

# **ENGLISH / LANGUAGE ARTS**

## **Mission Statement for Teaching English / Literature**

We teach language arts (English / grammar, literature, writing and vocabulary / spelling) so that our students can effectively communicate the good news of God's salvation plan (Matthew 29:19-20). Our God is a God of order. Proficient skills and the ability to communicate effectively help to create order as they learn to transfer ideas and information.

## **Pre K-3 – Language Arts / Reading Readiness**

The Pre K3 lessons consist of letter recognition, phonics (short vowel and hard consonants), and alphabet sequence. Students are also introduced to the concept of putting sounds together to form words. The students learn how to write their name and how to write the alphabet. Students are exposed to literature on a daily basis. Students are read to daily, and students are given time to read on their own. To help instill a love for reading, there is an enticing reading center. Books are read in a way that they come alive for the students, and fun activities are planned centered around reading. Teachers and students discuss books that they have read, ideas in the books, events in the books, what do the students think will happen, and what might have happened if an event in the book was changed. Students see their words written down as stories on pictures that they have drawn, charts the class makes as a group, and cards or letters written to take home.

## **Pre K-4 – Language Arts / Reading Readiness**

The Pre K4 lessons consist of letter recognition, phonics (short vowel and hard consonants), alphabet sequence, and reading of three letter words. Students learn how to write the alphabet, their own name, and copy words from the board. The student is exposed to a wide variety of literature on a daily basis, to foster a love for books and the Bible. Group time is used to discuss books, share ideas, play with rhymes and songs, and sequence events in a story. Students learn to associate their language with words as the teacher writes down what the child says about their art or lists responses to a class question on the board.

## **Kindergarten - Language Arts**

The Kindergarten lessons consist of phonics, reading and writing. Students learn to identify letter names, produce letter sounds, blend sounds together, read 3 and 4 letter words, and read and write simple sentences. Literature includes engaging themes and interesting stories that involve listening and reading comprehension. Books used are BJU Press, *Kindergarten Beginnings with Phonics for K5* and the ABEKA blend book for blending sounds together.

## **1st Grade - Language Arts**

The 1st grade language arts course is taught from ABEKA, *Language Arts Curriculum*.

**Phonics-** *Letters and Sounds 1*-systematic review of phonics elements necessary for learning to read and write. **Language-** *Language 1*- is designed for use during independent work times,

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providing daily exercises to help students increase thinking skills, improve reading comprehension, and develop creative writing ability. **Reading- *Reading Books***- students will move from stories with simple one and two vowel words to stories based on children's classics, giving them valuable practice in applying phonics skills. **Handwriting- *Writing with Phonics 1***- Students will learn the proper formation and slant of letters and the correct spacing between letters, words, and sentences. **Spelling- *Spelling and Poetry 1***- students will apply the phonics concept they are currently learning as they master the spelling of approximately 420 words. Most of the words in the *Spelling and Poetry 1* are arranged phonetically, which teaches students to recognize basic spelling patterns. They will learn sight words, contractions, and abbreviations that they will encounter frequently in their reading and writing. Students will learn eight poems that help them develop their oral speaking skills while deepening their appreciation for poetry.

### **2nd Grade - Language Arts**

#### **Reading:**

Second graders read two basal readers, *If Skies Be Blue* and *When the Sun Rides High* and two chapter books, *Pulling Together* and *The Treasure of Pelican Cove* throughout the year. We work on fluidity, comprehension, and phonics to produce confident, eager, readers who continue to read all their lives. (BJU Press)

#### **Phonics:**

Second graders learn 120 phonics sounds and rules to applying them to their reading and spelling. (ABEKA Book)

#### **Vocabulary:**

Second graders learn 750-850 new words each year. They learn accuracy, fluidity, recognition, definitions, spelling rules, and phonics sound patterns. (Reading Keys)

#### **Spelling:**

Second graders learn to spell 576 words with phonics sounds and spelling rules. They also work on vocabulary, proofreading, dictionary skills and writing activities. (BJU Press)

#### **English:**

Second graders learn to write in complete sentences. In grammar they learn about sentences, nouns, verbs, adjectives, and study and reference skills. They write 6-8 papers on various subjects; including personal stories, instructional stories, poetry, book reports, a friendly letter, a make-believe story, a descriptive story, and a research report. (BJU Press)

### **3rd Grade - Language Arts**

The third grade Language Arts course consists of a thorough examination of Writing and Grammar, Spelling, Reading, and Cursive handwriting. The Writing lessons focus on the 5 step writing process with practice in writing game instructions, a friendly letter, a persuasive essay, a short story, a book report, a sound poem, a research report, and a compare/contrast essay. The Grammar lessons focus on proper sentence structure, nouns, pronouns, action and

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linking verbs, adjectives, adverbs, and study & reference skills. The Spelling lessons focus on spelling patterns as well as reviewing phonics from previous grades. The Reading lessons focus on comprehension and vocabulary, and review phonics from previous grades. Two chapter books are read together as a class in addition to the curriculum, *Charlotte's Web* by E.B White and *Mr. Popper's Penguins* by Richard and Florence Atwater. Cursive handwriting is also practiced daily. Textbooks for the Language Arts program are from BJU Press.

### **4th Grade - Language Arts**

The fourth grade Language Arts course consists of a thorough examination of Writing and Grammar, Spelling, and Reading.

**English (Writing and Grammar):** The writing portion focuses on personal narratives, friendly and business letters, comparing and contrasting, book reviews, a research paper and poetry writing. Students will also keep a journal. Journal topics will be provided for the students. The grammar lessons focus on sentences (types, subject/predicates, compound, diagramming prepositions, clauses), nouns, verbs (regular, helping, linking, irregular), pronouns, adjectives and adverbs. Textbook: *English 4 (Bob Jones Press)*

**Spelling:** Spelling is taught through interactive lessons, and the teacher guides the instruction of spelling patterns and rules, activities using words in context, proofreading and writing activities. Textbook: *Spelling 4 (Bob Jones Press)*

**Reading:** In the fourth grade classroom chapter books of different types of genre are used to teach reading comprehension strategies. The strategies that are focused on are: Main Idea and Detail, Compare and Contrast, Sequencing, Questioning, Inferring, Predicting, Summarizing, Cause and Effect, Making Connections and Theme. Textbook: *Reading Voyages 4 (Bob Jones Press)*

**Vocabulary:** Vocabulary overlaps into various subjects, mainly Reading, Spelling and Science/Geography. Students develop a comprehensive vocabulary as they look up all of the words in their weekly spelling lists, developing the skill of using context clues in their reading assignments and creating a glossary for geographical terms. Textbooks: *Spelling 4 and Reading Voyages 4 (Bob Jones Press)*, *Geography from A to Z (My Father's World)*

### **5th Grade - Language Arts**

The fifth grade Language Arts course consists of a thorough examination of Writing, Grammar, Spelling, and Reading.

**English (Writing and Grammar):**

The textbook used for fifth grade English is *English 5* workbook from BJU Press. The writing portion focuses on using the writing process to create a compare and contrast essay, a personal

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narrative, a research report, a book review, a diamante and sense poem, a persuasive business letter, a play, and imaginative instructions. Students also are required to write in a journal. The journal topics vary. Some of the journal topics are given to the student and sometimes the student chooses a journal topic. The grammar lessons focus on sentences (sentences and fragments, simple and compound subjects and predicates, prepositions), nouns (common and proper, singular and plural), verbs (action and linking, main and helping), pronouns (singular and plural, subject and object, possessive and reflexive), and adjectives and adverbs.

### **Spelling:**

The textbook used for fifth grade spelling is *Spelling 5* workbook from the BJU Press. Spelling is taught through interactive lessons. The teacher guides the instruction of spelling patterns and rules, and promotes deeper understanding through activities that include using words in context, proofreading and writing.

### **Reading:**

The textbook used for fifth grade Reading is *Reading 5* textbook and workbook from BJU Press. The reading textbook portion focuses on various types of fiction and nonfiction stories. Students are also exposed to fables and folktales. *Reading 5* includes skill lessons that demonstrate the use of various types of reference materials and the library to research and learn more about various topics. The workbook portion focuses on teaching literary devices, map skills, comprehension, propaganda techniques, paraphrasing, and using reference materials.

### **5th Grade – Handwriting**

The fifth grade handwriting course uses *Handwriting 5* workbook from the BJU Press. Handwriting focuses on letter formation, writing with a slant, proper spacing between words and sentences, and writing paragraphs. The curriculum captures the students' attention and creates an interest in handwriting by exploring various languages and writing styles used around the world.

### **6th Grade – English/Literature - Intermediate**

The sixth grade English/Literature course focuses on advancing grammar and writing skills as well as advanced reading comprehension. Grammar focuses on the foundational parts of speech: nouns, verbs, adjectives, adverbs and pronouns, conjunctions, prepositions, and interjections. Grammar also includes the sentence structure and sentence pattern. Writing assignments include a personal narrative, a book report, a newspaper report, and a research paper. Vocabulary lists made up of over 345 words are used to help students with reading fluency and comprehension. Reading assignments include selections from *As Full as the World*, which teaches comprehension and author's point-of-view and purpose. Textbooks used are: *Writing and Grammar 6* (BJU Press), *Reading 6: As Full as the World* (BJU Press), and *Spelling, Vocabulary, and Poetry 6* (ABEKA). Students will read *Hatchet* by Gary Paulsen as their class novel.

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### **7th Grade – English/Literature - Intermediate**

The seventh grade English/Literature course focuses on advancing grammar and writing skills as well as reading comprehension. Grammar focuses on the foundational parts of speech: nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions and interjections. Grammar also includes sentence structure, sentence patterns, and sentence diagramming. Writing assignments include book reports, descriptive writing, narrative writing, and 5 paragraph essays. Vocabulary lists made up of 280 words total are used to help students with reading fluency and comprehension. Reading assignments include selections from *Explorations in Literature* which examine themes such as courage, generosity, nature, and family. Textbooks used are: 7th Grade Writing and Grammar (BJU Press), *Explorations in Literature* (BJU Press), and Vocabulary, Spelling, & Poetry I or II (ABEKA) . The seventh graders read *The Giver* by Lois Lowry as their class novel.

### **8th Grade – English/Literature - Intermediate**

The eighth grade English/Literature course focuses on advancing grammar and writing skills as well as reading comprehension. Grammar focuses on the parts of speech: nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections. Grammar also includes sentence structure, sentence patterns, verbal clauses, gerunds, participles, and infinitives. Writing assignments include book reports, persuasive writing, narrative writing, and 5 paragraph essays. Spelling and vocabulary lists made up of 280 words total are used to help students with reading fluency and comprehension. Reading assignments include selections from *Explorations in Literature* that enable students to work through complicated and lengthy passages that cover a variety of themes. Textbooks used are: Writing and Grammar 8 (BJU Press), and Reading: Explorations in Literature (BJU Press), and Vocabulary, Spelling, & Poetry I or II (ABEKA). The eighth graders read *The Outsiders* by S.E. Hinton and *The Old Man and the Sea* by Ernest Hemingway as their class novels.

### **9th Grade – English/Literature – High School**

#### **Credit:1.00 (2 semesters)**

This course will consist of a thorough exposure to different types of literature. The program is designed to promote and improve literacy and reading skills significantly. Grammar focuses on parts of speech, sentence patterns, phrases and punctuation with an emphasis on proofreading. Writing assignments include 3 point essays, book reports, an original poem book and an author research paper (their first real research paper- a sometimes painful process). Vocabulary lists (160 words per semester) are included in the course. Textbooks: *Themes in Literature* (ABEKA Books), *Writing and Grammar 9* (BJU Press). Novels include *To Kill a Mockingbird* and *The Diary of Anne Frank*.

### **10th Grade – English / Literature – High School**

#### **Credit: 1.00 (2 semesters)**

This course will consist of a thorough examination of different types of literature. The course

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is designed to promote extensive reading. Grammar focuses on parts of speech, sentence patterns, phrases (verbal and clauses), and punctuation. Writing assignments include 3 point essays, book reports, an original poem book, and an original short story dealing with the Civil War. Vocabulary lists (160 words per semester) are included in the course. Textbooks: *Writing and Grammar 10* (BJU Press), *Elements Literature Book* (BJU Press). Novels include *The Appearing* and *The Red Badge of Courage*.

### **11th Grade – English / Literature – High School**

#### **Credit: 1.00 (2 semesters)**

This course will consist of a thorough examination of American literature and authors. The course is planned to promote extensive reading with a focus on increasing speed and comprehension. Grammar includes parts of speech, sentence patterns, phrases (verbal and clauses) and punctuation. Writing assignments include various 3 point essays, proofreading, book reports, an original poem book and an author research paper on the American author of their choice. Vocabulary lists (160 words per semester) are included in the course. Textbooks: *American Literature for Christian Schools* (BJU Press), *Writing and Grammar 11* (BJUs Press). Novels include *Huckleberry Finn* and *Uncle Tom's Cabin*.

### **12th Grade – English / Literature - High School**

#### **Credit: 1.00 (2 semesters)**

This course will consist of an introduction to the writings of British authors and a few non-American authors. Grammar focuses on the review of parts of speech, sentence patterns (verbal and clauses), and punctuation. Writing assignments include worldview essays, 3 point essays, book reports, an original poem book, and a non-American author research paper. Vocabulary lists (176 words per semester) are included in the course. There is an emphasis on the writing portion of the senior project including the senior project research paper. Textbooks: *Writing and Grammar 12* (BJU Press), *British Literature for Christian Schools* (BJU Press). Novels include *The Scarlet Pimpernel* and *Pride and Prejudice*. Senior project and all the details involved are covered in senior English class and guidance class.

## **SOCIAL STUDIES & HISTORY**

### **Mission Statement for Teaching History:**

We teach social studies so that a student will:

- Know the heritage of their people.  
(Where did I come from?)
- Be aware of their geographical and cultural surroundings.  
(Where is my place in this world?)
- Be aware of their civic responsibilities on the local, state, and federal level.  
(What are my responsibilities to my heritage?)
- Be aware that God has a plan for this world and man has free will to make choices.

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(How do I fit into God's plan?)

### **Pre K-3 & Pre K-4 – Heritage Studies**

The preschool curriculum touches on various Heritage Studies topics throughout the year. The curriculum teaches the definition and recognition of a state, a country, and the world. It teaches identifying continents and oceans. The curriculum discusses world events along with national and state holidays. There is a unit on Hawaiian customs and culture. There are also units on farms, careers, and transportation. The units and topics covered in Heritage Studies vary from year to year.

### **Kindergarten – Heritage Studies**

In Kindergarten, there is no curriculum devoted specifically for K5 History. However, the opportunity to teach history is purposefully introduced within the *Beginnings with Phonics K5* (BJU Press). This allows the teacher to reveal God as Creator of all things. Topics covered are early American history, biblical times, and different countries around the world.

### **1st Grade – Heritage Studies**

The goals of teaching Heritage Studies 1 are first to strengthen the student's knowledge of God and encourage their Christian growth. Secondly, the goals are for the students to develop an early interest in history, geography, citizenship, economics and culture by presenting a balanced overview of American heritage. The third goal is to promote an understanding and an ability to discern connections between events, and organize that information in chronological order.

### **2nd Grade – Heritage Studies**

The students learn how the earth was created and how the people were scattered around the world. They learn about community life and what makes up that community. They learn about the rights they have as citizens and about our government. They learn about the region and natural resources in the different regions on earth. They learn about how people came to America. They learn about the New England Colonies. They learn geography, landform, compass rose, seven continents, and four oceans.

### **3rd Grade – Heritage Studies**

The third grade Heritage Studies course teaches American History. Lessons begin with the arrival of Christopher Columbus and cover up to the presidency of Abraham Lincoln. A patriotic song is introduced/learned each new chapter to encourage love of our country. Textbooks for the Heritage Studies program are from BJU Press.

### **4th Grade – Geography**

In fourth grade, students will "take a trip" around the world and explore diverse cultures

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while learning geography and being challenged by true stories of missionaries. We hope and pray that they will see the world in a new way, and that God's kingdom will be affected by what they learn this year. The curriculum used, *My Father's World, Exploring Countries and Cultures (ECC)* utilizes the unit study method, which is used in conjunction with Science. Textbooks: *A Trip Around the World and Classroom Atlas (My Father's World)*

### **5th Grade – Heritage Studies**

In fifth grade Heritage Studies, students will focus on world and United States history from about 1850 to modern times. History is the most absorbing and enthralling story you can tell to a child, because it's true. A good history narrative is as strange and wondrous as a good fairy tale. Kings, queens, mummies, wooden horses, knights, and castles can be as fascinating as giants and elves—but they *really existed!* When the study of literature is linked to history, children have an opportunity to hear the stories of each country as they learn more about that country's past and its people. History teaches comprehension; young students learn to listen carefully, to pick out and remember central facts in each story. History even becomes the training ground for beginning writers. When you ask a young student to narrate, to tell back to you the information he's just heard in his own words, you are giving him invaluable practice in the first and most difficult step of writing: putting an idea to words. The goal of this course is to give the student an enthusiasm for history, a basic understanding of major cultures and an idea of the chronological order of historical events. Its goal is also to highlight the influence of the Christian faith as it relates to the events and people of America's past. Textbooks: *Story of the World (History for the Classical Child)*, *Exploring American History (Christian Liberty Press)*

### **6th Grade – Heritage Studies - Intermediate**

In sixth grade Heritage Studies, students will be presented with an overview of Ancient Civilizations. Students will learn about the political, social and religious culture of ancient civilizations beginning with ancient Mesopotamia and ending with Western Europe during the Middle Ages. Each chapter offers a comparison between the religion of the civilization studied and Biblical Christianity. Other unique aspects of each empire are highlighted, such as archaeology, hieroglyphics, the impact of the physical environment on an empire and the role religion plays on society. The usual routine of our class includes individual reading, worksheets to emphasize points in that reading and class discussion to inspire critical thinking and further understanding of the reading.

### **7th Grade – Ancient Hawaiian - Intermediate**

The seventh grade Ancient Hawaiian course encompasses the history of the Hawaiian people from the first migration from the Marquesas to the overthrow of Queen Liliuokalani by the Republic. This course includes not only the historical information of the time period (line of monarchy-Kamehameha I to Liliuokalani) but also the cultural, religious, and social history of the islands.. We will study the mele and the hula, learn and interpret ancient Hawaiian chants, and practice storytelling. Fishing and agriculture and how life was lived within the ahupua'a will also be studied and practiced through projects and classroom discussions.



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### **7th-8th Grade – World Civilizations - Intermediate**

The seventh or eighth grade World Civilizations course is an overview of World Civilization from Mesopotamia to modern times. Students in this class will learn about the development of civilizations, empires, and influential countries. This class focuses on the rise and fall of nations, and how each empire interacted within its society and surrounding civilizations. Each chapter highlights major historical events and figures, with an emphasis on how current governmental, diplomatic and economic trends developed over the centuries. Class routine includes a daily thinking question, guided notes accompanied with a google slides presentation embedded with videos and discussion questions used to inspire critical thinking and further understanding of the assigned textbook. Students will complete at least 2 projects throughout the school year along with 2 mini-projects and group class activities.

### **7th-8th Grade – American History - Intermediate**

The seventh or eighth grade American History course is an overview of American History from the introduction of the first explorers to North America to the Presidential Election in 2004. A student in this class will learn about the socioeconomic development of the different regions of the country based on location and immigration, the Revolutionary War, the development of each State and their interaction in a federal system, highlights of each Presidency, the United States' influence on other nations, major wars and conflicts in different parts of the country, and the impact of technology. Class routine includes a daily thinking question, guided notes accompanied with a google slides presentation embedded with videos and discussion questions used to inspire critical thinking and further understanding of the assigned textbook. Students will complete at least 2 projects throughout the school year along with 2 mini-projects and group class activities.

### **9th Grade – Geography – High School**

#### **Credit: 0.5 (1 semester)**

The ninth grade Geography course covers a systematic approach to the study of geography. The student will learn the five basic elements in geography: location, place, relationship, movement, and regions. Instruction is given through daily PowerPoint presentations, frequent homework assignments covering regional worksheets, chapter tests as well as country and capital tests for every continent. The students will complete a semester project called the “Geography Island” where they must apply the principles of geography that they have learned in class.

### **9th Grade – Modern Hawaiian History – High School**

#### **Credit: 0.5 (1 semester)**

The ninth grade Modern Hawaiian History course covers the history of the islands of Hawaii, from the overthrow of the monarchy to today's current issues. There is a brief introduction on the island's geography and climate, and how that shaped the industry of the islands. The students are taught through daily PowerPoint presentations, weekly homework assignments,

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chapter tests and semester projects. The students must complete a Cultural Project on one of the major ethnic groups that have populated the islands since the plantation days. This project will be displayed at the Annual History Fair.

### **10th Grade – World History – High School**

**Credit: 1.00 (2 semesters)**

The tenth grade World History course begins with pre-recorded history and the beginning of recorded history in Mesopotamia to the Age of Exploration. It covers the key elements of civilizations to the development of nationalistic ideals during the time of the Age of Enlightenment. The students are taught through daily PowerPoint presentations, weekly homework assignments, chapter tests and semester projects. (First Semester – Civilization Project / Second Semester – National Cultural Display for the Annual History Fair)

### **11th-12th Grade – U.S. History – High School**

**Credit: 1.00 (2 semesters)**

The eleventh or twelfth grade U.S. History course begins with the English settlement of North America and ends with the discussion of current foreign events and domestic issues. Once the U.S. Constitution is reached in 1789 the class then discusses the important events in conjunction with the presidential administration. Each semester ends with an exam covering the important events from each of the presidents that served. The students are taught through daily PowerPoint presentations, weekly discussion topics, weekly homework assignments, chapter tests and semester projects. (First Semester Project – President PowerPoint Presentation on a president's personal life / Second Semester Project – North American First Nation Display for the Annual History Fair)

### **11th-12th Grade – American Gov't – High School**

**Credit: 1.00 (2 semesters)**

The eleventh or twelfth grade American Gov't course covers historical forms of local, state and national governments. It starts with an in-depth look at the Declaration of Independence and the Constitution of the United States. It examines each branch of government to determine the checks and balances that limit its power, and the guidelines set forth to accomplish its purpose. The class concludes with a look at current foreign policy and an overview of the U.S. economic system. The students are taught through daily PowerPoint presentations, weekly discussion topics, weekly homework assignments, chapter tests and semester projects. (First Semester Project – Issues Paper and Presentation / Third quarter – Mock Congress / Fourth quarter – Stock Project)

### **Biennial Historical Tour to the East Coast**

The Historical Tour is a student-funded twelve day trip to the East Coast for current eleventh and twelfth grade CLA students only. The trip is designed to be a survey trip of important colonial sites as well as current U.S. government locations. On the trip, the students will visit

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Williamsburg, Jamestown, Washington, D.C., Philadelphia, Boston and New York City. The students will visit museums, Colonial & Native American villages, the U.S. Capitol, historical monuments in Washington, The White House, Smithsonian, National Cathedral, Constitution Center, Liberty Bell, Carpenters Hall, Empire State Building, 9/11 Memorial, Statue of Liberty and many more historical and cultural venues. The students will also attend concerts, a Broadway Musical, and professional and collegiate sporting events. Students may earn a ½ high school credit by completing the trip syllabus after returning from the trip.

# **MATHEMATICS**

## **Mission Statement for Teaching Mathematics:**

We teach mathematics . . .

- Because it reveals the invisible attributes of God (Rom. 1:20; Col. 2:3; John 14:6; Psalm 111:2);
- In order to develop the image of God in man (Gen 9:6; Jas. 3:9; Prov. 25:2);
- To develop critical thinking and discernment (Prov. 10:13; 2:2; 4:1; I Peter 3:15);
- To equip students for service in fulfilling the Dominion Mandate (Gen. 1:28) and the Great Commission (Matt. 28:18-20).

In order to accomplish these goals, we must . . .

- Teach students the **basic skills** of mathematics;
- Develop students' **conceptual understanding** of mathematics;
- Train students to apply mathematics to **problem-solving** situations;
- Impart confidence and skill in handling the **abstract ideas** of mathematics.

## **Pre K3 - Mathematics**

Mathematics is integrated into the daily circle lessons.

## **Pre K4 – Mathematics**

The Pre-K4 lessons include numeral names, sequence, counting by tens and counting to 100. The use of numbers is explored in comparing sets (more, same and less), graphing class data (most, same or least votes), word problems with manipulatives, and finger-plays or songs that add or subtract. The students will explore 11 shapes, learn to recognize them in everyday things, and explore whole and parts of each shape. Lessons will include an introduction to measuring with a ruler, using a traditional clock to find “o'clock” time, identifying coins and counting with pennies, weighing items to find heavy and light properties, and comparing sizes and sequencing them.

## **Kindergarten – Mathematics**

The Kindergarten math program consists of understanding math so that students can become

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problem solvers and have a solid base of mathematics for future lessons. They will develop problem-solving skills, and increase skill in computation. Kindergartners study topics such as geometry (shapes and patterns), classifying and comparing, identifying numerals 0-100, measurement, addition and subtraction to 10, identifying parts of the calendar (days of the week, month, year), identifying money and the value, and telling time. Math helps students become critical thinkers and lifelong problem solvers with a Christian worldview. Textbook: *Eureka New York State Common Core Mathematics*.

### **1st Grade – Mathematics**

The first grade math program consists of understanding math so that students can become problem solvers. They will learn this through the use of concrete manipulatives to introduce new math concepts and interactive lessons. First graders will learn number recognition 0-200, place value up to three digits, addition facts 0 to three digits, subtraction facts 0 to two digits, time and calendar, counting money, measurements (standard and metric) and geometry. Textbook: Math 1, BJU Press

### **2nd Grade – Mathematics**

Second grade mathematics is about (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

### **3rd Grade – Mathematics**

The third grade math course uses Common Core math to promote an understanding of concepts. 7 Modules cover: properties of multiplication and division from 0-10 (2 modules), place value, area, fractions (on a number line), collecting and displaying data, and geometry and measurement. Word problems rather than rote memory are prevalent in this curriculum. Textbooks for the math program are from Eureka Math.

### **4th Grade – Mathematics**

The curricular design for *A Story of Units* is based on the principle that mathematics is most effectively taught as a logical, engaging story. At the elementary level, the story's main character is the basic building block of arithmetic, or the unit. Themes like measurement, place value, and fractions run throughout the storyline, and each is given the amount of time proportional to its role in the overall story. The story climaxes when students learn to add, subtract, multiply, and divide fractions; and solve multistep word problems with multiplicative and additive comparisons. Textbook: *A Story of Units (Eureka Math)*

### **5th Grade – Mathematics**

The fifth grade math program uses *Eureka Math 5*. *Eureka Math* is a common core math curriculum. It consists of teaching students to develop reasoning and problem solving skills. Students are introduced to new concepts in the areas of addition, subtraction, multiplication

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and division of whole numbers, English and metric measurements, place values, fractions, decimals, volume, area, and perimeter, geometry, and coordinate planes. Students will also learn new concepts in the areas of dividing fractions and mixed numbers, and dividing by decimals and powers of 10. Students will also be introduced to the concept of probability. They will develop problem solving skills by solving algebraic equations and solving word problems. Fifth grade math involves mastering both multiplication and division facts to better equip students to solve math problems.

### **6th Grade – Mathematics - Intermediate**

The sixth grade math course will place emphasis on students to learn ratio concepts and use ratio reasoning to solve problems. Students will be challenged to apply and extend previous understandings of multiplication and division to divide fractions by fractions. They will compute fluently with multi-digit numbers and find common factors and multiples. Students will solve real-world and mathematical problems involving area, surface area, and volume. Students will broaden their understanding of problem solving through analyzing and checking their answers to ensure accuracy. Students will be challenged in repetition of basic, yet necessary, skills to have success in future mathematics courses. Curriculum: *Eureka Math* (Grade 6 Modules 1-4 with the goal to cover Module 5) along with supplemented notes and worksheets prepared by the teacher.

### **7th Grade – Mathematics - Intermediate**

The seventh grade Fundamentals of Math course seeks to firm up the math foundation laid in previous years, filling in any cracks and misunderstandings of the basic structure of our math system. Whole numbers, number theory, equations, decimals, and fractions are emphasized in the context of understanding how these principles work, going beyond rote memorization of procedures. Measurements, both customary and metric, principles of geometry, as well as percent and sets complete the basic groundwork necessary for developing the confidence and competence needed to solve real-life problems. Students will be introduced to the significance of math in their daily lives as well as begin to develop knowledge of process skills. Textbook: *Fundamentals of Math*, (Second Edition) BJU Press, supplemented with teacher prepared notes.

### **8th Grade – Mathematics - Intermediate**

#### **PRE-ALGEBRA**

The eighth grade Pre-Algebra course is an introductory course designed to give students the fundamental skills necessary to succeed in Algebra I. Students will explore arithmetic operations, number systems and properties, measurement, geometry, and an introduction to algebraic thinking and concepts. Throughout the course, mathematical concepts will be taught with an emphasis on real-world application, technology, and cross-curricular interaction. Students will be asked, “How do you solve for the unknown?” rather than “What is the unknown?” and because of this, the students will begin to understand how mathematics is a derivative of God’s order and will be challenged to embrace the process rather than just the answer. Textbook: *Pre-Algebra*, BJU Press, supplemented with teacher prepared notes.

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### **9th Grade – Algebra I - High School**

**Credit: 1.00 (2 semesters)**

The ninth grade Algebra 1 course is organized around families of functions, with special emphasis on linear and quadratic functions. As students learn about each family of functions, they will learn to represent them in multiple ways – as verbal descriptions, equations, tables, and graphs. They will also learn to model real-world situations using functions in order to solve problems arising from those situations. In addition to its algebra content, Algebra 1 includes lessons on probability and data analysis as well as examples and exercises using geometry.

### **10th Grade – Geometry - High School**

**Credit: 1.00 (2 semesters)**

The tenth grade Geometry course will help students to develop reasoning and problem solving skills as they study topics such as congruence and similarity; and apply properties of lines, triangles, quadrilaterals, and circles. They will also develop problem solving skills by using length, perimeter, area, circumference, surface area and volume to solve real-world problems.

### **11th Grade – Algebra II - High School**

**Credit: 1.00 (2 semesters)**

Algebra 2 focuses on three main areas. About two thirds of the year focuses on polynomials, thus reviewing and extending students' understanding of the following topics: linear and quadratic equations and functions; radical and rational expressions and equations; circles as quadratic relations; systems of linear and quadratic equations; complex numbers. The second topic is trigonometry, starting with right triangles and continuing to the unit circle. The third topic is exponential and logarithmic functions and equations. Each of these topics includes experience in mathematical modeling.

### **11th or 12th Grade – Pre-Calculus - High School**

**Credit: 1.00 (2 semesters)**

The Precalculus course prepares the student for college mathematics, focusing on the following topics: trigonometry (including identities); algebraic and transcendental functions (polynomial, rational, exponential, radical, trigonometric, logarithmic—studied analytically, graphically, and numerically); polar and rectangular coordinates; complex numbers (polar and rectangular representations); basic matrix algebra; statistics; sequences and series. Students practice modeling data using various functional forms and analyzing the fit of the resulting models.

### **12th Grade – Consumer Math**

**Credit: 1.00 (2 semesters)**

## **COURSE DESCRIPTIONS**

The twelfth grade Consumer Math course teaches the basics of keeping track of personal finances including: balancing a checkbook, writing a check, forming a monthly budget, and paying bills. Students will also learn helpful advice on: loans and mortgages, simple and complex interest, insurance, applying for a credit card, paying and filing taxes, and many other practical life skills. The course also spends some time revisiting basic algebra and geometry and discusses investment basics as well as an introduction to basic business. The goal is to explore math in everyday life, and topics such as sports statistics, probability, carbon footprints, building projects, arts and crafts and cooking are covered throughout the year.

# **SCIENCES**

## **Mission Statement for Teaching Science:**

The Bible teaches that God created the world and created man in the image of God. These two fundamental truths are the foundation for the study of science.

God has revealed two aspects of His character in His created world. These two aspects, His power and His divine nature, provide enough knowledge of God so that men are without excuse when they do not glorify God. We teach science so that our students will see the glory of God by providing them with knowledge that demonstrates the power of God and glory of God as they study the various disciplines of science.

As a creature made in God's image, we believe that God has the authority to determine the responsibilities of Man as he lives on this earth. One of the initial commands of God was to subdue the earth and exercise rule over the earth. One of the best examples of this was Adam's naming of the animals. The purpose of science is best fulfilled when students use their knowledge of our world to subdue (exercise, rule etc.) creation for the benefit of man.

## **Pre K-3 & Pre K-4 – Science**

Science lessons are integrated into the Reading Readiness Curriculum.

## **Kindergarten – Science**

Simple science lessons are integrated into the language arts curriculum. Topics include senses, weather, seasons, plants and animals, creation, and the water cycle. All lessons are taught from a Biblically-based viewpoint.

## **1st Grade – Science**

The goals of first grade Science are to develop a knowledge of God as the creator through the study of His creation (senses; the weather; seasons; tame and wild animals; matter; sound; health and safety; the sun, moon and stars; plants; and pushes and pulls). Another goal is to encourage Christian growth through approaches to problem solving and cooperative skills. The final goal is to promote scientific literacy by establishing foundational facts and skills for further

## **COURSE DESCRIPTIONS**

science instruction; teaching the processes involved in the scientific method while showing the integration of science in everyday life. Textbook: *Science 1*, BJU Press

### **2nd Grade – Science**

In second grade science students learn how the wonders of creation point us to God. They learn the differences between living and non-living things. Topics about living things include: the basic needs for all living things (with a specific focus on plants); the life cycles of butterflies, frogs, and plants; the difference between a community and population; and habitat descriptions of deserts, rainforests, tundra, woodland forest, oceans, and ponds. Topics about non-living things include: fossils; the earth's surface and its different layers; recognition of natural resources and why it is important to reuse, reduce and recycle. They also learn about the difference between creation and evolution. Textbook: *Science 2*, BJU Press

### **3rd Grade – Science**

The third grade science course teaches science through a biblical worldview. Topics studied include cold-blooded and warm-blooded animals; plants; ecosystems; matter; sound; energy in motion; soil, rocks, and minerals; weather; the solar system; cells, tissues, and organs; and skin. Textbooks for the Science program are from BJU Press.

### **4th Grade – Science**

In fourth grade science topics will focus on different habitats, based on the geographic area being studied in Geography. Some general science themes related to the living world and geography are also presented throughout the year. Textbook: *Properties of Ecosystems (Answers in Genesis)*

### **5th Grade – Science**

In fifth grade Science will focus on chemistry and physics. This unique course explores the world God made using engaging text, many hands-on demonstrations, projects and experiments, and exciting activities, as well as proven methods to help your students remember what they've learned. The text is written directly to the students, making it very appealing to kids. The material is presented in a conversational style that will make science enchanting and memorable for your students and create an environment in which learning is a joy. Textbook: *Exploring Creation with Chemistry and Physics (Apologia Educational Ministries)*

### **6th Grade – Science - Intermediate**

This course uses an hands-on approach allowing students to explore the foundational principles of physical science. Students will study general chemistry and physics concepts including the properties of matter, elements of atoms, compounds and mixtures, acids and bases. Students will explore the periodic table to identify metals, nonmetals, and metalloids. There is a focus on force, motion, and energy when students will conduct individual research for a project of their choice. Students will also study motion, energy and work, sound, light, electricity and



## **COURSE DESCRIPTIONS**

magnetism. Students will also study Textbook: Concepts And Challenges, (Fourth Edition) Pearson.

### **7th Grade – Science - Intermediate**

Life Science is designed as an introduction to a biology course, the study of living organisms. Students will explore a few worldviews leading up to the biblical worldview of science which students will study Creationism. Students will begin their focus on studying the scientific method and characteristics and classification of life. Students will have hands-on labs as they learn about plant biology: structure and function of plants, and plant classification and reproduction. Students will conduct individual research and projects on microscopic organisms. Small groups of students will explore and dissect an invertebrate. They will learn the differences between endothermic and ectothermic vertebrates. Students will close this course by studying the cell structure. Students will be challenged in the areas of stewardship and appreciation of God's creation. Textbook: Life Science, (Fourth Edition) BJU Press

### **8th Grade – Science - Intermediate**

Earth Science focuses on a study of the nonliving parts of the earth, sea, sky, and space. Students will study earth's design and structure; the atmosphere and its clouds; the ocean and its movements; the sun, moon, stars, and other astronomical objects; weather and its storms; and the geology of the earth. An emphasis is put on describing these topics in light of the world on which we live. The underlying goal is to build a knowledge base which will allow the students to be better stewards of the resources God has surrounded them with and to increase their understanding of the world in which they live, the atmosphere in which they exist, and the space in which Earth turns. Quarterly labs and a yearly project are designed to reinforce classroom lecture and to create opportunities to explore the world outside of the classroom. Textbook: *Earth Science for Christian Schools*, BJU Press (Supplemental resources are used to keep topics studied in line with current scientific knowledge.)

### **9th Grade – Physical Science – High School**

**Credit: 1.00 (2 semesters)**

Physical Science introduces the students to the science and math of physics and chemistry. As an introductory course, it is designed to build basic science skills. The first semester focuses on an introduction to chemistry with an emphasis on measurements and unit conversions, while the second semester focuses on an introduction to physics with weekly demonstrations of physical properties. Labs are designed to practically apply the topic being studied. The project for the year is a research topic on an element. In order to reinforce the skills learned, students also complete Concepts Review assignments on a regular basis. By the end of the year, repeated practice and application should create a solid foundation for future science courses. Textbook: *The Physical World: An Introduction to Physical Science*, BJU Press

## **COURSE DESCRIPTIONS**

### **10th Grade – Biology – High School**

#### **Credit: 1.00 (2 semesters)**

Biology introduces the students to the world of living things. Students begin the year by studying the worldviews impacting the biological sciences; this study continues throughout the year as it impacts/influences the topics being studied. Students then get the opportunity to become familiar with the vast variety of living things in God's creation and to see the Creator's eternal power and Godhead by studying the intricacies of the things created. This study begins with defining characteristics of living organisms and investigating the basic unit of life--cells, and then moves into a comprehensive study of the classification levels into which living things are organized. Labs are interspersed throughout with an emphasis on microscope observations. The year concludes with dissecting labs and a day-long field trip during which students are required to identify organisms as they explore unique environments from coral reefs to tropical rainforests. Textbook: *Exploring Creation with Biology*, Apologia Education Ministries, Inc.

### **11th Grade – Botany – High School**

#### **Credit: 1.00 (2 semesters)**

The Botany course is designed as an exploration of the flora found on the Big Island of Hawaii. Central to the course is the development of a personal botany notebook/journal. Students will be learning to classify plants according to their taxonomic status as well as their current status in our local ecosystem which will require developing familiarity with the basic botanical terminology required to identify and classify plants. Key botanical structures and physiological processes like photosynthesis will also be covered during the course. Reference Textbook: *Introductory Plant Biology*, McGraw Hill Higher Ed.

### **11th Grade – Chemistry – High School**

#### **Credit: 1.00 (2 semesters)**

The Chemistry course is designed to build a solid conceptual foundation of basic topics in chemistry. Topics include classification and properties of matter, fundamentals of measurement, dimensional analysis and mole conversions, atomic theory and structure, the periodic table, chemical bonds and composition, chemical nomenclature, and description of chemical reactions. Students will learn to use the periodic table as a model to predict the relative properties of elements and make predictions about their chemical behavior. Labs interspersed throughout the course will focus on basic laboratory techniques and safety while reinforcing concepts covered. Textbook: *Chemistry for Christians*, BJU Press

### **12th Grade – Conceptual Physics – High School**

#### **Credit: 1.00 (2 semesters)**

Physics is the study of the laws that govern the most basic forms of matter and energy, and thus is foundational to all other natural sciences. The course covers all major areas of physics—mechanics (Newton's Laws of motion and kinematics, momentum, work/energy/power, rotational motion, gravity, satellite motion, and wave motion); fluid

## **COURSE DESCRIPTIONS**

mechanics; thermodynamics; wave motion; electromagnetics (electrostatics, current and circuits, magnetism, electromagnetic induction); optics (geometric and physical); and modern physics (atomic and nuclear physics, special and general relativity). Students engage in laboratory work every one or two weeks and submit formal lab reports. Textbook: Conceptual Physics, Addison-Wesley

### **12th Grade – Honors Physics – High School**

**Credit: 1.00 (2 semesters)**

Honors physics differs from conceptual physics in that it is designed as an introductory course for students interested in a STEM related college-career pathway after high school. Students cover everything from the conceptual physics course as well as being held accountable for additional topics at a deeper level of understanding and skill. Pre-calculus is a pre/co-requisite for this class. Students continue to engage in laboratory work every one or two weeks and submit formal lab reports. Textbook: Conceptual Physics, Addison-Wesley

### **10th-12th Grade – Astronomy (Elective)**

The astronomy elective is designed to introduce students to the wonder and beauty of the universe. The course begins with naked-eye astronomy, including its historical application to Polynesian navigation. It then discusses in turn the solar system, stellar astronomy, the galaxy, extragalactic astronomy, and cosmology, as well as integration of these topics with Scriptural revelation. Throughout the year, students learn the major constellations and stars visible from the latitude of Hawaii. The course introduces the basic physics topics necessary for understanding the material, but by design it is not heavy on physics or mathematics. Roughly once a month (weather permitting) students engage in evening observing sessions, using 6- and 10-inch telescopes to view planets, stars, and deep sky objects. Students who elect to take the course a second time learn to schedule observations with and download data from the Las Cumbres Observatory's network of robotic telescopes; they choose a topic for self-study and prepare a presentation on that topic for the first-year students; and they complete a science fair project, entering it into the Hawaii District Science and Engineering Fair.

## **BIBLE**

### **Mission Statement for Teaching Bible**

The purpose of the Bible course is three-fold. The first purpose is to present the Gospel of Jesus Christ. The second purpose is to teach Biblical truth as it applies to Bible knowledge, Biblical character traits and identity. The third purpose is to answer questions and mentor/coach the students through their own faith journey.

## **COURSE DESCRIPTIONS**

### **Pre K-3 – Bible**

The Pre-K3 Bible curriculum centers on God's goodness as it teaches Godly character qualities. The curriculum brings to life stories from the Old and the New Testament to teach Godly character to preschool students on an age appropriate level.

### **Pre K-4 – Bible**

The Pre-K4 Bible curriculum centers on the Word of God and teaches students to pray each day. The curriculum is divided into units: obedience, courage, kindness, responsibility, thankfulness, contentment, generosity, honesty, prayer, forgiveness, trust, respect and patience. An illustrated card accompanies each Bible story, review activity or application story. A Bible verse is taught with each unit. The class ends with an art activity or color page to reinforce what was taught.

### **Kindergarten – Bible**

The Kindergarten Bible curriculum teaches students that the Bible is God's Word. Lessons emphasize God's dealing with His people and the need of every individual to be saved. Application stories teach students by example which behaviors please and displease God. Students learn which steps of Christian obedience follow salvation. Students learn that God's Word has relevance to every part of their lives. Students learn to put God first in their lives, then others.

### **1st Grade– Bible**

The first grade Bible curriculum teaches students to recognize their need for Christ as personal Savior. Secondly, it encourages Christlikeness in students as they learn to apply their Bible knowledge to their daily lives. And lastly, it teaches that the Bible is God's Word, and provides a plan for the practice of how to study it. We also connect Bible events with historical events and correlate other subjects with Bible teaching. Textbook: *Bible Truths: A Father's Care*, BJU Press

### **2nd Grade – Bible**

The second grade Bible curriculum teaches students the many attributes of God. Students learn that God is King and He rules over creation, nature, families, and themselves. They will learn the importance of obeying God with a humble heart. Throughout the year we will focus on: The birth of Jesus, the crucifixion of Jesus, and the resurrection of Jesus; while teaching students how to be servants of God and how to trust God in hard times. Students will learn that Jesus is our Messiah, the Promised One from God, our Redeemer, and our friend. They will also learn about four special Heroes of our Faith. We read one missionary story book on Trusting God, memorize a Bible verse every week, and have many opportunities to accept Jesus as their Lord and Savior.

## **COURSE DESCRIPTIONS**

### **3rd Grade – Bible**

The third grade Bible course teaches various names of God and does a thorough study through I John and Ephesians where students learn what it means to be a Christian and what God's plan is. Students memorize several Bible verses and passages throughout the year. Chapel is held weekly where worship songs are taught and sung along with various speakers sharing God's word. Resources for the Bible program are the Bible and RightNow Media.

### **4th Grade – Bible**

The fourth grade Bible curriculum continues to teach students how to study and memorize Bible verses. Students will have the opportunity to accept Jesus Christ as their Lord and Savior. They will have discussions about biblical events and how they apply to their life. Students will be challenged to grow in biblical character. The fourth grade will join upper elementary for weekly Chapel where they will sing worship songs and hear various speakers share the Word of God.

### **5th Grade – Bible**

The fifth grade Bible curriculum teaches students how to study and memorize Bible verses. Students are taught the importance of devotions. A personal devotional time is included in Bible time. Salvation and a relationship with Christ is explained. Biblical events are discussed and applied to life today. CLA Student Goals are explained and discussed. Students are challenged to apply the student goals to their personal life and to grow in Biblical character. The fifth grade joins upper elementary for a weekly chapel where they sing worship songs and hear various speakers share the Word of God.

### **6th-8th Grade – Boys Bible**

The sixth through eighth grade Bible curriculum teaches students about Salvation according to scripture. By the end of eighth grade all students will know who Jesus is, why He came to earth, and what He has promised for the future. They will be taught the importance of a personal relationship with Jesus Christ, and how that belief affects their life and future. Students will also be encouraged to develop Christ-like character according to scripture. Highlights include who we are as creations of God, what sin adds to that identity, the effects of sin on humanity, and how a Christian should live in light of this truth. Scripture topics and discussions about specific scripture verses and how they relate to life round out the course.

### **6th-8th Grade – Girls Bible**

The Junior High Girls Bible curriculum consists of a rotating study of different books of the Bible including James, Philippians and John. The curriculum also includes core doctrine including: salvation, sanctification, and defining a Christian Worldview. Students will be taught the importance of a personal relationship with Jesus Christ, and how that belief affects their life and future. Students will also be encouraged to develop Christ-like character according to scripture. Highlights include who we are as creations of God, what sin adds to that identity, the

## **COURSE DESCRIPTIONS**

effects of sin on humanity, and how a Christian should live in light of this truth. Scripture topics and discussions about specific scripture verses and how they relate to life round out the course.

### **9th-10th Grade – Bible**

The ninth and tenth grade Bible curriculum continues to focus on Jesus as the Messiah and Savior of the world. Classes will focus on building a student's Christ-like character according to scripture. Highlights include the importance of living a life that pleases God, how to develop the characteristics of a true follower of Christ, and how a Christian can apply scripture to his/her life. Scripture topics and discussions about specific scripture verses and how they relate to life round out the course.

### **11th-12th Grade – Girls' Bible**

The eleventh and twelfth grade Girls' Bible class is a final opportunity to teach the value of studying through specific books of the Bible. The students will learn some specifics about God's character and truth as we read through these books. We will study apologetics and well known Biblical accounts and characters. We will look at current women's and children's issues, and be challenged to manifest His love and compassion towards those less fortunate. There will be quarterly scripture memory, and students will be required to keep a journal of blessings and study notes. The girls will be required each semester to prepare a five-ten minute devotional to share with the class.

### **11th Grade – Boys' Bible**

The core of the eleventh grade Boys' Bible class is a discussion-based, verse-by-verse study of the Gospel and Epistles of John. The purpose is for them to see for themselves the claims of Christ, the evidence He provides for those claims, and the impossibility of neutrality with respect to those claims. Students suggest additional topics of interest, both on a questionnaire at the start of the year and as issues arise during in-class discussion. The class also walks through the questions of the New City Catechism in order to provide a comprehensive overview of Christian doctrine. Students keep an online journal recording personal responses to each day's discussion.

### **12th Grade – Boys' Bible**

The core of the twelfth grade Boys' Bible class is a discussion-based, verse-by-verse study of Ecclesiastes and Galatians. The purpose in studying the first book is to provide a biblical view of the things of this life (both their value and their transience) in comparison with eternity. The purpose in studying the second book is to drive home the fact that our acceptance before God is based not on our performance but on the work of Christ received by faith—and that true faith results in a life transformed by the Holy Spirit. Students suggest additional topics of interest, both on a questionnaire at the start of the year and as issues arise during in-class discussion. The class also walks through the questions of the Westminster Shorter Catechism in order to provide a comprehensive overview of Christian doctrine. Students keep an online journal recording

## **COURSE DESCRIPTIONS**

personal responses to each day's discussion.

### **Chapel (Extracurricular)**

The purpose of Chapel is to give the students the opportunity to corporately worship God. We present the gospel, the teaching of Jesus and challenges to living a holy life in relevant methods. We also give the opportunity for students to use their gifts (preaching, singing, playing, performing) to inspire others to live for Christ.

### **SG<sup>2</sup> (Extracurricular)**

SG<sup>2</sup> is an acronym for **Students Genuinely Seeking God**. This program offers any sixth through twelfth grade student an opportunity to meet once a week during lunch to share their personal walk with Christ. The goal of the meetings are as follows: encouraging personal growth in Jesus Christ; providing weekly accountability for daily growth; creating an opportunity to share lessons learned, prayer requests, and personal challenges with peers; and preparing for chapel presentations which allow them to be a witness to the student body. On occasion, SG<sup>2</sup> members may also be involved in service or outreach opportunities. Eleventh and twelfth grade members usually attend the Junior High spiritual retreat and act as junior counselors and retreat helpers.

### **JH & HS Spiritual Retreats (Extracurricular)**

A socially-focused, themed, multi day retreat offered to teach junior high and high school students biblical principles and encourage them in their personal faith in Jesus Christ. Junior high school students (6th through 8th grade) participate in an overnight retreat, and high school students (9th through 12th grade) experience a two-night retreat. Activities include chapel times, team-building activities, competitive games, free time activities and personal ministry time.

### **Mission Trips (Extracurricular)**

The purpose of the CLA Mission Trips is two-fold. The first purpose is to make an impact for Christ and for good to a particular area outside the CLA arena. The second purpose is to create an opportunity for students to mature into a ministerial role by participating in selfless, world impacting, compassion centered, Christ-like activities. The third purpose is to help the student have a larger perspective of the work of Christ's body around the world. We pray that these trips will foster in students a desire to commit their lives to ministering to others, whether it be at home or abroad, and live a life of compassion and service to others.

## **HEALTH & WELLNESS**

### **K-2nd Grade – Physical Education**

Kindergarten through second grade will focus on the basic fundamental motor skills as well as fine motor skills that will be used when students begin to participate in organized or even

## **COURSE DESCRIPTIONS**

recreational sports.

### **3rd-5th Grade – Physical Education**

Third through fifth grade will build on the foundation of both gross and fine motor skills that are introduced at the lower elementary level. Students will also be introduced to a variety of team sports and concepts, and will be regularly tested using the Presidential Youth Fitness Program. The PYFP consists of testing a student's aerobic capacity, muscular strength, endurance and flexibility.

### **6th-8th Grade – Physical Education**

The sixth through eighth grade Physical Education class is a course in which the student will be educated from a physical, spiritual, social, emotional, and mental perspective. The physical component may seem obvious, as we focus on health, vigor, improved strength and improved motor skills. However, our PE classroom also provides the excellent opportunity to improve and grow in the other four other areas of total health. Over the four semesters the student will be introduced to a variety of team sports, learn basic sports concepts, and have an opportunity to participate in modified scrimmages as they apply the concepts learned.

### **8th Grade – Health**

Eighth grade Health provides students with a basic understanding of the Five Components of Health, spiritual, physical, social, emotional and mental. In preparation for high school science classes an emphasis is placed on human anatomy. The course covers the skeletal system, the muscular system, the cardiovascular system, the nervous system, the endocrine system, the immune system, and the reproductive system. This is a basic class for preparation for Anatomy and Physiology.

### **9th-10th Grade – Physical Education**

**Credit: 1.00 (4 semesters) (Required for graduation)**

The ninth and tenth grade Physical Education class is a course in which the student will be educated from a physical, spiritual, social, emotional, and mental perspective. The physical component may seem obvious, as we focus on health, vigor, improved strength and improved motor skills. However, our PE classroom also provides the excellent opportunity to improve and grow in the other four other areas of total health. Over the four semesters the student will be introduced to a variety of team sports, learn basic sports concepts, and have an opportunity to participate in modified scrimmages as they apply the concepts learned.

### **10th-12th Grade – Nutrition (Elective)**

**Credit: 0.5 (2 semesters)**

The tenth through twelfth grade Nutrition elective is a course that analyzes current eating habits, evaluates nutritional knowledge, develops plans to correct weak eating habits, analyzes



## **COURSE DESCRIPTIONS**

major health issues in America, studies nutrient rich foods, and creates recipes that substitutes the given ingredient with healthier ingredient options. Students will be expected to keep a dietary journal, plan a weekly diet, and prepare a demonstration of a healthy meal. This class would be excellent for those who wish to improve their personal health or those who wish to pursue a career in health care or food services.

# **FINE ARTS**

## **K-5th Grade**

Fine Arts for Kindergarten through fifth grade will focus on exploring a vast variety of hands-on activities and skills in different forms of art. The students will be encouraged to explore their imagination and build observation skills. Implementing basic drawing skills, painting and craft.

During the year students will perform two different school performances. Learning songs, dance choreography and/or skits to perform for their parents, family and friends. Focusing on stage performance and the ability to memorize, have stage presence and coordination.

## **6th-8th Grade – Art (Elective)**

The students in Junior High Art class will be introduced and refine artistic skills. They will explore basic techniques, such as painting, sketching, clay work and paper projects. During the year we participate in local Art contests. At the end of every semester we fundraise and visit local galleries to explore the Art community on our Island.

## **6th-8th Grade – Performing Arts (Elective)**

Junior High Performing Arts is an intro level class teaching the basics of group singing, and stage acting. The students perform at the annual school wide Christmas program and perform a Spring play or musical.

## **HS Choir**

### **Credit: 0.5 (8 semesters) (Required for graduation)**

High school choir is a required course for all ninth through twelfth grade students. Class meets once a week to memorize and practice songs which will then be performed during school events. Yearly events include Harvest Fair (1st quarter), Christmas program (2nd quarter), Kamehameha Choral Festival (4th quarter), and the spring school play dinner performance (4th quarter). Student attendance is mandatory for all the performances.

The goals for CLA choir are as follows:

- to learn how to be musically expressive - to communicate feelings and ideas through music
- to create live musical experiences, not only as a choir but also individually
- to broaden the student's exposure to various types of musical genres

Grades are earned through class attendance and participation; song memorization and quizzes;

## **COURSE DESCRIPTIONS**

Listening Journal cards (4 per quarter); and final performances.

### **HS Drama Club (Extracurricular)**

The Drama Club is open to all high school students and meets on a scheduled basis during the academic year. A student joins the club when they sign up to be in the annual spring production. All video production class members are automatically a member of the Drama Club. Membership is by yearly contract signed by both student and parent. Students involved in the Drama Club make up the cast and crew of the spring production which is a feature length presentation. All productions are done in a plidio format, (video and stage), therefore students will be scheduled to film at different locations around the island and participate in stage rehearsal.

## **FOREIGN LANGUAGE**

### **9th-10th Grade – Foreign Language Lab**

**Credit: 2.00 (4 semesters) (Required for graduation)**

Ninth and tenth grade students use the Rosetta Stone on-line program to earn their foreign language credits. The students have the option of taking Spanish, French or Japanese. The Spanish and French programs have five levels the students will work through during the two-year process. Japanese has three levels. If a student completes his / her language, this student chooses and begins a second language. The program teaches vocabulary, reading, writing and speaking the different languages.

## **COMPUTER SCIENCE**

### **K-5<sup>th</sup> Grade – Keyboarding**

Students will practice their typing skills and familiarize themselves with the keyboard itself through the use of an online typing course through typing.com. Students in the upper elementary, are encouraged to type using proper finger placement in order to achieve optimum typing performance and speed. This is accomplished through the use of typing tests, and typing out short stories and newspaper articles.

### **K-5<sup>th</sup> Grade – Computer Apps**

Students will become familiar with the Google suite applications such as Google classroom, Google docs, Google sheets, and Google slides. Upper elementary will be prompted to turn in typing assignments into a Computer Apps Google classroom where the teacher can review the work and turn it back into them. Students in the 4th and 5th grade will learn how to prepare a slideshow on Google slides, and they learn how to present their work to their class.

## **COURSE DESCRIPTIONS**

### **9th Grade – Computer Apps**

**Credit: 0.5 (2 semesters) (Required for graduation)**

The 9th grade Computer Apps class is a two semester course that will develop students' skills in keyboarding and computer applications. Students will learn how to navigate and produce quality work in Google G Suite (\*Google Docs, Google Sheets, Google Slides, Gmail, Google Drive, Google Sites), equipping them with the skills necessary to succeed in higher education.

### **10th Grade – Computer Apps**

**Credit: 0.5 (2 semesters) (Required for graduation)**

The 10th grade Computer Apps class is a two semester course that will further develop students' skills in keyboarding and computer applications. Students will get trained in more advanced techniques and features in Google's G Suite applications (Google Docs, Google Sheets, Google Slides, Gmail, Google Drive, Google Sites). Depending on equipment/supplies and student interest, students can learn computer coding, 3D printing, and digital music production.

## **CAREER EDUCATION/STUDY SKILLS**

### **6th Grade – Study Skills**

The emphasis in sixth grade Study Skills is on learning study skills through language arts. Organizational skills such as using a planner, time management and learning to be productive are goals of this class. The language arts skills that are emphasized include reading, comprehension, writing, communicating, problem solving, listening and following directions. Specific study skills within the class involve memorization strategies, test taking tools, study helps, and focusing techniques. Students will also practice for their yearly standardized testing. Students are taught a general understanding of the Google Suite (Email, Drive, Google Classroom, Slides, Docs, ect.). Students are given regular access to ALMA (school's online gradebook) so that students can take ownership of their grades and monitor their own progress.

### **6th-8th Grade – Journalism (Elective)**

Junior High Journalism creates the yearbook for the junior high. A student in Junior High Journalism will learn methods of taking pictures, writing about events and people, and formatting those elements on an online based program, School Annual. The class requires students to manage time and be strategic about the people, photos, and events documented. Creativity and appropriate use of resources are involved as students create individual pages of the yearbook. Lastly, the class focuses on developing and articulating educated opinions on different elements of society; such as movies, food, and art.

## **COURSE DESCRIPTIONS**

### **6th-8th Grade – Study Hall (Elective)**

The benefit of this elective course is to provide students with either an opportunity to make up missing assignments due to absences, offer more time to complete assignments more efficiently with a teacher's assistance, and/or a space where students can complete homework using school computers. Students are required to have a plan for accomplishing their work each school day during the week. They are also expected to have something educational to do once assignments are completed.

### **6th-8th Grade – Problem Solving Strategies (Elective)**

In this class, students are challenged to different strategic activities in the form of board games, card games, and other games that require a strategic skill-base. The benefit of this class is that students will be thinking outside the box for certain activities and projects that they embark on. In this class, we also look into social issues and day to day struggles and how to apply problem solving to those situations.

### **9th Grade – Study Skills**

Study skills is a required course for all ninth grade students. Its goal is to ease the student's transition into high-school level work by creating focused study time during school hours. Students earn credit by submitting a log for each class period describing what was accomplished during class and by keeping a current daily planner that is checked weekly. Points are also given for attendance.

### **11th Grade – Guidance**

#### **Credit: 1.00 (2 semesters) (Required for graduation)**

The eleventh grade Guidance class is a project based class that helps eleventh grade students explore and plan for life after graduation. During the year, students engage in career and college related activities which are designed to prepare them for college, military enlistment, or the workplace after graduation. This class focuses on helping students develop a sense of awareness of their personal interests, values, skills, and strengths. Students learn effective strategies to help them in their college research, attend college fairs and school presentations from various college admissions officers. Additionally, local professionals are invited throughout the year to speak to CLA students about a variety of unique and interesting career pathways. Students are registered with the College Board organization and use the Big Futures college/career website throughout the year. Students will register and take the PSAT/NMSQT during the second quarter and create an SAT study schedule through Khan Academy. Each student is offered free online access to a personalized SAT study plan through Khan Academy which is generated from their PSAT/NMSQT scores. Students also learn about personal essays, paying for college and financial aid, the importance of extracurricular involvement, summer internship options, and more. Planning for the Senior Project begins during the fourth quarter. Resources: *College Board Big Futures, Roadtrip Nation, College Ed Student's workbook, Khan Academy*

## **COURSE DESCRIPTIONS**

### **12th Grade – Guidance**

#### **Credit: 1.00 (2 semesters) (Required for graduation)**

The twelfth grade Guidance class is a planning class for twelfth grade students designed to align with course work from the prior year. This self-paced course provides students a structured time for independent college research and the completion of college applications and scholarships. All college bound seniors are required to apply to the Hawaii Community Foundation scholarship program. First semester focuses heavily on helping students construct competitive applications while encouraging them to further develop their post-graduation plan. Seniors also attend special college and career presentations by counselors and local professionals. CLA is a member of the “Apply for Four” program, which is designed to help broaden college options for students. Second semester includes a job readiness unit to train students in professional etiquette and the importance of skills development. Students create resumes, cover letters, practice filling out job applications, and complete a mock interview for a job of their choosing. Resource: *College Board Big Futures, Hawai'i Community Foundation, Purdue Online Writing Lab, Common Application online.*

### **12th Grade – Senior Project**

#### **(Required for graduation)**

Senior Project is an official graduation requirement at Christian Liberty Academy. Each student will have the opportunity to choose a special topic of interest to investigate their senior year. Each project must involve the participation of a community mentor, documented field hours, a “product”, a presentation, and a research paper. The goal of the senior project is to help students develop deeper understanding on a particular topic while allowing them an opportunity to engage and enhance their community.

### **11th-12th Grade – Introduction to Education (Elective)**

#### **Credit: 1.00 (4 semesters)**

The eleventh and twelfth grade Introduction to Education class pairs each student with a teacher who will give them hands-on opportunities to explore what it takes to be a teacher or work in the field of education. The objective is for the students to learn professional and life skills involved in working with teachers and students in a school setting. The teachers receive much needed help from our older students, and the students are able to gain experience working within the educational system. Many of our students have decided to become teachers because of this class.

### **10th-12th Grade – Video Productions (Elective)**

#### **Credit: 0.5 (2 semesters)**

The tenth through twelfth grade Video Productions class is a hands on class dealing with behind the scenes work of stage and video performances. Students will learn by using DSLR cameras, digital sound recording equipment, and Final Cut Editing program. Students will be involved in storyboarding video productions, prop and set production for video and stage, and

## **COURSE DESCRIPTIONS**

post-production work. This class requires outside class time to film on locations around the island.

### **10th-12th Grade – Journalism (Elective)**

**Credit: 0.5 (2 semesters)**

The tenth through twelfth grade Journalism class is a two semester course that will create the Christian Liberty Upper Campus yearbook. Students will design and edit the yearbook, and populate it with photos and articles that have been collected throughout the school year. In addition to the yearbook production, students also focus on learning and perfecting their journalism skills: writing, interviewing, editing, artistic design, and photography. Students will build their skills through hands-on interactive class learning, lectures and presentations, as well as selective reading.

## **STUDENT GOVERNMENT**

### **JH Student Activity Council**

The Junior High Student Activity Council (SAC) is a peer appointed student leadership group. Students who are elected to SAC work to provide extra student-focused activities such as homecoming, star parties, event nights, Thanksgiving lunch and games, Walk in the Park field activities, Harvest Fair games, and many more. The goal of SAC is to provide an opportunity for students to make a positive impact in the school as well as develop their leadership ability.

### **HS Student Activity Council**

Students elected to the Student Activity Council (SAC) work to provide extra student-focused activities such as homecoming, star parties, event nights, Thanksgiving lunch and games, Canefire 500 field activities, Harvest Fair games, and many more. SAC also runs all sports concessions, works on an annual school improvement project, and helps bring organization to each grade during school functions. The goal of SAC is to provide an opportunity for students to make a positive impact in the school as well as develop their leadership ability.