



Academic Handbook 2011-2012

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ACADEMIC HANDBOOK

The purpose of this manual is to enable parents to have a general understanding of the format and expectations of each class. The format may change whenever classroom schedules deviate from the norm (for example, the schedule would change on weeks when the class has a field trip or vacation day). However, this is a guideline to enable parents to assist their children in their day-to-day studies.

Grading Policy: In the fifth week of each quarter, a progress report will be sent to parents or guardians of all students. Student planners – which are stamped every day to alert parents to missing homework or failing test grades – and the mid-term progress reports are key indicators of your student’s academic progress. Report cards are issued every nine weeks. Kindergarten and 1st grade student grades will be based on a plus, check and minus system. A plus indicates above average work; a check indicates satisfactory work; and a minus indicates below average work.

The Elementary, Middle School, and High School Honor Roll memberships are determined at the end of each quarter. The average is computed on the quarter grades with a 3.0 average or higher needed for membership.

The A, B, C, D, F grading system is used. The point scale is calculated as follows:

A+	4.5	C	2.0
A	4.0	C-	1.7
A-	3.7	D+	1.3
B+	3.3	D	1.0
B	3.0	D-	0.7
B-	2.7	F	0.0
C+	2.3		

The percentage scale is calculated as follows:

A+	100-98	C	76-74
A	97-94	C-	73-70
A-	93-90	D+	69-67
B+	89-87	D	66-64
B	86-84	D-	63-60
B-	83-80	F	Below 60
C+	79-77		

The kindergarten and first grade scale is as follows:

E	96-100
G	80-95
N	70-79
W	0-69

Homework Requirements: The homework requirements and grading policy for each class will be established by the individual teacher. At the beginning of the year, the teacher will provide a written and verbal explanation of homework and grading policies. Parents should expect 10-15 minutes of homework per night per grade level. For example, a first grade student would have approximately ten (10) minutes of homework while a second grade student would have approximately twenty (20) minutes of homework.

Absence Policy: When a student is absent from class for an excused reason, it is the student's responsibility to arrange to make up missed assignments and tests.

Excused absences, which generally relate to illness, permit the student to make up all work without penalty, provided it is completed within the stated time limit. This limit is defined as being equal to the total number of days of excused absences. For example, a student who is absent two (2) days is permitted two (2) days to make up work without penalty. If the absence is one day, all work must be made up and turned in on the day following the return to school. All homework that is due the first day of the student's absence and tests which were to be taken on the first day of the student's absence will be required on the first day of the student's return. If the absence is considered unexcused, a zero (0) will be given for all assigned work for the period of absence.

Any student absent from school will not be allowed to participate in any extracurricular function that day or evening.

A student's absence is considered excused if the student is absent due to illness, doctor or dentist appointment, death in the family or a close friend, other emergency – the emergency situation may or may not be excused at the discretion of the Administrator or staff. Anticipated absences result when a parent knows ahead of time that the student will be absent from a single class or an entire day. Such absences for any reason other than those listed above must be approved in advance by the school administration. When this occurs, *the student* must make prior arrangements with each teacher to complete assignments.

A student's absence is considered unexcused if the absence was an intentional cut; the student or his/her parent fails to bring a note to the office within two days of the student's return to school; or the absence is not considered excused by the administration.

If a student's absence is considered unexcused, a zero (0) will be given for all assigned work for the period of his/her absence. Other than school-sponsored activities, all absences are counted toward the total days absent. For any absence, parents are encouraged to contact the school office. Excessive absences may result in a student being dropped from the school rolls and/or receipt of a failing or incomplete grade (see Student-Parent Handbook pp. 29 for definition of "excessive absences").

Incomplete Grade Policy: There will be a period of two weeks after report cards have been issued to make up any assignments needed to remove an “incomplete” grade. If not made up by that time, the “incomplete” will become an “F” for that report period.

School Planners: All third-twelfth grade students are required to bring an FCS planner to school every day. Planners are not personal journals for students, but rather a notebook passed between teacher and parent for communication purposes. Teachers will stamp your student’s planner if their homework was not completed or they did not pass a test. Please check your student’s planner every night to insure you know how your student is progressing. In addition, please insure your student brings their planner to school every day; otherwise, the teacher will be limited in their communication with you.

Soaring Points: Reference is made to “Soaring Points.” Soaring Points are points students can earn toward classroom privileges and prizes. This system of positive reinforcement is designed to encourage students to excel – or “soar” – in their academic endeavors.

Kindergarten

Language Arts

Language

Format: Kindergarten students will begin with short vowel sounds and progress through consonant sounds, one vowel words, long vowel sounds, sight words, and special sounds. Activities include learning centers, puppets, alphabet buckets, letter of the week art or activities, review games, and more. Modified kindergarten students will complete short vowel sounds, consonant sounds, and vowel/consonant blends by the end of the year. According to ability, all students will work on journaling, progressing from picture journaling to writing words and sentences in individual journals, student-made books, and class books.

Expected Homework: Since the main focus of kindergarten language is reading, students will receive reading forms in class. When students read with parent at home for 15 min/day, they will receive Soaring Points. Occasionally students will be given practice work to take home and complete for Soaring Points.

Evaluation: Student progress will be observed daily and each student will be evaluated twice quarterly.

Spelling

Format: Kindergarten students will begin spelling in the third or fourth quarter, after students have good letter/sound recognition. The class will use flash cards for review. Five to seven words will be included on each test. In the beginning, word lists will include one vowel words. Eventually lists will include two vowel words, and then sight words. The first tests will be oral (the teacher will sound out the word and

ask the student give the spelling). As the class progresses, students will write words on whiteboards while the teacher observes. By the end of the year, students will write the words on paper. Modified kindergarten students will participate in spelling on the basis of readiness.

Expected Homework: Students will receive spelling lists and should practice spelling the words at home.

Evaluation: Student progress will be observed daily. Eventually students will be given written evaluations.

Penmanship

Format: The teacher will give students directions for writing letters. Practice activities will include, but not be limited to writing on whiteboards and tracing on worksheets.

Expected Homework: Occasionally students will be given extra practice work to complete at home for Soaring Points.

Evaluation: Student progress will be observed daily and each student will be evaluated quarterly.

Reading

Format: Kindergarten students will begin reading books when students have mastered short vowel sounds and consonant letter/sound recognition. (This usually happens no later than January.) Each kindergarten student will have quarterly assessments beginning the second semester. Modified kindergarten students will participate in reading based on readiness.

Expected Homework: Students will receive reading forms in class. Beginning in the fourth quarter, paper booklets will be sent home with kindergarten students for reading practice. These booklets must be returned the following day with a parent's signature indicating that the practice was accomplished.

Evaluation: Student progress will be observed daily and each kindergarten student will be evaluated twice quarterly.

FCS Kindergarten Book List: The following books are suggested reading for FCS students. This list includes books of excellence which will further your student's education.

Aliki, *My Trip to the Aquarium*
Anno, Mitsumasa, *Anno's Alphabet*
Bemelmans, Ludwig, *Madeline* (CAW)
-----, *Madeline's Rescue* (CAW)
Brett, Jan, *Gingerbread Baby*
-----, *The Mitten*
-----, *The Umbrella*

Brinckloe, Julie, *Gordon Goes Camping*
 Brown, Marcia, *Stone Soup* (CAW)
 Brown, Margaret Wise, *Fox Eyes*
 -----, *Goodnight Moon* (L)
 Carle, Eric, *Do You Want to Be My Friend?*
 -----, *Pancakes, Pancakes* (L)
 -----, *The Mixed-Up Chameleon*
 -----, *The Very Busy Spider*
 -----, *The Very Clumsy Click Beetle*
 -----, *The Very Hungry Caterpillar*
 Crews, Donald, *Freight Train* (CAW)
 Cronin, Doreen, *Click, Clack, Moo: Cows That Type* (CAW)
 -----, *Giggle, Giggle, Quack*
 -----, *Duck for President*
 De Brunhoff, Laurent, *Babar Loses His Crown*
 De Paola, Tomie, *Andy*
 -----, *Charlie Needs a Cloak*
 -----, *Now One Foot Now the Other*
 Dr. Seuss, *And to Think That I Saw It on Mulberry Street.*
 -----, *Bartholomew & the Oobleck*
 -----, *Cat in the Hat* (L)
 -----, *Cat in the Hat Comes Back*
 -----, *Dr. Seuss's ABC* (L)
 -----, *The Five Hundred Hats of Bartholomew Cubbins*
 -----, *Fox in Socks*
 -----, *Green Eggs and Ham* (L)
 -----, *Hop on Pop* (L)
 -----, *Horton Hatches the Egg*
 -----, *Horton Hears a Who*
 -----, *How the Grinch Stole Christmas*
 -----, *If I Ran the Circus*
 -----, *If I Ran the Zoo* (CAW)
 -----, *Mister Brown Can Moo, Can You.*
 -----, *One Fish, Two Fish, Red Fish, Blue Fish* (L)
 -----, *Thidwick, the Big-Hearted Moose*
 -----, *Yertle the Turtle & Other Stories*
 Ehlert, Lois, *Growing Vegetable Soup*
 -----, *Leaf Man*
 -----, *Planting a Rainbow*
 -----, *Snowballs*
 -----, *Waiting for Wings*
 Falconer, Ian, *Olivia* (CAW)
 Fisher, Aileen, *My Mother and I* (poetry)
 Gag, Wanda, *Millions of Cats* (L)
 Galdone, Paul, *The Old Woman and Her Pig*
 -----, *Birds Eat and Eat and Eat*

-----, *The Gingerbread Man*
 -----, *The Little Red Hen*
 -----, *The Three Little Pigs*
 Garten, Jan, *The Alphabet Tale*
 illus. Galdone, Paul, *The Hare and The Tortoise*
 Hutchins, Pat, *The Wind Blew*
 -----, *The Doorbell Rang*
 Keats, Ezra Jack, *The Snowy Day* (CAW) (L)
 -----, *Goggles!* (CAW) (L)
 Langstaff, John, *Frog Went A- Courtin'* (CAW)
 Lefevre, Felicite, *The Cock, the Mouse, and the Little Red Hen*
 Lindman, Maj., *Snipp, Snapp, Snurr and the Red Shoes*
 Lionni, Leo, *The Biggest House in the World*
 -----, *A Color of His Own*
 -----, *The Extraordinary Egg*
 -----, *Alexander and the Windup Mouse* (CAW)
 -----, *Frederick* (CAW)
 -----, *Swimmy* (CAW)
 -----, *Inch By Inch* (CAW)
 Lobel, Arnold, *Frog and Toad Are Friends* (CAW)
 Marshall, James, *Goldilocks and the Three Bears* (CAW)
 Martin Jr., Bill, *Chicka Chicka Boom Boom* (L)
 McCloskie, Robert, *Time Of Wonder*
 -----, *Make Way for Ducklings* (CAW)
 -----, *Blueberries for Sal* (CAW)
 -----, *One Morning in Maine* (CAW)
 Munsch, Robert, *We Share Everything*
 Myller, Rolf, *How Big is a Foot?*
 Numeroff, Laura Joffe, *If You Give a Mouse a Cookie*
 -----, *If You Give a Moose a Muffin*
 -----, *If You Take a Mouse to School* (L)
 Piatti, Celestino, *The Happy Owls*
 Piper, Watty, *The Little Engine That Could* (L)
 Potter, Beatrix, *The Tale of Peter Rabbit*
 Scieszka, Jon, *The True Story of the Three Little Pigs*
 Scott, Ann Herbert, *On Mother's Lap*
 Sendak, Maurice, *Little Bear's Visit* (CAW)
 Shaw, Nancy, *Sheep in a Jeep*
 -----, *Sheep in a Shop*
 -----, *Sheep in a Ship*
 Steig, William, *Dr. DeSoto*
 -----, *Sylvester and the Magic Pebble* (CAW)
 Stevens, Janet, *Tops and Bottoms* (CAW)
 Sweeney, Joan, *Me on the Map*
 Taback, Simms, *The House Jack Built*
 -----, *There Was an Old Lady Who Swallowed a Fly* (CAW)

Thurber, James, *Many Moons* (CAW)
Tresselt, Alvin, *White Snow, Bright Snow* (CAW)
Tresselt, Alvin, *The Mitten*
-----, *Wake Up, City!*
-----, *Wake Up, Farm!*
Van Allsburg, Chris, *Polar Express*
Walsh, Ellen Stoll, *It Looked Like Spilled Milk*
Wiesner, David, *The Three Pigs* (CAW)
Williams, Margery, *The Velveteen Rabbit*
Young, Ed, *Seven Blind Mice* (CAW)
Ziefert, Harriet, *The Little Red Hen*
-----, *Little Red Riding Hood*
Zolotow, Charlotte, *Big Sister and Little Sister*
-----, *Flocks of Birds*
-----, *Hold My Hand*
-----, *The Storm Book*

(CAW) = Indicates this book is a Caldecott Award Winner

(L) = Indicates this book is in the classroom library

Mathematics

Format: Modified kindergarten and kindergarten students will begin with number recognition, counting, patterning, and shapes. Kindergarten students will continue to progress through simple addition, subtraction, coins, telling time, and measurement. In-class activities, learning centers, and worksheets will reinforce the concepts.

Expected Homework: Students will receive math forms in class. Students who complete 15 minutes of at home study of any math concepts (counting, adding, etc.) with a parent will receive Soaring Points. Occasionally, students will receive extra practice work to complete at home for Soaring Points.

Evaluation: Student progress will be observed daily and each student will be evaluated quarterly.

Science

Format: The class will study science concepts in monthly thematic units.

Expected Homework: Occasionally, the teacher will send home activities for the student.

Evaluation: Student progress will be observed daily.

Social Science

Format: The class will study social science concepts in monthly thematic units.

Expected Homework: Occasionally, the teacher will send home activities for the student.

Evaluation: Student progress will be observed daily.

Bible

Format: The teacher and students will share a Bible story, worship time, prayer and the weekly memory verse every morning in circle time

Expected Homework: Students will practice their weekly memory verse at home. All Bible work is completed in the New International Version. Students will receive Soaring Points for bringing their church bulletin to class on Monday.

Evaluation: Evaluation will be based on participation in class and verse memorization. Students can earn soaring points for church attendance by bringing their church bulletin to school on Mondays.

Kindergarten Bible Verses: *These are the weekly memory verses and lessons. Extra verses are also listed below for students who would like to contend for the Scripture Memory Award. If a student has prepared an extra verse, he/she should inform the teacher.*

- Week 1** Genesis 1:1 - Creation
- Week 2** Romans 6:23 – Abraham & Isaac
- Week 3** Proverbs 18:10 - Moses
- Week 4** Jeremiah 32:17 – Joshua and the Battle of Jericho
- Week 5** Romans 8:28 – Adam & Eve
- Week 6** Psalm 119:34 – Jacob & Esau
- Week 7** Joshua 1:9 - Noah
- Week 8** Psalm 46:1 – Samson
- Week 9** Colossians 3:17 – Samuel & David
- Week 10** Jeremiah 29:11 – Baby John/Jesus Obeys
- Week 11** Isaiah 41:10 - Joseph
- Week 12** Jeremiah 33:3 –Queen Esther
- Week 13** John 14:23 - Jonah and the Whale
- Week 14** Hebrews 13:6 – The Sower
- Week 15** Ephesians 6:10 – Angels & Shepherds
- Week 16** John 13:35 – Baby Jesus
- Week 17** Matthew 5:16 – Jesus and His Disciples/Water Into Wine
- Week 18** I Peter 5:7 - Jesus Feeds 5000

- Week 19** Mark 10:14 - Jesus Loves the Children and The Paralytic
Week 20 Romans 5:8 - The Good Samaritan
Week 21 Psalm 23:1 – Daniel and Friends
Week 22 Psalm 119:11 – Jesus Walks on Water
Week 23 Ephesians 4:32 – Jesus Raises Jairus’ daughter and Lazarus
Week 24 Ephesians 5:20 – Peter Escapes/Paul & Silas in Jail
Week 25 Matthew 19:26 – Nicodemus and Zacchaeus
Week 26 Luke 19:38 – Paul and Saul
Week 27 John 3:16 – Jesus’ Last Week
Week 28 Philippians 4:19 - Jesus’ Crucifixion and Resurrection
Week 29 II Corinthians 5:17 – Character: Obedient & Truthful
Week 30 John 1:12 –Character: Attentive & Respectful
Week 31 Philippians 3:14 – Character: Diligent & Dependable

Extra Credit Verses: These verses can be quoted to the teacher at any time.

- Colossians 3:23 Whatever you do, work at it with all your heart, as working for the Lord, not for men.
- Psalm 139:14 I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well.
- Romans 12:10 Be devoted to one another in brotherly love. Honor one another above yourselves.
- Colossians 3:20 Children, obey your parents in everything, for this pleases the Lord.
- Proverbs 17:17 A friend loves at all times, and a brother is born for adversity.
- 1 John 1:9 If we confess our sins, he is faithful and just to forgive us our sins and purify us from all unrighteousness.
- Psalm 119:11 I have hidden your word in my heart that I might not sin against you.
- Psalm 27:4 Delight yourself in the Lord, and he will grant you the desires of your heart.
- I John 3:18 Dear children, let us not love with words or tongue but with actions and in truth.
- Luke 6:31 Do to others as you would have them do to you.
- Proverbs 3:5 Trust in the Lord with all your heart, and lean not on your own understanding.

First/Second Grade

Language Arts

Language

Format: Concepts from workbook pages will be taught using a variety of methods. In addition to workbook pages, student created books, creative writing assignments, group research projects, and games will be used instructionally. Second grade students will do a book report in class during fourth quarter.

Expected Homework: Once each week students will have short writing assignments or group writing projects for homework. First grade students will be expected to utilize first grade appropriate language and length. Second grade students will be expected to write more extensively using second grade vocabulary as well as language skills. In addition, students will complete workbook pages as directed by the teacher.

Evaluation: Students will receive three language grades each week. Evaluations will include weekly tests, written stories, group projects and worksheets.

Spelling

Format: Students will receive new words on Thursday. A pre-test will be given on Monday and the final test on Wednesday. First grade students will begin with 10 words, and then increase to 15 words. Second grade students will begin with 15 words, and then increase to 20 words. By the end of the year, the list will increase to 25 words. Activities will include writing stories using spelling words, alphabetizing words, buddy quizzing and flash cards. Once each week students will work in stations. One station will emphasize spelling.

Expected Homework: Students receive the new spelling list on Thursday. Students are expected to study these words for a pre-test on Monday, and the final test on Wednesday. The more students study before the pre-test, the less they will need to study for the final test on Wednesday.

Evaluation: Pre-tests are corrected but not included in the student's grade. Students grades will be based on weekly spelling tests that will be held every Wednesday.

Penmanship

Format: Twice each week during morning activities students will practice their penmanship. First grade students will polish their manuscript writing. Cursive writing will be introduced to second grade students at the beginning of the year and by the end of the year, they will be using cursive writing exclusively.

Expected Homework: Students will be required to practice appropriate penmanship in all other assignments. Consistently poor penmanship in other subject areas will result in a lower penmanship score. Once a week students will complete a penmanship assignment for a grade.

Evaluation: Penmanship from multiple sources will be graded. This includes worksheets, writing assignments, and other assignments throughout the curricula. Students will be given notice when assignments are also receiving a penmanship grade.

Reading

Format: Students will participate in a reading group four times each week. These experiences will be teacher-directed, parent-directed, and student-directed. Students will also read their student published books to the classroom.

Expected Homework: Students will be required to read nightly from a grade appropriate book. A sample page from their classroom reading textbook will be sent home so parents can help identify grade-level books. Any books on the reading list below are acceptable. Books may be checked out from the class room. Nightly reading will be reported daily on the reading form. First grade students will be required to read a minimum of 5 pages or 50 words and second grade students will be required to read 10 pages or a chapter of a chapter book.

Evaluation: Students will be given a reading assessment individually each week (see Appendix A). Homework will be checked twice each week.

FCS First/Second Grade Book List: The following books are suggested reading for FCS students. This list includes books of excellence which will further your student's education.

Agostinelli, Maria Enrica, *I Know Something You Don't Know*
Andersen, Hans Christian, *The Ugly Duckling*
Aardema, Verna, *Why Mosquitoes Buzz in People's Ears* (CAW) (L)
Bartoli, Jennifer, *In A Meadow Two Hares Hide*
Beim, Jerrold, *Country School*
Benchley, Nathaniel, *Oscar Otter*
-----, *Sam the Minute Man*
Berenstain, Stan and Jan, *Bears in the Night* (L)
-----, *Bears On Wheels* (L)
-----, *He Bear, She Bear* (L)
-----, *Old Hat, New Hat* (L)
Bishop, Jennie, *The Princess and the Kiss* (L)
Brown, Marcia, *The Bun: A Tale from Russia*
Burton, Virginia, *Mike Mulligan and His Steam Shovel*
Carle, Eric, *All About Arthur*
Caudill, Rebecca, *The Best Loved Doll*
-----, *A Pocket Full of Cricket*
Cooney, Barbara, *Chanticleer and the Fox* (CAW) (L)
Clymer, Eleanor, *Leave Horatio Alone*
Daugherty, James, *Daniel Boone* (NAW)
DeBrunhoff, Laurent, *Babar's Little Circus Star* (L)
-----, *Babar and His Children* (L)
DePaola, Tomie, *Watch Out for the Chicken Feet in Your Soup*
Dolch, Edward, and Marguerite P. Dolch, *In the Woods* (easy-to-read)
-----, *I Like Cats* (easy-to-read)
-----, *Tommy's Pets*

DuBois, William Pene, *Otto in Africa*
 Fisher, Aileen, *In the Middle of the Night* (poetry)
 -----, *Like Nothing At All* (poetry)
 -----, *Once We Went on a Picnic*
 Flack, Marjorie, *Angus the Cat*
 -----, *Ask Mr. Bear*
 -----, *The Story About Ping*
 -----, *Boats on the River* (CAW)
 Foster, Doris Van Liew, *A Pocket Full of Seasons*
 Garelick, May, *Where Does the Butterfly Go When It Rains?*
 Hays, Wilma Pitchford, *The Goose That Was a Watchdog*
 Henry, Marguerite, *The Little Fellow*
 Itchikawa, Satomi, *A Child's Book of Seasons*
 Keats, Ezra Jack, *The Snowy Day* (CAW) (L)
 Keller, Beverly, *Fiona's Flea*
 Knapp, John II, *Pillar of Pepper*
 Krensky, Stephen, *Christopher Columbus* (L)
 Kroll, Steven, *Mary McLean and the St. Patrick's Day Parade* (L)
 Lawson, Robert, *Rabbit Hill* (NAW)
 Lenski, Lois, *Cowboy Small*
 -----, *The Little Airplane*
 -----, *The Little Auto*
 -----, *The Little Fire Engine*
 -----, *The Little Train*
 -----, *Strawberry Girl* (NAW) (L)
 Lobel, Arnold, *Days With Frog and Toad*
 -----, *Frog and Toad All Year Long*
 -----, *Frog and Toad are Friends* (CAW) (L)
 -----, *Frog and Toad Together* (NAW)
 Lionni, Leo, *Fish is Fish*
 -----, *Inch by Inch* (CAW)
 Lundell, Margo, *A Girl Named Helen Keller* (L)
 MacDonald, Golden, *The Little Island* (CAW)
 Marino, Dorothy, *Buzzy Bear*
 -----, *Buzzy Bear's Winter Party*
 Mathis, Sharon Bell, *The Hundred Penny Box* (NAW) (L)
 Miles, Miska, *Kickapoo*
 -----, *Mississippi Possum*
 -----, *Noisy Gander*
 Monjo, F.N., *The One Bad Thing About Father*
 Morrison, Bill, *Squeeze a Sneeze* (rhymes)
 Newberry, Claire Turlay, *Mittens*
 Numeroff, Laura Joffe, *If You Give a Mouse a Muffin* (L)
 Oakley, Graham, *The Church Mouse*
 Plume, Ilse, *The Bremen-Town Musicians* (CAW)
 Potter, Beatrix, *The Tale of Peter Rabbit*

Prokofiev, Sergey S., *Peter and the Wolf*
 Provensen, Alice and Martin, *The Glorious Flight*
 Quackenbush, Robert M., *Poems for Galloping* (poetry)
 Quigley, Lilian, *The Blind Men and the Elephant*
 Sawyer, Ruth, *Journey Cake, Ho!* (CAW) (L)
 Saylor, Mary H., *Why Are You Home, Dad?*
 Shivkumar, K., *The King's Choice*
 Showers, Paul, *A Columbus Day*
 -----, *A Drop of Blood*
 -----, *Find Out by Touching*
 -----, *Hear Your Heart*
 -----, *How Many Teeth*
 -----, *Look at Your Eyes*
 Sitomer, Mindel and Harry, *Zero Is Not Nothing*
 Sohil, Morteza E., *Look What I Did with a Leaf* (L)
 Steptoe, John, *Mufaro's Beautiful Daughters*
 Tresselt, Alvin, *The Beaver Pond*
 -----, *The Dead Tree*
 -----, *Johnny Maple-Leaf*
 Wilder, Laura Ingalls, *By the Shores of Silver Lake* (NAW)
 Yashima, Taro, *Umbrella* (CAW)
 Zion, Gene, *Harry the Dirty Dog*
 -----, *Hide and Seek*
 Zolotow, Charlotte, *The Storm Book* (CAW)

(CAW) = Indicates this book is a Caldecott Award Winner
 (NAW) = Indicates this book is a Newberry Award Winner
 (L) = Indicates this book is in the classroom library

Mathematics

Format: Concepts will be introduced using manipulatives. Students will experience concepts through a variety of hands-on methods prior to completing worksheets. Students will also work at stations throughout the week. One station will emphasize the current math concepts. When students have acquired a new concept or skill, they will complete a worksheet.

Expected Homework: Students will be given math homework once each week. This homework may consist of worksheets or hands-on home math assignments such as flash cards, cooking, telling time, etc. Second grade math assignments will be longer than first grade.

Evaluation: Math grades will be assessed twice each week. Student grades will include worksheets and tests which will be given after every five lessons.

Science

Format: Science will be hands-on, experiential learning whenever possible. Science is taught two or three days each week. Students will be given the opportunity to read, research, and demonstrate their understanding of the textbook concepts.

Expected Homework: Homework will consist of easy, at home labs which enforce concepts from the classroom. Second grade will be required to do end of chapter exercises, first grade will be required reading only. Students will participate in the FCS Science Fair on a modified basis as directed by the teacher.

Evaluation: Student grades will include homework, science class participation, and science tests which will be given at the completion of each unit.

Social Science

Format: History will consist of stories, timelines, and role playing, making the topics relevant to the student. History will be taught two or three days each week. Students will be given the opportunity to read, research, and demonstrate their understanding of textbook concepts.

Expected Homework: Second grade students will be required to do end of chapter exercises, while first grade students will be required reading only. Students will also memorize the Preamble to the Constitution.

Evaluation: Student grades will include homework, history class participation and history tests which will be given at the completion of each unit. Second grade tests will be more extensive than first grade tests.

Bible

Format: A Biblical truth will be taught each week. Students will be taught a Bible story reinforcing the truth being taught daily. Activities will include but not be limited to role playing, worksheets, videos and activities. In addition, students will be provided weekly memory verses (listed below).

Expected Homework: Students will be expected to memorize their weekly verses. First grade students will receive one verse and second grade students will receive two verses. All Bible work is completed in the New International Version. Students will receive Soaring Points for bringing their church bulletin to class on Monday.

Evaluation: Student grades will include their weekly memory verse, their daily Bible class participation and their weekly chapel participation.

First/Second Grade Bible Verses: The weekly verses and lessons are listed below. First grade students will be given the first verse while second grade students will be given both verses. Extra verses are listed also listed below for students who would like to contend for the Scripture Memory Award. If a student has prepared an extra verse, he/she should inform the teacher.

Week 1 Proverbs 18:12-13 - Moses is Humble

Week 2 Deuteronomy 31:6 - Moses is Courageous

Week 3 Proverbs 12:24-25 - Moses is Diligent

Week 4 Joshua 1:8 - Joshua Loves God's Word

Week 5 John 14:23-24a - Joshua Obeys God

Week 6 Colossians 3:23-24 - Joshua Follows God Wholeheartedly

Week 7 1John 5:14-15 - Daniel is Confident in God

Extra Verse: Hebrews 13:6

Week 8 Psalm 31:23-24 - Daniel is Faithful to God

Extra Verse: Hebrews 3:3-4

Week 9 Proverbs 22:4-5 - Daniel is a Success

Extra Verse: Ephesians 6:1-2

Week 10 Matthew 12:36-37 - Job Controls His Tongue

Extra Verse: Jeremiah 9:23-24

Week 11 Colossians 3:12-13 - Job is Patient

Extra Verse: 1John 3:16-17

Week 12 Proverbs 19:20-21 - Esther Listens to Wise Advice

Extra Verse: Philippians 4:19-20

Week 13 Philippians 2:3-4 - Esther is Unselfish

Extra Verse: Matthew 9:12-13

Week 14 Proverbs 3:5-6 - Elijah Trusts God

Extra Verses: Psalm 23

Week 15 Isaiah 50:9-10 - Elijah is Bold

Extra Verse: II Timothy 4:8

Week 16 Luke 2:10-11 - Hearing God's Message

Week 17 Matthew 5:7-8 - Jesus is Merciful

Week 18 Matthew 9:36-37 - Jesus is Compassionate

Week 19 Ruth 1:16-17 - Ruth is Loyal

Week 20 Ephesians 6:7-8 - Ruth is a Loving Servant

Week 21 I Timothy 4:12-13 - David Faces the Giant

Week 22 Psalm 103:11-12 - David is Sorry for his Sin

Week 23 Galatians 6:2-4 - Nehemiah Cooperates

Week 24 1 Corinthians 15:57-58 - Nehemiah Stands against the Crowd

Week 25 Hebrews 13:17- Miriam is Responsible

Week 26 Psalm 146:1-2 - Miriam Praises God

Week 27 Romans 15:7-8 - Miriam learns to Respect Authority

Week 28 Luke 6:49 - Abraham Listens to God

Week 29 Colossians 3:8-9 - Abraham Learns Honesty

- Week 30** James 5:15-16 - Abraham Prays for Others
Week 31 Romans 10:9-10 - Martha believes in God
Week 32 Galatians 5:22-23 - Peter finds Self-Control
Week 33 Galatians 5:13-14 - Peter Learns to Accept Others
Week 34 Hebrews 10:24-25 - Paul and Barnabas Encourage Others
Week 35 Matthew 28:19-20 - Paul and Silas Share their Faith
Week 36 II Timothy 1:6-7- God's People in Review

Third/Fourth Grade

As students progress in school, they are expected to become more independent in their learning. Therefore, after the first quarter, 3rd/4th grade students will be expected to complete their assignments on time. Any assignments submitted late will receive a 10% grade deduction. Students who have not finished their homework at home may stay inside during recess to complete their work. Also, beginning in this classroom, student grades will reflect equal weighting between tests and homework – each representing fifty percent of a student's grade.

Language Arts

Language

Format: Concepts from the workbook will be introduced and reinforced through creative writing, flash cards, group projects, games, workbook assignments, and other activities including online activities.

Expected Homework: In addition to completing workbook pages as directed by the teacher, students will do a variety of concept reinforcement activities and will also journal each week.

Evaluation: Student grades will be weighted equally between classroom work which includes workbook activities, writing assignments, group projects, etc. and quizzes and tests.

Spelling

Format: Students will be given a spelling pretest on Monday. The final spelling test will be on Wednesday. Students who receive 100% on a Monday pretest will be exempt for the final test on Wednesday. Activities will include writing stories using spelling words, alphabetizing words, buddy quizzing, flash cards, etc. After every ten lessons, students will have a review lesson.

Expected Homework: Students are expected to prepare for their Wednesday spelling test, complete their daily assignments, and use each missed pre-test word

in a sentence. Therefore, students who study their words before their pre-test on Monday will have less homework.

Evaluation: Student grades will be weighted equally between their Wednesday final test and their classroom assignments.

Penmanship

Format: Twice each week students will practice their penmanship using workbook activities. However in order to encourage students to use their penmanship skills in their daily work, student work in other subjects will also affect their penmanship grade. Consistently poor penmanship in other subject areas will result in a lower penmanship score.

Expected Homework: Students are expected to apply penmanship skills to their daily work and to complete penmanship assignments as directed by the teacher.

Evaluation: Student grades will include penmanship assignments and penmanship evaluation from other subject areas.

Reading

Format: In addition to reading from textbooks in assigned reading groups, students will do extracurricular reading. Third grade students will choose a book from the FCS Book List (below) and complete a book report during the fourth quarter. Each semester, fourth grade students will read a book from the FCS Book List (below) cooperatively, completing assignments each week from their reading. These assignments include the following: "Discussion Director" (developing good, open-ended questions), "Literary Illuminator" (selecting passages and explaining the importance of the passage), "Illustrator" (drawing a picture of one of the settings), "Vocabulary Master" (picking difficult words, defining them, and using them in a new sentence), "Connector" (analyzing a character's emotions and relating it to their personal experience), "Summarizer" (summarizing the selection), "Travel Tracer" (describing variations in settings), and "Investigator" (doing independent study on a topic from the selection). After reading the book, fourth grade students will write a book report.

Expected Homework: Students are expected to complete extracurricular reading as assigned by the teacher and the corresponding book report. Fourth grade students will also complete the assigned forms (utilizing application and analysis thinking skills) from their cooperative reading.

Evaluation: Student grades will include oral reading evaluation and a weekly reading assessment (see Appendix A). In addition, third grade students will complete a book report and fourth grade students will complete reading forms for their extracurricular reading.

FCS Third/Fourth Grade Book List: The following books are suggested reading for FCS students. This list includes books of excellence which will further your student's education.

adapt. and illus. Eve Rice, *Once in a Wood: Ten Tales From Aesop*
Andersen, Hans Christian, *The Steadfast Tin Soldier*
Anderson, C.W., *Billy and Blaze*
-----, *Blaze and the Forest Fire*
-----, *Blaze and the Grey Spotted Pony*
-----, *Blaze and the Indian Cave*
-----, *Blaze and Thunderbolt*
Behrens, June, *Soo Ling Finds A Way*
Bemelmans, Ludwig, *Madeline* (CAW)
-----, *Madeline's Rescue* (CAW)
Bendick, Jeanne, *Archimedes and the Book of Science*
Benge, Janet and Geoff, *Abraham Lincoln* (L)
-----, *Cameron Townsend* (L)
-----, *Christopher Columbus* (L)
-----, *George W. Carver* (L)
-----, *George Washington* (L)
-----, *Gladys Aylward* (L)
-----, *Harriet Tubman* (L)
-----, *Heroes of History* (L)
-----, *Hudson Taylor* (L)
-----, *Jim Elliot* (L)
-----, *John Adams* (L)
-----, *John Williams* (L)
-----, *Nate Saint* (L)
-----, *Meriwether Lewis* (L)
-----, *William Booth* (L)
-----, *William Carey* (L)
-----, *William Penn* (L)
Bond, Michael, *A Bear Called Paddington*
Borton de Trevino, Elizabeth, *I Juan de Pareja* (NAW)
Brady, Esther Wood, *Toliver's Secret*
Brink, Carol Ryrie, *Caddie Woodlawn* (NAW) (L)
Brown, Marcia, *Stone Soup: An Old Tale*
Caudill, Rebecca, *A Pocketful of Cricket* (CAW)
Cavanah, Frances, *Abe Lincoln Get's His Chance*
Chandler, Edna Walker, *Cowboy Sam and the Big Bull*
Charlip, Remy, *Handtalk: An ABC of Finger Spelling and Sign Language*
Cleary, Beverly, *Ramona* (L)
-----, *Henry Higgins*
D'Aulaire, Ingri and Edgar Parin, *George Washington*
-----, *Abraham Lincoln* (CAW)
Daugherty, James, *Daniel Boone*
Davidson, Mary R., *Buffalo Bill: Wild West Showman*

deKay, James T., *Meet Martin Luther King, Jr.* (L)
 Dodge, Mary Mapes, *Hans Brinker or The Silver Skates*
 Dolch, Edward and Marguerite P. Dolch; *On the Farm* (easy to read)
 -----, *Some Are Small* (easy-to-read)
 Farley, Walter, *The Black Stallion*
 Fisher, Aileen, *My Cat Has Eyes of Sapphire Blue* (poetry)
 -----, *Up, Up the Mountain* (poetry)
 Flack, Marjorie, *Walter and the Lazy Mouse*
 Fritz, Jean, *The Cabin Faced West*
 Gates, Doris, *Blue Willow* (NAW) (L)
 Gipson, Fred, *Old Yeller* (NAW) (L)
 Hall, Donald, *Ox-Cart Man* (CAW)
 Hamori, Lazlow, *Dangerous Journey*
 Hawse, Alberta, *Vinegar Boy*
 Holt, Rackham, *George Washington Carver: An American Biography*
 Hunt, Irene, *Trail of Apple Blossoms*
 -----, *Across Five Aprils* (NAW)
 Hunt, Mabel Leigh, *Better Known as Johnny Appleseed* (NAW)
 Israel, Laurie, *Poems for Weather Watching* (poetry)
 Johnson, Gladys O., *Jimmie the Youngest Errand Boy*
 Keller, Helen, *The Story of My Life* (L)
 Kipling, Rudyard, *Just So Stories*
 Kjelgaard, James, *Big Red*
 Latham, Jean Lee, *Carry On, Mr. Bowditch* (NAW) (L)
 Lawson, Robert, *Mr. Revere and I*
 Lenski, Lois, *Surprise for Mother*
 Levne, Nancy, *Shoelaces and Brussel Sprouts*
 -----, *Cherry Cola Champions*
 -----, *Hot Chocolate Friendships*
 Lobel, Arnold, *Frog and Toad are Friends* (CAW) (L)
 -----, *Mouse Soup*
 Lund, Doris Herold, *Attic of the Wind* (poetry)
 MacLachlan, Patricia, *Sarah, Plain, and Tall* (NAW)
 Mathis, Sharon Bell, *The Hundred Penny Box*
 McCloskie, Robert, *Centerburg Tales*
 Miller, Edna, *Mousekin's Christmas Eve*
 -----, *Mousekin's Family*
 Murphy, Jim, *Wierd and Wacky Inventions*
 Niemark, Anne, *Touch of Light: The Story of Louis Braille*
 North, Sterling, *Rascal* (L)
 Norton, Mary, *The Borrowers*
 O'Neil, Mary, *Hailstones and Halibut Bones* (poetry)
 Quackenbush, Robert, *Ahoy! Ahoy! Are You There?*
 Rylant, Cynthia, *When I Was Young in the Mountains* (CAW)
 Sobol, Donald J., *Encyclopedia Brown: Boy Detective*
 Showers, Paul, *What Happens to a Hamburger*

-----, *Your Skin and Mine*
Spryi, Johanna, *Heidi* (L)
Voight, Virginia, *Nathan Hale*
Warner, Gertrude Chandler, *The Boxcar Children* series
Wilder, Laura Ingalls, *By the Shores of Silver Lake* (L)
-----, *Farmer Boy* (L)
-----, *The Happy Golden Years* (NAW) (L)
-----, *Little House in the Big Woods* (L)
-----, *Little House on the Prairie* (L)
-----, *Little Town on the Prairie* (NAW) (L)
-----, *The Long Winter* (NAW) (L)
-----, *On the Banks of Plum Creek* (NAW) (L)
-----, *West From Home* (L)
White, E.B., *Charlotte's Web* (L)
Willard, Nancy, *Travelers* (NAW)
Yates, Elizabeth, *Amos Fortune* (L)

(CAW) = Indicates this book is a Caldecott Award Winner

(NAW) = Indicates this book is a Newberry Award Winner

(L) = Indicates this book is in the classroom library

Mathematics

Format: New concepts will be introduced using manipulatives. Math problem sets completed each day will include both new concepts and review skills. Every week students will also practice their math facts. Students will have some online assignments and activities.

Expected Homework: Unless the class is performing a hands-on project for mastery of a new concept, third grade students will be expected to complete a workbook page and fourth grade students will complete one problem set. Fourth grade students must use the math forms provided by the school.

Evaluation: Student grades will be weighted equally between their daily work and their quizzes and tests. Tests are administered every five lessons.

Science

Format: New concepts from the textbook will be discussed in class and demonstrated with an experiment whenever appropriate. Students will answer review chapter questions at the end of the chapter. Students will also be involved in a birdhouse project which will utilize principles from their science class. We will do bird watching and species documentation.

Expected Homework: Students are expected to participate in experiments and answer chapter review questions as assigned by the teacher. Students will participate in the FCS Science Fair (see details in Appendix B-F for details).

Evaluation: Student grades will be equally weighted between daily work/class participation and quizzes and tests.

Social Science

Format: New concepts from the textbook will be discussed in class. Further information will be provided through videos, field trips, and class projects. Chapter review questions will be completed to reinforce information as well as online assignments.

Expected Homework: In addition to completing chapter review questions as assigned by the teacher, students will research characters, role play events and participate in group projects. Students will also memorize the American's Creed.

Evaluation: Student grades will be equally weighted between daily work/class participation and quizzes and tests.

Bible

Format: A Biblical truth will be taught each week. Class work will include role playing, worksheets, videos and games. In addition, students will be provided weekly memory verses (listed below). Students will also have some online Bible trivia activities.

Expected Homework: In addition to participating in classroom activities, students are expected to memorize their three weekly scripture verses (listed below). Fourth grade students will also memorize one character clue each week. All Bible work is completed in the New International Version. Students who bring their church bulletin, signed by their pastor or Bible class teacher, to class on Monday will receive extra credit points.

Evaluation: Student grades will be equally weighted between daily class participation and scripture memory (and character clue) tests.

Third/Fourth Grade Bible Verses: *These are the weekly verses for students to memorize. Fourth grade students must also memorize the listed Character Clue. Extra verses are listed for students who would like to contend for the Scripture Memory Award. If a student has prepared an extra verse, he/she should inform the teacher.*

Week 1 II Timothy 2:14-16

Contentment (*Opposite: Covetousness*)
Realizing that all I have belongs to God.

Week 2 Colossians 3:12-14

Compassion (*Opposite: Indifference*)
Investing whatever is necessary to heal the hurts of others.

Week 3 Psalm 1:1-3

Wisdom (*Opposite: Natural Inclinations*)
Seeing and responding to life's situations from God's frame of reference.

Extra Verse: John 1:9

Week 4 II Timothy 3:14-17

Alertness (*Opposite: Unawareness*)
Being aware of that which is taking place around me so I can have the right response to the situation.

Extra Verse: Mark 1:17

Week 5 Psalm 119:158-160

Truthfulness (*Opposite: Deception*)
Earning future trust by accurately reporting past facts.

Extra Verse: Mark 2:17

Week 6 Matthew 24:32-35

Security (*Opposite: Anxiety*)
Structuring my life around what is eternal and cannot be destroyed or taken away.

Extra Verse: Matthew 10:11-12

Week 7 Psalm 121:1-3

Obedience (*Opposite: Willfulness*)
Freedom to be creative under the protection of divinely-appointed authority.

Extra Verse: Matthew 5:16

Week 8 Psalm 139:7-10

Diligence (*Opposite: Slothfulness*)

Visualizing each task as a special assignment from the Lord and using all my energies to accomplish it.

Extra Verse: Matthew 7:24

Week 9 Psalm 91:1-3

Gratefulness (*Opposite: Unthankfulness*)

Making known to God and others in what ways they have benefited my life.

Extra Verse: John 14:6

Week 10 John 10:27-30

Loyalty (*Opposite: Unfaithfulness*)

Using difficult times to demonstrate my commitment to God and to those whom He has called me to serve.

Week 11 Colossians 1:15-17

Endurance (*Opposite: Giving Up*)

The inward strength to withstand stress to accomplish God's best.

Extra Verse: Matthew 6:6

Week 12 Luke 23:39-41

Reverence (*Opposite: Disrespect*)

Awareness of how God is working through the people and events in my life to produce the character of Christ in me.

Extra Verses: I John 4:11-12

Week 13 John 14:16-18

Orderliness (*Opposite: Disorganization*)

Preparing myself and my surroundings so I will achieve the greatest efficiency.

Extra Verses: Psalm 126:5-6

Week 14 II Timothy 1:6-8

Virtue (*Opposite: Impurity*)

The moral excellence and purity of spirit that radiates from my life as I obey God's Word.

Extra Verse: Ephesians 2:13

Week 15 John 14:25-27

Initiative (*Opposite: Unresponsiveness*)

Recognizing and doing what needs to be done before I am asked to do it.

Extra Verses: Matthew 18:21-22

Week 16 Psalm 139:13-15

Creativity (*Opposite: Underachievement*)

Approaching a need, a task, an idea from a new perspective.

Extra Verse: Matthew 25:29

Week 17 Romans 3:23; II Corinthians 5:17; Romans 3:10

Responsibility (*Opposite: Unreliability*)

Knowing and doing what both God and others are expecting from me.

Extra Verse: Galatians 6:2

Week 18 I Thessalonians 5:14-18

Joyfulness (*Opposite: Self-pity*)

The spontaneous enthusiasm of my spirit when my soul is in fellowship with the Lord.

Extra Verse: John 3:2

Week 19 I John 1:8-10

Persuasiveness (*Opposite: Contentiousness*)

Guiding vital truths around another's mental roadblocks.

Extra Verse: Ephesians 6:10

Week 20 Galatians 6:7-10

Self-control (*Opposite: Self-indulgence*)

Instant obedience to the initial promptings of God's Spirit.

Extra Verse: Psalm 34:8

Week 21 Romans 6:22-23

Cautiousness (*Opposite: Rashness*)

Knowing how important right timing is in accomplishing right actions.

Extra Verse: Hebrews 12:2

Week 22 Ephesians 2:8-10

Humility (*Opposite: Pride*)

Recognizing that it is actually God and others who are responsible for the achievements in my life.

Extra Verse: II Corinthians 4:6

Week 23 Romans 5:1-4

Faith (*Opposite: Presumption*)

Visualizing what God intends to do in a given situation and acting in harmony with it.

Week 24 I Corinthians 15:3-5

Meekness (*Opposite: Anger*)

Yielding my personal rights and expectations to God.

Extra Verse: Matthew 5:19

Week 25 John 14:1-3

Availability (*Opposite: Self-centeredness*)

Making my own schedule and priorities secondary to the wishes of those I am serving.

Extra Verse: Isaiah 53:7

Week 26 I Peter 5:6-9

Justice (*Opposite: Unfairness*)

Personal responsibility to God's unchanging laws.

Extra Verse: Philippians 2:3

Week 27 Colossians 3:15-17

Tolerance (*Opposite: Prejudice*)

Acceptance of others as unique expressions of specific character qualities in varying degrees of maturity.

Extra Verse: Philippians 2:4

Week 28 Matthew 5:13-16

Dependability (*Opposite: Inconsistency*)

Fulfilling what I consented to do even if it means unexpected sacrifice.

Extra Verse: Zechariah 4:6

Week 29 Philippians 3:12-14

Enthusiasm (*Opposite: Apathy*)

Expressing with my soul the joy of my spirit.

Extra Verse: I Peter 3:14

Week 30 I Peter 4:7-10

Hospitality (*Opposite: Loneliness*)

Cheerfully sharing food, shelter, and spiritual refreshment with those whom God brings into my life.

Extra Verse: Romans 12:3

Week 31 Psalm 34:15-17

Decisiveness (*Opposite: Double-mindedness*)

The ability to finalize difficult decisions based on the will and ways of God.

Extra Verse: I Corinthians 3:7

Week 32 James 4:7-10

Attentiveness (*Opposite: Unconcern*)

Showing the worth of a person by giving undivided attention to his words and emotions.

Extra Verse: I Corinthians 3:8

Week 33 Romans 10:13-15

Determination (*Opposite: Faintheartedness*)

Purposing to accomplish God's goals in God's time, regardless of the opposition.

Extra Verse: I Thessalonians 5:11

Week 34 John 14:6-7; John 14:12

Boldness (*Opposite: Fearfulness*)

Confidence that what I have to say or do is true and right and just in the sight of God.

Extra Verse: II Timothy 2:15

Week 35 Luke 1:31-32; Isaiah 9:6

Flexibility (*Opposite: Resistance*)

Not setting my affections on ideas or plans which could be changed by God or others.

Extra Verse: Matthew 9:36

Week 36 Isaiah 53:5-7

Generosity (*Opposite: Stinginess*)

Realizing that all I have belongs to God and using it for His purposes.

Extra Verse: I Peter 2:6

Introductory Middle School **Fifth/Sixth Grade**

As students enter middle school, they are preparing for secondary level work. Therefore, after the first month, 5th/6th grade students will be expected to complete their assignments on time with the correct heading information. Any assignments submitted up to two days late will receive a 10% deduction. Assignments three to four days late will receive a 20% deduction. Incorrect homework paper headings will result in a 5% deduction in the student's grade. Penmanship will no longer be an independent course. Instead after appropriate notice, students will receive a 5% deduction if work is difficult to read. Students who have not finished their homework at home may stay inside during recess to complete their work. As in the 3rd/4th grade classroom, student grades will reflect equal weighting between tests and homework – each representing fifty percent of a student's grade. To introduce students to middle school, semester exams will be held in half of their subjects.

As an introduction to middle school, 5th/6th grade students will have only two recesses per day, but will take a physical education class every Tuesday and Thursday. All students must bring FCS physical education uniforms and tennis shoes on these days. 5th/6th grade students may also select a study hall or a middle school class during the last period on

Mondays, Wednesdays and Fridays. If the student selects a middle school class, it will be additional work and the student will receive a grade for the class. For more information about the requirements of a middle school class, see the “Middle School” section of this handbook.

Language Arts

Language

Format: When new concepts are introduced, the teacher will lead classroom discussions and practice (often using student whiteboards). Graded papers are discussed in class. Review games are used whenever possible.

Expected Homework: Students will complete the odd numbered questions on workbook pages completing even numbered questions if more practice is needed. Students will also apply their acquired language skills as they complete three book reports (reading books from the FCS Book List below) during the year as well as several short reports based on the history or science reading. This includes the science fair project research paper. All papers will be formatted using *Turabian's Manual* (www.liu.edu/cwis/cwp/library/workshop/citation.htm).

Evaluation: Student grades will be weighted equally between daily work (such as workbook pages and reports) and quizzes and tests (such as unit tests and language terms tests that reinforce the basic parts of sentence structure).

Spelling

Format: Students will be given a spelling pretest on Monday. The final spelling test will be on Wednesday. Students who receive 100% on a Monday pretest will be exempt from the final test on Wednesday. Words missed on the pretest will be assigned as homework on Monday and Tuesday. Assignments will be determined by the teacher.

Expected Homework: Homework will be unique to each student based on how well they prepare for the pre-test and test each week as described above. It is possible, actually common, for students to study for the Monday pre-tests and thus have no spelling homework consistently.

Evaluation: Student grades will be equally weighted between daily work and tests.

Reading

Format: Literature groups read and discuss a book from the FCS Book List much like a book club. Before beginning, the teacher will give each group a list of the readings that are due at each group meeting. Each group meets twice per week and student participation is observed. At the end of the group meeting, students agree

upon work to be completed before the next meeting and they complete the corresponding reading form. At the next group meeting, student work is presented to the group.

Expected Homework: Students are expected to complete one assignment per literature group meeting. These assignments include the following: “Discussion Director” (developing good, open-ended questions), “Literary Illuminator” (selecting passages and explaining the importance of the passage), “Illustrator” (drawing a picture of one of the settings), “Vocabulary Master” (picking difficult words, defining them, and using them in a new sentence), “Connector” (synthesizing a character’s emotions and relating it to their personal experience), “Summarizer” (summarizing the selection), “Travel Tracer” (describing variations in settings), and “Investigator” (doing independent study on a topic from the selection). At the end of each book a book report will be due. The book report will be worth two assignments. Book reports should be two to three pages in length and follow the standards of the writing assignment guidelines. Book report grades will be recorded as a Language grade not a reading grade.

After the book report, a book project will be due. The book project will be worth two assignments. Options for the book project include: constructing a miniature stage set for a scene in the book (using clay, Legos, etc.), preparing and presenting a monologue about the story dressed and acting as a main character, making a movie of the book, writing a poem about the book (at least ten stanzas long), writing a test about the book (at least seventy-five multiple-choice questions), writing and performing a song about the book, writing and performing a puppet show and making a video of it for the class, rewriting the book as a children’s book with full-page art and reading it to the lower grades, recording a radio broadcast of an interview with the main character, adding a chapter to the book without disturbing the other events in the book, writing a play based on the book, making a comic strip of the book (at least twenty-five frames).

Students will be assessed privately on their reading ability bi-weekly in the areas of (1) fluency, (2) vocabulary pronunciation, and (3) reading comprehension.

Evaluation: Grading will be equally weighted between the students’ participation and literature group forms for the first quarter and the weekly reading assessment (see Appendix A). Thereafter, oral reading, book reports (worth two assignments) and book projects (worth two assignments) will also be weighted with the literature group work.

FCS Fifth/Sixth Grade Book List: The following books are suggested reading for FCS students. This list includes books of excellence which will further your student’s education. All books for book reports must be on this list.

Alcott, Louisa May, *Little Women*
-----, *Little Men*
Anderson, Neil, *Stomping Out the Darkness*
Armstrong, William, *Souder*

Bengé, Janet and Geoff, *Adoniram Judson*
 -----, *Amy Carmichael* (L)
 -----, *Betty Greene* (L)
 -----, *Corrie Ten Boom* (L)
 -----, *David Livingstone* (L)
 -----, *Eric Liddell* (L)
 -----, *Georg Muller* (L)
 -----, *Gladys Aylward* (L)
 -----, *Hudson Taylor* (L)
 -----, *Jonathan Goforth* (L)
 -----, *Lottie Moon* (L)
 -----, *Mary Slessor* (L)
 -----, *Nate Saint* (L)
 Branscum, Robbie, *For Love of Jody*
 Burnett, Francis Hodgson, *The Secret Garden* (L)
 Burnford, Sheila, *The Incredible Journey*
 Cassandre, *Life When Jesus Was a Boy*
 Cole, William, *Poem Stew* (poetry)
 Collins, David, *Charles Lindberg: Hero Pilot*
 Colver, Anne, *Bread and Butter Indian*
 Crane, Stephen, *The Red Badge of Courage*
 Cule, W.E., *White Knights*
 Dalgleish, Alice, *The Courage of Sarah Noble* (NAW)
 DeGering, Etta, *Wilderness Wife*
 Foster, Genevieve, *Theodore Roosevelt: An Initial Biography*
 Fritz, Jean, *Why Don't You Get A Horse, Sam Adams?*
 -----, *Homesick: My Own Story* (NAW)
 George, Jean, *My Side of the Mountain* (NAW)
 Giblin, James Cross, *Chimney Sweeps*
 Kipling, Rudyard, *The Jungle Book*
 Konigburg, E. L., *From the Mixed Up Files of Mrs. Basil E. Frankweiler*
 Lamb, Mary and Charles, *Tales From Shakespeare*
 L'Engle, Madeleine, *Many Waters*
 -----, *Meet the Austins*
 -----, *Swiftly Tilting Planet*
 -----, *Wind in the Door*
 -----, *A Wrinkle in Time*
 Lewis, C.S., *The Chronicles of Narnia*
 Lofting, Hugh, *The Voyages of Doctor Doolittle* (NAW)
 London, Jack, *The Call of the Wild*
 McCaslan, David, *Oswald Chambers: Abandoned to God*
 Meadowcraft, Enid L., *Silver for General Washington*
 Meigs, Cornelia, *Invincible Louisa: The Story of the Author of 'Little Women'* (NAW)
 Monger, Robert Boyd, *My Heart: Christ's Home*
 Nevill, Emily Cheney, *It's Like This, Cat*
 O'Brien, Robert C., *Mrs. Frisby and the Rats of NIHM* (NAW)

O'Dell, Scott, *Island of the Blue Dolphins* (NAW)
 Peretti, Frank, *Trapped at the Bottom of the Sea*
 Picard, Barbara Leonie (retold by), *The Iliad of Homer*
 -----, *The Odessey of Homer*
 Powers, Elizabeth, *The Journal of Madame Royale*
 Rilke, Rainer Maria, *Letters to a Young Poet*
 Sewell, Anna, *Black Beauty* (L)
 Sharp, Margery, *The Rescuers*
 Speare, Elizabeth, *The Bronze Bow*
 Sperry, Armstrong, *Call It Courage* (NAW)
 Suhl, Yuri, *The Purim Goat*
 Syme, Ronald, *Magellan: First Around the World*
 Taylor, G.P., *Shadowmancer*
 Turtle, Brinton, *Thy Friend, Obadiah* (CAW)
 Von Schmid, Christoph, *Basket of Flowers*
 Wiggins, Kate D., *Rebecca of Sunnybrook Farm*
 Wojciechowska, Maia, *Shadow of a Bull* (NAW)
 Yates, Elizabeth, *Amos Fortune, Free Man* (NAW)
 Zochert, Donald, *Laura*

(CAW) = Indicates this book is a Caldecott Award Winner

(NAW) = Indicates this book is a Newberry Award Winner

(L) = Indicates this book is in the classroom library

English Class Research Paper Due Dates

**This paper must be submitted to the English teacher and the Science teacher*

Assignment	Description	Due Date Week of...
Choose a topic		9-19-11
Bibliography Cards	Three source minimum for 7 th and 8 th grades	10-3-11
Note Cards	Three note cards per source	10-24-11
Outline	Sentence outline format	11-7-11
Rough Draft	5 th and 6 th grade	11-28-11
Final Draft	5 th and 6 th grade	1-9-12

Mathematics

Format: Students will begin class by asking questions from the current homework assignment. Students will then correct current homework when appropriate. When Problem Sets are assigned, they are scored 3 points per problem; 1 point for working the problem, 1 point for checking work for the problem and 1 point for correct answer. Homework is collected and the new lessons are introduced via

lecture, demonstration or class activity. Two lessons will be introduced each class session. Homework is the Problem Set from the second lesson introduced or a digital format assignment. Students will periodically work new concepts with the interactive Mobi board.

Expected Homework: Students are expected to complete Problem Sets from text, read upcoming lessons and complete digital assignments. Homework will be completed on student supplied binder paper or submitted online.

Evaluation: Weekly quizzes and cumulative tests constitute 50% of the overall grade and homework constitutes 50% of the overall grade.

Science

Format: Students will be involved in project based science which will incorporate California state standards as well as many other scientific elements throughout the project. Students will be actively engaged in hands-on science. In addition, there will be extensive integration of technology throughout the course.

Expected Homework: Students will participate in the FCS Science Fair (see Appendix B-F for details). Students will receive a variety of homework assignments which will reinforce the scientific principles taught in the classroom. Students will have some assignments on the internet. Students may schedule time with the teacher to complete the homework if they do not have internet access at home.

Evaluation: Student grades are equally weighted between daily homework and tests.

Social Science

Format: Two or three times each week, the teacher will direct a class discussion. Students are encouraged to bring discussion topics based on current events, personal experience, or independent research of these topics related to the chapter being studied. Relevant videos will also be incorporated into the material. Review games are used whenever possible.

Expected Homework: Students will be given a variety of assignments which may include answering the chapter questions, internet research and Webquests, or re-enactments. Students will begin to develop a greater understanding of the world around them and will be asked to discuss current event topics deemed appropriate. Assignments may be given in current events as the schedule permits. A test is given at the end of every two (2) chapters. Students will interact extensively with the Declaration of Independence and the First Amendment.

Evaluation: Student grades are equally weighted between daily homework and tests.

Bible

Format: Students will participate in daily corporate class devotions as well as private devotion time and journaling. God's Word is incorporated throughout our curriculum each day. Each opportunity given to turn students' attention to the magnificent wonders of God is taken. Students are asked to evaluate scripture and reflect on their personal relationship with God.

Expected Homework: The following schedule will be observed each week:

Monday: Sunday Church Sermon Notes are due.

Sermon notes must have the signature of a pastor, Bible class teacher or usher for full credit (no parental signatures allowed).

Wednesday: Character Clues Test (Character Clues listed below)

Friday: Chapel Notes from Tuesday or Thursday are due (with a personal application) and Memory Verse Test (verses listed below)

If students memorize the verses cumulatively, they can take the memory verse test orally. Otherwise the memory verse test will be a written test.

Extra verses are listed for students who would like to contend for the Scripture Memory Award. If a student has prepared an extra verse, he/she should inform the teacher. All Bible work is completed in the New International Version.

Evaluation: Student grades will be weighted equally between tests (Character Clue and memory verse tests) and homework (sermon notes and chapel notes). Please note that sermon notes must include a pastor/usher signature or Bible class teacher signature, must be in outline format. Chapel notes must contain a personal application in order to receive full credit. Sermon notes or chapel notes will receive a 10% deduction for each item that is missing.

Fifth/Sixth Grade Bible Verses: *These are the weekly verses and Character Clues for students to memorize. In addition, students will be memorizing the books of the Bible. The titles for which they are responsible are listed each week. Extra verses are listed for students who would like to contend for the Scripture Memory Award. If a student has prepared an extra verse, he/she should inform the teacher.*

Week 1 James 1:1-4 (60)

Patience (*Opposite: Restlessness*)

Accepting a difficult situation from God without giving Him a deadline to remove it.

Discernment (*Opposite: Judgment*)

The God-given ability to understand why things happen.

Week 2 James 1:5-8

Wisdom (*Opposite: Natural Inclinations*)

Seeing and responding to life's situations from God's frame of reference.

Generosity (*Opposite: Stinginess*)

Realizing that all I have belongs to God and using it for His purposes.

Week 3 James 1:9-12

Contentment (*Opposite: Covetousness*)

Realizing God has provided everything I need for my present happiness.

Humility (*Opposite: Pride*)

Recognizing that it is actually God and others who are responsible for the achievements in my life.

Week 4 James 1:13-16

Alertness (*Opposite: Unawareness*)

Being aware of that which is taking place around me so I can have the right response to them.

Boldness (*Opposite: Fearfulness*)

Confidence that what I have to say or do is true and right and just in the sight of God.

Week 5 James 1:17-20

Meekness (*Opposite: Anger*)

Yielding my personal rights and expectations to God.

Self-Control (*Opposite: Self-indulgence*)

Instant obedience to the initial promptings of God's Spirit.

Week 6 James 1:21-24

Initiative (*Opposite: Unresponsiveness*)

Recognizing and doing what needs to be done before I am asked to do it.

Virtue (*Opposite: Impurity*)

The moral excellence and purity of spirit that radiate from my life as I obey God's Word.

Week 7 James 1:25-27

Truthfulness (*Opposite: Deception*)

Earning future trust by accurately reporting past facts.

Hospitality (*Opposite: Loneliness*)

Cheerfully sharing food, shelter, and spiritual refreshment with those whom God brings into my life.

Week 8 James 2:1-4

Tolerance (*Opposite: Prejudice*)

Acceptance of others as unique expressions of specific character qualities in varying degrees of maturity.

Availability (*Opposite: Self-centeredness*)

Making my own schedule and priorities secondary to the wishes of those I am serving.

Week 9 James 2:5-8

Love (*Opposite: Selfishness*)

Giving to others' basic needs without having as my motive personal reward.

Deference (*Opposite: Rudeness*)

Limiting my freedom in order not to offend the tastes of those God has called me to serve.

Week 10 James 2:9-12

Justice (*Opposite: Fairness*)

Personal responsibility to God's unchanging laws.

Forgiveness (*Opposite: Rejection*)

Clearing the record of those who have wronged me and allowing God to love them through me.

Week 11 James 2:13-16

Faith (*Opposite: Presumption*)

Visualizing what God intends to do in a given situation and acting in harmony with it.

Attentiveness (*Opposite: Unconcern*)

Showing the worth of a person by giving undivided attention to his words and emotions.

Week 12 James 2:17-20

Responsibility (*Opposite: Unreliability*)

Knowing and doing what both God and others are expecting from me.

Thoroughness (*Opposite: Incompleteness*)

Knowing what factors will diminish the effectiveness of my work or words if neglected.

Week 13 James 2:17-20

Dependability (*Opposite: Inconsistency*)

Fulfilling what I consented to do even if it means unexpected sacrifice.

Security (*Opposite: Anxiety*)

Structuring my life around what is eternal and cannot be destroyed or taken away.

Week 14 James 2:25-26

Cautiousness (*Opposite: Rashness*)

Knowing how important right timing is in accomplishing right actions.

Determination (*Opposite: Faintheartedness*)

Purposing to accomplish God's goals in God's time, regardless of the opposition.

Loyalty (*Opposite: Unfaithfulness*)

Using difficult times to demonstrate my commitment to God and to those whom He has called me to serve.

Week 15 James 3:1-4

Obedience (*Opposite: Willfulness*)

Freedom to be creative under the protection of divinely-appointed authority.

Endurance (*Opposite: Giving Up*)

The inward strength to withstand stress to accomplish God's best.

Week 16 James 3:5-8

Joyfulness (*Opposite: Self-pity*)

The spontaneous enthusiasm of my spirit when my soul is in fellowship with the Lord.

Enthusiasm (*Opposite: Apathy*)

Expressing with my soul the joy of my spirit.

Week 17 James 3:9-12

Reverence (*Opposite: Disrespect*)

Awareness of how God is working through the people and events in my life to produce the character of Christ in me.

Discretion (*Opposite: Simplemindedness*)

The ability to avoid words, actions, and attitudes which could result in undesirable consequences.

Week 18 James 3:13-16

Creativity (*Opposite: Underachievement*)

Approaching a need, a task, an idea from a new perspective.

Gratefulness (*Opposite: Unthankfulness*)

Making known to God and others in what ways they have benefited my life.

Week 19 James 3:17-18

Sincerity (*Opposite: Hypocrisy*)

Eagerness to do what is right with transparent motives.

Gentleness (*Opposite: Harshness*)

Showing personal care and concern in meeting the needs of others.

Punctuality (*Opposite: Tardiness*)

Showing high esteem for other people and their time.

Week 20 James 4:1-4

Persuasiveness (*Opposite: Contentiousness*)

Guiding vital truths around another's mental roadblocks.

Resourcefulness (*Opposite: Wastefulness*)

Wise use of that which others would normally overlook or discard.

Week 21 James 4:5-8

Decisiveness (*Opposite: Double-mindedness*)

The ability to finalize difficult decisions based on the will and ways of God.

Flexibility (*Opposite: Resistance*)

Not setting my affections on ideas or plans which could be changed by God or others.

Week 22 James 4:9-12

Sensitivity (*Opposite: Callousness*)

Exercising my senses so I can perceive the true spirit and emotions of those around me.

Diligence (*Opposite: Slothfulness*)

Visualizing each task as a special assignment from the Lord and using all my energies to accomplish it.

Week 23 James 4:13-17

Thriftiness (*Opposite: Extravagance*)

Not letting myself or others spend that which is not necessary.

Orderliness (*Opposite: Disorganization*)

Preparing myself and my surroundings so I will achieve the greatest efficiency.

Week 24 James 4:13-17

Compassion (*Opposite: Indifference*)

Investing whatever is necessary to heal the hurts of others.

Week 25 James 5:5-8

Week 26 James 5:9-12

Week 27 James 5:13-16

Middle School

All middle school classes will have semester exams in January and June. To prepare students for their collegiate experience, FCS staff members have adopted the following classroom expectations:

1. Students must come to class prepared. Students must be seated before the bell rings. Students must have all class materials (book, paper, pencil, etc.) ready. If a student needs to borrow items or sharpen a pencil, this must be done before the bell rings.
2. *All textbooks must be covered at all times with a non-stick cover by the student. Students may use paper bags or they may purchase book covers from the store. No inappropriate book covers allowed (rock stars, vulgar pictures, etc.).*
3. Students must use the restroom during break times. Students may use the phone in the school lobby *only during lunch* with a teacher's permission. In cases of emergency, the office will place a call for the student during other times. If parents page their student during class, the student will not be able to return the call until lunch. All cell phones must be turned off during the school day.
4. Homework is considered late if it is not prepared at the beginning of the class period. *Any assignment which is handed in one day late by 7th-12th grade students will receive a 10% or one grade level penalty. Any assignment which is submitted two days late by 7th-8th grade students will receive a 20% or two grade level penalty. 9th-12th grade students will receive no credit after the first penalty date. Any homework received by the teacher after that will be given no credit.*
5. Homework must have the proper heading in the upper right corner of the paper. The heading must be as follows:
 - Student Name
 - Class and Period
 - Assignment
 - Date*After the first week of school, students who do not have the proper heading on their papers will receive a 10% or one letter grade penalty. This practice is to prepare students for college and to enable teachers to track homework assignments properly.*
6. Before students leave campus early (for any reason – including illness), *they must leave homework assignments for all classes occurring later in the day. Otherwise the above homework rules apply.*
7. *Students who are absent have the same number of days as their absence to make up their homework. However, if the first day of their absence was a test day, the student will be required to take the test on the day they return to school.*

8. All students will have semester exams in each of their classes in January and June. A student who has received a 98% or above for each quarter of the semester (or all four quarters for end-of-the-year exams that incorporate the entire year's concepts into the final exam) will be excused from their semester exams.
9. To maintain order in the classroom and insure the education of all students, *a student must raise their hand and be acknowledged before speaking aloud*. The only exception is when the teacher has assigned students to work in groups.
10. *Passing notes, talking to other students without permission, showing pictures, sign language, etc. are totally unacceptable in the classroom*. These will result in a detention.
11. *Cosmetic materials may not be used in any classroom. Any cosmetic materials which are in open sight will be confiscated by the teacher and the student will receive a detention*.
12. *No food or drink may be consumed during class or in chapel. Food and drinks may only be consumed in Room C during lunch or outside*
13. *The classroom will be managed in a professional manner*. Students are expected to conduct themselves accordingly. Behavior that detracts from the Christian education process will not be tolerated.
14. All students are expected to read the Freedom Christian School Student-Parent handbook and the Freedom Christian School Academic handbook before attending classes and abide by the rules therein.

7th and 8th Grade English

Spelling

Format: Students will be assigned spelling and vocabulary list for the week on the Friday prior to the week of the quiz. The lists are located in the spelling and vocabulary workbook. Students will be given a pretest on Monday and those students who score a 100% will not be required to take the spelling quiz on the following Friday. Seventh grade students will be responsible for 20 spelling words and 7 vocabulary words; eighth grade students will be responsible for 20 spelling words and 10 vocabulary words.

Expected Homework: Students are expected to begin studying their spelling and vocabulary list after it is assigned. They will write original sentences using each of the vocabulary words in their proper context to be submitted on Wednesday. Students may earn extra credit for vocabulary words correctly used in such English homework assignments as literature homework, book reports, essays and the research paper.

Evaluation: Student grades will be equally weighted between daily work and weekly spelling and vocabulary quizzes/tests.

Grammar

Format: When new concepts are introduced via lecture and demonstration, the teacher will lead discussions and guided practice. Graded papers are discussed in class.

Expected Homework: Students will complete odd numbered exercises assigned in the Grammar workbook. Students will also apply their acquired language skills in various composition assignments including four book reports, a character sketch, creative writing, and responses to literature questions. Students will also do a research paper for their science fair project using parenthetical citations to cite their resources quoted or referenced. Seventh grade students will be assigned a page length not less than three pages and not more than five pages. Eighth grade students will be assigned four to six pages. The research paper is due at the end of the first quarter. Research papers will be formatted using *Turabian's Manual* (for more information, see www.liu.edu/cwis/cwp/library/workshop/citation.htm). Students will do one book report each quarter. Students will do one book report each of the last three quarters. During the second quarter, students will do an oral book report on a fiction book from the book list below. During the third quarter, students will do a written book report on a Christian biography. During the fourth quarter, students will write a book report on a fiction book from the book list below.

Evaluation: Students grades will be weighted equally between homework and test and quiz grades. Research papers will be completed in stages. Each section will be graded. The final research paper will be worth two test scores. Book reports will be worth two test scores.

Literature

Format: Students are assigned daily reading selections found in the literature book. When new motifs or literary devices are introduced, the teacher will explain and provide examples.

Expected Homework: Students will read each assigned reading and answer questions at the end of each selection. Occasionally the literature homework will involve a short composition assignment in response to certain aspects of the assigned selection. At other times, the students will log onto the classroom website and do one of a variety of digital projects. These projects are explained in detail on the classroom website and the website is linked to the school's website.

Evaluation: Student overall grades are weighted equally between homework grades and quiz and test scores.

FCS Seventh Grade Book List: The following books are suggested reading for FCS students. This list includes books of excellence which will further your student's education. All books for book reports must be on this list.

Adams, Richard, *Watership Down*
 Blos, Joan W, *A Gathering of Days* (L)
 Brother Andrew, *God's Smuggler* (L)
 Burnett, Frances Hodgson, *Secret Garden* (L)
 -----, *Little Princess* (L)
 Dobson, James, *Preparing for Adolescence*
 Dravecky, Dave, *Comeback!*
 Eareckson, Joni, *Joni* (L)
 Frost, Robert, *You Come Too* (poetry)
 Gibson, William, *The Miracle Worker*
 Henry, Marguerite, *Stormy* (L)
 -----, *Misty of Chicoteague* (L)
 -----, *Sea Star* (L)
 -----, *King of the Wind* (L)
 Herriot, James, *All Creatures Great and Small* (L)
 -----, *All Things Bright and Beautiful* (L)
 -----, *All Things Wise and Wonderful* (L)
 -----, *Every Living Thing* (L)
 -----, *The Lord God Made Them All* (L)
 Keller, Helen, *Story of My Life*
 Lewis, C.S., *The Screwtape Letters* (L)
 London, Jack, *Sea Wolf*
 London, Jack, *White Fang* (L)
 Lowry, Mark, *Out Of Control*
 Lucado, Max, *And the Angels Were Silent*
 -----, *A Gentle Thunder - Hearing God Through the Storm*
 -----, *No Wonder They Call Him Savior* (L)
 Marshall, Catherine, *A Man Called Peter* (L)
 Marshall, Catherine, *Christy* (L)
 McDowell, Josh, *He Walked Among Us*
 O'Dell, Scott, *The Hawk That Dare Not Run*
 O'hara, Mary, *My Friend Flicka* (L)
 Rawls, Wilson, *Where the Red Fern Grows* (L)
 Sheldon, Charles, *In His Steps* (L)
 Spryi, Johanna, *Heidi* (L)
 Ten Boom, Corrie, *The Hiding Place* (L)
 Twain, Mark, *Pudd'nhead Wilson*
 Vern, Jules, *Around the World in Eighty Days* (L)
 Wynn, Johann, *Swiss Family Robinson* (L)
 -----, *Jacob Have I Loved*

(L) = Indicates this book is in the school library

FCS Eighth Grade Book List: The following books are suggested reading for FCS students. This list includes books of excellence which will further your student's education. All books for book reports must be on this list.

Alcott, Louisa May, *Little Men*
 Bailey, Faith Coxe, *George Mueller*
 Brother Lawrence and Laubach, Frank, *Practicing His Presence*
 Colson, Charles, *Born Again*
 Cousins, Margaret, *The Story of Thomas Alva Edison*
 Defoe, Daniel, *Robinson Crusoe* (L)
 Dravecky, Dave and Jan, *When You Can't Come Back*
 Frank, Anne, *Diary of a Young Girl* (L)
 Fritz, Jean, *The Great Little Madison*
 Harris, Joshua, *I've Kissed Dating Goodbye*
 Holm, Ann, *North to Freedom*
 Lee Harper, *To Kill a Mockingbird* (L)
 Lewis, C.S., *The Chronicles of Narnia* (L)
 McDowell, Josh, *More Than a Carpenter*
 McGaw, Francis, *Praying Hyde*
 Montgomery, Lucy Maud, *Anne of Green Gables* (L)
 Richardson, Don, *Eternity in Their Hearts*
 Scott, Sir Walter, *Ivanhoe*
 Ten Boom, Corrie, *Prison Letters*
 Vern, Jules, *Journey to the Center of the Earth* (L)
 Wilkerson, David, *The Cross and the Switchblade*

(L) = Indicates this book is in the school library

English Class Research Paper Due Dates

**This paper must be submitted to the English teacher and the Science teacher.*

Assignment	Description	Due Date Week of...
Choose a topic		9-19-11
Bibliography Cards	Three source minimum for 7 th and 8 th grades	10-3-11
Note Cards	Three note cards per source	10-24-11
Outline	Sentence outline format	11-7-11
Rough Draft	7 th and 8 th grade	11-28-11
Final Draft	7 th and 8 th grade	1-9-12

7th and 8th Grade Foreign Languages

Format: During each class period, the teacher will check for completion of student homework. Then the new material will be introduced via a lecture, demonstration, or activity. After a class discussion of the lesson, guided practice and conversational practice will insure students understand the new concepts. Review games will be used when possible.

Expected Homework: Students will complete written exercises, engage in class presentations, and practice for classroom conversation, skits, and other group projects. Since middle school foreign languages are introductory, memorization of vocabulary and grammatical structure will be required.

Evaluation: Student grades will be equally weighted between daily homework assignments/projects and quizzes/tests.

7th and 8th Grade Math: Math 87

Format: Students will begin class by asking questions from the current homework assignment. Students will then correct current homework when appropriate. When Problem Sets are assigned, they are scored 3 points per problem; 1 point for working the problem, 1 point for checking work for the problem and 1 point for the correct answer. Homework is collected and the new lessons are introduced via lecture, demonstration or class activity. Two lessons will be introduced each class session. Homework is the Problem Set from the second lesson introduced or a digital format assignment. Students will periodically work new concepts with the interactive Mobi board.

Expected Homework: Students are expected to complete Problem Sets from text, read upcoming lessons and complete digital assignments. Homework will be completed on student supplied binder paper or submitted online.

Evaluation: Daily quizzes from notes and cumulative tests constitute 50% of the overall grade and homework constitutes 50% of the overall grade.

7th and 8th Grade Math: Pre-Algebra

Format: Students will begin class by asking questions from the current homework assignment. Students will then correct current homework when appropriate. When Problem Sets are assigned, they are scored 3 points per problem; 1 point for working the problem, 1 point for checking the work for the problem and 1 point for the correct answer. Homework is collected and the new lessons are introduced via lecture, demonstration or class activity. Two lessons will be introduced each class

session. Homework is the Problem Set from the second lesson introduced or a digital format assignment. Students will periodically work new concepts with the interactive Mobi.

Expected Homework: Students are expected to complete Problem Sets from text, read upcoming lessons and complete digital assignments. Homework will be completed on student supplied binder paper or submitted online.

Evaluation: Weekly quizzes from reading and bi-weekly cumulative tests constitute 50% of the overall grade and homework constitutes 50% of the overall grade.

7th and 8th Grade Science

Format: New concepts from the textbook will be discussed in class and demonstrated with an experiment when appropriate. This format will include lecture, observation, collaboration, and hands-on and project-based learning whenever possible. Relevant videos or experiments will be incorporated into the lesson at every opportunity. Students will be expected to demonstrate life application of the various topics in both oral and written formats.

Expected Homework: Students are expected to complete the reading assignments, comprehension questions, group projects, or experiments as directed by the teacher. Students will be expected to critically evaluate various topics, and demonstrate the utility of various topics to the class, when appropriate. All students will participate in the FCS Science Fair (see Appendix B-F for details).

Evaluation: Students are evaluated on tests, homework, class activities, group assignments, presentations, and projects. Each section of the Science Fair project will be evaluated as a test grade.

7th and 8th Grade History

Format: The class will be studying history, not just as a series of past events, but connecting it to God's plan for humanity. Students will gain an appreciation for the lives and sacrifices for our spiritual and political forebears.

Class sessions will begin with a review of the previous day's assignment. We will discuss the current news of the day, relating it wherever possible to the lesson. Students will be learn note-taking skills, so there will be brief lectures on various topics. Students will periodically watch videos about historical events. In addition, they will be filling in outline maps, reading handouts from news media sources, writing narratives, and occasionally doing an art project relating to the curriculum. Students will participate in group activities, assignments, and presentations.

Expected homework: Each class day students will have a homework assignment. This assignment may be reading and responding to questions in the text, map projects, chapter reviews (before exams), reading, and outlining text, writing assignments, and researching current events. Students will memorize the Gettysburg Address.

Evaluation: Students will have frequent quizzes over their homework (usually these will be open-note quizzes), including questions on current events. In-class writing assignments and map projects will also frequently be graded. In addition, student projects and presentations will be evaluated. There will be periodic examinations which will test the students' knowledge of the assigned reading and the lecture notes. There will also be a semester final exam which will cover the entire semester's study.

7th-8th Physical Education

Format: Classes typically include stretching exercises, calisthenics, running laps for aerobic training, and practice of the scheduled sport. Periodically, students will be tested over the rules of the sports being played.

Expected Homework: Students are expected to be prepared for class by bringing their physical education uniform to every class period. In addition, homework will include studying for quizzes and preparing for physical fitness testing. No student will be excused from physical education without a written excuse from their parents. Students may not be excused from more than two class periods of physical education without a note from their doctor. All students who are excused from physical education activities will write a report about the sport being played. All unexcused absences will result in a zero for the class period.

Evaluation: Student scores will be based on in-class participation, physical fitness testing results, and quiz scores.

7th/8th Grade Bible

Format: Classes include teacher lecture, classroom discussion, videos, and student projects. During the first class period of the week, students must submit sermon notes from their church attendance. Sermon notes must include a signature from the pastor, Bible class teacher, or usher for full credit (no parental signatures allowed). During the last class period of the week, students must submit notes from the weekly chapel of their choice. Chapel notes must include a personal application for full credit. Each week students will be quizzed over their scripture memory work. Weekly verses are listed below. Once each quarter students must complete Christian service and community service. Christian service must be performed at the student's church. Community service opportunities will be provided by staff and Student

Council. Students must participate in these activities to earn their community service points. All exceptions to these service guidelines must be approved by the administration. Exceptions will be rare.

Expected Homework: Students must complete daily assignments, scripture memory, church sermon notes (due the first class period of the week), chapel notes (due the last class period of week), Christian service, community service, and class projects. Students will be excused for two sermon notes per quarter. This allows for the student to miss church twice per quarter for reasons of illness or family emergencies. After that, the student will be given a zero for each set of missing sermon notes. In addition, students will complete an essay in the fourth quarter. All Bible work is completed in the New International Version.

FCS Bible classes also require Christian and community service. Students will be expected to spend a minimum of one and one half hours of service in each area in each quarter. Christian service is something done for one's own church without pay or special recognition (nothing done on the church platform will qualify because this is service to be performed without recognition). Community service consists of things done in the name of Christ outside the student's church. Community service opportunities will be provided by the FCS staff and Student Council. Students must participate in these activities to receive community service points. Christian and community service project points must be earned by the sixth week of the quarter. Students who miss this deadline will be required to serve twice as many hours to earn their points.

Acceptable Christian service will be:

- Assisting with your church's children's ministry. You can be a teacher, a helper, a music leader, or help in a variety of other ways. You may provide child care for Bible studies or worship services, but only if you are actually needed, and you are helping.
- Cleaning the church or helping maintain the building or grounds.
- Helping church staff with a special church activity.
- Helping church staff in a support capacity, such as running off bulletins, greeting, or ushering.

All other service projects must be approved by the administration. Exceptions will be rare. No personal service (for example, babysitting for a friend/relative or cleaning house for a friend/relative) will be approved. While FCS encourages students to perform such acts of service for friends, Christian service points are received for student support of the local church in their outreach activities.

Acceptable community service will be:

- Community service project opportunities provided by FCS staff members.
- Community service project opportunities provided by Student Council.

All other service projects must be approved by the administration. Exceptions will be rare.

Evaluation: Students scores will be based on daily assignments, scripture memory, church sermon notes, chapel notes, Christian service, community service, and class

projects. Sermon notes or chapel notes will receive a 10% deduction for each required item that is missing. Bonus points are available for Christian Service that is rendered weekly or bi-weekly.

Seventh/Eighth Grade Bible Verses: These are the weekly verses for students to memorize. Extra verses are listed for students who would like to contend for the Scripture Memory Award. If a student has prepared an extra verse, he/she should inform the teacher.

Week 1 Matthew 10:29-33 – Matthew: King

Extra Verses: Psalm 1:1-2

Week 2 Matthew 11:27-30 – Kingdom of Heaven

Extra Verses: Psalm 1:3-4

Week 3 Mark 8:34-38 – Mark: Servant

Week 4 Matthew 28:16-20 – God's Son Was a Teacher

Extra Verses: Psalm 1:5-6

Week 5 Matthew 18:2-6 – Luke: Perfect Man

Extra Verses: Psalm 2:1-3

Week 6 Luke 3:4-6; Luke 3:16-18 – A Man Who Wanted to See Jesus

Week 7 John 1:1-5 – John: Son of God

Extra Verses: Psalm 2:4-6

Week 8 Luke 10:27; Luke 14:11; Luke 5:31-32 – A Service with Jesus

Extra Verses: Psalm 3:1-2

Week 9 Acts 1:7-8; Luke 1:38-39 – Acts: Church

Extra Verses: Psalm 3:3-4

Week 10 Luke 6:27-28; Luke 11:2-4 – Church History

Extra Verses: Psalm 8:1-2

Week 11 Romans 3:21-25 – Romans: Paid in Full – Not Ashamed

Extra Verses: Psalm 8:3-5

Week 12 I Corinthians 10:12-15 – I Corinthians: Spanking the Saints

Extra Verses: Psalm 15:1-3

Week 13 I Corinthians 15:50-58 – II Corinthians: Anatomy of an Apostle

Extra Verses: Psalm 15:4-5

Week 14 Galatians 2:16-21 – Galatians: Unshackled

Extra Verses: Psalm 16:5-6

Week 15 Ephesians 2:1-5 – Ephesians: Body Building – One Baptism

Week 16 Philippians 4:6-7, 13; John 8:31-32 – Philippians: Happily Humble

Extra Verses: Psalm 7-9

Week 17 Colossians 3:12-17 – Colossians: Commander-in-Chief

Extra Verses: Psalm 19: 1-2

Week 18 I Thessalonians 5:16-23 – I Thessalonians: Stay on Target

Week 19 Luke 16:15-16; Luke 19:9-10; Luke 11:28 – II Thessalonians: Work While
You Wait

Extra Verses: Psalm 19:3-4

Week 20 Acts 3:19-23 – I Timothy: Leadership Manual

Extra Verses: Psalm 19:7-8

Week 21 II Timothy 3:16-17; II Timothy 4:7-8 – II Timothy: Combat Manual

Week 22 Romans 1:21-25 – Titus: Conduct Manual

Extra Verses: Psalm 19:9-11

Week 23 John 1:10-14 – Philemon: Bondage to Brotherhood

Extra Verses: Psalm 19:12-14

Week 24 Hebrews 12:1-2; Hebrews 13:5-6 – Hebrews: Milk to Meat

Week 25 James 1:2-6 – James: Faith Gauge

Week 26 I Peter 5:5-9 – I Peter: Pain With a Purpose

Extra Verses: Psalm 24:1-2

Week 27 John 3:31-36 – II Peter: Poison in the Pew

Week 28 I John 1:6-10 – I John: Fellowship Barometer

Extra Verses: Psalm 24:3-4

Week 29 Ephesians 2:6-10 – II John: Bolt the Door

Week 30 Romans 6:19-23 – III John: Open the Door

Extra Verses: Psalm 24:7-8

Week 31 John 1:17, John 1:29; John 3:3, John 3:16-17 – Jude: Fight for the Faith

Extra Verses: Psalm 24:9-10

Week 32 Revelation 3:19-22 – Revelation: Coming Events

Week 33 John 6:35-39 - Review

Week 34 Romans 10:9-13 - Review

Week 35 Romans 1:16-20 - Final

7th-8th Grade Computers: Keyboarding

Format: Students will be introduced to appropriate key stroking techniques each day which will build on their keyboarding skills. Each class period students will be given the opportunity to practice the technique they have learned in the computer lab. Students will be assessed on the last day of the week on the techniques that have been introduced.

Expected Homework: Students will practice new concepts at home by typing assigned text and practicing appropriate techniques.

Evaluation: Students will be evaluated on their use of proper stroking techniques which will include the following: curvature of fingers over the home keys, wrist position, focus of the eyes, ability to identify keys by touch alone and smooth rhythm. In addition, students will take timed exams which will be assessed based on words per minute and accuracy.

High School

All high school classes will have semester exams in January and June. To prepare students for their collegiate experience, FCS staff members have adopted the following classroom expectations:

1. Students must come to class prepared. Students must be seated before the bell rings. Students must have all class materials (book, paper, pencil, etc.) ready. If a student needs to borrow items or sharpen a pencil, this must be done before the bell rings.

2. *All textbooks must be covered at all times with a non-stick cover by the student.* Students may use paper bags or they may purchase book covers from the store. No inappropriate book covers allowed (rock stars, vulgar pictures, etc.).

3. Students must use the restroom during break times. Students may use the phone in the school lobby *only during lunch* with a teacher's permission. In cases of emergency, the office will place a call for the student during other times. If parents page their student during class, the student will not be able to return the call until lunch. All cell phones must be turned off during the school day.

4. Homework is considered late if it is not prepared at the beginning of the class period. *Any assignment which is handed in one day late by 7th-12th grade students will receive a 10% or one grade level penalty. Any assignment which is submitted two days late by 7th-8th grade students will receive a 20% or two grade level penalty. 9th-12th grade students will receive no credit after the first penalty date.* Any homework received by the teacher after that will be given no credit.

5. Homework must have the proper heading in the upper right corner of the paper. The heading must be as follows:

Student Name
Class and Period
Assignment
Date

After the first week of school, students who do not have the proper heading on their papers will receive a 10% or one letter grade penalty. This practice is to prepare students for college and to enable teachers to track homework assignments properly.

6. Before students leave campus early (for any reason – including illness), *they must leave homework assignments for all classes occurring later in the day. Otherwise the above homework rules apply.*

7. *Students who are absent have the same number of days as their absence to makeup their homework.* However, if the first day of their absence was a test day, the student will be required to take the test on the day they return to school.

8. All students will have semester exams in each of their classes in January and June. A student who has received a 98% or above for each quarter of the semester (or all four quarters for end-of-the-year exams that incorporate the entire year's concepts into the final exam) will be excused from their semester exams.

9. To maintain order in the classroom and insure the education of all students, *a student must raise their hand and be acknowledged before speaking aloud*. The only exception is when the teacher has assigned students to work in groups.
10. *Passing notes, talking to other students without permission, showing pictures, sign language, etc. are totally unacceptable in the classroom*. These will result in a detention.
11. *Cosmetic materials may not be used in any classroom. Any cosmetic materials which are in open sight will be confiscated by the teacher and the student will receive a detention*.
12. *No food or drink may be consumed during class or in chapel. Food and drinks may only be consumed in Room C during lunch or outside*.
13. *The classroom will be managed in a professional manner*. Students are expected to conduct themselves accordingly. Behavior that detracts from the Christian education process will not be tolerated.
14. All students are expected to read the Freedom Christian School Student-Parent handbook and the Freedom Christian School Academic handbook before attending classes and abide by the rules therein.

9th and 10th Grade English

Spelling

Format: Students will be assigned spelling and vocabulary list for the week on the Friday prior to the week of the quiz. The lists are located in the spelling and vocabulary workbook. Students will be given a pretest on Monday and those students who score a 100% will not be required to take the spelling quiz on the following Friday. Ninth grade students will be responsible for 20 spelling words and 10 vocabulary words; tenth grade students will be responsible for 20 spelling words, 12 vocabulary words and 12 roots, prefixes and suffixes.

Expected Homework: Students are expected to begin studying their spelling and vocabulary list after it is assigned. They will write original sentences using each of the vocabulary words in their proper context to be submitted on Wednesday. Students may earn extra credit for vocabulary words correctly used in such English homework assignments as literature homework, book reports, essays, and the research paper.

Evaluation: Student grades will be equally weighted between daily work and weekly spelling and vocabulary quizzes/tests.

Grammar

Format: When new concepts are introduced via lecture and demonstration, the teacher will lead discussions and guided practice. Graded papers are discussed in class.

Expected Homework: Students will complete odd numbered exercises assigned in the Grammar workbook. Students will also apply their acquired language skills in various composition assignments including four book reports, a character sketch, creative writing, and responses to literature questions. Students will also do a research paper for their science fair project using endnotes to cite their resources quoted or referenced. Citations and bibliography will be formatted using *Turabian's Manual* (for more information, see www.liu.edu/cwis/cwp/library/workshop/citation.htm). Ninth grade students will be assigned a page length not less than seven pages and not more than nine pages. Tenth grade students will be assigned nine to twelve pages. The research paper is due at the end of the first quarter. Students will do one book report each of the last three quarters. During the second quarter, students will do an oral book report on a fiction book from the book list below. During the third quarter, students will do a written book report on a Christian biography. During the fourth quarter, students will write a book report on a fiction book from the book list below.

Evaluation: Students grades will be weighted equally between homework and test/quiz grades. Research papers will be completed in stages. Each section will be graded. The final research paper will be worth two test scores. Book reports will be worth one test score.

Literature

Format: Students are assigned daily reading selections found in the literature book. When new motifs or literary devices are introduced, the teacher will explain and provide examples.

Expected Homework: Students will read each assigned reading and answer questions at the end of each selection. Occasionally the literature homework will involve a short composition assignment in response to certain aspects of the assigned selection. At other times, the students will log onto the classroom website and do one of a variety of digital projects. These projects are explained in detail on the classroom website and the website is linked to the school's website.

Evaluation: Student overall grades are weighted equally between homework grades and quiz/test scores.

FCS Ninth Grade Book List: The following books are suggested reading for FCS students. This list includes books of excellence which will further your student's education. All books for book reports must be on this list.

Bronte, Charlotte, *Jane Eyre* (L)
Bronte, Emily, *Wuthering Heights* (L)
Dickens, Charles, *A Tale of Two Cities* (L)
-----, *Great Expectations* (L)
-----, *Hard Times* (L)

Dobson, James, *Life on the Edge*
 Dumas, Alexandre, *The Count of Monte Cristo*
 Forbes, Esther, *Johnny Tremain* (L)
 Jenkins, Peter, *A Walk Across America* (L)
 -----, *A Walk Across China* (L)
 -----, *Walk West* (L)
 LaHaye/Jenkins, *Left Behind* (L)
 LaHaye, Tim and Voebel, David, *Mind Seige*
 Lewis, C.S., *God in the Dock*
 -----, *The Pilgrim's Regress*
 Lewis, C.S., *God in the Dock*
 -----, *The Pilgrim's Regress*
 Marrin, Albert, *Stalin: Russia's Man of Steel*
 Massie, Robert, *Nicholas and Alexandra*
 McDowell, Josh and Hostetler, Bob, *Don't Check Your Brain at the Door*
 Mitchell, Margaret, *Gone with the Wind*
 Nee, Watchman, *Sit, Walk, Stand*
 Stevenson, Robert Louis, *Treasure Island* (L)
 Swift, Jonathan, *Gulliver's Travels*
 Swindoll, Charles, *Improving Your Serve* (L)
 -----, *Three Steps Forward, Two Steps Back*
 Tolkien, J.R.R., *The Hobbit* (L)
 Twain, Mark, *A Connecticut Yankee in King Arthur's Court* (L)
 Twain, Mark, *The Prince and the Pauper* (L)
 Ten Boom, Corrie, *Tramp for the Lord*
 Vander Schnier, Nettie, *The Golden Thread*
 Verne, Jules, *Twenty Thousand Leagues Under the Sea*
 Wilkinson, Bruce, *Secrets of the Vine*
 Wooding, Dan, *Brother Andrew*
 Zahn, Timothy, *The Icarus Hunt*

(L) = Indicates this book is in the school library

FCS Tenth Grade Book List: The following books are suggested reading for FCS students. This list includes books of excellence which will further your student's education. All books for book reports must be on this list.

Austen, Jane, *Emma*
 Brand, Paul, *In His Image*
 Chambers, Oswald, *If You Will Ask*
 Colson, Charles, *Gideon's Torch*
 Dickens, Charles, *A Tale of Two Cities* (L)
 Doyle, Sir Arthur Conan, *Adventures of Sherlock Holmes* (L)
 -----, *The Hound of the Baskervilles*
 -----, *A Study in Scarlet*
 -----, *The Valley of Fear*

Dumas, Alexandre, *The Man in the Iron Mask*
 -----, *The Three Musketeers*
 Eliot, George, *Silas Marner* (L)
 Elliot, Elisabeth, *The Savage, My Kinsman*
 Garlock, H.B. and Garlock, Ruthanne, *Before We Kill and Eat You*
 Hawthorne, Nathaniel, *The House of the Seven Gables* (L)
 Homer, *Illiad*
 -----, *Odyssey* (L)
 Keats, John, *Poems*
 Lawhead, Stephen, *The Hall of the Dragon King*
 Lewis, C.S., *Mere Christianity* (L)
 Lewis, C.S., *Out of the Silent Planet* (L)
 Little, Paul E., *How to Give Away Your Faith* (L)
 Marrin, Albert, *Hitler*
 Nee, Watchman, *The Normal Christian Life*
 Neimark, Anne, *A Deaf Child Listened: Thomas Galludet, Pioneer in American Education*
 Orczy, Baroness Emmuska, *The Scarlet Pimpernel*
 Orwell, George, *Animal Farm*
 Packer, J.I., *Knowing God* (L)
 Patton, Frances Gray, *Good Morning, Miss Dove* (L)
 Schaeffer, Francis, *Joshua and the Flow of Biblical History*
 Stevenson, Robert Louis, *Kidnapped* (L)
 Swift, Jonathan, *Gulliver's Travels*
 Tolkien, J.R.R., *The Fellowship of the Ring* (L)
 Tunis, John R, *Iron Duke*
 Zahn, Timothy, *Night Train to Rigel*

(L) = Indicates this book is in the school library

English Class Research Paper Due Dates

**This paper must be submitted to the English teacher and the Science teacher*

Assignment	Description	Due Date Week of...
Choose a topic		9-19-11
Bibliography Cards	Five source minimum for 9 th and 10 th grades	10-3-11
Note Cards	Three note cards per source	10-24-11
Outline	Sentence outline format	11-7-11
Rough Draft	9 th and 10 th grade	11-28-11
Final Draft	9 th and 10 th grade	1-9-12

11th and 12th Grade English

Spelling

Format: Students will be assigned spelling and vocabulary list for the week on the Friday prior to the week of the quiz. The lists are located in the spelling and vocabulary workbook. Students will be given a pretest on Monday and those students who score a 100% will not be required to take the spelling quiz on the following Friday. Eleventh grade students will be responsible for 15 spelling words, 12 vocabulary words, and 12 roots, prefixes, and suffixes; twelfth grade students will be responsible for 12 vocabulary words and 16 roots, prefixes and suffixes.

Expected Homework: Students are expected to begin studying their spelling and vocabulary list after it is assigned. They will write original sentences using each of the vocabulary words in their proper context to be submitted on Wednesday. Students may earn extra credit for vocabulary words correctly used in such English homework assignments as literature homework, book reports, essays and the research paper.

Evaluation: Student grades will be equally weighted between daily work and weekly spelling and vocabulary quizzes/tests.

Grammar

Format: When new concepts are introduced via lecture and demonstration, the teacher will lead discussions and guided practice. Graded papers are discussed in class.

Expected Homework: Students will complete odd numbered exercises assigned in the Grammar workbook. Students will also apply their acquired language skills in various composition assignments including four book reports, a character sketch, creative writing, and responses to literature questions. Students will also do a research paper for their science fair project using footnotes to cite their resources quoted or referenced. Footnotes and bibliography will be formatted using Turabian's Manual (for more information, see www.liu.edu/cwis/cwp/library/workshop/citation.htm). Eleventh grade students will be assigned a page length not less than twelve pages and not more than fifteen pages. Twelfth grade students will be assigned fifteen to twenty pages. The research paper is due at the end of the first quarter. Students will do one book report each of the last three quarters. During the second quarter, students will do an oral book report on a fiction book from the book list below. During the third quarter, students will do a written book report on a Christian biography. During the fourth quarter, students will write a book report on a fiction book from the book list below.

Evaluation: Students grades will be weighted equally between homework and test and quiz grades. Research papers will be completed in stages. Each section will be graded. The final research paper will be worth two test scores. Book reports will be worth one test score.

Literature

Format: Students are assigned daily reading selections found in the literature book. When new motifs, movements or literary devices are introduced, the teacher will explain and provide examples.

Expected Homework: Students will read each assigned reading and answer questions at the end of each selection. Occasionally the literature homework will involve a short composition assignment in response to certain aspects of the assigned selection. At other times, the students will log onto the classroom website and do one of a variety of digital projects. These projects are explained in detail on the classroom website and the website is linked to the school's website.

Evaluation: Student overall grades are weighted equally between homework grades and quiz and test score.

FCS Eleventh Grade Book List: The following books are suggested reading for FCS students. This list includes books of excellence which will further your student's education. All books for book reports must be on this list.

Austen, Jane, *Pride and Prejudice* (L)
Bonhoeffer, Dietrich, *The Cost of Discipleship*
Browning, Elizabeth Barret, *Sonnets from the Portuguese*
Browning, Robert, *Poems*
Chambers, Oswald, *Conformed to His Image*
Colson, Charles, *Kingdoms in Conflict*
-----, *Loving God* (L)
Cooper, James Fenimore, *The Deerslayer* (L)
-----, *The Last of the Mohicans* (L)
-----, *The Pathfinder*
-----, *The Pioneers* (L)
-----, *The Prairie*
Dickens, Charles, *Oliver Twist* (L)
Hawthorne, Nathaniel, *The Scarlet Letter* (L)
Hemingway, Ernest, *The Old Man and the Sea* (L)
Hugo, Victor, *Les Miserables* (L)
-----, *Hunchback of Notre Dame* (L)
Johnson, Phillip, *Darwin on Trial*
Lawhead, Stephen, *Warlords of Nin*
Lewis, C.S., *Perelandra* (L)
Little, Paul E., *Know What You Believe*
-----, *Know Why You Believe* (L)
MacDonald, George, *The Marquis' Secret* (L)
McDowell, Josh, *Daniel in the Critic's Den*
Martin, Walter, *Essential Christianity*
Melville, Herman, *Moby Dick* (L)
Peretti, Frank, *Piercing the Darkness* (L)

-----, *This Present Darkness* (L)
 -----, *Victory over the Darkness*
 Ridenour, Fritz, *How to Be a Christian Without Being Religious*
 Schaefer, *Escape From Reason*
 Solzhenitsyn, Aleksandr, *One Day in the Life of Ivan Denisovich* (L)
 Sproul, R.C., *Not a Chance*
 Stanley, Paul D. and Clinton, J. Robert, *Connecting – Mentoring Relationships You
 Need to Succeed in Life*
 Steinbeck, John, *The Grapes of Wrath* (L)
 Stowe, Harriet Beecher, *Uncle Tom's Cabin*
 Tolken, J.R.R., *The Two Towers* (L)
 Warren, Rick, *The Purpose Driven Life*
 Washington, Booker T., *Up From Slavery* (L)
 Whitman, Walt, *Leaves of Grass*
 Zahn, Timothy, *The Third Lynx*

FCS Twelfth Grade Book List: The following books are suggested reading for FCS students. This list includes books of excellence which will further your student's education. All books for book reports must be on this list.

A Kempis, *The Imitation Of Christ*
 Allighieri, Dante, *Divine Comedy*
 Behe, Michael, *Darwin's Black Box*
 Bunyan, John, *Holy War*
 Cervantes, Miguel de, *Don Quixote*
 Chambers, Oswald, *My Utmost for His Highest* (L)
 Chaucer, Geoffrey, *Canterbury Tales*
 Colson, Charles, *Life Sentence*
 Curtis, Brent and Eldridge, John, *The Sacred Romance*
 Dickens, Charles, *David Copperfield* (L)
 -----, *Martin Chuzzlewit* (L)
 -----, *Nicholas Nickleby* (L)
 Dobson, James, *Dare to Discipline* (L)
 Elliot, Elisabeth, *Through Gates of Splendor*
 Foster, Richard, *Celebration of Discipline*
Fox's Book of Martyrs (L)
 Geisler and Saleeb, *Answering Islam*
 Lawhead, Stephen, *Sword and the Flame*
 Lewis, C.S., *The Great Divorce* (L)
 Lewis, C.S., *That Hideous Strength* (L)
 McDowell, Josh, *Evidence That Demands a Verdict (Volume 1)*
 McDowell, Josh, *Evidence That Demands a Verdict (Volume 2)*
 Milton, John, *Paradise Lost* (L)
 Moreland and Wilkins, *Jesus Under Fire*
 Peretti, Frank, *Prophet* (L)
 Phillips, Donald, *Lincoln on Leadership* (L)

Reed, *How to Rescue Your Loved One from the Watchtower*
 Reed and Farkas, *How to Rescue Your Loved One from Mormonism*
 Sanders, J. Oswald, *Spiritual Leadership*
 Sarfati, Jonathan, *Refuting Compromise*
 Shakespeare, *Comedies*
 -----, *Histories*
 -----, *Tragedies* (L)
 Smalley, Gary and Trent, John, *The Gift of Honor*
 Solzhenitsyn, Aleksandr, *The Oak and the Calf*
 Tolkien, J.R.R., *The Return of the King* (L)
 Tolstoy, Leo, *War and Peace*
 Wagner, C. Peter, *On the Crest of the Wave*
 Wallace, Lew, *Ben Hur* (L)

English Class Research Paper Due Dates

**This paper must be submitted to the English teacher and the Science teacher*

Assignment	Description	Due Date Week of...
Choose a topic		9-19-11
Bibliography Cards	Seven source minimum for 11 th and 12 th grades	10-3-11
Note Cards	Three note cards per source	10-24-11
Outline	Sentence outline format	11-7-11
Rough Draft	11 th and 12 th grade	11-28-11
Final Draft	11 th and 12 th grade	1-9-12

Creative Writing

Format: When new concepts are introduced in class through lecture, teacher demonstration, or daily reading assignments, teacher will lead discussions and guided practice. Student work is shared in class and critiqued. Minimal lecture time is augmented by such activities as in class exercises, peer workshops, and classroom discussions. In addition to daily, general preparation, students will be responsible to pair up and lead the class in a collaborative exercise.

Expected Homework: Students will write several creative exercises as well as responses to the reading assignment. Students will keep these assignments in a folder for a quarterly review. Students will write drafts of creative essays, short stories, and poetry. Daily readings may often be evaluated with an unannounced quiz.

Evaluation: Daily exercises will constitute fifty percent of the overall grade. The remaining fifty percent will be comprised of quizzes and projects.

Foreign Languages

Format: During each class period, the teacher will check for completion of student homework. Then the new material will be introduced via a lecture, demonstration, or activity. After a class discussion of the lesson, guided practice and conversational practice will insure students understand the new concepts. Review games will be used when possible. Cultural/social aspects of language will be reviewed and integrated when appropriate.

Expected Homework: Students will complete written exercises, engage in class presentations, and practice for classroom conversation, skits, and other group projects. Occasionally, foreign language students will also be required to participate in school programs. All foreign language study requires memorization of vocabulary, verb conjugations and grammatical structure. Students must spend time in memorization to be successful in these classes. Students will study the effects of culture on language and will evaluate the correlations to their native language. They will be responsible to present their findings in either written or oral format. Students enrolled in AP foreign language courses can expect to write essays, deliver oral presentations, read a novel, view video clips, and listen to audio clips in the foreign language being studied. In addition, the students will periodically log onto the classroom website and do one of a variety of digital projects. These projects are explained in detail on the classroom website which is linked to the school's website.

Evaluation: Student overall grades are weighted equally between homework grades and quiz/test scores. Class performances in school programs will be counted as a test grade.

Mathematics: Algebra 1

Format: Students will begin class by asking questions from the current homework assignment. Students will then correct current homework when appropriate. When Problem Sets are assigned, they are scored 3 points per problem; 1 point for working the problem, 1 point for checking work for the problem and 1 point for the correct answer. Homework is collected and the new lessons are introduced via lecture, demonstration or class activity. Two lessons will be introduced each class session. Homework is the Problem Set from the second lesson introduced or a digital format assignment. Students will periodically work new concepts with the interactive Mobi board.

Expected Homework: Students are expected to complete Problem Sets from text, read upcoming lessons and complete digital assignments. Homework will be completed on student supplied binder paper or submitted online.

Evaluation: Daily quizzes from notes and cumulative tests constitute 50% of the overall grade and homework constitutes 50% of the overall grade.

Mathematics: Algebra 2

Format: Students will begin class by asking questions from the current homework assignment. Students will then correct current homework when appropriate. When Problem Sets are assigned, they are scored 3 points per problem; 1 point for working the problem, 1 point for checking work for the problem and 1 point for the correct answer. Homework is collected and the new lessons are introduced via lecture, demonstration or class activity. Two lessons will be introduced each class session. Homework is the Problem Set from the second lesson introduced or a digital format assignment. Students will periodically work new concepts with the interactive Mobi board.

Expected Homework: Students are expected to complete Problem Sets from text, read upcoming lessons and complete digital assignments. Homework will be completed on student supplied binder paper or submitted online.

Evaluation: Weekly quizzes and cumulative tests constitute 50% of the overall grade and homework constitutes 50% of the overall grade.

Mathematics: Geometry

Format: The class will be studying the discipline of how mathematics relates to the real world of area, volume, and geometric (both plane, or flat shapes, and solid, or three-dimensional shapes). Students will also study logic, learning to prove geometric principles.

Class sessions will begin with a review of the previous day's assignment or another quick learning exercise focused on the general principles the class is studying. Each homework assignment will be scored 2 points per problem; 1 point for the appropriate sketch or formula and for working the problem, and 1 point for the correct answer. At times there will be digital assignments that will be scored according to content. After covering the next topic or set of principles, students will check for comprehension through guided practice.

Expected homework: Each class day students will have a homework assignment. This assignment will consist of a set of exercises designed to reinforce the principles learned or a digital assignment. These assignments will generally be done on regular notebook paper or submitted online.

Evaluation: Students will turn in each homework assignment after having had a chance to ask questions and correct the assignment. There may be occasional quizzes over the homework. There will also be periodic examinations which will test the students' knowledge of the principles learned. Daily homework assignments/projects constitute 50% of the overall grade and quizzes/tests constitute 50% of the overall grade.

Mathematics: Advanced Math

Format: Students will begin class by correcting homework. Each problem set is scored 2 points per problem; 1 point for working the problem and 1 point for the correct answer. Students will be given the opportunity to ask questions from the homework just corrected. Homework is collected and the new lessons are introduced via lecture, demonstration, or class activity. Two lessons will be introduced each class session. Homework is the problem set from the second lesson introduced or a digital assignment. Students are encouraged to ask the teacher for additional help when beginning the current homework assignment.

Expected Homework: Problem Sets from text and reading upcoming lessons. Homework will be done on student-supplied graph paper and student-supplied binder paper or submitted online.

Evaluation: Weekly quizzes and cumulative tests constitute 50% of the overall grade and homework constitutes 50% of the overall grade.

Mathematics: Consumer Math

Format: Students will begin class by correcting homework. Each assignment is scored 2 points per problem; 1 point for working the problem and 1 point for the correct answer. Students will be given the opportunity to ask questions from the homework just corrected. Homework is collected and the new lessons are introduced via lecture, demonstration, or class activity. Two lessons will be introduced each class meeting, and homework will be the problem set from each lesson introduced or a digital assignment. Students are encouraged at this time to ask the teacher for additional help with problems from the current homework assignment.

Expected Homework: Students are expected to complete the problem sets from each lesson or a digital assignment. These assignments will be completed on student-supplied binder or graph paper or submitted online.

Evaluation: Weekly quizzes and periodic examinations that will test the students' knowledge of the principles learned. Quizzes/tests constitute 50% of the overall grade and homework constitutes 50% of the overall grade.

Science: Biology

Format: Students will be taught concepts from the book this will include lecture, observation, collaboration, videos, and hands-on learning whenever possible. At least once per week, students will participate in lab experiments. Students will

participate in a greenhouse design project which will reinforce scientific principles from the course.

Expected Homework: Students will be given homework assignments each period. Homework consists of reading, doing chapter reviews or hands on assignments, which enforce the concept being taught in class. All students will participate in the FCS Science Fair (see Appendix B-F for details).

Evaluation: Students must come to class prepared for possible unannounced quizzes. Students may use their notes for an unannounced quiz. There will be three two-page papers due in Biology (no more than one per quarter). All Biology students will be required to participate in the Science Fair on an individual basis. Student grades will be equally weighted between daily homework assignments, projects, participation, and quizzes/tests.

Science: Physical Science

Format: Students will be taught concepts from the book this will include lecture, observation, collaboration, videos, and hands-on learning whenever possible. At least once per week, students will participate in lab experiments. Students will be required to critically evaluate topics and demonstrate an understanding of how various topics apply to their daily lives.

Expected Homework: Students will be given homework assignments each period. Homework consists of reading, doing chapter reviews or hands on assignments, which enforce the concept being taught in class. Students will be required to present utility of various principles in either written or oral format. The oral format may include demonstration, when appropriate. All students will participate in the FCS Science Fair (see Appendix B-F for details).

Evaluation: Students must come to class prepared for possible unannounced quizzes. Students may use their notes for an unannounced quiz. There will be three two-page papers due in Physical Science (no more than one per quarter). All Physical Science students will be required to participate in the Science Fair on an individual basis. Each section of the Science Fair project will be evaluated as a test grade. Oral presentation/ demonstrations will be evaluated as a quiz grade. Student grades will be equally weighted between daily homework assignments, projects, participation, and quizzes/tests.

Science: Chemistry

Format: Students will be taught concepts from the book this will include lecture, observation, collaboration, videos, and hands-on learning whenever possible. At least once per week, students will participate in lab experiments, or cover life

application on various topics, including field trips and/or guest speakers. Students will be required to evaluate topics and apply them to their daily lives

Expected Homework: Students will be given homework assignments each period. Homework consists of reading, doing chapter reviews or hands on assignments, which enforce the concept being taught in class. Students will be required to present utility of various principles in either written or oral format. The oral format may include demonstration, when appropriate. All students will participate in the FCS Science Fair (see Appendix B-F for details).

Evaluation: Students must come to class prepared for possible unannounced quizzes. Students may use their notes for an unannounced quiz. There will be three two-page papers due in Physical Science (no more than one per quarter). All Physical Science students will be required to participate in the Science Fair on an individual basis. Each section of the Science Fair project will be evaluated as a test grade. Oral presentation/ demonstrations will be evaluated as a quiz grade. Student grades will be equally weighted between daily homework assignments, projects, participation, and quizzes/tests.

Science: Physics

Format: New concepts from the textbook will be discussed in class and demonstrated with an experiment when appropriate. This format will include lecture, observation, collaboration, and hands-on learning whenever possible. Relevant videos or experiments will be incorporated into the lesson at every opportunity.

Expected Homework: Students will read a lesson from the textbook each day and work out the problems assigned for that lesson. In addition, students will participate in the FCS Science Fair (see Appendix B-F for deadlines).

Evaluation: Students will be assessed on homework, exams, and class participation. Student grades will be equally weighted between daily homework assignments/projects and quizzes/tests.

Science: Health

Format: Health is a one-quarter course. The students will grow in their appreciation of the importance of good stewardship over their bodies, as “temples of the Holy Spirit” (1 Corinthians 3:16). We will study nutrition, exercise, and how to maintain a biblically based healthy lifestyle.

Class sessions will begin with a review of the previous day’s assignment. We will discuss the current news of the day, relating it wherever possible to the lesson. Students will be learning to take lecture notes, so there will be brief lectures on

various health-related topics. Students will periodically watch videos. We will be reading handouts; writing narratives; and occasionally doing an art project relating to the curriculum. There will be some health-care professionals who will visit as guest lecturers on various topics.

Expected homework: Each class day students will have a homework assignment. This assignment may be reading and responding to questions in the text, chapter reviews (before exams), reading and outlining text, or writing assignments.

Evaluation: Students will have frequent quizzes over their homework (usually these will be open-note quizzes), including questions on current events. In-class writing assignments will also frequently be graded. There will be periodic examinations which will test the students' knowledge of the assigned reading and the lecture notes. Students will be assessed on homework, exams, and class participation. Student grades will be equally weighted between daily homework assignments/projects and quizzes/tests.

Social Science: Geography

Format: The class will be studying physical and political geography, as well as the cultures, languages, and religions of the world. Geography is a one- semester course.

Class sessions will begin with a review of the previous day's assignment. We will discuss the current news of the day, relating it wherever possible to the lesson. Students will be learning to take lecture notes, so there will be brief lectures on various topics. Students will periodically watch videos. They will be filling in outline maps; reading handouts from news media sources; writing narratives; memorizing the continents, countries, and capitals; and occasionally doing an art project relating to the curriculum.

Expected homework: Each class day students will have a homework assignment. This assignment may be reading and responding to questions in the text, map projects, chapter reviews (before exams), reading and outlining text, or a writing assignments.

Evaluation: Students will have frequent quizzes over their homework (usually these will be open-note quizzes), including questions on current events. In-class writing assignments and map projects will also frequently be graded. There will be periodic examinations which will test the students' knowledge of the assigned reading and the lecture notes. Student grades will be equally weighted between daily homework assignments/projects and quizzes/tests.

Social Science: World History

Format: The class is a survey course covering the history of the five inhabited continents (Eurasia, Africa, South America, North America, and Australia). The scope of the course is from Creation through our present day. We will study the major cultures, religions, social and economic systems, and the major events that have helped shape our world today. We approach history not just as a series of past events, but connecting it to God's plan for humanity. Students will gain an appreciation for the lives and sacrifices for our spiritual, political, economic, and social forebears.

Class sessions will begin with a review of the previous day's assignment. We will discuss the current news of the day, relating it wherever possible to the lesson. Students will be learning to take lecture notes, so there will be brief lectures on various topics. Students will periodically watch videos about historical events. In addition, they will be filling in outline maps, reading handouts from news media sources, writing narratives, discussing current events, and occasionally doing an art project relating to the curriculum.

Expected homework: Each class day students will have a homework assignment. This assignment may be reading and responding to questions in the text, map projects, chapter reviews (before exams), reading, and outlining text, writing assignments, and researching current events.

Evaluation: Students will have frequent quizzes over their homework (usually these will be open-note quizzes), including questions on current events. In-class writing assignments and map projects will also frequently be graded. There will be periodic examinations which will test the students' knowledge of the assigned reading and the lecture notes. There will also be a semester final exam which will cover the entire semester's study. Student grades will be equally weighted between daily homework assignments/projects and quizzes/tests.

Social Science: United States History

Format: The class will be studying the history of the United States from the European explorations of the New World (including indigenous cultures) through our present day. We approach history not just as a series of past events, but connecting it to God's plan for humanity. Students will gain an appreciation for the lives and sacrifices for our spiritual, political, economic, and social forebears.

Class sessions will begin with a review of the previous day's assignment. We will discuss the current news of the day, relating it wherever possible to the lesson. Students will be learning to take lecture notes, so there will be brief lectures on various topics. Students will periodically watch videos about historical events. In addition, they will be filling in outline maps, reading handouts from news media

sources, writing narratives, discussing current events, and occasionally doing an art project relating to the curriculum.

Expected homework: Each class day students will have a homework assignment. This assignment may be reading and responding to questions in the text, map projects, chapter reviews (before exams), reading, and outlining text, writing assignments, and researching current events. Students will memorize a modified version of the Bill of Rights.

Evaluation: Students will have frequent quizzes over their homework (usually these will be open-note quizzes), including questions on current events. In-class writing assignments and map projects will also frequently be graded. There will be periodic examinations which will test the students' knowledge of the assigned reading and the lecture notes. There will also be a semester final exam which will cover the entire semester's study. Student grades will be equally weighted between daily homework assignments/projects and quizzes/tests.

Social Science: Government and Economics

Format: The class will be studying different political and economic systems used around the world and throughout history. Students will compare these systems to biblical truth.

Class sessions will begin with a review of the previous day's assignment. The teacher will lead a discussion about the current news of the day, relating it wherever possible to the lesson. Students will be practicing their ability to take lecture notes, so there will be lectures on various topics. Students will periodically watch videos. In addition, students will be assigned group projects and activities. The class will be reading handouts from news media sources and writing narratives.

Expected homework: Each class day students will have a homework assignment. This assignment may be reading and responding to questions in the text, chapter reviews (before exams), reading and outlining text, or a writing assignment.

Evaluation: Students will have frequent quizzes over their homework (often these will be open-note quizzes), including questions on current events. In-class writing assignments will also frequently be graded. There will be periodic examinations, which will test the students' knowledge of the assigned reading and the lecture notes. Student grades will be equally weighted between daily homework assignments/projects and quizzes/tests.

9th/10th Bible

Format: Classes include teacher lecture, classroom discussion, videos, and student projects. During the first class period of the week, students must submit sermon notes from their church attendance. Sermon notes must include a signature from the pastor, Bible class teacher, or usher for full credit (no parental signatures allowed). During the last class period of the week, students must submit notes from the weekly chapel of their choice. Chapel notes must include a personal application for full credit. Each week students will be quizzed over their scripture memory work. Weekly verses are listed below. Once each quarter students must complete Christian service and community service. Christian service must be performed at the student's church. Community service opportunities will be provided by staff and Student Council. Students must participate in these activities to earn their community service points. All exceptions to these service guidelines must be approved by the administration. Exceptions will be rare.

Expected Homework: Students must complete daily assignments, scripture memory, church sermon notes (due the first class period of the week), chapel notes (due the last class period of week), Christian service, community service, and class projects. Students will be excused for two sermon notes per quarter. This allows for the student to miss church twice per quarter for reasons of illness or family emergencies. After that, the student will be given a zero for each set of missing sermon notes. In addition, in the fourth quarter students will complete an essay. All Bible work is completed in the New International Version.

FCS Bible classes also require Christian and community service. Students will be expected to spend a minimum of three hours of service in each area in each quarter. Christian service is something done for one's own church without pay or special recognition (nothing done on the church platform will qualify because this is service to be performed without recognition). Community service consists of things done in the name of Christ outside the student's church. Community service opportunities will be provided by the FCS staff and Student Council. Students must participate in these activities to receive community service points. Christian and community service project points must be earned by the sixth week of the quarter. Students who miss this deadline will be required to serve twice as many hours to earn their points.

Acceptable Christian service will be:

- Assisting with your church's children's ministry. You can be a teacher, a helper, a music leader, or help in a variety of other ways. You may provide child care for Bible studies or worship services, but only if you are actually needed, and you are helping.
- Cleaning the church or helping maintain the building or grounds.
- Helping church staff with a special church activity.
- Helping church staff in a support capacity, such as running off bulletins, greeting, or ushering.

All other service projects must be approved by the administration. Exceptions will be rare. No personal service (for example, babysitting for a friend/relative or cleaning house for a friend/relative) will be approved. While FCS encourages students to perform such acts of service for friends, Christian service points are received for student support of the local church in their outreach activities..

Acceptable community service will be:

- Community service project opportunities provided by FCS staff members.
- Community service project opportunities provided by Student Council.

All other service projects must be approved by the administration. Exceptions will be rare.

Evaluation: Students scores will be based on daily assignments, scripture memory, church sermon notes, chapel notes, Christian service, community service, and class projects. Sermon notes or chapel notes will receive a 10% deduction for each required item that is missing. Bonus points are available for Christian Service that is rendered weekly or bi-weekly.

Ninth/Tenth Grade Bible Verses: *These are the weekly verses for students to memorize. Extra verses are listed for students who would like to contend for the Scripture Memory Award. If a student has prepared an extra verse, he/she should inform the teacher.*

Week 1 Genesis 1:26-31 – Genesis: Beginnings

Extra Verses: Proverbs 3:1-2

Week 2 Exodus 20:3-9 – Exodus: Exit

Extra Verses: Proverbs 3:3-4

Week 3 Exodus 20:10-17 – Leviticus: Offerings and Feasts

Extra Verses: Proverbs 3:9-10

Week 4 Numbers 14:17-23 – Numbers: Wanderings

Extra Verses: Proverbs 3:11-12

Week 5 Deuteronomy 6:4-9 – Deuteronomy: Second Law

Extra Verses: Proverbs 3:25-26

Week 6 Joshua 1:6-11 – Joshua: Conquerors

Week 7 Deuteronomy 31:6-8 – Judges: Cycles

Extra Verses: Proverbs 3:27-28

Week 8 Psalm 1 – Ruth: Love Story

Week 9 Psalm 23 – I Samuel: Saul “No Heart”

Extra Verses: Proverbs 4:18-19

Week 10 Samuel 15:22-23, Psalm 119:1-4 – II Samuel: David “Whole Heart”

Extra Verse: Proverbs 4:23

Week 11 Proverbs 17:14-20 – I Kings: Solomon “Half Heart”

Week 12 Proverbs 10:1-8 – I Chronicles: Editorial on David

Week 13 II Chronicles 16:9, Psalm 119:5-9 – II Chronicles: Editorial on Judah

Extra Verses: Proverbs 10:8-9

Week 14 Psalm 119: 10-16 – Ezra: Temple People

Extra Verses: Proverbs 10:11-12

Week 15 Psalm 100 – Nehemiah: Walls
Week 16 Esther 4:14, Proverbs 18:20-24 – Esther: Queen of Persia
Extra Verses: Proverbs 11:2-3
Week 17 Job 5:11-17 – Job: Sovereignty
Week 18 Psalm 34:1-6 – Psalms: Worship
Extra Verses: Proverbs 14:11-12
Week 19 Proverbs 4:1-7 – Proverbs: Wisdom
Week 20 Isaiah 53:2-7 – Isaiah: Groan-Glory
Week 21 Jeremiah 29:11-15 – Jeremiah: Rotten Sash
Extra Verses: Proverbs 15:1-2
Week 22 Isaiah 35:5-10 – Lamentations: Tears
Extra Verses: Proverbs 15:4
Week 23 Ezekiel 33:7-11 – Ezekiel: Dry Bones
Extra Verses: Proverbs 15:5-6
Week 24 Daniel 6:10, Psalm 19:7-12 – Daniel: Dreams
Extra Verses: Proverbs 15:16-17
Week 25 Isaiah 55:6-11 – Hosea: Harlot
Extra Verse: Proverbs 16:32
Week 26 Joel 2:1-6 – Joel: Locusts
Extra Verse: Proverbs 17:9
Week 27 Proverbs 9:7-13 – Amos: Plumbline
Extra Verses: Proverbs 17:14-15
Week 28 Psalm 27:1-6 – Obadiah: Brother's Keeper
Week 29 Psalm 147:1-6 – Jonah: Fish
Extra Verses: Proverbs 17:27-28
Week 30 Nahum 1:2-7 – Micah-Nahum: Day in Court/Flood
Extra Verse: Proverbs 18:10
Week 31 Habakkuk 3:2, Psalm 19:13-14 – Habakkuk: Watchtower
Week 32 Psalm 27:6-11 – Zephaniah: Day of the Lord
Extra Verse: Proverbs 20:17
Week 33 Proverbs 8:9-14 – Haggai: Temple
Week 34 Zechariah 4:6, Psalm 27:1-5 – Zechariah: Messiah
Week 35 Malachi 3:6-12 – Malachi: Hearts of Stone
Extra Verse: Proverbs 22:1

11th and 12th Grade Bible

Format. This class is divided into two courses. In the first semester we will be studying critical thinking. In the second semester we will study Christian ethics (both personal ethics and social ethics).

Class sessions will consist of a variety of learning activities. Students will begin by reviewing the previous day's assignment. The teacher will check for comprehension and application of biblical principles. New concepts will be introduced and discussed each day. Students will also memorize approximately seven Bible verses each

week. During the first class period of the week, students must submit sermon notes from their church attendance. Sermon notes must include a signature from the pastor, Bible class teacher, or usher for full credit (no parental signatures allowed). During the last class period of the week, students must submit notes from the weekly chapel of their choice. Chapel notes must include a personal application for full credit.

Expected Homework: Students must complete daily assignments, scripture memory, church sermon notes (due the first class period of the week), chapel notes (due the last class period of week), Christian service, community service, and class projects. Students will be excused for two sermon notes per quarter. This allows for the student to miss church twice per quarter for reasons of illness or family emergencies. After that, the student will be given a zero for each set of missing sermon notes. In addition, students will complete an essay in the fourth quarter. All Bible work is completed in the New International Version.

FCS Bible classes also require Christian and community service. Students will be expected to spend a minimum of three hours of service in each area in each quarter. Christian service is something done for one's own church without pay or special recognition (nothing done on the church platform will qualify because this is service to be performed without recognition). Community service consists of things done in the name of Christ outside the student's church. Community service opportunities will be provided by the FCS staff and Student Council. Students must participate in these activities to receive community service points. Christian and community service project points must be earned by the sixth week of the quarter. Students who miss this deadline will be required to serve twice as many hours to earn their points.

Acceptable Christian service will be:

- Assisting with your church's children's ministry. You can be a teacher, a helper, a music leader, or help in a variety of other ways. You may provide child care for Bible studies or worship services, but only if you are actually needed, and you are helping.
- Cleaning the church or helping maintain the building or grounds.
- Helping church staff with a special church activity.
- Helping church staff in a support capacity, such as running off bulletins, greeting, or ushering.

All other service projects must be approved by the administration. Exceptions will be rare. No personal service (for example, babysitting for a friend/relative or cleaning house for a friend/relative) will be approved. While FCS encourages students to perform such acts of service for friends, Christian service points are received for student support of the local church in their outreach activities.

Acceptable community service will be:

- Community service project opportunities provided by FCS staff members.
- Community service project opportunities provided by Student Council.

All other service projects must be approved by the administration. Exceptions will be rare.

Evaluation: Students will turn in each homework assignment after having had a chance to review it and correct any mistakes or misunderstandings. There may be occasional quizzes over the homework. Students' memory work will be graded. There will be periodic examinations which will test the students' knowledge of the principles learned. Further, Christian and community service will receive a grade. Sermon notes or chapel notes will receive a 10% deduction for each required item that is missing. Bonus points are available for Christian Service that is rendered weekly or bi-weekly.

Eleventh/Twelfth Grade Bible Verses: *These are the weekly verses for students to memorize. Extra verses are listed for students who would like to contend for the Scripture Memory Award. If a student has prepared an extra verse, he/she should inform the teacher.*

- Week 1** Matthew 22:33-39 – The Great Commandment
Week 2 Matthew 22:40-46 – The Lordship of Christ
Extra Verses: Colossians 1:1-14
Week 3 Colossians 2:12-19 – Staying Focused on Christ
Extra Verses: Colossians 1:15-29
Week 4 Romans 11:33-12:3 – Intellectual Humility
Extra Verses: Romans 10:1-13
Week 5 Ephesians 4:17-23 – Putting Off the Old, Putting on Christ
Extra Verses: Ephesians 4:1-16
Week 6 Philippians 4:4-9 – Do the Right Thing
Week 7 Proverbs 1:1-8 – Growing in Wisdom
Week 8 Proverbs 1:9-16 – Growing in Wisdom
Week 9 Proverbs 1:17-24 – Growing in Wisdom
Week 10 Proverbs 1:25-33 – Growing in Wisdom
Week 11 Proverbs 2:1-7 – Growing in Wisdom
Week 12 Proverbs 2:8-15 – Growing in Wisdom
Week 13 Proverbs 4:1-7 – Seeking Parental Guidance
Week 14 Proverbs 4:8-13 – Seeking Parental Guidance
Week 15 I Corinthians 1:18-25 – Wisdom is from God
Extra Verses: I Corinthians 1:1-17
Week 16 Genesis 1:24-31 – The Image of God
Week 17 Psalm 100 – Stewardship of Life
Extra Verses: Psalm 139
Week 18 I Corinthians 6:18-7:4 – Family
Extra Verses: Colossians 3:12-4:6
Week 19 Proverbs 5:1-7 – Sexual Abstinence
Extra Verses: I Corinthians 6:7-17
Week 20 Proverbs 5:8-15 – Sexual Abstinence
Week 21 Proverbs 23:29-35 – Alcohol and Drugs
Extra Verses: I Thessalonians 5:6-24

- Week 22** II Corinthians 8:7-14 – Stewardship of Resources
Extra Verses: Psalm 24
- Week 23** Romans 12:14-21 – War
Extra Verses: Romans 12:16-21
- Week 24** Psalm 139: 12-17 – Abortion
Extra Verses: Exodus 20:1-17
- Week 25** Romans 5:1-4, Exodus 20:13 - Euthanasia
- Week 26** Matthew 19:21-26 – Poverty
Extra Verses: James 2:13-20
- Week 27** Galatians 3:26-29, Acts 17:26-28 - Racism
- Week 28** Genesis 9:5-6, Romans 13:1-5 – Capital Punishment
- Week 29** Romans 1:22-28 – Homosexuality
Extra Verses: Galatians 5:19-26
- Week 30** Psalm 65:5-13 - Environment

Physical Education

Format: Each class begins with stretches to prepare students for physical activity. Calisthenics will follow with requirements from the President’s physical fitness criteria. All students will participate in a 1 mile run, 1 minute of push ups, 1 minute of situps and either a practice V-Sit and Reach or Shuttle Run before the scheduled sport for that day. The close of each day will include a review of upcoming activities and quizzes, ending in a brief prayer.

Expected Homework: Students are expected to be prepared for class by bringing their physical education uniform to every class period. In addition, homework will include studying for quizzes and preparing for physical fitness testing. No student will be excused from physical education without a written excuse from their parents. Students may not be excused from more than two class periods of physical education without a note from their doctor. All students who are excused from physical education activities will write a report about the sport being played. All unexcused absences will result in a zero for the class period.

Evaluation: Student scores will be based on in-class participation, physical fitness testing results, and quiz scores. Students whose participation is less than satisfactory will receive a lower score.

Computers

Format: A lecture period will begin each class followed by lab assignments to be done in class. All lab assignments are CD-ROM based and can be accessed at the student’s home or in the school lab. Projects, which can be found at the end of every chapter in the student’s textbook, will be assigned the end of each day as homework.

Expected Homework: All assignments are expected to be completed in a thorough and timely fashion, and turned in the following period unless otherwise instructed. Assignments include in-class labs, take-home projects from textbooks, preparation for quizzes and tests, and semester technology projects.

Evaluation: Evaluation of student's progress will be made from a combination of the daily labs (in-class), projects (take-home), unit quizzes/test scores, and technology projects.

Driver's Education

Format: Driver's Education is a one-quarter class. The purpose of Driver's Education is to help students appreciate the risks and responsibilities they will incur as drivers. We will study traffic laws, natural laws as they apply to driving, and safety considerations.

Class sessions will begin with a review of the previous day's assignment. Students will be learning to take lecture notes, so there will be brief lectures on various topics. Students will periodically watch videos. We will be reading handouts from safety organizations and the California Department of Motor Vehicles; writing narratives; learning the mathematics associated with driving; and occasionally doing an art project relating to the curriculum.

Expected homework: Each class day students will have a homework assignment. This assignment may be reading and responding to questions in the text, road map projects, chapter reviews (before exams), reading and outlining text, or writing assignments.

Evaluation: Students will have frequent quizzes over their homework (usually these will be open-note quizzes). In-class writing assignments and other projects will also frequently be graded. There will be periodic examinations, which will test the students' knowledge of the assigned reading and the lecture notes.

Drama

Format: Drama class will consist of daily readings and exercises, cumulative exams, acting/role playing individually and with multiple characters. Students will learn how to speak in public and how to conduct and produce live performances and skits. Students will experience cooperative learning with other students and being part of a team. They will learn to rely on each other to achieve success. Students will learn how to direct a performance and will be required to create their own dramatic project. In addition, students will be part of all performances assigned in class. The class project will be to create a video.

Expected Homework: Students will be required to prepare presentations, memorize lines, practice skits, and study for tests at home. They will have reading assignments and exercises and will do research on a variety of topics that pertain to theater. In addition, they will need to create or purchase different props and costumes throughout the year.

Evaluation: There will be quizzes and exams on readings as well as lectures. Homework and individual projects will be graded. Student performances will receive a test grade.

Art

Format: New concepts and techniques will be introduced in class via teacher demonstration. Students will practice using these techniques in class and begin work on a long term project for each unit. Projects will be evaluated in class. In addition, the teacher will present samples representing different periods and movements in art history.

Expected Homework: Students are expected to sketch for fifteen minutes per evening. Students are expected to keep these sketches in a spiral bound sketchbook. Each sketch must be signed and dated. Students are expected to confine the subject matter of these sketches to those things which actually exist in the physical universe. In other words, nonrepresentational artwork is unacceptable. For each technique or medium introduced in class, students will be assigned a project to demonstrate competency with the technique or medium. Students must keep their work for a quarterly review. In addition, students will conduct research on a particular artist or movement to present their findings in class in a PowerPoint presentation.

Evaluation: Fifty percent of a student's grade consists of the daily work which includes sketchbook exercises, in class work, and student participation. The remaining fifty percent of the grade consists of the projects assigned and test regarding periods and movements in art history.

Music

Format: New concepts will be discussed, explained and practiced as needed. Each day all music questions will be addressed and explained in more detail after class if more time is needed. Please refer to the student music syllabus for subject schedules.

Expected Homework: Homework will involve student-generated exercises practicing the current concepts of the class. Students will also be required to attend a concert

from the list once per quarter and write a one-page report about the music methods and theory concepts observed in the performance.

Evaluation: Students will be quizzed weekly on that week's verse and musical compositions. During the third quarter, students' evaluation will be based on their performance of the assigned music on the piano or instrument of choice (though piano is recommended unless the student is taking private lessons on another instrument).

Journalism

Format: Journalism has two purposes. The first is the creation of the school yearbook and the second the publication of the school newspaper. Students will create the theme, layout, and design of the yearbook and the newspaper. Students will learn the essentials of how to create a publication. Students will acquire the skills necessary to create and meet deadlines and the fundamentals of an interview. In addition, students will learn how to create relevance in current events, how to write effective captions, how to write a story, how to create an interesting layout, and how to design a publication. Basic photography from taking the pictures to the development and preparation of the photograph will also be incorporated in the curriculum. All students will participate in the business of publication development by creating a budget, selling ads, and selling yearbooks and newspapers.

Class sessions will begin with a review of upcoming deadlines. Students will collaborate during class working on the computer, page designs, interviews, phone calls, and more.

Expected Homework: All students and parents must sign a Journalism contract (see Appendix G) before the student may attend this class. Students will be required to attend school functions to take photographs and notes. Each student will be assigned specific functions that they will be required to attend. In addition, students will work on assigned layout pages on the internet at school and at home. Current events will be submitted once per week. All students will be required to sell advertisement space for the yearbook (the amount of ad sales required will be determined by class size as well as yearbook design). Students will be required to participate in all Journalism fundraisers.

Evaluation: Students will be evaluated on the quality of the work produced, ability to meet deadlines, advertisement sales, and current events assignments.

**APPENDIX B
FCS SCIENCE FAIR PROJECT DUE DATES**

Week Assigned	Assignment	Week Due
9/6/11	Introduce Science Fair to class Choose Topic and Problem to be solved and have them approved by your teacher.	9/19/11
9/19/11	Submit Bibliography for Research Paper	10/3/11
10/3/11	Submit note cards	10/24/11
10/24/11	Submit outline	11/7/11
11/7/11	Rough draft check of Research Paper	11/28/11
11/28/11	Fill out two copies of the Science Project Worksheet. Log Book with at least two entries due.	12/5/11
11/28/11	Final Research Paper	1/9/12
12/5/11	Give oral presentation from worksheet	12/12/11
11/18/10	Final Research Paper Due	1/9/12
12/12/11	Submit detailed procedure log book Perform experimentation keeping all your information in your Log Book. Construct your display from the information in your Log Book.	1/23/12
1/23/12	Oral Presentation Rough Draft Log Book Check Display preview in class	2/6/12
2/6/12	Revisions to display	2/21/12
2/21/12	Final Science Project Due Oral Presentation Due Class Vote	2/23/12
	FCS Science Fair : 2/23/12	

APPENDIX C

Since meeting deadlines is an important skill for all future scientists, science fair projects will be given points based on the student's meeting of the following deadlines before the actual Science Fair day.

SCIENCE FAIR DEADLINE SCORE SHEET

Botany Zoology Physiology General Biology Behavioral Microbiology

Project # _____
Project Title _____
3
4
5
6
7
8
9
10
11
12
Grade

Bibliography Deadline 10/3 6 sources and 2 log book entries submitted by the deadline.	5	4	3	2	1	0	Comments:
Notecard and Outline Deadline 11/7 20 note cards and project outline submitted by the deadline.	5	4	3	2	1	0	Comments:
Final Research Paper Deadline 1/9 The final research paper (the rough draft was due 12/1) submitted by the deadline.	5	4	3	2	1	0	Comments:
Log Book Deadline 1/23 The procedure log book submitted by the deadline.	5	4	3	2	1	0	Comments:
Final Science Project and Oral Presentation Deadline 2/23	5	4	3	2	1	0	Comments:
Student Name:				Total Points:			

APPENDIX E SCIENCE FAIR INFORMATION

It is time to begin our Science Fair projects! This is an exciting opportunity for your student to explore things they love and learn how to systematically solve problems in their own life. Resources you might want to use are www.super-science-fair-projects.com, www.explorelearning.com, www.sciencehunt.com, www.howstuffworks.com, www.stevespanglerscience.com, www.fbigov/fbikids.htm, www.funology.com, www.torinfo.com/illusion/directory.html, www.exploratorium.edu/exhibits/exhibits.html, www.yucky.kids.discovery.com, www.buildityourself.com. This site answers many of your questions and is quite user friendly. It is important to watch the schedule and deadlines for science fair projects. All projects for the FCS Science Fair must be experimental.

How to Pick A Good Project

*First, pick a project that is new and interesting. Some projects you may want to stay away from just to be sure you don't pick a project that gets over done are:

"The Effects of '...' on Plant Growth"

"How to Build a Volcano"

"How to Complete a Circuit"

"The Order of The Planets"

"Lighting A Light Bulb with a Potato"

*Pick a creative title that does more than just rename the research.

*Pick a project for which you can build a good display and experiment.

*Pick a project in which you can interest yourself.

Possible Areas of Problem Solving

Here are the different fields you may want to look into when picking your project:
BIOLOGY/MICROBIOLOGY, ZOOLOGY, MEDICAL SCIENCES,
HUMAN PSYCHOLOGY/SOCIAL SCIENCES, ANIMAL BEHAVIOR,
MARINE SCIENCE, FOSSILS, GENETICS, VITAMINS, ECOLOGY, PESTICIDES,
SPEECH AND HEARING, SPACE RELATED PROJECTS, CHEMISTRY,
RADIOACTIVITY, EARTH/SPACE SCIENCES, PHYSICS,
ENGINEERING/ELECTRONICS, MATHEMATICS/COMPUTERS, CRYSTALLOGRAPHY,
COMPUTERS

Log Books

Your log book should be a black composition notebook like the above picture. The log book is where you document *everything as it happens!* Include the event and the date it happened. Did you come up with your project title? Write that in there. Did you change your title? Write it in there. Did you complete your worksheet? Write it in there. Did you spill soda on your experiment? Write it in there. There are a minimum of 10 entries in a log book for a passing grade, but if you write everything as it happens, you should easily be able to log 30-50 entries!

Oral Presentations

There are actually two oral presentations: the first on October 25th and the second on February 7th. The first one should include information about what your project is going to be about and what you hope to learn. Include details! The second one will briefly re-introduce your topic, but will include your procedure and the conclusion of your experiment. Include details! They should both be approximately 2 minutes in length. Oral presentations which are drastically shorter or longer will receive grade point deductions. For this reason, we highly recommend (and would require it if we could) that you *practice (1) many times (2) at home (3) in front of people*. All three aspects of this will be important. Have someone time you while you do this. If it's not exactly 2 minutes, that's fine, but often times you'll think you have a lot to say, and you'll only end up taking 45 seconds! Or when you get in front of people you'll freeze up and forget what you're saying and have to repeat yourself over and over. Then your presentation could take a LOT longer. Don't stress about the time. If you practice several times at home in front of people, you'll do just fine! Include details!

Bibliography

Your bibliography is the list of sources from which you pulled information. This must be typed and follow the same format as the book reports (double-spaced, 1" margins all the way around, heading, 10 or 12 pt font, Arial or Times New Roman). Be sure to follow the guidelines for a proper bibliography in your language reference guide. At least 6 different sources are required and 2 must be non-internet/email sources.

Note Cards

Note cards are required. You will be allowed to fill in the note cards after you do the research, but that would be *pointless!* (...and a whole lot more work!) Here's how note cards work: keep a stack of index cards with you *while* you research your topic. When you run into interesting information you want to include in your project research paper, write it down on a card and include the source. Only use one card per fact. When you finish your research and you've read as much as you're going to read, leave your sources behind and take your stack of cards. You now have a stack of important and usable information on your topic. (HINT: if you include enough information about the sources, you've also got your bibliography!) While you're writing your research paper, use all the information on the cards, include the sources in the research paper's bibliography (which should be separate from the *project bibliography* which is due separately), and...PRESTO!...you're done. No more flipping through pages or trying to recall your computer's website history to find the source of the information you wanted to use!

Biblical Application

Pick verses which have application to your subject. Imagine that you are Jesus trying to teach a heavenly principle with earthly things (we call this a parable). Just because you have a light bulb in your "How A Dimmer Switch Works" project, you don't have to use a verse about a light. Maybe you would take verse like Revelation 3:16 which says that God would prefer you are either really a Christian or not a Christian at all, because Christians who go to church (which they would have had to be going to church in order to hear this letter!) and look "Christian-ish" but who live differently at home make God want to

puke! You could relate that to your project by showing that with a dimmer switch you can have the light on (like asking Jesus into your heart), but without it actually being fully on, people still can't see - they're still really in the dark because the light isn't doing any good. People who go home and don't show Christ's love at home are only partially on because "anyone who claims to be in the light but hates his brother is still in the darkness." (1 John 2:9) You could conclude with a statement like "Don't be a dimmer switch Christian!" PLEASE DO NOT choose a verse based on the kinds of words used in the verse or the popularity of the verse!!! Far too often students pick irrelevant or unrelated verses for their boards just because they contain key words. A bad example is "*Which Vegetables Conduct Electricity Well*" Mark 4:3-4 ("Listen! A farmer went out to sow his seed. As he was scattering the seed, some fell along the path, and the birds came and ate it up.) While it is true the project uses vegetables, the biblical truth has no application to the project. Another bad example is "*How to Complete a Circuit*" Psalm 19:6 (It rises at one end of the heavens and makes its circuit to the other; nothing is hidden from its heat.) In this example, the same word is used ("circuit") but the experiment and the verse have nothing to do with each other. The experiment is about electricity and the verse is about the sun. Both of these examples would result in negative comments and point deductions from the judges. The biblical application should take time and thought and will demonstrate the level of your thinking skills.

Research Paper

The research paper will be exactly as torturous as your project is boring:

PROJECT BORINGNESS = RESEARCH PAPER TORTURE

...in other words, pick a topic that excites you. That's the first and most important rule regarding the research paper. Other than that rule, you just have to follow report format (double-spaced, 1" margins all the way around, heading, 10 or 12 pt font, Arial or Times New Roman) and write a paper. The length is prescribed by your teacher. When you include a copy of your research paper on your project, don't forget to take your heading off first. Also, don't forget that the research paper should be research and not opinion. How much you like or dislike your project is not an appropriate motif for your paper (don't ask your mom what that means - look it up :)

The Display

Display is everything. Okay, that's an exaggeration, but it's a big part! A great big project that looks crummy is a great big crummy project! Here's what I recommend you think about when making your project:

1. Use bold colors (Black project boards work very well. Choose good top colors, too)
2. Type EVERYTHING!
3. If you glue something, use rubber cement so it doesn't warp your paper and look...crummy
4. Cut any papers with a paper cutter and not scissors so you have even edges
5. Use a contrasting color as matting for any text on your board
6. Don't type in bright colors or a font which is hard to read
7. Don't place a lot of information at the bottom-front of your board if your experiment is big and will block it.

8. Emphasize use of greens and yellows for nature projects; use reds, blues and black for technical projects, and blue and white for medical projects.
9. BE CREATIVE!

How Judges Think

1. Were you creative in your science fair Project?
 - Does your Big Question show creativity and originality?
 - Did you go about solving the problem in an original way? Did you give an analysis of the data? an interpretation of the data?
 - How about the type of equipment you used? Did you construct or design new equipment?
2. Did you follow all 6-steps of the scientific method?
 - Did you clearly state your problem?
 - Did you use scientific literature or only popular literature (newspapers, magazines, etc., when doing your initial research?
 - Did you clearly state your variable?
 - Did you use controls? And if so, did you recognize their need and were they correctly used?
 - Does your data support your conclusions?
 - Do you recognize the limitations of the data / experiment? And did you state them in your conclusions?
 - Did you make suggestions as to what further research is warranted?
3. Were you thorough in doing your science fair project?
 - Did you carefully think out your project, go about it systematically with well thought-out research and observations?
 - Did you complete all parts of your research experiment?
 - Did you keep a Science Log?
 - Did you keep detailed and accurate notes in your Science Log?
4. What was the quality of your technical skill?
 - Did you have the required equipment to obtain your data?
 - Was the project performed at home, school, university laboratory?
 - Where did the equipment come from? Did you build it? Did you loan it from somewhere? Did you work in a professional laboratory?
 - Did you do the project yourself or did you receive help? If you received help the judges are looking for you to give credit to those individuals.
5. Did you have clarity with the details of your science fair project?

APPENDIX F
FREEDOM CHRISTIAN SCHOOL
JOURNALISM CONTRACT

Journalism is a challenging, exciting class in which students work creatively in ways not offered in other classroom settings. The journalism class at FCS is responsible to create a school yearbook as well as a school newspaper. Due to the nature of these assignments there are additional requirements placed on students enrolled in this classroom. Please read the following responsibilities carefully, initial on each line and sign below as a confirmation that you and your parent(s) have read the requirements and agree to fulfill your obligation as a participant in this class. A failure to fulfill the listed obligations will negatively impact the student's letter grade for the class.

_____ I agree to sell yearbook ad space (sales required vary each year).

_____ I agree to sell yearbooks to school parents.

_____ I agree to attend assigned school events, to take pictures and report on the events. All school events are divided among class participants equally.

_____ I have a digital camera and software to upload pictures.

_____ I have internet access and can work on the internet on an as needed basis.

_____ I agree to attend Saturday work days as scheduled for the yearbook or turn in all assigned deadlines prior to the work day. Saturday work days are scheduled three weeks in advance.

I have read the requirements to participate in Journalism and agree to fulfill these to the best of my ability.

Student Signature

Date

I have read the requirements and agree to support my child in his/her efforts to fulfill the requirements of this class.

Parent Signature

Date