

## **SECTION 300 - CURRICULUM GOAL STATEMENTS**

### **SECTION 301**

#### **Bible**

1. To present the Bible as the story of God's acts and words, written so that His people might know God and themselves, accept His gift of salvation, and live lives of joyful service and obedience.
2. To teach the Bible not only as a history book, a theological treatise, or a rule book, but as the divinely inspired and infallible Word of God, each part of which has a particular purpose and fits into the overall purpose of the Bible.
3. To help students make an informed commitment to Christ as Saviour and Lord and to live out that commitment through love, obedience and service in ways that are appropriate for their spiritual maturity.
4. To immerse students in the stories and other writings in the Bible so that they may grow in knowledge, wisdom, sensitivity and creativity.

### **SECTION 302**

#### **Language Studies**

1. To encourage students to appreciate language as a gift from God.
2. To provide opportunities to broaden horizons and to appreciate other cultural settings.
3. To encourage and enable students to articulate their Christian worldview.
4. To encourage independence of thought and personal reflection and to foster an awareness of personal perspectives and how they express themselves daily.
5. To foster development of the student's ability to use language effectively: to compose, to comprehend and communicate meaning, to explain, describe, hypothesize and establish priorities.

6. To promote the expanding of the student's facility, flexibility and pleasure as speaker, listener, writer, reader, presenter and viewer.

## **SECTION 302.1**

### **Self-Selected and Guided Reading**

1. To interpret written content efficiently and with meaning.
2. To develop abilities to interpret language.
3. To foster the development of the ability to use language effectively to comprehend and communicate meaning.
4. To provide an atmosphere which will encourage students to read independently and to experience reading as a meaningful and enjoyable activity.
5. To help students to make thoughtful choices for their own reading interests.

## **SECTION 302.2**

### **Working with Words (Spelling and Phonics included)**

1. To teach and recall the correct spelling for core high frequency words.
2. To teach how to decode and spell one- and two- syllable words based on words they already know.
3. To teach students that some rhymes have two spelling patterns, and they need to practice the strategy of what looks right and checking in the dictionary.
4. To teach students key words containing the major prefixes, suffixes and spelling changes and how to use these to decode, spell and build meaning for many polysyllabic words.
5. To teach students to use cross checking while reading and a visual checking system while writing to apply what they are learning as they engage in meaningful reading and writing.

## **SECTION 302.3**

### **Writing**

1. To choose to use and enjoy writing as a means of communication.
2. To express original ideas in writing.
3. To consider as Christians the written language product of others, being ready to commend and to correct, thereby building community.
4. To understand and respond with heart and mind to the written communication of others.
5. To use written language to communicate to others and express their love for God, thereby witnessing to the fact that they are His.
6. To identify the audience to determine mood, vocabulary and style of product.
7. To identify writing as a process as well as a product.
8. To apply the understanding of organization to written composition.

## **SECTION 302.4**

### **Penmanship**

1. To acquire the components of good handwriting which include shape, size, spacing, slant, speed and stroke sequence.
2. To reinforce the left to right and top to bottom orientation of written language.
3. To reinforce sequencing skills.
4. To encourage and practice care and pride in legible written work.

## **SECTION 302.5**

### **Grammar**

1. To help students appreciate language as God’s delightful gift for communicating, informing and entertaining.
2. To apply the rules of grammar, punctuation and spelling when proofreading and editing.
3. To help the student learn correct usage of the elements of the English language, both verbal and written.
4. To guide students to see patterns and rules in writing that will cross languages and aid in their understanding of a foreign language.

## **SECTION 302.6**

### **Spelling - See Working with Words**

## **SECTION 302.7**

### **Literature**

1. To give students an appreciation of what literature is and its purpose in God’s creation as a means of communicating thought and ideas.
2. To present the students with quality literature as contact points which can strengthen their commitment to the Lord.
3. To develop the student’s ability to discern in literature the thinking of society in terms of obedient and disobedient responses to God, to his fellow man and to creation.
4. To analyze the author’s worldview and value expressions thereby guiding students to read responsibly and critically.

5. To present students with literature that will enable them to develop competencies in the area of communication.
6. To introduce students to the main elements of quality literature: theme, style, character, plot, setting and point of view.

## **SECTION 302.8**

### **Media**

1. To help students see media as a persuasive medium with incredible power.
2. To provide students with skills to discern the obedient or disobedient direction of all types of media; printed, audiovisual, etc.

## **SECTION 303**

### **Foreign Language Studies**

#### **SECTION 303.1**

##### **French Studies**

1. To understand the vocabulary and structures relevant to the French language.
2. To develop the student's ability to comprehend the French language through a variety of media and in an age appropriate manner.
3. To develop an appreciation of the beauty and orderliness of language and that all languages obey certain created laws.
4. To equip the student for life in a bilingual country.
5. To develop an appreciation of French culture in Canada through the study of French.
6. To make the student more comfortable and familiar with the influence of French culture in the history of Canada.

7. To be able to communicate with others who speak only French.

## **SECTION 304**

### **Fine Arts**

#### **SECTION 304.1**

##### **Music**

1. To appreciate and experience the wonder of God's creative ability through a broad spectrum of musical experiences (singing, playing instruments, movement and creating music, contemporary and traditional music, special effects with vocal/instrumental sounds).
2. To recognize the universality of music and that it is an extremely effective tool for worship, communicating the gospel, and communicating with God and others.
3. To understand the basic elements of music literacy by studying music history, theory, composition, notation, structure and order in music.
4. To integrate music with art and other core subjects.
5. To help students analyze the music they listen to.
6. To use music as a positive, constructive release of energy and emotions.
7. To encourage students to discover and develop their specific, God-given musical abilities, whether vocal, instrumental or compositional.
8. To encourage public performance of musical skills and thereby share their God-given talents.

#### **SECTION 304.2**

##### **Drama**

1. To recognize that drama is a form of communication.
2. To use drama as a way to express oneself and as a thoughtful act of worship.

## **SECTION 304.3**

### **Visual Art**

1. To help students feel free to express personal thoughts and feelings in their own creative way, with hands on, in order to more fully appreciate professional artists.
2. To recognize and appreciate the aesthetic dimension in creation.
3. To develop a sense of personal responsibility for artistic endeavours in the Christian community.
4. To be visually literate, seeing perceptively and to be reflective about past experiences related to visual expression.
5. To have an awareness and knowledge of art history and art in the world today.
6. To be skilled in relating expression, design and technique.
7. To be aware of and be able to respond to and evaluate the aesthetic dimensions of everyday practical and functional items (in clothing, wallpaper, racing stripes on a car, etc.).
8. To be able to articulate a Christian perspective on art.
9. To integrate their Christian faith commitment and reflection into their artwork and their choice of art work.

## **SECTION 305**

### **Physical Education**

1. To provide students with skills and knowledge which enable them to adequately participate in a variety of sports and activities both now and later as an adult.
2. To develop and sustain individual fitness levels.

3. To expose students to new experiences and provide them with a safe, non-threatening atmosphere in which to set goals, take risks and grow interpersonally.
4. To teach students to glorify God with their bodies.
5. To lead students to use God-given talents to the fullest.
6. To make students aware of self as a person and a creation of God.
7. To provide a setting for students to learn and practice social skills by participating in activities which require teamwork, cooperation and positive communication. Intentional practice of these skills helps develop a Christian character.

## **SECTION 306**

### **Mathematics**

1. To appreciate creation's intricate, ordered structure.
2. To be aware that mathematical investigation and reflection is a human activity, culturally conditioned, fallible, and always takes place within a specific belief framework.
3. To gain knowledge of the universe and delight in the beauty of God's creation through the discovery of patterns and expression in mathematical terms and accept paradoxes or unexplained contradictions in our present understanding of the created order.
4. To comprehend mathematical laws, theories, models and tenets.
5. To make mathematical predictions about real life situations while at the same time realizing the limitations of such predictions and the possible misrepresentations of reality that might result.
6. To solve problems using basic problem solving skills, formulas, graphs and charts, and appropriate technology such as a computer, software, calculator, compass and ruler.

## **SECTION 307**

### **Creation Studies (Social Studies and Science JK-6)**

1. To teach students that God is the Lord of the whole creation.
2. To help students understand that creation is filled with potential, which we are called to discover, explore and unfold.
3. To understand that we can act in obedience or disobedience to God in responding to the created order.
4. To appreciate that God upholds His creation and realize that he created humans to be its stewards.
5. To understand that people are uniquely created as God's image bearers and can appreciate the blessings found in various cultures.
6. To appreciate that response to God's creation is determined by people's faiths, hopes, values, ideals, and environment.
8. To learn that God's creation is an ordered whole which He sustains by His power.
9. To discern the difference between exploration of creation and the exploitation of it.

## **SECTION 308**

### **Health**

1. To teach students how the Lordship of Christ results in healthy living.
2. To develop skills necessary for caring for themselves.
3. To develop an awareness for proper personal and dietary health choices.
4. To gain a respect for personal safety and the safety of others.
5. To appreciate the wonder of God's creative ability through the defences which God provided for our bodies.
6. To understand the blessings of an honest and healthy self-image concept.
7. To acquaint students with substance abuse and the risk associated with tobacco, alcohol and drugs.
8. To helps students view death and dying from a Christian perspective.

9. To appreciate the importance of basing family life on God's law.
10. To appreciate the blessings and responsibilities of family life.

## **SECTION 309**

### **Science**

1. To learn that God is the source of all things.
2. To understand the created order of God's world.
3. To understand that creation is consistent and ordered and its lawfulness reflects God's faithfulness.
4. To develop a greater respect for God's creation and the complexity of it.
5. To understand that science is a human reflection and, therefore, not morally or religiously neutral.
6. To unfold the diversity within the unity of creation and celebrate its richness in both structure and function.
7. To learn to use our five senses in relating to and measuring the world around us.
8. To understand and use the scientific method (also a human made way of getting to the truth).
9. To be able to do a proper research project using a variety of resources and then report on it.
10. To discover that science provides important tools for studying God's creation by responsible stewards of that creation.

## **SECTION 310**

### **Geography**

1. To make the students aware that we must make decisions of stewardship to God for the care and use of the earth.

2. To develop the idea that God created the earth for a purpose. How will humans respond as they interact with the earth God created?
3. To identify certain laws, principles and generalizations which are applicable to a variety of situations.
4. To master the skills of map reading, using map legends, symbols or keys, to interpret a map in meaningful ways and develop a sense of direction, using an atlas, using latitude and longitude.
5. To understand that geography provides meaningful insights concerning the earth as human habitat.
6. To review names and locations of continents, oceans, seas, deserts, mountains and major climatic regions as they pertain to course outlines.
7. To discriminate that people have responded both positively and negatively to the call to subdue the earth.
8. To be able to identify major bases of geographical facts.

## **SECTION 311**

### **History**

1. To appreciate the wonder of God’s creative ability through human culture-making in time.
2. To celebrate the blessings of the diversity and the accomplishments of various communities.
3. To advance respect for the experiences of other generations as they looked for God and their “destinies” and to gain both knowledge and wisdom from the past.
4. To recognize the evidence of God’s renewing work in current situations and gain discernment in evaluating historical images of a good life and society.
5. To commit to building and extending Godly culture in their communities.
6. To learn a sense of community by studying their own past.
7. To develop an understanding of the Biblical perspective of history, which includes the recognition of an unfolding creation order.

8. To understand God's pain and joy in the various human actions of the past.
9. To develop skills associated with the study and craft of history.
10. To study how humans made history in obedience or disobedience to God's call (the cultural mandate).

## **SECTION 312**

### **Computer Technology**

#### **SECTION 312.1**

##### **Computer Skills**

1. To discern wise and stewardly ways to use computer technology as tools to serve God.
2. To recognize the effects of computers on society and some of the abuses that result from its use.
3. To learn about the Internet as a useful tool in finding information.
4. To express a perspective on computer technology which shows an understanding of its characteristics, potentials and limitations.
5. To act ethically, in using computer technology and software.
6. To use computer technology for a variety of tasks such as information gathering, problem solving, writing, class presentations, and sharing.

#### **SECTION 312.2**

##### **Keyboarding**

1. To introduce students to proper techniques.
2. To enhance student typing proficiency.
3. To avoid and correct bad habits.
4. To increase typing speed to at least 30 words per minute by the end of grade 8.

## **SECTION 213**

### **Resource and Enrichment - Students**

#### **SECTION 213.1**

##### **Resource and Enrichment Goals for our Students**

1. To identify students who have learning exceptionalities, through assessment and informal testing.
2. To provide and implement an individualized program of instruction designed for students with learning exceptionalities (Student Profiles/ Individualized Education Plans)
3. To provide instruction in skills and compensatory strategies as per Student Profiles/ IEPs.
4. To provide regular review and assessment of progress of students receiving direct instruction.
5. To provide regular review of students on monitoring program.
6. To provide administration of the CTBS (Canadian Tests of Basic Skills) and to provide analysis and evaluation of student and school results.
7. To provide opportunities for exploration, application and development of areas of giftedness and interest.
8. To provide enrichment opportunities including whole class and whole school projects.
9. To provide support and positive reinforcement to build up students' self-esteem and confidence.

## **SECTION 213.2**

### **Resource and Enrichment Goals for our Special Needs Students**

1. To provide learning and behavioural objectives for special needs students following identification.
2. To provide regular review with the classroom teacher and the PSW (Personal Service Worker) about specific physical needs (e.g. toileting, feeding) and progress in student learning.
3. To identify and assess students with speech and articulation difficulties and students with other developmental delays (e.g. motor skills).
4. To provide assistance for students with mild articulation difficulties and for students with mild developmental delays.
5. To provide administration to complete necessary referrals to outside professionals for students with severe speech difficulties and developmental delays.
6. To provide a liaison with the Community Care Access Center (CCAC) and professional therapists.

## **SECTION 214**

### **Resource and Enrichment - Staff**

#### **SECTION 214.1**

##### **Resource and Enrichment Goals for our Classroom Teachers**

1. To provide summarized information about learning needs of students with learning exceptionalities.

2. To provide recommendations for modifications of classroom program for students with exceptional learning needs.
3. To provide regular consultation with the teacher regarding student progress and related concerns.
4. To provide advice and support to classroom teachers regarding academic, pedagogical and behavioural concerns related to learning exceptionalities.
5. To encourage challenging all students to learn to their full potential.

## **SECTION 214.2**

### **Resource and Enrichment Goals for our Chief Operating Officer**

1. To provide consultation with the Chief Operating Officer about referrals, assessments, Student Profiles, IEPs, and student placements.
2. To provide the Chief Operating Officer with information about student progress and concerns.
3. To provide the Chief Operating Officer with information about parental concerns.
4. To obtain approval for new program initiatives.
5. To consult about enhancement programs.

## **SECTION 214.3**

### **Resource and Enrichment Goals for our Resource Teacher (RT), Educational Assistants (EA), and Personal Support Workers (PSW)**

1. To provide consultation with other RTs regarding student needs and programs.
2. To provide supervision for EAs and PSWs assigned to learning resource students; providing program objectives, general lesson plans and learning materials.
3. To provide team planning with EAs, PSWs and classroom teachers and consultation about student progress in meeting the needs of all students.

## **SECTION 215**

### **Resource and Enrichment - Parents**

#### **SECTION 215.1**

##### **Resource and Enrichment Goals for our Parents**

1. To provide consultation with parents to initiate admission into the required program (extra help or enhancement in addition to the program in the classroom) and to participate in setting goals for the student.
2. To provide assessment results and proposed Student Profiles/IEPs.
3. To provide formal anecdotal reports three times per year attached to Student Progress Reports.
4. To provide informal periodic consultation with parents regarding student progress and concerns, encouraging them in their supportive role as it pertains to the education of their child.