

# Morrison Zion Lutheran School

By the grace of God, parents of our congregation have been led to realize that children are one of the most precious gifts of God. They are concerned that their children should receive a basic education in a Christian atmosphere. Mindful of the command of our Lord Jesus, "Feed My Lambs," Zion congregation from its beginning has established and maintained a Christian Day School. May our congregation ever continue to realize this need as a special privilege.

With these basic thoughts being understood, let us further evaluate the purpose of our Christian Day School; first, the reason for the existence of our school, and secondly, the objectives of our school.

## I. Reasons for the Existence of our School

To allow our children to receive a Christ - centered Lutheran elementary education rooted in God's Word

### A. God encourages such education.

Psalm 78:1-6 "O my people, hear my teaching; listen to the words of my mouth. I will open my mouth in parables, I will utter things hidden from of old-- things we have heard and known, things our fathers have told us. We will not hide them from their children the praiseworthy deeds of the Lord, His power, and the wonders He has done. He decreed statues for Jacob and established the law in Israel, which He commanded our forefathers to teach their children, so the next generation would know them, even the children yet to be born, and they in turn would tell their children."

### B. The Lord wants little children trained in His name.

Mark 10:14 "Let the little children come to Me, and do not hinder them, for the kingdom of God belongs to such as these."

## II. Objectives of our School

To teach God's Word in its truth and purity and for all to depend on it

### A. To teach God's Word in its truth and purity

II Timothy 3:15 "From infancy you have known the Holy Scriptures, which are able to make you wise for salvation through faith in Christ Jesus."

### B. To promote sanctified living as a response to learning God's Word

#### 1. In the Home

Ephesians 6:4 "Fathers, do not exasperate your children; instead, bring them up in the training and instruction of the Lord."

Proverbs 22:6 "Train a child in the way he should go, and when he is old he will not turn from it."

#### 2. In the church

Luke 11:28 "Blessed rather are those who hear the Word of God and obey it."

Psalm 122:1 "I rejoiced with those who said to me, "Let us go to the house of the Lord."

#### 3. In the community (world)

Romans 13:1 "Everyone must submit himself to the governing authority, for there is no authority except that which God has established.

### C. To grow in an understanding of God's plan of salvation

### D. To maintain a devotional atmosphere

### E. To train the students to respond to God's love in their Christian living

### F. To develop the God given talents and abilities of the students and to make students aware of the opportunities to use them, and to develop skills which glorify God and serve man.

## CURRICULUM GUIDE IN RELIGION

Our general objective is that the child be led to love God's Word and consequently continue to search the Scriptures on his own. We pray that this objective be achieved through daily use of the Christ Light Curriculum, Christian Worship, the Catechism, and regular devotions. The desired end result is that the pupil unmistakably knows himself by God's Law to be a lost and condemned sinner, and that he be unmistakably sure by God's Gospel that Jesus is his Savior from all sins. Thus the child is to have learned to truly appreciate the wonderful grace of God.

- I. Teaching main parts of Catechism
  - a. Grades 1-4  
The following chief parts of the Catechism will be taught through the Christ Light Bible History curriculum: Ten Commandments, Three Articles, Lord's Prayer
  - b. Grades 5-6  
Formal study of the Catechism is begun. Faith Foundations 2007, 2008 is used as the basic text for the course. Two morning class periods per week are devoted to this. The explanation of the Catechism is divided into two parts:
    - i. Odd Years  
First Article  
Second Article  
Third Article  
Ten Commandments  
Lord's Prayer
    - ii. Even Years  
Ten Commandments  
Apostles' Creed  
Baptism  
Use of the Keys and Confession  
Holy Communion and the Means of Grace
  - c. Grades 7-8  
Formal catechism instruction with the Pastor is conducted 3 times per week. Luther's Catechism (NWPB 1982) by David Kuske is used as the basic text. All chief parts and their explanations are studied with the Pastor. These chief parts along with selected scripture passages are memorized and recited to the Pastor. The blue workbook is used in odd years and the pink workbook is used in even years.
- II. Guide for teaching Bible History
  - a. Grades PK – 6  
Bible History is taught using the text and materials from the Christ Light curriculum (NPH). All students in these grades will have the same lessons, however the kindergarten and preschool will be taught the Christmas and Easter lessons each year. In odd years we study the Old Testament and in the even years the New Testament. Worksheets may be used to reinforce the lessons.
  - b. Grades 7-8  
The Bible (NIV) is used as the basic text for the course. Worksheets may be used to reinforce the lesson.
- III. Guide for teaching Church History
  - a. Grades 1-6
    - i. Life of Luther  
The teacher reads simple stories of important events of Luther's life. Flannel graph material on Luther's life from NWPB may be used.
    - ii. Synod  
Discussions may be conducted in regard to Synod schools for pastors and teachers, area Lutheran High Schools, and home and world missions (presented by means of visual aids in connection with our monthly mission program.)
    - iii. Local Congregation  
The students should be made aware of the various levels of Christian living such as the church service, Christian Day School, area Lutheran High Schools, and church organization.

- b. Grades 7-8
    - i. Odd Years
      - Christ Light “Who Am I?”
      - Christ Light “God’s Answers to My Questions”
      - Christ Light “Christian Life Planning”
      - Christ Light “How Can I Make God Pleasing Decisions?”
      - Life of Faith According to the Psalms
      - Major Prophets
    - ii. Even Years
      - Christ Light “What Do I Say, Lord?”
      - Christ Light “What About”
      - Christ Light “How Can I Get Along Better”
      - Learning to know Jesus through John’s Gospels
      - The story of Jesus – Acts and Letters
  - c. Grades 7-8 Formal Catechism
    - The following are suggested topics to cover after examination and confirmation
    - i. Odd Years
      - Christ Light “God’s Gift of Sex”
      - God’s Great Exchange
    - ii. Even Years
      - God’s Great Exchange
      - Local Congregation
      - Windows and Timelines
      - Augsburg Confession
- IV. Guide for Afternoon Devotion
- a. Odd Years
    - i. Quarter 1 – Common Service
    - ii. Quarter 2 – Christmas Parts
    - iii. Quarter 3 – Service of Word
    - iv. Quarter 4
      - 1. Grades 1-4 - Symbols
      - 2. Grades 5-8
        - a. Athanasian Creed
        - b. Personal Prayers
        - c. Christian Marriage
        - d. Christian Funeral
        - e. Baptism
  - b. Even Years
    - i. Quarter 1 – Service of Word and Sacrament
    - ii. Quarter 2 – Christmas Parts
    - iii. Quarter 3 – Evening Prayer
    - iv. Quarter 4
      - 1. Grades 1-4 – Symbols
      - 2. Grades 5-8
        - a. General Devotion
        - b. Morning Devotion
        - c. Evening Devotion
        - d. Personal Confession
        - e. Morning Praise Service

\*Each grade level will follow the scripture lessons for the coming Sunday worship service.

\*Each grade level will follow the Psalm and Hymns for the coming Sunday worship service.

- V. Guide for Hymnology
- Although the hymns in Christian worship are not verbally drawn from Scripture as is the case with Bible passages, they still reflect strong Scriptural doctrine. These hymns provide our children with knowledge of our great Lutheran heritage and serve as a source of prayer for comfort in sickness or death, for repentance in time of contrition, before, during, and at the close of worship services, for private meditation in the morning, at bedtime, or other times of the day, for praise and thanksgiving.

## Curriculum Guide in Language Arts

Man's ability to communicate is a special gift of God built into man through the act of creation. Good communication skills are necessary so that our lives may be richer and fuller in service to our fellowman and in our praise and worship of God. The Christian seeks to shape all phases of communication to the service and glory of God. Thus it is important that our school provide instruction in the language arts. Such instruction seeks to help the child of God develop effective skills in reading, writing, speaking, and spelling.

- I. Objectives
  - a. To become effective witnesses for God
  - b. To be able to plan for effective communication through prewriting activities
  - c. To acquire skill in following directions
  - d. To be familiar with various types of speaking and forensic activities
  - e. To spell correctly
  - f. To learn the form and function of words and sentences (grammar), the correct use of words (usage), and correct punctuation and capitalization (mechanics)
  - g. To develop listening skills for analyzing written and oral communications and in following directions
  - h. To be able to communicate clearly and effectively in both oral and written form
- II. Scope and Sequence of Language Arts
  - a. Reading, Spelling, Grammar
    - i. Preschool
      1. Many activities are planned that encourage reading and writing readiness. The letters are introduced using songs, art projects, and many visual aids. The children learn to write their names. They are also encouraged to write letters and numbers during "Free-Play" time. Many stories and books we read are available at all times for the children. Speaking and listening activities such as sharing times, creative dramatics, role playing, finger plays, and puppetry also encourage reading and language readiness.
      2. The unit's curriculum will focus on a particular subject or theme. Some units may last for only 1 or 2 days, while others may be longer. We try to plan our daily activities and field trips around these units. Also, we try to teach the concepts (numbers, letters, shapes, colors) in a creative fashion under our units theme. The children are also able to learn these concepts through many of the play areas we have set up.
      3. The following unit's curriculum are used: Apples! Apples, Labor Day, Down on the Farm, Fire Safety, Columbus Day, Reformation and Martin Luther, Pumpkin Patch, Animal Homes, Thanksgiving and Turkeys, Christmas Celebration, Mitten Fun, I Am Special, Valentines Day Fun, Let Loose with Mother Goose, Spring into Spring, Ladybug, Ladybug, Where Are You?, Our Special Moms and Dads
    - ii. Grades K – 6
      1. McMillan McGraw series, copyright 2005. This series includes the Reading, Grammar, and Spelling curriculum. Copies of the scope and sequence are located in the school office.
    - iii. Grades 5-6
      1. Grammar Curriculum is separated from the McMillan McGraw series. We use the Shurley Method series, copyright 1997. Copies of scope and sequence are located in the school office.
        - a. Odd Years
          - i. 5<sup>th</sup> Grade book
        - b. Even Years
          - i. 6<sup>th</sup> Grade book

- iv. Grades 7-8
  - 1. Novels are read in a two year cycle. Novels should include a worksheet to reinforce key Reading, Grammar, and Spelling concepts
    - a. Odd Years
      - i. The Giver (BC)
      - ii. The Outsiders (BC)
      - iii. The Red Badge of Courage (FVL)
      - iv. Stargirl (BC)
      - v. To Kill A Mockingbird (BC)
      - vi. The View From Saturday (BC)
      - vii. The Adventures of Huckleberry Finn (MZ)
      - viii. The Lord of the Flies (?)
    - b. Even Years
      - i. A Christmas Carol (BC)
      - ii. The Adventures of Tom Sawyer (FVL)
      - iii. Bridge to Terabithia (FVL)
      - iv. The Hobbit (FVL)
      - v. Tuck Everlasting (FVL)
      - vi. Where the Red Fern Grows (BC)
      - vii. Anne Frank: The Diary of a Young Girl (MZ)
      - viii. The Pearl (?)
  - 2. Spelling Curriculum is separated from novels. We use the Houghton Mifflin series, copyright 2000. Copies of scope and sequence are located in the school office.
  - 3. Grammar Curriculum is separated from novels. We use the Shurley Method series, copyright 1997. Copies of scope and sequence are located in the school office.
    - a. Odd Years
      - i. 8<sup>th</sup> grade textbook
    - b. Even Years
      - i. 7th grade textbook
- b. Penmanship
  - i. Grades K-4
    - 1. Carson-Dellosa Publishing series, copyright 1999 (Manuscript)
    - 2. Carson-Dellosa Publishing series, copyright 1999 (Cursive)
- c. Phonics
  - i. Grade 1-4
    - 1. Modern Curriculum Press Series, copyright 1998. Copies of scope and sequence are located in the school office.

## Curriculum Guide in Science

The study of science is the skill of discovering and interpreting knowledge about God's creation. All knowledge within creation originates from God who is the all-knowing creator of all. Therefore all our discovered knowledge about creation, in order to be truly accurate, must be in full harmony with God's inspired Word. The wisdom, omniscience, and love of God will become evident as the students learn about the universe, its laws, its preservation, and how man can make wise use of God's great blessings.

- I. Objectives
  - a. To increase the students' store of scientific knowledge in the basic sciences: Life Science, Physical Science, and Earth Science.
  - b. To use the inquiry approach for hands on learning and discovery
  - c. To increase the students' awareness of God's power and wisdom in nature
  - d. To learn the forces which shape and change the earth and the universe
  - e. To learn how to wisely use the resources God has given us
  - f. To stimulate the students' powers of observation
  - g. To acquaint the students with current theories that conflict with God's Word
  - h. To use the inquiry approach for hands on discovery and learning in grade Pre-school-8th grade
  - i. To demonstrate the integral relationship between math and science
  - j. To demonstrate that science are more than a list of process skills and concepts. Science is fun and students can do it
- II. Scope and Sequence of Science
  - a. Kindergarten
    - i. Units used from Creative Publication by Joan Westley
      1. Seeds and Weeds
      2. Light and Color
      3. Rocks, Sand, Soil
      4. Water and Ice
    - ii. Other Material Used
      1. Trees - Oct. & Nov. 1994 Mailbox Magazine
      2. Bears, Bears, Bears - Dec. & Jan. 1994 -1995 Mailbox Magazine
      3. Penguins - Mailbox Magazine
      4. Dinosaurs - 1994-1995 Mailbox Magazine
      5. Creepy Crawlies – Imagination Station, Macmillan
      6. Library Books are also used to supplement the above units
  - b. Grades 1-2
    - i. Odd Years
      1. TREES - Trees and Leaves  
Usborne First Nature - Trees  
Peterson First Guides - Trees  
Arbor Day Foundation materials
      2. MAGNETS – Houghton Mifflin unit – Magnets  
Magnets A World to Discover  
Magnets and How to Use Them  
Magnets and Electricity  
"May the Force Be With You" Mailbox Primary Club unit
      3. SIMPLE MACHINES –Learning About Machines
      4. NUTRITION - National Dairy Council Materials Pyramid Café  
Little D's Nutrition Expedition
      5. TEETH - Crest - Geena's Tremendous Tooth Adventure  
Colgate- Battle of the Bands
      6. BIRDS - Usborne First Nature - Birds  
Birds - (Milliken)  
Birds - (Teacher Created Materials)  
Fun Facts for Curious Kids - Birds  
Birds of Wisconsin

- ii. Even Years
  - 1. WEATHER – Houghton Mifflin –Weather and Seasons  
Weather - (NSRC)  
"Wild About Weather " - Mailbox  
Question and Answers About Weather  
Weather and Me  
Magic School Bus Kicks Up a Storm – video
  - 2. HABITATS  
Exploring Wildlife - card set  
(Mil. Zoo Units) "Zoo Animals" (Primary Club)  
"Animals of the World " (Primary Club)  
Rainforest - Rain Forest - Linking Environments  
Studies With Everyday Life  
"Treasure Chest of Life" Mailbox  
The Web of Life - big book  
Ocean - Life in the Ocean  
"Exploring the Ocean " - Mailbox  
"Ocean Animals" - Primary Club  
Exploring Sea Life - card set  
Desert - Deserts  
A Literary Oasis - Mailbox  
Desert Life - Primary Club  
Artic " exploring the Artic Tundra" - Mailbox  
Animals of Africa – Video  
Sly the Orphan Fox Grows up – Video  
Magic School Bus Hops Home – Video
  - 3. GERMS – Houghton Mifflin unit  
What Makes Me Sick  
Becky’s Book about Drugs and Good Health  
Cartoons All stars to the Rescue - Video
  - 4. BEES  
Buzzing a Hive  
Honeybees
  - 5. Space (Houghton-Mifflin)  
Milliken Earth, Sun, and Stars  
The Magic School Bus Space Adventures DVD

\*\* All units are also supplemented with: materials from conferences and books - school library - personal library - Public library

- c. Grades 3-4
  - i. Odd Years
    - 1. Science Curriculum Unit C and D are taught in Quarter 3 and 4. Scott Foresman, Copyright 2000 Copies of scope and sequence are located in the school office.
  - ii. Even Years
    - 1. Science Curriculum Unit A and B are taught in Quarter 3 and 4. Scott Foresman, Copyright 2000 Copies of scope and sequence are located in the school office.
- d. Grades 5-6
  - i. Odd Years – Macmillan/McGraw-Hill, Copyright 2008 Copies of scope and sequence are located in the school office.
    - 1. 6th Grade Book
  - ii. Even Years – Macmillan/McGraw-Hill, Copyright 2008 Copies of scope and sequence are located in the school office.
    - 1. 5<sup>th</sup> Grade Book

e. Grades 7-8

i. Odd Years

1. Earth Science, Prentice Hall, Copyright 2007. Copies of scope and sequence are located in the school office.
2. Physical Science, Prentice Hall, Copyright 2007 Copies of scope and sequence are located in the school office.
  - a. Chapters 5-8, 15-22

ii. Even Years –

1. Physical Science, Prentice Hall, Copyright 2007 Copies of scope and sequence are located in the school office.
    - a. Chapters 1-4, 9-14
  2. Life Science, Prentice Hall, Copyright 2007 Copies of scope and sequence are located in the school office.
- iii. Health was eliminated in 2006 since all High Schools cover the required course. For future reference we used Health for Life, Scott Foresman, Copyright 1994

## Curriculum Guide in Math

Mathematics continues to be increasingly important in today's technological and scientific society. Mathematical ability is an essential ingredient in preparing for almost every occupation. It is also a gift of God which needs to be developed and strengthened.

Our Mathematics curriculum will equip each student with the fundamentals in Math which are necessary building blocks for his/her higher education as well as his personal and professional life. The development and reinforcement of these fundamentals throughout the elementary grades will assist each student in becoming a responsible steward of the blessings God has entrusted to his care. While learning math fundamentally, the student will also be able to develop character traits such as neatness, order, exactness, objectivity, honesty, and self discipline.

- I. Objectives
  - a. Gain an understanding of number systems and their concepts, generalizations, and operations
  - b. Learn the basic facts of addition, subtraction, multiplication, and division
  - c. Be able to perform basic operations with reasonable speed and accuracy
  - d. Gain knowledge of the principles governing mathematical operations, including fractions, decimals, and percents
  - e. Be acquainted with the vocabulary and symbolism of mathematics
  - f. Gain a knowledge of the English measurement system, the metric system, and approximate equivalents of common units
  - g. Be able to interpret and create graphs and tables
  - h. Be able to use mathematics in problem solving situations
  - i. Develop skill in mental mathematics
  - j. Develop neatness, accuracy, and order
  - k. Develop the habit of checking for accuracy
  - l. Be able to count money and tell time
  - m. Possess an elementary understanding of algebra and geometry
  - n. Be prepared for secondary mathematics
  - o. Gain appreciation of the role of mathematics as a tool in today's technological and scientific society
  - p. Gain an appreciation of the logical structure of mathematics
  - q. Realize that mathematics is an orderly process reflecting the truth that God created order in the universe
  - r. Appreciate that skill in mathematics can help the student to serve God and our fellowman with honesty and concern, and lead to good Christian stewardship of God's material blessing
- II. Scope and Sequence of Math
  - a. Preschool
    - i. Introduce the numbers 1-20, with the most emphasis on recognizing the numbers 1-10
    - ii. Help the children learn to count sets of objects, again, with the emphasis on 1-10
    - iii. Help the children learn to count from 1-30. We practice this with our calendar every day
    - iv. Help the children learn to recognize objects of different size and shapes and to sort them
  - b. Kindergarten
    - i. Mathematics, Houghton Mifflin, Copyright 1989 Copies of scope and sequence are located in the school office.
  - c. Grades 1-2
    - i. Math, Silver Burdett Ginn, Copyright 2001 Copies of scope and sequence are located in the school office.
  - d. Grades 3-8
    - i. Saxon Math, Saxon Math Publishers, Copyright 2001 Copies of scope and sequence are located in the school office.
      1. A placement test is done each year to determine each child's ability

## Curriculum Guide in Social Studies

The social studies deal with people and their relationships to God, man, and the world in which we live. The social studies teacher must use these relationships and apply them to the life of a Christian in today's world.

The social studies must introduce the student to the various activities of the people around him or her in the home, school, neighborhood, and community. As the child matures, the social studies expand to include the state, nation, world, and a sense of the past. The child will gain knowledge of his or her social and physical surroundings, and be able to develop personally and socially to become an effective citizen.

We Christians will also go beyond this to provide a Christ centered view of history. In a Christian school it is essential that a study of the past include the manifestation of God's great plan of salvation and allow the student to see God as the Creator, Preserver, Redeemer, and Ruler of all people.

Since the beginning of time, man has had a relationship with the physical world around him. God had given man the power of subdue the earth, and use it for his benefit. The geography of God's wonderful creation has long been a marvel to man and an object of study. A complete social studies program must lead students to see that the world is God's handiwork, that God has created all things both visible and invisible, and that He rules over all things by His might. Therefore, our social studies teaching will not give glory to man and what he has accomplished, but rather to God for His great blessings and continual preservation and guidance over all things.

- I. Objectives
  - a. Teach God's Word through History
  - b. Enjoy history and the experiences that existed
  - c. Provide a Christ centered view of History
- II. Scope and Sequence of Social Studies
  - a. Kindergarten – McMillan McGraw, Copyright 1993
    - i. Seasons of the Year
    - ii. I Am Special
    - iii. My Family
    - iv. My School
    - v. Pilgrims, Indians, and Thanksgiving
    - vi. Where I Live
    - vii. Neighborhood Helpers
    - viii. Patriotic Unit
    - ix. Getting Around Transportation Unit
    - x. Weather (Evan Moor Publication)
    - xi. Places Near and Far
  - b. Grades 1-2
    - i. Odd Years -
      1. Pilgrims and Colonists
        - a. Christopher Columbus Activity Book
        - b. If you Sailed on the Mayflower
        - c. The Thanksgiving Story
        - d. The Very First Thanksgiving Day
        - e. Thanksgiving Day
        - f. If You Lived in Colonial Times
        - g. Mouse on the Mayflower – Video
      2. Map Skills – Instructional Fair
      3. American Symbols
        - a. Symbols of a Great Nation
        - b. Social Studies – Frank Schaffer
        - c. Patriotic Fun
        - d. Our Nation – Mini Books
        - e. Books - The Flag We Love, Then American Flag, America a Patriotic Primer, Pledge of Allegiance, The Pledge, The Liberty Bell, The Statue of Liberty, The Story of the Statue of Liberty, Hear America Singing

- ii. Even Years
  - 1. Elections
    - a. The Election Activity Book
    - b. So You Want to be President
    - c. Social Studies by Frank Schaffer
    - d. Books - Facts and Fun about the Presidents, The Book of Presidents, Clifford for President, Scholastic Encyclopedia of the Presidents
  - 2. Tall Tales
    - a. 12 Tall Tales – Mini Books
    - b. Mike Fink by Steven Kellogg
    - c. Johnny Appleseed by Steven Kellogg
    - d. Paul Bunyan by Steven Kellogg
    - e. Pecos Bill by Steven Kellogg
  - 3. Pioneers
    - a. Frontier American Activity Book
    - b. Going West!
    - c. If You Traveled West in a Covered Wagon
    - d. Learning About Your Country
- iii. Grades 3-4
  - 1. Odd Years (Quarter 1 and 2)
    - a. Our Communities, McMillan McGraw Hill, Copyright 2003 Copies of scope and sequence are located in the school office.
  - 2. Even Years (Quarter 1 and 2)
    - a. WI State History, The World and its People, Wisconsin Yesterday and Today, Silver Burdett and Ginn, Copyright 1985 Copies of scope and sequence are located in the school office.
      - i. This book is out of print. Currently we are borrowing extra books from St. John – St. James in Reedsville
- iv. Grades 5-6
  - 1. Odd Years
    - a. Harcourt Horizons, USA, Harcourt, Copyright 2003 Copies of scope and sequence are located in the school office.
  - 2. Even Years
    - a. World Past and Present, Scott Foresman, Copyright 2003 Copies of scope and sequence are located in the school office.
- v. Grades 7-8
  - 1. Odd Years
    - a. America, Prentice Hall, Copyright 2007 Copies of scope and sequence are located in the school office.
  - 2. Even Years
    - a. World Studies – Eastern Hemisphere, Prentice Hall, Copyright 2005 Copies of scope and sequence are located in the school office.
    - b. World Studies – Western Hemisphere, Prentice Hall, Copyright 2005 Copies of scope and sequence are located in the school office.
    - c. Economics

## Curriculum Guide in Computer

One of our main objectives is to offer a well-rounded curriculum in all subject areas. In a technologically advanced age we find that we can supplement our teaching with new technologies and in so doing, prepare the student for the future in a rapidly changing world.

The computer is a blessing of God which we want to use to the best of our ability and resources as a tool in the total education of the child.

- I. Objectives
  - a. Computer awareness
    - i. Impact on society
    - ii. Computer ethics
  - b. General operation
    - i. Learning to use the hardware
    - ii. Learning to use software
    - iii. Programming
    - iv. Keyboarding
      1. Knowledge of the keyboard
      2. Proficiency in the use of the keyboard
    - v. Word Processing
    - vi. Data Base Management
    - vii. Spreadsheet Analysis
    - viii. Desk top Publishing
    - ix. Computer Assisted Instruction
    - x. Drill and practice
    - xi. Tutorial use
    - xii. Simulations
    - xiii. Independent study
  - c. As an Administrative Aid
    - i. Informing
    - ii. Budgeting
    - iii. Record Keeping
- II. Scope and Sequence in Computer
  - a. Grades 1-2
    - i. First Quarter - Introduce Computer and its parts
      1. Properly log on and off
      2. Learn the items on the desktop
      3. Use Paint
      4. Develop mouse skills
    - ii. Second Quarter - Microsoft Word
      1. Change between different text, fonts, and colors
      2. Type words and short sentences
      3. Use cut, copy, and paste
      4. Insert clip art
    - iii. Third Quarter - Internet
      1. Search Google or other search engines
      2. Type in specific web addresses
      3. Search Google images
      4. Copy and paste images into MS Word
      5. Play games on Disney.com and PBS Kids
    - iv. Fourth Quarter
      1. Use a combination of MS Word and Internet
      2. Use the website from Reading Series
      3. Use word art in MS Word
      4. Learn home row in the typing program
  - b. Grades 3-4
    - i. Quarter 1 – Typing (New lesson 2 times per week)
      1. Develop touch keyboarding techniques using both hands
    - ii. Quarter 2 – Typing (New lesson 2 times per week)
      1. Develop touch keyboarding techniques using both hands

- iii. Quarter 3 – Internet, MS Word
  - 1. Identify cursor, startup/shutdown
  - 2. Save and backup files, open and retrieve files
  - 3. Move, copy, and delete electronic files
  - 4. Incorporate graphics, pictures, and sound
  - 5. Use basic word processing terminology
  - 6. Produce a document
  - 7. Use text editing features
  - 8. Log on and view websites
  - 9. Identify and use search engines and directories
  - 10. Use the functions of a web browser to navigate and save World Wide Web sites
- iv. Quarter 4 – State Standards
  - 1. Define basic computer terminology
  - 2. Identify and explain the function of the components of a computer system
  - 3. Demonstrate proper care and correct use of media and equipment
  - 4. Differentiate among the common types of computer software (drawing, utilities, simulations)
  - 5. Use electronic encyclopedia
  - 6. Identify variety of media formats (audio cassettes, CD-ROM, Internet)
  - 7. Explore special formatting features (borders, shading, centering, justification)
  - 8. Describe and explain an on-line information network
- c. Grades 5-6
  - i. First Quarter
    - 1. Typing (New lesson 2 times per week)
      - a. Develop touch keyboarding techniques using both hands at acceptable speeds and accuracy
  - ii. Second Quarter
    - 1. Typing (New lesson 2 times per week)
      - a. Develop touch keyboarding techniques using both hands at acceptable speeds and accuracy
  - iii. Third Quarter - MS Word and Internet
    - 1. Demonstrate how to open and run a software program from a local storage device or network server
    - 2. Organize and backup files on a computer drive, server, or other storage device
    - 3. Define basic on-line searching and Internet terminology(website, HTML, homepage, hypertext link, bookmark, URL address)
    - 4. Access information using a modem or network connection for the Internet or other on-line information service
    - 5. View, print, save, and open a document from the Internet
    - 6. Use basic search engines and directories to locate resources on a specific topic
    - 7. Demonstrate efficient Internet navigation
    - 8. Organize World Wide Web bookmarks by subject or topic
    - 9. Explain the use of basic word processing functions(menu, tool bars, spell checker, thesaurus, page layout, headers, footers, word count, tabs)
    - 10. Use the spell checker and thesaurus functions in a word processing program
    - 11. Compose a class report using advanced text formatting and layout styles

- iv. Fourth Quarter - State Standards
  1. Identify and define computer and networking terms(modem, file, server, LAN, Internet, Intranet, data storage device)
  2. Use draw or paint to create simple signs, posters, banners, or charts
  3. Move textual and graphics data from one document to another
  4. Use a graphical organizer program to construct outlines or webs that organize ideas and information
  5. Use draw or paint to create visuals that will enhance a class project or report
- d. Grades 7-8
  - i. Quarter 1 – Typing (New lesson 2 times per week)
    1. Demonstrate touch keyboarding skills at acceptable speed and accuracy levels
  - ii. Quarter 2 – Microsoft Excel & Microsoft Access
    1. Construct a simple spreadsheet, enter data, and interpret the information
    2. Classify collected data and construct a simple database by defining fields, entering and sorting data, and producing a report
    3. Plot and use different types of charts and graphs from a spreadsheet program (e.g., line, bar, stacked, scatter diagram, area, pie charts, pictogram)
    4. Incorporate database and spreadsheet information (e.g., charts, graphs, lists) in word-processed documents
  - iii. Quarter 3 – Microsoft PowerPoint
    1. Import pictures, images, and charts into presentations
    2. Move text and graphics from one document to another
    3. Plan and deliver a presentation using media and technology appropriate to topic, audience, purpose, and content
  - iv. Quarter 1-3 – State Standards
    1. Define the basic types of learning software (e.g., drill and practice, tutorial, simulation)
    2. Identify common software packages or suites (e.g., Microsoft Office)
    3. Describe the different applications of computer software (e.g., word processing, database, spreadsheet, presentation)
    4. Use different graphic organizers to organize ideas and information
    5. Scan, crop, and save a graphic using a scanner, digital camera, or other digitizing equipment
    6. Use a graphics program to create or modify detail to an image or picture
  - v. Quarter 4 –
    1. MS Publisher

## Curriculum Guide in Art

Art is man's attempt to mirror God's beautiful creation. Through art, man is able to enrich his understanding of God's love, goodness, wisdom, and power, and develop, express, and share his God-given artistic talent. The teacher's aim in dealing with the arts will be to foster creativity and provide a variety of experiences appropriate for each grade level. The teacher will patiently deal with the student, showing him how to do the assignments, praising his attempts where possible, and understanding his efforts for what they are.

- I. Objectives
  - a. To lead the student to realize that art may be found all around us in God's creation.
  - b. To lead the student to use his/her creative abilities to give glory to God.
  - c. To study and use a variety of Art elements which will lead to a broader appreciation of all art forms.
  - d. To allow the student to grow in his ability to handle art media and methods
  - e. To gain a proper use and care of art tools and supplies.
  - f. To learn to respect his/her fellow students' abilities as well as his/her own work.
  - g. To apply criticism constructively and not destructively.
  - h. To realize that his/her artistic talents could be used to enrich his/her worship life, daily work, and his/ her leisure time
- II. Scope and Sequence in Art
  - a. Kindergarten – Art in Kindergarten is a variety of projects, which are usually based on the seasons. Many of the projects are done with paints. As much of the work as possible is free-hand work, in which a variety of media is used. Many of the projects are painted with brushes, sponges, or their fingers. The use of different colors is encouraged. They are encouraged to do their best, and be creative, using the talents that God has given them. We will also study some famous children's literature illustrators, and after reading several of their books, do a project that shows their work.
    - Bourgeois and Clark- Franklin books- create a Franklin puppet
    - Fleming- In the Tall, Tall Grass- create a grass and insect picture
    - Brown- Arthur books - drawing or make a puppet
    - Marderosian- Clifford books- Clifford puppet
    - Remkiewicz- Froggy books- frog project
    - Sendak-Where the Wild Things Are- create a "wild thing"
    - Ehlerl – Planting a Garden, and Chicka, Chicka , Boom, Boom – Bright colors and cut outs
    - Freeman – Corduroy
  - b. Grades 1-2
    - i. Concepts
      - Color
        - a. Primary colors
        - b. Secondary colors
        - c. Warm and Cool colors
        - d. Intensity
      - Texture
      - Pattern
        - a. Repeated line, color, shape
        - b. Weaving
        - c. Symmetry
      - Media
        - a. Crayon
        - b. Pencil
        - c. Chalk
        - d. Marker
        - e. Paint
      - Forms
        - a. Paper construction
        - b. Mobile / windsock
        - c. Collage
        - d. Paper mache

- e. Clay
    - ii. Craft projects will follow the seasons and holidays of the year. These projects will help the student with direction following and developing creativity.
    - iii. During the even years, grades 1 – 2 do a drawing unit on animals following the Usborne I Can Draw Animals book.
    - iv. During the odd years, a drawing unit on people is used following the Usborne I Can Draw People book
    - v. A study of some famous children’s literature illustrators will also be done each year followed by an art project that reflects the work of that illustrator.
    - vi. Even years 2006-2007
      - Steven Kellogg (use of space) A Rose for Pinkerton, Johnny Appleseed
      - Garth Williams (pencil drawing) Charlotte’s Web, Little House series
      - Stephen Gammell ( paint splatter) Old Black Fly
      - Pat Hutchins (texture lines) Shrinking Mouse, Rosie’s Walk
      - Eric Carle (cut and paint) Shrinking Mouse, Rosie’s Walk
      - Tedd Arnold (focol point) Green Wilma, Huggly, Super Fly Guy
      - Syd Hoff (characters) Danny and the Dinosaur, Captain Cat
    - vii. Odd years 2007-2008
      - Jan Brett (use of space) The Mitten, Annie and the Wild Animals
      - Ed Emberley (pencil drawing)
      - Kippity Lop
      - Ezra Jack Keats (cut and paint) A Letter to Amy, Whistle for Willie
      - Leo Lionni (water color) Swimmy
      - Barbara Reaid (clay) What Does Pig Do?, Have you Seen Birds
      - Diane Goode (faces) Christmas in the Barn, I Go with My Family to Grandmas
      - Felicia Bond (characters) If you Give a Mouse a Cookie, Tumble Bumble
- c. Grades 3-4 - We study an artist each month, and the students do an art project based on the artist’s technique. Their work is free-hand, and in all of their artwork, they are encouraged to do their best. For the remainder of the weeks each month, a variety of projects are chosen, so that the students are introduced to a variety of materials, and technique of painting, drawing, and coloring. Many of the projects are also seasonal in nature. In all of their work, they are encouraged to be creative, and to make it their work. The following artists are studied.
- i. Even Years
    - Kevin Henkes- He was a Wisconsin children’s author and illustrator. He is famous for his cartoon style drawings and children’s books.
    - Renoir- He is a famous French Impressionist artist who became famous for his use of light and color in paintings.
    - Bingham- He was an American artist whose oil paintings depicted scenes of everyday life, especially river boat scenes.
    - Cezanne- He was famous for his paintings of nature. The use of geometric form and showing feelings in his painting also helped to make him famous.
    - Degas- He was a French sculptor and artist who was famous for his use of light, color, and balance.
    - Seurat- He is famous for his use of pointillism, and the use of colors in his work.
    - Chagall- He was a famous artist who discovered “light, and changed his dark paintings to iridescent color.
    - Rembrandt- He was famous for his portraits and his use of dramatic lighting in them
  - ii. Odd Years
    - Lois Ehlert- She is a Wisconsin children’s artist, who is famous for her use of bright bold colors, and designs in the books that she writes and illustrates.

- Grant Wood- He is an American artist who painted Midwestern landscapes and portraits. He used precise, realistic style, often repeating patterns and texture.
- Matisse- He is a French artist who is famous for his paper cut-outs which he added to a textured, painted background.
- Mary Cassatt- She is an American artist who is famous for her paintings of women and children. She is famous for her use of color.
- Van Gogh- He is a Dutch painter who expressed strong emotions rather than reality in his paintings, this is known as expressionism.
- Da Vinci- He is an Italian artist, who is famous for backgrounds and mirror images.
- George Catlin- He is an American painter of early American Indians.
- Dali- He is a Spanish artist whose abstract paintings showed his private thoughts and dreams.

d. Grades 5-6

i. Even Years (2010-2011)

- Art Techniques
  - a. Drawing
  - b. Scribbling
  - c. Doodling
  - d. Abstract
  - e. Symbolic Drawing
  - f. Flat Style
  - g. Gesture Drawing
  - h. Contour Drawing
  - i. Negative and Positive Space
  - j. Perspective Drawing
  - k. Scale Drawing
  - l. Shading
  - m. Still Life Drawing

ii. Odd Years (2011-2012)

- Multicultural Art
  - a. Early Christian; Symbols of the church
  - b. African: Tribal Masks
  - c. European Grecian Urns
  - d. Art of India: Marionettes
  - e. Chinese Art: Egg Painting
  - f. Japanese Art: Origami
  - g. Australian Art: Aboriginal Dreamers
  - h. African – American Art: The Story Quilt

Grade 7-8 Art Education

a. Year 1

i. Focus – **Art History**

1. Limbourg Brothers
  - a. Manuscript Illumination
    - i. Color
    - ii. Variety
2. Leonardo da Vinci
  - a. 1 and 2 Point Perspective
    - i. Form
    - ii. Movement
3. Michelangelo
  - a. Sistine Chapel
    - i. Value
    - ii. Emphasis

4. Rembrandt
    - a. Celebrity Portraits
      - i. Line
      - ii. Proportion
  5. Seurat
    - a. Pointillism
      - i. Texture
      - ii. Unity
  6. Edvard Munch
    - a. Expressionist
      - i. Space
      - ii. Balance
  7. Georgia O'Keefe
    - a. Abstract
      - i. Shape
      - ii. Proportion
  8. Andy Warhol
    - a. Pop Art
      - i. Color
      - ii. Balance
      - iii. Rhythm
- ii. Focus – Seasons & Holidays
    1. Autumn
    2. Reformation Day
    3. Thanksgiving
    4. Christmas
    5. Winter
    6. Spring
    7. Summer
  - iii. Focus – Play/Musical
    1. Scenery
- b. Year 2
    - i. Focus – **Vocational Art**
      1. Graphic Art
        - a. Creating a Company Logo
      2. Package Design
      3. Product Design
      4. Fashion Design
        - a. Design a Specialty Line
      5. Interior Design
        - a. Design a Room
        - b. Complete a Design Board
      6. Architecture
        - a. Floor Plans
        - b. Build a Proportional Model
    - ii. Focus – Seasons & Holidays
      1. Autumn
      2. Reformation Day
      3. Thanksgiving
      4. Christmas
      5. Winter
      6. Spring
      7. Summer
    - iii. Focus – Play/Musical
      1. Scenery

## Curriculum Guide in Physical Education

An education of the total individual not only involves intellectual training, which we do in the regular academic subjects, but also physical training. Not only our thoughts and feelings, but also our motions and movements, depend a great deal upon the teaching and training we receive. The care and total development of the body is of vital importance to an individual if he or she is to function successfully as a child of God. Physical education therefore provides a program of developmental activities which contribute to physical, social, emotional, and intellectual growth of the child, and also helps to develop Christian character.

The physical education program allows the teacher to observe the child in action and guide the child in the care, and thinking. The teacher can guide the child in the care, coordination, and development of his/her body through vigorous, purposeful and enjoyable activities. The teacher can also lead the child to see that his/her body is a wonderful and complex gift of God, the temple of the Holy Spirit.

The child will learn to develop his/her talents and abilities, and participate in and choose those activities that are wholesome and useful to him/her in caring for and using his/her body effectively in a manner which pleases and gives glory to God. Physical education is therefore an important part of our school's curriculum. It helps the child to develop good Christian character as well as a strong, healthy body.

- I. Objectives
  - a. Allow the child to experience fun and have an opportunity to express himself or herself.
  - b. Offer the opportunity to enjoy a variety of good, wholesome activities and exercises.
  - c. Develop basic skills for better physical and mental ability.
  - d. Teach rules and strategies of various games along with proper use and care of facilities and equipment.
  - e. Allow the child to put into practice the Christian principles taught in the classroom.
  - f. Give the teacher an opportunity to get to know the child better.
  - g. Prepare the child for competition and service beyond the regular Phy Ed program.
- II. Scope and Sequence in Physical Education
  - a. Kindergarten - Text Used: Kindergarten Physical Education, written by Tracey Inniger  
Copies of scope and sequence are located in the school office.
    - i. Quarter 1
      1. General Games
      2. Circle Games
    - ii. Quarter 2
      1. Movement Activities
      2. Spatial Activities
      3. Walking Activities
      4. Running Activities
      5. Hopping Activities
      6. Kicking Activities
      7. Relays
      8. Kickball
    - iii. Quarter 3
      1. Parachute Activities
      2. Gymnastics and Tumbling
      3. Volleyball Skills
      4. Ball Skills
    - iv. Quarter 4
      1. Track Activities
      2. T-ball Skills
      3. Soccer Skills
  - b. Grades 1-8 – Grades 1-8 will follow the same format for “Skills for Life.” In Grades 3-8 the skills along with rules will be tested each unit.
    - i. Soccer
      1. Dribbling
      2. Passing
      3. Shooting
      4. Goalkeeping
      5. Offensive/defensive strategies

- ii. Basketball
  - 1. Dribbling
  - 2. Passing
  - 3. Shooting
- iii. Volleyball
  - 1. Bumping
  - 2. Setting
  - 3. Spiking
  - 4. Serving
  - 5. Officiating
- iv. Track & Field
  - 1. 50/100/200/400/800 meter run
  - 2. Relays
  - 3. Running/standing long jump
  - 4. Triple jump
  - 5. Shot put
- v. Softball
  - 1. Catching and throwing
  - 2. Fielding
  - 3. Batting
  - 4. Base running
- vi. Fitness for Life Components – will be stressed 1 time each month and recorded
  - 1. Shuttle Run
  - 2. Sit Ups
  - 3. Push Ups
  - 4. Pull Ups
  - 5. Endurance Run (1/2 mile to 1 mile in fall and spring)
- c. Grades 1-2
  - i. Odd Year
    - 1. Kickball
    - 2. Gymnastics
    - 3. Pyramid Building
  - ii. Even Year
    - 1. Kickball
    - 2. Parachutes
    - 3. Jump Ropes
    - 4. Obstacle Course
  - iii. Games– list of games to be used during odd or even years or both as time permits
    - 1. Germs
    - 2. Steal the Bacon
    - 3. Tag – Freeze, Animal, Beanbag, Blob, Bridge, Caboose, Circle
    - 4. Everyone’s It,
    - 5. Hula Hoop Steal
    - 6. Animal Mimic
    - 7. Spud
    - 8. Hot Ball
    - 9. Musical Chairs
    - 10. Bamboozle ‘Em
    - 11. Relay Races
    - 12. Crows and Cranes
    - 13. Getting warmer and colder
    - 14. Hill Drill
    - 15. Hopscotch
    - 16. Little Brown Bear
    - 17. Man from Mars
    - 18. Maypole
    - 19. Simon Says
    - 20. Number Exchange
    - 21. Red light, Green Light

- 22. Squirrels in the Trees
- 23. Who has the Treasure

d. Grades 3-4

i. Odd Year

- 1. Flag Football
- 2. Tae Bo
- 3. Badminton

ii. Even Year

- 1. Orienteering
- 2. Frisbees
- 3. Ultimate

iii. Games – list of games to be used during odd or even years or both as time permits

- 1. Kickball – use 12” ball, use 16” ball
- 2. Lightning Kickball – use 10 12” balls
- 3. Tug of war
- 4. Capture the Flag
- 5. Tag Games – ball tag, freeze tag
- 6. Scooter relays
- 7. Crab Soccer
- 8. No Rules Soccer
- 9. Lightning
- 10. Around the world
- 11. Bull in the Ring
- 12. Flickerball
- 13. Mat Ball
- 14. Pony Express
- 15. Silent Ball
- 16. Spud
- 17. Team Four Square

e. Grades 5-6

i. Even Years

- 1. Hockey
- 2. Dance
  - a. Waltz
  - b. Electric Slide

ii. Odd Years

- 1. Speedball
- 2. Scooter Soccer
- 3. Dance
  - a. Square Dance
  - b. Polka

iii. Games – list of games to be used during odd or even years or both as time permits

- 1. Bocce Frisbee
- 2. Team Bowling
- 3. Capture the Flag
- 4. Flicker Ball
- 5. Mat Ball
- 6. Pin Ball
- 7. Steal the beanbags
- 8. Cone ball
- 9. Running Game
- 10. Mission Impossible
- 11. Octopus

- f. Grades 7-8
  - i. Even Years
    - 1. Badminton
    - 2. Frisbee Golf
  - ii. Odd Years
    - 1. Team Handball
    - 2. Ultimate Frisbee
  - iii. Games – list of games to be used during odd or even years or both as time permits
    - 1. Toilet Flush Tag
    - 2. Heads & Tails Tag
    - 3. Octopus
    - 4. Medic
    - 5. Bocce Frisbee
    - 6. Frisbee Shuffleboard
    - 7. Team Bowling
    - 8. Capture the Flag
    - 9. Cardio Kickball
    - 10. Pipeline
    - 11. Pushup Leapfrog
    - 12. Fitness Poker
    - 13. Flip Flops
    - 14. Bumper Cars
    - 15. Give Me The Aspirin
    - 16. Flip Cup Relay
    - 17. Dynamite
    - 18. Team Towel Volleyball
    - 19. Tennis Ball Scramble
    - 20. 3-Ball

References for each sport or game

The Ultimate Sport Lead-Up Game Book, Copyright 2001 (Mr. H Copy)

The Ultimate Playground and Recess Game Book, Copyright 2001 (Mr. H Copy)

Sports and Recreational Activities, Copyright 1995 (Mr. H Copy)

\* Students will begin each class with exercises (leg stretches, arm stretches, sit ups, push ups, jumping jacks, runs)

\*\* Sports Overview, including rules, will be done the first class period of each new sport. The students will be tested on the overview and rules during the unit.

## Curriculum Guide in Music

God is the creator of all things. He has given us musical ability in varying degrees. This includes man's ability to sing, to produce musical instruments, compose musical works, and play musical instruments.

The human voice is a most precious gift of God and should be trained to sing praises and honor to the Lord:

Psalm 147:7--"Sing to the Lord with thanksgiving; sing praise upon the harp unto God."

Psalm 96:1 --"O sing to the Lord a new song: sing to the Lord all the earth."

A Christian will use their voice to sing of God's love, faithfulness, and of His marvelous works. Through their songs they can witness to others about God, proclaim the gospel, and impart other spiritual truths in order to edify one another. (Eph. 5:19 Col. 3:16)

Eph. 5:19--"Speak to one another with psalms, hymns, and spiritual songs. Sing and make music in you heart to the Lord."

Col. 3:16--"Let the word of Christ dwell in you richly as you teach and admonish one another with all wisdom and as you sing psalms, hymns, and spiritual songs with gratitude in you hearts to God."

The Bible also leaves no doubt that musical instruments played a significant role in the worship life of His people. The use of instruments to glorify God and lead the people in worship is evident.

Psalm 150:3-5: "Praise Him with the sounding of the trumpet, praise Him with the harp and lyre, praise Him with tambourine and dancing, praise Him with the strings and flute, praise Him with the clash of cymbal, praise Him with resounding symbols."

A training in instrumental music can lead a child of God to express the fear of the Lord which stirs inside his heart.

Music affords those who fear the Lord with a most excellent skill for magnifying their gracious God. Yet the ability to sing well or play well is not purely natural. It needs to be developed and improved with proper training. Therefore our music curriculum will strive to develop, improve, and train the vocal and instrumental abilities of the students so that they can employ their special gifts in the service of the Lord.

- I. Objectives
  - a. Students will realize that music is a gift of God and can be used to praise and glorify Him.
  - b. Students will realize that music can assist in preaching and teaching God's Word and can enrich worship life.
  - c. Students will realize that music can be enriching, rewarding and satisfying and bring enjoyment into the home, school, church, and community throughout ones life.
  - d. Students will become familiar with the heritage and traditions of Lutheran worship music.
  - e. Students will learn a basic repertoire of religious and nonreligious songs.
  - f. Students will have an opportunity to properly develop the singing voice.
  - g. Students will become aware of the basic music concepts.
  - h. Students will be given the opportunity to become expressive and creative with music.
  - i. Students will be taught to read simple vocal and instrumental music.
  - j. Students will learn to respect other musical preferences and performances and become active and perceptive listeners.
  - k. Students will learn to recognize famous composers and some of their music.
  - l. Students will be acquainted with various instruments.
- II. Scope and Sequence in Music
  - a. Kindergarten
  - b. Grades 1-2 Spotlight on Music – Grade 2, Copyright 2005. Copies of scope and sequence are located in the school office
  - c. Grades 3-4
    - i. Spotlight On Music McMillan McGraw Hill – Grade 3 copyright 2005. Copies of Scope and Sequence are located in the school office.
      1. Even Years
        - a. Spotlight on Concepts Units 1-6
        - b. Spotlight on Performance Themes 1-5
        - c. Spotlight on Celebrations
      2. Odd Years
        - a. Spotlight on Concepts Units 1-6

- b. Spotlight on Music Reading Units 1-6
- c. Spotlight on Celebrations
- d. Grades 5-6
  - i. Spotlight On Music – Grade 4, Copyright 2005. Copies of scope and sequence are located in the school office.
  - ii. Recorders – Christian Worship, Yamaha Recorder Student, Spotlight On Music Recorder Book
    - 1. Excellent Recorder Adventure by MC Handel
    - 2. Introducing BAG by Don Muro
    - 3. Easy 8 by Don Muro
    - 4. Favorite Folksongs by Craig Cassils
- e. Grades 7-8
  - i. Spotlight On Music – Grade 5, Copyright 2005. Copies of scope and sequence are located in the school office.
  - ii. “Meet the Great Composers” Book 1 and 2 Henson and Montgomery
  - iii. “Accent on Composers” Althouse and O’Reilly
  - iv. “Let’s Meet Famous Composers” Hinghorn, Badmen, Louis-Spicer
  - v. Chimes
- f. General Singing Grades 1-8
  - i. LAPPY, NPH Series
  - ii. Get America Singing Again
  - iii. Golden Song Book
  - iv. Other children’s tapes and songbooks along with CD’s