



LITTLE ROCK
CHRISTIAN
A C A D E M Y

Curriculum Statement K4-12

MISSION, VISION, STANDARDS, BENCHMARKS, AND ASSESSMENTS

Working Document
v1.1 Winter 09

LITTLE ROCK CHRISTIAN ACADEMY

K4-12 Statement of Curriculum

MISSION

The mission of Little Rock Christian Academy is to serve families, churches, and the community by providing a K4-12 education characterized by excellence in the pursuit of truth from a Christ-centered worldview.

GOALS

- Little Rock Christian Academy seeks to be a pre-eminent K4-12 academic institution that offers an excellent college-preparatory curriculum while serving the greatest portion of the body of Christ reasonably possible within our community.
- Little Rock Christian Academy, above all else, must uncompromisingly teach and model the truth of the Person of Christ.

CORE VALUES

- Christ-centered—Jesus Christ is the axis of our school experience
- Partnership—We are partners with the Christian home and church
- Love—Without love, we are nothing
- Truth—"Thy Word is truth"
- Excellence—As stewards, we pursue the glory of God

DOCTRINAL STATEMENT

- We believe that the Bible, consisting of sixty-six books of the Old and New Testaments, verbally inspired, free from all error in doctrine, fact and ethic, and inerrant in the original writings, is the Word of God and the only infallible and authoritative rule of faith and practice.
- We believe in the holy Trinity, one God eternally existent in three persons
 - Father, Son and Holy Spirit –the same in substance, equal in power and glory.
- We believe in the Deity of our Lord Jesus Christ, His virgin birth, His sinless life, His miracles, His vicarious and atoning death, His bodily resurrection, His ascension to the right hand of God the Father, and His personal and physical return in power and glory.
- We believe that God created man in His own image but that through sin, man brought upon himself and his posterity not only physical death, but also spiritual death which is the separation from God; that all human beings by physical birth possess a sinful nature.
- We believe that the salvation of lost and sinful man is a free gift of God's grace apart from works, based solely upon Christ's vicarious and atoning death, effected by the regenerating work of the Holy Spirit, and received by trusting in Christ's finished work on the cross, and that this salvation is eternally secured to all believers.
- We believe in the present ministry of the Holy Spirit, by Whose indwelling upon salvation the Christian is enabled to live a godly life; that it is incumbent upon every believer to walk worthy of his calling – to walk after the Spirit and not after the flesh.
- We believe in the resurrection of the body of both the saved and the lost
 - they that are saved to the resurrection of life everlasting and they that are lost to the resurrection of eternal damnation.
- We believe in the spiritual unity of believers in the Lord Jesus Christ.

LRCA CURRICULUM

Curriculum can be a confusing word, one that carries many connotations, and the answer to the question, “What curriculum do you use?” is more essay than multiple-choice. Clearly the curriculum is more than textbooks and sets of skills and facts. It is something to be learned over a given time span so that students stepping out of a K4-12 education will have mastered the Curriculum. It is a course to be run and must have both a starting point and a finish line—a destination reached by following a specific path. The Little Rock Christian Academy Curriculum must serve students by providing direction along a course of learning that strives toward excellence in truth from a Christ-centered worldview.

This Statement of Curriculum is set forth to mark not only the starting line and finish line, but also to define milestone markers along this course of learning at the close of fifth, eighth, and twelfth grades. These Benchmarks will set the pace of the journey and help us stay on course as they define what a student will know and be able to do.

Faculty members worked in teams to write Vision statements, K4-12 Standards, and Benchmarks for various content areas. They consulted national standards documents and exemplary curriculums from schools throughout the United States, along with best practices and research from each field. Commitment and adherence to truth underlie and support this document.

The following people contributed great amounts of time, thought, wisdom, research, discussion, writing and revision, and not a little prayer to develop this Statement of Curriculum and are deeply appreciated.

1. Biblical Worldview: Nancy Crow, Jim Faulk, Kim Fullerton, Kay Hogan, Kerri Ingraham, Laura Wilkie
2. Language Arts: Janet Boyd, Deb Caywood, Robin Stripling, Teresa Walker, Gail Williams
3. History/Social Studies: Laurie Biggs, Jill Brzozowski, Danny Erlandson, Jacquelyn Griffin, Valorie Holland, Angie Proud
4. Mathematics: Lauren Almefty, Nancy Armstrong, Kay Daniels, Whitney Faires, Marian Lubansky, Terri Simpson
5. Science: Jim Boles, Lois Cox, Michele Glover, Angela Otis, Ginger Wade
6. Fine Arts (Art, Music, Theatre): Amanda Furrey, Jani Quay, Rosemary Parker, Sue Spice, Christine Sullivan
7. Health and Physical Education: Ahman Love, Stacy Mallet, Mike Risher, Karen Schaedig
8. Foreign Language: Kay Dalby, Araceli Johnston, Nathanael Quay, Heather Tarpley
9. Technology: Eric Dousay, Jennifer Molleston, Patty Snider

Linda Johnson
Curriculum Coordinator
July 2008

BIBLICAL FOUNDATIONS - WORLDVIEW

VISION

The purpose of Biblical Worldview is to partner with families and churches to train up students, challenging them to a deeper understanding of the Christian Faith. Beginning with Biblical Foundations in elementary grades, and moving through Biblical Worldview classes at the Middle School and High School, we emphasize the principle that Christian Truth permeates all areas of life. Foundational to Biblical Worldview is the affirmation of God's inspired, inerrant Word as the transcendent standard by which we understand and interpret all aspects of our existence and by which we live our lives. As we study Church History—the adventure of God's people from the beginning of time until today—we challenge students to identify with its participants and discover their own role in God's redemptive plan. We study man's intellectual history recognizing that parallel to God's plans are competing philosophies developed by men. We challenge students to discern Truth and untruth as they filter non-Christian worldviews through the sieve of Scripture and hold them up to critical examination. Our goal is to graduate students who reflect Jesus Christ in word and action to the world around them, to both individuals and the larger community.

K4-12 STANDARDS

What a LRCA student will know and be able to do in Biblical Worldview:

- Understand the nature and character of God as revealed in Scripture
- Recognize the nature and value of man as created in the image of God, fallen, and his need for restoration
- Articulate God's plan for a restored relationship through Jesus Christ
- Desire and pursue knowledge and application of Scripture as God's inspired, inerrant word
- Understand the importance and benefit of practicing spiritual disciplines, emphasizing prayer and service
- Intelligently evaluate and positively engage the prevailing culture
- Understand each believer's role and responsibility in God's redemptive plan, to make disciples at home and abroad
- Comprehend God's active involvement in history through people, events, and His Church

BENCHMARKS

*By close of **grade five** the student will be able to:*

- Identify and locate major groupings, books, chapters, and verses of the Bible
- Recount and identify significance of major figures, events, and stories of the Bible
- Memorize identified Scripture
- Recognize God's character demonstrated in relationships with people

- Define sin, recognize its consequences, and acknowledge God's provision of Salvation
- Recognize how man is important to God
- Identify primary aspects of prayer: adoration, confession, thanksgiving, and supplication
- Participate in service and mission projects
- Recognize ways in which Christians should act and think differently than non-Christians

ASSESSMENT

By close of **grade five**:

- 1) Scripture Memorization/Location
- 2) Bible Narrative Retellings
- 3) Books of the Bible
- 4) Stanford Achievement Test: Bible Subtest

BENCHMARKS

By close of **grade eight** the student will be able to:

- Explain chronology of the Bible
- Use Bible study tools, including dictionaries and concordances
- Explain the development of the canon of Scripture
- Articulate the need for and the meaning of Salvation, and how one becomes a Christian
- Trace the Biblical development of the Church from the New Testament book of Acts through its historical expression
- Express how the nature and role of God affects His interactions with His creation
- Differentiate between the naturally sinful man and the new man in Christ
- Recognize that each person has value for the Kingdom of God
- Practice prayer as communication and worship as connection both corporately and individually
- Explain traditional spiritual disciplines including prayer, meditation, fasting, giving, and service
- Define the cost of being a disciple of Christ

ASSESSMENT

By close of **grade eight**:

- 1) Bible Timeline Project
- 2) Glimpse of God Collage: Enlarging Our Picture of God
- 3) Church History Project: Acts
- 4) Stanford Achievement Test : Bible Subtest

BENCHMARKS

By close of **grade twelve** the student will be able to:

- Use Bible study tools, including commentaries and multiple translations
- Explain the process and history of Biblical translations
- Define and display the difference Salvation makes in the believer's daily choices, life decisions, and interpersonal relationships
- Explain the Biblical model of the Church regarding purpose in history and the individual's contribution

- Articulate the relationship of the Old Testament law to both the Old and New Covenants
- Delineate the distinction between the God of the Bible and alternative belief systems
- Analyze prayers in the Bible with the goal of applying key components to their own prayer life
- Evaluate individual progress in living a sanctified life and practicing the spiritual disciplines
- Intelligently evaluate prevailing culture to determine congruence and incongruence with Scriptural principles
- Express their role as instruments of change by spreading God's Word, making disciples, and promoting justice, mercy, and peacemaking

ASSESSMENT

*By close of **grade twelve**:*

- 1) Bible Lesson Project: Sermon (9th)
- 2) Christian in Careers Project (9th)
- 3) Student essay analyzing the Christian doctrine of revelation (with a focus on the Bible) and exegeting a sample passage (11th)
- 4) Oral Presentation on Salvation (11th)
- 5) Student essay on living the Christian life (individually and as part of the church) (11th)
- 6) Student Essay – “Sin and My Life” (11th)
- 7) Spiritual Inventory (3 times during the year – 12th)
- 8) Romans Study/Paper (12th)
- 9) Debate on The Universe Next Door (12th)
- 10) Modern Era Presentation (12th)
- 11) Postmodernism Project (12th)



LANGUAGE ARTS

VISION

The Language Arts education of Little Rock Christian Academy reflects that language is a gift from God to be used to glorify Him and serve others. Students are nurtured to develop a lifelong love of learning through varied grade-appropriate opportunities, enhancing their skills in reading, studying, writing, and applying Scriptural principles. K4-12 Language Arts curriculum prepares students to face God's world as ambassadors equipped with an arsenal of finely honed communication skills and an appreciation of the power and privilege of language expression. Students will sharpen analytical and creative skills through reading, thinking, writing, studying, and discussing (in context of challenging curriculum), realizing increasingly their God-given gifts and their purposes in the world. Practice in sifting the integrated language arts components through a Biblical sieve will encourage students to formulate and articulate (each in his or her unique style and voice) a defense for "the hope that lies within."

K4-12 STANDARDS

What a LRCA student will know and be able to do in Language Arts:

Reading

- Use the general skills and strategies of the reading process
- Use reading skills and strategies to understand and interpret a variety of literary texts
- Use reading skills and strategies to understand and interpret a variety of informational texts
- Use Biblical truth to examine a variety of genres

Writing

- Use the general skills and strategies of the writing process
- Use and apply the stylistic and rhetorical aspects of various forms of writing
- Use grammatical and mechanical conventions in writing
- Gather and use information for research purposes

Listening, Speaking, and Viewing

- Use listening, speaking, and viewing skills as tools for learning and communicating
- Use Scripture to evaluate what is heard, what is said, and what is viewed

Media

- Understand the characteristics and components of media
- Use technology as a tool in research and presentation

BENCHMARKS

By close of **grade five** the student will be able to:

Reading:

- **Use the general skills and strategies of the reading process**

- Decode words using phonetic and structural analysis
- Apply word analysis skills and context clues to extend vocabulary
- Read orally with fluency and expression at grade level
- Determine the meaning of unknown words using glossary, dictionary, technology, and/or textual features
- Identify the main idea and supporting details in texts
- Select, create, and use graphic organizers to interpret textual information
- Sequence information after hearing or reading

- **Use reading skills and strategies to understand and interpret a variety of literary texts**

- Critically analyze and interpret literary texts
- Identify and describe elements of literature including setting, character, and plot
- Apply effective reading comprehension strategies: visualizing, schematic connections, questioning, predicting, inferring, synthesizing, and summarizing
- Apply self-monitoring strategies
- Identify the distinguishing characteristics of diverse literary genres

- **Use reading skills and strategies to understand and interpret a variety of informational texts**

- Identify and utilize textual features to build textual knowledge and locate information
- Critically interpret and analyze informational and functional texts
- Distinguish between fact and opinion

- **Apply Biblical principles to interpret a variety of texts at an appropriate developmental level**

Writing

- **Use the general skills and strategies of the writing process**

- Apply the major phases of the writing process: prewriting, drafting, revising, editing, and publishing
- Apply the seven traits of writing: Ideas, Sentence Fluency, Organization, Conventions, Voice, Word Choice, and Presentation
- Write for different purposes and audiences
- Apply rules of handwriting

- ***Use and apply the stylistic and rhetorical aspects of various forms of writing***

- Demonstrate competence in writing narrative, descriptive, persuasive, reflective, and informational pieces
- Respond to texts and to summaries of informational text passages

- ***Use grammatical and mechanical conventions in writing***

- Use conventions of capitalization and punctuation in written work including commas, end marks, apostrophes, and quotation marks
- Use grammatical structures to communicate ideas effectively in writing
- Spell grade-appropriate words correctly

- ***Gather and use information for research purposes (appropriately acknowledging sources of information) avoiding plagiarism***

Listening, Speaking, and Viewing

- ***Use listening, speaking, and viewing skills as tools for learning and communicating***

- Demonstrate active listening strategies
- Retell a story or experience in sequential order
- Respond to questions and discussions with appropriate elaboration
- Ask questions for clarification and/or for pertinent information
- Deliver a variety of oral presentations

Media

- ***Understand the characteristics and components of media***

- Analyze media sources for information, entertainment, persuasion, interpretation of events, and transmission of culture
- Critique media sources for information, entertainment, persuasion, interpretation of events, and transmission of culture

- ***Use technology as a tool in research and presentation***

- Publish works using available resources
- Give credit to sources to avoid plagiarism

ASSESSMENT

By close of **grade five**:

- 1) Stanford Achievement Test: Language Arts Subtests
- 2) Reading Assessments: DRA or Rigby at each grade level-fall and spring
- 3) Reading Folder/Log
- 4) Fall, Winter, Spring Writing Sample (using 6 + 1 Traits Scoring Rubric)
- 5) Cumulative Writing Folder (include persuasive, expository, narrative, poetry)
- 6) Author's Tea (first grade)
- 7) State Reports (fourth grade)

BENCHMARKS

By close of **grade eight** the student will be able to:

Reading:

- **Use the general skills and strategies of the reading process**
 - Determine meaning of words by using root words, affixes, word relationships, derivations, and inflections
 - Determine meaning of words using context, structure, and connotations
 - Read a variety of literature including novels, nonfiction texts, plays, poetry, short stories, and essays
 - Read grade level texts fluently
- **Use reading skills and strategies to understand and interpret a variety of literary texts**
 - Apply effective reading comprehension strategies: visualizing, connecting schematically, questioning, predicting, inferring, synthesizing, and summarizing
 - Evaluate the interrelationships of text and world issues by applying connection strategies
 - Connect, compare, and contrast ideas, themes, and issues across texts
 - Analyze dramatic plot structure
 - Infer theme
 - Infer a character's role in development of plot and theme
 - Infer author's intent and meanings using literary elements (similes, metaphors, personification, hyperboles, and analogies) as well as historical context
- **Use reading skills and strategies to understand and interpret a variety of informational texts**
 - Distinguish among stated fact, reasoned judgment, and opinion
 - Determine and use textual structures and textual features
 - Analyze for bias and propaganda

- **Use Biblical truth to examine a variety of genres**

- Read and respond to a wide range of texts
- Appreciate and understand a variety of literary genres and authors' styles representing gender and ethnic diversity
- Recognize Scriptural relevance to elements of literature and nonfiction texts

Writing:

- **Use the general skills and strategies of the writing process**

- Apply the major phases of the writing process: prewriting, drafting, revising, editing, and publishing
- Maintain a writing folder
- Write for different purposes and audiences

- **Use and apply the stylistic and rhetorical aspects of various forms of writing**

- Use figurative language including similes, metaphors, personification, hyperbole, alliteration and oxymoron
- Demonstrate competence in writing narrative, expository, descriptive, persuasive, reflective, and informational pieces

- **Use grammatical and mechanical conventions in writing**

- Write effective sentences using simple, compound, and complex structures correctly
- Use conventions of punctuation in written work including commas, end marks, apostrophes, quotation marks, semi-colons, and colons
- Use capitalization correctly in written work
- Use varied grammatical structures to communicate ideas effectively in writing
- Edit for correct usage
- Use MLA formatting style
- Spell grade-appropriate words correctly

- **Gather and use information for research purposes**

- Engage in inquiry and research to address questions, to make judgments regarding credibility, and to communicate findings in ways that suit the purpose and audience
- Create research reports demonstrating the skills required in summarizing, paraphrasing, documenting, developing a thesis statement, developing an outline, and developing a works cited page
- Acknowledge sources of information thus avoiding plagiarism

Listening, Speaking, and Viewing:

- **Use listening, speaking, and viewing skills as tools for learning and communicating**
 - Use effective listening strategies in oral communications
 - Participate in group discussions (in a variety of roles) being respectful of others
 - Participate in a variety of speaking activities related to literature or research
 - Critique oral presentations based on preset criteria
 - Respond to questions and discussions with appropriate elaboration
 - Ask questions for clarification or information
 - Deliver a variety of oral presentations

Media:

- **Understand the characteristics and components of the media**
 - Analyze media sources for information, entertainment, persuasion, interpretation of events, and transmission of culture
 - Critique the quality/benefit of varied media sources for information, entertainment, persuasion, interpretation of events, and transmission of culture
- **Use technology as a tool in research and presentation**
 - Publish works using available applications
 - Give MLA credit to sources to avoid plagiarism

ASSESSMENT

*By end of **grade eight**:*

- 1) Stanford Achievement Test: Language Arts Subtests
- 2) Informal Reading Inventory (fall)
- 3) Reading Folder/Log
- 4) Cumulative Writing Folder
- 5) Suspense Story
- 6) Research Paper (MLA format)
- 7) MLA Final Exam

BENCHMARKS

*By close of **grade twelve** the student will be able to:*

Reading:

- **Use the general skills and strategies of the reading process**
 - Acquire vocabulary by defining unfamiliar words through context clues, as well as through knowledge of roots, affixes, synonyms/antonyms, and denotation/connotation
 - Understand the nuances of specialized vocabulary including: jargon, dialect, and slang

- Answer literal questions in both short answer and extended response form, demonstrating comprehension and cultural distinctives of grade-appropriate text
- Apply reading comprehension strategies, making predictions, comparing/contrasting, recalling/summarizing, differentiating between valid and invalid inferences, identifying voice and tone, collecting supportive evidence, and synthesizing ideas from several works
- Utilize literary devices, rhetorical devices, dramatic conventions, syntactic structures, point of view, and dramatic plot structure as tools for interpretation
- Articulate the relationship between little picture (specific plot, characterization, context) and big picture implications (theme, life universals) recognizing the integrative import of stylistic devices to holistic analysis

• **Use reading skills and strategies to understand and interpret a variety of literary texts**

- Recognize the distinctives of various writers who represent ethnic, religious, gender, and age diversity
- Compare and contrast the distinctives of American literature, British literature, and world literature
- Recognize shifts in structure to decode meaning
- List, define, and utilize for interpretative purposes the components of various genres: the novel, short story, drama, poetry, and memoirs
- List, define, and utilize for interpretative purposes the components of various sub-genres: prose—the editorial, newspaper, research, book review, science fiction, the epic, allegory, historical fiction, dystopia, Gothicism, realism, naturalism, impressionism, surrealism, existentialism, nihilism, stream of consciousness, (symbolic, lyrical, redemptive, confessional works), bildungsroman, the psychological treatise, propaganda, satire, argumentation/persuasion, speeches, mythology, folk tale, parable, and religious/theological texts drama—Greek, Shakespearean (comedy/tragedy), modern (comedy/tragedy), historical, drama of ideas, satire poetry—sonnet, epic, narrative, lyric, epigram, epitaph, apostrophe, free verse, satire, allegory, dramatic monologue, acrostic—traversing the traditional and imagistic forms

• **Use reading skills and strategies to understand and interpret a variety of informational texts including: modes of criticism, biographical texts, statistical data, tables/charts/maps, nonfiction accounts**

• **Use Biblical truth to examine a variety of genres**

- Sift nonfiction and fiction writers' worldviews and themes through a Biblical sieve
- Evaluate theme against personal beliefs

**In addition to the above, PreAP and AP courses train for the AP exams through summer-reading projects, AP style close-readings, timed-writing prompts, a four-year student constructed Annotated Glossary of Literary Terms, released multiple choice AP exams, and by investing in extended independent study.*

Writing:

- **Use the general skills and strategies of the writing process including: prewriting, drafting, peer/personal editing, polishing, and publishing using MLA standards and New SAT Essay Scoring Guide, adhering to rubrics, check lists, and grading grids**
- **Use and apply the stylistic and rhetorical aspects appropriate to various forms of writing including: narrative, expository, descriptive, personal, dramatic, poetic, informative, free response, definition, essay, argumentative/persuasive, mixed media, dialectical journals, letters, character sketch, editorial, compare/contrast, and cause/effect**
 - Using varied syntax, including a mixture of independent/dependent clauses, verbals, juxtaposition, and parallelism to eliminate all repetitive “dead wood” to avoid empty words and vague/ambiguous pronouns
 - Developing personal voice and selecting diction appropriate to audience, purpose, and topic
 - Using specific textual proofs to support assertions
 - Showing rather than telling, engaging the reader with connotative, specific language
 - Utilizing the styles of famous writers as models, converting a piece from one modality to another or from formal to informal
- **Use grammatical and mechanical conventions in writing including: spelling, punctuation usage, capitalization, tense consistency, subject/verb agreement, pronoun/antecedent agreement, consistent point-of-view, proper use of objective/nominative/possessive case pronouns**
- **Gather and use information for research purposes**
 - Establish and develop a clear thesis statement
 - Research using a variety of credible, evaluated sources
 - Record information systematically on note cards which include
 - a. Header/slug
 - b. Correctly paraphrased information
 - c. Correctly quoted data
 - d. Correctly summarized information
 - e. Proper MLA citation
 - Organize information using an outline or other approved tool
 - Refine thesis statement
 - Type MLA formatted research paper, developing information into coherent, unified paragraphs, including topic, transition/conclusion sentences
 - Conclude paper with MLA works cited
 - Define plagiarism and articulate its preventions and consequences
- **Create writing folders as instructed, tracking personal preferences and growth**

**In addition to the above, Pre-AP and AP courses train for the AP exam through summer-writing projects, timed writing prompts, a four-year student-constructed Annotated Glossary of Literary Terms, and by investing in extended study.*

Listening, Speaking, and Viewing:

- ***Use listening and speaking/viewing skills as tools for learning and communicating***

- Participate in small group discussions as a facilitator, recorder, or reporter (alternating roles during the course of the year)
- Analyze and amplify a text through a visual/auditory presentation
- Respond appropriately to speaker's invitation to agree, disagree, or elaborate in response to a point or concept
- Participate in panel discussions as well as in dramatic presentations
- Respond artistically to an oral story/poem as an aid in analysis
- Participate in inner/outer circle questioning technique

Media:

- ***Understand the characteristics and components of the media***

- Analyze music, videos, photo journalism, cartoons, and movies in connection with curriculum
- Critique music, videos, photo journalism, cartoons, and movies in connection with curriculum

- ***Use technology as a tool in research and presentation***

- Answer literal questions in both short and extended response form, demonstrating comprehension of grade appropriate electronic and visual media
- Use effectively in class presentations: PowerPoint, graphics, transparencies, visual displays, and videos
- Use fonts, typography, and images to enhance written documents

ASSESSMENT

By close of **grade twelve:**

- 1) Writing Folders in ninth through twelfth
- 2) Semester exams in ninth through twelfth
- 3) Research paper in ninth
- 4) Poetry project in tenth
- 5) Historical connects in eleventh
- 6) Primary Source Documentation of America's Christian Heritage
- 7) PSAT in tenth and eleventh
- 8) ACT and/or SAT in eleventh and twelfth

**AP Literature and Language culminate with the National AP Exam and a comprehensive Annotated Glossary of Literary Terms ninth through twelfth*



HISTORY-SOCIAL STUDIES

VISION

As historians we have the opportunity to illuminate God's providence in peoples, places, cultures, and events. Everything that occurs is for the furtherance of His plan. Because we approach the relationship between God and His will as it relates to human actions, students discern the purpose, meaning and relevance of History and Social Studies.

K4-12 SOCIAL STUDIES STANDARDS

*What a Little Rock Christian Academy student will know and be able to do in **Social Studies**:*

- Be exposed to the following social studies sub-topics: Geography, Government, Economics, United States History, and World History
- Use geographic tools and technologies to identify the location of places, geographic features, and patterns of the physical and human environment. Understand the role of geography in shaping human history and culture
- Understand the principles of a democratic system: the historical development and structure of the United States Constitution, division of roles in the federal system, and the mechanics of the political process. Compare and contrast the different types and functions of government systems throughout the world and foster civic responsibility
- Understand the basic concepts, principles, and practice of economics with an emphasis on the United States free market economic system. Foster an appreciation of the benefits of living in a nation that enjoys a free market economic system
- Demonstrate knowledge of the significant persons, places, and events in United States history, patterns of continuity and causes of change, and individual and group identities. Understand the United States' maturation within a global context
- Demonstrate knowledge of significant people, places, and events in World History. Analyze patterns and relationships within and among world civilizations
- Demonstrate competence in gathering information from a variety of resources and in organizing and sequencing data. Apply critical thinking skills in order to effectively analyze and communicate conclusions in speech and in writing
- Demonstrate an appreciation of one's identity and role as a Christian citizen in society. Recognize and value cultural diversity at home and abroad. Understand that being a member of God's family brings with it a new responsibility especially, but not exclusively, to our brothers and sisters in Christ

BENCHMARKS

*By close of **grade five** the student will be able to:*

Geography

- Know and locate the continents, oceans, and states and capitals of the United States and the basic physical features of the United States
- Use number/letter grids, map keys, linear scales, and directional indicators to understand symbols and measure distances on a map
- Differentiate between physical and political maps
- Use charts and graphs to gather information and answer questions
- Understand the physical characteristics of Earth

Government

- Understand people's need for rules and consequences, including God's rules
- Identify the methods, individuals, and institutions used to create and enforce these rules and consequences in the home, school, community, and world

Economics

- Define scarcity, opportunity cost, and entrepreneurship in contexts of local, national, and global economics in age-appropriate examples
- Identify choices that must be made by producers and consumers and the factors used in producing goods and services

History

- Use timelines to arrange events in chronological order. Gather information from a variety of resources and organize and sequence data.
- Understand cause and effect relationships.
- Identify past and present historical figures and events.
- Describe individuals' impact on history and determine if their actions reflect Biblical principles while recognizing that all things happen according to God's plan.
- Compare daily life in past and present communities.
- Identify ways different cultures within the United States and the world have shaped our national heritage.

ASSESSMENT

By close of **grade five**:

- 1) Stanford Achievement Test
- 2) Flat Stanley Project
- 3) Historical Book Character Presentation
- 4) State Report and Power Point Presentations
- 5) Bug-ident Project
- 6) Invention Timeline

BENCHMARKS

By close of **grade eight** the student will be able to:

Geography

- Understand the relationship between geography, history, and culture
- Know and locate the physical and political features significant to each historical unit studies
- Apply skills in map reading, distance calculation, chart and graph reading and interpretation, and describe location by using formal reference systems

Government

- Identify historical origins that influenced the rights United States Citizens have today
- Compare the defining characteristics of democracies, monarchies, and dictatorships as to purposes, processes, structures, and examples of each type
- Understand the principles of a democratic system: the historical development, and structure of the U.S. Constitution, division of roles in the federal system, and the mechanics of the political process
- Recognize and understand the importance of the rights and responsibilities of citizenship

Economics

- Understand the importance of economic relationships among nations and the role of economics in developing nations
- Understand the economic roles of government with regard to the following: raising revenue, providing public goods and services, establishing and enforcing regulations, and preserving competition

United States History

- Demonstrate an understanding of key people, places, and events and their significance to United States History from the late 1400s to 1900
- Analyze information about major historical developments in the United States by interpreting documents and data, identifying and comparing experiences and perspectives, and assessing credibility of sources
- Identify and explain cause and effect relationships for major historical developments

World History

- Identify an historical timeline of the church beginning with Abraham to the present
- Use Biblical perspective to examine how diverse cultures have shaped the history of the world, and how differences have led to both conflict and interdependence
- Demonstrate an understanding of key people, places, and events and their significance to World History from the Ancient River Valley Civilizations through the Middle Ages
- Analyze information about major historical developments in the world by interpreting documents and data, identifying and comparing experiences and perspectives, and assessing credibility of sources
- Identify and explain cause and effect relationships for major historical developments

ASSESSMENT

By close of grade eight:

- 1) Standardized testing
- 2) Year-Long Country Project
- 3) Greek God/Goddesses Oral Presentations
- 4) Medieval Banquet Project
- 5) Chinese Dynasties Power Point Presentation
- 6) Election Notebook Project

BENCHMARKS

*By close of **grade twelve** the student will be able to:*

Civics

- Evaluate the role of elections, representation, political parties, and special interest groups in facilitating the democratic process
- Analyze key documents in American History such as the Constitution and the Bill of Rights
- Outline key provisions of the Constitution and investigate federalism, separation of powers, and checks and balances
- Investigate how individual rights, privileges, and responsibilities are integral to becoming an active civic participant
- Identify the role of law as it applies to family, school, local, state, and national governments
- Investigate how nations and international organizations interact politically and economically
- Incorporate related current events and global issues

World History

- Use Biblical perspectives to examine how diverse cultures have shaped the history of the world and how differences have led to both conflict and interdependence
- Evaluate and apply knowledge of key people, places, and events, and their significance to World History from the Renaissance to World War I
- Analyze information about major historical developments in the world by interpreting documents and data, identifying and comparing experiences and perspectives and assessing credibility of sources
- Incorporate related current events and global issues
- Identify, explain, and evaluate cause and effect relationships for major historical developments

World Geography

- Analyze the relationship among geography, history, and culture
- Apply skills in map reading, distance calculation, chart and graph reading and interpretation, and describe location by using formal reference system
- Incorporate related current events and global issues

20th Century History

- Incorporate related current events and global issues
- Evaluate and apply knowledge of key people, places, and events, and their significance to U.S. history from World War I to present
- Analyze information about major historical developments in the world by interpreting documents and data, identifying and comparing experiences and perspectives, and assessing credibility of sources
- Use Biblical perspective to examine how diverse cultures have shaped United States history and how differences have led to both conflict and interdependence
- Identify and explain cause and effect relationships for major historical developments

Comparative Government

- Compare and evaluate the defining characteristics of republics, autocracies, and transitional governments as to purposes, processes, structures, and examples of each type
- Analyze the role of nations in developing and applying a foreign policy and understand the tools available as they interact with one another
- Examine global, political, economic, social, and environmental issues using current events
- Demonstrate ability to solve a problem, given an issue, by conducting research, identifying and consulting primary and secondary source documents, drawing conclusions, developing alternate strategies, determining a strategy most likely to result in successful resolution, communicating with appropriate people, acting on strategy determined to resolve the issue, and evaluating the impact of the strategy undertaken

AP United States History

- Achieve a sturdy political and chronological framework of U.S. history from the earliest Americans and European exploration to the 1990s
- Integrate into that framework social, cultural, and environmental history
- Write critically and concisely in preparation for the AP exam and college
- Read for content, purpose, tone, and context a textbook and selected primary and secondary source readings and effectively incorporate those readings into written work
- Work both individually and cooperatively, assuming responsibilities for oneself and for members of a team

AP European History

- Evaluate and apply knowledge of key people, places, and events and their significance to European History from the Renaissance to the fall of the Soviet Union
- Analyze information about major historical developments in Europe by interpreting documents (primary and secondary) and data, identifying and comparing experiences and perspectives and assessing the credibility of sources
- Identify, explain, and evaluate cause and effect relationships for major historical developments
- Write critically and concisely in preparation for the AP exam and college

ASSESSMENT

By close of **grade twelve**:

- 1) Webquests (WWI, Hitler: Hero or Tyrant)
- 2) Election/Government Project Notebook
- 3) Travel Brochure Project
- 4) Country Booklet Assessment
- 5) Renaissance Project
- 6) Asian Timeline Project
- 7) Tribal Culture Survivor Project
- 8) Communism Rally Project
- 9) 21 Anchors US History Timeline
- 10) Document Based Essay Questions and Document Shuffles
- 11) AP US History Graphic Organizer Project
- 12) Imperialism Debate
- 13) Amazing Race: Asia Project

MATHEMATICS

VISION

Through the study of mathematics, students will understand the orderliness and precision of God's creation. As a result of a Little Rock Christian Academy mathematics education, students will develop mathematical literacy by incorporating technology and problem solving skills. Mathematics instruction will be developmentally appropriate to challenge and support student achievement in the pursuit of excellence.

K4-12 STANDARDS

What a LRCA student will know and be able to do in **Mathematics**:

- Apply properties of numbers and processes of computation in a problem solving context
- Apply patterns, functions, and relationships with regard to algebraic models
- Recognize and visualize geometric concepts and relationships by using reasoning and analysis
- Identify and apply systems of measurement to compare and describe the physical world
- Use statistical reasoning and concepts of probability to analyze and represent data in order to make inferences
- Recognize the order and wonder of the mind of God as revealed through mathematics

BENCHMARKS

By close of **grade five** the student will be able to:

•Number and Operation Sense

- Use models and visual representations to develop the concepts of fractions, decimals, ratios, and percents
- Use properties of number theory to compute and solve real-life word problems
- Develop and use a variety of algorithms with computational fluency to perform whole number, decimal, and fraction operations using addition, subtraction, multiplication, and division
- Perform basic mental operations (addition and subtraction of whole numbers, multiplication and division of numbers through 12)

•Patterns, Relations, and Functions

- Recognize, extend, and understand a wide variety of patterns
- Understand the basic relationship of an equality and an inequality
- Solve simple open sentences involving inverse operations on whole numbers

•Geometry

- Know basic geometric language for describing and naming shapes and properties
- Understand concepts of congruency and similarity
- Understand characteristics of lines and angles
- Understand how scale in maps and drawings show relative size and distance

•Measurement

- Know how to measure time, length, width, height, weight, and temperature
- Calculate and apply perimeter, area, volume, mass, and circumference
- Know approximate size of basic standard units

•Probability/Statistics

- Organize and understand mean, mode, range, median
- Gather and organize data, read and interpret tables, charts, and graphs
- Make predictions and justify conclusions based on data

•Divine Order

- Use mathematics to organize and understand in a finite way the vastness and mystery of God and His creation
- Recognize the order and dependability of mathematical patterns in creation

ASSESSMENT

By close of **grade five**:

- 1) Stanford 10 Achievement Test: Math Subtest
- 2) Multiplication/Division Unit Assessment
- 3) Fractions Unit Assessment
- 4) Decimals/Percents Unit Assessment
- 5) Geometry/Measurement Unit Assessment

BENCHMARKS

By close of **grade eight** the student will be able to:

• Number and Operation Sense

- Compare, round, add, subtract, multiply, and divide rational numbers
- Interchangeably use fractions, decimals, and percents in real life situations

• **Patterns, Relations, and Functions**

- Evaluate algebraic expressions and solve two-step equations and inequalities, applying them to problem solving situations
- Recognize and apply properties of real numbers
- Understand and solve problems involving ratios, proportions, and percents
- Identify coordinates on the coordinate plane and graph linear equations and inequalities using the slope-intercept form

• **Geometry**

- Find the measure of angles and identify angle relationships
- Apply formulas to find perimeter and area of plane figures; additionally, find the area and circumference of circles
- Investigate surface area of solid figures using nets, and find volume using formulas and counting techniques
- Investigate right triangles and use the Pythagorean Theorem

• **Measurement**

- Convert between units within the metric and customary systems
- Perform measurement to the nearest centimeter and fraction of an inch

• **Probability and Statistics**

- Conduct an experiment to gather, analyze, organize, represent, and interpret data using a variety of methods
- Perform experiments and simulations to find simple probabilities

• **Divine Order**

- Use mathematics to organize and understand in a finite way the vastness and mystery of God and His creation
- Recognize the order and dependability of mathematical patterns in creation

ASSESSMENT

By the close of **grade eight**:

- 1) Stanford Achievement Test: Math Subtest
- 2) End of Unit Assessment
- 3) Semester Exams

BENCHMARKS

By close of **grade twelve** the student will be able to:

• **Number and Operation Sense**

- Understand the properties of real numbers and complex numbers
- Simplify radical and rational expressions

• **Patterns, Relations and Functions**

- Understand and use appropriate terminology and notation defining functions and their properties
- Recognize and relate the characteristics of many types of functions. (e.g., linear and quadratic, direct and inverse variation, polynomial, radical, exponential, logarithmic, and sinusoidal)
- Use a variety of models (e.g., written statement, algebraic formula, table of input-output values, graph) to represent functions, patterns, and relationships

• **Geometry**

- Use inductive and deductive reasoning to make observations and to verify properties of relationships among figures
- Make a connection between algebra and geometry
- Use relationships among figures to solve mathematical and real-world problems
- Analyze characteristics and properties of two-dimensional geometric shapes and develop mathematical arguments about geometric relationships

• **Measurement**

- Solve real-world problems involving direct and indirect methods of measurement
- Measure and compare while using appropriate formulas and technology to solve problems dealing with length, perimeter, area, and volume

• **Probability/Statistics**

- Understand the measure of central tendency and variability
- Create, compare, and evaluate data displays using such methods as histograms, cumulative distribution functions, and scatter plots
- Use probability distributions to make statistical inferences
- Use experimental or theoretical probability to represent and solve problems involving chance

• **Divine Order**

- Use mathematics to organize and understand in a finite way the vastness and mystery of God and His creation
- Recognize the order and dependability of mathematical patterns in creation

ASSESSMENT

By close of **grade twelve**:

- 1) ACT/SAT
- 2) Semester Exams
- 3) AP Exams



SCIENCE

VISION

Science is a method of inquiry founded upon the orderly design of the natural world. Students explore the disciplines of science through class presentation, hands-on activities and laboratory investigations that emphasize scientific methods and develop critical thinking skills. Students integrate science with mathematics, technology, written language, and career interests. Students strive toward becoming responsible, independent, questioning, creative, and organized learners. Curiosity leads to familiarity, then mastery of scientific skills, processes, and concepts. Through a Christ-centered understanding of God's world, students will be able to use scientific principles to live productive, Godly lives.

K4-12 STANDARDS

What a LRCA student will know and be able to do in **Science**:

Nature of Science

- Understand scientific knowledge is an ongoing discovery of God's creation
- Understand the nature of scientific inquiry
- Know and use vocabulary necessary for scientific study
- Recognize the significant role of Science in today's culture and utilize the Biblical directive to be good stewards

Earth and Space Science

- Understand the composition and structure of the universe
- Understand Earth's composition, structure and dynamics
- Understand atmospheric processes and the water cycle

Physical Science

- Understand the structure and properties of matter
- Understand the sources and properties of energy
- Understand forces and motion

Life Sciences

- Understand origin and diversity of life
- Understand the structure and function of cells and organisms
- Understand how organisms relate to one another, and the physical environment in which they live

Science and Technology

- Utilize resources, including technology, to find, analyze and evaluate information
- Demonstrate the use of scientific principles and information technology to solve problems and communicate solutions

BENCHMARKS

By close of **grade five** the student will be able to:

Nature of Science

- Acknowledge science as an investigation of God's creation
- Understand that ideas and conclusions change as knowledge expands
- Perform guided scientific inquiry based on testable questions
- Use appropriate instruments safely to measure and record length, weight, volume and temperature
- Collect and organize accurate and understandable data when conducting scientific investigation
- Interpret and report data to reach a conclusion
- Use scientific methods to support everyday decisions as a responsible citizen

Earth and Space Science

- Demonstrate an understanding of the solar system that includes the sun, planets and moons
- Describe Earth's position and rotation in our solar system and explain the connection of apparent movement of sun, moon, and stars
- Demonstrate an understanding of Earth's physical structure as crust (including elements and minerals), mantle, and core
- Describe how scientists use fossils to study past and present life
- Recognize and identify weather changes that occur over periods of time
- Demonstrate wise use and conservation of our God-given resources

Physical Science

- Recognize all matter consists of atoms and molecules
- Identify and compare physical and chemical changes, and recognize different phases of matter
- Identify heat and electricity as sources of energy capable of causing changes in temperature, motion, sound, and light
- Describe forces as pushes and pulls that directly affect objects and their motion
- Understand matter and energy are components of God's created world

Life Science

- Understand life was created by God and is vast in its diversity
- Recognize cells as the basic unit of life's structure
- Understand the relationship of cells, tissue, organs, and systems
- Know the basic needs of plants and animals
- Explain the organization of simple food chains and food webs
- Demonstrate a general understanding of photosynthesis, cell division, and reproduction
- Recognize how living and nonliving factors affect individual life forms
- Distinguish between learned and inherited characteristics and behaviors
- Understand how scientists use fossils to study past and present life
- Recognize how humans influence their environment positively and negatively

Science and Technology

- Select and use appropriate materials, tools, and measuring devices to solve problems
- Use age-appropriate internet resources to gather and present scientific information

ASSESSMENT

By close of **grade five**:

- 1) Stanford Achievement Test: Science Subtest
- 2) Planet Brochure
- 3) Dissection
- 4) Biome Project
- 5) Human Body Presentation

BENCHMARKS

By close of **grade eight** the student will be able to:

Nature of Science

- Integrate scientific theories and evidence within a Biblical worldview
- Explain how and why a scientific theory or protocol may change over time
- Design investigations to produce scientific explanations to answer questions about our natural world
- Distinguish between observation and inference in application of scientific evidence
- Use measuring devices to gather and interpret data in appropriate units to evaluate evidence
- Collect, organize, analyze, and report data to answer questions
- Apply scientific methods toward solutions for human and environmental issues

Earth and Space Science

- Describe general features of the universe to include galaxies, motions and forces
- Describe structure, objects and motions of the solar system
- Describe the Earth's place in the solar system, its axial tilt and the Earth-Moon relationship
- Demonstrate an understanding of the structure and dynamics of the Earth
- Describe the atmospheric structure, dynamics and weather phenomena
- Identify ways human activity has altered the Earth and its atmosphere and define appropriate response as Christian stewards

Physical Science

- Identify the structure of atoms and compounds
- Explain the concept of elements and their properties as organized in the Periodic Table
- Describe the physical properties of matter in its various phases
- Compare potential and kinetic energy and describe energy conservation and transfer
- Describe the relationship between forces and their effect on the motion of objects
- Identify and compare different forces such as elastic, gravitational and electromagnetic
- Understand energy, forces, and matter as fundamental concepts in nature, related by God's established laws

Life Science

- Recognize the differences in theories relating to life's origin and diversity of life
- Understand structure and function of cells in all living organisms
- Differentiate between cell processes and functions
- Demonstrate understanding of general anatomy and physiology of major organ systems in plants and animals
- Explain the symbiotic relationship between photosynthesis and cellular respiration
- Recognize the various roles of bacteria and viruses
- Distinguish between biotic and abiotic factors and their roles in the environment
- Relate environmental changes to effects on organisms and their niche
- Apply Christian principles to environmental issues

Science and Technology

- Demonstrate understanding of relationships between science and technology
- Use appropriate materials and measuring devices to collect data for problem solving
- Use appropriate internet resources to acquire, analyze, and synthesize information for presentation

ASSESSMENT

By close of **grade eight**:

1. Stanford Achievement Test: Science Subtest
2. Digestive System Owner's Manual
3. Cellular Theme Park Brochure

BENCHMARKS

By close of **grade twelve** the student will be able to:

Nature of Science

- Understand science as an investigation of the natural world ruled by natural laws but subject to supernatural interventions
- Explain how new evidence and improved investigative techniques may alter or even radically change a scientific theory or protocol
- Design and perform a scientific investigation of a hypothesis using measuring devices and published research and measuring devices
- Distinguish between observation and inference when evaluating evidence
- Collect data to support a scientific investigation using current technology including electronic data-gathering instruments
- Communicate investigative results in writing and speaking, using appropriate vocabulary to convincingly inform or persuade an audience
- Evaluate information derived from public media and technical sources on current cultural events by making evidence-based decisions
- Determine the scientific validity of a proposal using organized, logical, scientific reasoning to support a conclusion

Earth and Space Science

- Distinguish between terms used to identify broad features of the Universe
- Identify the major bodies in the Solar System
- Describe the Earth's place in the Solar System, explain the effects of axial tilt, the cause of the Moon's phases, and the Moon's effect on tides
- Describe the physical structure of the Earth and its tectonic plate dynamics, and identify the causes of earthquakes and volcanic activity
- Identify the major layers of the atmosphere, general features of weather phenomena, climatology, and the nature of weather forecasts
- Identify ways human activity has altered the Earth and its atmosphere, and define appropriate response as Christian stewards

Physical Science

- Explain the atomic structure of atoms and compounds to include the nuclei, electronic structure, and bonding patterns
- Explain the structure of the Periodic Table in families and periods, and connect chemical properties of elements with their position on the table
- Describe the physical properties of matter using the Kinetic Theory of Matter and understand the energies involved in changing phases
- Recognize some atoms and isotopes are unstable and spontaneously radiate particles and energy to become stable
- Demonstrate forms of energy such as kinetic, potential or elastic, and describe how energy can be transformed into other forms while the total energy is conserved

- Describe and predict the effects of forces on objects using Newton's Laws
- Explain how waves are a form of energy transfer including sound, seismic and electromagnetic
- Describe how the physical laws of nature apply universally and demonstrate the orderliness of God's provision for mankind

Life Science

- Compare and contrast various origin theories, including evolution, intelligent design, and creationism and their relationship to the diversity of species
- Explain how cells are the basic unit of structure and function in living organisms and can only arise from pre-existing cells
- Relate the cellular process of life to the structure and function of various cell types
- Recognize the role of chemistry in life processes such as photosynthesis, various levels of metabolism, and genetics
- Describe the process of cell division, plant and animal development, and reproduction
- Explain the molecular basis of genetics and the process of genetic inheritance
- Demonstrate the ecological relationship between organisms, populations, and their environments
- Relate variations in biotic and abiotic factors to organism and population survival, adaptations, and extinction
- Apply Christian stewardship ecological principles to global issues involving natural resources, life-threatening stresses, and government policies

Science and Technology

- Discriminate between science as an investigative methodology and the use of scientific principles and technology to solve problems
- Use electronic data collection equipment to gather, analyze, and interpret scientific information
- Demonstrate the use of the internet and other computer-based information systems to acquire, analyze, and communicate solutions to scientific questions
- Apply Christian principles to the ethical use of technology in problem-solving local, national, and international issues

ASSESSMENT

By close of **grade twelve**:

1. ACT and SAT Science Subtests
2. AP Biology Exam
3. AP Physics Exam



FINE ARTS

VISION

Inasmuch as the Person of Christ is our model for Truth, Beauty and Goodness, the Fine Arts programs at Little Rock Christian Academy seek to nurture and develop each student's God-given desire and ability to appreciate and produce aesthetic beauty in all aspects of the Fine Arts –Musical, Visual, and Theatrical. Our programs are designed to encourage students to honor Christ and reflect His glory by striving for excellence in the understanding, performance and love of the various arts.

K4-12 MUSIC STANDARDS

*What a LRCA student will know and be able to do in **Music**:*

- Sing/Perform on instruments, both solo and in ensembles, in a variety of musical styles and genres, both sacred and secular
- Read and notate music
- Apply aesthetically knowledgeable and biblically-informed evaluative criteria to music and musical performances, both vocal and instrumental
- Exercise appropriate etiquette as a performer and/or audience member
- Research and report on the relationships between music, history, and culture, using a variety of media, including print, audio/visual recordings and computers
- Use/create music as a personal and interpersonal expression to honor God and reflect His glory

BENCHMARKS

*By close of **grade five** the student will be able to:*

- Sing on pitch/perform on an instrument, according to individual talents, with steady tempo and in rhythm, using clear diction and tonal clarity and appropriate posture
- Follow the direction of a conductor/choir director in a performance
- Identify standard symbols and terms used to notate rhythm, pitch, meter, and dynamics in simple musical examples
- Be able to use singing/instrumental playing in the performance of various musical presentations, such as concerts, cantatas, plays
- Demonstrate respect and appreciation for a performance as an audience member
- Understand and practice criteria that enhance the quality and effectiveness of musical performance
- Identify and perform songs representing genres and styles from diverse cultures and historical periods, both sacred and secular

ASSESSMENT

By close of **grade five**:

- 1) Vocal Music: Pitch-matching and Musical Notation Symbols
- 2) Instrumental Music:
 - a. *Orchestral Instrument Recognition*
 - b. *Instrument Proficiency Assessment*

BENCHMARKS: VOCAL MUSIC

By close of **grade eight** the student will be able to:

- Sing with good breath control, musical expression, proper posture and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter
- Sing music written in two to four vocal parts
- Sight-read simple melodies in both treble and bass clef
- Recognize and incorporate into performance standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression
- Accurately follow the direction of the choral director
- Participate in at least two school-sponsored concert performances involving choral and/or solo vocal participation
- Exercise evaluative criteria concerning quality and effectiveness of musical performances
- Exercise a Christ-centered, biblically-informed aesthetic when listening to and making selection choices for vocal performance

ASSESSMENT

By close of **grade eight**:

- 1) Vocal performance individually or in an ensemble
- 2) Written assessment: musical notation, dynamic, expression, and articulation symbols

By close of **grade 12** the student will be able to:

- Sing a varied repertoire of sacred and appropriate secular vocal literature at a moderate level of difficulty with artistic expression and technical accuracy
- Accurately and attentively follow the direction of a choral conductor
- Read music that contains moderate technical demands, expanded ranges (up to eight parts) and varied interpretive requirements
- Sing music written in two to four parts a cappella (without instrumental accompaniment)
- Use dynamic elements of music for expressive effect in performance
- Demonstrate basic proficiency in conducting music, demonstrating basic beat-patterns in various meters
- Utilize the technical vocabulary of music appropriate to the student's years of study
- Demonstrate ability to notate simple melodic lines from aural dictation
- Be familiar with a variety of vocal musical styles and genres, and be able to identify the better-known composers of each

ASSESSMENT

By close of **grade 12**:

- 1) Vocal performance individually or in an ensemble, in at least four school-sponsored vocal events per school-year
- 2) Reading Rhythms and Musical Symbols Assessment

BENCHMARKS: INSTRUMENTAL MUSIC

By close of **grade eight Band** the student will be able to:

- Apply techniques of articulation, including tonguing, slurring, staccato and legato styles
- Demonstrate the fundamentals of fingering, posture, breathing, and embouchure to produce good tone quality
- Demonstrate fundamentals of accurately reading music
- Apply techniques of phrasing and musicality in playing
- Demonstrate an understanding of a variety of dynamics, tempi, and musical expression

ASSESSMENT

Students play alone or in small groups, a variety of pieces from the method book or concert music, in an expressive manner

By close of **Concert Band** the student will be able to:

- Demonstrate good tone production on individual instrument
- Perform with good tone quality as an ensemble
- Perform with rhythmic precision and appropriate tempo in small and large ensemble
- Sight-read music with rhythmic accuracy and dynamic flexibility

- Demonstrate ability to read and follow scores
- Demonstrate proper care of instruments and printed music
- Display professional behavior during rehearsals and performances
- Demonstrate support and respect for others in rehearsals and performances

ASSESSMENT:

- 1) Quarterly playing exams
- 2) Verbal and written performance evaluations
- 3) Official judging at contest

By close of **Junior High String Ensemble** the student will be able to:

- Hold the bow in the right hand while performing pizzicato
- Demonstrate proper posture, embouchure, hand position, and playing position
- Produce clear, sustained tones unwavering in pitch

By close of **Senior High String Orchestra** the student will be able to:

- Demonstrate a variety of articulations or bowings
- Play major scales, ascending and descending
- Demonstrate ensemble skills
- Sight-read music of varying styles and levels of difficulty
- Demonstrate concert etiquette as a performer and listener

ASSESSMENT:

- 1) Quarterly playing exams
- 2) Verbal and written performance evaluations

K4-12 VISUAL ARTS STANDARDS

What a LRCA student will know and be able to do in **Visual Arts**:

- Recognize the ability to produce art is the result of being made in God's image
- Develop a heightened visual perception of God's world through close observation and creative experiences
- Produce works of art by developing age-appropriate skills using the visual language of art
- Realize the importance of the visual arts in the human experience
- Develop personal expression and refine problem solving skills
- Develop a sense of aesthetics that is congruous with a Biblical Worldview
- Use materials and tools in a safe and ethical manner

BENCHMARKS

By close of **grade five** the student will be able to:

- Exercise creative ability by producing individual expressions of two and three-dimensional art
- Recognize visual elements (color, texture), expressive features, organizational principles, and purposes of art
- Use a variety of materials (paints, crayons, pastels, pencils, clay, textiles, yarn, papers) to create works of art and experiment with colors and textures
- Identify specific works of art as belonging to particular cultures, times, places, and styles of artists and recognize the influence of culture and society on art
- Select ideas for works of art and use symbols and ideas to communicate meaning
- Take care of materials and tools and use them safely

BENCHMARKS

By close of **grade eight** the student will be able to:

- Use a variety of materials and media (clay, paint, printing, drawing, fibers)
- Produce art using a wide range of subject matter as well as incorporation of own ideas and personal expression
- Learn to draw through development of observation skills
- Use design elements to improve visual communication, and learn two and three-dimensional concepts (one-point and two-point perspective as well as pottery and sculpture exploration)
- Understand proportions of face and body, negative and positive space, color theory and value
- Demonstrate an age appropriate knowledge of the elements of art
- Select personal work for exhibition in the community
- Identify specific works of art, artists, periods, and styles from various cultures
- Discuss and evaluate own artwork and work of others to recognize how people's beliefs influence their art and how God may be glorified through that work
- Recognize the purpose and meaning of specific artwork
- Maintain workspace, materials, and tools responsibly and safely

ASSESSMENT

By close of **grade eight**:

- 1) Still life drawing
- 2) Landscape painting
- 3) One-point perspective project
- 4) Portraiture and figurative drawing
- 5) Three-dimensional clay project

BENCHMARKS

By close of **Introduction to Visual Arts** the student will be able to:

- Recognize the purposes art has served throughout the ages
- Analyze the elements and principles of art
- Track chronological history of art with particular attention to the 20th century modern era
- Identify how artists have reflected the importance of God in their lives
- Evaluate art and artists from a Christ-centered Worldview
- Recognize various interpretations may be used to evaluate works of art

ASSESSMENT: Semester evaluations/exams

By close of **Art I** the student will be able to:

- Demonstrate a working knowledge of a variety of media and techniques
- Produce both two and three-dimensional works of art
- Create a personal expression of an abstract concept
- Interpret the physical world into a visual expression
- Demonstrate an understanding of the elements of art

ASSESSMENT: Art I Portfolio Evaluation

By close of **Art II** the student will be able to:

- Integrate components from Art I to further visual and perceptual thinking
- Discuss and critique various works of art
- Demonstrate a working knowledge of the principles of design as it pertains to fine art

ASSESSMENT: Art II Portfolio Evaluation

By close of **Introduction to Oil Painting** the student will be able to:

- Identify the basic components of color theory
- Use the principles of design to build strong compositions
- Produce oil paintings through observation of still life, landscape, and portraiture
- Produce both objective and nonobjective works
- Develop a digital portfolio of personal work

ASSESSMENT: Portfolio Evaluation

THEATRE ARTS STANDARDS

What a LRCA student will know and be able to do in Theatre Arts:

Performance and Production

- Solve problems with originality, flexibility, and imagination in a Christ-centered environment
- Develop the essential skills and technical demands unique to theatre
- Demonstrate safe and ethical use of materials, methods, and technologies

Cultural Context and Theatre History

- Demonstrate understanding of theatre arts in relation to history and culture
- Make connections between theatre arts and other content areas

Judgment and Criticism

- Observe, discuss, analyze, and make critical judgments about own work and work of others
- Follow copyright and royalty requirements when rehearsing, performing, or otherwise using the works of others

Aesthetics

- Apply aesthetic criteria for making artistic choices

BENCHMARKS

*By close of **Theatre Arts** the student will be able to:*

- Demonstrate understanding of the principles of drama and the development of theatre production
- Identify various types of theatrical presentations
- Explain the perspectives of audience, playwright, actor, designer and director
- Demonstrate safe and ethical practices during rehearsals and performances
- Analyze, prepare, rehearse and perform plays



HEALTH AND PHYSICAL EDUCATION

VISION

As warriors of Christ, students are encouraged to respect and reflect the God-given worth of human life, pursue excellence in lifelong fitness and lifetime activities, and grow physically, mentally, socially, and spiritually. Students will exercise sportsmanship and learn how to work successfully with others. They will serve one another in love and with respect while developing individual potential and leadership.

K4-12 STANDARDS

What a LRCA student will know and be able to do in **Health and Physical Education**:

- **Demonstrate understanding of the personal and social worth of every human being by exhibiting Christian behavior in physical activities**
- **Demonstrate understanding of fundamental concepts of growth and development as part of God's plan for human life**
- **Demonstrate competency in motor skills and apply understanding of movement principles and strategies**
- **Participate regularly in physical activity and understand its costs and benefits**
- **Demonstrate understanding of the role of nutrition in personal health**
- **Achieve and maintain a healthy level of physical fitness**
- **Participate in physical activities for health, enjoyment, challenge, self-expression and fellowship**
- **Recognize the importance of following established rules and safety precautions in maintaining health and fitness**

BENCHMARKS

By close of **grade five** the student will be able to:

- Play cooperatively and follow established rules
- Demonstrate competency in motor skills and movement: throwing/ catching, running, jumping, tumbling, and dancing
- Participate in a nationally-recognized health and fitness assessment and set goals for improving performance levels
- Demonstrate personal habits that help prevent and control disease
- Participate regularly in physical activities that build and maintain endurance, flexibility, and muscle strength

ASSESSMENT

- 1) President's Challenge Health Fitness Test
- 2) Written and performance skills tests

BENCHMARKS

*By close of **grade eight** the student will be able to:*

- Demonstrate proper attitudes toward winning and losing and display sportsmanship in physical activities
- Combine movement skills effectively in individual and team sports
- Use offensive and defensive strategies in physical activities and follow designated rules
- Accept the appropriate role of leader/follower while participating in group activities
- Assess accurately personal health status as measured by a nationally-recognized fitness test, set personal goals, and work toward them
- Identify practices that promote health and safety within family and community
- Participate in physical activity to improve cardiovascular and muscular strength, flexibility, and endurance

ASSESSMENT

- 1) President's Challenge Health Fitness Test
- 2) Written and performance skills tests

BENCHMARKS

*By close of **grade twelve** the student will be able to:*

- Exercise responsible behavior and display sportsmanship in physical activities
- Use sport-specific skills in complex physical activities
- Use offensive and defensive strategies and appropriate rules for physical activities
- Accept role of leader or follower appropriate for accomplishment of team goals
- Assess accurately personal health status as measured by a nationally-recognized fitness test, set and work toward goals, and acknowledge responsibility for a healthy lifestyle
- Explain the long-term benefits of eating healthy foods and regular participation in physical activity
- Examine practices that prevent disease and promote health in society

ASSESSMENT

- 1) President's Challenge Health Fitness Test
- 2) Written and performance skills test



FOREIGN LANGUAGE

VISION

Through the study of foreign languages students will appreciate the numerous capabilities God has given all people for glorifying and serving Him through language. They will understand the worth of every human being as created in the image of God, as well as their personal responsibility to carry out Christ's mandate to make disciples of all nations. Furthermore, students will gain an understanding and appreciation of the values, traditions, and customs associated with other cultures. Finally, students will become lifelong language learners as they distinguish differences between other cultures and their own and work towards effectively communicating with others in academic, social and evangelistic settings.

STANDARDS

What a LRCA student will know and be able to do in Foreign Languages: **French and Spanish** (hereafter the Target Language and Target Culture)

Communication

- Process oral, written, and/or visual messages in the TL
- Interact with others verbally and/or in writing in the TL, exchanging feelings, opinions, and information
- Present information on a variety of topics to an audience of listeners and/or readers

Culture

- Demonstrate understanding of perspectives, practices, and products of other cultures

Connections

- Apply the TL to reinforce and expand knowledge of other subject areas
- Recognize the common and unique viewpoints and contributions of the TL and its cultures

Comparisons

- Demonstrate understanding of the similarities and differences between the TL and own language
- Demonstrate understanding of the similarities and differences between the TL and own culture

Communities

- Use the TL both within and beyond the school setting
- Show evidence of becoming lifelong learners by using the TL for personal enjoyment
- Express one's personal faith using the TL

BENCHMARKS

By close of **grade five** the student will be able to:

Communication (Spanish Language Experience)

- Recognize simple words within content-related areas (greetings, names, numbers, colors, calendar, courtesy phrases, etc.)
- Identify some borrowed words and cognates

Culture

- Explain similarities and differences in practices (holidays, family and community life, beliefs, government), and products (food, shelter, transportation) across cultures
- Identify various cultural symbols (flag, money, art, landmarks, architecture)

Connections

- Identify ways Spanish Language is used in everyday life
- Sing songs and recite Bible verses using Spanish Language

BENCHMARKS

By close of **Level I French and Spanish** the student will be able to:

Communication

•Process oral, written, and/or visual messages in the TL

- Use reading and listening strategies to enhance comprehension from a variety of visual and/or auditory sources
- Recognize cognates, visual clues, and contextual clues
- Identify basic idiomatic expressions
- Interpret signs, gestures, and intonation
- Make predictions
- Follow simple directions (e.g., classroom commands)
- Recognize formal and informal registers

•Interact with others verbally and/or in writing in the TL

- Engage in simple conversations (greetings, farewells, courtesy phrases, introductions, and basic questions)
- Exchange information about familiar topics (e.g., likes/dislikes, personal information, and daily life)
- Communicate in context (indicative mode: present, near future, and present progressive in Spanish)
- Apply numeric concepts in context (e.g., cardinal numbers, time, age, dates)

•Present information on a variety of topics to an audience of listeners and/or readers

- Describe people and possessions
- Write on a variety of topics using different formats (e.g., lists, short notes, and short paragraphs)
- Use graphic organizers
- Demonstrate knowledge of acquired language skills through rehearsed presentations (e.g., skits, poems, songs)
- Produce level-appropriate visual or multimedia demonstrations (e.g., menu, poster, brochure, slide show)
- Use syntax, spelling, and pronunciation effectively according to language development level

Culture

•Demonstrate an understanding of the practices of the TC

- Identify culturally appropriate behaviors (e.g., verbal and nonverbal greetings, gestures, customs)
- Identify various aspects of shared practices (e.g., Poisson d'avril/April Fool's Day)
- Identify differences in practices among the various TC (e.g., uniqueness of holidays, traditions, national holidays, and school systems in Spain as compared to Mexico)

•Demonstrate an understanding of the products of the TC

- Identify tangible and intangible products of the TC (e.g., art, food, clothing, architecture, literature, crafts, educational systems, philosophies, entertainment)
- Recognize the relationship between environments and products of the TC (e.g., between geography, climate, or natural resources and products)
- Examine the written, visual, and performing arts of the TC (e.g., plays, art, music, movies)

•Demonstrate an understanding of the perspectives of the TC

- Examine unique perspectives reflected in the products and practices of the TC (e.g., concept of family reflected in housing arrangements)
- Identify historical and current events and figures that shape one or more cultural perspectives (e.g., exploration and colonization, Cinco de Mayo, World Cup Soccer)

Connections

•Apply the TL to reinforce and expand knowledge of other subject areas

- Recognize basic terms on familiar topics from other disciplines(e.g., mesa, mural, ballet, plateau)
- Relate content learned from other disciplines to the TC and countries (e.g., rainforest, weather, measurements and conversions)

•Recognize the common and unique viewpoints and contributions of the TL and its cultures

- Recognize the existence of other worldviews (e.g., political, social, artistic)
- Recognize the influence of products on other cultures (e.g., Cajun music, Creole cuisine)
- Discuss authentic or adapted materials of the TL (e.g., songs, folk tales, short stories)

Comparisons

•Demonstrate understanding of the similarities and differences between the TL and own

- Recognize the differences in simple language structure (e.g., sounds, accent marks, punctuation, syntax)
- Compare the writing system of the TL with own (e.g., accent marks, numbers)
- Compare linguistic sounds of the TL with own (e.g., sound-letter correspondence)
- Identify cognates, false cognates, and shared derivatives
- Recognize basic idiomatic expressions
- Recognize formal and familiar forms of address

•Demonstrate understanding of the similarities and differences between the TC and own

- Identify daily living patterns of the TC (e.g., food, mealtimes, transportation, shopping, body language and gestures, greetings, time)
- Describe holidays and celebrations of the TC (e.g., Día de la Raza/ Columbus Day)
- Identify the influence of historical and current ethnicities found in the TC

Communities

•Demonstrate knowledge of ways to use the TL in the classroom, school, and beyond

- Recognize the use of the TL in the global community (e.g., signs, businesses, social events , ballet, cuisines, Internet)
- Identify ways to use the TL in the local community

• **Demonstrate evidence of becoming lifelong learners by using the TL for personal enjoyment and enrichment**

- Research influential contemporary individuals in the community and/or the world who are speakers of the TL (e.g., actors, musicians, artists, politicians, athletes)
- Participate in enrichment experiences (e.g., videos, festivals, music, travel)
- Identify occupations that encourage skills in the TL

• **Express personal faith using the TL (memorizing simple Bible verses)**

ASSESSMENT

By close of **Level I French and Spanish**:

- 1) Demonstrate their skills in the TL on comprehensive semester exams that incorporate reading, writing, and listening portions
- 2) Demonstrate their understanding of the TC through the presentation of a major project
- 3) Demonstrate their speaking ability in the TL during a formal assessment (e.g., skits, plays, speeches)

BENCHMARKS

By close of **Level II French and Spanish** the student will be able to:

Communication

• **Process oral, written, and/or visual messages in the TL**

- Use reading and listening strategies to enhance comprehension from a variety of visual and/or auditory sources
- Recognize tone, pitch, and emotion in oral communication
- Identify cognates, false cognates, and borrowings in context
- Identify various idiomatic expressions
- Interpret signs, gestures, and intonation
- Predict, skim, and scan
- Draw inferences
- Summarize authentic materials
- Follow multi-step directions for familiar situations
- Use formal and informal registers

• **Interact with others verbally and/or in writing in the TL**

- Initiate original conversations (e.g., role-play)
- Exchange information about familiar topics (e.g., daily routine, past experiences, travel, personal interests, family life)
- Use conversational strategies to increase mutual understanding
- Communicate in the present, past, and future tenses in context to narrate, describe, and ask and answer questions
- Apply numeric concepts in context (e.g., ordinal and cardinal numbers)

•Present information to an audience of listeners and/or readers

- Describe settings, characters, and events
- Write on a variety of topics using different formats (e.g., lists, correspondence, and simple compositions)
- Create task-appropriate graphic organizers (e.g., Venn diagram, clustering)
- Give rehearsed presentations (e.g., skits, speeches, interviews)
- Produce level-appropriate visual or multimedia demonstrations (e.g., poster, brochure, slide show, advertisement)
- Use syntax, spelling, and pronunciation effectively according to language development level

Culture

•Demonstrate an understanding of the practices of the TC

- Demonstrate appropriate behaviors of the TC (e.g., verbal and nonverbal greetings, gestures, customs)
- Discuss various aspects of shared cultural practices (e.g., customs, holidays, traditions)
- Discuss differences in practices among the various the TC (e.g., customs, traditions, national holidays, and school systems in Spain as compared to Mexico)

•Demonstrate an understanding of the products of the TC

- Explain tangible and intangible products of the TC (e.g., food, clothing, entertainment, sports)
- Compare and contrast products among the TC (e.g., foods, clothing, transportation)
- Discuss the relationship between environments and products of the TC (e.g., between geography, climate, natural resources, politics, or society and products)
- Interpret the written, visual, and performing arts of the TC (e.g., plays, art, music, movies)

•Demonstrate an understanding of the perspectives of the TC

- Discuss unique cultural perspectives reflected in the products and practices of the TC (e.g., religions, foods, celebrations, music, literature, the concept of family reflected in housing arrangements)
- Compare and contrast perspectives among the various TC
- Discuss historical and current events and figures that shape the perspectives of the TC (e.g., exploration and colonization, Cinco de Mayo, World Cup Soccer)

Connections

•Apply the TL to reinforce and expand their knowledge of other subject areas

- Discuss topics and use terminology from other disciplines as related to the TC (e.g., René Descartes and Cartesian coordinates, the sierra, the euro)
- Relate content learned from other disciplines to the TC and countries (e.g., rainforest, weather, measurements and conversions)

•Recognize the common and unique viewpoints and contributions of the TL and its cultures

- Discuss factors that contribute to other worldviews (e.g., history, politics, social customs, religion, stereotyping, the arts)
- Discuss the contributions of the TC to other cultures (e.g., coffee, chocolate, theater, music, fashion, the arts)
- Gather information about a topic of personal interest using authentic or adapted sources and media (e.g., Internet, community members, periodicals, television programs)

Comparisons

•Demonstrate understanding of the similarities and differences between the TL and own

- Recognize the differences in complex language structure (e.g., double negatives, object pronouns)
- Derive meaning using shared cognates and root words (e.g., zapatos/zapatería, prefixes, suffixes)
- Compare the use of basic idiomatic expressions
- Demonstrate knowledge of social situations using appropriate forms of address (e.g., Don, Doña)

•Demonstrate understanding of the similarities and differences between the TC and their own

- Compare the social patterns of the TC to their own (e.g., meeting new people, dating, school, employment, transportation)
- Examine selected cultural topics (e.g., important dates, events, people, geographical areas)
- Identify the influence of historical and current ethnicities found in the TC (e.g., indigenous groups)

Communities

•Demonstrate knowledge of ways to use the TL in the classroom, school, and beyond

- Discuss the influences of the TL on the global community (e.g., place names, occupations, special events)
- Use the TL in the local and global community (e.g., Internet, media, travel, celebrations)

•Demonstrate evidence of becoming lifelong learners by using the TL for personal enjoyment and enrichment

- Investigate contemporary, influential individuals from the TC (e.g., authors, artists, entertainers, political leaders, sports figures)
- Participate in enrichment experiences (e.g., videos, festivals, music, travel)
- Examine the role of foreign language use in one's life (e.g., career, travel)

•Express personal faith using the TL (singing praise songs)

ASSESSMENT

By close of **Level II French and Spanish**:

- 1) Demonstrate their skills in the TL on comprehensive semester exams that incorporate reading, writing, and listening portions
- 2) Demonstrate their understanding of the TC through the presentation of a major project
- 3) Demonstrate their speaking ability in the TL during a formal assessment (e.g., skits, plays, speeches)

BENCHMARKS

By close of **Level III French and Spanish** the student will be able to:

Communication

•Process oral, written, and/or visual messages in the TL

- Use reading and listening strategies to interpret the principal message from a variety of visual and/or auditory sources
 - a. *Tone, pitch, and emotion*
 - b. *Cultural nuances of signs, gestures, and intonation*
- Follow multi-step directions for unfamiliar concepts and situations (e.g., testing instructions, manuals, forms)
- Use reading and listening strategies to enhance comprehension: outlining, graphic organizers, predicting, summarizing
- Identify main ideas and supporting details from a variety of authentic auditory sources, with or without visual clues (e.g., CDs, radio, television, podcasts)
- Examine main ideas and supporting details from a variety of authentic and/or adapted literary texts or expository texts and conceptualized visuals (e.g., level-appropriate literature, magazine articles, music videos, art)
- Identify proverbs, colloquialisms, and complex idiomatic expressions

•Interact with others verbally and/or in writing in the TL

- Sustain original conversation about familiar or general topics
- Support opinions, viewpoints, and personal preferences in spontaneous conversation, using correct register
- Employ circumlocution skills to exchange information about unfamiliar topics
- Use survival phrases in simulations of real-world experiences
- Engage in conversation about topics of interest: leisure activities, past activities, future plans, personal interests
- Interact in multiple moods and tenses to narrate, describe, ask and answer questions, and express opinions, uncertainties and desires
- Discuss reactions to literary and multimedia materials in the TL (e.g., articles, short stories, comics, movies)

•Present information to an audience of listeners and/or readers in the TL

- Write on a variety of topics (e.g., lists, notes, formal and informal correspondence, well-structured compositions)
- Employ the writing process, including peer editing
- Share original or prepared summaries of authentic or adapted texts (e.g., articles, short stories, wikis)
- Give rehearsed and impromptu presentations on a variety of topics (e.g., skits, speeches, interviews)
- Produce level-appropriate visual or multimedia projects using technology (e.g., poster, brochure, slideshow, podcast, blog)
- Use survival phrases in simulations of real-world experiences
- Use syntax, spelling, and pronunciation effectively according to language development level

Culture

•Demonstrate an understanding of the practices of the TC

- Interact using culturally appropriate behaviors (e.g., verbal and nonverbal greetings, gestures, customs)
- Analyze various aspects of cultural practices of the TC (e.g., customs, holidays, traditions)
- Explain differences in practices among the various TC (e.g., holidays, family celebrations)

•Demonstrate an understanding of the products of the TC

- Analyze the relationship between the TC and their tangible and intangible products (e.g., national monuments, symbols, political systems, architecture, food, and fashion)
- Compare and contrast products among the various TC (e.g., clothing, cheese)
- Evaluate the relationship between environments and products of the TC (e.g., relationship between geography, climate, politics, or society and products)
- Interpret the written, visual, and performing arts of the TC (e.g., music, dance, plays)

•Demonstrate an understanding of the perspectives of the TC

- Analyze unique cultural perspectives reflected in the products and practices of the TC (e.g., clothing, dating customs, mealtimes)
- Compare and contrast perspectives among the various TC (e.g., celebrations, music, literature)
- Interpret, in the TL, historical and current events and figures that influence perspectives of the TC (e.g., exploration and colonization, the French Revolution, World Cup Soccer)

Connections

•Apply the TL to reinforce and expand their knowledge of other subject areas

- Discuss topics and use terminology from other disciplines (e.g., geographical and historical facts, mathematical terms and concepts, scientific information, literary terms)
- Apply content from other disciplines (e.g., metric conversions, literary terms)

•Recognize the common and unique viewpoints and contributions of the TL and its cultures

- Research information that reflects the worldview of a specific TC using a variety of authentic sources
- Examine the contributions of the TC to other cultures (e.g., coffee, the arts, culinary terms)
- Gather information about a topic of personal interest using authentic or adapted sources and media (e.g., Internet, community members, periodicals, television programs)
- Examine the interdependence that exists between the TC and the world, using authentic sources (e.g., imports/exports, natural resources, medicine)

Comparisons

•Demonstrate understanding of the similarities and differences between the TL and own

- Compare the differences in complex language structure (e.g., double negatives, double object pronouns)
- Use cognates, false cognates, borrowings, and shared derivatives to increase comprehension of unfamiliar material
- Compare idiomatic and proverbial expressions

•Demonstrate understanding of the similarities and differences between the TC and own

- Compare the social patterns of the TC to own (e.g., meeting new people, dating, school, employment, transportation)
- Examine selected cultural topics (e.g., important dates, events, people, geographical areas)
- Identify influences of historical and current ethnicities found in the TC (e.g., Incas)

Communities

•Demonstrate knowledge of ways to use the TL in the classroom, school, and beyond

- Investigate the influences of the TL on the global community (e.g., place names, occupations, special events)
- Use the TL in the local and global community (e.g., Internet, media, travel, celebrations)
- Model activities representative of communities of the TC (e.g., sports, games, travel, media, music, cooking)

•Demonstrate evidence of becoming lifelong learners by using the TL for personal enjoyment and enrichment

- Identify trends from the TC that are relevant to the student (e.g., environmental issues, fashion, leisure time activities, music)
- Participate in enrichment experiences (e.g., videos, festivals, music, travel)
- Examine the use of the TL in daily life and future occupations (e.g., career, travel)

•Express their personal faith using the TL (writing and giving a short personal testimony)

ASSESSMENT

By close of **Level III French and Spanish**:

- 1) Demonstrate their skills in the TL on comprehensive semester exams that incorporate reading, writing, and listening portions
- 2) Demonstrate their understanding of the TC through the presentation of a major project
- 3) Demonstrate their speaking ability in the TL during a formal assessment (e.g., skits, plays, speeches)

BENCHMARKS

By close of **Level IV French and Spanish** the student will be able to:

Communication

•Process oral, written, and/or visual messages in the TL

- Use reading and listening strategies to interpret the principal message from a variety of visual and/or auditory sources
 - a. *Tone, pitch, and emotion*
 - b. *Cultural nuances of signs, gestures, and intonation*
- Analyze main ideas and supporting details from a variety of complex authentic and/or adapted literary texts or expository texts and conceptualized visuals (e.g., level-appropriate literature, magazine articles, music videos, art)
- Analyze main ideas and supporting details from a variety of complex authentic auditory sources, without visual clues (e.g., CDs, radio, television, podcasts)
- Examine proverbs, colloquialisms, and complex idiomatic expressions

•Interact with others verbally and/or in writing in the TL

- Sustain original conversation about familiar or general topics
- Justify viewpoints using correct register (e.g., debate)
- Employ circumlocution skills to exchange information about complex or unfamiliar topics
- Use survival phrases in simulations of real-world experiences
- Engage in conversation about abstract, complex, or unfamiliar topics (e.g., job interview, negotiation, reporting and incident, an emergency)
- Interact in multiple moods and tenses in a variety of authentic situations to narrate, describe, ask and answer questions, hypothesize, and express opinions, uncertainties and desires
- Discuss reactions to literary and multimedia materials in the TL (e.g., articles, short stories, comics, movies)

•Present information to an audience of listeners and/or readers in the TL

- Write compositions about topics of interest
- Employ the writing process, including peer editing
- Give impromptu presentations on a variety of topics (e.g., student recordings, demonstrations, improvisations)
- Produce level-appropriate visual or multimedia projects using technology (e.g., poster, brochure, slideshow, podcast, blog)
- Use syntax, spelling, and pronunciation effectively according to language development level

Culture

•Demonstrate an understanding of the practices of the TC

- Interact using culturally appropriate behaviors (e.g., verbal and nonverbal greetings, gestures, customs)
- Create simulations, in the TL, of universal cultural practices (e.g., customs, holidays, traditions)
- Analyze differences in practices among the various TC (e.g., holidays, celebrations, daily life routines)

•Demonstrate an understanding of the products of the TC

- Evaluate the effects of tangible and intangible products of the TC (e.g., architecture, art, food, and fashion)
- Compare and contrast products among the various TC (e.g., music, cinema)
- Assess the relationship between environments and products of the TC (e.g., relationship between geography, natural resources, climate, politics, or society and products)
- Synthesize the written, visual, and performing arts of the TC (e.g., create original works based on art, music, movies)

•Demonstrate an understanding of the perspectives of the TC

- Synthesize, in the TL, original works that reflect the unique perspectives of the TC (e.g., music, dance, movies, plays)
- Compare and contrast perspectives among the various TC (e.g., celebrations, music, literature)
- Interpret, in the TL, historical and current events and figures that influence perspectives of the TC (e.g., exploration and colonization, the French Revolution, World Cup Soccer)

Connections

•Apply the TL to reinforce and expand their knowledge of other subject areas

- Analyze topics from other disciplines (e.g., political and historical concepts, environmental concerns, world health issues)
- Apply content from other disciplines (e.g., metric conversions, literary terms)

•Recognize the common and unique viewpoints and contributions of the TL and its cultures

- Research information that reflects the worldview of a specific TC using a variety of authentic sources and media
- Analyze the contributions of the TC to other cultures (e.g., coffee, the arts, cuisine)
- Analyze the interdependence that exists between the TC and the world, using authentic sources (e.g., imports/exports, natural resources, medicine)

Comparisons

•Demonstrate understanding of the similarities and differences between the TL and their own

- Compare the differences in complex language structure (e.g., double negatives, double object pronouns)
- Use cognates, false cognates, borrowings, and shared derivatives appropriately
- Compare the use of idiomatic, proverbial, and colloquial expressions

•Demonstrate understanding of the similarities and differences between the TC and own

- Compare social systems of the TC to own
- Compare and contrast elements that shape cultural identity in the TC with own (e.g., colonization, geography, climate)

Communities

•Demonstrate knowledge of ways to use the TL in the classroom, school, and beyond

- Investigate the influences of the TL on the global community (e.g., place names, occupations, special events)
- Use the TL in the local and global community (e.g., Internet, media, travel, celebrations)
- Model activities representative of communities of the TC (e.g., sports, games, travel, media, music, cooking)

•Express personal faith using the TL

•Demonstrate evidence of becoming lifelong learners by using the TL for personal enjoyment and enrichment

- Explain trends from the TC that are relevant to the student (e.g., environmental issues, fashion, leisure time activities, music)
- Participate in enrichment experiences (e.g., videos, festivals, music, travel)
- Examine the use of the TL in daily life and future occupations (e.g., career, travel)

ASSESSMENT

By close of **Level IV French and Spanish**:

- 1) Demonstrate their skills in the TL on comprehensive semester exams that incorporate reading, writing, and listening portions
- 2) Demonstrate their understanding of the TC through the presentation of a major project
- 3) Demonstrate their speaking ability in the TL during a formal assessment (e.g., skits, plays, speeches)



LATIN

Students of Latin will be able to identify areas of their own language and culture which have been influenced by classical Latin and develop awareness of the contemporary relevance of Roman culture. In addition, a study of Ecclesiastical Latin and its use in western culture will give students a deeper appreciation for the rich heritage of the Christian Church in the west. This in turn will help students to see the linguistic, ideological, and cultural common ground among the Romance languages of the modern day. Furthermore, students will enhance their language learning techniques and gain a more thorough command of English vocabulary. Through use of classical learning methodologies such as the Socratic Method, students will reinforce and strengthen skills of deductive reasoning, interactive learning, comparative analysis, and critical assessment. Finally, students will gain confidence in dealing with unfamiliar language constructions.

BENCHMARKS

*By close of **Latin I** the student will be able to:*

Communication

- Read and analyze a continuous story illustrating typical Roman culture and utilizing the featured grammatical constructions of the week
- Recognize common sounds, phrase groupings and voice inflection in simple spoken sentences
- Master a vocabulary of at least 300 Latin words
- Recognize, parse, and use all 4 conjugations in present, imperfect, future, and perfect tense
- Recognize, parse, and use the first 3 declensions
- Write short sentences and respond to simple questions and commands in Latin
- Read aloud with accurate pronunciation

Culture

- Identify influences of the Roman culture on modern civilization
- Recognize common words, phrases, mottos, or idioms that reflect the Roman culture
- Recognize gestures and behaviors appropriate to the Roman culture
- Identify influences of the Roman culture on modern civilization
- Identify some common generalizations about Roman culture

Connections

- Apply knowledge of Latin in understanding specialized vocabulary in other disciplines (e.g., English, foreign languages, math, social science, history, science, technology, fine arts)
- Apply skills used in the study of Latin to other content areas (e.g., conjugation of verbs, parts of speech, critical problem solving)

Comparisons

- Realize that cognates enhance comprehension of spoken and written language and name some commonly occurring cognates in Latin
- Report differences and similarities between the sound and writing systems of their own language and Latin
- Complete word studies and Latin/English comparisons in order to gain a thorough command of Latin root words and derivatives, prefixes and suffixes

Communities

- Read and discuss authentic Latin passages from various classical authors (e.g. Medieval Latin Manuscript Project)
- Identify ways to use knowledge of Latin in studying other languages
- Visit or view via media examples of communities in which Latin plays an important part (e.g. Trip to Subiaco Abbey)

ASSESSMENT

By close of **Latin I**:

- 1) Create a series of quarterly projects that involve speaking, reading, writing, and print and electronic resources to focus on aspects of famous historical events, myths, and figures. This project will be presented to the class and will be evaluated by announced rubric.
- 2) Periodic Quizzes and Tests
- 3) National Latin Exam

BENCHMARKS

By close of **Latin II**, the student will demonstrate all previous Benchmarks for **Latin I** and will be able to:

Communication

- Translate passages of Latin adapted from original authors
- Understand the main ideas and significant details in selected texts on familiar topics
- Recognize common idiomatic expressions and narrative constructions in complex written sentences
- Master a vocabulary of at least 500 Latin words
- Recognize, parse, and use all four conjugations in all tenses, both in active and passive voice
- Recognize various uses of the subjunctive mood
- Recognize, parse, and use all five noun declensions and all three adjective declensions
- Compose complex phrases and compound sentences
- Respond to open-ended questions

Culture

- Discuss the development of philosophy, literature, art, and religion of the Roman culture (e.g., mythology, Socratic Method)

Connections

- Examine the connections of social and political systems of ancient history to events and systems in the modern world
- Analyze plots and themes of Greco-Roman myths in the literature of other cultures

Comparisons

- Recognize that idiomatic expressions reflect Roman culture and that phrases have larger meaning than individual word equivalencies
- Compare language structures in Latin to English

Communities

- Apply knowledge of Latin in studying another language
- Present Latin drama to an audience
- Listen to music, sing songs, or play musical instruments from Roman Culture.

ASSESSMENT

By close of *Latin II*:

- 1) Presentation that calls upon print and electronic resources both in Latin and in English about Roman Culture. This may be in the form of travel brochures written by the student, a "virtual" trip to a destination in Roman Culture, or a dramatization in the TL depicting a well-known folktale, story, or historical/cultural event. During the presentation the student responds extempore to questions posed by the teacher
- 2) Periodic Quizzes and Tests
- 3) National Latin Exam



TECHNOLOGY

VISION

Little Rock Christian Academy aims to equip students to serve the local and global community through the innovative use of technology framed by a Christian Worldview. Students will effectively and creatively use technology to communicate, collaborate, research, problem solve, and make informed decisions in a dynamic world.

STANDARDS

Little Rock Christian Academy embraces and supports the International Society for Technology in Education standards, adopted for students in 2007, and will develop scope and sequence along the lines of the student profiles as set up in the ISTE benchmarks: *National Education Technology Standards for Students: The Next Generation*

1. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology
 - a. Apply existing knowledge to generate new ideas, products, or processes
 - b. Create original works as a means of personal or group expression
 - c. Use models and simulations to explore complex systems and issues
 - d. Identify trends and forecast possibilities
2. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others
 - a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
 - b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
 - c. Develop cultural understanding and global awareness by engaging with learners of other cultures
 - d. Contribute to project teams to produce original works or solve problems
3. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information
 - a. Plan strategies to guide inquiry
 - b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
 - d. Process data and report results

4. Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources

- a. Identify and define authentic problems and significant questions for investigation*
- b. Plan and manage activities to develop a solution or complete a project*
- c. Collect and analyze data to identify solutions and/or make informed decisions*
- d. Use multiple processes and diverse perspectives to explore alternative solutions*

5. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior

- a. Advocate and practice safe, legal, and responsible use of information and technology.*
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.*
- c. Demonstrate personal responsibility for lifelong learning.*
- d. Exhibit leadership for digital citizenship.*

6. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations

- a. Understand and use technology systems.*
- b. Select and use applications effectively and productively.*
- c. Troubleshoot systems and applications.*
- d. Transfer current knowledge to learning of new technologies*

National Educational Technology Standards for Students, Second Edition, © 2007, ISTE® (International Society for Technology in Education), www.iste.org. All rights reserved. (Permission granted for use in this document)

BENCHMARKS

Grades 3–5 (Ages 8–11)

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 3-5:

- Produce a media-rich digital story about a significant local event based on first-person interviews (Standards 1,2,3,4)
- Use digital-imaging technology to modify or create works of art for use in a digital presentation (Standards 1,2,6)
- Recognize bias in digital resources while researching an environmental issue with guidance from the teacher (Standards 3,4)
- Select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses (Standards 3,4,6)
- Identify and investigate a global issue and generate possible solutions using digital tools and resources (Standards 3,4)
- Conduct science experiments using digital instruments and measurement devices (Standards 4,6)
- Conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support (Standards 4,6)
- Practice injury prevention by applying a variety of ergonomic strategies when using technology (Standard 5)
- Debate the effect of existing and emerging technologies on individuals, society, and the global community (Standards 5,6)
- Apply previous knowledge of digital technology operations to analyze and solve current hardware and software problems (Standards 4,6)

ASSESSMENT

*LRCA **Grades 3-5** project examples that meet these benchmarks:*

Grade 3

- KidPix Slideshow
- Presentation of KidPix Slideshow to peers
- Research on science websites to incorporate light and shadows curriculum
- Virtual experiment on electricity to incorporate Ben Franklin curriculum
- Research on WhiteHouseKids.gov to incorporate "Bugident" Project
- Keyboarding

Grade 4

- National Parks
- Inventions
- Keyboarding
- Planets
- State Reports
- Simple Machines and Magnets

Grade 5

- Biomes
- Human Body
- Microsoft PowerPoint presentation based on interview conducted by student
- Compose letters in Microsoft Word
- Infinity and Beyond
- Keyboarding

BENCHMARKS

Grades 6–8 (Ages 11–14)

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 6-8:

- Describe and illustrate a content-related concept or process using a model, simulation, or concept-mapping software (Standards 1,2)
- Create original animations or videos documenting school, community, or local events (Standards 1,2,6)
- Gather data, examine patterns, and apply information for decision making using digital tools and resources (Standards 1,4)
- Participate in a cooperative learning project in an online learning community (Standard 2)
- Evaluate digital resources to determine the credibility of the author and publisher and the timeliness and accuracy of the content (Standard 3)
- Employ data-collection technology such as probes, handheld devices, and geographic mapping systems to gather, view, analyze, and report results for content-related problems (Standards 3,4,6)
- Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems (Standards 3,4,6)
- Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners (Standards 2,3,4,5)
- Integrate a variety of file types to create and illustrate a document or presentation (Standards 1,6)
- Independently develop and apply strategies for identifying and solving routine hardware and software problems (Standards 4,6)

ASSESSMENT

LRCA Grades 6-8 project examples that meet these benchmarks:

Grade 6

- Math Stories
- Missionary Interviews
- Country Projects
- Comparison of Summer Employment

Grade 7

- Cells Alive Project
- Digestion Manual
- English Monarchy Timeline
- Graphing Equations
- Student Survey: Charts and Graphs
- Hobbit Travel Brochure

Grade 8

- Money Management Project
- Research paper
- Thirteen Original Colonies
- Civil War Newspaper

BENCHMARKS

Grades 9–12 (Ages 14–18)

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 9-12:

- Design, develop, and test a digital learning game to demonstrate knowledge and skills related to curriculum content (Standards 1,4)
- Create and publish an online art gallery with examples and commentary that demonstrate an understanding of different historical periods, cultures, and countries (Standards 1,2)
- Select digital tools or resources to use for a real-world task and justify the selection based on their efficiency and effectiveness (Standards 3,6)
- Employ curriculum-specific simulations to practice critical-thinking processes (Standards 1, 4)
- Identify a complex global issue, develop a systematic plan of investigation, and present innovative sustainable solutions (Standards 1,2,3,4)
- Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs (Standards 4,5,6)
- Design a Web site that meets accessibility requirements (Standards 1,5)
- Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources (Standards 3,5)
- Create media-rich presentations for other students on the appropriate and ethical use of digital tools and resources (Standards 1,5)
- Configure and troubleshoot hardware, software, and network systems to optimize their use for learning and productivity (Standards 4,6)

ASSESSMENT

LRCAs Grades 9-12 Project Examples that meet these benchmarks:

- Design multimedia presentations detailing significant historical events
- Produce brochures, posters, and newsletters covering social, political, and economic movements occurring during a specific historical period
- Use online, printed, and audio sources to acquire information on global current events
- Use online collaboration tools to research and discuss current events and scientific information
- Create a web site to publish findings and record observed and measured environmental and wildlife conditions
- Use measurement devices to observe and analyze lab experiments
- Run simulations of natural forces to observe and analyze physical properties and reactions
- Create an online portfolio of original art or musical works
- Use handheld devices to record and analyze real world data over time
- Use software to compose and arrange musical compositions for use in choral and band classes
- Use basic video production techniques to record student led drama productions and interviews
- Use digital recording devices to assist in musical practices and the production of CDs of concert performances
- Use image editing software to create original art and photos
- Practice animation using both online and video technologies
- Use basic web site design principles, practices and current technological advances

