Kindergarten-fourth grades, fifth graders will obtain further musical knowledge and skill in order to enjoy and respond to quality music and participate in music-making as technical abilities and understanding increase. Emphasis will be placed on time periods (styles, composers, key pieces).

Performance: concert demonstrations of learned skills and music; concert etiquette.

# THE FIFTH GRADE CURRICULUM

## PHYSICAL EDUCATION:

*“Do you not know that your body is a temple of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore honor God with your body.” I Corinthians 6:19-20*

The purpose of physical education is to recognize and value the “Giver and Sustainer” of all physical, and spiritual life. (Genesis 2:7, Psalm 139:14, Colossians 1:16-17) Students will learn to recognize and fulfill their reasonable service, that is, to glorify God with their bodies, which were bought by the blood of Jesus and which belongs to God. (I Corinthians 6:19-20, Romans 12:1) The curriculum is designed to enhance the entire physical, emotional, mental, and spiritual well-being of the student through participation in activities which place emphasis on the development of body coordination, skill, strength, speed, and endurance; with the practice of fulfilling the great commandment of loving God with all that is in us and our neighbor as ourselves. (Matthew 22:36-40) Emphasis is placed on building a cooperative team spirit of mutual support of each member of the team. (John 13:34-35)

## SCIENCE:

*“In the beginning, God created the heaven and the earth.” Genesis 1:1*

The focus of the fifth grade science curriculum is to help the students learn more about God’s character as it is revealed through the natural creation and through the laws which govern it. The students will obtain knowledge in order to have dominion over creation, and to practice good stewardship for God’s creation. Each child will discover scriptural principles in creation by observing and reasoning. The fifth grade science curriculum is divided into four main areas of study: weather and climate, stars in the universe, animal classification, and human body systems. Students are introduced to each of these four disciplines by the use of many hands-on experiences in order to begin developing an interest and excitement about the sciences.

## SOCIAL STUDIES:

*“And he made known to us the mystery of his will according to his good pleasure, which he purposed in Christ, to be put into effect when the times will have reached their fulfillment-to bring all things in heaven and on earth together under one head, even Christ.” Ephesians 1:9,10*

The main purpose of fifth grade social studies is for students to know God as the author of history and Jesus Christ as the focal point of history. Students will gain a providential view of history and recognize God as “the sovereign disposer” of men and events. As we study the amazing lives of people in history, each student will be inspired to fulfill his/her divine purpose and place in Christ, History. Most importantly the students will be prepared to think and reason Biblically from leading ideas and principles of government (cause to effect, choices to consequences).

The fifth grade American history and geography course tells the story of American history from early exploration to the first inhabitants of North America to present. Fundamental geography skills, such as map and globe reading, and the five themes of geography, are stressed and used throughout the year. Critical thinking skills, research skills, and the ability to explain cause and effect are critical elements of the course.

## SPANISH:

*“Let your conversation be always full of grace, seasoned with salt, so that you may know how to answer everyone.” Colossians 4:6*

Building on Kindergarten-fourth grades, the fifth grade students will establish a pattern for learning language and develop an aptitude for further language study. The study of Spanish will also provide a useful tool for communication, for research, and for enjoyment of Spanish literature.

## THE MIDDLE SCHOOL CURRICULUM GRADES SIX-EIGHT

The Middle School consists of sixth through eighth grades in which students are able to build upon the strong foundational skills and habits of learning established in the primary school grades. The core curriculum content broadens and deepens, beginning the preparation for high school and culminating in the mastery of the basic skills of literacy and scholarship. A variety of fine and performing arts experiences, as well as extra-curricular athletic and service activities, provide the balance needed by the pre-adolescent student.

The success of each student is enhanced through small classes which makes classroom instruction effective. A strong emphasis is on peer relationships, encouraging appropriate and principled interaction among peers according to a Biblical standard. Daily Bible instruction and weekly chapel give strong spiritual support.

The core curriculum includes Bible, English, language arts, math, history including geography, literature, Spanish, science, art, music, and physical education for every student, orchestra as needed. After-school athletics and cheerleading are optional.

*For eight consecutive years, the Buffalo "Business First" has ranked the CCA middle school among the best public and private schools in the eight counties of Western New York. In 2009, this division of the school was ranked in the top fifteen percent.*

# THE SIXTH GRADE CURRICULUM

## OVERVIEW:

### ART:

*“So whether you eat or drink or whatever you do, do it all for the glory of God.” 1 Corinthians 10:31*

This is a full year course in which the students meet two days a week for forty-minute periods. Art is taught from a discipline-based approach including a chronological history, aesthetics, studio, and art criticism. In sixth grade, the curriculum will cover Creation through Medieval periods, paralleling the majority of their social studies curriculum. The central premise is that the creator of all great design is God, and it is from His original creation that we learn effective composition using the elements and principles of design. (Psalm 19:1) Students will use these more intentionally as they become more familiar because of repeated use of these concepts. Complex drawing is emphasized, involving observational skills. Drawing skills are challenged through studies of value, linear perspective (using foreground, middle-ground, and background), introduction to two-point perspective and exploration of the picture plane through composition studies. Students display proper craftsmanship in their work, making proper and safe use of time and materials. Students begin a portfolio of work and keep a sketchbook for weekly notes, draft work and reflective evaluations.

### BIBLE:

*“You, O Lord, keep my lamp burning; my God turns my darkness into light.” Psalm 18:28*

The main purpose of Biblical education in sixth grade is to inspire a love for the Word of God. We seek to enlighten the mind of each child to the knowledge of God through His written word and to establish the authority and infallibility of the Word of God and also to teach God’s providence in the lives of Biblical characters. Students begin reasoning Biblically and begin applying Biblical truths to personal situations (i.e., assume responsibility for individual actions through admittance, repentance, and reconciliation). They demonstrate stewardship concerning physical and spiritual possessions, gifts, and talents (i.e., develop respect for authority, property, and individuality). Students are encouraged to consistently demonstrate brotherly love and Christian care toward others. They commit many verses of Scripture to memory.

By grade six, students demonstrate a general knowledge of the Bible, how it came into being, its central theme and divisions, and its harmony and unity. They know the New and Old Testament books, major divisions, overarching themes, and key characters.

The sixth Grade Bible curriculum is designed not only to help students memorize God’s Word and learn about the great people of the Bible, but also to challenge them in a real and practical way to make the correct choices in their everyday lives to develop the true character of Christ.

Each week’s “Choices” lesson is divided into four, thirty minute instructional segments, with the fifth day left free for chapel time.

### COMPUTER:

In sixth grade, computers are available to each student in a lab setting. Using the program called *UltraKey*, students continue with basic keyboarding skills. This self-paced, individualized program takes each student through nine lessons and nine skill checks in which they learn the basis of correct posture and hand position on the keyboard. The program teaches the keystrokes for the alphabet and punctuation keys. Upon completion of *UltraKey*, the class will continue with units on word-processing and desktop publishing, utilizing the skills developed in Keyboarding.

### LANGUAGE ARTS:

*“Finally, brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.” Philippians 4:8*

The sixth grade study of language is divided into five main areas of focus: reading, formal and creative writing, vocabulary, spelling, and grammar. A major goal of this year is to help the students develop a variety of strategies and skills that allow them to become independent, confident readers able to construct, critically examine, and apply meaning. Through the *Invitations to Literacy* program, the students are introduced to a wide variety of quality literature and “real-world” materials that expand their knowledge of literacy and the world that they live in. Students will also use 6+1 traits of writing including ideas, organization, voice, word choice, sentence fluency, and conventions to develop writing. The Zaner-Bloser handwriting curriculum will also be integrated throughout the year and then applied to all sixth grade written work.

Formal and informal assessment procedures are provided to support student learning, facilitate teacher instructional planning, document student progress, and promote student self-evaluation.

# THE SIXTH GRADE CURRICULUM

## LIBRARY:

*“Do your best to present yourself to God as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth.” II Timothy 2:15*

The goal of the Library/Media Center is to promote information literacy, which is the acquisition of library skills and literature appreciation, and to foster the lifelong enjoyment of books among the students of Christian Central Academy.

The Library/Media Specialist will use a variety of teaching methods in the instruction of library/media skills in order to meet the needs of students with different learning styles and needs.

This course meets for forty minutes one time per week. We start out with a story-time. The books chosen are age/grade appropriate. They reinforce library skills with activities to go along with them. The activities/worksheets are used in conjunction with the resources in the Library/Media Center to familiarize the students with all the Library/Media Center has to offer. Every month thematic books are also read and displayed to coincide with the events of our school calendar. The students of Christian Central Academy practice proper library citizenship by checking out and returning one book per week on time and in good condition.

## MATHEMATICS:

*“He stood and measured the earth...” (Habakkuk 3:6)*

Sixth grade math is one of the first courses, other than specials, that students will take outside of their self-contained classroom. As sixth grade is a transition year, it will be important to train students to regularly prepare homework assignments for a different teacher and to come prepared to class.

The course itself is designed to develop solid concept, skill development, and problem solving success through review of earlier topics and sequential introduction to new ones. Students will be taught in a manner so as to help them make the transition from concrete to the symbolic level of understanding, see how math topics relate to each other, and learn to think critically. The teacher, through both modeling and direct teaching, will show that I Corinthians 14:33 and 40, *“For God is not the author of disorder...”* and, *“But everything should be done in a fitting and orderly way,”* will be applicable in all areas of math and life.

## MUSIC:

*“Sing joyfully to the LORD, you righteous; it is fitting for the upright to praise him. Praise the LORD with the harp; make music to him on the ten-stringed lyre. Sing to him a new song; play skillfully, and shout for joy.” Psalm 33:1-3*

Building on Kindergarten-fifth grades, sixth graders will obtain further musical knowledge and skill in order to enjoy and respond to quality music and participate in music-making as technical abilities and understanding increase.

## PHYSICAL EDUCATION:

*“Do you not know that your body is a temple of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore honor God with your body.” I Corinthians 6:19-20*

The purpose of physical education is to recognize and value the “Giver and Sustainer” of all physical, and spiritual life. (Genesis 2:7, Psalm 139:14, Colossians 1:16-17) Students will learn to recognize and fulfill their reasonable service, that is, to glorify God with their bodies, which were bought by the blood of Jesus and which belongs to God. (I Corinthians 6:19-20, Romans 12:1) The curriculum is designed to enhance the entire physical, emotional, mental, and spiritual well-being of the student through participation in activities which place emphasis on the development of body coordination, skill, strength, speed, and endurance; with the practice of fulfilling the great commandment of loving God with all that is in us and our neighbor as ourselves. (Matthew 22:36-40) Emphasis is placed on building a cooperative team spirit of mutual support of each member of the team. (John 13:34-35)

# THE SIXTH GRADE CURRICULUM

## **SOCIAL STUDIES:**

*“From one man he made every nation of men, that they should inhabit the whole earth; and he determined the times set for them and the exact places where they should live. God did this so that men would seek him and perhaps reach out for him and find him, though he is not far from each one of us.” Acts 17:26-27*

Sixth graders begin their course in world history with a thorough investigation of ancient civilization. These civilizations include Egypt, Mesopotamia, Greece, and Rome. Students will identify and compare major characteristics of each location’s geography, history, and culture. The course continues with an examination of the Middle Ages and the impact of the feudal system. Students conclude the course with a survey of key events, such as the European Renaissance, the invention of the printing press, the Protestant Reformation, that led to the first Global Age and the beginnings of international communication.

## **SCIENCE:**

*“In the beginning God created the heavens and the earth.” Genesis 1:1*

Sixth Graders continue the study of the Living and Physical Environment. They will discover more of God’s character as they study His creations and the laws that govern them. In the Physical Environment section there will be included a greater emphasis on Earth Science/Geology and its forces on the Earth.

Major concepts addressed in earth science are plate tectonics and their relationship to volcanoes, earthquakes, the formation of mountains, and sea floor spreading. Students are also introduced to oceanography.

Light, mirrors lenses, reflection, refraction, and the human eye are also taught in a unit of physical science.

Several human body systems are covered in the Living Environment including the cardiovascular system, the digestive system, the respiratory system, and the excretory system.

Lab skills and the scientific Method are again concentrated on through out the year.

## **SPANISH:**

*“Let your conversation be always full of grace, seasoned with salt, so that you may know how to answer everyone.” Colossians 4:6*

Building on Kindergarten-fifth grades, sixth graders will establish a pattern for learning language and develop an aptitude for further language study. The study of Spanish will also provide a useful tool for communication, for research, and for enjoyment of Spanish literature.

# THE SEVENTH GRADE CURRICULUM

## OVERVIEW:

### ART:

*“So whether you eat or drink or whatever you do, do it all for the glory of God.” 1 Corinthians 10:31*

The seventh grade art program is a half year required course. Students attend the class three times a week for forty-minute periods. Art is taught from a discipline-based approach including a chronological history, aesthetics, studio, and art criticism. The central premise is that the creator of all great design is God, and it is from His original creation that we learn effective composition using the elements and principles of design. (Psalm 19:1) In seventh grade, the curriculum will cover Early Renaissance through Baroque periods. The course emphasizes the elements and principles of design. Drawing is a crucial part of the seventh grade curriculum. Through complex drawing assignments, composition and perception skills are emphasized and strengthened. Using masterworks, students learn techniques and how to critique master, peer and personal work. Students have the experience of a wide range of media and tools. Proper safety procedures are taught and used at all times. Students are encouraged to strive for excellence in the quality of their work. Each student adds to his/her portfolio and keeps a sketchbook for weekly notes, draft work and reflective evaluations. They will create original compositions while advancing their own styles.

### BIBLE:

*“Let my teaching fall like rain and my words descend like dew, like showers on new grass, like rain on tender plants. I will proclaim the name of the Lord. Oh, praise the greatness of our God! Deuteronomy 32:2-3*

*“He must hold firmly to the trustworthy message as it has been taught, so that he can encourage others by sound doctrine and refute those who oppose it.” Titus 1:9*

The main purpose of Biblical education in seventh grade is to inspire a love for the Word of God. We seek to enlighten the mind of each child to the knowledge of God through His written word and to establish the authority and infallibility of the Word of God and also to teach God’s providence in the lives of Biblical characters. Students begin reasoning Biblically and begin applying Biblical truths to personal situations (i.e., assume responsibility for individual actions through admittance, repentance, and reconciliation). They demonstrate stewardship concerning physical and spiritual possessions, gifts, and talents (i.e., develop respect for authority, property, and individuality). Students are encouraged to consistently demonstrate brotherly love and Christian care toward others. They commit many verses of Scripture to memory.

Grade seven students continue to demonstrate a general knowledge of the Bible, how it came into being, its central theme and divisions, and its harmony and unity. They know the New and Old Testament books, major divisions, geographical settings, overarching themes, and key characters.

The seventh grade Bible program is a full year required course. Students attend the class four times a week for an average of thirty-five minute sessions. The curriculum begins with an examination of the students own faith. They will systematically study the biblical, historical and physical evidence of the truth of God’s Word, the Bible. The premise is: The Bible is true; therefore, we must have confidence in it, obey it and boldly declare its message to others. (II Timothy 3:16)

Beginning in Genesis through Malachi the students discover the character of God and the unity of each book of the Old Testament. Jesus Christ, man’s redeemer, is woven through each page with scarlet thread. The class overviews each book of the Old Testament to understand the key idea, major characters and events. During the overview the student memorizes scripture in correlation with the lessons, therefore *“hiding God’s Word in their hearts.”* (Psalm 119:11) There will be a more in depth study in the books of Genesis, Exodus, Joshua, Ruth, and Proverbs. Weekly homework assignments include Bible reading and writing impact notes for each reading. In addition there is discussion of how literary style and culture influence Bible understanding.

The next level of learning is for students to apply their new knowledge in a practical way. The students become involved in service projects to cement their biblical worldview. These include: The Blessing Project- The student learns what a blessing is and how to be a blessing to others. Each Seventh Grader then meets once a month with an assigned first grade “buddy,” to extend a blessing to them. Student Sponsorship - The students support someone in need of financial support, prayer and encouragement. Food Drive - Set in December, the students sponsor an all-school food drive to benefit the people of the Buffalo City Mission. Community Service - The student is required to serve the community for a minimum of 20 hours.

### COMPUTER:

In seventh grade, computers are available to each student in a lab setting. Using the program called *UltraKey*, students continue with keyboarding skills. This self-paced, individualized program takes each student through nine lessons and nine skill checks in which they learn the basis of correct posture and hand position on the keyboard. The program teaches the keystrokes for the alphabet and punctuation keys. Upon completion of *UltraKey*, the class will continue with units on word-processing and database, utilizing the skills developed in Keyboarding. Basic computer applications will be taught to all students in grade seven.

# THE SEVENTH GRADE CURRICULUM

## LANGUAGE ARTS:

*“Finally, brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.” Philippians 4:8*

In the seventh grade, students continue to work individually and in groups, honing their skills in organization, listening, speaking, reading, and writing. More specifically, they proceed further in the study of grammar, learning about the eight parts of speech, phrases, clauses, complements, and verb tenses. Students also continue to build vocabulary and spelling skills, and they integrate these skills into reading comprehension and writing.

Their writing practice includes the composition of paragraphs and essays, short stories and poetry. Students learn to model their work after the work of others in various literary genres, looking specifically at the elements of each, such as: characterization, setting, plot development, tone, conflict, literary terms and themes.

As we continue to prepare them for the rigor of upper level education, students are asked to become more responsible and more organized by keeping an assignment book and taking detailed notes that summarize information.

## MATHEMATICS:

*“He stood and measured the earth...” (Habakkuk 3:6)*

Math seven is one of the core courses taken by all middle school students. It is designed to give students a firm preparation for the formal study of algebra by both reviewing basic operations and developing the discipline of reasoning based on principles. A variety of problem solving skills are presented and discussion is used to determine which are most applicable in particular situations. In preparing the student for lifelong learning and service we hope to instill II Timothy 3:17 – *“That the man of God may be perfect, thoroughly furnished unto all good works.”*

## MUSIC:

*“Let the word of Christ dwell in you richly as you teach and admonish one another with all wisdom, and as you sing psalms, hymns and spiritual songs with gratitude in your hearts to God.” Colossians 3:16*

Building on grades kindergarten-sixth, seventh grade continues to take chorus, which will offer students the opportunity to develop their singing potential and to perform in various settings. Aspects of vocal production including breath control, diction, projection, range, and attitude will be emphasized during rehearsals. Grades will be taken daily for class response and participation. The discipline experienced through rehearsals and performances will be beneficial to all academic areas. The chorus will perform twice each year. *Attendance is required* at the Christmas program and the Spring Concert. Supplemental theory lessons will underscore necessary skills. Sight-reading skills will be developed through sight-singing practice.

## PHYSICAL EDUCATION:

*“But I will sing of your strength, in the morning I will sing of your love; for you are my fortress, my refuge in times of trouble.” Psalm 59:16*

The purpose of physical education is to recognize, value, and honor the “Giver and Sustainer” of all life; and to enable the student to love the Lord his God with all his heart, soul, mind and strength. (Genesis 2:7; Psalm 139:14; Colossians 1:16-17; Mark 12:30) The physical education curriculum strives to help each student recognize that he has been created in the image of God, gifted with individual talents and abilities which must be under the disciplines and self-government of God to enable him to reach his full potential in Christ, his creator. (Genesis 1:27; Matthew 25:15) Students will recognize and fulfill their reasonable service, that is, to glorify God with their body which was bought by the blood of Jesus and which belongs to God. (I Corinthians 6:19-20; Romans 12:1-2)

The curriculum enhances the entire physical, emotional, mental and spiritual well being of the student through participation in activities which place emphasis on the development of body coordination, skill, strength, speed, and endurance; empowering him to effectively train his body to achieve the highest degree of development physically, spiritually, and intellectually during the preteen years and throughout life. Students will build a cooperative and committed attitude of mutuality supporting each member of the group in order to develop a productive team spirit. (John 3:34-35)

# THE SEVENTH GRADE CURRICULUM

## SCIENCE:

*“In the beginning God created the heavens and the earth.” Genesis 1:1*

Grade seven is a study of Living Organisms and how they interact in God’s Universe. It studies life processes all living organisms undergo. Cell structures and their functions are also studied. It is a hands-on class and includes critical thinking skills. The Scientific Method will be a backbone for this class. Research skills will be enhanced with co-operative learning activities.

## SOCIAL STUDIES:

*“From one man he made every nation of men, that they should inhabit the whole earth; and he determined the times set for them and the exact places where they should live. God did this so that men would seek him and perhaps reach out for him and find him, though he is not far from each one of us.” Acts 17:26-27*

Seventh graders study the history of the United States from the Pre-Columbian Era to the Civil War. The students will identify and apply major themes of geography associated with the settling and development of the varied regions of the continental United States. The time periods studied include the European Encounter, Colonization, the Revolutionary period, foundations of American government, Manifest Destiny, and the Civil War. Within each unit students will develop and utilize skills such as map reading, document analysis, essay and creative writing, and online research to foster better critical thinking about history, within the context of a Biblical worldview.

## SPANISH:

*“Let your conversation be always full of grace, seasoned with salt, so that you may know how to answer everyone.” Colossians 4:6*

The purpose of Spanish is to inspire the students to enjoy the language of Spanish and aid in the student’s continued study of a modern Romance language started in Kindergarten. The student will work toward an understanding of Spanish vocabulary, grammar, and translations.

# THE EIGHTH GRADE CURRICULUM

## OVERVIEW:

### ART:

*“So whether you eat or drink or whatever you do, do it all for the glory of God.” 1 Corinthians 10:31*

The eighth grade art program is a full year required course. Students attend the class three times a week for forty-minute periods. Art is taught from a discipline-based approach including a chronological history, aesthetics, studio, and art criticism. In eighth grade, the curriculum will cover Enlightenment through Modern Art periods. The central premise is that creator of all great design is God, and it is from His original creation that we learn effective composition using the elements and principles of design. (Psalm 19:1) The art program continues to strengthen the successful use of these elements and principles, which are applied to two-dimensional and three-dimensional artwork. Students learn how to apply and control various media and are introduced to special techniques used in each medium. Classroom discussions include regular group critiques, which enable the students to strengthen their individual understanding of composition, develop an eye for detail and converse using art terminology. Multi-media projects are used to continue the development of creativity and craftsmanship skills. Respect and proper use of equipment is emphasized. Each student adds to his/her portfolio and keeps a sketchbook for weekly notes, draft work and reflective evaluations. They will study masterworks in conjunction with their original compositions while advancing their own styles.

### BIBLE:

*“Don’t let anyone look down on you because you are young, but set an example for the believers in speech, in life, in love, in faith and in purity.” 1 Timothy 4:12*

The main purpose of Biblical education in eighth grade is to inspire a love for the Word of God. We seek to enlighten the mind of each child to the knowledge of God through His written word and to establish the authority and infallibility of the Word of God and also to teach God’s providence in the lives of Biblical characters. Students begin reasoning Biblically and begin applying Biblical truths to personal situations (i.e., assume responsibility for individual actions through confession, repentance, and reconciliation). They demonstrate stewardship concerning physical and spiritual possessions, gifts, and talents (i.e., develop respect for authority, self, peers, and property). Students are encouraged to consistently demonstrate brotherly love and Christian care toward others.

In grade eight, students continue to demonstrate a general knowledge of the Bible, how it came into being, its central theme and divisions, and its harmony and unity. They study the New and Old Testament books, major divisions, geographical settings, overarching themes, and key characters. They memorize selected verses.

Bible is taught three times each week in addition to Chapel on Tuesdays. Pastors, youth leaders, parents and students are invited to be speakers to help inspire, and model various attributes.

This course is designed to inspire students to be lifelong lovers and learners of the Bible. There is an introductory segment on some history of the Bible and why we believe it as the inspired Word of God. Then through an in-depth study of II Timothy, Esther, Jonah, and Matthew students are encouraged to model the characteristics of good leadership observed in these books as they also learn that wrong choices can have dire consequences.

It is desired that the eighth graders will become godly leaders among their peers through Christian witness and service. Through 20 mandated hours of Community Service students will practice giving of themselves and may also discover their own spiritual gift. They will also hide God’s Word in their hearts *“that [they] might not sin against [God.]”* Psalm 119:11

### COMPUTER:

In eighth grade, computers are available to each student in a lab setting. Using the program called *UltraKey*, students continue to practice their keyboarding skills. This self-paced, individualized program takes each student through nine lessons and nine skill checks in which they learn the basis of correct posture and hand position on the keyboard. The program teaches the keystrokes for the alphabet and punctuation keys. Upon completion of *UltraKey*, the class will continue with word-processing, utilizing the skills developed in Keyboarding. Spreadsheets and calculations, slide presentations, internet research, and desktop publishing will also be taught.

# THE EIGHTH GRADE CURRICULUM

## HEALTH:

*"For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well." Psalm 139:13-14*

This course addresses the struggles that students face during the Middle School experience. The course is divided into four units that are titled Physical Health, Mental Health, Social Health, and Spiritual Health. It improves the students' decision making and problem solving skills. This course also includes co-operative learning as well as hands-on learning opportunities for the students to take part in. Middle school students must pass their health class in order to be promoted to high school.

(1/2 credit)

## LANGUAGE ARTS:

*"Finally, brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things." Philippians 4:8*

In the eighth grade we focus on four areas of study: literature, grammar, writing and vocabulary. In our study of literature we read and discuss novels, short stories, plays and poetry. We emphasize the terminology of literature and apply these terms to our reading. Also we make use of reading to enhance critical thinking and writing skills. Although we do some creative and free response writing, the primary focus for the year is the writing of thematic essays based on literary analysis. Students learn to write an introduction with a thesis statement, to add support from their text to develop body paragraphs and to close with a strong conclusion. To promote solid sentence structure, we include a foundation of grammar instruction. Students continue to study the eight parts of speech, punctuation, sentence structures, and basic usage. Vocabulary lists are developed from the literature being studied, so that words are experienced in their context and the practical application of the new vocabulary is apparent.

## MATHEMATICS:

Our desire is that students will derive mathematics from biblical truth:

*"In (Christ) are hidden all the treasures of wisdom and knowledge." (Colossians 2:3)*

Math eight is taken by most eighth graders; however, those students who have demonstrated an aptitude for math through their prior coursework and on the SSAT's are given the opportunity to skip this course and move on to Algebra with ninth graders. All eighth graders (including the advanced students) take the NY State Math Test in the spring.

This course serves as the final transition from an arithmetic based course to the more theoretical skills needed in a college preparatory algebra course. Students continue to review basic operations and develop the discipline of reasoning based on principles. As in prior math classes, a variety of sequentially more difficult problems are presented to see if the students can determine which skills to apply in solving them. In this course students should become skilled in using equations to solve word problems. They will learn algebraic vocabulary and basic skills that will give them a firm foundation for high school math.

## MUSIC:

*"Let the word of Christ dwell in you richly as you teach and admonish one another with all wisdom, and as you sing psalms, hymns and spiritual songs with gratitude in your hearts to God." Colossians 3:16*

Building on grades kindergarten-seventh, eighth grade continues to take chorus, which will offer students the opportunity to develop their singing potential and to perform in various settings. Aspects of vocal production including breath control, diction, projection, range, and attitude will be emphasized during rehearsals. Grades will be taken daily for class response and participation. The discipline experienced through rehearsals and performances will be beneficial to all academic areas. The chorus will perform twice each year. *Attendance is required* at the Christmas program and the Spring Concert. Supplemental theory lessons will underscore necessary skills. Sight-reading skills will be developed through sight-singing practice.

# THE EIGHTH GRADE CURRICULUM

## PHYSICAL EDUCATION:

*“But I will sing of your strength, in the morning I will sing of your love; for you are my fortress, my refuge in times of trouble.” Psalm 59:16*

The purpose of physical education is to recognize, value, and honor the “Giver and Sustainer” of all life; and to enable the student to love the Lord his God with all his heart, soul, mind and strength. (Genesis 2:7; Psalm 139:14; Colossians 1:16-17; Mark 12:30) The physical education curriculum strives to help each student recognize that he has been created in the image of God, gifted with individual talents and abilities which must be under the disciplines and self-government of God to enable him to reach his full potential in Christ, his creator. (Genesis 1:27; Matthew 25:15) Students will recognize and fulfill their reasonable service, that is, to glorify God with their body which was bought by the blood of Jesus and which belongs to God. (I Corinthians 6:19-20; Romans 12:1-2)

The curriculum enhances the entire physical, emotional, mental and spiritual well being of the student through participation in activities which place emphasis on the development of body coordination, skill, strength, speed, and endurance; empowering him to effectively train his body to achieve the highest degree of development physically, spiritually, and intellectually during the preteen years and throughout life. Students will build a cooperative and committed attitude of mutuality supporting each member of the group in order to develop a productive team spirit. (John 3:34-35)

## SCIENCE:

*“In the beginning God created the heavens and the earth.” Genesis 1:1*

Eighth grade concentrates on the Physical Setting. It is divided into Meteorology, Motion, Energy and Energy transformation as well as some Astronomy. Students are involved in lecture, labs, hands-on and independent project work. The Scientific Method is woven through out the year. Grade eight students who demonstrate aptitude for science may take Earth Science, leading to the New York State Regents examination.

## SOCIAL STUDIES:

*“From one man he made every nation of men, that they should inhabit the whole earth; and he determined the times set for them and the exact places where they should live. God did this so that men would seek him and perhaps reach out for him and find him, though he is not far from each one of us.” Acts 17:26-27*

Eighth graders study the history of the United States from post-Civil War Reconstruction to the present day. The students become better historians as they apply a Biblical worldview to analyze and critically discuss reform movements, the impact of industry and technology on the maturing nation, foreign relations, presidential decisions, and the emergence of the United States as a world power through its involvement in both World Wars. The course also includes a survey of defining features of the decades following World War II. These include Cold War tensions, crisis in Vietnam, counterculture movements, and continued advances in technology. Students utilize skills of document analysis and writing, research projects and presentation, and open discussions about past and current events as they develop their understanding of their country.

## SPANISH:

*“Let your conversation be always full of grace, seasoned with salt, so that you may know how to answer everyone.” Colossians 4:6*

The purpose of Spanish is to inspire the students to enjoy the language of Spanish and aid in the student’s continued study of a modern Romance language started in Kindergarten. The student will work toward an understanding of Spanish vocabulary, grammar, and translations. Students will earn 1 language credit upon successful completion of eighth grade Spanish.

## THE HIGH SCHOOL CURRICULUM GRADES NINE-TWELVE

In 2009, Christian Central Academy's High School was numbered by the Buffalo "Business First" among the top ten best high schools, public and private, in the eight counties of Western New York.

The High School offers our students a challenging liberal arts curriculum consisting of mathematics, languages, literature, history, science and Bible. In addition, students have many opportunities to participate in activities outside their regular academic courses. Upon graduation, one hundred percent of the Senior class gets accepted to a competitive four-year college or university. They have a firm foundation on which to build future success in college and in life.

Students receive guidance counseling beginning as freshmen in planning their high school course of study, in preparing for college SATs, and in decisions concerning college admission and career choices. Christian Central Academy's emphasis on a complete, traditional education prepares students for successfully meeting the rigors and challenges of college life. Students acquire the critical faculties, communication skills, and Biblical worldview that will help them make wise college choices.

The formal process of college admission is closely monitored by the College Advisor and Guidance Counselor, in conjunction with parents, beginning in grade seven, with greater emphasis in the junior year. Students and parents are encouraged to visit prospective colleges and universities during the summer months. Throughout the school year, college representatives visit Christian Central Academy to speak with interested juniors and seniors. The College Advisor also works closely with each senior concerning the procurement of financial aid and scholarships. The 2009 graduation class of twenty-nine received over \$500,000 in scholarship moneys awarded for academic achievement, leadership potential, and sports.

*"True education results in a free and independent man, able to exercise liberty of conscience, and who is well developed in Christian character. Equipped with the tools of lifelong learning, he is wholly literate and able to reason Biblically."*

*-Carole Adams,  
Founder and Head of  
Stonebridge School*

## BIBLE PROGRAM GRADES NINE-TWELVE

### NINTH GRADE:

*Course's Theme Verse: II Timothy 3:14-17 (NIV)*

*"But as for you, continue in what you have learned and have become convinced of, because you know those from whom you learned it, and how from infancy you have known the holy Scriptures, which are able to make you wise for salvation through faith in Christ Jesus. All scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the man of God may be thoroughly equipped for every good work."*

The ninth grade Bible course engages the student in the examination of the Bible through the approach of reading, interpreting, and applying what they learn to everyday life. The biblical and systematic method allows students to see the Bible as the true Work of God. The students will examine the historical and literary value while examining the principles that apply today. The study will include, but is not limited to, I and II Samuel, I and II Kings, Mark, Acts, I, II, and III John and Jude.

Students will commit many verses of Scripture to memory.

### TENTH GRADE:

*"I gain understanding from your precepts; therefore I hate every wrong path. Your word is a lamp to my feet and a light for my path." Psalm 119:104-105*

The tenth grade Bible curriculum is designed to develop the students' appreciation for the literature of the Bible. In the early weeks of the course, we discuss the principles of inductive Bible study and reinforce them through specific modeling and action. Particularly, we will ask the "Three Question" model where students begin to articulate (1) what the passage says, (2) what the message means, and (3) how to apply it to their lives. Students are challenged to do the work of exploring the meaning of the text to its original audience before moving to the development of personal response to the passages we consider.

After the introduction to the mechanics of inductive Bible study, these principles are then applied to a range of Scripture passages that represent a spectrum of literary forms. First, we study selected passages from the Psalms to demonstrate the variety of poetic forms and literary techniques employed. Students will be exposed to the idea that these passages contain figurative language and employ imagery, that they follow a pattern of parallel ideas, and serve as the worship songs of the people of Israel. Next, we study the book James as a general epistle written to inspire a faith life that demonstrates itself through actions of obedience. A detailed study of Matthew's gospel follows. The course may conclude with a study of Paul's epistle to the Galatians, which is contrasted with the other books studied because of its originally intended audience. Other books that may be addressed throughout the year include Esther, Jonah, Amos, Hosea, Proverbs, and Philemon.

This is a student-oriented course where we place substantial emphasis not simply on the students' ability to "know what happened", or to express an opinion but to present coherent arguments to evaluate the Bible using the context of the Scriptures. Students will use the textbook (the Bible), film clips and various other forms of text as primary avenues and sources to accomplish the course's objectives.

Students will commit many verses of Scripture to memory.

## BIBLE PROGRAM GRADES NINE-TWELVE

### ELEVENTH GRADE:

*“Therefore, I urge you, brothers, in view of God’s mercy, to offer your bodies as living sacrifices, holy and pleasing to God—this is your spiritual act of worship. Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God’s will is—his good, pleasing and perfect will.” Romans 12:1-2 (New International Version)*

This course is designed to facilitate the development of a Biblical Worldview in the life of each eleventh grade student at CCA. The purpose is not to tell students what to think, but to teach them how to think about and respond to the world in which they live, through the lenses of the Holy Scripture. A Biblical Worldview is the framework for all knowledge in all areas of life and learning. As students prepare for college and career, the formation of a Biblical Worldview will enable them to transform the world they enter by “renewing their mind”.

This class will help students develop a Biblical hermeneutic and Biblical exegesis. To assist us in this area, we will use Fee and Stuarts, How To Read The Bible For All It’s Worth. We will also be studying through the scriptures, focusing on the books of Genesis, Exodus, Job, Ruth, Matthew, Mark, Luke, and Acts. We will pay particular attention to the covenants God established with his people and the unity of the Gospels. In addition, we will establish the foundation for creation as outlined in Genesis and see the role that prayer has in our lives.

Students will commit many verses of Scripture to memory.

(1 credit)

### TWELFTH GRADE:

*“For this reason, since the day we heard about you, we have not stopped praying for you and asking God to fill you with the knowledge of his will through all spiritual wisdom and understanding. And we pray this in order that you may live a life worthy of the Lord and may please him in every way: bearing fruit in every good work, growing in the knowledge of God, being strengthened with all power according to his glorious might so that you may have great endurance and patience, and joyfully.” (Colossians 1:9-11)*

This course is designed to put the final touch to each Senior’s Bible education by focusing on the distinctive aspects of the life of Christ as represented in the Gospel of John, the central tenets of Christian theology as presented in the Epistle to the Romans, and an introduction to apologetics through the reading of Mere Christianity by C.S. Lewis.

John and Romans are studied inductively as students are asked to cultivate the skills of observation, interpretation, and application in relation to the Biblical text. Insights are reinforced as students interact with the Scripture on both intellectual and personal levels and find God’s message relevant to their own lives. Selected chapters of Mere Christianity are used to introduce students to rational/philosophical perspectives on their faith.

In a capstone assignment each student prepares an extensive paper in which they describe the central aspects of their worldview and how they have been impacted by the studies in John, Romans, Mere Christianity, and any additional study they have done. As part of the assignment, students are expected to describe their worldview to the class.

Students will commit many verses of Scripture to memory.

(1 credit)

# THE COMPUTER PROGRAM

## **COMPUTER I:**

In Computer I, computers are available to each student in a lab setting. Using the *UltraKey* program, students in Computer I perfect their keyboarding skills. Students will progress at their own individualized level of growth depending on their familiarity and mastery of each specific lesson and skill check. The program teaches the keystrokes for the alphabet and punctuation keys. Upon completion of *UltraKey*, the class will continue with word-processing, utilizing the skills developed in Keyboarding. Spreadsheets, database, desktop publishing, slide show presentation, Internet research, budgeting skills, and checkbook calculations will also be taught.

In addition, job applications, college applications, interview techniques, resume writing, student autobiographical sketch, and cover letter writing will also be taught.

## ENGLISH PROGRAM GRADES NINE-TWELVE

*Requirement: All students take English each year as indicated.*

English 9  
English 10  
English 11  
English 12  
Advanced Placement English Literature

Electives:

Love, Marriage and the Bible

*“The common ground between Christianity and literature is as comprehensive as life itself. Both are concerned with the springs of human character; both have to do with the outward manifestation of that character in human action.”*

Dr. Frank E. Gaebelien

## ENGLISH PROGRAM GRADES NINE-TWELVE

Our English program develops students who can write and understand what they have read, and who have begun to understand the lessons of life to be learned through acquaintance with the great characters of literature. Our goal is understanding; we are also concerned both with how we communicate and what we communicate. To that end, we have divided our Program into four parts: The study of Grammar, Vocabulary, Writing, and Literature.

### GRAMMAR:

In order that pupils may express and, in terms of this argument, explore their own ideas more fully, the devices and technicalities which make writing work are introduced as appropriate to the proper task. Consequently, grammar work is done in especially the first three years following a particular scheme as a backdrop to the needs of pupils at certain stages. Specific grammar skills are taught at each grade level.

The skills described above (reading, writing, language, grammar) must lead logically to measurable competence at the end of each year.

### VOCABULARY:

The general aims in the study of vocabulary are:

- Enlargement of vocabulary
- Development of critical alertness to experience and precision in expression

The study of vocabulary is stressed at all grade levels. An important source for the teaching of vocabulary in context is the cross-section of literature studied. Word lists are comprised from these texts.

Bearing in mind that competency in word usage is measured objectively by the SAT, SSAT, PSAT, etc., careful attention is given to the study of synonyms, antonyms, analogy and practice in doing sentence completion exercises.

In addition, carefully selected vocabulary texts are used in grades seven-twelve in preparation for the College Board examinations in the junior and senior year.

### WRITING:

“How do I know what I think until I see what I say?”

—*E. M. Forster*

Research has shown how important writing can be as a course of learning (F. Smith '82, D. Graves '83). Like speech, it allows for the exploration of ideas, while also providing a permanent record of the thought process which can be analyzed more easily than its temporal counterpart. Working in groups with each other's writing should help pupils gain insight into their own ideas whilst encouraging critical reading skills and providing immediate feedback from the written word. It is important to stress that the writing referred to here is that which is directed and produced by pupils as a result of their own thinking; not the kind of writing which stems from teacher's notes. Teacher's notes can provide a useful source of information which when read may clarify or explain topics, but there is no evidence to suggest that the act of writing such notes promotes understanding. There is much evidence to suggest that in producing their own written accounts, children shape their own ideas. This kind of writing provides an opportunity to learn not afforded by the pre-packages and defined units often provided by teachers.

Christian Central Academy believes that note taking and keeping a notebook has value for students. This helps pupils to explore the world as they know it, rather than record the world as the teacher perceives it.

### LITERATURE:

Implicit in the preceding view of writing and learning is that the pupils' written work is an important part of their reading experience. It follows that throughout the school, language and literature are taught concomitantly, although there are many who require some distinction because of the still-prevalent belief that the acquisition of habits of speaking and writing acceptably correct English is related to the practice of analyzing language, which is called the teaching of grammar.

The position of the department is that students need much systematic effort if they are to write reasonably well. The inclusion of such elements of functional grammar as have a direct and indirect bearing on composition, needs no apology. A knowledge of the simple units of speech and of their arrangement in sentences, the construction and analysis of sentences is useful, concomitant to the practice of writing. As always, a knowledge of the mechanism has its advantages for the user of the machine.

Although some language textbooks are used, we feel that slavish adherence to ready-made courses militates against the optimum use of literature as the context for the teaching of language skills.

# ENGLISH PROGRAM GRADES NINE-TWELVE

## NINTH GRADE:

*“The Lord said to me, “Take a large scroll and write on it with an ordinary pen: Maher-Shalal-Hash-Baz.” Isaiah 8:1*

Although concentrating on basic verbal skills, this course begins to turn the student toward recognition of literary genres: novel, drama, short story and poetry. Writing assignments stress critical thinking as well as skill in descriptive and narrative prose. Core readings include drama, poetry and the novel. Grammar is studied. (1 credit)

## TENTH GRADE:

*Milton! thou shouldst be living at this hour:  
England hath need of thee: she is a fen  
Of stagnant waters: altar, sword, and pen,  
Fireside, the heroic wealth of hall and bower,  
Have forfeited their ancient English dower  
Of inward happiness. We are selfish; ...  
(Wordsworth)*

Tenth grade English is characterized by a final, intensive review of grammar and mechanics in preparation for more sophisticated writing in grade eleven. A continued emphasis on vocabulary heightens increased awareness of precise word usage. Literature of increasing sophistication builds on the study of literary form done in ninth grade. Students examine cultural nuances and philosophies and compare and contrast them with a Christian worldview. Composition work encourages critical reading and thinking with frequent writing assignments derived from the literature studied. These require autobiographical writing and experiments with points of view. (1 credit)

## ELEVENTH GRADE:

*Milton! thou shouldst be living at this hour:  
England hath need of thee: she is a fen  
Of stagnant waters: altar, sword, and pen,  
Fireside, the heroic wealth of hall and bower,  
Have forfeited their ancient English dower  
Of inward happiness. We are selfish; ...  
(Wordsworth)*

The eleventh grade serves as a pivotal year for college preparation. Students are asked to incorporate all that they have learned previously with an even more critical approach. Issues of form and content are addressed by close reading; looking at how the text is constructed, how genre informs the writing, and which literary devices are employed; this information is augmented by the context of biography, history, and philosophy to broaden our understanding of literature. In order to allow students to see the parallels between various disciplines, our curriculum corresponds with and complements world and European History in its focus. Literature chosen spans from Fourteenth Century writers (Middle English) to contemporary authors.

Vocabulary is gleaned from the reading and augmented by lists of words commonly appearing on the SAT. Writing is developed through short response papers (one page) and brief essays (two-three pages) and culminates with a long literary analysis which demands the integration of personal viewpoint (close reading) with the literary criticism of other scholars. The ability to speak clearly and coherently about literary issues is expected, and students are encouraged to contribute to discussion as well as making individual and group presentations of material. Additionally, these students take the New York State English Regents examination in January to determine proficiency in the use of English.

Additional and harder work is provided for students in the honors sections. Honors students are expected to be more capable and confident in discussion and in writing, and more willing to accept challenges and to take academic risks. These students also do more independent reading and writing in preparation for the Advanced Placement English Literature examination which is taken in the Senior year. (1 credit)

# ENGLISH PROGRAM GRADES NINE-TWELVE

## **TWELFTH GRADE:**

In their final year at Christian Central Academy students continue their critical reading of various genres (sermon, essay, short story, novel, drama and poetry) with an emphasis on incorporating prior knowledge, allowing them to identify universal themes and to formulate world-views.

The course encourages seniors to express their opinions on a great variety of subjects and to exercise critical faculties in matters outside their immediate interests and experiences. Writing is a major focus and special emphasis is placed on reading critically and speaking clearly. This course is taught at the college level.

(1 credit)

## **ADVANCED PLACEMENT ENGLISH TWELVE:**

This course is designed for the outstanding and highly motivated student of English in preparation for the Advanced Placement Examination in English. Since college-level work is expected, the scope, pace, amount, and quality of work are correspondingly greater than required in regular sections of English Twelve, and students are offered greater challenge and more opportunity to develop and exercise critical judgments. Depending upon a student's performance on the nationally administered AP Examination and the institution to which he or she enrolls, college credit may be earned.

(1 credit)

## **ELECTIVES:**

Electives are offered on demand. The size of the school does not always allow for electives other than Advanced Placement courses. The opportunity is always provided when students have room in their schedules for electives.

## **LOVE, MARRIAGE, AND THE BIBLE:**

This course is designed for students in grades eleven and twelve interested in the study of marriage as designed by God in the bible. This course is offered on demand.

## FINE ARTS PROGRAM GRADES NINE-TWELVE

Christian Central Academy seeks to train its students in the understanding and use of art as a means of communication: visually, dramatically and musically. The experience of making art is the most valuable education one can receive in the area of aesthetics. The importance of art at CCA is based on two essential truths: first, that no other activity done by man so closely mirrors the activity of God as the creative process; and second, the language of art provides a unique means of expression differing from both speaking and writing. Art addresses what it is like to be alive at a certain time in a certain place.

*The completion of one fine art course above eighth grade is a graduation requirement of Christian Central Academy, although many students participate in more. A student may choose music instead of art.*

### Visual Arts:

Studio in Art  
Drawing and Painting  
Advertising and Design  
Journalism I, II, and III

### ILP Art

### Theatrical Arts

*“The fine arts are an essential element of education; without some knowledge of them, no education, least of all a Christian one, is complete.”*

Dr. Frank E. Gaebelein

## **FINE ARTS PROGRAM GRADES NINE-TWELVE**

### **VISUAL ART CURRICULUM:**

The art program at Christian Central Academy is founded on the truth that in the beginning, God created—He is the author of all true art. The vital role of the art curriculum is to teach students that God is the originator of all things aesthetically pleasing and that art itself and its excellence, as evidenced through master artists, points to God's greatness. In addition this curriculum will equip students to identify, advance, and utilize their personal God-given gifts.

Students will learn to perceive and critique design quality in master, peer and personal works. It is our responsibility to teach students to recognize this truth and purpose that, as Christians, our art demands this excellence.

The central premise is that the creator of all great design is God, and it is from His original creation that we learn effective composition using the elements and principles of design. (Psalm 19:1) Art is taught from a discipline-based approach including: a chronological history, aesthetics, studio, and art criticism. A student attending second through eighth grade will sequentially study art history twice from creation through modern times. In high school, students will reflect on the work of master artists, determining their worldviews based upon their full body of works, and techniques used.

Career options in the arts will be discussed as valid and as important fields of endeavor for the specific purposes aforementioned. Cultural influences will also be studied along with the use of art to influence culture. All students will keep a sketchbook to record notes, draft work and reflective evaluations. These books will document the student's progress. Students will also keep a portfolio for college purposes and to teach students the value of their work. Basic skills will be built upon to achieve advanced skill levels according to developmental ability. Finally, in studio, students will experience a full range of mediums, techniques, tools, and subject matter.

## **FINE ARTS PROGRAM GRADES NINE-TWELVE**

### **STUDIO IN ART:**

This is a full year, one-credit, elective course in fine arts that meets four to five days a week for forty-minute periods. Studio in Art is an introductory exploration into the many dimensions of art. The central premise is that creator of all great design is God, and it is from His original creation that we learn effective composition using the elements and principles of design. (Psalm19:1) This course includes art's role in history, master artists and their techniques, the special language of art, an understanding of aesthetics, art appreciation and an introduction to the use of various media. Two and three-dimensional work will be produced. Drawing is used as an essential skill especially for draft work in the development of an idea. Each student adds to his/her portfolio and keeps a sketchbook for weekly notes, draft work and reflective evaluations. Students will create original compositions while advancing their own styles.

### **DRAWING AND PAINTING:**

This is a full year, one-credit course in advanced fine arts to be elected after a student has completed Studio in Art. It meets four to five days a week for forty-minute periods. Art is taught from a discipline-based approach including history, aesthetics, studio, and art criticism. The central premise is that creator of all great design is God, and it is from His original creation that we learn effective composition using the elements and principles of design. (Psalm19:1) It is designed to promote a greater in-depth study of drawing and painting. The students will practice drawing what they see, especially from a model. Complex drawing is emphasized, involving observation skills and sighting techniques. Drawing skills are challenged through the study of two and three-point perspective, light logic, value, portrait and figure drawing. This course provides the students an opportunity to explore a variety of drawing and painting mediums and techniques. Each student adds to his/her portfolio and keeps a sketchbook for weekly notes, draft work and reflective evaluations. They will study masterworks in conjunction with their original compositions while advancing their own style.

### **ADVERTISING AND DESIGN:**

This is a full year, one-credit course in commercial art to be elected after a student has completed Drawing and Painting. Students attend class four to five days a week for forty-minute periods. The central premise is that creator of all great design is God, and it is from His original creation that we learn effective composition using the elements and principles of design. (Psalm19:1) The course provides the students an opportunity to use their knowledge of fine art to explore the arena of graphic arts. They will study commercial art as it presents itself in the free market. Experiences similar to those found in advertising agencies will be simulated in the classroom. Working for clients will be discussed and practiced. Moral and ethical decisions will be examined through a Christian worldview. Drawing is used as an essential skill especially for draft work in the development of an idea. Some finished work will be produced using the computer and Adobe Creative Suite software. Students keep a sketchbook for weekly notes, draft work and reflective evaluations. They also add to their portfolios for college admission.

## FINE ARTS PROGRAM GRADES NINE-TWELVE

### JOURNALISM I:

This is an introductory course made available to qualified students in grades ten-twelve. Students attend the class three times a week for an average of forty-minute periods. It is designed to give practical training and experience in the journalistic process of producing a publication. Journalistic writing and page-design standards of excellence will be taught. Students will be using Adobe Creative Suite software and Herff Jones' web based eDesign. It may be necessary for students to be available during non-school hours when there is a deadline. The students will be involved in most aspects of producing: *Triumph*-the yearbook. The final work students complete in Journalism I will become an historical publication and will be submitted to scholastic journalism competitions for critique. The student will be expected to handle everything he/she does with truth and integrity as *Psalm 37:30* instructs, "The mouth of the righteous man utters wisdom, and his tongue speaks what is just." Also as *Psalm 25:21* teaches, "My integrity and uprightness protect me, because my hope is in you."

### JOURNALISM II:

This is made available to qualified students in grades eleven-twelve who have completed Journalism I. Students attend class four to five times a week for forty-minute periods. It is designed to give practical experience in the journalism process of producing a publication. Journalistic and design standards of excellence will be reviewed and expected. Students will be using Adobe Creative Suite software and Herff Jones' web based eDesign. It will be necessary to be available during non-school hours when there is a deadline. The students will be involved in all aspects of producing: *Triumph*-the yearbook. Some qualified students have the opportunity to have leadership positions as editors. The final work students complete in Journalism II will become an historical publication and will be submitted to scholastic journalism competitions for critique. The student will be expected to handle everything he/she does with truth and integrity as *Psalm 37:30* instructs, "The mouth of the righteous man utters wisdom, and his tongue speaks what is just." Also as *Psalm 25:21* teaches, "My integrity and uprightness protect me, because my hope is in you."

### JOURNALISM III:

This is made available to qualified students in grade twelve who have completed Journalism II. Students attend class four to five times a week for forty-minute periods. It is designed to give advanced practical experience in the journalism process of producing a publication. Journalistic and design standards of excellence will be reviewed and expected. Students will be using Adobe Creative Suite software and Herff Jones' web based eDesign. It will be necessary to be available during non-school hours when there is a deadline. The students will be involved in all aspects of producing: *Triumph*-the yearbook. Some qualified students have the opportunity to have leadership positions as editors. The final work students complete in Journalism III will become an historical publication and will be submitted to scholastic journalism competitions for critique. The student will be expected to handle everything he/she does with truth and integrity as *Psalm 37:30* instructs, "The mouth of the righteous man utters wisdom, and his tongue speaks what is just." Also as *Psalm 25:21* teaches, "My integrity and uprightness protect me, because my hope is in you."

### ILP ART:

Offered on demand.

### THEATRICAL ARTS:

Each year Christian Central Academy performs at least one play. Students in grades seven-twelve may participate. Plays performed include "Our Town," "Merchant of Venice," "Music Man," and several musicals.

## INSTRUMENTAL MUSIC PROGRAM

The Instrumental Music Program at Christian Central Academy consists of three major ensembles. Students in grades four and five who play wind or percussion instruments are eligible to participate in the Elementary Band. Students in Elementary Band must take lessons: either group or private lessons during school, or private lessons outside of school. Students in grades four and five who play string instruments may take lessons in school, but do not play in the Elementary Band unless they obtain the permission of the string instructor.

Students in grades six, seven, and eight who play any wind, percussion, or string instrument are able to participate in the Middle School Band. Students in grades nine-twelve who play any wind, percussion, or string instrument are able to participate in the High School Band. Students in grades six-twelve may take lessons either in or out of school, but they are not required to do so in order to play in an ensemble. In addition to the three major ensembles, small ensembles, such as a string quartet, are sometimes created at the discretion of the instructors.

Elementary Band  
Middle School Band  
High School Band  
The String Music Program  
Vocal Music Program  
Music Theory  
Music History  
Hand bells  
Boom whackers

\*See elementary music under each grade level

# THE INSTRUMENTAL MUSIC PROGRAM

## **ELEMENTARY SCHOOL BAND:**

Lessons and Band at the Elementary School level introduce the students to skills needed to play wind and percussion instruments. Students begin to develop cooperation and listening skills to perform together.

Students perform in the spring and Christmas concerts each year. Students may also perform at solo and ensemble festivals outside of school, making use of opportunities to develop performance skills and gain experience.

## **MIDDLE SCHOOL BAND:**

Lessons and Band at the Middle School level build upon the basic skills learned in Elementary School, in order to help students move into the intermediate levels of playing wind and percussion instruments. Students continue to develop cooperation and listening skills to perform together both in large and small ensembles.

Students perform in the spring and Christmas concerts each year. These students also have the opportunity to gain experience and develop performance skills in outside solo and ensemble performances.

## **HIGH SCHOOL BAND:**

Lessons and instrumental ensembles at the High School level move past the skills needed to play instruments and bring the focus toward helping students understand how to improve and build upon their own musical abilities, both as individuals and as ensembles. Students use cooperation and listening skills to perform together at a more advanced level.

Students perform in the spring and Christmas concerts each year. Outside opportunities for solo and ensemble performances are available to these students.

## **THE STRING MUSIC PROGRAM:**

The String Music Program consists of three ensembles as follows: Elementary Strings (grades four-five), Middle School Strings (grades six-eight), and High School Strings (grades nine-twelve). All String students will receive instruction in Lesson Format in small groups, and will be prepared to perform solo as well as with peers in their appropriate ensemble inside and outside of school.

Students perform in the spring and Christmas concerts each year.

## **THE VOCAL MUSIC PROGRAM:**

The Vocal Music Program at Christian Central Academy consists of two major ensembles. All students in grades six, seven, and eight are in the Middle School Chorus. Students in grades nine-twelve may participate in the High School Chorus inside and outside of school.

Students perform in the spring and Christmas concerts each year.

## **MUSIC THEORY:**

Music theory is a study of the structure of music. This study enables students to perform more intelligently and to create and arrange music in the traditional manner.

## **MUSIC HISTORY:**

The study of music history in the high school covers Medieval to modern music through score study and listening. The unique characteristics and historical relevance of each era provide the students a maturing view of performance and enhance listening appreciation.

## **HAND BELLS:**

Provides opportunities for a volunteer ensemble in grades three to twelve, as needed each year.

## **BOOM WHACKERS:**

Like hand bells, this is also a volunteer ensemble using grade four students, and is offered as needed. (This is in addition to the grade four music program)

## FOREIGN LANGUAGE PROGRAM

The study of foreign languages at Christian Central Academy involves the development of students' linguistic skills in the areas of reading, writing, aural expression (listening/decoding) and oral presentation (speaking/encoding). Through stressing these four logically distinct skills, students begin learning to see language as a communication system per se. In addition, the foreign language courses encourage students to attain an appreciation of the literature and culture associated with the language. Foreign language study is a principal vehicle for broadening cultural horizons in an increasing interrelational world.

*Requirement: All students must successfully complete the third-year level in the language selected.*

Latin I  
Latin II  
Latin III

Spanish I  
Spanish II  
Spanish III  
Spanish IV

*"The Christian school must seek and develop devoted Christian teachers who, along with competency in mathematics, science, languages or social studies, are able also to give instruction in Bible."*  
Dr. Frank E. Gaebelein

# FOREIGN LANGUAGE PROGRAM

## INTRODUCTION TO LATIN CURRICULUM (GRADE SEVEN):

This is a half-year course designed to introduce middle school students to the Latin language and Ancient Roman culture. The goals of the course are to give students the tools they will need to be successful in learning a second language and to make the students interested in other languages and cultures.

During the course we continuously make comparisons between Latin and English so the students can see the similarities and differences. This helps their understanding of Latin and English. Students learn Latin vocabulary actively, by trying to find derivatives in English to determine the Latin word's meaning. Students are also introduced to the concept of an inflected language. They are not taught the technical grammar terms, but they learn and practice the concepts involved (for example, the students know to make a noun that ends in –a plural by adding an –e. Students, however, do not know that is called the nominative plural of a 1st declension noun). Students learn the concept of Latin word order, which is completely different than in English.

For each chapter in the textbook, vocabulary is presented first. Students actively participate in figuring out the definition of each Latin word and its English derivatives. Students then practice the new Latin vocabulary by writing sentences in Latin, among other things. Any new grammar rules are introduced and then students translate the story from the textbook. The vocabulary and grammar are then practiced through a variety of activities.

The only way to learn another language is by repetition. As such, homework is given daily in order to reinforce the vocabulary and grammar being taught in class.

Ancient Roman history and culture are discovered through reading the first two books of the historical fiction series *Roman Mysteries*. The first ten to fifteen minutes of class is spent reading and discussing the series. In this way, students can easily see the similarities and differences between their lives and life in Ancient Rome.

## LATIN I (GRADE EIGHT):

This is a full-year course designed to introduce middle school students to the Latin language and Ancient Roman culture. During the course we continuously make comparisons between Latin and English so the students can see the similarities and differences. This helps their understanding of Latin and English. Students learn Latin vocabulary actively, by trying to find derivatives in English to determine the Latin word's meaning. Students become familiar with the concept of an inflected language. Technical grammar terminology is introduced to the students at the end of the course, after they have mastered the grammar. Students become comfortable with Latin word order. Students are given the necessary tools to be able to efficiently translate Latin.

For each chapter in the textbook, vocabulary is presented first. Students actively participate in figuring out the definition of each Latin word and its English derivatives. Students then practice the new Latin vocabulary by writing sentences in Latin, among other things. Any new grammar rules are introduced and then students translate the story from the textbook. The vocabulary and grammar are then practiced through a variety of activities.

Ancient Roman history and culture are discovered through reading several books of the historical fiction series *Roman Mysteries*. The first ten to fifteen minutes of class is spent reading and discussing the series. In this way, students can easily see the similarities and differences between their lives and life in Ancient Rome.

## LATIN II (GRADE NINE):

This is a full-year course designed to further develop high school students' knowledge of the Latin language and Ancient Roman culture. Latin I is a prerequisite for this course. The goal of the course is to prepare students to take the New York State Regents exam at the end of Latin III.

During the course we continuously make comparisons between Latin and English so the students can see the similarities and differences. This helps their understanding of Latin and English. Students learn Latin vocabulary actively, by trying to find derivatives in English to determine the Latin word's meaning. Students increase their familiarity of the concept of an inflected language. Technical grammar terminology is introduced after students have mastered that particular grammar feature. Students are comfortable with Latin word order and are able to use their language tools to effectively translate Latin passages.

For each chapter in the textbook, vocabulary is presented first. Students actively participate in figuring out the definition of each Latin word and its English derivatives. Students then practice the new Latin vocabulary by writing sentences in Latin, among other things. Any new grammar rules are introduced and then students translate the story from the textbook. The vocabulary and grammar are then practiced through a variety of activities.

Students are given an in-class assignment as well as homework on a daily basis. Students take a weekly forms quiz (this includes all the grammar they have learned to that point).

Ancient Roman history and culture are discovered through reading and discussing several books of the historical fiction series *Roman Mysteries* as well as sections from the *Ecce Romani* books.

# FOREIGN LANGUAGE PROGRAM

## **LATIN III (GRADE TEN):**

This is a full-year course designed to further develop high school students' knowledge of the Latin language and Ancient Roman culture. Latin I and II are prerequisites for this course. The goal of the course is to prepare students to take the New York State Regents exam at the end of the course.

During the course we continuously make comparisons between Latin and English so the students can see the similarities and differences. This helps their understanding of Latin and English. Students learn Latin vocabulary actively, by trying to find derivatives in English to determine the Latin word's meaning. Students increase their familiarity of the concept of an inflected language. Technical grammar terminology is introduced along with the grammar. Students are comfortable with Latin word order and are able to use their language tools to effectively translate long and complicated Latin passages. Students are able to read 'real' Latin by the end of the course.

For each chapter in the textbook, vocabulary is presented first. Students actively participate in figuring out the definition of each Latin word and its English derivatives. Students then practice the new Latin vocabulary by writing sentences in Latin, among other things. Any new grammar rules are introduced and then students translate the story from the textbook. The vocabulary and grammar are then practiced through a variety of activities.

Students are given an in-class assignment as well as homework on a daily basis. Students take a weekly forms quiz (this includes all the grammar they have learned to that point).

Students continue to learn Ancient Roman history and culture through a variety of sources – including the textbook and other readings made available.

## **SPANISH I:**

The goals of Spanish I are as follows: (1) for the students to gain an understanding of a second language and a desire to learn it. (2) to give the students the means necessary to communicate at the elementary level through the development of listening, speaking, reading, and writing skills. (3) to give the students an understanding of culture and history of Spanish-speaking countries. (4) to give students an understanding of the need for missionaries and develop a desire to help those in Spanish-speaking countries.

## **SPANISH II:**

Spanish II furthers competence in listening, reading, writing and speaking acquired in Spanish I. Basic grammatical, reading, conversational, and writing skills are expanded in an environment where Spanish is spoken consistently at their level. This course includes a presentation of more complex verb tenses and more complex structures of the written language. Vocabulary is broadened through the use of visual aids, dialogues, and stories. Emphasis is on students ability to express themselves both orally and in writing. Students are given ample opportunities to read, write, listen, and speak in Spanish. Also, students are given an understanding of the need for missionaries and develop a desire to help those in Spanish-speaking countries.

## **SPANISH III:**

The goal of Spanish III is to equip students for the practical use of the Spanish language through instruction in five specific skills: speaking, listening comprehension, writing, reading, and cultural awareness. All active vocabulary and grammar structures will be reviewed and maintained with newer and more complex structures being introduced. This course also prepares the students to take the New York State Regents examination in Spanish at the end of the school year. Also, students are given an understanding of the need for missionaries and develop a desire to help those in Spanish-speaking countries.

## **SPANISH IV:**

The goal of Spanish IV is to equip students for the use of Spanish language through instruction in five basic skills: listening comprehension, reading comprehension, writing, speaking, and cultural awareness. Instruction includes review of all Spanish grammar (from Spanish 1 – 3), introduction to higher level grammar, and an introduction to literature.

# SOCIAL STUDIES PROGRAM GRADES NINE-TWELVE

## An understanding of the Christian Principles that have formed Western Social and Political Institutions

*“To be ignorant of what happened before you were born is to be ever a child. For what is man’s lifetime unless the memory of his events is woven with those of earlier times?”* -Marcus Tullius Cicero

*“A country without a memory is a country of madmen.”* - George Santayanna

**S**ocial Studies education at Christian Central Academy seeks to engage students in the study of history, geography, economics, government, and civics. Additionally, this instruction is drawn from such fields as philosophy, archaeology, political science, and sociology. The student-oriented investigation of these fields is intended to develop an individual who possesses an appreciation of contemporary multi-cultural perspectives within the lens of a Biblical worldview. Building upon this understanding, the courses provided at CCA are devoted to creating individuals who are active contributors to their society and who make good judgments while recognizing the conflict inherent in today’s society.

*“...books are in good measure a mirror held up to life, being almost as varied as life itself.”*

Dr. Frank E. Gaebelien

*Requirement: All students take a minimum of four years of social studies and must meet a graduation requirement including successful completion of the United States and Global Studies Regents examinations.*

Global History and Geography I  
Global History and Geography II  
United States History and Government  
Participation in Government  
Economics

Electives:

Advanced Placement European History  
Advanced Placement United States History

# SOCIAL STUDIES PROGRAM GRADES NINE-TWELVE

## GLOBAL HISTORY AND GEOGRAPHY I:

Global History and Geography is a two-year course which takes students from the creation of civilization through present day investigating the many cultures of the world (excluding the United States). This ninth-grade course begins inception of the ancient civilizations of Mesopotamia, Greece, Rome, India, China, Japan, Asia, Africa, the Americas, and others. After the fall of Rome, the course then places emphasis on the Medieval period as it is from this era that modern Europe develops. From there, students will consider the emergence of early modern Europe going through its Renaissance and Global Age. Finally, Europe's "Enlightenment" is where this course's first year concludes.

In addition, students will explore the many ideas, religions, and belief systems that come from a great many of these civilizations as well as how their cultures recognize their "truth" values. Considering the many belief systems that are contradictory toward Christianity, the course will address the divergence between these systems and the Biblical worldview that Christian Central Academy endorses. As Paul the apostle articulates in *I Peter 3:15*, "*But in your hearts set apart Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have. But do this with gentleness and respect.*" This is a student-oriented course where substantial emphasis is placed not simply on the students' ability to "know what happened" but to express an opinion and develop coherent arguments that evaluate history from multiple perspectives. Students will use the textbook, primary sources, periodicals, film clips, and other media as sources to accomplish the course's objectives. Global 9 plays a vital role in this two-year survey of world history as this first year sets up the foundations of civilizations that play more prevalent roles in the second half of this course in tenth grade. (1 credit)

## GLOBAL HISTORY AND GEOGRAPHY II:

This second year of a two-year survey course, builds upon the cultural foundations of the first course and proceeds chronologically through an examination of world civilizations from the European "Enlightenment" to contemporary world issues (again excluding the United States). The majority of this course will address the development and conduct of Europe as a world-influencing civilization as many of the additional cultures of the world were consequently affected either directly or indirectly. Some of the major themes that students will investigate are revolution, nationalism, industrialization, urbanization, imperialism, human rights, role of government and economic systems in a society, interdependence and diversity. This will be done by studying such specific topics as the French Revolution, independence movements in Latin America, the development of the Industrial Revolution and its reactions, imperialism and its colonial reactions, World War I, the inter-war period, the Russian Revolution, World War II, the Cold War balance of power, the development of international peacekeeping organizations, the Chinese Communist Revolution, the collapse of European imperialism and the rise of independent states in Southeast Asia, Africa and Latin America, the collapse of the Soviet Union and consequent end of the Cold War, and contemporary international issues such as global migration, economics in industrial and third-world countries, ethnic and religious tensions, and the scarcity of natural resources.

Extensive time will be used in the examination of primary and secondary sources to assist in the students' development of critical thinking. This will be accomplished by having students, in oral and written format, evaluate and articulate the various analytical themes inherent in this course. In addition, because of the nature of this two-year course, considerable preparation will be devoted to the successful mastery of the New York State Global History and Geography Regents Examination. (1 credit)

## UNITED STATES HISTORY AND GOVERNMENT:

This one-year survey course on the history and government of the United States of America begins with the meeting of the three worlds (Europe, America, and Africa), and proceeds through issues that address our nation today. One purpose of this course is to assist students in the understanding of the roots and perspectives concerning many of the present day problems and issues that the nation faces. Time periods of special emphasis include: colonization, the Revolutionary Era, the Federalist Era, Jeffersonian and Jacksonian Democracy, the Civil War (its causes and consequences), the debut of our modern nation on an international scale during World War I, the Great Depression, World War II, the Cold War balance of power, the United States as a world superpower, women's rights, the Civil Rights Movement, the collapse of the Soviet Union, and thorough discussion of perennial issues including: the role of government in society and economics, human rights, terrorism, geography and the belief of American exceptionalism.

By the end of the year, each student will be expected to complete a research paper dealing with a significant issue in United States history and successfully complete the New York State United States History and Government Regents Examination. Other activities that are involved in accomplishing the objectives of the course include: role playing, debates, student-led class discussions, speeches, and minor research assignments. Because of the tangible connection that most students have with the subject content, class discussions are frequent and students are encouraged to participate by sharing properly articulated historical insights using evidence and argumentation rather than relegating discussions to personal opinion based on conjecture. (1 credit)

# **SOCIAL STUDIES PROGRAM GRADES NINE-TWELVE**

## **ADVANCED PLACEMENT EUROPEAN HISTORY:**

This course is designed to prepare students to take the advanced placement examination in European History, 1450-1990. With some review of the earlier periods of Ancient and Medieval history, the course focuses on the connections between the past and present in terms of ideas, institutions, ideologies, and social structure, on the various ways in which Europe dominated the world, on continuity versus change, and on Christian conscience. Since questions on previous AP examinations required interrelating categories or tracing developments in a category through several time periods, this course is geared to those goals as stated in the *AP History Examination Booklet, 2008*. In addition to providing a basic narrative of events and movements, the goals of the Advanced placement Program in European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence from both primary and secondary sources, and (c) an ability to analyze and express historical understanding in writing.

(1 credit)

## **ADVANCED PLACEMENT UNITED STATES HISTORY:**

An American History AP course is designed to provide students with the analytical skills and factual knowledge necessary to deal with the problems and materials found in American History. This course will prepare students for college level classes by making demands upon them equivalent to those made by full-year introductory college courses. Students will learn to assess historical materials: their relevance to a given problem, their reliability, and their importance; and be able to weigh the evidence and interpretations presented in historical scholarship. This American History AP course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

Using the AP standards as a guide, this will be a survey course in which a textbook, supplementary readings, and thematic books will be used to provide substantive and thematic coverage. Starting with the Settlement of the New World, colonial society, and the American Revolution, this course will move on through Jefferson, Madison, Monroe, and Jackson highlighting nationalism, sectionalism, and westward expansion. American culture, the Civil War, Reconstruction, industrialization, and the Gilded Age will be examined as well as the Progressive Era, World War I, the Roaring Twenties, the Depression, World War II, the Cold War, Eisenhower, Kennedy, Johnson, and Nixon.

(1 credit)

## **PARTICIPATION IN GOVERNMENT:**

The fall semester will focus solely on Participation in Government. Students will become familiar with the Constitution and other important documents from American history. The class will then relate these to modern society as we practice our civic duties and responsibilities through debates, seminars and attendance at local government meetings.

The class will focus on self-directed learning, group work, and reading comprehension. The course is broken down into a variety of projects focusing on topics such as gun control, civil rights, war and veterans, foreign policy, and passing legislation. Weekly quizzes test knowledge of material and there will be a final exam.

(1/2 credit)

## **ECONOMICS:**

The spring semester will be devoted to the study of Economics. This course was created for the unique purpose of educating twelfth grade students in economic policy. In addition, students will develop a working knowledge of the contemporary, political process and institutions of the American constitutional democracy. Through projects, lecture, cooperative learning and discussions, this class will allow the students to reach a point where the ideas of demand, supply, unions, wages, government spending, inflation, unemployment, economic stability, international trade, and foreign exchange will not just be understood but will enable application of these sometimes difficult terms.

(1/2 credit)

# THE LIBRARY PROGRAM

## GRADES SEVEN-TWELVE

The goal of the Library/Media Center is to promote information literacy, which is the acquisition of library skills and literature appreciation, and to foster the lifelong enjoyment of books among the students of Christian Central Academy.

The Library/Media Specialist will use a variety of teaching methods in the instruction of library/media skills in order to meet the needs of students with different learning styles and needs.

All students are encouraged to have a public library card so as to be able to access the Buffalo and Erie County Library website to use their databases. There is a “Teen Space” for reading enhancement, along with links to information and research.

During classroom instruction and study halls, the Library/Media Specialist will work with the teacher and students to access all aspects of the library.

They may use the computerized card catalog to check out books and use for research. Also available are designated research websites through the School Library System of the State of New York. These include national and state newspapers, multi-subject periodicals, a variety of encyclopedias, author series, business and company resources, along with health and wellness resources, and over fifty e-books. Many of these sites offer translations to many different languages.

The beautiful modern Library is housed in the Science and Art Building.

## MATHEMATICS PROGRAM GRADES NINE-TWELVE

Our mathematics program gives each student a thorough grounding in the concepts of higher mathematics. All Christian Central Academy students are capable of mastering elementary and advanced algebra, geometry and trigonometry. Some students require a more measured approach while others are able to cover the material more rapidly. We seek to use these differences to provide complete and challenging instruction to each student in this critical field. Each year grades nine-eleven students also prepare for the New York State Regents Tests. For those with the interest and ability, Pre-calculus is offered. The program culminates with preparation for the Advanced Placement test in Calculus AB.

*Requirement: All students must take three years of mathematics in Grades nine-twelve and successfully complete Algebra, Geometry, and Advanced Algebra and Trigonometry.*

Algebra  
Geometry  
Advanced Algebra and Trigonometry

Electives:  
Pre-Calculus  
Advanced Placement Calculus

*“Young people can wonder at the wisdom of the God of mathematical truth quite as much as they marvel at the Creator of the great mountains, the restless oceans, and the star-decked heavens.”*  
Dr. Frank E. Gaebelein

# MATHEMATICS PROGRAM GRADES NINE-TWELVE

*“Do not merely listen to the word, and so deceive yourselves. Do what it says. Anyone who listens to the word but does not do what it says is like a man who looks at his face in a mirror and after looking at himself, goes away and immediately forgets what he looks like. But the man who looks intently into the perfect law that he has heard, and doing it—he will be blessed in what he does.” James 1:22-25*

## **ALGEBRA:**

***“Algebra is defined as the science of quantity in general, or universal arithmetic. Algebra is a general method of computation, in which signs and symbols, which are commonly the letters of the alphabet, are made to represent numbers and quantities. It takes an unknown quantity sought, as if granted; and, by means of one or more quantities given, proceeds till the quantity supposed is discovered, by some other known quantity to which it is equal.” - Webster’s 1828 Dictionary***

The formal study of Algebra begins in the ninth grade. This course provides intensive instruction and practice in fundamental algebraic topics and prepares the student for further study in mathematics. As in all math courses at Christian Central Academy, techniques for solving equations, mathematical reasoning, and solution of word problems are emphasized. Eighth grade students displaying unusually high levels of aptitude in math and science are allowed to take Algebra and Earth Science with the ninth graders. A Regents examination is administered in June. (1 credit)

## **GEOMETRY:**

*“I was there when he set the heavens in place, when he marked out the horizon on the face of the deep, when he gave the sea its boundary so the waters would not overstep his command, and when he marked out the foundations of the earth.” Proverbs 8:27 and 29*

***“Geometry is defined: [root-geometria ge, the earth; metron, measure] Originally and properly, the art of measuring the earth, or any distances or dimensions on it. But geometry now denotes the science of magnitude in general, comprehending the doctrine and relations of whatever is susceptible of augmentation and diminution as the mensuration of lines, surfaces, solids, velocity, weight, etc., with their various relations.” - Webster’s 1828 Dictionary***

Students that enroll in Geometry must have successfully completed Algebra. Geometry is a traditional course in plane and spatial geometry with selected topics in solid geometry including basic properties, theorems, proof and constructions. Areas of study also include symbolic logic, statistics, probability and transformation. More challenging problems are provided for students showing higher levels of aptitude. This course is offered at tenth grade but may include ninth graders who have completed Algebra in grade eight. The scientific and graphing calculators will be used throughout the course. A Regents examination is administered in June. (1 credit)

## **ADVANCED ALGEBRA AND TRIGONOMETRY:**

*“I the Lord do not change. So you, O descendants of Jacob, are not destroyed.” Malachi 3:6a*

***“Trigonometry is defined: the specialized branch of geometry that studies properties of triangles and trigonometric functions and their applications.” - Merriam-Webster’s On-line Dictionary***

Advanced Algebra and Trigonometry is designed to allow students to review and extend material learned in Algebra and Geometry while preparing the students for higher levels of mathematics. The course’s major topics include complex numbers, exponents, logarithms, advanced trigonometry, exploring higher order polynomials equations, sequences, and series. Further extensions of statistics, probability, and transformations enhance the course. Problem solving is stressed and situations are presented to help the students realize the usefulness of Mathematics. The scientific and graphing calculators will be used as a problem solving tools throughout the course. Students that enroll in Advanced Algebra and Trigonometry must have successfully completed Algebra and Geometry. A Regents examination is administered in June. (1 credit)

## MATHEMATICS PROGRAM GRADES NINE-TWELVE

### PRE-CALCULUS:

*"I the Lord do not change. So you, O descendants of Jacob, are not destroyed." Malachi 3:6a*

***"Calculus is defined as the arithmetic of the infinitely small differences of variable quantities; the method of differencing quantities, or of finding an infinitely small quantity, which being taken infinite time, shall be equal to a given quantity. - Webster's 1828 Dictionary***

This course is designed to provide a sound foundation for college math classes, in particular, Calculus. Topics include an extensive study of algebraic and transcendental functions, matrices, sequences and series, and complex numbers. An emphasis is placed on analysis and applications of math concepts in real world situations. Graphing Calculators are introduced as a problem-solving tool. An exam is given in June. (1 credit)

### ADVANCED PLACEMENT CALCULUS:

*"I the Lord do not change. So you, O descendants of Jacob, are not destroyed." Malachi 3:6a*

*"So then, the word of the LORD to them will become: Do and do, do and do, rule on rule, rule on rule; a little here, a little there— " Isaiah 28:13a*

***"Calculus is defined as the arithmetic of the infinitely small differences of variable quantities; the method of differencing quantities, or of finding an infinitely small quantity, which being taken infinite time, shall be equal to a given quantity. - Webster's 1828 Dictionary***

This course covers the three main topics of first year college level Calculus: Functional analysis (limits and continuity), differentiation, and integration. Applications include differential equations, areas of business, economics, and engineering. Graphing Calculators are required. College credit is awarded based on the score received on the Advanced Placement Exam taken in May, and at the discretion of the college or university that the student attends.

(1 credit)

## SCIENCE PROGRAM GRADES NINE-TWELVE

The goal of the science program at Christian Central Academy is to provide our graduates with a fundamental and integrated knowledge of those sciences that explain the nature of the orderly universe created by God. In particular, science deals with natural systems (the created order) as opposed to social systems, with observations and methods of inquiry (*the “scientific method”*), and with specific content areas (*e.g., biology, chemistry, etc.*) in its quest for increasingly accurate explanatory models of how the universe functions. In addition, the study of science raises moral and ethical questions (*e.g., environmental issues, genetic engineering, etc.*) which students must eventually confront if they are to be responsible citizens.

*Requirement: All students must take three years of science, normally taking Earth Science, Biology, and either Chemistry or Physics. While no lab fee is charged, a breakage fee may be levied if warranted.*

Earth Science

Biology

Health-1 credit between grades nine-twelve

Chemistry

Physics

Electives:

Advanced Placement Physics

Advanced Placement Biology

*“Once a school embraces the policy of giving classes in Bible to Christian teachers of their subjects, it is on the way to integrating Christianity with its entire curriculum.”*

Dr. Frank E. Gaebelein

# SCIENCE PROGRAM GRADES NINE-TWELVE

## EARTH SCIENCE:

*“The earth is the Lord’s, and everything in it, the world, and all who live in it; for he founded it upon the seas and established it upon the waters.” Psalm 24:1-2*

In the beginning, God created the **Heaven** and the **Earth**. The study of earth science gives the student an appreciation of God’s beautiful creation and man’s discoveries about the “third rock” and the surrounding universe. The Earth Science course is designed to use the inter-related processes of the earth as a vehicle to develop skills (inquiry, exploration, evaluation, analysis, communication) which will be utilized in subsequent science courses. Social context is given to subject areas through discussion of current events. Students are encouraged to question and evaluate information made available to them. The abilities and limits of science are also explored.

The course is divided into nine units of study: Earth Dimensions, Rocks, Minerals and Resources, The Dynamic Crust, Surface Processes and Landscapes, Earth’s History, Meteorology, Water Cycle and Climate, Astronomy, and Environmental Awareness. Laboratory and analysis skills are taught and practiced. (1 credit)

## BIOLOGY:

*“Now the LORD God had planted a garden in the east, in Eden; and there he put the man he had formed. And the LORD God made all kinds of trees grow out of the ground—trees that were pleasing to the eye and good for food. In the middle of the garden were the tree of life and the tree of the knowledge of good and evil. Now the Lord God had formed out of the ground all the beasts of the field and all the birds of the air. He brought them to the man to see what he would name them; and whatever the man called each living creature, that was its name.” Genesis 2:8,9,19*

Biology studies the nature of God’s work and creation of the Earth. This course studies the mechanisms basic to all living things. It includes classroom lecture, inquiry and lab exploration leading students to a working knowledge and application of the scientific method. Skills learned will be observation, experimental design, collecting of data and analysis of data.

The main goals of Biology are to examine the underlying themes, organization and interactions of living and nonliving systems. Students will also study how structure and function of systems are related. Students will study and analyze concepts and theories related to Biology. Students will rank facts and ideas forming concepts. The development of writing and essay skills will be completed. Complex laboratory work with the preparation of reports will be included. Students will also be required to read for meaning of articles related to Biology. Students take the New York State Regents exam. (1 credit)

## ADVANCED PLACEMENT BIOLOGY:

*“Now the LORD God had planted a garden in the east, in Eden; and there he put the man he had formed. And the LORD God made all kinds of trees grow out of the ground—trees that were pleasing to the eye and good for food. In the middle of the garden were the tree of life and the tree of the knowledge of good and evil. Now the Lord God had formed out of the ground all the beasts of the field and all the birds of the air. He brought them to the man to see what he would name them; and whatever the man called each living creature, that was its name.” Genesis 2:8,9, 19*

This course provides an opportunity for the student to pursue and receive credit for college-level course work at the secondary school level. The major emphasis is on developing an understanding of biological concepts and unifying themes rather than accumulating facts. Students work towards understanding and appreciating the science of biology as a process. They personally engage in scientific inquiry as they develop their problem solving and critical thinking skills. To aide their appreciation of science as a process, students perform descriptive and experimental laboratory exercises that provide the opportunity to learn a variety of skills and to apply the facts and concepts presented in their readings, lectures, and discussions. Students are expected to take the AP biology examination in the spring.

The goal of this course is for AP biology students to master in considerable detail the underlying themes of living and nonliving systems. Students build upon and apply ideas from the molecular level to the complex levels of living and nonliving systems. In addition a deeper understanding of biological systems, their form and function is also developed. More advanced and precise documentation of student work, both in the classroom and the lab, is necessary in this college level course. In the lab students focus on accurate, in-depth, detailed and precise understanding of biological concepts and techniques including modern biotechnology labs and instruction. Weekly extensive essay writing is also an essential portion of this course in preparation for the AP exam. (1 credit)

## SCIENCE PROGRAM GRADES NINE-TWELVE

### HEALTH:

*“For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well.” Psalm 139:13-14*

The health education curriculum is designed with the central understanding that the body is the temple of the Holy Spirit. The goals of the curriculum are to develop wholesome health skills and practices, to encourage sound attitudes towards good health, and to acquire up-to-date and scientific health knowledge.

The course is divided into four units as follows: physical health, mental health, social health and spiritual health. High school students are required to pass their health class in order to meet graduation requirements.

Students are educated on the hazards of alcohol, tobacco and/or drug use. A prevention curriculum is maintained to provide information about the causes of substance use and abuse, as well as the physical, psychological and spiritual damage associated with the use and abuse of such substances. (1/2 credit)

### CHEMISTRY:

*“For since the creation of the world God's invisible qualities—his eternal power and divine nature—have been clearly seen, being understood from what has been made, so that men are without excuse.” Romans 1:20*

*“For by him all things were created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers or authorities; all things were created by him and for him. He is before all things, and in him all things hold together.” Colossians 1:16-17*

The design of the atom is so perfect that extremely minor alterations would not allow the existence of matter. This course is designed to help students see how chemical principles are developed from experimental observation, and how these principles can be used to explain phenomena in daily life as well as the laboratory. The properties and behavior of matter are studied in the contexts of the environment, chemical resources, nuclear chemistry, and health, with an emphasis on decision-making about issues involving science and society. Laboratory skills develop observation, chemical technique, data, collection, and data analysis.

The goal of chemistry is emphasizing problem-solving and more complex chemical concepts. Students realize the important roles that chemistry will play in their personal and professional lives, use chemistry knowledge to think through and make informed decisions about issues involving science and technology; and develop a lifelong awareness of the potential and limitations of science and technology. In addition, this curriculum treats chemical principles quantitatively and engages the student in extensive problem-solving involving mole-mass-volume relationships, stoichiometry, and gas laws. Topics in atomic theory, chemical reactions, solutions, biochemistry, and oxidation-reduction are also included. Students take the New York State Regents exam. (1 credit)

## SCIENCE PROGRAM GRADES NINE-TWELVE

### PHYSICS:

*“For since the creation of the world God's invisible qualities—his eternal power and divine nature—have been clearly seen, being understood from what has been made, so that men are without excuse.” Romans 1:20*

*“For by him all things were created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers or authorities; all things were created by him and for him. He is before all things, and in him all things hold together.” Colossians 1:16-17*

Through the study of Physics, students discover the beautiful and perfect design of the universe, and that all creation obeys the physical laws set down by God. This course is a quantitative physics course which focuses on applying and analyzing a conceptual understanding of physics in problem solving with an emphasis on mathematical analysis. The students meet all of the requirements of the physics course including class participation, labs and tests. Additional problems sets are required to be completed outside of class.

The goal of this course is for students to integrate math and science. Students discover how these two disciplines work together in the development of physical laws and theories. The individual discovery of physical principles encourages students to expand their ability to think about what they have seen and analyze it, usually in a numerical way. Physics students are also expected to carefully document their laboratory work. Students take the New York State Regents exam. (1 credit)

### ADVANCED PLACEMENT PHYSICS:

*“For since the creation of the world God's invisible qualities—his eternal power and divine nature—have been clearly seen, being understood from what has been made, so that men are without excuse.” Romans 1:20*

*“For by him all things were created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers or authorities; all things were created by him and for him. He is before all things, and in him all things hold together.” Colossians 1:16-17*

This course is the equivalent of the algebra-based general physics course usually undertaken during the freshman year of college. Physics fundamentals studied in this physics course are more extensive and more in depth than the typical high school physics course. The course requires students to read from a college level text and work numerous physics problems. Students are expected to complete extensive independent reading and physics problem solving. Laboratory work is integral to the course, comprehensive in nature, and is equivalent to that of a typical college course. Students are expected to take the AP Physics B Examination set by the College Board. College credit may be awarded at the discretion of the college the student chooses to attend. (1 credit)

# THE PHYSICAL EDUCATION PROGRAM

*“Physical Education, the education which is directed to the object of giving strength, health, and vigor to the bodily organs and powers.”*

*(Noah Webster, 1828 American Dictionary)*

*“The results of good physical education are not limited to the body alone, but extend even to the soul itself.”*

*(Aristotle, 350 B.C.)*

*“...that all of them may be one, Father, just as you are in me and I am in you. May they also be in us so that the world may believe that you have sent me. May they be brought to complete unity to let the world know that you sent me and have loved them even as you have loved me.” (John 17:21-23)*

The purpose of physical education is to:

- Recognize, value and honor the “Giver and sustainer” of all life; and to enable the student to love the Lord his God with all his heart, soul, mind and strength. (Genesis 2:7, Psalm 139:14, Colossians 1:16-17, Mark 12:30)
- Recognize that each student has been created in the image of God, gifted with individual talents and abilities which must be under the disciplines and self-government of God to enable him to reach his full potential in Christ, his Creator. (Genesis 1:27, Matthew 25:15)
- Recognize and fulfill our reasonable service, that is to glorify God with our body which was bought by the blood of Jesus and which belongs to God. (I Corinthians 6:19-20, Romans 12:1-2)
- Enhance the entire physical, emotional, mental and spiritual well being of the individual through participation in activities which place emphasis on the development of body coordination, skill, strength, speed and endurance; empowering the individual to effectively train the body to achieve the highest degree of development physically, spiritually, and intellectually during the preteen years and throughout life.
- Build a cooperative and committed attitude of mutuality supporting each member of our group in order to develop a productive team spirit. (John 13:34-35)

*“The whole kaleidoscope of activities...also have their place within God’s truth and, no less than mathematics or science, history or literature, must be united with it.”*

Dr. Frank E. Gaebelien

**Two P.E. credits are required for graduation. Students must be present for class and participate in the full class program in order to earn P.E. credit.**

# THE ATHLETIC PROGRAM

*“Do you know that in a race all the runners run, but only one gets the prize! Run in such a way as to get the prize. Everyone who competes in the games goes into strict training. They do it to get a crown that will not last; but we do it to get the crown that will last forever.” (II Corinthians 9:24-25)*

The grades four-twelve Athletic Program recognizes the Word of God as its foundation. Under the direction of the Athletic Director, each sport has been designed to build the character of Christ within each participating student. Every athlete and cheerleader is taught that he or she is a representative of Christ, his or her family, and the school. The Athletic Program serves to develop these ideas within the students:

- Leadership through servanthood
- Physical discipline
- Loyalty, perseverance, and humility
- Commitment
- An active relationship with Christ
- Knowledge of God’s Word
- Application of the Biblical principles of: goal setting, faith, vision, and the power of the tongue

**THE EMMANUEL FACILITY**  
ATHLETICS ARE A CRITICAL PART OF OUR EDUCATION AT CHRISTIAN CENTRAL ACADEMY AND THE EMMANUEL FACILITY GYMNASIUM IS THE HEARTBEAT OF PHYSICAL ACTIVITY. HOUSING A WORLD CLASS MULTI-PURPOSE SYNTHETIC FLOORING SYSTEM, THE GYM PROVIDES SPACE FOR BASKETBALL, VOLLEYBALL, WEIGHTLIFTING, AND RECREATIONAL ACTIVITIES. THE WELL-EQUIPPED WELLNESS CENTER IS AN EXCELLENT PLACE TO HAVE A WORK-OUT OR JUST RELAX IN ONE’S FREE TIME.

On the athletic field, students are afforded the opportunity to demonstrate the depth of their understanding of God’s principles and truths and reveal the quality of character within themselves as athletes. The coaching staff utilizes every opportunity to mentor, inspire, reinforce, and teach the principles of the Word of God, endeavoring to call forth from each participant the character of Christ.

The athletic program provides students with the opportunity to develop skills in both individual, as well as team sports, with an emphasis on sports that can be enjoyed for a lifetime. This program includes boys and girls soccer (fall quarter), intramural volleyball, basketball (winter quarter), cheerleading, conditioning, 4/5 basketball, and 4/5 soccer, baseball, cross country, and elementary track and field (spring quarter). School letters are awarded at the Sports Banquet to those participants who qualify. The High School is a member of the local “athletic conference.”

Athletic fees are included in the tuition. All students participating in a sport beyond the ones required for credit included in the program during that year are subject to possible fees set by the coaches (i.e. summer leagues).

# ATHLETICS AND PHYSICAL EDUCATION

## TEAM SPORTS

## PHYSICAL EDUCATION ACTIVITIES

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### Fall

Soccer (boys & girls)  
Baseball  
Intramural Soccer &  
Baseball for elementary students  
Flag Football

Cheerleading  
Tennis

### Winter

Basketball (boys & girls)  
Intramural Basketball for  
elementary students

Aerobics in Phys Ed Classes  
Cheerleading  
Conditioning  
Weight Training

### Spring

Baseball (boys)  
Softball (girls)  
Track (boys & girls)  
Intramural Volleyball & Cross  
Country

## READING PROGRAM

Christian Central Academy does not have a separate Department of Reading. The reading program begins in primary school with intensive phonetics and the Bible as a primary reader.

The scope of curriculum includes language mastery through the study of literature classics, Spanish, grammar, composition, and research skills. Reasoning skills are developed by studying Bible principles, logic, mathematics, and the sciences. Through the study of history, geography, music, and art, students are exposed to a Biblical worldview at the elementary level of education. The mastery of basic skills and habits of scholarship are established in the foundational years, as students are equipped with confidence for success to meet the challenges of a rigorous and demanding high school course of study.

The CCA high school curriculum, developed by masters of subjects, prepares students with the rich vocabulary, reasoning and research skills, and mathematical concepts to compete with high PSAT and SAT (Scholastic Aptitude Test) scores with students from around the nation, enabling their admission to prestigious, competitive college and universities with scholarship awards. Armed with a conservative, Biblical world and life view, they place high among their peers, as leaders in their own generation.

Classical and Modern languages in high school consist of four years of Spanish and at least two years of Latin. Formal and informal logic is taught in a demanding Bible curriculum, establishing cogent thinking and Biblical reasoning skills within the student. The fine arts enrich literature and history courses, while government and economics are taught by master teachers. Mathematics courses including Pre-calculus, and Advanced Placement (AP) Calculus with Earth Science and three laboratory sciences including AP Physics and AP Biology, AP English Literature, AP American, and AP European History comprise the Advanced Study Diploma curriculum. Drama, fine art, chorus, and orchestra are included, along with an athletic program, to complete the high school curriculum.

The purpose of the CCA curriculum centers on first inspiring a love of learning and building skills by expanding students' strong qualities, broadening and sharpening scholarship, correcting weak areas, and encouraging students toward a fuller and more excellent expression of their value in Christ. Subject areas are taught in the light of how students will use their knowledge to advance the Gospel and lead lives of Christian service to others.

## TUITION AND FINANCIAL AID

It is the policy of The Board of Directors of Christian Central Academy to make it possible for students from varied socio-economic backgrounds to attend the school. The Board believes that Christ-centered education is vitally important for Christian families. Christian Central Academy also believes Christian families demonstrate the importance of Christian education by contributing financially to their child's education. Since the body of Christ is made up of members from various economic levels, provisions need to be made for those who cannot afford the full tuition. There are many principles in Scripture that apply to this area. *"If anyone has material possessions and sees his brother in need, but has no pity on him, how can the love of God be in him?" (I John 3:17) See also Romans 15:1, Matthew 6:33, II Thessalonians 3:8-12.*

Over twenty-five percent of the CCA budget is set aside for scholarships, financial aid and discounts.

## SPECIAL PROGRAMS

Christian Central Academy believes that learning continues beyond the classroom. Opportunities are provided for students to complement his or her academic prowess with practical experiences that help develop the whole character. The offerings are intended to give our students alternative ways to grow “*in wisdom, in stature and in favor with God and men,*” (Luke 2:52) as stated in the School’s Mission Statement.

*“The day has long passed, if  
indeed it was ever present,  
when learning meant only  
what went on in the classroom  
and nothing more.”*

Dr. Frank E. Gaebelein

Academic Support Lab  
AP Scholars  
Communications  
Declamation Competition  
High School Retreat  
ILP (Individual Learning Program)  
Middle School Trip to Darien Lake  
National Honor Society  
Spiritual Emphasis Week  
Student Run Bible Studies  
Study Skills  
Summer Reading  
Teacher’s Aide/Career Preparation  
Technology  
The Senior Trip

# SPECIAL PROGRAMS

## **ACADEMIC SUPPORT LAB:**

Limited admissions to the school is offered to students with mild learning challenges in kindergarten through eighth grades. Christian Central Academy is unable to meet the needs of High School students with Individual Education Plans (IEPs) and so these students cannot be admitted. Students with special needs and IEPs are evaluated annually by the academic administrative team to determine if Christian Central Academy is able to provide the appropriate academic services. The school maintains academic support to serve the needs of identified students in grades kindergarten through eighth. Appropriate modifications may be made for students in the regular classroom as directed by the academic administrative team.

The total population of students with identified needs must be in keeping with the available resources of the school within a given year. Any previously enrolled student receiving Academic Support services is carefully evaluated annually to determine if Christian Central Academy can successfully continue to meet the special needs of the student up to the eighth grade. Students should maintain a "C" average to continue enrollment at Christian Central Academy.

Any student in the Academic Support program (kindergarten through eighth grade) who graduates into the general education program, may continue enrollment at Christian Central Academy through high school graduation. Students enrolled in the Academic Support Lab are charged an additional fee.

## **AP SCHOLARS:**

AP Scholars are named by the Advanced Placement Program of The College Board. "AP Scholars" designation is granted to students who received grades of "three" or higher (with a maximum score of five) on three or more AP examinations of full year courses during high school. Between 1999 and 2009 nineteen seniors have been named AP Scholars. Christian Central Academy offers six AP courses.

## **COMMUNICATIONS:**

This course was created for the unique purpose of educating high school students in the production of both radio and television news programs. The main objective of this class is to give each student a greater understanding and appreciation for the "in-front" and the "behind-the-scenes" of radio and television production. We also concentrate on the art of public speaking on and off the screen.

Students meet for forty minutes per day, three-five days per week for the entire year. The students in this course also run our school radio station, WCCA, on a daily basis for fifteen minutes every morning of each school day.

All students in this class take a mid-term and a final examination. The mid-term examination consists of producing a "live" one-hour radio program at our local Christian radio station on a Saturday afternoon, The Power Hour. The final examination consists of producing a five-minute television newscast on paper, a five-minute "explanation/informative" speech, and a written test.

## **DECLAMATION COMPETITION:**

A declamation is a recitation of a speech from memory with studied gestures and intonation as an exercise in elocution or rhetoric. The piece chosen must be approved by members of the English faculty at Christian Central Academy. Declamation is verbal expression only. No costumes or props will be allowed.

All students in grades six-twelve must prepare for and complete the selection and initial recitation of a speech during regular English classes; this activity will comprise a portion of the students' first, second and possibly third quarter grades. In the first quarter, students will be graded on the selection of the piece. In the second quarter, students will be given a grade comparable to a test grade for the recitation of their piece.

A final competition, featuring all finalists, is held at the end of the second quarter. The final declamation winner is selected for middle school and for the high school. The winners receive a trophy. All finalists are also recognized during middle school closing exercises and at class night for the high school.

## **HIGH SCHOOL RETREAT:**

An annual fall retreat is held each year in September. This two-day retreat for grades nine through twelve is held at Camp Li-Lo-Li on the Pennsylvania border. The purpose is to discuss the theme of the school year and to emphasize school unity and spiritual growth. New students become better acquainted with their peers and a more comfortable tone is set for the school year.

## **ILP (INDIVIDUAL LEARNING PROGRAM):**

Individual Learning Programs (ILPs) may be provided for qualified high school students as approved by the Head of School. ILPs may be offered on an individual basis for both traditional and nontraditional subjects not offered in the currently scheduled curriculum. Among the programs which may be selected are apprenticeships, fine arts, tutorials, and science research.

# SPECIAL PROGRAMS

## **MIDDLE SCHOOL TRIP TO DARIEN LAKE:**

This one-day trip to Darien Lake is an extension of the Middle School Science class. The purpose is two-fold. First, this takes the place of the High School Retreat so that students can bond in a more relaxed environment. Second, students have an opportunity for practical application of science and are required to complete a project.

## **NATIONAL HONOR SOCIETY:**

Students are selected in the spring of their Junior year. Generally, about the top fifteen to twenty percent of the class is eligible academically for selection. Students must have been enrolled at CCA for a minimum of two consecutive years in grades ten-twelve.

Students must meet requirements as set forth by the *National Honor Society*. The four criteria are academics, leadership, service, and character. Inductees should be those students that demonstrate the “exceptional” in all aspects of *N.H.S.* in their daily life at CCA.

CCA’s Alpha & Omega Chapter of the *National Honor Society* is interpreted by the administration as follows: *in order for CCA to demonstrate the integrity that is associated with the name “Christian,” the National Honor Society at CCA must measure the standards set by the N.H.S. to reflect the mission and purpose of the school.*

Where applicable, a student entering CCA as a Senior can be inducted. Also, students not inducted in their Junior year have an opportunity to be re-considered in the Senior year, thus allowing for growth and change.

The same process of selection applies at this time.

## **SPIRITUAL EMPHASIS WEEK:**

In January, Christian Central Academy celebrates Spiritual Emphasis Week. There are daily chapels and students are reminded in the middle of the year about purpose and mission. This time is often regarded as a high point in the middle of what can be long, harsh winters.

## **STUDENT-RUN BIBLE STUDIES:**

Student-run Bible studies take place weekly or bi-weekly as the students decide. The students invite a faculty member or local pastor to mentor them through this activity.

## **STUDY SKILLS:**

A study skills class is designed to help students in the seventh grade become good stewards of their time and talents and achieve their maximum potential in school. We believe that before students can do their very best in school, they must learn to be efficient in their use of time, their most valuable resource, and organization of the space and materials used in learning. Students must learn to become disciplined in their personal study habits and proficient in their school responsibilities. Learning good study habits will help students become students of excellence in their life long journey of learning.

## **SUMMER READING:**

The purpose of the Summer Reading Program is three-fold. First, we want to promote the habit of thoughtful reading by asking students to continue over the summer the intellectual discipline inherent in confronting works of literary and historical merit. Second, we want to do this within the framework of the total curriculum, relating summer reading to the regular program of instruction during the school year. Finally, we want to encourage critical thinking by insisting that students react to what they read and be held accountable in a systematic and meaningful way.

We assign one common book at each grade level. Students are encouraged to read at least two other books approved by school or parents. On the first day of English class, there will be an objective test on the common book, which will be discussed for the remainder of the week. At the conclusion of this period of study, a second test of an interpretive nature will be administered. Accountability for the other books will be in the form of one-page plot synopses, to be turned in on the first day of class to the student’s English teacher. Please note that these are minimum expectations; we hope that students will choose to read more. In this regard, any student may read for extra credit one additional book if accompanied by a plot synopsis. The tests and written exercises will count as ten percent of the Quarter One English grade.

## **SPECIAL PROGRAMS**

### **TEACHER'S AIDE/CAREER PREPARATION:**

This is a one-credit course that provides high school students, in grades eleven and twelve, with education-related opportunities in career awareness and exploration. Students participate in youth-apprentice placements, research projects, interviews, college advisement, performance evaluations, and a summary report. These opportunities provide students with experiences in academic, technical and life skills that are necessary to be successful in the world of work. (This program meets NYS Education Learning Standards for Career Development and Occupational Studies.)

### **TECHNOLOGY:**

Christian Central Academy maintains a computer education program to assist students to develop computer literacy. Staff development and in-service training are provided to ensure effective use of computers as well as maximum instructional benefits. Computer needs are analyzed periodically to determine the need for updated equipment and changes in curriculum based upon technological advances. The school operates two fully equipped computer labs. There are regulations governing the use and security of the school's computer network and equipment.

### **THE SENIOR TRIP:**

Christian Central Academy is committed to cultivating leadership skills for service in the next generation. We envision that every student will learn to reach outside himself or herself to offer a unique contribution to God, becoming others-centered, and taking a responsible place in God's greater purposes.

To these ends, the Senior class spends one week each year, in late spring, in the Dominican Republic as a service outreach. Each year Seniors report a memorable transforming experience. Note: Seniors raise all the funds needed for this Senior trip through fund-raising activities.

## OTHER ACTIVITIES

### STUDENT ACTIVITIES

Bible Club

Buffalo City Mission

Cheerleading

Leaf Raking

Praise Ensemble

Ski Club

The Blessing Project

The Food Drive

Visits to Nursing Homes

\*Yearbook/Journalism

### **\*ABOUT THE YEARBOOK - *"The Triumph"***

The Columbia Scholastic Press Association awarded a Gold Medalist Certificate (for a second year) to Christian Central Academy's 2009 Yearbook, which had as its theme "The Time Has Come." Below are the comments made about the yearbook by The Columbia Scholastic Press Association:

**"This judge is struck by the quality of Christian Central Academy's 2009 *Triumph*. Often, smaller schools suffer from a lack of resources and a competent trained adviser and staff. Even with only 176 pages, the character of *Triumph* shines. As all good yearbooks, the cover, endsheets, opening, closing, and dividers present a solid theme/concept-carried through the pages."**

-2009 Yearbook Quote from a Columbia Scholastic Press judge

# STUDENT LEADERSHIP

## **PREFECTS:**

The office of Prefect is open to all seniors who meet the qualifications for student leader. The Prefectship is a position of honor and service within the life of the school. The Prefect serves the student body, the mission of the school, and school-related responsibilities and activities in his/her own area of giftings. The Prefectship provides the opportunity for one to grow in stewarding resources, governing various areas of responsibility, and articulating the mission of the school under the supervision of the Head of School.

Prospective Prefects must submit an application during the fourth quarter of the Junior year to the Head of School and are selected by the high school faculty, administration, and current Prefects, based upon a history of academic success and observable exemplary character and demeanor. Prefects are commissioned for service in a Chapel Service, and their photograph and specific duty placed in a showcase in the hallway.

Prefect positions for which students may apply:

- Head Prefect
- Student Chaplain
- Athletic Prefect
- Admissions/Development Prefect
- Student Activities Prefect
- Academic Prefect

Note: Highly qualified students who do not win a Prefect position may be elected a Student Mentor. Each Prefect represents a grade level from six-eleven.

## **CLASS OFFICERS:**

Each class has a President, Spiritual Advisor and Treasurer, elected by their peers.

## **OTHER LEADERSHIP OPPORTUNITIES:**

Other leadership opportunities arise from the many activities and the sport's program.

## **FACULTY**

A profile of all Christian Central Academy faculty and staff is posted on the CCA website at [www.christianca.com](http://www.christianca.com).

The school has a highly qualified, committed faculty and staff.

## **BOARD OF DIRECTORS**

There is also a profile of each member of the CCA Board of Directors available on the school's website.

A maximum number of twelve men and women may serve on the Board. Each Board member agrees to serve a minimum three-year term.

## **END OF YEAR EVENTS CALENDAR**

### **COMMENCEMENT PROGRAM:**

A commencement program is designed for the Senior class and includes:

### **BACCALAUREATE SERVICE:**

This is a religious service that is designed specifically for the graduating class, their families, invited guests, board, and faculty. A charge to Christian service, discipleship, and godly leadership is usually given the class.

### **CLASS NIGHT (GRADES NINE-TWELVE):**

Class night is held for grades nine-twelve. Students in grades nine-eleven not only receive prizes and awards but are officially promoted to the next grade level. New members are inducted into the National Honor Society and Seniors are dubbed “alumni” for the first time. The Seniors also receive special awards and recognitions.

There is also a Middle School Moving Up Exercise and prize-giving. This happens during the school day, after a special breakfast for middle-school students and their families.

### **THE COMMENCEMENT EXERCISE:**

Diplomas are handed out. A final reception is held afterwards for families, friends, Faculty, and The Board of Directors.

### **VALEDICTORIAN AND SALUTATORIAN:**

The valedictorian and salutatorian will be the graduating Seniors with the highest and second highest academic averages who also demonstrate adherence to the mission and purpose of Christian Central Academy.

Closing exercises are also held for kindergarten-eighth grades to mark the year’s end and perform promotions to the next grade level. There is a special kindergarten graduation.

## FROM THE HEAD OF SCHOOL

The Christian Central Academy faculty have all contributed to this accurate and up-to-date guide to our Program of Studies. We hope it will be helpful to CCA parents and their students in planning schedules and also to prospective parents and students who may wish to enhance their understanding of the school.

The distinctive of the CCA curriculum is the Christian method of Biblical reasoning which makes the truth of God's Word the basis of every subject in the school curriculum. CCA believes in the value of the four **R's** in teaching and learning: **Researching** of God's Word to identify basic principles; **Reasoning** from these Biblical principles to their identification in the subjects of the curriculum; **Relating** of Biblical principles to each student, to Christian character, to Christian self-control, to the stewardship of God-given talents; and **Recording** of the written word by each student of the individual application of the principles.

In the search to identify another common element in the educational background of our students, the use of the notebook method of study is encouraged at all grade levels. Mastery of learning requires that the learner make a written record of his/her study and the more careful the note-taking, the greater is the mastery attained. Thus the notebook method strengthens the value of the four R's.

Another unique feature of CCA's academic program is the availability of all teachers for extra help to students after school. Also, students needing to "catch up" may meet with the teacher in an assigned classroom as needed. This extra time is given to those students who may be struggling as well as to those who have been legitimately absent from class. The opportunity to do missed homework is also provided through academic detention in grades six through twelve.

The goal of CCA is that one hundred percent of graduates qualify for acceptance to a four-year college or university of choice.

*All references to Scripture are taken from the NIV translation.*

## COLLEGES AND UNIVERSITIES ATTENDED BY GRADUATES

The following list contains the colleges which CCA students attended for the ten graduating classes from 2000 through 2009.

|                                        |                                              |
|----------------------------------------|----------------------------------------------|
| Alfred State College                   | Lynn University                              |
| Bethany Bible College                  | Malone College                               |
| Bethel College (IN)                    | Medaille College                             |
| Birmingham-Southern University         | Messiah College                              |
| Boston University                      | Michigan State University                    |
| <i>Honors Program</i>                  | Moody Bible Institute                        |
| Brockport State College                | Niagara Community College                    |
| Buffalo State College                  | Niagara University                           |
| <i>Honors Program</i>                  | <i>Honors Program</i>                        |
| Canisius College                       | Notre Dame University                        |
| <i>Honors Program</i>                  | Ohio University                              |
| Cedarville University                  | Oneonta State College                        |
| <i>Honors Program</i>                  | Onondaga Community College                   |
| Clarkson University                    | Paul Smith's College                         |
| Cleveland Institute of Music           | Peace College                                |
| Concordia University River Forest (IL) | Philadelphia Biblical University             |
| Cornell University                     | Purchase State College                       |
| <i>School Of Industrial and Labor</i>  | Rensselaer Polytechnic Institute             |
| <i>Relations</i>                       | Roberts Wesleyan College                     |
| Cornerstone University                 | Rochester Institute of Technology            |
| D'Youville College                     | Spring Arbor University                      |
| Daemen College                         | St. Bonaventure University                   |
| Erie Community College                 | Syracuse University                          |
| Evangel University                     | Union University                             |
| Fisk University                        | United States Military Academy at West Point |
| Fredonia State College                 | University at Buffalo                        |
| Genesee Community College              | <i>Honors Program</i>                        |
| Geneva College                         | <i>School Of Architecture</i>                |
| Gordon College                         | Valley Forge Christian College               |
| Greenville College                     | Villa Maria College                          |
| Grove City College                     | Wheaton College (IL)                         |
| Hilbert College                        | Xavier University                            |
| Hofstra University                     | Xavier University of Louisiana               |
| Houghton College                       | Zion Bible College                           |
| <i>Honors Program</i>                  |                                              |
| LeTourneau University                  |                                              |
| Liberty University                     |                                              |

## Acknowledgement

The development and articulation of any Christian curriculum that clearly expresses the integration of faith and knowledge is a daunting task. The goal is to show how the total institution in every aspect lives out God's truth.

Over the years, faculty and staff have worked hard to become integrated teachers and to communicate this Christian worldview through all aspects of our work.

I hereby acknowledge the gratitude of Christian Central Academy to the following sources for inspiration, modeling, and at times the form and content of this Academic Profile:

1. The Bible. (NIV translation)
2. *The Pattern of God's Truth: Problems of Integration in Christian Education*, by Frank E. Gaebelien, published by ACSI/Purposeful Design Publications of Oxford University Press, Inc.
3. *The Noah Plan: An Educational Program in the Principle Approach*, published by Foundation of American Christian Education.

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Christian Central Academy ~ 2009