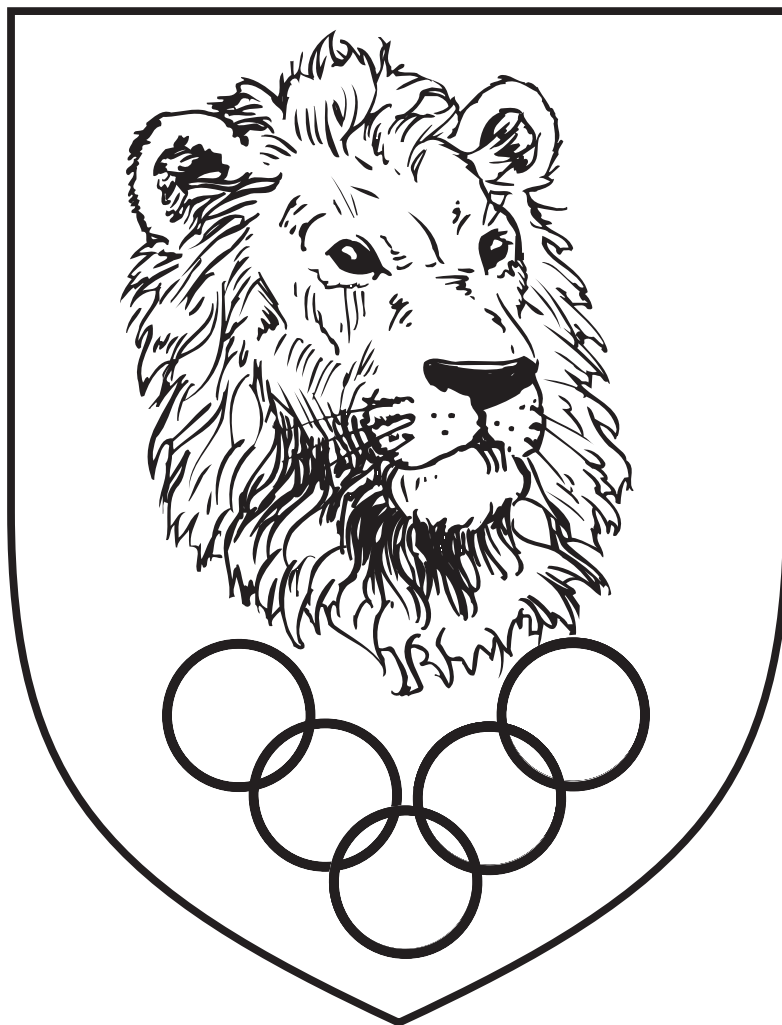


# 2009-2010

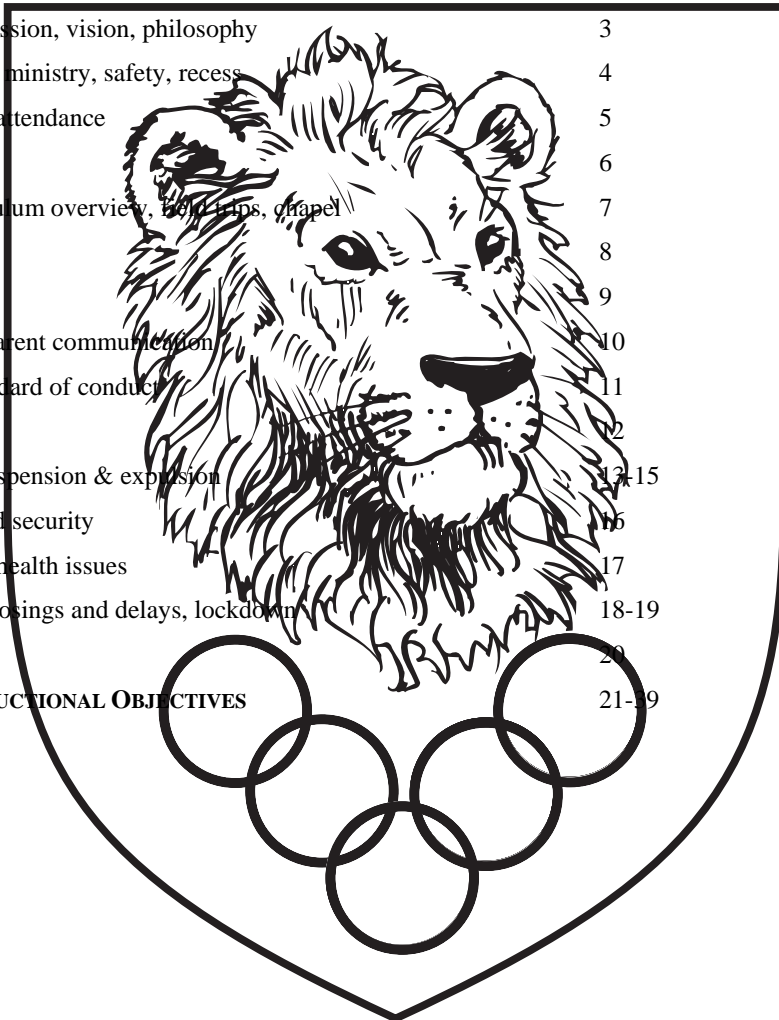
## School Policy Manual & Instructional Objectives



***CELEBRATION***  
Christian Academy  
School of Champions

# TABLE OF CONTENTS

Welcome, accreditation, tuition	2
School information, mission, vision, philosophy	3
Professional standards, ministry, safety, recess	4
Arrival and departure, attendance	5
Tardiness	6
Early dismissal, curriculum overview, help, help, chapel	7
Homework	8
Special needs, grading	9
Academic standards, parent communication	10
Textbooks, school standard of conduct	11
Uniforms	12
Conduct, discipline, suspension & expulsion	13-15
Recess, P.E., safety and security	16
Exit drills, volunteers, health issues	17
School emergencies, closings and delays, lockdown	18-19
Fire evacuation plan	20
<b>CORE SUBJECT INSTRUCTIONAL OBJECTIVES</b>	<b>21-29</b>



# ***CELEBRATION*** Christian Academy School of Champions

## WELCOME

Welcome to the 2009-2010 school year at Celebration Christian Academy (CCA)! We are very excited to be entering our 18<sup>th</sup> year of operation and reaching for another level of excellence under the leadership of Principal Erriel Roberson. The 2009-2010 school year promises to be a landmark year. Our Middle States Association of Colleges and Schools/Association of Christian Schools International accreditation visiting committee is scheduled for the week of November 9th, 2009.

### ACCREDITATION

CCA is in candidacy status for full accreditation through both the Middle States Association of Colleges and Schools and the Association of Christian Schools International. This formal process of school improvement and third party accountability has already provided the impetus for the development of our library, curricular improvements, and specialized training for our teaching staff. We are poised to take CCA to another level of excellence as we steam toward full accreditation.

### P & FA (PARENTS & FRIENDS ASSOCIATION)

Look for flyers and announcements concerning Academy events. Support them by your presence and by inviting friends and family to participate. Our P & FA also plays a major role in planning and supporting these events, so get involved! Sign up any time in the Academy office or on the Good News/Homework Board.

### TUITION (LATE PAYMENTS)

Late payments (5 days) will be charged a \$60.00 late fee by our third party tuition management company, SMART Tuition. If tuition is 30 days late, the parent will be notified that the child may not return to school until tuition is paid.

### NEW POLICY: DROP OFF AND PICK UP

Check the CCA website at [www.celebrationchristianacademy.org](http://www.celebrationchristianacademy.org) for our new Traffic Safety Manual that outlines changes to our drop-off and pick-up policy. You will also be able to follow the directions of our staff members and parent volunteers on any school day.

# CELEBRATION CHRISTIAN ACADEMY

School of Champions

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**ADDRESS:** 6080 Foreland Garth      **PHONE:** (410)997-2384  
Columbia, MD 21045

**WEBSITE:** [www.celebrationchristianacademy.org](http://www.celebrationchristianacademy.org)

**MASCOT:** Lion      **SCRIPTURE:** Revelation 5:5      **COLORS:** Blue & White

## CCA MISSION, VISION, & PHILOSOPHY

### **MISSION**

Celebration Christian Academy, a ministry of Celebration Church under the covering of Senior Pastor Robbie Davis, is a pre-school through 5<sup>th</sup> grade educational institution. Our mission is to *Help Students Win in Life*.

### **VISION**

*To Help Students Win in Life*, Celebration Christian Academy is charged with the responsibility of *DISCIPLING THE MINDS OF OUR STUDENTS FOR JESUS CHRIST, CREATING YOUNG PEOPLE OF EXCEPTIONAL CHARACTER, OUTSTANDING ACADEMIC PREPARATION, AND A COURAGEOUS HEART FOR THE KNOWLEDGE OF GOD*. The discipleship process, carried out by our teachers and administrative staff in partnership with our parents, is based upon Biblical principles out of which everything we do and every subject we teach finds its source.

### **PHILOSOPHY & PURPOSE**

There is no contradiction between excellence academically and a Biblically-centered education. As a representative of Jesus Christ called to the care of his children, Celebration Christian Academy must be excellent in all things. Everything we do must be filtered through the worldview of our faith and belief in Jesus Christ. We believe the Bible to be the inspired Word of God and our source for absolute truth (2 Timothy 3:16).

Foundational to winning in life is a personal relationship with our Lord and Savior, Jesus Christ. The fruits of our Christian faith and Biblical foundation as a school are students equipped to Win in Life, be defenders of our faith, and go out into the world to help others win in life. Celebration Christian Academy is unabashedly a Christian school that dares also to compete academically with the best educational institutions our region has to offer, while setting ourselves apart as salt and light in the world. The fruits of our educational commitment are students who can set the pace in whatever environment they find themselves, being exceptional in knowledge, speech, attitude, and heart.

Scripture to live by: \*John 3:16, \*Matthew 28:19-20, \*I Thessalonians 2:8, \*Colossians 3:23-24,  
\*2 Corinthians 5:20, \*I John 2:1, \*Galatians 5:22-23, \* Matthew 24:36-42

## POLICIES & PROCEDURES

### **SCHOOL HOURS**

School hours are from 8:00am to 3:00pm Monday through Friday. Before care is available from 7:00am to 8:00am. After care is available from 3:00 to 6:00pm.

### **MANUAL**

This manual is subject to revision by the Academy administration.

### **PROFESSIONAL STANDARDS**

The Academy staff consists of educators and administrators who support the educational process. As such, we are all professionals and must carry ourselves in a professional manner at all times, including but not limited to our speech, our dress, our behavior, and our personal grooming.

Failure to adhere to the professional standards outlined above and other contractual standards will result first in corrective action, a probationary period second, and finally termination if concerns are not satisfactorily corrected.

### **MINISTRY RESPONSIBILITY**

As professional educators in a Christian school, our responsibilities extend further than professional educator responsibilities. Our responsibility to minister to parents and children alike requires that we ourselves have a personal relationship with the Lord Jesus Christ and have received the free gift of salvation. Our ministry is also carried out through the witness we present in our daily walk. So, not only are we to be professional, but even more we are called to live by the Spirit and for the fruit of the Spirit to be evident in our lives (Galatians 5:22) for the benefit of modeling before parents and students.

Celebration Christian Academy teachers and staff should also seek to develop an atmosphere of nurturing and love. We desire to be a refuge from the world, not a duplication of what is available in any other school a parent might choose for their child.

### **CHILD SAFETY**

Academy students must be supervised at all times. There are, of course, occasions during the day when students are not under direct supervision (namely individual trips to the restroom), however classes must always be under the direct supervision of a teacher or Academy staff member. Our adoption of a two-radio communication system this year will better enable us to be sure that all students are supervised at all times.

- \* Children must never leave the building, unless under the direct supervision of an Academy staff member or their parent/guardian.
- \* Academy staff members must wear identification badges during normal work hours.

### **RECESS**

Students are provided recess periods per the class schedules. Teachers are responsible for monitoring their class during recess unless arrangements have been made for coverage by other Academy staff members or approved parent volunteers.

**Students must be taken outside for recess daily.** The only exceptions are for inclement weather (rain, sleet, snow, etc.) or extreme weather conditions (temperatures below 32 degrees F or above 90 degrees F).

## CLASSROOMS

### **TEACHER-STUDENT INTERACTION**

As professional educators, our interactions with students must be civil and professional at all times regardless of the situation or relationship with the child. There is to be no yelling or insulting of students at

any time. There is no time during which it is appropriate to physically “handle” the students as a part of disciplinary action. Should a student need to be physically removed from the classroom, the administration will be notified.

### **PORTFOLIOS**

Examples of students’ work are to be kept in individual student portfolio folders. The portfolios will assist the teacher in communicating a child’s progress with parents through out the school year.

### **DÉCOR**

The teacher is responsible for providing an engaging and child-friendly classroom environment.

## ARRIVAL/DEPARTURE OF STUDENTS

The school day officially begins at 8:16 a.m. Students who do not attend Before Care should arrive to school no earlier than 7:55 a.m. After the first week of school, parents will be provided the opportunity to drop-off and pick-up their child(ren) at the curb at the side entrance of the church. Parents may escort their child(ren) to the fellowship hall inside the Church, where the morning praise rally is being conducted. If parents decide to escort their children into the building, they can park in the parking lot behind the church or on the street in front of the church—on Foreland Garth. Parents are NOT to park in the areas marked as a red “no parking” zone or in the reserved parking area for the Pastoral and Administrative staff. The morning praise rally is generally held on the side of the building next to the playground on the first day of school to celebrate coming back to school and allow parents some extra time with their child(ren). Teachers will have their students line up by class in the grass next to the sidewalk. When it is time to march in, the teachers will lead the children into the building. In the event of inclement weather, we will celebrate in the fellowship hall inside or possibly in the parking lot if able. Children are not to run through the parking lot.

**The morning arrival schedule is as follows:**

#### **K-3—5th GRADE**

**8:00 a.m. ASSEMBLE IN FELLOWSHIP HALL FOR PRAISE RALLY**  
**8:15 a.m. ACADEMY STAFF WILL ESCORT STUDENTS TO CLASSROOM**  
**8:16 a.m. ACADEMIC DAY BEGINS/LATE PASSES ISSUED**

Academy staff will also coordinate traffic control and the departure of children as parents arrive to pick up their children. Parents are welcomed to work with Academy Staff to assist them with ensuring the safety of all of our children as they are picked up in the afternoon.

**The afternoon departure schedule is as follows:**

**2:45 p.m. STUDENTS PACK UP**  
**2:55 p.m. --- K-3—K-4 3:00 P.M. --- K-5—1<sup>st</sup> 3:05 P.M. --- 2<sup>nd</sup>—5<sup>th</sup>**  
\* **TEACHERS ESCORT STUDENTS TO THEIR LOCKERS TO RETRIEVE THEIR BELONGINGS**  
\* **TEACHERS ESCORT STUDENTS TO THE FELLOWSHIP HALL FOR CLOSING PRAYER AND DISMISSAL**  
\* **TEACHERS ENSURE STUDENTS REGISTERED FOR AFTERCARE ARE SIGNED-IN BEFORE LEAVING THE FELLOWSHIP HALL**  
\* **TEACHERS ESCORT STUDENTS GOING HOME TO THE SIDE EXIT OF THE CHURCH FOR PICK-UP.**  
**3:16 p.m. TEACHERS ESCORT STUDENTS WHO HAVE NOT BEEN PICKED UP TO AFTER CARE AND SIGN THEM IN**

Students waiting to be picked-up at dismissal time are to stay with their teachers and are not allowed to use the playground during this time. The playground will be available during recess and PE. In the event of inclement or extreme weather, teachers will wait with the students inside the building at the side entrance.

## ATTENDANCE

### STUDENT ATTENDANCE AND ABSENCE FROM SCHOOL

Accurate daily accounting of student attendance (and tardiness) is the dual responsibility of each teacher and the academy office. Attendance must be taken daily with the teacher's roll book. Attendance is also recorded in the front office of the Academy. Students arriving after 8:16am must go the office for a late pass.

### TARDINESS

Parents should make every effort to have their children to school on time. When a child arrives after 8:16 a.m., he/she is tardy and must be escorted by the parent to the Academy office for a late pass. A student who is late will not be allowed to enter the classroom without a late pass. **A student arriving after 8:30 A.M., without the parent notifying the teacher at least the day before (i.e. student will be late because of a doctor's appointment) must wait until the subject being taught is completed before entering the classroom.**

When a student is tardy their academic performance may be impacted, and it is a disruption to the other students and the teacher. **If a student misses a test because of tardiness, depending on the reason for the late arrival, they might not be excused to take a make-up test or quiz given during the time missed.**

A student who is late twice in one week will not be eligible for the Joshua or Esther award the next week and a note is required from the parent specifying the reason for the tardiness.

- 1) **Any child arriving late more than 5 times in a grading period will be attributed an absence. Additional absences will be recorded for additional increments of 5 days tardy. After 5 tardy days any assessments missed because of unexcused tardiness may result in a grade of 0 without an opportunity to make up the work.**
- 2) **When a child arrives after 8:15am, a parent or responsible adult must escort them to the front office to receive a late pass. Students will not be allowed to enter the classroom without a late pass and they will not receive a late pass without a parent or responsible adult present.**

\*\*\*\*Excessive tardiness disrupts the continuity of classroom instruction. Additionally, because we strive to help children win in life, responsibility and punctuality are both extremely important to fulfilling this goal. We model many of the habits our children develop and often tardiness is not only modeled, but also sets a poor tone for the child's academic day. Thank you for your cooperation as we press on to be a school of excellence.

**Note:** If the student is late because of a doctor's appointment, please make sure to obtain a note from the doctor's office. If a pattern of tardiness develops, the teacher will communicate with the parent(s) verbally and, subsequently in writing where necessary, to encourage the parent to have their child to the Academy on time. The Principal is available to assist the teacher and communicate with the parent as well.

### ABSENCE FROM SCHOOL

When students are absent, **parents must write a note specifying the reason for the absence. The note should be brought to school on the day the student returns.** Please send the note to the Academy office along with the attendance slip. If the parent does not provide a note, teachers are to ask the parent, through the journal, to send one. The following are considered excused absences from school:

1. Illness - for absences in excess of four (4) consecutive school days, a note may be required from the student's physician. (This will be determined by the Principal or Administrator)
2. Medical or dental appointments.
3. Death in the family.
4. Court Summons
5. Inclement weather- This includes school closings due to a violent storm (snow, ice rain, fog, etc).

All other absences are unexcused unless approved in advance. One-week notice is requested. **Unexcused absences may result in 0 credit for assignments, quizzes, or tests missed.**

#### **EARLY DISMISSAL**

Students may be dismissed early from school at the request of their parent or guardian by way of a written note to the teacher, no later than the morning of. Students should not be allowed to leave the school grounds in the company of anyone other than the parents, or emergency list persons with proper identification, without the parent's or guardian's written consent.

## NEW STUDENTS

#### **New Students**

We will be aware of the needs of new students and monitor their adjustment.

## CURRICULUM OVERVIEW

#### **Instructional objectives for each subject and grade level begin on page #**

A variety of resources are utilized to ensure an optimal academic experience for every student.

BIBLE – Positive Action for Christ workbooks and Bible journals which focus on different books/areas each year

MATH – Association of Christian Schools International Math textbooks

LANGUAGE – Shurley English is a exciting and proven English grammar and writing program.

READING—K3-K5

SCIENCE – Christian Schools International textbooks

SOCIAL STUDIES – Pearson Core Knowledge is the only mainstream Social Studies textbook resource (among names such as Houghton Mifflin and Harcourt Brace) to have received a positive review from the American Textbook Council. 4<sup>th</sup> Grade uses *The Maryland Adventure*.

COMPUTER – Technology education program through the University of Richmond and Boston University

MUSIC – Curriculum custom developed.

## CHAPEL/FIELD TRIPS

### **CHAPEL**

Student Chapel is conducted weekly in the Sanctuary. Chapel is from 8:30-9:00 A.M for 1<sup>st</sup> through 5<sup>th</sup> grade and 9:00 – 9:30 for K3 – K5. Chapel will start promptly, therefore, it is essential that each class arrive to Chapel by 8:25a.m and 9:25 respectively. Teachers will participate with the Chaplain in selecting Praise and Worship Leaders from their class and contribute to the Chapel worship experience.

### **FIELD TRIPS**

All field trips must have the approval of the Principal and are planned in advance in conjunction with the Academy Executive Administrative Assistant. An ample number of parents must accompany the students as chaperones.

Walking field trips may be taken in the school area provided a permission slip has been signed by a parent of each child. At the start of the school year, please check that each of your students has a completed walking field trip permission slip.

Approximately 4 or 5 field trips will be scheduled per class.

## HOMEWORK

### **HOMEWORK**

Homework is an integral part of the school program. Each teacher is free to give homework to assist the student in his or her study and check homework to determine that it is correct and complete. Teachers need to make every effort to ensure that their students' homework is not excessive, but serves the purpose of reinforcing concepts taught during the school day.

### **PURPOSE & EXPECTATIONS FOR HOMEWORK**

1. To re-inforce skills and material taught in class (Parents are able to see what skills students are learning.)
2. To strengthen study skills
3. To develop responsibility
4. Special Projects-students must be fully aware of the criteria for preparation and evaluation of special projects.

### **GUIDELINE FOR EFFECTIVE USE OF HOMEWORK**

Assignments must be handed in on time, done properly, and written neatly. Only emergencies are excused for incomplete assignments. A note explaining the problem is needed in order to excuse a student for unfinished homework.

Students must redo poorly written work. Parents must be notified of any problems concerning homework through the student's journal. Incomplete homework can impact a student's grades.

For homework to be most effective, teachers should enlist parent cooperation to insure homework assignments are completed and reviewed at home.

- \* Homework assignments are to be created with a specific purpose in mind. Students need to understand the purpose and importance of the homework assignment. Homework should relate directly to what is being taught in the class and never be busy work. The measure of a master teacher is not how much homework they give or how hard their class is.

- \* Homework should be focused and clear. Make sure there are not too many concepts within a night's homework. Homework assignments should be written down, discussed and defined so that the student understands clearly what is expected.
- \* Homework should not take an unreasonable amount of time and effort on the part of parents. Students should usually be able to do homework independently and it should not be overly burdensome.
- \* Homework assignments should be sensitive to the abilities of students. We must strike the balance between providing challenging work and exasperating students.
- \* Homework assignments should vary.
- \* Homework assignments can make learning personal.
- \* Homework presents an opportunity for teachers to give praise and motivate students.
- \* Homework enables teachers to understand where help might be needed and provide it accordingly.
- \* Homework can foster healthy communication between teachers and parents. A teacher can be effective in this communication process by:
  1. informing parents of how they can reach you and when
  2. informing parents of homework problems as soon as they arise
  3. informing parents of how you want them to be involved with homework
  4. working out a solution with the parents and child immediately if a problem exists
  5. determining if the child needs extra help beyond what the school and home can give
  6. **determining if there are any special needs or learning disabilities**

#### SPECIAL NEEDS STUDENTS

We have access to special needs assessment and evaluation through Howard County Public Schools. If a parent feels as though their child has a special need they can call the **Howard County Diagnostic Center** at (410)313-7046. They will then be able to make a referral for evaluation based upon your place of residence within Howard County.

## GRADING & ACADEMIC AWARDS

### GRADING SCALE

KINDERGARTEN GRADING		1 <sup>ST</sup> -5 <sup>TH</sup> GRADE GRADING			
<u>Academic/ Habits &amp; Attitudes</u>	<u>Indicator</u>	<u>Academic</u>	<u>Indicator</u>	<u>Habits &amp; Attitude</u>	<u>Indicator</u>
✓++	Excellent	<b>A</b>	A+ 99-100 A 93-98 A- 90-92	Excellent	E
✓+	Good	<b>B</b>	B+ 88-89 B 83-87 B- 80-82	Good	G
✓	Satisfactory	<b>C</b>	C+ 78-79 C 73-77 C- 70-72	Satisfactory	S
✓-	Needs Improvement	<b>D</b>	D+ 68-69 D 65-67	Needs Improvement	N
		<b>NP</b>	Not Passing 64 & below		

### TESTS, QUIZZES, AND PERFORMANCE TASKS

Teachers will use guidelines provided in teacher guides to determine the frequency of tests and quizzes. Performance tasks such as special projects and real life application of concepts will be utilized to insure that students not only have knowledge, but also an understanding of what is being taught in class.

Teachers will monitor quizzes and tests closely. Dishonesty will result in a student receiving a zero (0) for the test or quiz. Use of the cover sheet and pre-warning will help deter any unintentional cheating.

A grade of 85 or higher is considered mastery of the subject area. Every effort will be made to insure students mastery of every concept.

All tests should be sent home and returned with signatures.

#### **PROMOTION POLICY**

If a student earns a 70% or higher average in their core academic subjects, the student will be promoted to the next grade. If a student performs below 70% in their core academic subjects or if a student fails (64% or below) 2 of their 4 core subjects, they will not be promoted to the next grade. If a student is not recommended for promotion, the student can become eligible for promotion if he/she attends and passes summer school offered in their county. As an alternative to summer school, the student may also take a placement test at the Academy and pass prior to the beginning of the school year. The core academic subjects are:

K-5—Phonics, Reading, Math, and Penmanship; 1<sup>st</sup>-3<sup>rd</sup>—Science, Reading, Math, and Language Arts; and 4-5<sup>th</sup> Grade—Science, Math, Reading, Language Arts, and State Notebook or Nations Notebook.

#### **HONOR ROLL**

Students who receive an average of 90-94% will be on the Honor Roll.

#### **PRINCIPAL'S HONOR ROLL**

Students who receive an average of 95-100% will be on the Principal's Honor Roll.

#### **JOSHUA AWARD**

One boy from each class will have the opportunity to receive a Joshua Award during Chapel service for demonstrating throughout the week the Godly characteristic emphasized for that month.

#### **ESTHER AWARD**

One girl from each class will have the opportunity to receive an Esther Award during Chapel service for demonstrating throughout the week the Godly characteristic emphasized for that month.

#### **EXCELLENT HEART AND BEHAVIOR AWARD**

The student who has truly been proactive in demonstrating their cooperation toward creating an environment conducive to learning and cooperation will be honored with this award.

## PARENT COMMUNICATIONS

#### **GENERAL COMMUNICATION WITH PARENTS**

A warm and professional relationship should be maintained with parents at all times. We are here to educate children and communicate honestly, yet tactfully with their parents.

An important responsibility of staff members is communicating with parents regarding the school programs and progress of their child. There are four basic methods of communication that we use as a school: daily journal, progress reports, conferences and report cards.

#### **PARENT/TEACHER DAILY JOURNAL, GOOD NEWS & PARENT NOTIFICATION FORM**

The *Daily Journal* is the primary method of maintaining good communication between teacher and parent. The purpose of this is to keep the parents abreast of the status of their child's academic progress as well as behavior. The *Good News* form is an aid to the journal to communicate exceptionally good behavior or academic achievement that we believe should be highlighted. The *Parent Notification* form is used when a

student has required disciplinary action, a low test or quiz score, incomplete or missing homework, excessive tardiness, etc.

#### **PROGRESS REPORT**

Progress reports are issued quarterly. The report will assist the parents in monitoring their child's progress. The actual average for subject areas must be included (i.e. if the average is 92 for math, this should be included in the progress report.) If a child is not mastering a concept or struggling in any area, this should be indicated on the progress report as well.

#### **REPORT CARDS**

Report cards are issued quarterly. They must be submitted to the Principal according to the Office Calendar before they are sent home. Report card grades should never come as a surprise to a parent or student. Thorough and honest parent communication is vital, as are routine discussions with each student about progress. If a child is experiencing challenges mastering a concept, this should be indicated.

### ENRICHMENT & TUTORING

#### **IN-CLASS ASSISTANCE/AFTER-SCHOOL HELP**

A student may need remedial help at some point during the school year. If a head teacher determines that a child needs remedial help, then the head teacher will attempt to resolve any deficiencies one-on-one with the student during study hall or after school between 3:15 & 3:45 (with parent's permission).

### TEXTBOOKS

#### **HARDCOVER TEXTBOOKS**

All hardcover textbooks are to be covered and kept covered throughout the school year. Students are only to take the textbooks home when needed for a given assignment. At the end of the school year, only books that are consumable may be given to students to take home to keep.

At the end of the year all hardcover textbooks must be returned to the teacher.

The Academy office should be notified of the need to replace lost textbooks. The parents must pay for the replacement before the student receives another textbook.

### SCHOOL STANDARDS OF CONDUCT AND DISCIPLINE POLICY

The general aims of our discipline policy are to develop self-discipline in students and create the conditions for an orderly community, in which effective teaching and learning can take place. Integral to the aims of our policy is a Biblical perspective in terms of student and staff attitudes and behavior. Galatians 5:22-23 gives us our foundation for what to expect of ourselves relative to the Fruit of the Spirit. The Scriptures abound with examples of Godly living which inform our expectations.

#### **EXPECTATIONS**

Students at the Academy should demonstrate the following characteristics:

**Love, Joy, Peace, Patience, Kindness, Goodness, Faithfulness, Gentleness, and Self-Control**

These Biblical expectations are broad and cover a multitude of areas with regard to practical daily application.

#### **UNACCEPTABLE BEHAVIOR**

Unacceptable behavior includes:

- \* DISHONESTY -- Lying, cheating, or stealing.
- \* DISOBEDIENCE -- Defiance, fighting, profanity, teasing, destruction of school property or the property of others, and insolence.

- \* DISORDERLINESS -- Interrupting the class routine, i.e. leaving seat without permission, getting out of line when required to be in line, leaving playground or school grounds without permission, speaking out of turn, etc.
- \* DISCOURTEOUSNESS -- Distracting or disturbing noises, excessive talking at inappropriate times, or teasing.
- \* SLOTHFULNESS -- Wasting time, or displaying no effort to work earnestly.
- \* LACK OF PREPAREDNESS -- Incomplete homework or lack thereof, not prepared for class, or not in proper uniform.
- \* POOR ATTITUDE -- Presenting a negative spirit in actions, words and/or facial expressions. (Sneering, haughtiness, rolling eyes, etc.)

### **DRESS AND GROOMING STANDARDS**

No aspect of Christian testimony is as obvious as the witness of our appearance. We hold that Christians should present themselves so that Christ would be pleased and honored. We encourage each student to gain recognition through personal development and conscientious work.

Celebration Christian Academy is a uniform school. Our reasons for the uniform requirement are:

1. Uniforms prevent Christian youth from being a stumbling block through immodesty and sloppiness.
2. Uniforms statistically result in a higher level of discipline and academics.
3. Uniforms help to improve students' self image, as they are less likely to compare themselves among themselves.
4. Uniforms assist in building school spirit.
5. Uniforms eliminate competition in dress between potential social climbers.
6. Uniforms standardize and neutralize externals while enhancing individualization in internal values.

The Academy requires that students not wear make-up or nail polish since, in the past, it has become a source of distraction to the students.

**Formal school uniforms (chapel uniforms)** are worn on Wednesdays (Boys wear white dress shirt with navy blue tie for Chapel), and Thursday. **P.E. Uniforms** are worn on Mondays and Fridays. The uniforms are ordered and purchased from:

**Neil Roberts:** 1110C North Rolling Rd. \* Catonsville, MD 21228 \* 866-825-1678

Uniform dress code is as follows:

#### **Girls K3-K5:**

***Monday & Friday*** - Physical Education Uniform/K's Mascot sweatshirt option

***Wednesday*** – Chapel Dress Uniform – Collared Peter Pan Shirt, Cross-tie, Plaid Jumper, Oxford Shoes, Uniform Sweater

***Tuesday & Thursday*** – Chapel Dress Uniform or any combination/choice of options // khaki or blue skorts, khaki pants, oxford shirts (button collar polo-style, long or short sleeve), knit overblouse, and all-black sneakers.

#### **Girls grades 1-5:**

***Monday & Friday*** - Physical Education Uniform/Mascot sweatshirt option

***Wednesday*** – Chapel Dress Uniform – Collared Peter Pan Shirt, Cross-tie, Plaid Jumper, Oxford Shoes, Uniform Sweater, black dress shoes (oxfords grades 1 – 2)

***Tuesday & Thursday*** – Chapel Dress Uniform or any combination/choice of options // khaki or blue skorts, khaki pants, oxford shirts (button collar polo-style, long or short sleeve), or knit overblouses, and black dress shoes (oxfords grades 1-2)

#### **Boys K3-K5:**

***Monday & Friday*** - Physical Education Uniform/K's Mascot sweatshirt option

***Wednesday*** – Chapel Dress Uniform – Button down dress shirt w/blue tie, blue uniform pants, and dress shoes

***Tuesday and Thursday*** – Any combination of blue or khaki pants/shorts, oxford short sleeve or long sleeve shirts, uniform sweater, and all-black sneakers.

### **Boys grades 1 – 5:**

*Monday & Friday* - Physical Education Uniform/Mascot sweatshirt option

*Wednesday* – Chapel Dress Uniform - Button down dress shirt w/blue tie, blue uniform pants, and dress shoes

*Tuesday and Thursday* – Any combination of blue or khaki pants/shorts, oxford short sleeve or long sleeve shirts, uniform sweater, and black dress shoes.

**\*BLACK SNEAKERS ON TUESDAY AND THURSDAY IS KS ONLY!**

### **AFFIRMING POSITIVE BEHAVIOR**

Each teacher will make every effort to affirm positive behavior through special recognition, verbal encouragement and special awards and rewards. We will also take time to notify parents of exceptionally good behavior. The Academy will present a character trait each month that will be taught in chapel, in class, and shared with our parents so that it can be emphasized at home as well.

### **CHAPEL CONDUCT**

During assigned chapel time, students are expected to behave quietly and respectfully. A special reverence should be reserved for the sanctuary.

### **CLASSROOM STANDARD OF CONDUCT**

A safe, caring, respectful atmosphere conducive to learning is created and maintained at the Academy. Students' behavior may not interfere with the teaching or the learning process. Each teacher develops class management procedures for the students, which are presented and taught to the children at the beginning of every school year. Each teacher communicates his/her classroom management plan to the parents in September.

1. Students are to greet teachers in the morning by saying: “Good morning, Professor (last name).” The students are to greet the principal as Principal (last name). Our office administrators are to be greeted as Sister (last name). Students are to use titles of the pastoral and ministry staff (i.e. Bishop Davis, Pastor Davis, etc.)
2. Students are to face adults making eye contact and giving full attention when speaking or receiving instruction.
3. Students are not to speak out in class unless they raise their hands and the teacher gives them permission. However, as directed by the teacher, the students can be taught and allowed to talk and move appropriately during activities.
4. Students in all grades can learn to put away materials and get ready for the next activity both quickly and quietly.
5. When reciting, the children should stand beside their chairs without leaning on the chairs or the table. Good posture and confident presentation is a must.
6. Children should remain in their seats unless they are told otherwise.

### **CLASSROOM APPEARANCE**

- \* ORDERLINESS-The arrangement of desks should be neat. Encourage students to keep loose paper in a pocket folder inside their desks. Unoccupied desks should have the chairs pushed in. Sleeping mats should be neatly stored away(K3 - K5).
- \* NEATNESS OF ROOM- Room decorations should be hung or arranged with no tattered or torn pictures, posters, etc. The Chalkboards are to be erased every day and erasers cleaned once a week. Erasers are not to be dusted against the exterior or interior of the building. The far end of the parking lot may be used for this purpose. No scraps of paper are to be left on the floor. All students’ desks are to be free from unnecessary marks and their papers inside their desk need to be well organized. The students’ books and clothing are to be stored in the proper places and all unnecessary clutter must be eliminated.
- \* CLEANLINESS- It is the responsibility of the classroom teacher to keep the classroom clean. Students should be expected to keep paper off the floor and to generally keep the room neat and clean. Remember that the building is a multipurpose facility, therefore any special materials and equipment should be securely stored away. (This especially includes science and mathematics resources). All chairs must be placed on top of the desk at the end of the school day.

## **BULLETIN BOARDS**

Attractive, colorful bulletin boards will enhance the appearance of the classroom.

## **CLASSROOM DISCIPLINE PLAN**

1. Each teacher will have a classroom discipline plan that will include:
  - a. Rules that students must follow at all times.
  - b. Positive recognition that students will receive for following the rules.
  - c. Consequences that result when students choose not to follow the rules.
2. Teachers will be required to teach their classroom discipline plan to their students.
3. When it is necessary to notify a parent of bad behavior, the Principal should also be notified.

## **DISCIPLINARY REFERRAL TO THE TEAM LEADER & PRINCIPAL**

1. A child should be sent to the Principal with a recommendation for disciplinary action for any of the following reasons:  
**Defacing property, inappropriate touching/hitting, and injuring staff or another student.**  
**ALL OF THE ABOVE BEHAVIORS ARE REASON FOR SUSPENSION.**
2. In less severe cases, or per the judgment of the teacher, students **should** be sent to the Team Leader first. The Team Leader has the authority to recommend disciplinary action up to suspension, which must be approved by the Principal. Notes sent to the office should include:
  - a. The students name, the problem and the time of offense
  - b. State the disciplinary action you have taken and what you feel needs to be done
  - c. Have a dependable student deliver the note

## **RANGE OF CONSEQUENCES FOR UNRULY BEHAVIOR**

The consequences for unruly behavior will reflect the severity of the action. All consequences should be prayerfully considered and implemented, and the dignity of the student should always be considered. It is important to keep in mind that all discipline should consider the long term impact on the student and should lead to a student understanding what they did wrong, the biblical principal they violated, the appropriate conduct that is expected and how they can accomplish it. The goal in applying discipline is to reach the heart of each student since behavior is motivated from within the child's heart.

Discipline may be administered via the following action, but not necessarily in the following order:

1. Instruction to the student and redirection. The teacher might consider the following:
  - a. Walk to the student's desk and stand beside them for a moment.
2. Verbal admonishment or warning from teacher (staff). The teacher may consider the following:
  - a. Use a soft authoritative voice.
  - b. Have the student sit away from the class, but not with their face up against a wall.
  - c. Firm talk outside in the hall.
  - d. Pray with the student.
2. Dismissal from classroom.
3. Removal of special privileges.
4. Written correction notice (to be signed by parent and returned).
5. The teacher may consider the following disciplinary actions and make a recommendation to the principal<sup>1</sup>:
  - a. Trip to Principal's Office
  - b. After School Detention
  - c. Parent Conference
  - d. Develop Individual Behavior Plan
  - e. Administering the rod of correction (each family will be notified when we believe it is appropriate to administer corporal punishment and the parents will be asked to come to the school and administer such punishment. While the teacher and principal will not administer corporal punishment, having the parent come to the school and administer it

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<sup>1</sup> After these consequences have been implemented, the teacher should keep the principal apprised of the student's progress and any concerns of the parents.

- has been very effective in demonstrating to the students that the parents, teachers, and principal are all on one accord and are disciplining out of love.).
- f. Suspension.<sup>2</sup>
  - g. Probation.<sup>2</sup>
  - h. Expulsion.<sup>2</sup>

#### **SUSPENSION AND EXPULSION**

1. Suspension may take place when a student is disruptive in class, has had to receive continuous correction during the course of a day, and corrective measures have failed. Generally, each case will be evaluated individually before decisions are made.
2. A student will be suspended from the Celebration Christian Academy for any of the following reasons:
  - \* Defiance or rebellion toward Academy faculty
  - \* Fighting
  - \* Using vulgar language
  - \* Displaying or possessing pornography
  - \* Using matches
  - \* Stealing
  - \* Lewd and sexually suggestive behavior or language.
3. A student will be **expelled** from Celebration Christian Academy for any of the following reasons:
  - \* Smoking
  - \* Drinking
  - \* Destroying property
  - \* Possessing or using drugs
  - \* Possession of weapons
4. Parents will be requested to withdraw a child from school for any of these reasons:
  - \* Student and/or parent cannot accept the philosophy, vision, or mission of the school
  - \* Student and/or parent consistently act contrary to school philosophy, vision, or mission
  - \* School program does not meet the needs of the student

#### **HALLWAY PROCEDURES**

When students are moving as a class from location to location within the Academy their procession should be orderly, in a single file line with girls at the head of the line and boys following. As the students walk, hands should be either clasped behind their backs or at their sides at the discretion of the teacher. Students should always move quietly through the building with talking occurring at a very quiet level if at all.

#### **RESTROOM PROCEDURES**

Teachers should establish a restroom break routine in the beginning of the year. Pre-school and kindergarten classes may take their restroom breaks together at designated times during the day, while elementary classes might tend to have more individual flexibility.

**Note:** Please notify the Academy office of any problems with the restrooms as soon as possible. The Academy Office will take the necessary action to rectify the problem. It is essential that Academy teachers monitor (as appropriate) and inspect the bathroom before and after the lunch/recess period when the majority of students use the restroom.

#### **LUNCHROOM SCHEDULE AND PROCEDURE**

The students report time to the cafeteria are:

1 <sup>st</sup> shift:	K3, K4 and K5:	11:25 a.m. - 11:55 a.m.
2 <sup>nd</sup> shift:	1 <sup>st</sup> and 2 <sup>nd</sup> Grades:	12:00 p.m. - 12:30 p.m.
3 <sup>rd</sup> shift:	3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> Grades:	12:35 p.m. - 1:05 p.m.

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<sup>2</sup> A student is placed on probation once he/she has been suspended. The student who receives two (2) suspensions will be subject to a Review Board convened by the principal to determine the next course of action to take, which may lead to dismissal.

Each teacher will monitor the children in the lunchroom by having at least one lunch duty per week. The assistants will assist with the lunch for pre-school and kindergarten students.

#### **LUNCHROOM CONDUCT**

- \* Students may sit anywhere at the lunch tables they desire, being careful to be courteous and respectful of others as they find their seats.
- \* Students will bless the food together with the other classes assigned to that lunch period. Encourage all to bow their heads, fold their hands, and close their eyes.
- \* Students are to eat quietly with no talking for the first 15 minutes. Students may talk quietly with a neighbor for the remainder of the lunch period.
- \* Encourage students to use good table manners:
- \* Students are not to share their lunch with one another unless asked to share with a student who does not have a lunch. (A student may have a food allergy or restriction).
- \* Students are to remain seated during the entire lunch period.
- \* Students are to empty their garbage into the waste can as they quietly line up to leave the lunchroom. Girls first, then boys. (Monitor how the students empty their garbage. Remember the garbage can is not a basketball hoop).
- \* Students will exit the lunchroom quietly.
- \* Students can be taught responsibility by allowing them to help in the cleaning of tables and the floors.

#### **RECESS AND PHYSICAL EDUCATION**

1. Activities on the playground must be under the supervision of a teacher. It is important that staff members on recess duty circulate around the play areas and carefully monitor the students.
2. Students will play only on playground areas.
3. Students will show pride in their school by keeping the buildings and ground free of litter.
4. Students will take turns on playground equipment.
5. Students will leave unsafe objects at home, along with radios, video games, walkman cassette or CD players, and hard balls.
6. Students will settle differences peacefully.
7. Students are not to take any food to the playground.
8. Students are never to leave the playground without permission.
9. The end of the recess period is signaled after 25 minutes. Students are to form class lines immediately. Entry into the building and instructional areas should be quiet and orderly and the students are to walk directly to their classrooms or to the fellowship hall. It is important we adhere to the schedule.

On days when the grassy areas are too wet or muddy, students may be restricted to the blacktop area only. If the temperature or wind chill factor outside is 32° (freezing) or below—or the temperature is above 90°--students will remain in the building during before care, school hours, and after care. The teacher may take the students out for a brisk walk no longer than 5 minutes. Hats and gloves are required for students when the temperature or wind chill factor is 45° or below.

When providing recess indoors, teachers must take into consideration the noise level and adopt games that will not disturb the classes in session.

## **SECURITY & SAFETY**

#### **BUILDING SECURITY**

This school year will be the first year of a new security camera system. All adults in the school building should be Celebration Church or Celebration Christian Academy staff members or wearing a Volunteer/Visitor badge. Celebration Christian Academy staff members should wear their staff badges at all times.

### **CUSTODY CONCERNS**

When the Academy administrative staff becomes aware of parental custody cases, staff members involved will be notified. If a teacher learns of such a situation before the Academy administration knows of it, please notify the office immediately. It is required that parents involved in custody cases have appropriate papers on file in the school office. It is imperative that the student not be released to anyone other than the legal guardian. Staff members on lunch and recess duty should be particularly careful.

### **EXIT DRILLS (E.G. FIRE)/EMERGENCY PROCEDURE**

Exit drills will be held each year. Students should be instructed as to necessary procedures that include quickly walking to a designated area outside the building. Staff members in charge will accompany children. Once outside, attendance is taken immediately, and the Exit Drill Form is completed and given to the Academy office. Students are to remain quiet in class lines until notified to return to the building. It is important that staff members model appropriate behavior during an exit drill. **SEE ATTACHED FIRE DRILL AND EMERGENCY PROCEDURE DRILL.**

### **EMERGENCY FORM**

A complete Emergency Form must be on file for every student. The information on these forms instructs us in procedures for students when school is dismissed early due to an emergency situation.

## VOLUNTEERS

### **VOLUNTEERS**

Parents and interested community members are encouraged to donate their time and services for the benefit of our students. Teachers are urged to match volunteer interests with classroom/team needs. It is important that teachers assign and supervise all activities completed by volunteers. A record of volunteers who serve our school must be kept.

## HEALTH ISSUES

**The Academy has 3 Maryland State Certified Medical Assistants and a Nurse on call.**

### **INJURIES**

Teachers **must** report all injuries to the Academy office. The appropriate paperwork must be filled out. The nurse on call may be contacted by the Academy office if the injury is serious. Parents must be called when the injury is serious or its appearance may cause concern with a parent (e.g. busted lip or bruise on body).

### **WHEN TO RETURN TO SCHOOL AFTER AN ILLNESS**

Absence of fever, adequate energy for a full day, tolerating a normal diet and medication compliance are general check points to make the decision to return to school. A clearance from a medical doctor is also required if you have been out for more than 3 days or there have been physical limitations due to injury or illness. With respiratory illnesses the cough is usually the last symptom to go. As long as the cough is not disruptive and there is no fever the student can remain in class. Practicing effective hand washing and using tissues will prevent spread of disease. (Fever means a body temperature  $> 100.8$ . To return to school after a fever, it should be  $< 100.8$  for 24 hours.)

### **WHEN A CHILD WILL BE SENT HOME**

A student will be sent home when there are signs of a fever, which may indicate that there is virus. The student should not be sent back to school until the fever has broken. When a student is vomiting, he/she will be sent home immediately.

### **MEDICATIONS**

The taking or administering of medication during school hours is discouraged. Ideally, all medications should be given at home. However, some illnesses may require medication if the child is to remain in school. In such cases, students will be able to medication available and administered in a manner compliant with school health policy.

1. No medication will be administered in school or during school sponsored activities without a written physician order and parent/guardian authorization.
2. The parent/guardian is responsible for obtaining the physician's order. Celebration Christian Academy's certified health assistants will ensure that all items on the form are completed. A physician may use office stationary or a prescription pad for the order and it must be hand signed. A stamp will not be accepted.

## SCHOOL EMERGENCIES

### EMERGENCY NOTIFICATION

Celebration Christian Academy is working to insure that we are prepared for any emergency. Parents will be notified of an emergency through the following:

- \* Telephone calls to place of employment, home or cell phone
- \* The school's website at [www.celebrationacademy.com](http://www.celebrationacademy.com)
- \* Parents can sign up to receive school closing information via email sent directly to your home or office by providing your e-mail address to the Academy Office.

Procedures are in place to keep your children safe during an emergency. These are procedures to shelter or evacuate children or to provide a lockdown or modified lockdown for security-related emergencies. In many situations, children are safer in school than in the home or on the highway.

Following an emergency, our goal is to return to normal as quickly and safely as possible. Academy staff will assist our students and staff to deal with the emotional effects of an emergency. In addition, support materials will be provided to you to help discuss the emergency with your children.

## SCHOOL CLOSINGS & DELAYS

Celebration Christian Academy does not follow Howard County Public Schools with regard to closings and delays that are weather related. **We post our own closing and delay information.** If you tune in to WBAL radio 1090 am or the following cable television channels: Fox 45 & 5, 2, 4, 7, 11, 13. We will post as "Celebration Christian Academy."

### SCHOOL CLOSING

- \* Students do not attend schools.
- \* All school-sponsored activities are cancelled.
- \* All after-school and evening activities scheduled in school facilities are cancelled.

### LATE START/EARLY DISMISSAL

- \* Students report later than usual or are dismissed before the established dismissal time.
- \* When the Academy dismisses early for emergency situations, all school-sponsored activities are cancelled.
- \* When the Academy dismisses early for emergency situations, after-school and evening activities, both school and non-school, scheduled in school facilities are cancelled.

## EMERGENCY SITUATIONS/LOCKDOWN

### LOCKDOWN

1. An announcement is made by runner of the lockdown status.

2. If it is safe to do so, all students and staff are moved into the building.
3. All interior and exterior doors are locked. No one is to enter or leave the building.
4. If it is safe to do so, blinds and shades are drawn. If the room is without window coverings, lights are turned off.
5. A "**Lockdown**" sign is placed on the outside of the main door.
6. If the situation warrants, students and staff sit or lie on the floor.
7. All students and staff are accounted for.
8. Staff and students remain in lockdown until a staff member they recognize assures them it is safe to unlock doors.

This action is considered appropriate for, but not limited to, situations that involve extreme violence and/or gunfire and that immediately and directly affect the school site.

#### **MODIFIED LOCKDOWN**

1. An announcement is made by runner of the modified lockdown status.
2. All students and staff are accounted for.
3. Outdoor activities (recess, physical education, etc.) cease immediately and do not resume until further notice.
4. All exterior doors are locked and main doors monitored with access restricted. Identification required for all entering.
5. If the situation warrants, blinds and shades are drawn or if the room is without window coverings, lights are to be turned out.
6. A "**Modified Lockdown**" sign is placed on the outside of the main door.
7. Normal activity continues within the building.
8. School remains in modified lockdown until notice to resume normal routine is given by Academy office staff or designated person.

This action is considered an appropriate response to violence, criminal activity, or any other situation that has the potential to affect the school site.

#### **SHELTER IN PLACE**

1. An announcement made by runner of sheltering-in-place status.
2. All staff and students report to assigned classrooms as quickly as possible.
3. Doors and windows are shut immediately.
4. All students and staff are accounted for.
5. If incident warrants, tape is placed around doors, windows, and vents; and wet towels are placed at the bottom of doors.
6. The HVAC system is shut off.
7. A "**Sheltering-in-Place**" sign is placed on the outside of the main door.
8. Students and staff standby until given directions by Academy office staff or designated person.

This action is considered appropriate for situations such as hazardous materials releases, nearby fires, and bio-terrorism.

#### **EVACUATION (ON SITE AND OFF SITE)**

1. Fire alarm or horn signal is sounded. If the situation allows, an announcement regarding the nature of the emergency is made over the public address system.
2. During an **on-site** evacuation, students and staff exit the building according to the evacuation plan and assemble in pre-determined locations. The same procedure is used for **off-site** evacuation except that staff and students are transported or walk to a pre-determined off site location.
3. All students and staff are accounted for.  
Students and staff remain in the evacuation area and await instructions from Academy office staff or designated person.

This action is considered appropriate for, but is not limited to, situations such as floods, fires, hazardous materials incidents, or other situations that may render the school site unsafe.

## FIRE EVACUATION PLAN

Exit drills will be held several times a year. Students should be instructed as to necessary procedures that include silently and quickly walking to a designated area outside the building. Staff members in charge will accompany children. Once outside, attendance is taken immediately, and the Exit Drill Form is completed and given to the Academy office. Students are to remain in class lines until notified to return to the building. It is important that staff members model appropriate behavior during an exit drill.

- \* Teachers will lead their class quietly to the exit nearest their classroom location. Classes will be lined up quietly and walk briskly to assigned exit. Once outside the building in the assigned area, students will remain in line and wait quietly for the teacher to take attendance. After attendance has been taken students are to remain in the assigned area until it is announced that the drill is over and the teacher leads them back to class.

### **1<sup>ST</sup> LEVEL CLASSROOMS EXITS**

- A. CLASS ROOM #1
  - 1. Teacher immediately gets attendance folder. Quietly line up. Exit the side door exit past the hallway lockers and to the right.
  - 2. Proceed straight across the field to the fenced off playground.
- B. CLASS ROOM #2 AND ROOM #3
  - 1. Teacher immediately gets attendance folder. Exit the side door past the water fountain.
  - 2. Follow the concrete path outside proceeding to the curb. Then cross the street to the grassy field and walk on the grass strip toward the large grassy area adjacent to the main parking lot.

### **2<sup>ND</sup> FLOOR CLASSROOMS**

- A. NURSERY AND ROOM 23-24
  - 1. Teacher immediately gets attendance folder. Exit the side sanctuary exit.
  - 2. Proceed down the asphalt path and meet under the large tree in the grassy area near the Safeway parking lot.
- B. CLASS ROOM #25, 26, AND 27
  - 1. Teacher immediately gets attendance folder. Exit the "Main Sanctuary Exit."
  - 2. Meet under the large tree in the grassy area near the Safeway parking lot.
  - 3.

It is important not to use elevators during these drills. The exit should be expeditious, even if that means the students do not have coats.

### **ATTENDANCE FOLDER CONTENTS:**

- 1. Class List
- 2. Fire Drill Attendance Form
- 3. Map Of Exit Route From Classroom (On Outside Of Folder)
- 4. Pen And Pencil



Celebration Christian Academy

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*2007-2008*

***Core Subject  
Instructional  
Objectives***



## BIBLE [DAILY]

Bible is taught daily throughout the entire school year. The purpose of Bible instruction at Celebration Christian Academy is to produce students who are equipped to defend the Christian faith, forcefully advance the Kingdom of God, and win in life (2 Timothy 3:16). Winning in life begins with having a personal relationship with Jesus Christ and growing in that relationship through prayer, praise and worship, and meditation on God's word. Our students will learn essential truths in God's word that will allow them to stay on course for God's purpose (Matthew 22:29).

Celebration Christian Academy students learn the doctrinal tenets of Christianity, have an opportunity to receive salvation, and learn to be competent with their Bible. Grades K3 - K5 utilize the *ABeka* program as the resource to accomplish our Bible instructional goals. Students begin memorizing Bible verses in the K3 class.

In our 1<sup>st</sup> - 5<sup>th</sup> grade Bible program, *Positive Action for Christ* is the resource of choice. *Positive Action for Christ* student workbooks engage our students in critical thinking around God's word. Weekly activities include writing about life application of scripture, reading and answering questions about specific Bible verses, scripture memorization, and other activities.

### Grade-level Instructional Goals

#### K3 Bible

- Students will understand who God is: Trinity, Creator, etc.
- Students will learn that the Bible is God's word.
- Students will learn why and how to worship.
- Students will practice praise and thanksgiving.

#### K4 Bible

- Students will learn about salvation.
- Students will learn God's character and attributes.
- Students will understand God's Creation.

#### K5 Bible

- Students will learn to allow the Holy Spirit to work in their lives to

be transformed into the image of Christ.

- Students will develop an understanding of and practice of praise and worship.
- Students will memorize and apply the Word of God.
- Students will discover major characters throughout the Bible and examine the impact of their actions on our lives.

#### 1<sup>st</sup> Grade Bible

- Students will be able to articulate how a person is saved and what that means.
- Students will be able to discuss the many gifts of love God has provided us.
- Students will learn about Jesus Christ and God's care for us.
- Students will study the many aspects of Creation.
- Students will study about our families, friends, and possessions.

#### 2<sup>nd</sup> Grade Bible

- Students will be able to articulate how a person is saved and what that means.
- Students will be able to discuss a variety of Bible topics.
- Students will be able to analyze the lives of Biblical personalities for examples of how God deals with individuals.
- Students will be able to understand the sequential events and patterns found in the Bible.
- Students will be able to define character traits that coincide with Biblical teachings.
- Students will apply Biblical concepts to their own lives, which will be evident by their behavior and interaction with others.

#### 3<sup>rd</sup> Grade Bible

- Students will be able to articulate how a person is saved and what that means.
- Students will learn to rely on the Bible as a manual for living and spiritual growth.
- Students will learn that the Bible is God-breathed and gain an overall understanding of the components of

the Old Testament: Books of Law, Books of History, Books of Poetry, Books of Wisdom, and Books of Prophecy. The Gospels in the New Testament will be examined.

- Students will gain an in depth understanding of the lives of Abraham, Jacob, Joseph, and Daniel.

#### 4<sup>th</sup> Grade Bible

- Students will be able to articulate how a person is saved and what that means.
- Students will study the life of Jesus Christ from the Gospels.
- Students will study the Holy Spirit from the Gospels, Acts, and Epistles.
- Students will develop an understanding of how Christian character develops using Paul's Epistles and his life from the Book of Acts.

#### 5<sup>th</sup> Grade Bible

- Students will be able to articulate how a person is saved and what that means.
- Students will survey the Old Testament.
- Students will gain a clearer perspective of how the stories of the Old Testament fit together into one pattern.

## LANGUAGE ARTS [DAILY]

God's use of language (words) to establish the earth in the beginning and the Bible's repeated admonitions to carefully use the power of verbal communication (Proverbs 15: 2, 4, 7, 23, 28 / Proverbs 12: 14, 18 / Proverbs 18:21), as well as all components of the language arts (Habakkuk 2:2, Deuteronomy 6:9, 1 Corinthians 4:6, John 20:31), both serve to underscore the importance of the language arts. Reading, Writing, Grammar, Spelling/Vocabulary, and Effective Verbal Communication are 5 core areas of study/instruction received by students of Celebration Christian Academy.

Grammar - Understanding the structural relationships in language and the rules implicit in a language both serve as a springboard for great readers, writers, and verbal communicators. *Shurley English* is the instructional resource used for our grammar instruction. *Shurley English* is a unique program in that it is almost entirely classroom contained, as students are actively engaged in the learning of grammar rules and application of these rules. Grammar will produce very little homework.

Students learn parts of speech and sentence classification through exercises involving musical jingles and a series of questions, called question answer flows, which allow them to properly identify parts of speech and their functions. Vocabulary development and writing are also a part of the *Shurley English* program.

Reading - Students are instructed for reading with fluency and increasingly complex comprehension skills. Reading serves to expand a student's vocabulary and spelling competency, as well as expand horizons by exposing students to new information, people, and places. Even more importantly, Celebration Christian Academy students will be able to rightly divide the Word of God and achieve mastery in all subject areas because of the premium we place on reading.

Students in 3<sup>rd</sup> through 5<sup>th</sup> grade utilize Christian Schools International *A World of Literature* anthologies for reading,

writing, and comprehension. Students in K5 through 2<sup>nd</sup> grade utilize *ABeka* readers.

All students will learn a selected list of high frequency words posted in the classroom on a word wall. These high frequency word lists were developed by researchers E.W. Dolche, Edward Fry, and several others. They have concluded that the 100 most common words make up over 50% of the material we read.

Spelling/Vocabulary - Spelling strategies are taught at each grade level, beginning with basic phonics rules and weekly spelling tests utilizing the *ABeka* resource in 1<sup>st</sup> - 5<sup>th</sup> grade. Students in 3<sup>rd</sup> - 5<sup>th</sup> grade will expand their vocabularies through vocabulary studies correlated with their reading, spelling, and grammar

Writing - Written communication skills will allow our students to effectively share the truth of Jesus Christ with those outside of their immediate sphere of influence. The ability to write effectively is also an increasingly essential skill for successful students. Additionally, reading skills are also strengthened by writing. Celebration Christian Academy students are taught writing mechanics and craft. They will be challenged to employ effective writing skills across the curriculum.

Effective Verbal Communication - Celebration Christian Academy students are coached in both presentation skills and interpersonal communication skills at every possible opportunity.

### GRADE-LEVEL INSTRUCTIONAL OBJECTIVES

#### K3 Language Arts

- Students will learn phonics - letter recognition.
- Students will learn phonics - letter sounds.
- Formation of vowels and consonants in upper and lower case.
- Students will learn listening skills and language development that includes color words, shapes, animals, transportation, countries, community helpers, etc.

- Students will practice manuscript writing of the alphabet.
- Students will learn high frequency words from their word wall.

#### K4 Language Arts

- Sounding of blends and one- and two-vowel words.
- Reading of sentences and stories with one- and two-vowel words
- Formation of letters, blends, and words.
- Students will learn the writing of their name in manuscript.
- Students will memorize poetry
- Students will engage in language development and listening skills that include color words, shapes, animals, transportation, countries, community helpers, etc.
- Students will learn high frequency words from their word wall.

#### K5 Language Arts

- Sounding of blends and one- and two-vowel words and words with special sounds.
- Beginning phonics rules and special sounds.
- Reading of sentences and stories from leveled readers.
- Writing letters, blends, words, sentences and name in cursive.
- Recognition of sentences by capital letters and periods.
- Numerous poems committed to memory.
- Students will learn high frequency words from their word wall.

#### 1<sup>st</sup> Grade Language Arts

- Students will learn the basics of sentence structure and what a complete sentence is versus a fragment.
- Students will learn language mechanics related to capitalization.
- Students will learn various punctuation types, rules, and usage.
- Students learn the basics of paragraphing and various types of writing.
- Students will practice speaking and listening skills.

- Students will have a weekly phonics based spelling word lists and reinforcement activities.
- Students will read orally.
- Students will be introduced to classic literature.

#### 2<sup>nd</sup> Grade Language Arts

- Students will learn more about sentence structure.
- Students will become familiar with reference resources such as the dictionary, library, and the parts of a book.
- Students will reinforce, expand, and build upon their knowledge of language mechanics (capitalization and punctuation).
- Students will gain more experience with paragraphing as well as expository, persuasive, descriptive, and narrative writing.
- Students will practice journal writing.
- Students will practice speaking and listening skills.
- Students will read orally.
- Students will read for pleasure and independently outside of the classroom.
- Students will be introduced to classic literature.
- Students will have a weekly, phonics-based spelling list.

#### 3<sup>rd</sup> Grade Language Arts

- Students will learn more about sentence structure.
- Students will learn about quotations.
- Students will build upon their knowledge of reference resources.
- Students will learn the basics of outlining.
- Students will gain more experience with paragraphing.
- Students will write letters, poems, and practice journal writing.
- Students will practice creative writing.
- Students will practice speaking and listening skills.
- Students will explore tall tales.
- Students will be read classic literature.

- Students will have a weekly, phonics-based spelling list.

#### 4<sup>th</sup> Grade Language Arts

- Students will expand and build upon their knowledge of sentence structure.
- Students will solidify their knowledge of quotations.
- Students will build upon their knowledge of reference resources.
- Students will gain more experience with paragraphing.
- Students will learn outlining.
- Students will be read classic literature.
- Students will explore tall tales.
- Students will explore autobiographies.
- Students will practice journal writing.
- Students will practice speaking and listening skills.
- Students will have a weekly, phonics-based spelling list.

#### 5<sup>th</sup> Grade Language Arts

- Students will continue expanding and building upon their knowledge of sentence structure
- Students will solidify their knowledge of language mechanics
- Students will practice outlining
- Students will learn and practice the writing of research reports
- Students will study similes and metaphors.
- Students will practice essaying in expository and persuasive writing
- Students will practice journal writing.
- Students will practice speaking and listening skills.
- Students will be read classic literature.
- Students will explore tall tales.
- Students will have a weekly, phonics-based spelling list.

## MATH [DAILY]

God has blessed His creation with time and innumerable things to count, as well as measure. In order to be good stewards of all that God has blessed us with in His creation, the basic math skills of addition, subtraction, multiplication, and division are a must as well as the understanding of higher order math concepts. Because of the need for order and precision in mathematics, our students will also be able to better exercise good stewardship of the resources our God has given us, for He is a God of order. (Isaiah 28:10, Exodus 30:13)

The Celebration Christian Academy instructional goals for mathematics were comprised based upon standards from the National Council for Teaching Mathematics, the Maryland State Department of Education Voluntary Curriculum, and the Howard County Public School System's curriculum. Our math program utilizes the *Association of Christian Schools International* textbook series in grades 1 -5. Various other resources will also be used to cover all of the content in our instructional goals.

### GRADE-LEVEL INSTRUCTIONAL GOALS

#### K3 Math

- Students will be able to count in sequence from 1 to 30.
- Students will learn 1 to 1 correspondence.
- Students will understand that the last word that they state in counting tells "how many".
- Students will learn to recognize numbers 1-20.
- Students will learn to write numbers.
- Students will be able to recognize days and months of the year.
- Students will be able to identify basic geometric shapes and find them in their environment.
- Students will be able to understand relative positions of objects using vocabulary such as "above", "below", and "next to".

#### K4 Math

- Students will be able to count in sequence from 1 to 150.
- Students will be able to recognize numbers 1 - 150.
- Students will be able to identify numbers largest and smallest 1-30.
- Students will learn 1 - 5 addition facts.
- Students will be able to compare quantities 1-20, using language such as "more than" and "less than".
- Students will be able to identify objects as "the same" or "different," and "more" or "less" on the basis of attributes they can measure. They will be able to identify measurable attributes such as length and weight.

#### K5 Math

- Students will understand time, weather, money value.
- Students will be able to recognize, count, and write 1 to 150.
- Students will be able to count and write by 2's, 5's, and 10's to 100
- Students will learn addition facts through 10, aided by manipulatives.
- Students will be introduced to subtraction.
- Students will use numbers to represent quantities and to solve quantitative problems.
- Students will learn to count backward.
- Students will be able to quickly recognize the number in a small set
- Students will be able to apply geometric ideas such as shape and spatial relationships.
- Students will be able to identify, name, and describe a variety of shapes including squares, triangles, circles, rectangles, and regular polygons, such as pentagons and hexagons.
- Students will be able to identify, name, and describe three dimensional shapes as spheres, cubes, and cylinders.

- Students will understand, discuss, and create simple navigational directions (i.e. "Walk forward 10 steps, turn right, and walk forward 5 steps).
- Students recognize, duplicate, and extend simple number patterns.

#### 1<sup>st</sup> Grade Math

- Students will learn to read and write numbers to the hundreds place value.
- Students will begin exploring various geometric patterns and functions (slide, turn, flip, symmetry).
- Students will learn to read and interpret tables, bar graphs, and pictographs.
- Students will learn addition and subtraction basic facts and regrouping.
- Students will understand addition and subtraction by using a variety of means to model "adding to," "taking away from," and "comparing" situations.
- Students will understand the connections between counting and the operations of addition (i.e. adding two is the same as counting on two).
- Students will learn to identify fractions and understand them as parts of a whole.
- Students will be able to solve problems by: drawing a picture, using try and check, applying spatial reasoning, writing a number sequence, and explaining solutions through oral and written communication.
- Students will be able to describe, extend, and create a variety of patterns.
- Students will be able to compare and order whole numbers (to 200) to develop and understanding of and solve problems involving the relative sizes of these numbers.
- Students compose and decompose plane and solid figures.

- Students will be able to represent numbers on a number line.
- Students will be able to understand the difference between odd and even numbers (i.e. "Even numbers of objects can be paired, with none left over.
- Students will be able to name the days of the week and months of the year.
- Students will be able to tell time to the hour, the half hour, and quarter hour.
- Students will be able to measure in inches, centimeters, and pounds.
- Students will be able to identify the names and values of coins: penny, nickel, dime, quarter, half-dollar, and dollar.

#### 2<sup>nd</sup> Grade Math

- Students will be able to compute single, two, and three digit numbers using addition and subtraction.
- Students will be introduced to multiplication concepts and tables for numbers 1 - 10.
- Students will understand that multiplication is repeated addition through problem solving involving multiplicative situations.
- Students will be able to interpret and analyze data presented on circle graphs, pictographs, bar graphs, and tables.
- Students will further develop their understanding of base ten numeration and place value to the ten thousands.
- Students will understand multi-digit numbers in terms of place value, recognizing that place value represents sums of multiples of powers of ten (i.e. 853 as 8 hundreds + 5 tens + 3 ones).
- Students will use place value and properties of operations to create equivalent representations of given numbers (such as 35 represented by 35 ones, 3 tens and 5 ones, or 2 tens and 15 ones).

- Students will be able to identify numeric patterns and relationships.
- Students will be able to tell time and count money accurately.
- Students will be able to develop quick recall of addition and subtraction facts.
- Students will develop and understanding of the meaning and processes of measurement, including such concepts as partitioning (the mental activity of slicing the length of an object into equal-sized units) and transitivity (i.e. if object A is longer than object B and object B is longer than object C, then object A is longer than object C).
- Students will further extend their understanding of fractions.
- Students will use number patterns to extend their knowledge of properties of numbers and operations (i.e. when skip counting, they build foundations for understanding multiples and factors).

### 3<sup>rd</sup> Grade Math

- Students will be able to complete addition and subtraction problems with and without regrouping.
- Students will understand place value to the millions.
- Students will be able to perform mental math with addition, subtraction, multiplication, and division.
- Students will be able to identify place values and round numbers through the millions place value.
- Students will master multiplication facts for numbers 1-12.
- Students will understand multiplication through representations such as equal-sized groups, arrays, area models, and equal jumps on number lines.
- Students will be introduced to division facts for numbers 1-12.
- Students will understand the meaning of division through

representations such as successive subtraction and partitioning.

- Students will relate multiplication and division as inverse operations.
- Students will be able to express numeric relationships using =, <, >
- Students will be able to compare numbers using =,  $\neq$ , <, > .
- Students will be able to read temperatures in Fahrenheit and Celsius.
- Students will further develop their knowledge of fractions to represent parts of a whole and a set, and equivalents.
- Students will understand that the size of a fractional part is relative to the size of the whole.
- Students will use fractions to represent numbers that are equal to, less than, or greater than one.
- Students will be able to solve problems that involve comparing and ordering fractions by using models, benchmark fractions, or common numerators or denominators.
- Students will be able to understand and use models, including the number line, to identify equivalent fractions.
- Students will be able to describe characteristics of shapes including congruency, similarity, and symmetry.
- Students will be able to tell time to the minute.
- Students will be able to read and record time from an analog and digital clock.
- Students will be able to determine elapsed time in half hour and quarter hour increments.
- Students will be able to identify vertices, faces, and edges of a solid figure.
- Students will be able to solve problems by: making an organized list, using special reasoning, writing an equation, using written and oral communication.

- Students will be able to organize and analyze data in tables, bar graphs, pictographs, pie charts, and line plots.
- Students will be able to predict future outcomes based on data already known.
- Students will be able to complete constructed response items for various content already taught.

#### 4<sup>th</sup> Grade Math

- Students will master basic math facts and computations (addition, subtraction, multiplication, division), which includes an understanding of the concepts.
- Students will master fraction concepts (addition, subtraction, unlike denominators, fractions as decimals, changing improper fractions, mixed numbers).
- Students will master division concepts (quotients, divisors, remainders, remainders as fractions).
- Students will master problem solving strategies
- Students will learn measures (metric, traditional, capacity, weight, distance).
- Students will be introduced to algebraic equations.
- Students will understand decimal notation as an extension of the base-ten system of writing whole numbers.
- Students will be able to relate their understanding of fractions to reading and writing decimals, identifying equivalent decimals, comparing and ordering decimals, and estimating decimal or fractional amounts in problem solving.
- Students will be able to add and subtract decimals.
- Students will be able to name and identify numbers to the hundred millions place value.
- Students will be able to find numerical averages.

- Students will be able to find the perimeter of regular and irregular geometric shapes.
- Students will be able to recognize area as an attribute of two dimensional regions.
- Students will learn to quantify area by finding the total number of same-sized units of area that cover the shape without gaps or overlaps, while estimating for any partial units on the shape.
- Students will understand that a square that is 1 unit on a side is the standard unit for measuring area.
- Students will understand the formula for area as  $A = l$  (length)  $\times$   $w$  (width).
- Students will understand that area is always given in square units and make a connection to the understanding of the standard unit for measuring area as a square 1 unit on a side.
- Students will be able to measure and classify angles.
- Students will be able to solve problems by making bar graphs, pictographs, pie graphs, and line plots.
- Students will further develop knowledge identifying, describing, and extending numeric patterns involving all operations and non-numeric growing or repeating patterns.
- Students will deepen their understanding of two-dimensional space by using and creating tessellations.
- Students will be able to complete constructed response items for various content already taught.

#### 5<sup>th</sup> Grade Math

- Students will continue to reinforce their knowledge of basic math facts and computations (addition, subtraction, multiplication, division).
- Students will read and write numbers to the billions place.

- Students will learn to analyze, collect, and design statistics data.
- Students will learn to multiply and divide decimals.
- Students will apply their understanding of various models for division, place value, and the relationship of division to multiplication to find quotients involving multi-digit dividends.
- Students will be able to select appropriate methods and apply them accurately to estimate quotients or calculate them mentally.
- Students will develop fluency with efficient procedures, including the standard algorithm for division (If we divide or share a number into  $x$  number of groups, how many should be in each group?), understand why the procedures work (on the basis of place value and properties of operations), and use them to solve problems.
- Students will be able to apply their understandings of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators.
- Students will develop a fluency for adding, subtracting, and multiplying decimals.
- Students will be able to make reasonable estimates of fraction and decimal sums and differences.
- Students will be able to add and subtract decimals to solve problems, including problems involving measurement.
- Students will gain a more in depth understanding of ratio, percent, and proportion.
- Students will analyze the properties of polyhedral solids, describing them by the number of edges, faces, or vertices.
- Students will recognize volume as an attribute of three dimensional space.

- Students will understand that they can quantify volume by finding the total number of same-sized units of volume that they need to fill the space without gaps or overlaps.
- Students will understand that a cube that is 1 unit on an edge is the standard unit for measuring volume.
- Students will be able to select appropriate units, strategies, and tools for solving problems that involve estimating or measuring volume.
- Students will be able to find surface areas and volumes of prisms.
- Students will be able to find and justify relationships among the formulas for the areas of different polygons.
- Students will be able to find surface areas and volumes of prisms.
- Students will be able to measure necessary attributes of shapes to use area formulas to solve problems.
- Students will be able to identify equilateral, scalene, and isosceles triangles.
- Students will be able to measure and construct angles with a protractor.
- Students will be able to determine supplementary angles.
- Students will apply their understanding of whole numbers, fractions, and decimals as they construct and analyze double-bar and line graphs.
- Students will be able to use ordered pairs on coordinate grids.
- Students will explore contexts that they can describe with negative numbers (i.e. situations of owing money or measuring elevations above and below sea level).
- Students will be able to complete constructed response items for various content already taught.

## SOCIAL STUDIES [DAILY IN UNIT BLOCKS]

Social Studies is for the purpose of teaching our students about the people, places, events, and systems in the world around us. From learning about their own neighborhoods our students progressively expand their understanding of their surroundings to the people interactions, government systems, economic systems, and history that has shaped the world, as well as the geography which is the stage on which all of this has taken place. The history and geography of our world begin with God and is focused on one end. (all being drawn unto God to receive salvation.)

In order to completely understand the Bible within historical context knowledge of history and geography is important (for example 2 Chronicles 15:5 highlights the importance of knowing history and geography for safety and an understanding of human relationships across societies or social studies).

Additionally, in order to fulfill the Great Commission (Matthew 28:16-20), which instructs us to go and make disciples of all nations, students must have a sense of their surroundings, their spatial relationship to their environment, their relationship to their country, and their relationship to the nations (an example of the usefulness of such knowledge is found in Judges 11:18).

Our Primary School students (K-3 through K-5) will utilize the *ABeka* resources and selected resources from our library media center. 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> grades will use *Pearson-Core Knowledge* textbook resources, as well as print and electronic media from our library media center.

For their study of Maryland, the 4<sup>th</sup> grade will use the *Maryland Adventure* textbook. The 4<sup>th</sup> grade students also do a Maryland State Notebook and the 5<sup>th</sup> grade students do a Nation Notebook, both utilizing *ABeka* materials for these independent research projects.

### GRADE-LEVEL LEARNING OBJECTIVES

#### K3 Social Studies

- Students will learn about communities.

- Students will learn about their world.
- Students will develop their fine motor skills.
- Students will develop social skills to include belt knowledge, table manners, use of buttons, and zippers.

#### K4 Social Studies

- Students learn more about their community.
- Students learn more about the world around them.
- Students will begin to begin to develop map skills.
- Students will further develop their fine motor skills.
- Students will master social skills to include belt knowledge, table manners, use of buttons, and zippers.

#### K5 Social Studies

- Students will learn about family and neighbors.
- Students will study children around the world.
- Students will be able to identify the roles of members and leaders of a group.
- Students will be able to list places located in most communities (i.e. schools, hospitals, stores, police station, etc.).
- Students will be able to describe their community and tell where they live.
- Students will be able to identify a map and its purpose in finding places in the community.
- Students will recognize the globe as a model of the earth.
- Students will be able to compare a map and a globe.
- Students will be able to distinguish between land and water on a globe.
- Students will be able to identify the state and country in which they live.
- Students will be able to identify Washington D.C. as the nation's capital.

- Students will be able to match symbols in a map key to features on a map.

#### 1<sup>st</sup> Grade Social Studies

- Students will be able to place key school/class/ family events in chronological order using a timeline.
- Students will be able to identify causes and effects of events.
- Students will be able to identify the goods and services available in communities.
- Students will be able to give examples of specialized work people do in communities.
- Students will be able to compare the ways people lived in the past (food, clothing, shelter, transportation, communication, responsibilities) with the present.
- Students will be able to use maps and globes to locate places and their physical (natural) and human-made features.
- Students will be able to define north, south, east, and west as directions and identify them on a globe and map.
- Students will be able to use a map and a globe to locate the United States, Mexico, the Atlantic and Pacific Oceans, and all of the continents.
- Students will be able to describe and compare the culture (food, tradition, holidays, art, etc.) of people living in various parts of the world (Mexico and two other countries on different continents).

#### 2<sup>nd</sup> Grade Social Studies

- Students will be able to identify and describe the characteristics and purpose of maps and globes.
- Students will be able to construct maps to locate and describe places using map elements
- Students will be able to use a map and globe to locate and identify the continents, oceans, the equator, and the Southern and Northern Hemispheres.

- Students will be able to identify and explain the principles of U.S. government expressed in stories, song, and symbols (US Flag, Liberty Bell, Statue of Liberty, eagle, pledge to the flag, and monuments).
- Students will be able to identify landmarks of our national capital and state capital.
- Students will encounter Civil Rights leaders and their contribution to the shaping of the present day United States.
- Students will be able to recognize that the fifty states have unique physical and human-made features and identify factors that affect where people settle.
- Students will understand and be able to explain the importance of civic participation.
- Students will be able to identify a region as an area with one of more common geographic characteristics.
- Students will understand that Maryland is in the Mid-Atlantic region.
- Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.

#### 3<sup>rd</sup> Grade Social Studies

- Students will be able to explain the importance of individual and group participation in school and community improvement.
- Students will be able to describe basic economic concepts and relate them to examples in Howard County (goods, services, human, natural, and capital resources used in the production process).
- Students will be able to give examples of goods and services provided by government and paid for with taxes.
- Students will be able to place key events in chronological order.
- Students will study world rivers.

- Students will be able to construct and interpret maps by including relative distance and map elements.
- Students will explore North America and describe its physical and man-made features by using a variety of geographic tools.
- Students will be able to identify and explain the principles of U.S. government expressed in stories, song, and symbols (US Flag, Liberty Bell, Statue of Liberty, eagle, pledge to the flag, and monuments).
- Students will be able to describe how transportation and communication networks link communities.
- Students will be able to identify improvements in technology.
- Students will develop economic reasoning to understand historical and current status of economics principles.
- Students will use a variety of resources and sources to learn about Canada.
- Students will be able to identify geographic characteristics that affect where people settle in Canada.
- Students will be able to explain the values and principles represented by the design of the national flag of Canada.

#### 4<sup>th</sup> Grade Social Studies

- Students will complete their year-long independent research project, the Maryland State Notebook.
- Students will be able to describe the natural features of Maryland's geographic regions.
- Students will learn about the early Native American cultures of Maryland.
- Students will be able to describe the impact that European exploration had on Native American people in Maryland.
- Students will be able to identify the motives of different groups of people who migrated to the Maryland colony

- Students will be able to describe the contributions of past Maryland leaders and the structure of early government.
- Students will be able to describe the establishment of slavery and how it shaped life in Maryland.
- Students will be able to identify the locations of settlements in Colonial Maryland.
- Students will be able to explain Maryland's role in the war of 1812 and the contribution of individuals and groups such as: Francis Scott Key, Benjamin Banneker, Frederick Douglass, Harriet Tubman, the Freedman's Bureau, Clara Barton, etc.
- Students will be able to describe the changes in industry, transportation, education, rights, and freedoms in Maryland between 1800 and 1875 such as: roads and canals, slavery, B & O railroad, the National Road, immigration, public schools, and religious freedoms.
- Students will be able to describe the abolitionist movement in Maryland and conditions that led to the growth of the underground railroad in Maryland.
- Students will be able to identify reasons for the movement of people to, from, and within Maryland and geographic characteristics that affect how people live and work.
- Students will be able to explain how the growth of communities and suburbanization have changed the environment.
- Students will be able to analyze the powers, functions, and organization of the Maryland general Assembly.
- Students will be able to identify the role of local and state governments in Maryland's economy.
- Students will be able to describe the ways people can participate in the political process including voting, petitioning elected officials, and volunteering.

- Students will identify economic principles and processes that are helpful to producers and consumers when making good decisions.

#### 5<sup>th</sup> Grade Social Studies

- Students will be able to describe the religious, political, and economic motives of individuals who migrated to North America and the difficulties they encountered.
- Students will be able to describe interactions between early settlers and Native Americans.
- Students will be able to compare the political, economic, and social lives of people in New England, Mid-Atlantic, and the Southern Colonies.
- Students will study the geography of the United States and its regions.
- Students will examine Native American cultures and conflicts.
- Students will be able to describe the establishment of slavery and how it shaped life in Colonial America.
- Students will be able to describe the contributions of significant individuals and groups to the development of Colonial America.
- Students will be able to describe the causes of the American Revolution.
- Students will be able to describe the relationship between the colonists and British Government.
- Students will be able to discuss the drafting of the Declaration of Independence and its drafting.
- Students will be able to identify how democratic principles such as the rule of law, consent of the governed, representative democracy, and the limitation of power influenced our founding documents.
- Explain the characteristics of limited and unlimited government.
- Students will be able to describe the historical developments that led to the writing of the Constitution and Bill of Rights.
- Students will be able to compare the system of government under the

#### Articles of Confederation and the Constitution.

- Students will be able to describe the 3 branches of government and their powers.
- Students will be able to describe the power and responsibility of the Supreme Court.
- Students will be able to describe the significance of the Bill of Rights.
- Students will be able to describe ways people can participate in the political process including voting, petitioning elected officials, and volunteering.
- Students will further develop economic reasoning and their ability to identify economic principles and processes. They will also examine entrepreneurship through hands-on practical activities.

## SCIENCE/HEALTH [DAILY IN UNIT BLOCKS]

The purpose of science is for the understanding and exploration of God's creation. Scientific inquiry cannot be undertaken outside of an understanding of God as Creator. Science also gives a unique insight into God's character through the splendor of His creation (Romans 1:20).

The science program at Celebration Christian Academy is an inquiry-based program in which students have the opportunity to engage not only in reading about scientific concepts, but also real inquiry, application, and employment of the scientific method.

The Celebration Christian Academy science program is aligned with Howard County Public Schools curriculum standards and utilizes *Christian Schools International* textbooks in grades 1-5 (along with various science kits to facilitate the learning goals that require hands on activities) and *ABeka* in K3 through K5. .

### GRADE-LEVEL LEARNING OBJECTIVES

#### K3 Science

- Students will learn about God's Creation.
- Life forms - plants
- Life forms - animals

#### K4 Science

- Students will further explore God's Creation.
- Students will explore life forms
- Students will develop a reliance on God's Word to help them understand God's Creation and answer questions about it.
- Students will be introduced to the scientific method as a means to answer more specific questions about God's Creation.

#### K5 Science

- Students will develop a sense of wonder at the way God created them.
- Students will raise questions about the world around them and understand the scientific method as a means to answer those questions.

- Students will find the place and purpose of plants and animals in the order of creation.

#### Earth Science - Weather

- Students will observe and record daily weather.
- Students will be able to name the four seasons and describe how weather affects people's activities and clothing choices.
- Students will be able to describe changes that occur outdoors each season.
- Students will be able to classify weather conditions and events associated with each season.

#### Physical Science - Water

- Students will be able to observe and state that water takes the shape of its container, has weight, and takes up space.
- Students will observe and describe the changes in water as it freezes, melts, and evaporates.
- Students will observe and state that water flows in a downward direction because of gravity.
- Students will observe and conclude that water is absorbed by some minerals and is repelled by others.

#### Life Science - Living Things

- Students will be able to classify living things by similarities and differences.
- Students will be able to describe similar and unique qualities of people and some ways people change as they grow.
- Students will be able to observe and classify objects using the five senses.
- Students will state that plants are living things with the following basic needs: air, water, and light.
- Students will be able to distinguish between objects that once lived and objects that have never lived.
- Students will be able to describe the conditions necessary for seeds to sprout.
- Students will recognize that plants vary in size, shape, and color.

## 1<sup>st</sup> Grade Science

### **Life Science – Plants and Animals**

- Students will establish an understanding of the relationship of science to God’s Creation.
- Students will learn the scientific method.
- Students will explore, observe, and describe the characteristics of living things and components of a habitat.
- Students will be able to explain that habitats all over the world provide basic needs for the organisms living in them.
- Students observe and describe parts of plants and animals.
- Students will be able to describe the movement of organisms.
- Students will describe ways living things grow.
- Students will be able to predict and describe the interactions of plants and animals in a simulated habitat.
- Students will be able to design an investigation to answer a question.
- Students will be able to use balances, magnifiers, and non-standard measurement to gather information.

### **Earth and Space Science**

#### **Rocks and Fossils**

- Students will be able explore, observe, and describe the properties of rocks, fossils, and soil.
- Students will be able to explain that the earth is made of land, air, and water.
- Students will be able to classify rocks by shape, color, size, and texture.
- Students will be able to describe rocks in terms of relative size, from boulders to grains of sand.
- Students will be able to describe the Sun, Moon, and stars.
- Students will recognize that the sun produces heat and light.
- Students will read about the Sun, Moon, and stars.

### **Earth and Space Science**

#### **Rocks and Fossils**

- Students will be able to explore to explore, observe, compare, and describe pushing and pulling forces.
- Students will be able to use balance scales, spring scales, ramps, and non-standard measurement to test and record the effects of surface, shape, slope, and weight on movement of an object and push/pull force.

### **Physical Science**

#### **Properties of Matter**

- Students will be able to identify materials as solids or liquids.
- Students will be able to compare, describe, and classify materials and objects by color, size, shape, odor, weight, and texture.
- Students will observe that water can change from liquid to solid and back to liquid.
- Students will be able to observe and describe materials using light.
- Students will compare and describe objects made of different materials (wood, metal, plastic).
- Students will be able organize and record collected data.

## 2<sup>nd</sup> Grade Science

### **Life Science - Organisms**

- Students will be able to recognize and analyze God’s creation.
- Students will be able classify organisms as insects or non-insects.
- Students will compare the basic needs of an organism during different life stages.
- Students will use thermometers and magnifiers to gather information about insects and their habitats.

### **Earth and Space Science**

#### **Earth and Sky**

- Students will be able to observe changes in the Moon during the day and night.
- Students will be able to observe and describe the position and shape of the moon.

- Students will observe and record data about the position and apparent movement of the Moon over time.
- Students will observe and be able to describe properties of soil layers, water retention, and erosion of soil.

#### **Physical Science - Interactions**

- Students will explore, observe, and describe what happens when liquids are mixed with other liquids, and solids are mixed with liquids.
- Students will be able to make predictions about how liquids and solids will interact.
- Students will observe and record how materials change when heated.
- Students will measure and record water temperature.

#### **Physical Science - Matter in Water**

- Students will investigate and compare objects that sink or float in water and discover whether weight, shape, or material determines whether it sinks or floats.

3<sup>rd</sup> Grade Science

#### **Life Science**

##### **Life Science of a Plant**

- Students will be able to recognize the connection between science and God's authorship of all of Creation.
- Students will be able to observe and describe the needs of plants, the parts of plants, and the function of plant parts.
- Students will be able to describe the life cycle of plants from seed to fruit.
- Students will be able to describe the characteristics of seeds and how they travel.
- Students will conduct experiments to test factors that affect plant growth.

##### **Physical Science - Experimentation**

- Students will be able to conduct an experiment, including understanding the scientific method, independent variables (factors that change in an experiment), and dependent variables factors that stay the same in an experiment).

- Students will use various objects, such as balls, paper airplanes, and magnets to conduct experiments on the motion of objects.

#### **Physical Science - Heat, Light, and Sound**

- Students will identify sources of heat and compare materials that conduct heat.
- Students will observe and be able to describe how light and sound waves are produced and how they travel.

#### **Earth and Space Science**

##### **Weather and Objects in the Sky**

- Students will observe and describe different types of weather and their effect on the earth and the water cycle.
- Students will be able to observe the location of the stars, sun, and moon at the same time each day over time to draw conclusions about the patterns of movement as they relate to the seasons.
- Students will be able to relate the rotation of the earth to the 24-hour day-night cycle.

4<sup>th</sup> Grade Science

#### **Life Science -**

##### **Impact of the Environment**

- Students will observe that organisms have different structures that perform specific functions in growth and survival.
- Students will be able to explain that organisms have characteristics that help them survive in specific environments.
- Students will be able to explain how the food chain illustrates the interdependence of plants and animals.

##### **Earth and Space Science**

- Students will observe, classify, and collect evidence about the earth's composition.
- Students will be able to describe the effects of weathering, erosion, sedimentation, and earthquakes on the earth's surface.

- Students will be able to describe the effects of gravity on objects on or near the Earth.
- Students will be able to observe models of the solar system to compare the location, properties, movements of the earth, and other planets.

#### **Physical Science - Electricity**

- Students will be able to create series circuits using wires, bulbs, bulb holders and dry cells (batteries).
- Students will observe and be able to describe the flow of energy through simple and series circuits.
- Students will observe and be able to explain energy conduction through liquid solutions, magnetic force fields, and electromagnets
- Students will be able observe and describe the effects of static electricity charges.

#### **5<sup>th</sup> Grade Science**

#### **Life Science - Ecosystems**

- Students will be able to identify components of an ecosystem
- Students will be able to explain how environmental conditions limit the kind of living things that can survive
- Students will be able to cite evidence that living organisms change environments in ways that can be either beneficial or detrimental to themselves and other living organisms.
- Students will be able to describe the water cycle.
- Students will be able to explain how humans use of non-renewable natural resources can impact the environment.

#### **Earth & Space Science**

- Students will use models to describe celestial events cause by Earth's rotation on its axis and Earth's revolution around the sun.
- Students will be able to describe the physical properties of comets, asteroids and meteors.

- Students will understand that the sun serves as the main source of energy that powers the water cycle.
- Students will be able to conduct a simulation to describe the water cycle and explain its importance to the survival of living things.
- Students will be able to compare surface water flow and groundwater flow and identify their significance in the water cycle.
- Students will conduct investigations into the properties of bodies of water and the effects of those properties on organisms.

#### **Physical Science - Matter**

- Students will be able to identify, compare, and classify matter according to solids, liquids, and gasses.
- Students will be able to observe and describe physical and chemical properties of matter.
- Students will be able to describe the interactions of matter.
- Students will be able to describe the effects of heat on matter
- Students will observe and be able to describe physical and chemical changes in matter.
- Students will be able to identify the physical properties of mixtures and solutions.

#### **Physical Science - Forces and Motion**

- Students will be able to describe and compare the motion of objects using distance traveled, time, direction, and speed.
- Students will be able to conduct investigations to explain that changes in motion of an object are determined by the mass of the object and the amount of force applied to it.
- Students will be able to investigate and cite examples of stored energy and energy in motion.

