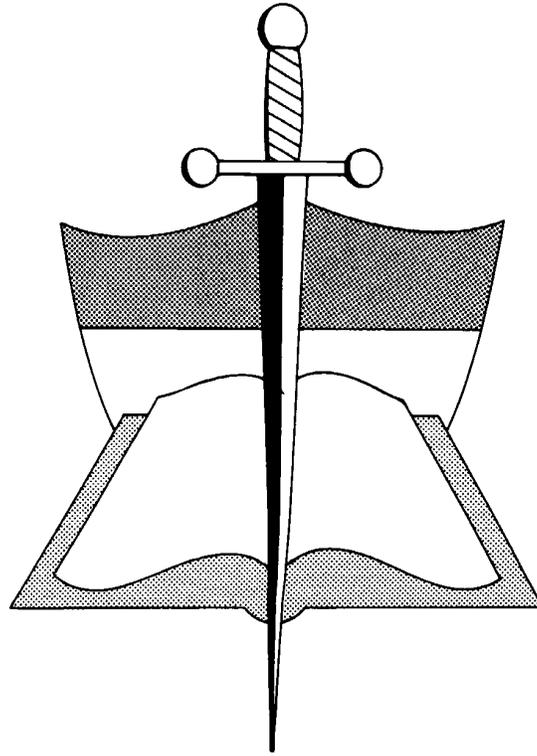

Christian Institute



Walk in Truth

of Arts & Sciences

Northwest Florida's Private School
for Home Educated Students Grades K-12

Elementary School Handbook



"You shall love the LORD your God with all your heart
and with all your soul and with all your might.
These words, which I am commanding you today, shall be on your heart.
You shall teach them diligently to your sons
and shall talk of them when you sit in your house
and when you walk by the way
and when you lie down and when you rise up."
-Deuteronomy 6:5-7 (NASB)

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Welcome to CIAS!

We pray that the coming school year will be a time of growth for both you and your family. The following pages are an informative resource for your home schooling needs with primary grade students. We look forward to working with you this year and including you in our school family. We encourage you become involved in the local home educating community's cell groups, co-op classes, activities, and field trips.

May the peace of the Lord be with you and your children during this school year. As we seek God's will every year for CIAS, we ask that He direct our steps and decisions. Please continue to pray for us, as we pray for each one of you!

The Lord's blessings on each of you!

Julie B. Jones

Mary Beth Jones



Christian Institute of Arts and Sciences
Primary School Handbook
For Pre-School through Grade 2

PRE-SCHOOL

RESOURCES FOR YOU

As you start your homeschooling journey, become a student yourself and learn from those who have traveled this journey before you. Learn from their triumphs and mistakes. Glean from their wisdom and experience, and realize that there are many voices out there telling you how you should homeschool. Many people will give your advice as you begin your journey, and all along the way. Seek the Lord and the wise counsel of veteran parenting and homeschooling advocates.

***Heaven on Earth: A Handbook for Parents of Young Children* by Sharifa Oppenheimer**

This book explains how to establish a peaceful and orderly routine in which early childhood education thrives!

***The Three R's* series by Ruth Beechick**

***Honey for a Child's Heart* by Gladys Hunt**

This books will give you ideas and lists of books to read aloud to prepare your child for learning and home education process

***The Way They Learn* by Cynthia Tobias**

This book will explain your child's learning style/modality, an idea that is essential for successful home education.

The Yardstick

This books explains your child's psychological and physiological development.

***The 5 Love Languages of Children* by Dr. Kevin Lehman**

This book explains your child's love languages and how that their particular combination of these five can affect how they give and receive love for their entire lives.

SCHOOL

DAILY RHYTHM

Homeschooling little ones can be INEXPENSIVE AND EASY! Don't get overwhelmed. Whether you are a "freestyle unschooler" or a "traditional classical" mom, any combination of the following will work for you!

In order to address different children's learning styles, the following pattern is what many successful homeschooling parents follow, but it is not set in stone. Be flexible; you simply need to try something to see if it works for your daily rhythm. But by all means, find a "daily rhythm"!

Sample Daily School Pattern for Young Students:

1. Morning breakfast & chores
2. Songs and prayers
3. Morning Bible memory
4. Morning Bible story and craft/coloring page (optional)
5. Morning Seatwork: printables
 - a. Phonics worksheets/workbook pages
 - b. Math worksheets/workbook pages
 - c. Penmanship/manuscript worksheets/workbook pages
 - d. Bible worksheet
6. Main Subject of the Day: (see Daily Homework Focus on the next page)
7. Lunch & chores
8. Outdoor play or indoor free play
9. Reading Time: Five in a Row books, library books, more Bible story books, character building books
10. Online School: any technology limited to this hour of the day in the late afternoon
 - a. ABCMouse, Starfall
 - b. Netflix educational videos, Youtube videos like "Storybots,"
 - c. Easy Peasy All-in-one Homeschool (<https://allinonehomeschool.com/>)
 - d. Kindle, Leapfrog, and iPad apps.
11. Freeplay or outdoor play
12. Chores & dinner

Sample Daily School Pattern for Little Ones:

1. Morning breakfast & chores

Learning Styles: The Four Modalities

Visual Preference

Students who have a visual strength or preference:

- ◆ want the teacher to provide demonstrations
- ◆ find it easy to learn through descriptions
- ◆ often use lists to keep up and organize thoughts
- ◆ often recognize words by sight
- ◆ often remember faces but forget names
- ◆ often have well developed imaginations
- ◆ are easily distracted by movement or action in the classroom
- ◆ tend to be unaware of noise
- ◆ Roughly 60% of students are visual learners.

Auditory Preference

Students who have an auditory strength or preference:

- ◆ want the teacher to provide verbal instructions
- ◆ find it easy to learn by listening
- ◆ enjoy dialogues, discussions, and plays
- ◆ often remember names but forget faces
- ◆ often do well working out solutions or problems by talking them out
- ◆ are easily distracted by noise and often need to work where it is relatively quiet
- ◆ often do best using recorded books

Tactile Preference

Students who have a tactile strength or preference:

- ◆ do best when they take notes either during a lecture or when reading something new or difficult
- ◆ often like to draw or doodle to remember
- ◆ do well with hands-on activities such as projects, demonstrations, or labs

Kinesthetic Preference

Students who have a kinesthetic strength or preference:

- ◆ do best when they are involved or active
- ◆ often have high energy levels
- ◆ think and learn best while moving
- ◆ often lose much of what is said during lecture
- ◆ have problems concentrating when asked to sit and read
- ◆ prefer to do rather than watch or listen
- ◆ Most children are kinesthetic and become more tactile in the first grade

Need More Information?

Check out the ILS (Index of Learning Styles) or the VARK survey at the CSL

The Center for Student Learning at the Addlestone Library

843.953.5635

www.cofc.edu/~csl

http://csl.cofc.edu/documents/study-skills/online-library/learning_styles/learning_styles_the_four_modalities.pdf

KINDERGARTEN

CURRICULUM LIST

At the beginning of the school year, submit a **Curriculum List**, recording the subjects your kindergarten student is covering, the grade level, and the source or publisher.

REPORTS

Parents/teachers of kindergarten students should send in a **Quarterly Report** and **Attendance Record** every three months.

Grading Scales:

Kindergarten may use letter grades

- | | |
|---|--------------------------|
| A | Excellent (Always) |
| B | Good (Almost Always) |
| C | Satisfactory (Sometimes) |
| N | Not Yet |



ATTENDANCE

Suggested hours of instruction or learning activities for Kindergarten students: 3 hours per day for 5-day week.

END-OF-THE-YEAR REPORT

At the end of the school year, there is an **End-of-the-Year Report** to record their progress in kindergarten abilities and accomplishments.

SKILLS & ACCOMPLISHMENTS FOR KINDERGARTEN

See Pages x-x for Kindergarten Learning Objectives.

APPROPRIATE STUDIES

Kindergarten is the first year of semi-organized studies for a child. A good Pre-School and Kindergarten program should include all of the following:

- 1) Memorization of God's Word! We have seen so many children learn better when they are memorizing portions from the Bible.
- 2) Music & Art
Exposure to the aesthetic: the study of music (Kindermusik, private lessons, Jaffé strings, Marcus Pointe Music Conservatory), art, gymnastics, ballet, and dance is imperative to the formation of their brain cells and memory capacity.
- 3) Scholastic achievement: they should master numbers, colors, shapes, phonics, and basic reading.
- 4) Personal skills and hygiene: they should be introduced to developing good work habits, citizenship, basic health & safety, personal grooming, and social etiquette.
- 5) Discover and explore the wonders of God's creation with your little one (field trips, hands-on learning)!

Kindergarten Learning Objectives

READING READINESS

Recites the Alphabet
Recognizes alphabet (capital and lower case letters)
Identifies the initial 31 sounds of alphabet (26+5 long vowel)
Can sound out blends (consonant+vowel)
Can sound out simple short/long vowel words
Can read Kindergarten readers

GENERAL LANGUAGE ARTS

Listens to books, music, poetry, fables, and fairy tales
Listens socially in a group
Looks at picture books
Can construct visual images while listening to a story
Knows how to role play
Can take part in show and tell
Can speak clearly
Can follow directions
Can give directions
Can summarize and organize ideas
Can relate events and experiences using one sentence
Can match objects and pictures
Listens for correct speech and word usage
Holds pencil correctly (with or without gripper)
Writes name (first and last) correctly
Manuscript writing, A-Z and a-z

MATH

Recognizes numbers 1-20
Counts orally to 20
Counts objects to 20
Understands ordinal/cardinal positions
Identifies penny, nickel, dime, quarter, and dollar
Tells clock time on hour
Knows months of the year and other calendar items
Understands concept of addition
Understands concept of subtraction
Uses math symbols correctly (+, -, =)
Understands concepts of more, less, same
Understands one-to-one relationships
Can identify sequences
Knows basic problem-solving strategies
Recognizes basic sets
Recognizes shapes: circle, oval, square, rectangle, triangle, diamond

BIBLE

Can memorize short Bible verses
Expresses understanding of general Bible stories and the stories of Jesus

SOCIAL STUDIES & HISTORY

Listens to books read aloud
Knows months of the year
Knows meanings of holidays, traditions
Understanding and appreciation of other cultures
Understanding of an individual's role in a family, home, school, and community
Understanding of work and jobs
Knows safety rules and symbols
Knows basic human needs
Has self-respect and is gaining self-awareness
Is aware of others and spacial boundaries
Location and address of home and school

SCIENCE

Listens to books read aloud
Can observe of everyday, familiar things
Recognizes common animals and plants
Can classify living things (plants, animals, human beings, insects, etc.)
Can identify farm animals
Can identify jungle animals
Knows how to care for pets
Knows about the sun and light
Knows about weather and seasons
Knows about temperature
Knows basic colors
Knows five senses
Can identify the sun, moon, stars, and earth
Can complete simple measurements
Experiments with hands-on science projects

FINE MOTOR SKILLS, HEALTH, & SAFETY

Knows first and last name
Knows name of mother and father
Knows his or her home address
Knows his or her age
Knows basic personal hygiene
Knows how to rest during quiet time
Knows how to keep hands and materials out of mouth
Covers mouth when coughing or sneezing
Knows what good eating habits are
Knows how to care for teeth
Knows about good grooming
Knows major body parts
Knows basic safety rules
Knows right from left
Knows how to use scissors safely
Knows how to color within the lines of a picture
Can dress himself or herself
Can tie or fasten his or her own shoes

SOCIAL BEHAVIOR & WORK HABITS

Listens to teacher
Knows how to follow simple directions
Is learning to follow directions accurately
Pays attention & listens carefully
Works carefully & conscientiously
Follows guidelines and rules
Needs little reminding
Knows how to take turns
Knows how to share with others
Works & plays cooperatively with others
Is happy at work and play
Is self-reliant
Is not easily distracted
Knows when to be quiet when it is appropriate
Knows how to be respectful and courteous of others
Participates in group activities with confidence
Expresses ideas freely and well
Takes care of his or her books and belongings
Finishes what he or she starts

PHYSICAL EDUCATION

Enjoys physical fitness
Can hop with both feet together
Can hop on one foot for 6 feet
Can catch a large ball
Can throw a large ball
Can skip
Can march

MUSIC & ART

Likes to listen to music
Can sing along with others
Can memorize simple (Sunday school) songs
Likes to play simple instruments (tambourine, xylophone, etc.)
Can draw figures
Can color pictures and can stay within the lines
Can use his or her own ideas in an art project

1st Grade Learning Objectives

Knows own name, name of mother and father, and telephone number, and home address.

LANGUAGE:

Reading
Identifies compound words
Knows alphabetical order
Developing single word recognition
Recognizes rhyming words
Comprehends what he reads silently
Comprehends what is read aloud
Distinguishes beginning, middle, & end of story
Sequences events
Makes decisions
Draws conclusions
Reads smoothly and with expression

ORAL COMMUNICATION:

Speaks complete sentences
Expresses ideas clearly
Enters into class discussions
Retells main points if a story
Able to dramatize stories
Writes complete words
Writes complete sentences
Gathers thoughts into organized stories
Uses descriptive language
Recognizes capitalization and punctuation rules
Proofreads and revises own writing
Forms letters correctly
Spaces letters and words properly

KNOWS PHONICS RULES:

Uses Phonics to decode words
Identifies ending consonant sounds
Identifies beginning consonant sounds: B C D F G H J K L M
N P O R S T V W X Y Z
Knows long vowels: A, E, I, O, U
Knows short vowels: A, E, I, O, U
Knows primary blends: sh, ch, lh

MATHEMATICS:

Counts to 100
Writes to 100
Reads numbers to 100
Counts by 2's to 20
Counts by 5's to 50
Counts by 10's to 100
Adds one digit plus one digit
Adds two digits plus two digits
Adds two digits plus two digits/no regrouping
Knows addition facts of sums of 10
Estimates sums and differences
Subtracts one digit minus one digit
Subtracts two digits minus one digit
Subtracts two digits minus two digits/no regrouping
Knows subtraction facts to differences of 10
Recognizes the value of a number in its written & conceptual forms
Identifies & compares shapes
Identifies s and values coins
Counts coins s up to 99 cents
Tells time by hour and half-hour
Names months and days of the week
Measures in inches and centimeters
Makes & interprets charts and bar graphs
Understands simple word problems
Identifies, halves, thirds, and fourths

GENERAL SKILLS:

Can memorize short Bible verses
Applies lessons to daily life
Uses correct pencil grip
Applies to daily work

SCIENCE

SOCIAL STUDIES

PHYSICAL EDUCATION

ART

MUSIC

COMPUTER

2nd Grade Learning Objectives

LANGUAGE ARTS:

Reading
Recognizes sight words
Uses decoding skills on new words
Comprehends what is read silently
Comprehends what is read aloud
Summarizes stories
Sequences events
Makes predictions
Draws conclusions
Reads smoothly and with expression
Divides words into syllables
Identifies compound & multiple-meaning words
Identifies synonyms, antonyms, & homophones
Uses possessives property
Expresses ideas clearly
Contributes to class discussion
Retells important points of story
Presents oral reports
Writes complete sentences
Organizes stories with beginning, middle, & end
Uses descriptive language
Observes grammar rules
Uses reference materials
Shows growth in spelling
Indents paragraphs
Proofreads and revises
Forms letters correctly
Spaces letters and words properly
Applies to daily work
Uses correct pencil grip
Punctuation
Capitalization

KNOWS PHONICS RULES:

Recognizes root words
Recognizes silent vowels
Recognizes silent *e* at end of word makes
 proceeding vowel long
Recognizes vowel at end of word is long
Recognizes when two vowels are together
 first is long second silent
Understands *y* as a vowel
Knows two sounds of *e* and *g*
Drops final *e* and add *-ing*
Double consonant before adding *-ing*
Change *y* to *i* before adding *-es*
Recognizes silent letters
Recognizes each syllable needs a vowel
Understands root words not divided
Understands SCHWA sound
Knows three-letter blends: *spr, str, thr, spl, sch, chr*
Knows contractions: *I'm, he's, I'll, wouldn't, you're, it's, couldn't, we've, she's, shouldn't, I've, we'll, let's, isn't*

MATHEMATICS:

Recalls addition facts through sums of 18
Recalls subtraction facts related to sums of 18
Reads writes and counts two & three-digit numbers
 through 999
Compares numbers through 999
Adds two & three digit numbers
Counts by 1's, 2's, 3's, 5's, & 10's to 100
Identifies 3-digit place values
Tells time at 5-minute intervals
Reads a calendar
Counts groups of coins up to \$.99
Uses money notation through three digits
Identifies shapes & number of sides & corners
Compares shapes
Finds measurements using standard units
Finds measurements using metric units
Finds capacity using metric & standard units
Finds weight using standard & metric units
Finds products using objects & pictures
Solves word problems using computational skills
Estimates in all math and skill areas
Basic fractions

GENERAL SKILLS:

Memorizes verses promptly and accurately
Applies lessons to daily use
Recalls biblical events

SCIENCE

SOCIAL STUDIES

PHYSICAL EDUCATION

ART

MUSIC

COMPUTER

Basic Phonics Rules

1. If a word or syllable has only one vowel and it comes at the beginning or a word, the vowel is usually short. These are called VC words.

Example: an, ant, end, in, up, on, ox

2. If a word or syllable has only one vowel and it comes between two consonants, the vowel is usually short. These are called CVC words.

Example: short a in fast, bat, cap, rack, hand

short e in jet, men, web, tent, belt

short i in sit, mitt, milk, lips, sink

short o in pop, box, lock, hot, rock

short u in run, lunch, bus, duck, tub

3. When a syllable ends in a silent “e”, the silent “e” is a signal that the vowel in front of it is long. This is often called the magic e or the bossy e.

Example: make, kite, rope, use.

4. Vowel Pairs: If a syllable or one syllable word has two vowels, the first vowel usually stands for the long sound, and the second vowel is silent. These are often called vowel teams. The saying is used: "When two vowels go walking the first one does the talking."

For long a the letters a__e, ai, and ay all stand

For the long a sound. word examples: away, face, play, wait, game, rain.

For long i the letters i__e and ie can stand

For the long i sound. word examples: bike, bite, pie, lie, tie, nine, line

For long u the letters u__e, ui, and ue can all stand

For the long u sound. word examples: blue, glue, tube, flute, suit

For long o the letters o__e, ow, oe, and oa can all stand

For the long o sound. word examples: bone, nose, own, bowl, toe, coat, foal

For long e the letters ea and ee can stand

For the long e sound. word examples: jeans, seat, beak, east, jeep, beet, seed, team

5. Consonant Digraphs: When two or more consonants are joined together and form a new sound, they are called a consonant digraph.

Initial digraphs: ch, sh, th, thr, ph, wh, ck, kn, wr

Final digraphs: ch, ng, sh, th, tch

6. Syllables: Many words are made of small parts called syllables. Each syllable has one vowel sound.

*Closed syllable- can only have one vowel and it is followed by one or more consonants. The vowel sound is always short. For example: last, napkin *exceptions of this rule are ind, ild, old, olt and ost words.

*Open syllable-can only have one vowel sound which is the last letter in the syllable. The vowel sound is long.

Example: hi, sky, skyline, me, etc.

7. Compound Word: is made up of two or more words joined together to make a new word. For ex: granddad.

8. R-controlled Vowels: A vowel followed by an “r” stands for a special sound that is neither long nor short.

R-controlled vowels are: ar, er, ir, or, ur

9. Vowel Digraphs: A vowel digraph is two vowels or a vowel followed by a “w” that produce one vowel sound. The vowel sound can be long or short, or have a special sound of its own.

Vowel digraphs are: ai, au, aw, ay, ea, ee, ei, ew, ie, oa, oo, ou, ow

10. Initial consonant Blends: A consonant blend is two or more consonants that come together in a word. Their sounds blend together, but each sound is heard. Initial consonant blends are:

S blends: sc, sm, st, sk, sn, sw, sl, sp

L blends: bl, gl, cl, pl, fl

R blends: br, fr, tr, cr, gr, dr, pr

11. Final Consonant Blends: Come at the ends of words. Final consonant blends are:

S blends: sk, sp, st

L blends: ld, lf, lk, lp, lt

N blends: nd, nk, nt

Other blends: ft, mp, pt, rt

GRADING & EVALUATION SCALE

CIAS holds high standards and requirements for all enrolled families. We realize that each home and family is unique and will meet these standards in a variety of ways.

Kindergarten should use the following Kindergarten grading scale:

A	Excellent (Always)
B	Good (Almost Always)
C	Satisfactory (Sometimes)
N	Not Yet

All **Elementary & Middle School Grades** must use test grade percentages for accuracy of transcripts and letter grades for any untested material.

ACADEMIC GRADE SCALE:

A+	98-100%	4.3 GPA, Weighted	Excellent
A	94-97%	4.0 GPA, Weighted	
A-	90-93%	3.7 GPA, Weighted	
B+	87-89%	3.3 GPA, Weighted	Good
B	84-86%	3.0 GPA, Weighted	
B-	80-83%	2.7 GPA, Weighted	
C+	77-79%	2.3 GPA, Weighted	Average
C	74-76%	2.0 GPA, Weighted	
C-	70-73%	1.7 GPA, Weighted	
D	60-69%	1.0 GPA, Weighted	Below Average/Not an acceptable grade/Retake
F	59%-below		Failing/Not an acceptable grade/Retake

PERSONAL GROWTH, CITIZENSHIP, AND CHARACTER EVALUATION GRADING SCALE:

E	Excellent
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory



QUARTERLY REPORTS & ATTENDANCE RECORDS

Attendance Report

The Attendance Report is a record and tally of the days that the student was engaged in schoolwork or learning activities.

Test Score Record Form

Submit multiple copies (one per subject or as many as you prefer) of the Test Record Reporting Form to record any quizzes, checkups, self-tests, or tests completed by students during the quarter.

Quarterly Grade Summary Form

The Quarterly Grade Report Form should be filled out and returned to CIAS to show the student's average grades in each subject area, as well as their citizenship evaluation grade.

Late Penalty

Families enrolled in CIAS agree to pay a \$15 penalty for submitting each student's late report without prior arrangement with the school office. The reports must be received by the CIAS office by the leniency date posted online on the CIAS Proboard forum (approx. within 10-15 days of the due date).

See CIAS Website for Reporting Schedule:

<http://tboomerj7.wixsite.com/christianinstitute/records>

Fax to: 850-458-5132

E-mail as a Word, PDF, or jpg attachment to: nogratrjoy@aol.com

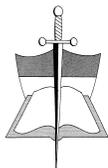
Mail to: CIAS

2007 North 61st Avenue
Pensacola, FL 32506

Hand-deliver to the following:

CIAS school office





Christian Institute of Arts & Sciences

2007 North 61st Avenue * Pensacola, FL 32506 * Fax 850-458-5132 * Phone 850-457-4058

nogratrjoy@aol.com * www.christianinstitute.com



GRADE 1 QUARTERLY GRADE REPORT SAMPLE

Student Name: _____ CIAS Student _____ 20 18 -20 19

Weekly Grades:

Subject:	Course Title:	1	2	3	4	5	6	7	8	9	Average:
Math	Number Skills	S	95	S	88	S	93	S	98	S	94
Computation	Drills & Flashm	E	E	E	E	E	E	E	E	E	A
Phonics	Letrs & Snds	90	E	92	E	89	E	96	E	100	93
Reading	Gr1 readers	E	E	E	E	E	E	E	E	E	A
Penmanship	R&S Gr1	S	S	S	S	S	S	S	S	S	B
Spelling	ACSI Gr1	80	94	92	90	71	90	95	72	97	87
Social Studies	ACE	S	S	73	S	S	89	E	E	91	84
Science	ACE	S	S	88	E	E	92	E	E	95	92
Art	Class at CIAS	E	E	E	E	E	E	E	E	E	A
Music	Private Piano	E	E	E	E	E	E	E	E	E	A
PE	Play	S	S	S	S	S	S	S	S	S	S
Other:	Abcmouse	S	S	S	S	E	E	E	E	E	E

School Subject Grade Key: A- Excellent Work B-Good Work C-Satisfactory Work D-Needs Improvement F- Unsatisfactory Work

Citizenship & Personal Growth: Circle One

Respects Authority	E	S	N
Obedient and Cooperative	E	S	N
Accepts Responsibility	E	S	N
Uses Self-control	E	S	N
Exerts Effort	E	S	N
Neat and Orderly	E	S	N
Makes Good Use of Time	E	S	N

Citizenship Evaluation Grade Key: Excellent, Satisfactory, Needs Improvement

Comments, Extracurricular Activities, and Special Achievements:

Sample Student has been doing very well in 1st grade so far. She has spent 30 hours working on Abcmouse.com exercises and games.

Her favorite subjects so far have been playing piano, art projects, playing outside for exercise. Her phonics (sound charts and blend book) are progressing well; she is working on reviewing her addition tables on Flashmaster and drills. Her printing is improving.

Supervisor's Signature _____ Date _____

Parental Signature Required to Validate Record

Semester: 1 2 Summer

Quarter: 1 2 3 4