VALLEY CHRISTIAN SCHOOLS

Curriculum Guide

and

Academic Catalog

2024-2025

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Core Curriculum

Bible Department

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

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

Literacy/Language Arts and Foreign Language Department

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

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

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

Mathematics Department

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

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

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

Science Department

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

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

Social Studies Department

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

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

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

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

Physical Education & Health

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

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

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

Technology

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

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

Special Education

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

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

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

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

Gifted Education

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

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

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

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

Co-curricular Activities

Student Council

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

National Honor Society

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

Academic Decathlon

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

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

Fine and Performing Arts

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

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

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

Valley Christian Elementary

Kindergarten

English Language and Literacy

Kindergarten reading and writing instruction aligns to Ohio's Learning Standards.Grounded in the Science of Reading, the *Amplify CKLA* core curriculum resource combines content knowledge in history, science, literature, and the arts with explicit instruction in foundational reading skills.The two-stranded,120 minute literacy block provides 60 minutes of systematic and sequential phonics instruction so kindergartners develop the foundational skills needed to become fluent readers and writers. Teachers may also supplement the *Amplify CKLA* program with the Heggerty Kindergarten Curriculum. Using Heggerty, teachers systematically instruct and model essential phonemic awareness skills like rhyming, isolating final or medial sounds, blending and segmenting words, syllables, and phonemes, and adding, deleting, and substituting phonemes. Teachers use students' data to individualize instruction and teach students to set goals and self-monitor progress in reading and writing.

Mathematics

The McGraw Hill Reveal Mathematics program aligns to Ohio's Learning Standards for kindergarten mathematics instruction. The program utilizes a flexible, five-part lesson design, and teachers use this lesson design to assess and differentiate instruction for all learners. Kindergarten students develop counting and number sense skills through 100. They solve addition and subtraction problems within 10. Students sort objects and name and compare shapes. Kindergarteners also develop basic concepts of length, weight, area and capacity. Teachers use students' data in mathematics to individualize instruction, to encourage goal setting, and to provide students with tools to self-monitor their progress.

Social Studies

Through Ohio's Learning Standards for social studies, Kindergarten students will understand basic economic concepts, their role as a citizen, and that things and people have similarities and differences and also change over time. The students will use geographical representation and terms to describe their

surroundings. Kindergarten students will also discover culture, heritage, and democratic principles. Teachers utilize the *Studies Weekly* curriculum resource to support instruction. Social Studies goals will also be accomplished through read-aloud stories, technology, and hands-on activities and experiments.

Science

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

Bible – Kindergarten

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

Grade 1

English Language and Literacy

First grade reading and writing instruction aligns to Ohio's Learning Standards.Grounded in the Science of Reading, the *Amplify CKLA* core curriculum resource combines content knowledge in history, science, literature, and the arts with explicit instruction in foundational reading skills. The two-stranded,120 minute literacy block provides 60 minutes of systematic and sequential phonics instruction so first graders develop the foundational skills needed to become fluent readers and writers.Teachers may also supplement the *Amplify CKLA* program with the Heggerty Primary Curriculum. With Heggerty, teachers use increasingly complex words and tasks to instruct and model the essential phonemic awareness skills introduced in kindergarten. Teachers use students' data to individualize instruction and teach students to set goals and self-monitor progress in reading and writing.

Mathematics

The McGraw Hill Reveal Mathematics program aligns to Ohio's Learning Standards for first grade mathematics instruction. The program utilizes a flexible, five-part lesson design, and teachers use this lesson design to assess and differentiate instruction for all learners.First grade students learn strategies for solving more complex addition and subtraction problems and apply these new skills to solving word problems. First graders learn to understand the concept of tens and ones and to utilize this concept in addition (regrouping). Students are introduced to three-dimensional shapes as well as how shapes can be broken into parts or put together. They order objects by length and are introduced to strategies for telling time.Teachers use students' data to individualize instruction and teach students to set goals and self-monitor progress in mathematics.

Social Studies

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

Science

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

Bible

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

Grade 2

English Language and Literacy

Second grade reading and writing instruction aligns to Ohio's Learning Standards.Grounded in the Science of Reading, the *Amplify CKLA* core curriculum resource combines content knowledge in history, science, literature, and the arts with explicit instruction in foundational reading skills. The two-stranded, 120 minute literacy block provides 60 minutes of systematic and sequential phonics instruction so second graders continue to develop the foundational skills needed to become fluent readers and writers. Second grade teachers continue to supplement the *Amplify CKLA* program with the Heggerty Primary Curriculum, reinforcing important skills introduced in kindergarten and first grade. Teachers use students' data to individualize instruction and teach students to set goals and self-monitor progress in reading and writing.

Mathematics

The McGraw Hill Reveal Mathematics program aligns to Ohio's Learning Standards for second grade mathematics instruction. The program utilizes a flexible, five-part lesson design, and teachers use this lesson design to assess and differentiate instruction for all learners. Second grade students are introduced to two-step word problems. They solve word problems using money. Second graders add and subtract two-and three-digit numbers. They measure, estimate, and compare length and understand that length can be measured in different units. Students draw and use line graphs, bar graphs, and picture graphs. Second grade students start to develop strategies for mental math. Teachers use students' data to individualize instruction and teach students to set goals and self-monitor progress in mathematics.

Social Studies

In Ohio's Learning Standards, work serves as an organizing theme for second grade social studies. People earn money for work and use money to buy and sell goods and services. Students learn time can be shown graphically on calendars and timelines. They learn science, technology, and people have changed daily life and that artifacts, maps, and photographs can show change. Finally, second graders learn about personal and group accountability. Second grade teachers also utilize the *Studies Weekly* curriculum resource to support instruction. In addition, social studies goals will also be accomplished through read-aloud stories, technology, and hands-on activities and experiments. The *Amplify* CKLA knowledge block also provides additional instructional time for teaching second grade social studies.

Science

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

Bible

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

Valley Christian Intermediate School

Grade 3

English Language and Literacy

Third grade teachers implement the *Amplify CKLA* comprehensive language arts program, and students continue to develop their reading, writing, speaking, listening, and spelling skills. *Amplify CKLA* for grades 3-5 integrates foundational skills students have learned in grades K-2. Combined skills and knowledge lessons utilize increasingly complex texts from a variety of genres, close reading, and a greater emphasis on writing. Lessons are aligned with Ohio's Third Grade Learning Standards for English Language Arts. Informational texts continue to be rich in history, science, and the arts. Third grade writers receive instruction in writing strategies and generate narrative, informational, and persuasive writing pieces.

Mathematics

The McGraw Hill Reveal Mathematics program aligns to Ohio's Learning Standards for third grade mathematics instruction. The program utilizes a flexible, five-part lesson design, and teachers use this lesson design to assess and differentiate instruction for all learners. The ALEKS learning system will supplement mathematics instruction in third grade. ALEKS is a web-based, adaptive learning system that determines what students know and then instructs students in the topics they are ready to learn. Topics of study for third grade math include developing an understanding of multiplication, division, fractions, area, perimeter, and volume. Students will also describe and analyze two-dimensional shapes and solve multi-step word problems using all four operations. Third graders continue exploration of and practice with mass, temperature, time, and money. Systematic implementation of diagnostic online assessments allows teachers to individualize math instruction.

Social Studies

The third grade social studies curriculum is designed to ensure student mastery of the Ohio third grade social studies standards. Units of study from the *Studies Weekly* social studies curriculum as well as teacher designed units are utilized for classroom instruction. Our Community and Beyond is the content focus for third

grade social studies. Students grow in their understanding of their community by studying local history. Other topics of study include physical and political maps. Students will discover the parts of a map, learn about cardinal and intermediate directions, and about landforms. Third graders also explore roles and systems of government and cultures around the world. Students begin to develop an understanding of the economy by their study of production and consumption.

Science

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

Bible

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

Grade 4

English Language and Literacy

The fourth grade curriculum is aligned to Ohio's Learning Standards for English Language Arts. Fourth grade teachers implement the *Amplify CKLA* comprehensive language arts program, and students continue to develop their reading, writing, speaking, listening, and spelling skills. *Amplify CKLA* for grades 3-5 integrates foundational skills students have learned in grades K-2. Combined skills and knowledge lessons utilize increasingly complex texts from a variety of genres, close reading, and a greater emphasis on writing. Lessons are aligned with Ohio's Fourth Grade Learning Standards for English Language Arts. Informational texts continue to be rich in history, science, and the arts. Fourth grade writers receive instruction in writing strategies and generate narrative, informational, and persuasive writing pieces.

Mathematics

The McGraw Hill Reveal Mathematics program aligns to Ohio's Learning Standards for second grade mathematics instruction. The program utilizes a flexible, five-part lesson design, and teachers use this lesson design to assess and differentiate instruction for all learners. The ALEKS learning system will supplement mathematics instruction in fourth grade. ALEKS is a web-based, adaptive learning system that determines what students know and then instructs students in the topics they are ready to learn. Topics of study for fourth grade math include continued exploration of whole numbers, multi-digit multiplication and division, and application of multiplication and division skills to multi-step word problems. Fourth graders also explore the concepts of multiples and factors. Students will devote time to the study of fractions. They will find equivalent fractions and add, subtract, and multiply fractions. In addition, students will add and subtract mixed numbers. They will understand the relationship between fractions and decimals. Fourth graders begin a more in-depth study of geometry concepts when they learn about points, lines, rays, angles, and symmetry. Systematic implementation of diagnostic online assessments allows teachers to individualize math instruction.

Social Studies: Ohio In The United States

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

Science

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

Bible

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

Grade 5

English Language and Literacy

The fifth grade curriculum is aligned to Ohio's Learning Standards for English Language Arts. Fifth grade teachers implement the *Amplify CKLA* comprehensive language arts program, and students continue to develop their reading, writing, speaking, listening, and spelling skills. *Amplify CKLA* for grades 3-5 integrates foundational skills students have learned in grades K-2. Combined skills and knowledge lessons utilize increasingly complex texts from a variety of genres, close reading, and a greater emphasis on writing. Lessons are aligned with Ohio's Fifth Grade Learning Standards for English Language Arts. Informational texts continue to be rich in history, science, and the arts. Fifth grade writers receive instruction in writing strategies and generate narrative, informational, and persuasive writing pieces.

Mathematics

The McGraw Hill Reveal Mathematics program aligns to Ohio's Learning Standards for second grade mathematics instruction. The program utilizes a flexible, five-part lesson design, and teachers use this lesson design to assess and differentiate instruction for all learners. The ALEKS learning system will supplement mathematics instruction in fifth grade. ALEKS is a web-based, adaptive learning system that determines what students know and then instructs students in the topics they are ready to learn. Topics of study for fifth grade math include a more in-depth study of decimals. Students will read, write, compare, add, subtract, multiply, and divide decimals. Fifth graders also learn to divide fractions and solve word problems using multiplication and division of fractions. Students will also begin work with patterns and expressions. They will continue practice with volume as well as all types of graphs. Fifth graders are introduced to the coordinate plane and strategies for graphing points on the plan. Systematic

implementation of diagnostic online assessments allows teachers to individualize math instruction.

Social Studies: Cultural Geography of the West

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

Science

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

Bible

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

Grade 6

English Language and Literacy

The sixth grade curriculum is aligned to Ohio's Learning Standards for English Language Arts. The *Amplify ELA* blended curriculum resource for sixth-eighth grade students is designed to prepare middle level students for high school and beyond. Students engage with dynamic texts, hold important classroom discussions, and engage in meaningful digital experiences.Students develop ideas and opinions on relevant, real-world texts. They participate in interactive Quests, fun, week-long immersions into specific topics. *Amplify ELA* also provides differentiated supports to allow every student, regardless of fluency or ability level, to engage with the same complex texts and rigorous curriculum.

Mathematics

The McGraw Hill Reveal Mathematics program aligns to Ohio's Learning Standards for second grade mathematics instruction. The program utilizes a flexible, five-part lesson design, and teachers use this lesson design to assess and differentiate instruction for all learners. The ALEKS learning system will supplement mathematics instruction in sixth grade. ALEKS is a web-based, adaptive learning system that determines what students know and then instructs students in the topics they are ready to learn. Topics of instruction for sixth grade math include ratios, unit rates, and percentages. Students will continue practice with division of fractions, and addition, subtraction, multiplication, and division of decimals. Sixth graders also learn to understand absolute value and the concept of positive and negative numbers. Students will begin work with algebraic expressions and solving equations and inequalities. They will continue practice with volume as well as all types of graphs. Sixth graders are introduced to surface area and polygons within the coordinate plane. Systematic implementation of diagnostic online assessments allows teachers to individualize math instruction.

Social Studies: Cultural Geography of the East

Students will study the Eastern Hemisphere (Africa, Asia, and Europe), its geographic features, early history, cultural development, and economic change. Students will learn about the development of river civilizations in Africa and Asia, including their governments, cultures, and economic systems. The geographic focus includes the study of contemporary regional characteristics, the movement

of people, products and ideas, and cultural diversity. Students will develop their understanding of the role of consumers and the interaction of markets, resources and competition. Students will design an expedition for their country of choice, implementing information and conveying that information to their fellow classmates.

Science

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

Bible

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

Grade 7

English Language and Literacy

Ohio's Learning Standards for English Language Arts drive the seventh grade curriculum. The *Amplify ELA* blended curriculum resource for sixth-eighth grade students is designed to prepare middle level students for high school and beyond. Students engage with dynamic texts, hold important classroom discussions, and engage in meaningful digital experiences.Students develop ideas and opinions on relevant, real-world texts. They participate in interactive Quests, fun, week-long immersions into specific topics. *Amplify ELA* also

provides differentiated supports to allow every student, regardless of fluency or ability level, to engage with the same complex texts and rigorous curriculum.

Mathematics

The McGraw Hill Reveal Mathematics program aligns to Ohio's Learning Standards for second grade mathematics instruction. The program utilizes a flexible, five-part lesson design, and teachers use this lesson design to assess and differentiate instruction for all learners. The ALEKS learning system will supplement mathematics instruction in seventh grade. ALEKS is a web-based, adaptive learning system that determines what students know and then instructs students in the topics they are ready to learn. Topics of instruction for seventh grade math include addition, subtraction, multiplication, and division of positive and negative integers. Students will learn about terminating and repeating decimals. They will work on adding, subtracting, multiplying, and dividing rational numbers and use these skills to solve problems. Seventh graders also learn to understand proportional relationships and use this understanding to solve equations and other problems. In addition, students will solve problems with equations and inequalities. They will continue to study concepts of geometry as they learn about angles, transversals, area and circumference of a circle, and volume and surface area of solids. Seventh graders make statistical inferences and use statistical concepts to compare data sets. They will have a beginning understanding of probability concepts. Systematic implementation of diagnostic online assessments allows teachers to individualize math instruction.

World History: Ancient World to European Exploration

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

Science

The seventh grade science curriculum is designed to ensure student mastery of Ohio's Learning Standards.Teacher-designed units, *Discovery Science*, and

other curriculum resources are utilized for classroom instruction.Students utilize the scientific method in earth and space science, life science, and physical science.Specific topics of study focus on Earth's hydrologic cycle, patterns that exist in atmospheric and oceanic currents, the relationship between thermal energy and the currents, and the relative position and movement of the Earth, sun and moon. Students also study the empirical evidence for the arrangements of atoms on the Periodic Table of Elements, conservation of mass and energy, transformation and transfer of energy.In addition, the seventh grade science course includes study of the impact of matter and energy transfer within the biotic component of ecosystems. Students conduct experiments and participate in a variety of other hands-on activities.

Bible

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

Grade 8

English Language and Literacy

Ohio's Learning Standards for English Language Arts drive the eighth grade curriculum. The *Amplify ELA* blended curriculum resource for sixth-eighth grade students is designed to prepare middle level students for high school and beyond. Students engage with dynamic texts, hold important classroom discussions, and engage in meaningful digital experiences.Students develop ideas and opinions on relevant, real-world texts. They participate in interactive Quests, fun, week-long immersions into specific topics. *Amplify ELA* also provides differentiated supports to allow every student, regardless of fluency or ability level, to engage with the same complex texts and rigorous curriculum.

Mathematics (Grade 8)

The McGraw Hill Reveal Mathematics program aligns to Ohio's Learning Standards for second grade mathematics instruction. The program utilizes a flexible, five-part lesson design, and teachers use this lesson design to assess and differentiate instruction for all learners. The ALEKS learning system will supplement mathematics instruction in eighth grade. ALEKS is a web-based, adaptive learning system that determines what students know and then instructs students in the topics they are ready to learn. Topics of study for eighth grade math include properties of integer exponents, square roots, cube roots, and scientific notation. Students understand linear functions and graph functional relationships. They will work to understand the slope-intercept equation for a line and also to understand systems of equations for the purpose of solving systems of equations algebraically. Geometry concepts continue to be important with instruction in properties of transformation and angle relationships. Students solve problems with cylinders, cones, spheres, and the Pythagorean Theorem. Eighth graders develop an understanding of scatter plots and use them to organize and analyze data. Systematic implementation of diagnostic online assessments allows teachers to individualize math instruction.

Algebra I

The McGraw Hill Reveal Mathematics program aligns to Ohio's Learning Standards for Algebra I instruction. The ALEKS learning system will supplement Algebra I instruction. ALEKS is a web-based, adaptive learning system that determines what students know and then instructs students in the topics they are ready to learn. There are several critical areas of focus in Algebra I. Students study relationships between quantities and reasoning with equations. Students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. Linear and exponential relationships are another important topic. Students explore many examples of functions and deepen their understanding of functions as objects in their own right. Algebra I students study descriptive statistics and apply statistical analysis models learned in middle school in the context of real-world applications. Students explore distinctions between rational and irrational numbers in preparation for work with quadratic relationships. They strengthen their ability to see structure in and create quadratic and exponential expressions, create and solve equations, inequalities, and systems of equations involving quadratic expressions. (1 HS Credit)

American History: Colonialism to Reconstruction

Students will analyze the period of European Exploration through the Reconstruction period following the Civil War. Students will compare, contrast, evaluate, and synthesize information through the study of primary and secondary sources. Eighth graders will use knowledge gained in the study of American history to successfully complete formative, summative, and performance based assessments.

Science

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

Bible

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

Lewis Center for Gifted Learning Potential

Grade 3-Lewis Center

General Information

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

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

English/Language Arts

Reading

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

Writing

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

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

Math

The McGraw Hill Reveal Mathematics program aligns to Ohio's Learning Standards for third grade mathematics instruction. The program utilizes a flexible, five-part lesson design, and teachers use this lesson design to assess and differentiate instruction for all learners. The ALEKS learning system will supplement mathematics instruction in third grade. ALEKS is a web-based, adaptive learning system that determines what students know and then instructs students in the topics they are ready to learn. Khan Academy may also be utilized in third grade. Kahn Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace. Topics of study for third grade math include developing an understanding of multiplication, division, fractions, and area. Students will also describe and analyze two-dimensional shapes and solve multi-step problems. In addition, third grade students have the opportunity to participate in our Challenge 24 Math Program. This program utilizes the 24 Game to develop math skills like computation, number sense, problem solving, critical thinking, and the ability to see patterns.

Social Studies

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

Science

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

notebooks, conduct experiments, and participate in a variety of other hands-on activities.

Languages

Chinese

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

Grade 4-Lewis Center

General Information

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

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

English/Language Arts

Reading

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

Students also choose books from teacher created lists to read in literature circle settings. Teachers may also choose to utilize the *Amplify CKLA* core curriculum resource.

Writing

Fourth grade students receive instruction in the state of Ohio fourth grade writing standards. Students develop foundational writing and thinking skills that will serve as the basis for writing tasks and challenges they will encounter throughout their academic career. In preparation for writing more academic texts, fourth grade students will become proficient in thesis-driven persuasive essays, historical research reports, and literary essays written about fiction texts. Teachers may also choose to utilize the *Amplify CKLA* core curriculum resource.

Math

The McGraw Hill Reveal Mathematics program aligns to Ohio's Learning Standards for fourth grade mathematics instruction. The program utilizes a flexible, five-part lesson design, and teachers use this lesson design to assess and differentiate instruction for all learners. The ALEKS learning system will supplement mathematics instruction in third grade. ALEKS is a web-based, adaptive learning system that determines what students know and then instructs students in the topics they are ready to learn. Khan Academy may also be utilized in fourth grade. Kahn Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace. Topics of study for fourth grade math include developing fluency with multi-digit multiplication, finding quotients involving multi-digit dividends, developing an understanding of fraction equivalence and operations with fractions, and analyzing and classifying two-dimensional shapes. In addition, fourth grade students have the opportunity to participate in our Challenge 24 Math Program. This program utilizes the 24 Game to develop math skills like computation, number sense, problem solving, critical thinking, and the ability to see patterns.

Social Studies

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

Science

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

Languages

Chines

Fourth grade students learn to talk and conduct conversations on topics surrounding name, family, time, and foods through the YCT(Youth Chinese Test), Mrs. Kelly's class in Little Fox, and Duolingo. Students also continue their study of Chinese culture begun in third grade and participate in a more in-depth study of Chinese children's poems, songs, and crafts.

Grade 5-Lewis Center

General Information

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

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

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

English/Language Arts

Reading

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

Writing

Fifth grade students receive instruction in the state of Ohio fifth grade writing standards. Students continue to develop as critical readers and writers while utilizing the writing workshop class structure, allowing students to refine writing process skills while learning from the teacher and each other. Teachers may also choose to utilize the *Amplify CKLA* core curriculum resource.

Math

Our centers based approach to math instruction ensures student mastery of math standards at a pace appropriate for their individual level of skill development. Students who master grade level skills and standards move toward mastering the standards of the next grade level.Students receive standards-based instruction using Khan Academy integrated with On Core Mathematics. Topics of study for fifth grade math include developing fluency with addition and subtraction of fractions while developing an understanding of multiplication and division of fractions in some cases. Students extend division to 2-digit divisors, develop an understanding of volume, model numerical relationship with the coordinate plane, and classify two-dimensional figures by properties. In addition, fifth grade students have the opportunity to participate in our Challenge 24 Math Program. This program utilizes the 24 Game to develop math skills like computation, number sense, problem solving, critical thinking, and the ability to see patterns.

Social Studies

The fifth grade social studies course implements the History Alive! curriculum. The content focus for grade five social studies is Regions and People of the Western Hemisphere. Specific topics include Early American Civilizations, the New World, Colonial Williamsburg, and the Industrial Revolution. Social studies instruction is

student-centered with students engaging in many hands-on, small group activities during this course of study. Past projects have included group collaboration to study the Mayan, Aztec, and Incan civilizations. Students also engage in project-based learning on the topic of European exploration and early English settlements.

Science

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

Languages

Chinese

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

Grade 6-Lewis Center

General Information

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

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

English/Language Arts

Reading

Sixth grade students receive instruction in the state of Ohio sixth grade reading standards. Students engage with novels, poetry, drama, and informational texts using a variety of instructional strategies. Novels include, but are not limited to, *The Girl Who Drank the Moon, The Hobbit, Nothing But the Truth, and The Giver.* In addition to reading and processing novels as a class, students choose books from teacher-created lists to read in literature circle settings and are provided with class time to independently read other books of their own choice. Teachers may also choose to utilize the *Amplify ELA* core curriculum resource.

Writing

Sixth grade students receive instruction in the state of Ohio sixth grade writing standards. Students continue to develop as critical readers and writers utilizing the writing workshop class structure, allowing students to refine writing process skills while learning from the teacher and each other. Teachers may also choose to utilize the *Amplify ELA* core curriculum resource.

Math

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

Social Studies
The sixth grade social studies course implements the History Alive! curriculum. The content focus for grade six social studies is regions and people of the Eastern Hemisphere. Specific topics include Ancient Sumer, Mesopotamia, Egypt, World Religions, India, China, Greece, and Rome. Social studies instruction is student-centered with students engaging in many hands-on, small group activities during this course of study. Past projects have included constructing a 3-D map of the Nile River and a world religions group research project.

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

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

Grade 7-Lewis Center

General Information
Designed to support the academic, social, and emotional development of our students, our seventh grade curriculum engages students with challenging, above-grade-level

course content. The standards-based curriculum is designed to ensure our students develop the academic, emotional, and social confidence necessary to be effective leaders in a 21st century society.

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

English/Language Arts

Reading

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

Writing

Seventh grade students receive instruction in the state of Ohio seventh grade writing standards. Students prepare for high school and college-level writing challenges utilizing the writing workshop class structure, allowing students to refine writing process skills while learning from the teacher and each other. Students become college-ready writers by learning to generate ideas for each genre, think critically about chosen topics through analysis and explanation, and transfer that thinking and analysis to a logically organized, yet detailed written work. In addition, students receive explicit instruction in challenging vocabulary using a Greek and Latin roots curriculum resource. Finally, Lewis teachers may also choose to utilize the *Amplify ELA* core curriculum resource to support and enhance student learning.

Math

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

Social Studies

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

Science

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

Languages

Chinese

Seventh grade students learn to read and write Chinese characters as well as to conduct conversations on topics surrounding schools,families, nationalities, sports, foods, time, routine, shopping, and weather. Students receive instruction in translating, writing essays, and reading simple articles in Chinese. Students can give simple presentations talking about holidays, families, foods and weather.Students are also introduced to Chinese culture through poems, songs, idioms, history, and traditional Chinese architecture and performing arts. The seventh grade Chinese course utilizes the Chinese Proficiency Test (HSK1) for practice and reinforcement of speaking and listening skills. This assessment is an international standardized test that assesses non-native speakers in their usage of the Chinese language. Returning students in the seventh grade have the opportunity to earn a full year of Valley Christian High School foreign language credit upon their successful completion of four quarterly grades and two semester exams based upon *Learn Chinese with Me* Book One.

Grade 8-Lewis Center

General Information

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

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

English/Language Arts

Reading

Eighth grade students receive instruction in the state of Ohio ninth and tenth grade reading standards and prepare for the tenth grade ELA state examination. Students read one teacher-chosen novel during the summer to ensure readiness for this course. Throughout the year, students engage with novels, poetry, drama, and informational text using a variety of instructional strategies. Novels, dramas, and texts include, but are not limited to, *The Outsiders, Fahrenheit 451, Julius Caesar, Animal Farm,* Martin Luther King's "I Have a Dream" speech, and a series of short stories. In addition to

reading and processing novels as a class, students choose books from teacher-created lists to read in literature circle settings and are provided with class time to independently read other books of their own choice. Lewis Center eighth graders also read seven books chosen by Youngstown State University in order to participate in the Youngstown State University English Festival. Teachers may also choose to utilize the *Amplify ELA* core curriculum resource.

Writing

Eighth grade students receive instruction in the state of Ohio ninth and tenth grade writing standards and prepare for the tenth grade ELA state examination. Students prepare for high school and college level writing challenges, utilizing the writing workshop class structure, allowing students to refine writing process skills while learning from the teacher and each other. Students become college-ready writers by learning to generate ideas for each genre, think critically about chosen topics through analysis and explanation, and transfer that thinking and analysis to a logically organized, yet detailed written work. In addition, students receive explicit instruction in challenging vocabulary using a Greek and Latin roots curriculum resource. Finally, Lewis teachers may also choose to utilize the *Amplify ELA* core curriculum resource to support and enhance student learning.

Math

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

Social Studies

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

Science

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

Languages

Chinese

Eighth grade students learn to read and write Chinese characters as well as to conduct conversations on topics surrounding time, dates, seasons, food, clothing, sports and health.. Students receive instruction in translating, writing essays, and reading simple articles in Chinese. Students can give simple presentations talking about holidays, families, foods and weather. Students are also introduced to Chinese culture through poems, songs, idioms, history, and traditional Chinese architecture and performing arts. The Eighth grade Chinese course utilizes the Chinese Proficiency Test (HSK2) for practice and reinforcement of speaking and listening skills. This assessment is an international standardized test that assesses non-native speakers in their usage of the Chinese language. Returning eighth graders who have completed their prerequisite Book One credit in the seventh grade have the opportunity to earn their second year of Valley Christian High School foreign language credit upon successful completion of four quarterly grades and two semester exams based upon *Learn Chinese with Me* Book Two.

Leadership Development

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

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

High School (Grades 9-12)

Introduction

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

Graduation

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

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

*__Science__ – 1 unit life science, 1 unit physical science, 1 unit of advanced science (chemistry, physics, adv.biology)

**__Social Studies__ – must include ½ unit world history, ½ unit American History, ½ unit government, economics/financial literacy

*** Per the ODE, ½ credit physical education is equal to two semesters of instruction. Sports waivers for two seasons of a varsity sport or marching band fulfill the physical education requirement but do not earn course credit.

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

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

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

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

Ohio Honors Diploma – Academic

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

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

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

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

Ohio Honors Diploma – Career Technical

Students must meet all but one of the following:

- 4 units of English
- 4 units of Mathematics, including Algebra I, Geometry, Algebra II or equivalent and another higher level course or a four-year sequence of courses that contain equivalent content
- 4 units of science, including two units of advanced science
- 4 units of social studies, including financial literacy and economics
- 2 units of one world language

- 4 units of Career-Technical. Program must lead to an industry recognized credential or apprenticeship or achieve proficiency benchmark established for appropriate Ohio Career-Technical Competency Assessment or equivalent
- Maintain an overall high school grade point average of at least 3.5 on a 4 point scale up to the last grading period of the senior year
- Obtain a composite score of 27 on the ACT tests or an equivalent composite score (1210) on the Scholastic Assessment Tests (SAT) or WorkKeys: 6 or higher on Reading for Information and 6 or higher on Applied Mathematics
- Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus.

Valley Christian High School College Credit Plus

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

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

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

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

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

Promotion Requirements

The minimum credits for grade classification are as follows:

10th Grade – completion of 5 credits

11th Grade – completion of 10 credits

12th Grade – completion of 15 credits

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

Valley Christian students advance each year based on the number of years they have attended high school though they may be behind in credits. Some students may require a 5th year of high school to complete requirements, especially if summer school is not utilized as needed.

Courses of Study by Track

English/Language Arts Course of Study

	General Track	Honors Track
Grade 9	English 9	English 9 Honors
Grade 10	English 10	English 10 Honors
Grade 11	AmericanLiterature	American Literature Honors
Grade 12	British Literature	British Literature Honors

Mathematics Course of Study

If Completed	Then Enroll In:
Algebra I with C or higher	Geometry
Algebra I with D or F	Repeat Algebra I
Honors Algebra I with A or B	Honors Geometry
Honors Algebra 1 with C or D	Geometry
Honors Algebra 1 with F	Algebra I
Geometry with C or D	Algebra II
Geometry with F	Repeat Geometry
Honors Geometry with A or B	Honors Algebra II
Honors Geometry with C or D	Algebra II

Honors Geometry with F	Repeat Geometry
Algebra II with F	Repeat Algebra II
Honors Algebra II with A, B, or C	Advanced Mathematics/AP Statistics
Advanced Mathematics with A, B, or C	Calculus

High School Course Descriptions

Grade 9

English/Language Arts (Grade 9)

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

Algebra I (Grade 9)

The McGraw Hill Reveal Mathematics program aligns to Ohio's Learning Standards for Algebra I instruction. The ALEKS learning system will supplement Algebra I instruction. ALEKS is a web-based, adaptive learning system that determines what students know and then instructs students in the topics they are ready to learn.There are several critical areas of focus in Algebra I. Students study relationships between quantities and reasoning with equations. Students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. Linear and

exponential relationships are another important topic. Students explore many examples of functions and deepen their understanding of functions as objects in their own right. Algebra I students study descriptive statistics and apply statistical analysis models learned in middle school in the context of real-world applications. Students explore distinctions between rational and irrational numbers in preparation for work with quadratic relationships. They strengthen their ability to see structure in and create quadratic and exponential expressions, create and solve equations, inequalities, and systems of equations involving quadratic expressions.[1 Credit]

Geometry (Grade 9 or 10)

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

American History: 1877 to the Present (Grade 9)

In this student-centered and standards based course, the classroom comes alive through active instruction based on five theories: Multiple Intelligences, Cooperative Instruction, Spiral Curriculum, Understanding by Design, and Nonlinguistic Representation. Students engage in activities like visual discovery, social studies skill building, experiential exercise, writing for understanding, response groups, and problem solving group work to examine the history of the United States of America from 1877 to the present. The study of key historical documents like the Declaration of Independence, the Northwest Ordinance, the

Articles of Confederation, the Constitution, and the Bill of Rights is important to the American History Course. Students also study the era of industrialization, U.S. roles in foreign wars, and depression era movements like the Harlem Renaissance and women's suffrage. Example units include "The Twenties", "The Great Depression and New Deal", "The Civil Rights Movement", "The Sixties", and a unit to "Frame the Present". [1 Credit]

Physical Science (Grade 9)

Physical Science is a course based on Ohio's Learning Standards for science and fulfills the Ohio Core requirement for physical science. The McGraw Hill Inspire Physical Science program is utilized as the curriculum resource for this course. Students will advance studies in the following: the structure of atoms; properties of matter and chemical reactions; motions and effect of forces on motion; energy transformations and conservation of energy; and waves and interactions of energy and matter. This course also relates concepts of space sciences to the physical world by studies involving the history of the universe and the formation of stars. By the conclusion of this course students will be able to explain the conservation of energy and energy transfers, trace the historical development of scientific theories and ideas, and describe emerging issues in the study of physical science. [1 Credit]

Bible – Introduction to God's Word (Grade 9)

Introduction to God's Word answers questions like: How did we get the Bible that we have today? How did early Christians think about the Bible that they had? How can we trust the words that are written down haven't been changed? Why do Catholics and Eastern Orthodox have a different total number of books in the Bible from Protestants?

The Bible has a rich and interesting history. It is also filled with a great variety of genres of writing; from ancient prophecy to beautiful poetry, historical narrative, and much more. As a result, it can be scary to hop in and begin reading God's Holy Scripture. When students learn the art of Bible reading and study, all of the Scripture will become more clear and simple. In this course, students will embark on a study through all the various parts of the Bible and be ready to defend the Bible as the ONLY inspired Scripture of God.

[.5 Credit]

Bible – Bringing the Bible to Life (Grade 9)

While learning can occur on the page, the best learning happens when students move their 2D knowledge into a 3D space! This course is focused on guiding students in creative project formation. From turning the Biblical story of Creation into personalized snow globes, to recreating the Temple of Solomon in the Bible, students will be working through Biblical passages with attention to construction. The most memorable messages and projects are often those that require the mind and the hands; both of which will be put to use in this course.

During the first quarter, the course emphasis will be on building projects, many of which will be group-based, multi-week assignments. In the second quarter, students will generate their own creative project ideas on how to "retell" the Christian worldview. Be it short films, meme videos, making original Christian music, video games or board games, students will express the Christian worldview in unique and original ways!

.[.5 Credit]

Grade 10

English/Language Arts (Grade 10)

The English 10 and Honors English 10 courses are aligned to Ohio's Learning Standards for tenth grade ELA. Each unit of study incorporates a reading and writing workshop. The reading workshop focuses on knowledge and appreciation of the literature selections as well as an understanding of the authors' purpose and writing techniques. Primary texts for the reading workshops include a variety of classic and modern texts including world and American literature. These authors include Sophocles, Shakespeare, Dr. Martin Luther King, and Nic Stone. This diverse curriculum allows students to see the richness of literature across time and culture. The writing workshop focuses on analyzing the texts in each unit. Students will write informative, argumentative, research, and literary analysis essays. Students will walk through each step of the writing process for each unit's essay (prewriting, drafting, revising, editing, publishing). Grade 10 students will complete both formal and informal oral presentations for a variety of purposes. Students in the honors curriculum will be exposed to more rigorous texts and will be challenged to compose a research essay. [1 Credit]

Algebra II (Grade 10 or 11)

The McGraw Hill Reveal Mathematics program aligns to Ohio's Learning Standards for Algebra II instruction. The ALEKS learning system will supplement Algebra II instruction. ALEKS is a web-based, adaptive learning system that determines what students know and then instructs students in the topics they are ready to learn.There are several critical areas of focus in Algebra II. Students draw inferences and conclusions from data. They identify different ways of collecting data— including sample surveys, experiments, and simulations. Polynomials and rational and radical relationships are other important topics. Students build on their previous work with rational numbers and integer exponents to develop understanding of rational exponents. They apply this new understanding of number to seeing the structure in exponential expressions. Algebra II students are introduced to trigonometry of general triangles and trigonometric functions. Students now use the coordinate plane and the unit circle to extend trigonometry to general angles and to model periodic phenomena. In addition, students synthesize and generalize what they have learned about a variety of function families. (1 Credit)

World History: Reformation to the Present (Grade 10)

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

Biology I (Grade 10 or 11)

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

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

Bible – Service Emphasis (Grade 10, 11, 12)

This course will discuss what the Bible has to say about serving God by serving the community, evangelizing through testimony, and exploring the many ministries available in Church bodies. From prayer ministry to food pantry, the world is hungry for God's Word and for a warm meal. However, young people need to rise up who are strong and courageous, who are ready and willing to help a broken world. Valley Christian students can be that difference. They can help rebuild a broken world. Bible Service Emphasis is a study on what it means to live a purposeful, driven, and serving life; all for the glory of Christ!

[.5 Credit]

Living Your Best Life (Grade 10, 11, 12)

Learning how to live your best life requires a common definition of what "best" is! This course will review the various ways that individuals in different cultures, and throughout history, have defined the "best life possible." Students in the course will discuss "worldviews" to see which ones exist and how they compare to the Christian worldview. Students will also discuss "ethics" and study how people have defined "what is good/best" and "WHY we should do the good/best thing." Through this course, students will become professionals at responding to the illogical and morally broken ethics of the modern world. A return to Christian ethics will be the answer to society's greatest difficulties, and this course will make that fact very clear.[.5 Credit]

Fortifying Your Faith (Grade 10, 11, 12)

Early Christians understood how to answer questions of Faith!! This course will be a chance to learn from the early Christians and to work with each other to see just how powerful Christianity truly is! Questions about Christianity will be answered: *How does Objective Morality point to the existence of God? How does*

Objective Truth point to the existence of God? How does Biology/Genetics point to the existence of God? How does Beauty point to the existence of God? What are the historical arguments for the resurrection of Christ? How does the beginning of the universe point to the existence of God? The course will also discuss all other major worldviews/religions and why they cannot answer all of the questions that lay against them. Students will be intellectual warriors who are ready to take on a world of questions. [.5 Credit]

The Works of C.S. Lewis (Grade 10, 11, 12)

C.S. Lewis is one of the most important writers in all of Christian history. His testimony counteracting atheism, his love for logic and reason, and his work as the writer of many fantasy novels make him an excellent example of the way Christians can shape a generation through their love for God. His work has helped many people out of atheism, bringing them into the arms of Christ as they see wonderful arguments for God's existence and the beauty of the Christian life. Some of his most well-known works are: *The Narnia series* (with its movie adaptations), *The Great Divorce, The Most Reluctant Convert* (with its movie adaptation), and *The Problem of Pain.*

This class will focus on perhaps Lewis' most well-known book, *Mere Christianity,* and a follow-up book on the reality of spiritual warfare, *The Screwtape Letters.* In *Mere Christianity*, students will read through and explore the power of Lewis' argumentation as he reasons for the existence of God. Many of the strongest atheists in the world have not been able to give sufficient answers to the questions he poses! In *Screwtape Letters*, Lewis creates a fictional, but powerful, narrative about a man who is being tempted by demons. In this book, we see Lewis' writing on the *necessity for prayer* in the battle against demonic forces. This course will be an enjoyable and thought-provoking experience![.5 Credit]

In-Depth Bible Study: Old Testament (Grade 10, 11, 12)

The Old Testament can be very difficult to read. The writings are over 3500 years old, and they are from a different culture and time. In this class, students will be taught everything they need to know about how to read and study the Old Testament! Students will discover the oldest copies of the Old Testament that still exist today. They will learn what languages the Old Testament was originally written in, and why the modern translation can still be trusted. This is a life-changing class in which students return to the roots of the Old Testament–Prophecy, Poetry, and Pentateuch. Students will be amazed at the

specific prophecies made about Christ over 1000 years before His birth and will see that all of Scripture truly points to Him! The class will develop experts in Archaeology, ancient history, prophecy about Christ, and the nature of God! [.5 Credit]

In-Depth Bible Study: New Testament (Grade 10, 11, 12)

The New Testament is usually considered to be a bit easier to read since; however, it can still be tough to understand. Students will learn what Paul was writing about in each of his letters, why are there four Gospels, and how to understand Revelation. In addition, students will learn how to read the New Testament genres, see the dates around which each book was likely written, and explore the archeological and historical evidence outside of the Bible that proves the Biblical account. At the conclusion of this course, students will be an expert in New Testament studies, Greco-Roman history, and the timeline of the New Testament books. Most importantly, students will see how true and real Christ was, is, and always will be. [.5 Credit]

Grade 11

English 11--American Literature Focus (Grade 11)

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

development of effective research and documentation skills. Grade 11 students will complete both formal and informal oral presentations for a variety of purposes. Students in the honors section of English 11 will complete two independent reading projects (IRP) in addition to the regular coursework. These reading projects will occur during quarter 2 and quarter 3. They are designed to broaden the students' exposure to challenging texts and prepare the students to balance multiple assignments over a select period of time. IRP selections are chosen by the students and approved by the teacher. Each IRP comes with its own assignments extending from the student's reading of the selection. These include but are not limited to essays, podcasts, creative projects, presentations, and infographics. [1 Credit]

AP Seminar (Grade 11 or 12)

AP Seminar is a course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas. The AP Seminar course is aligned to requirements outlined for the course by AP and The College Board. This course requires the involvement in performance tasks (group and independent) as well as an AP Seminar End-of-Course Exam. [1 Credit]

AP Research (Grade 11 or 12)

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.The AP Seminar course is aligned to requirements outlined for the course by AP and The College Board. This course requires the involvement in performance tasks (group and independent) as well as an AP Seminar End-of-Course Exam. [1 Credit]

Advanced Mathematics (Grade 11 or 12)

The McGraw Hill Reveal Mathematics program aligns to Ohio's Learning Standards for advanced mathematics instruction. The ALEKS learning system will supplement advanced math instruction. ALEKS is a web-based, adaptive learning system that determines what students know and then instructs students in the topics they are ready to learn.Advanced Mathematics is a college preparatory subject. Students will write, graph, and solve linear relations and functions, systems of equations and inequalities, polynomial, rational, trigonometric and inverse functions. Students will also graph, evaluate, and solve conic sections, exponential, and logarithmic functions. [1 Credit]

Chemistry (Grade 11)

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

Biology II--Environmental Science (Grade 11)

This course is designed to extend the knowledge gained in Biology 1 to prepare students for advancements in their educational career and entrance into the variety of fields of life science. This course will investigate populations and interactions between groups of organisms. Focus will be on the interactions of humans and the global environment. Students will also investigate problems facing the environment and the possibilities available to combat these issues. This course will leave students with an appreciation for the vast and complex world working together outside their window and the confidence to make

decisions based on sound science. Laboratory, research and outdoor activities are a part of this course. (1.0 Credit)

American Government (Grade 11)

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

AP Government (Grades 11 or 12)

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

Financial Literacy (Grade 11 or 12)

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

Economics (Grade 11 or 12)

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

Grade 12

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

The English 12 and Honors English 12 courses are aligned to Ohio's Learning Standards for grade 12 ELA. Each unit of study incorporates a reading and writing workshop. The reading workshop focuses on knowledge and appreciation of the literature selections as well as on understanding the authors' purpose and writing techniques. An emphasis is placed on British classic works such as *Hamlet* and *Macbeth* as well as classic American authors including W.E.B DuBois & Frederick Douglass. A variety of texts is offered in this course to introduce students to a range of perspectives, cultures, and unique American experiences. Contemporary writing is utilized throughout the curriculum in the form of novels, informational texts, and speeches. The writing workshop focuses on analyzing the texts in each unit. Students will write informative, argumentative, research, and literary analysis essays. Students will walk through each step of the writing process for each unit's essay (prewriting, drafting, revising, editing, publishing). Completion of these essays will aid in the development of effective research and documentation skills. Grade 12 students will complete both formal and informal oral presentations for a variety of purposes. Students in the honors section of English 12 will complete three independent reading projects (IRP) in addition to the regular coursework. These reading projects will occur during the first three quarters of the school year and are designed to broaden the students' exposure to challenging texts. IRP selections are chosen by the students and approved by the teacher. The projects are designed to prepare the students for rigorous college coursework while balancing multiple assignments across a

longer period of time (9 weeks). Each IRP comes with its own assignments extending from the student's reading of the selection. These include but are not limited to essays, podcasts, creative projects, presentations, and infographics. [1 Credit]

Creative Writing (Grades 11 or 12)

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

Calculus (Grade 12)

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

Physics (Grade 12)

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

Anatomy & Physiology (Grade 12)

Anatomy and Physiology is a study of the structure and function of the human body. This course is designed for those students who have taken biology and who wish to further their study of biology and to help prepare students for advanced biological studies, biomedical nursing, and other science based careers. Students will study the structure and function of the various cells, tissues, and integrated systems of the body. The course is designed to lay the groundwork then move into various human systems. In this course, laboratory experiences and research-based activities will provide student learning in many areas, including: the major body systems; how the body systems work together to provide homeostasis; body functions in the healthy and diseased states; identification and description of synovial joint movements; and bioethics. This course fulfills the graduation requirements for one elective unit of life science for the advanced academic diploma or the standard diploma. (1.0 Credit)

Foreign Language

Spanish I (Grade 9)

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

Spanish II (Grade 10)

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

Spanish III (Grade 11)

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

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

French I-Online Course (Grade 9)

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

French II-Online Course (Grade 10)

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

French III-Online Course (Grade 11)

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

Chinese I, II, III (Grade 9,10, 11, 12)

Students learn to read and write Chinese characters as well as to conduct conversations on topics surrounding time, dates, seasons, food, clothing, sports and health. Students receive instruction in translating, writing essays, and reading simple articles in Chinese. Students can give simple presentations

talking about holidays, families, foods and weather. Students are also introduced to Chinese culture through poems, songs, idioms, history, and traditional Chinese architecture and performing arts. [1 Credit]

Visual Arts

Art-Drawing and Painting

This course focuses on developing an awareness of tone, color, shape, and line in the process of creating an organized sketch. No prior artistic experience is needed if the student is willing to experiment with drawing what is seen. Students will work in pencil, charcoal, ink and pastel as well as acrylic, oil, and watercolor. The course incorporates and aligns to Ohio's Learning Standards for visual arts.[1 Credit]

Photography

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

Yearbook

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

Graphic Design

Graphic Design is the art of visual communication through two-dimensional works. Students considering a career in the design fields such as book design/ publishing, advertising, presentation design, packaging design, magazine layout, corporate design, motion graphics, animation, or web design should enroll in this course. Students will apply their knowledge of the elements and principles of design to strengthen their visual literacy. We will explore a range of design

techniques using various media and software programs and study the design work of contemporary and historical designers. Students are expected to strengthen their verbal, written, and visual communication based deeply on the elements and principles of design. [1 Credit]

Performing Arts

Chorus

Chorus is offered to students who are interested in developing music skills through singing. This is done by exposing the student to a wide variety of musical styles, both classical and popular, and performing these works in concert. The students will be expected to master the fundamentals of music and the discipline of singing including proper breathing, vowel production, tone production, and posture. Sight singing will also be stressed.

Concert Band and Pep Band

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

Information Technology

Computer Applications: Introduction to Computer Science

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

Coding

In the coding course, students will have the opportunity to identify, describe, and use an algorithm for problem solving; describe the use the principles of object-oriented programming and its impact on society; develop a step-by-step solution to a coding problem using pseudocode; and to discuss and apply knowledge of a flowchart to describe program logic. In addition, student will engage in activities allowing them to declare variables and constants; use and create assignment statements and functions; use arithmetic operators in logic programs; and to use Boolean and comparison operators. Finally, students will work to understand and create If, If/Else, nested If and Select Case structures; understand and create arrays in a program; describe private and public access within a program; demonstrate and apply problem solving skills to various other algorithms and everyday life; and toIdentify and integrate various AI applications into coding program.

Website Design and Development

By the end of this course, students will have the opportunity to identify basic web development and client-side concepts; identify, evaluate, and apply various techniques for creating and maintaining static website using templates and static site generators; identify and apply server-side concepts and apply to projects; and to apply web design and development concepts and responsive design in various projects. Students will also collaborate with team members regarding projects and troubleshoot issues and identify and integrate various AI applications into the design development process.

3D Printing

In the 3D printing course, students will have the opportunity to describe and discuss the 3D Printing process; understand and explain various software tools and techniques used for digital manufacturing; apply various software tools and techniques used for digital manufacturing; and employ 3D printing concepts and uses to solve problems in society. Students will also create and edit CAD files; operate a 3D printing machine and understand its components; and explain and apply best practices in troubleshooting 3D printing issues. Finally, students will work to design and organize 3D printing projects using software applications for collaboration and distribution purposes and to identify and integrate various AI applications into the 3D printing process.

Microsoft Certification

Students will have the opportunity to explain the purpose and benefits of industry certifications in the marketplace; identify the various applications of the Microsoft Office Suite; design, create, and edit projects using various Microsoft Office applications; and to identify hardware or software issues and implement necessary troubleshooting strategies. In addition, students will collaborate with others in a project-based environment using Microsoft Office applications and online applications. They will also apply Bloom's Taxonomy in project-based environment; apply certification skills in order to sit for industry recognized Microsoft certifications; and will identify and integrate various AI applications into Microsoft Office applications.

Google Certification

In the Google Certification course, students will have the opportunity to explain the purpose and benefits of industry certifications in the marketplace; identify the various applications of the Google Suite; and to design, create, and edit projects using various Google applications. Students will also identify input and output devices and storage devices and applications; collaborate with others in a project-based environment using Google applications and online applications; and apply Bloom's Taxonomy in a project-based environment.

A+ Certification

By the end of this course, students will have the opportunity to explain the purpose and benefits of industry certifications in the marketplace; identify hardware, software, or firmware; identify and diagnose hardware, software, or firmware issues and employ appropriate troubleshooting strategies; and identify networking and cloud computing technologies. In addition, students will identify various operating systems, system configuration imaging, and diagnose issues; collaborate with others in a project-based environment; identify and protect against security vulnerabilities on a network or device; and install and configure software and other support applications to ensure user connectivity. The ultimate goal of this course is for students to apply certification skills in order to sit for the industry recognized Comptia certification exam.