

COVENTRY CHRISTIAN SCHOOLS CURRICULUM GUIDE

Coventry Christian School's Philosophy of Education

“Educating for Life.” Coventry Christian School’s motto, simply and succinctly embodies our philosophy of education. We strive to train our students in the wisdom and knowledge of God and his Word, while demonstrating how this permeates every facet of their daily learning-- from math to science, from English to art, from PE to social activities. We believe that education should prepare students for life today, tomorrow, and eternity.

Education must begin with the conviction that each student is made in the image of God and has an eternal soul God loved enough to send his Son to save. Each student is invaluable. Such a conviction permeates instruction, classroom management, discipline, and communication with parents.

Education is a failure if it does not instill in students a fear of the Lord. Solomon said that “the fear of the Lord is the beginning of knowledge.” The fear of the Lord is the foundation of education for both teacher and student. True education that leads to wisdom cannot be assessed by written tests and evaluations. Evidence of such an education can only be seen in the life and deeds of the student. The highest order of thought is expressed in the actions of the student. This is the goal of education.

In instruction, curriculum writing, discipline, social interaction--in all that is done to educate students, the teacher must strive to bring glory to God and do it all in the name of Jesus, trusting that God blesses such efforts. Such an approach keeps each educator accountable to a higher power and ensures that solid educational principles provided by God drive his or her efforts.

Because any thought that sets itself against the knowledge of God is folly and promotes futile thinking, students must be trained to think critically, using discernment, evaluating all knowledge in all fields of education and life in the light of God’s Word.

In addition, students need teachers who are authentic and live their faith in and out of the classroom. Students must see a passion for God and for learning in the teacher so that they will be more likely to share the same passions themselves.

In addition to learning by example, students learn best when the subjects they are taught are not isolated from their existence. This is why Christ taught by parable, and why it is imperative that children learn their subjects in context.

Understanding that God, the Creator of each student, has endowed them with different talents, abilities, and interests, educators are obligated to nurture those God-given qualities, meeting the needs of each student, treating everyone as an individual. Just as Christ met people where they were to teach them, teachers must do the same for their students.

A school guided by these philosophical tenets will provide a superior education that meets the needs of all students, educating them for “life to the full”--“the life that is truly life.”

Ephesians 4:11-13, Genesis 1:27, Colossians 3:17, 2 Corinthians 10:5, Ecclesiastes 12:13, Proverbs 1:7, Matthew 5:19, James 3:13, 1 Timothy 6:19, John 10:10

Coventry Christian School's Mission Statement

Coventry Christian Schools exists to serve young people in their pursuit of spiritual, academic, social, and physical growth and development by instilling in each student an awareness of God, knowledge of his inspired Word (The Bible), and a conviction of purpose for his life, by laying an educational foundation of skills necessary for lifelong learning, by building a positive self-image, respect for others, and a sense of civic duty, and by encouraging physical fitness and healthy lifestyle choices.

Bible Curriculum

Philosophy for Teaching Biblical Studies

At Coventry Christian Schools, we believe that Bible classes should be taught in an academically challenging program designed to encourage mastery of the content of God's inspired word to humanity, competence in communicating God's message to others, and thoughtful application of biblical precepts to contemporary life. Because through biblical studies our students can attain the knowledge which is able to make them wise for salvation through faith in Christ Jesus and to thoroughly equip them for every good work (1 Timothy 3:15-17), we believe there is no academic discipline more worthy of diligent study than the understanding of the sacred literature contained in the Old and New Testaments.

Mission Statement for Biblical Studies

The mission of the Bible curriculum at Coventry Christian Schools is for every student to come to faith in Christ Jesus, to demonstrate that faith through the deeds of his or her life, and to lead others to faith in Him. It is our aim to thoroughly equip our students for this purpose through the study of God's inspired word, the Bible. We are driven to mentor our students as they grow in the Spirit of God as Jesus' disciples, helping them to produce an abundance of the fruit of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. These will be the evidence of a successful Bible curriculum.

Goals and Indicators

- I. Students will develop a personal faith in Christ Jesus.
 - A. Students will believe in God.
 - B. Students will recognize sin in their lives and accept Jesus as their savior.
 - C. Students will practice the spiritual disciplines of prayer and devotional reading of scripture.
 - D. Students will participate as integral members of the Lord's body, his church.

- II. Students will demonstrate the skills and basic knowledge necessary for thorough study of the Bible.
 - A. Students will believe that they can understand God's will for them as expressed in the Bible.
 - B. Students will demonstrate accurate interpretation of scripture utilizing familiarity with biblical context and biblical genres and study aids such as concordances, cross references, commentaries, maps, etc.
 - C. Students will apply basic principles of biblical interpretation to determine both original

intent and modern application of the original principles communicated in scripture.

III. Students will effectively explain and defend their faith to others.

- A. Students will develop core convictions of the Christian faith based upon biblical authority.
- B. Students will effectively teach and share God's will with those who do not yet belong to Him.
- C. Students will demonstrate familiarity with philosophical objections to Christianity and effectively answer those objections.
- D. Students will minister to others by offering comfort, guidance, and rebuke from scripture.
- E. Students will memorize scripture to aid them in teaching and encouraging others.

IV. Students will demonstrate God's wisdom in their personal choices.

- A. Student will conduct themselves as Christ in their relationships with others.
- B. Students will demonstrate trust in God in their stewardship of the resources and talents he gives them.
- C. Students will wait upon the Lord, persevering in God's will when easier choices present themselves.
- D. Students will memorize scripture, recalling it when needed to make Godly choices.

V. Students will exercise discernment in recognizing and refuting religious messages and world views that are in conflict with God's will.

- A. Students will recognize, refute, and reject false religions.
- B. Students will recognize, refute, and reject worldly messages.
 - C. Students will recognize, refute, and reject distortions of scripture and false teachings regarding scripture.

VI. Students will demonstrate their faith by a life of service to others.

- A. Students will use their talents to serve others.
- B. Students will use their time to serve others.
- C. Students will use their material resources to serve others.

Language Arts Curriculum

Philosophy for Teaching Language Arts

Language was created by God to glorify Him. Consequently, we must exhibit both gratitude and reverence for its power and an active desire to master its uses. God has always used language to communicate his will and person to man and expects his people to use language to glorify Him and to lead others to a rich relationship with Him. Language holds the power for influencing others and reflecting and shaping ideas and meaning. Literacy, the ability to communicate with a language, opens doors of opportunity for self-expression, learning, preservation of knowledge, and developing both personal and professional relationships.

From literature, students are able to gain an understanding of the providence of God and the expression of his will through his Word just as the author of any work has the power to direct the steps of his characters or to craft the expression of his thoughts through the written word to accomplish his will for his creation.

Literature can serve as a step to self-knowledge as the reader identifies with a character or author. Literary characters can be mirrors that show us ourselves. Authors can express thoughts that we are often unable to articulate or to get our minds around. These unique roles of literature contribute to our understanding of self, and self-knowledge—recognizing who we are in relation to God and his will—is subsequently an essential step to establishing a relationship with God.

Language holds tremendous power, disproportionate to the size of one's tongue or the thickness of one page or volume, to accomplish both good or evil. It must be used with great respect for its power. Whether spoken or written, language must be used to build others up, according to their needs, so that it benefits those who listen or read.

Mission Statement for Teaching Language Arts

Coventry Christian Schools' language arts curriculum is designed to equip students with the necessary tools for a lifetime of learning and effective communication. The curriculum uses instruction in phonics, critical reading skills, spelling, grammar, mechanics, usage, composition, and literary analysis to produce productive readers, effective writers, adept oral communicators, skilled listeners, and independent, eager learners. It is our aim that the realization of these goals will lead students to find fulfillment in the joy of understanding and being understood, will encourage students to be active participants in the human experience, and will equip students to understand God's will as revealed in the Bible and to communicate that will to the world.

Language Arts Goals and Indicators

I. Students will understand God's will as revealed in the Bible and communicate that will to the world.

- A. Students will establish and nurture a right relationship with God.
- B. Students will assess the validity of ideas in light of God's will.
- C. Students' writing and speech will glorify God.

II. Students will comprehend and respond to the written word.

- A. Students will successfully decode words according to the rules of phonics.
- B. Students will decipher the main idea from a text.
- C. Students will analyze texts to enhance understanding.
- D. Students will synthesize various texts to create meaning and develop understanding.
- E. Students will critique the value and validity of various texts.

III. Students will communicate their own thoughts and ideas effectively and accurately using the written word.

- A. Students will neatly and accurately write the letters of the English alphabet.
- B. Students will use correct spelling in written communication.
- C. Students will demonstrate proficiency in English mechanics, usage, and punctuation.
- D. Students will utilize the writing process as a second nature methodology.
- E. Students will be able to adjust writing style and format to various purposes and audiences.

IV. Students will be able to locate information necessary both for communicating effectively and for understanding texts.

- A. Students will utilize library resources.
- B. Students will utilize computerized resources.
- C. Students will utilize reference books.

V. Students will effectively transmit ideas through oral communication.

- A. Students will empower others to accomplish goals through oral instruction.
- B. Students will effectively make oral presentations to an audience.
- C. Students will demonstrate proficiency in conversational skills.

VI. Students will accurately understand the oral communication of others.

- A. Students will accomplish goals as a result of following directions.
- B. Students will utilize listening skills and manners required of an audience member.
- C. Students will demonstrate proficiency in conversational skills.

VII. Students will have a deep and broad understanding of the human experience as expressed in a diverse selection of quality literature.

- A. Students will recognize and appreciate the various genres and forms of literature.
- B. Students will recognize, interpret, and appreciate creative literary tools such as symbols,

metaphors, poetic devices, etc.

C. Students will understand the role that literature has played in influencing and communicating history.

D. Students will accurately determine and express the fundamental elements of works of literature such as theme, plot, setting, tone, purpose, characterization, etc.

E. Students will interpret and explicate works of literature in their historical and cultural context.

F. Students will critique the value of specific works to world literature through essay, discussion, and oral presentation.

Mathematics Curriculum

Philosophy for Teaching Mathematics

No one can fathom the mysteries of God and his creation, but mankind has spent millennia trying. In that quest, mathematics was developed as an attempt to explain the complexity and order that provide us with only a glimpse of the mysteries of God. Mathematics provides us with a universal language for discovering, understanding, and communicating natural law. As stewards of God's creation and of the talents he has given us and as God's image-bearers, we can use mathematics as a tool for understanding, manipulating and caring for God's creation, and for problem-solving and inventing in the service of humanity, and ultimately God.

Mission Statement for Teaching Mathematics

The mission of the Coventry Christian Schools mathematics curriculum is to lead students to a greater reverence for God our Creator and to equip students to serve God at home, in the church, at work, and in the community through their mastery of computing, problem solving, logic, and mathematical reasoning.

Goals and Indicators

- I. Students will revere God as the creator of our incomprehensible universe.
 - A. Students will recognize God's brilliant design in natural law.
 - B. Students will utilize mathematics for God's purposes, bringing glory to Him.

- II. Students will identify and perform operations with numbers, number systems and number relationships.
 - A. Students will identify and perform operations with different types of numbers (e.g., whole, prime, irrational, complex).
 - B. Students will identify, manipulate, and calculate equivalent forms (e.g., fractions, decimals, percentiles).

- III. Students will practice estimation and computation.
 - A. Students will perform basic functions (+, -, $\frac{\square}{\square}$, $\frac{\square}{\square}$).
 - B. Students will determine reasonableness of answers.

- IV. Students will utilize measurement and estimation.
 - A. Students will identify and practice types of measurement (e.g., length, time).
 - B. Students will utilize tools of measurement and properly use and convert units of measurement.

- V. Students will practice mathematical reasoning.
 - A. Students will utilize inductive and deductive reasoning.

- VI. Students will utilize mathematical problem solving.
 - A. Students will identify and implement problem solving strategies.
 - B. Students will be able to represent problems in different ways and solve problems given varying information.
 - C. Students will be able to interpret results of problem-solving.

- VII. Students will make calculations and interpretations using statistics and provided data.
 - A. Students will collect, report, and interpret data (e.g., charts, graphs).
 - B. Students will statistically analyze data.

- VIII. Students will use laws of probability to make predictions.
 - A. Students will determine the validity of data.
 - B. Students will calculate probability to make predictions.

- IX. Students will apply algebraic concepts and perform algebraic functions.
 - A. Students will manipulate and solve equations.
 - B. Students will analyze patterns and perform functions.

- X. Students will apply geometric concepts to problems.
 - A. Students will identify shapes and their properties.
 - B. Students will use geometric principles to solve problems.

- XI. Students will apply trigonometric principles to problems.
 - A. Students will use right angles to solve problems.
 - B. Students will measure and compute with triangles.
 - C. Students will use graphing calculators to graph trigonometric functions.

- XII. Students will use calculus in advanced calculations, analyses, and problem solving.
 - B. Students will graph rates of change.
 - C. Students will analyze infinitely continuing patterns.

Science Curriculum

Philosophy for Science

*“For since the creation of the world God’s invisible qualities—his eternal power and divine nature—have been clearly seen, being understood from what has been made, so that men are without excuse.”
—Romans 1:20*

To practice science is to look into the eternal power and divine nature of God. It is to view and appreciate the creative power of God. All creation, whether man’s or God’s, begins with a vision in the mind of the creator. Science endeavors to study the mind of God. The purpose of science must be to discover the creator behind the creation. Since Adam, curiosity and a desire to understand the natural world around us, have driven us to practice science. Beginning with Adam, every man has attempted to name, classify, intellectually contain—and even control the unfathomable, vast creation that surrounds us—that is us. There has never been a world without science. It is vital to the Christian because it validates his faith, reveals God’s creativity, power, artistry, and divine nature. Consequently, the knowledge man gains from science often strengthens belief in God and evokes praise for Him. It is vital to the human experience because it provides answers to questions about the physical world of human experience and can drastically improve the quality of man’s biological experience.

Christians must look upon science with excitement, must even embrace it because it is the opportunity to discover more about God’s mind and is a catalyst for faith-building discoveries. The great accomplishments of science that have improved our human experience produce awe for perhaps the most wonderful of God’s creations, the human mind. Christians must therefore use science to point the world to its creator, Jehovah God. They must see it as a tool for better service to others. Medicine, engineering, custodial work, auto mechanics, cooking, laundering—virtually any service man can offer his fellow men has been blessed with more effectiveness and efficiency because of science. We must serve others even more diligently as technology improves our ability to do so.

With all of that said, Christians must realize that science, because it is a creation of mankind, is limited. For all of our scientific prowess, we cannot create more life. We cannot control nature. On the contrary, throughout history, God has used nature and commanded nature to fulfill his will. From the flood of Noah’s time, to the plagues in Egypt, to the miracles of Christ and his calming of the storm, and most importantly and powerfully, in the resurrection of Christ, God has illustrated that creation comes from Him and obeys Him. Mankind will never be able to claim that.

The Gospel of Jesus Christ calls us to spiritual realities and calls us to focus not on the creation, but on the unseen world. Unfortunately, much of mankind has made science its savior. The death, burial, and resurrection of Christ demonstrate that eternal life, the cure for all of man’s physical and spiritual ills, are found in Christ. The spiritual battle is won by Christians. In other words, the Christian overcomes the natural order of things—death and decay—through faith in the Creator—not in any part of His creation. Science should help us to appreciate this even more.

Mission Statement for Science

The Coventry Christian Schools science curriculum is designed to empower students to objectively study and understand the universe God created for them, and consequently to know more of the mind of God. It seeks to enable students to solve problems and answer questions by

logical systems of discovery. Students will view science as a study of God and His creation, thinking independently and critically as they investigate and explore their world. In addition, the science curriculum aims to inspire and equip students to use the scientific method to improve the human experience for their fellow man by utilizing more powerfully God's gifts in His creation. The biology component is designed to train students to respect and care for all life as God's handiwork. The chemistry component will help students to understand the building blocks of matter and to manipulate them to benefit humanity. The physics component was created to demonstrate to students God's wisdom in the laws and order of our physical surroundings. The earth and space component seeks to give students a physical context for their experience and an understanding of the forces at work in both distant places and in their backyards, instilling in them a reverence for the finite, vulnerable nature of their existence, so that they may better appreciate the powerful truth that God, as great as He is, and as vast as His creation is, is concerned with, loves, and gives Himself for each of them.

Science Goals and Indicators

I. Students will believe in God as the creator, engineer, and ruler of the universe.

Indicators:

- A. Students will recognize the complex design of the world that points to a creator.
- B. Students will identify the ways in which God's hand is active in the physical world.
- C. Students will know how to have a right relationship with God the creator.

II. Students will deeply respect life as God's masterpiece, possessing the qualities of good stewards of the earth and its inhabitants.

Indicators:

- A. Students will practice conservation habits at school, in their community, and at home.
- B. Students will practice recycling at school, in their community, and at home.
- C. Students will implement healthy habits in their lives.
- D. Students will thank God for his benevolent goodness to us through his creation.

III. Students will be able to systematically solve problems using logic and critical thinking.

Indicators:

- A. Students will apply the scientific method to solve problems.
- B. Students will make use of deductive reasoning.

- C. Students will utilize modern tools of measurement.
- D. Students will analyze tables, charts, graphs, and devise their own.
- E. Students will revere God for his infinite wisdom and creativity.

IV. Students will master knowledge of classification, structure, function, and behavior of living things.

Indicators:

- A. Students will appreciate the diversity of life God has created for our enjoyment and sustenance.
- B. Students will classify species into their taxonomic categories.
- C. Students will identify the anatomical and physiological differences between the different kingdoms of life.
- D. Students will master the anatomy and physiology of their own bodies.
- E. Students will recognize the superiority of humans as the only species created in the image of God.
- F. Students will revere God for his infinite wisdom and creativity.

V. Students will understand the chemical laws and processes established by God that drive the systems of God's creation.

Indicators:

- A. Students will classify the elements that are the building blocks of God's creation.
- B. Students will recognize the general properties of matter.
- C. Students will analyze physical and chemical changes in matter and their causes.
- D. Students will identify the mixing, bonding, and reacting of the elements as the fundamental processes behind their physical experiences.
- E. Students will explore ways that they can use knowledge of chemical laws and elements to improve life for fellow man.
- F. Students will revere God for his infinite wisdom and creativity.

VI. Students will be aware of the greater context for our individual experiences.

Indicators:

A. Students will identify the systems and components of universe, including stars, galaxies, and our solar system.

B. Students will appreciate the unique characteristics of Earth, including its atmosphere, waters, lands, and interior.

C. Students will identify the dynamic qualities of Earth and how its continuing change and development are affected and sometimes created by mankind.

D. Students will recognize the forces that create the weather and climates of Earth.

E. Students will revere God for his infinite wisdom and creativity.

VII. Students will appreciate God's wisdom as manifested in the physical laws and order of the universe.

Indicators:

A. Students will recognize the powerful forces designed by God that govern his creation.

B. Students will recognize and implement the laws of work, power, and simple machines.

C. Students will identify the different forms that energy takes and how it changes.

D. Students will grasp how we may harness energy in its different forms to improve our lives.

E. Students will discover the unseen forces that impact our lives in the form of waves.

F. Students will revere God for his infinite wisdom and creativity.

Social Studies Curriculum

Philosophy for Teaching Social Studies

“Therefore, since we are surrounded by such a great cloud of witnesses, let us throw off everything that hinders and the sin that so easily entangles, and let us run with perseverance the race marked out for us.” –Hebrews 12:1

Faith is increased by the studying the legacy of those who have gone before us in the faith. Furthermore they are the witnesses of our performance in the race of life. We learn from both their victories and defeats as they serve as our trainers and mentors for “the race marked out for us.” The spiritual principle inspired by the Holy Spirit gives the most profound meaning to the study of history and is relevant not only to the study of Biblical history, but must also be the driving force in the way we approach all history because it is God’s purpose for the study of history. For the history books have been molded by people’s decisions driven by faith or the lack of it.

Perhaps more importantly, as God revealed to us through his prophets, the hand of God is witnessed in history.

Our Lord Jesus Christ instituted the Lord’ Supper to be observed weekly because he knew the importance of remembering.

The need for salvation is demonstrated through history as man’s fallenness is consistently accentuated by his cruelty to his fellow man. The study of world cultures provides a tool for understanding the lost and provides an avenue through which Christians may win as many as possible. The apostle Paul employed his knowledge of the Greek culture to persuade the citizens of Athens. We believe that God would have us study world cultures so that we might be effective in meeting people where they are and in using even their own cultures to reach them for Christ.

The nature of God is revealed in history from the story of his creation to his character revealed through his commands for Adam, the Mosaic law, and the New Covenant to his relationship with the kingdoms of this earth like Israel, Sodom and Gomorrah, and Rome. His justice, mercy, and order are strong influences on the laws of nations the world over.

The tenets mentioned above demand that man glorify God through the teaching of, study of, and reactions to history and culture. We must not blindly ignore the past and thus fail to run the race well. We must remember. We must influence culture for Christ, use culture for Christ, and sometimes defy culture for Christ. We must serve others and provide Godly leadership and direction by fulfilling our civic duties, including voting, and must, consequently, be knowledgeable about our system of government. We are history in the making. God wants to powerfully use us to be His hand in the history made today.

Mission Statement for Social Studies

The Coventry Christian Schools social studies curriculum seeks to enable students to see God as the provident hand in history and to use historical object lessons for our faith upon which to make wise decisions that will shape history for God’s purposes. The anthropology and archaeology components are designed to promote cultural understanding and to help students to evaluate cultures in light of God’s will so that they may better love, serve, and reach others with Christ. The geography component endeavors to give students a context for both Biblical and secular history for the reinforcement of the reality of the past and evidence for their faith. The

study of civics and government is designed to convict students of their responsibility for their own community's well-being and to inspire them to use their voice to promote God's kingdom in their own earthly kingdom.

Social Studies Goals and Indicators

I. Students will recognize God as the provident hand in history, growing in belief in Him as the creator, engineer, and ruler of the universe.

Indicators:

- A. Students will describe events in the lives of ancient people and nations in which God intervened according to the Bible.
- B. Students will identify passages from the Bible that reveal God's providence in the lives of people and nations today.
- C. Students will identify prophecies in the Bible that have been fulfilled in history.

II. Students will practice acts of selfless service in both their micro and macro cultures.

Indicators:

- A. Students will identify the value of different types of service rendered via various occupations.
- B. Students will identify and appreciate the contributions of men and women who have served others through their sacrificial efforts both professionally and personally.
- C. Students will recognize historical figures who have been used by God in service to others because of their convictions and faith in Him.

III. Students will understand American and world cultures and evaluate them in light of God's will so that they may better love and reach others with Christ.

Indicators:

- A. Students will understand the purposes and origins of traditions and holidays of America and the world.
- B. Students will characterize the fundamentals of various world religions, comparing and contrasting them to Christianity.
- C. Students will describe sociological characteristics of different peoples, comparing and contrasting them to their own culture.

D. Students will show sensitivity to the needs, problems, and aspirations of others.

IV. Students will recognize the impact that geographical context has upon the peoples of the earth.

Indicators:

A. Students will identify and utilize different kinds of maps.

B. Students will identify and characterize landforms and bodies of water and their influence on culture, society, and history.

C. Students will identify natural resources unique to different regions of the world and their influence on culture, society, and history.

D. Students will identify climatic characteristics unique to different regions of the world and their influence on culture, society, and history.

V. Students will have a working understanding of different systems of government and will be productive participants and exemplary citizens in their own communities.

Indicators:

A. Students will know the laws of the land and their responsibility to adhere to them.

B. Students will evaluate different systems of government.

C. Students will identify roles of citizens in a democracy step into those roles as they mature.

D. Students will understand the role of service in their community and government.

E. Students will explain the constitutional foundation and operation of the United States' branches of government.

F. Students will compare and contrast various economic systems and the effects that different systems of government have upon them.

G. Students will recognize and appreciate that the Christian worldview was the driving force in the founding of America and its government.

VI. Students will use historical object lessons from Pennsylvania, America, and the world to make wise decisions that will shape the future for God's purposes.

Indicators:

- A. Students will identify individual and corporate leaders in exploration and settlement of Pennsylvania, America, and the world.
- B. Students will analyze causes and effects of human conflict, evaluating methods of effective conflict resolution.
- C. Students will identify great human inventors and inventions and the qualities that made them successful, appreciating the impact their inventions have made upon the world.
- D. Students will analyze the qualities of successful leaders, both good and evil, and their motivations for leadership.
- E. Students will compare and contrast different religious movements—their leaders, objectives, inspirations and influence on history.
- F. Students will compare and contrast different artistic movements—literary, musical, and visually aesthetic—, their context, leaders, and historical influences.
- G. Students will recognize and appreciate the positive and negative contributions of individuals to the complete human experience.

VII. Students will create and interpret graphs, tables, and charts that facilitate efficient communication of facts and findings pertinent to social studies.

Indicators:

- A. Students will create graphs, tables, and charts to visually communicate facts gathered from prose.
- B. Students will interpret graphic organizers and draw conclusions based upon their interpretations.

VIII. Students will apply an understanding of social dynamics in America and around the world to improving the quality of life for others and themselves.

Indicators:

- A. Students will recognize the family as the basic social unit instituted by God and the principles given by God for developing healthy families.
- B. Students will recognize the value of each individual in a society and the interdependence of citizens of the world.
- C. Students will identify the symptoms, causes, effects, and remedies for social problems in America and the world.

D. Students will explain many of the social dynamics that make cultural and interpersonal relationships so complex.

Technology Curriculum

Philosophy for Technology Education

Mankind's technological innovations are a testament to the truth that he is made in God's image. Mankind's unparalleled creative potential and intellect set him apart from all other life God has created. As we continue to invent new, more sophisticated technology, we ought to be humbled by the realization that we have yet to create and will never create anything as complex as life and the very stuff of Earth. We ought to be brought to our knees in praise of our Creator's awesome power.

We view technology, aside from being a testament to God's power and intellect and his special relationship with man, as a tool to accomplish God's will in our lives. Believing that technology provides unlimited possibilities for enhanced communication with our world, efficiency in our work, education, and service to others, we should teach our students the knowledge and skills necessary to reach new heights in these endeavors to the glory of God.

Mission Statement for Technology Education

The mission of Coventry Christian Schools' technology curriculum is to glorify God in developing in students the knowledge and skills necessary for full utilization of technology as a tool to enhance learning, aid in research, communicate with their world, and increase efficiency in personal, educational, and professional endeavors. Such knowledge and skills will include computer science, personal computer applications, and Internet and networking applications. Because of our desire for our students to utilize technology to glorify God in their lives, students will be taught to practice ethical and moral judgment in their use of technology. If our mission for our technology curriculum is realized, our students will have increased opportunities to share their faith, to develop their God-given gifts for glorifying Him through education and career advancement, and to provide better service to their community and world.

Goals and Indicators

- I. Students will glorify God through their use of technology.
 - A. Students will use sound moral judgement in their use of technology by honoring the work of others through properly citing sources and by paying for licenses to use copyrighted media.
 - B. Students will avoid websites that are not consistent with God's will for their lives.
 - C. Students will utilize Bible study and research tools available through the Internet.
 - D. Students will utilize enhanced communication provided by technology to encourage others in the faith and to share the Gospel with the lost.
 - E. Students will utilize technology to serve others to the glory of God.

- II. Students will utilize software to achieve higher effectiveness and efficiency in educational,

professional, spiritual and personal endeavors.

- A. Students will utilize software across the curriculum to enhance learning in all disciplines.
- B. Students will demonstrate competency in keyboarding.
- C. Students will demonstrate mastery of advanced features of word processing software (MS Word).
- D. Students will demonstrate mastery of the most commonly used features of spreadsheet software (MS Excel).
- E. Students will demonstrate mastery of the most commonly used features of presentations software (MS PowerPoint).
- F. Students will demonstrate basic knowledge of database software applications (MS Access).
- G. Students will demonstrate basic proficiency in designing and developing web pages.
- H. Students will demonstrate mastery of using and navigating an operating system (MS Windows).

III. Students will utilize the Internet and networking to achieve higher effectiveness and efficiency in educational, professional, spiritual, and personal endeavors.

- A. Students will utilize the Internet across the curriculum to enhance learning in all disciplines.
- B. Students will identify dangerous Internet practices and demonstrate safe Internet practices.
- C. Students will utilize a web browser to efficiently navigate the Internet.
- D. Students will utilize search engines and search skills to efficiently locate desired information.
- E. Students will utilize email to improve communication for educational, personal, professional, and spiritual purposes.
- F. Students will utilize basic networking knowledge and skills to enhance software and data backup, communication, and sharing of resources.

IV. Students will demonstrate discernment as consumers of technology.

- A. Students will utilize knowledge of computer science to make wise decisions as consumers of personal computers.
- B. Students will utilize knowledge of computer science to make wise decisions as consumers of computer hardware accessories.
- C. Students will utilize knowledge of computer software to make wise software purchases.

V. Students will demonstrate good stewardship of technological resources.

- A. Students will demonstrate responsible use of hardware, software, and accessories.

- B. Students will perform routine maintenance on their computer technology.
- C. Students will utilize software such as virus prevention software and other preventative measures to protect their computer's resources and their privacy.

VI. Students will demonstrate a knowledge of the history and potential future of technology.

- A. Students will recall the history of the development of current technology.
- B. Students will identify new and upcoming advancements in technology.

Art Curriculum

Philosophy for Teaching Art

The creative spirit of mankind is testimony to the truth that we are made in the image of God. No other living thing imitates God as creator, indeed as artist. The act of creating can often lead to meditation on and appreciation of God's awesome creative powers. Art often expresses admiration for God's creation, bringing glory to Him. Just as God expressed himself through his handiwork, so mankind expresses himself through his art. The Christian artist can use his art to praise God, to bring glory to him, and to communicate God's love in a medium that can evoke Godly emotions, but mankind also uses art to express the otherwise inexpressible depths of his soul. Consequently, studying others' artwork can help the believer better understand the people, cultures, and worldviews of those in the mission field.

Mission Statement for Teaching Art

The mission of the Coventry Christian Schools art curriculum is to help students to meditate on the glory of God's creation and to express themselves to the glory of God by developing and practicing artistic skills in various media while also instilling in them an appreciation for and interest in people of all times, places as they express themselves through their art.

Goals and Indicators

- I. Students will use artistic expressions using varied media to glorify God.
 - A. Students will appreciate artistic expression as an imitation of their creator.
 - B. Students will revere God for his creative powers.
 - C. Students will worship God by producing art that glorifies him.

- II. Students will identify the elements and principles of art.

- III. Students will recall vocabulary specific to varied art forms.

- IV. Students will identify the increasing roles of technology in art utilize technology to enhance their own creations.

- V. Students will practice skills necessary for excelling in varied art media.
 - A. Students will develop painting skills.
 - B. Students will develop drawing skills.
 - C. Students will develop drafting skills.
 - D. Students will develop sculpting skills.
 - E. Students will develop graphic design skills.
 - F. Students will develop skills in various folk arts and crafts.

- VI. Students will interpret works in their historical and cultural contexts.
 - A. Students will identify the historic context of works of art and the impact that that

context had on those works.

B. Students will identify the cultural and philosophical context of works of art and the impact that that context had on those works.

C. Students will recall vocabulary specific to various contexts, movements, and traditions.

D. Students will identify various genres of art and their historical, cultural, and/or geographic context.

VII. Students will develop critical responses to specific works of art.

A. Students will apply critical processes.

B. Students will classify works of art.

C. Students will recognize and utilize appropriate vocabulary for criticism.

D. Students will practice various types of analyses and comparisons.

VIII. Students will provide and analyze aesthetic responses to works of art.

A. Students will evaluate an individual's philosophical statement on a work of art and its relationship to one's own life based on knowledge and experience.

B. Students will describe and analyze the effects that works of art have on groups, individuals and the culture.

C. Compare and contrast the attributes of various audiences' cultures or worldviews as they influence individual aesthetic response.

D. Analyze and interpret a philosophical position identified in a work of the art.

Music Curriculum

Philosophy for Teaching Music

Music is a gift from God—a gift that he commands and exhorts to use to praise him and to teach and encourage each other. Music holds the power to connect the intellect with the emotions, often stirring within the human heart the spirit of the words being sung, helping the believer to worship God in spirit and in truth. It is this mind-spirit connection that makes song a powerful teaching tool, educating and encouraging the believer to be faithful to God. Man possesses God’s creative nature, which he has woven into our being so that we can create for him the worshipful and prayerful expressions that he desires from us, but the gift of music can also be used for destructive purposes, creating and reinforcing in us evil desires and thoughts that God hates. We are to be faithful stewards of his gift. God has given the believer a new song, and we are to sing it.

Mission Statement for Teaching Music

The mission of the Coventry Christian Schools music curriculum is to help students to praise and glorify God and to teach and encourage each other by developing and practicing musical skills and expression. Critical listening and analysis of various genres of musical expression will help students to appreciate or evaluate the varied cultures, ideas, and worldviews that are so uniquely communicated in music. This discerning approach to music appreciation will open doors to understanding where others come from and will offer new styles, theories, and skills that may aid them in their own musical creations and expressions as they strive to serve God with the gift of music.

Goals and Indicators

- I. Students will use music to glorify God.
 - A. Students will appreciate musical creativity as an imitation of their creator.
 - B. Students will revere God for his creative powers.
 - C. Students will worship God by producing music that glorifies him.
 - D. Students will utilize song to teach and encourage others.

- II. Students will identify the elements and principles of music.

- III. Students will recall vocabulary specific to varied forms of music.

- IV. Students will identify the increasing roles of technology in music and utilize technology to enhance their own creations.

- V. Students will practice skills necessary for excelling in various musical pursuits.
 - A. Students will develop singing skills and techniques.
 - B. Students will read music for the purpose of singing, playing, or learning new songs.
 - C. Students will write music using their knowledge of music theory and notation.
 - D. Some students will practice the fundamentals of playing an instrument.

- VI. Students will interpret works in their historical and cultural contexts.
 - A. Students will identify the historic context of musical works and the impact that that context had on those works.
 - B. Students will identify the cultural and philosophical context of musical works and the impact that that context had on those works.
 - C. Students will recall vocabulary specific to various contexts, movements, and traditions.
 - D. Students will identify various genres of music and their historical, cultural, and/or geographic context.

- VII. Students will develop critical responses to specific musical works.
 - A. Students will apply critical processes.
 - B. Students will classify musical works.
 - C. Students will recognize and utilize appropriate vocabulary for criticism.
 - D. Students will practice various types of analyses and comparisons.

- VIII. Students will provide and analyze aesthetic responses to musical works.
 - A. Students will evaluate an individual's philosophical statement on a musical work and its relationship to one's own life based on knowledge and experience.
 - B. Students will describe and analyze the effects that musical works have on groups, individuals and the culture.
 - C. Compare and contrast the attributes of various audiences' cultures or worldviews as they influence individual aesthetic response.
 - D. Analyze and interpret a philosophical position identified in a musical work.

- IX. Students will enhance the effectiveness of their musical ministry by applying and practicing good performance principles and techniques.

Health and Physical Fitness Curriculum

Philosophy for Teaching Health and Physical Education

The human body is a testament to God's wisdom and creative power. It is the vessel for God's most precious creation: life. As God's vessel, the human body exists to accomplish his purposes. The body belongs to God and should accordingly be treated with great respect and care. God created our bodies as marvelous machines capable of work and physical recreation for both our enjoyment and his glory. Through work and sport, we can grow in our admiration of God's design. Sports in particular provide the opportunity for learning and applying lessons in self-control, perseverance, discipline, and unity. The highest goal of health and physical education is spiritual, not physical.

Mission Statement for Teaching Health and Physical Fitness

The mission of the Coventry Christian Schools health and physical fitness curriculum is to equip students with the knowledge and discipline necessary to make healthy lifestyle choices and to provide them with learning experiences that will develop self-control, perseverance, and humility so that they can be useful vessels for God.

Goals and Indicators

- I. Students will glorify God through their lifestyle choices.
 - A. Students will care for their bodies as God's creation and his borrowed property.
 - B. Students will practice self-control, perseverance, humility, and teamwork in sports play.

- II. Students will understand health concepts that impact quality of life.
 - A. Students will evaluate factors that impact growth and development during each stage of life.
 - B. Students will evaluate factors that impact the body systems and apply protective and preventative strategies.
 - C. Students will analyze nutritional concepts that impact health and the factors that impact nutritional choices.
 - D. Students will analyze factors that influence drug use and prevention and intervention strategies.

- III. Students will make healthy choices and adopt healthy habits.
 - A. Students will explain the relationship between personal health practices and individual well-being.
 - B. Students will identify good sources of health information and factors that impact consumer health choices.
 - C. Students will develop a decision-making process for the development of long and short-term health goals.
 - E. Students will analyze the relationship between the environment and health.

IV. Students will identify safe and unsafe practices in the home, school, and community and prevention and injury treatment strategies.

- A. Students will identify safe and unsafe practices.
- B. Students will identify and implement safe practices in various physical activities.

V. Students will develop a lifelong enjoyment and dedication to participating in physical activities.

- A. Students will identify and engage in moderate to rigorous physical activities that promote physical health.
- B. Students will identify and analyze the physiological, psychological, social, and spiritual benefits of regular participation in physical activities.
- C. Students will identify and apply methods of monitoring and assessing the body's response to moderate to rigorous physical activity such as heart rate monitoring, checking blood pressure, and completing a fitness assessment.
- D. Identify and analyze the connection between regular physical activity and motor skill improvement.
- E. Practice positive social skills in group physical activities such as shared responsibility, open communication, goal setting, leading, following, teamwork, etiquette, and adherence to rules.

VI. Students will identify and apply concepts, skills, and strategies for individual and group sports and activities.

- A. Students will describe and practice specific physical skills and performance concepts for various athletic activities and sports.
- B. Students will develop more refined motor skills.
- C. Students will learn and practice strategies for personal improvement and team goals.
- D. Students will identify and apply principles of training and exercise to achieve improved physical fitness.
- E. Students will analyze scientific principles that affect movement.

World Languages Curriculum

Philosophy for Teaching Languages

God spoke the universe into existence. In fact, the gospel of John refers to God as the Word. It was God who created man with the ability to communicate with words. The great diversity of languages in the world is the result of the geographic dispersion of early man as a consequence of sin. God, the Word, became flesh and dwelt among us to defeat sin in our lives. To share this victory over sin with the world, it is essential for believers to come to an understanding and appreciation of other peoples and to effectively communicate God's love to them. Learning their languages facilitates such outreach by revealing the commonality of mankind despite cultural and linguistic differences, by bringing closer together the worldwide body of believers, regardless of nationality or language, and by providing a means of communication with other peoples. We all first heard the Word because God has used bilingual believers throughout history to make his will known to us. Our English translations are the fruit of linguistic studies. The body of Christ, his church, has a God-given duty to spread the Word, and proficiency in foreign languages can aid us in fulfilling this duty.

Mission Statement for Teaching Languages

The mission of the Coventry Christian Schools foreign language curriculum is to equip students with second language reading, writing, speaking, and listening skills at the basic conversational level and to provide basic cultural understanding so that they may continue their studies beyond high school, providing them with a lifetime of opportunities to develop personal and business relationships with foreign natives for the ultimate purpose of sharing God's Word with them.

Goals and Indicators

- I. Students will treat second language acquisition as tool for serving God.
 - A. Students will appreciate the commonality of mankind, desiring to share the Gospel with people of different languages and cultures.
 - B. Students will thank God for the gift of language and submit the gift to him for his purposes.

- II. Students will practice basic beginner level communication in the target language.
 - A. Students will master the basic sound system.
 - B. Students will utilize vocabulary in speaking and writing.
 - C. Students will comprehend vocabulary in listening and reading.
 - D. Students will construct sound sentences.

- III. Students will analyze the greater context for the target language.
 - A. Students will compare the target language with related languages.
 - B. Students will make connections between the target language and other curriculum areas (e.g. literature and history).

- IV. Students will recognize the role of culture in language acquisition.
 - A. Students will identify products and customs in the target culture.
 - B. Students will identify and practice expressions and gestures in the target language.
 - C. Students will compare and contrast the target language's culture and other cultures.
 - D. Students will recognize influences of the target language's culture upon other school curricula and American culture.

- V. Students will analyze the relevance of the target language and culture in the community.
 - A. Students will analyze the relationship between the target culture/language and the local and regional community (e.g. Puerto Rican population in Pottstown).
 - B. Students will analyze the relationship between the target culture/language and the national and global communities.
 - C. Students will analyze the relationship between the target culture/language and English in the communities.