

Westminster Christian Academy
Scope and Sequence 2008-09
Special Services Department



WESTMINSTER CHRISTIAN ACADEMY

Mission

Westminster Christian Academy honors Jesus Christ by providing an excellent education, rooted in biblical truth as interpreted by the Westminster Confession of Faith, for the children of Christian parents. Faculty and staff enable students to discover and embrace a biblical view of the world and integrate that view into every area of life.

Philosophy of Education

Westminster is an independent, co-educational 7-12th grade college preparatory school founded on the following:

- We believe that God is the creator and sustainer of all things and that Jesus Christ is the only redeemer of our fallen world. As a covenantal school, we are committed, in partnership with home and church, to a quality education based on these truths.
- We believe that our curriculum provides an academically diverse student body with knowledge in the traditional liberal arts and the skills and wisdom to apply that knowledge. Teachers are committed to designing and employing creative teaching strategies to meet this goal.
- We believe that a complete education transforms knowledge into practical action. The development and application of Christian character, through leadership, training, community service, co-curricular programs, and the building of relationships, are essential outgrowths of our educational perspective.
- We believe that trust, respect, and open communication are the foundation for the school program and the community atmosphere. We expect staff and students to exemplify biblical standards in their attitude and lifestyles and to take personal responsibility for the growth and development of others.

Educational Objectives

A Westminster Christian Academy education will encourage students to:

- Respond personally to the gift of salvation;
- Develop a biblical value system that guides decision making;
- Develop individuality and self-acceptance based on God's grace and truth alone;
- Accept and appreciate all people as God's image bearers;
- Recognize, embrace, and participate in the interpersonal relationships within the community;
- Develop basic competencies and applicable skills in theology, sciences, physical education, humanities, foreign languages, and practical and fine arts;
- Become lifelong learners;
- Participate in co-curricular activities with tenacity, poise, and perspective;
- Participate in interdisciplinary activities, recognize the interrelatedness of the disciplines, and synthesize the disciplines for themselves;
- Seek God's plan for their lives and follow God's leading in educational choices, career choices, and lifestyle;
- Demonstrate responsible stewardship of time, talents, and resources;
- Respect and enjoy God's creation;
- Influence our culture, as redemptive agents in a fallen world, by applying God's standard of truth and grace.

Philosophy of Curriculum

All schools hope to produce students familiar with a wide range of information from broadly based fields of study. All schools hope to produce students of good character with a finely tuned sense of social responsibility. As outlined in the mission statement above, however, the purpose of education at Westminster Christian Academy is much larger: as a school shaped by the Reformed tradition, Westminster's commitment is to prepare students to uncover and to use their God-given gifts so that they may offer hope and healing

to a world badly in need of both. It is not enough that students know the intricacies of mathematics or science or music; they must grasp how these disciplines—and every other discipline as well—have been created by God to help us understand the beauty of His creation, the tragedy of the Fall, and the importance of commitment to restoration and reconciliation in whatever sphere of influence God places them.

Teachers who embrace that task must recognize three fundamental principles immediately. The first is that whatever their aptitudes or talents, all students have been created in God's image and must not only be treated with the dignity that is inherently theirs but be given the chance to exercise their unique gifts as well. Therefore, Westminster must honor the divinely ordained abilities of all students and offer a program that provides students with diverse skills and interest an opportunity to thrive. The second is that education must be far more than the dissemination of information. Information is important, for students must grasp the Who? and When? and What? and Where? if they are to discover their place in God's world. That information, though, must be a springboard to a personal understanding of how that information connects to them and how they can use that information to make a difference in this world. Finally, students must recognize that, though all knowledge and wisdom comes from God, Christians do not have a monopoly on truth. Therefore, it is appropriate and fitting that students explore how God has used Christians and non-Christians alike to reveal how He has shaped the world and has acted to influence the lives of men and women throughout the ages.

The Learning Center

Vision

The purpose of The Learning Center is to enable students, regardless of their academic needs or varied abilities, an environment in which they may thrive and attain their highest potential so as to develop competent, useful skills which then allow them to become active participants and agents of change in a fallen world, embracing life in a manner reflective of a biblical worldview.

English 9/10

Course Description: English 9/10 is a full credit English class designed for freshman and sophomore students with documented language impairment disorders and other disabilities that would inhibit participation in the regular English classes. This course is intended solely for the struggling writer. While the class maintains a specific outline, intense individualization does occur, sometimes inhibiting fulfillment of previously outlined curricular objectives and creating the need for flexible but structured class goals. The course is designed to mirror the regular or mainstreamed English class at Westminster Christian Academy, but maintains reduced conceptual matter for the realization of student specific language goals and objectives. While a unit by unit outline is listed below, the course can briefly be described as developing emerging but struggling writers toward the completion of an independently written, five paragraph expository essay. English 9/10 is a class designed with the solitary purpose of preparing students for the advanced process of critical thinking and writing. English 9/10 is arranged for students who require intensive development of (and frequently) remediation in the basic skills of one or more of the following areas: reading comprehension, written expression, grammar and vocabulary development. The focus of English 9/10 is on the writing processes involved in expository writing such as: basic syntactical dexterities, simple to compound-complex sentence construction, thesis formation, paragraph building, prewriting techniques, research, thought and argument development. Students will transition from the use of Step Up to Writing to the University of Kansas writing strategies.

Key Text:

None

Supplemental Materials:

Step Up to Writing, 2nd Edition by Sopris West, 2003

University of Kansas. Learning Strategies Curriculum: The Sentence Writing Strategy by Schumaker and Sheldon, 1985

Numerous varied newspaper and magazine articles will be utilized throughout the course.

Course Overview by Unit

Unit 1: Grammar/Mechanics

What...

Students will comprehend and utilize basic grammatical principles including proper comma use, punctuation, verbs, nouns, adjectives, clauses (in subordinate and subordinate), adverbs, infinitives, etc. and be able to routinely employ, identify and manipulate those principles in all forms of writing.

So What...

Students will understand the importance of grammatical correctness in written communication.

Now What...

Students will be able to independently use correct grammatical structures.

Unit 2: Sentence Writing

What...

Students should work to comprehend and utilize multiple formats of sentences. Students will work to develop sentences in a progression from simple to compound-complex sentence structures.

So What...

Students will understand the importance and value of utilizing a variety of sentence structures to make their writing vivid, concrete, and interesting.

Now What...

Students will be able to independently write vivid and interesting sentences.

Unit 3: Paragraph Writing

What...

Students will work to comprehend and demonstrate the development of a coherent and functional paragraph complete with a topic sentence, supporting details, transition sentence and a conclusion sentence. Students will also work to understand and write different types of paragraphs for various writing scenarios employing specific and structured prewriting conceptual organization techniques through outlines and graphic organizers.

So What...

Students will independently and proficiently construct thoughts into paragraph form.

Now What...

Students will build their thoughts into coherent paragraphs in any writing assignment.

Unit 4: The Five Paragraph Essay

What...

Students will work to independently comprehend and develop a five paragraph expository essay that has correct structural components including MLA formatting and research citation. Introductory paragraph requirements will include a grabber, bridge and thesis statement. The three body paragraphs will be constructed utilizing the topic sentence, supporting detail, transition sentences design. The conclusion paragraph will contain summary statements and restate the thesis statement.

So What...

Students will be able to independently build an expository essay organized to communicate learned ideas and information.

Now What...

Students will apply the expository essay in any appropriate writing assignment to communicate ideas and information.

Unit 5: Vocabulary Development

What...

Students will work to build their syntactical and lexical dexterity by routine study of new words from current events articles.

So What...

Students will communicate ideas in a more efficient and effective manner.

Now What...

Students will apply new words and lexical structures in any language based exercise, written or oral.

Unit 6: Literary Analysis

What...

Students will read and interpret The Pearl, by John Steinbeck, or The Outsiders, by S.E. Hinton to identify, comprehend and develop certain conceptual elements and interpretative skills involved in literary analysis such as reading comprehension, literary themes, plot, characters, motifs, symbolic language and critical thinking.

So What...

Students will build the ability to comprehend written and spoken language more fluently as well as integrate a working knowledge of literature to other intellectual pursuits.

Now What...

Students will apply interpretive skills in all areas of intellectual and communicative endeavors.

Unit 7: Essay Writing

What...

Students will work to develop multiple kinds of five paragraph expository essays employing directly taught and essay specific writing skills such as prewriting techniques, draft development, editing schemes, research methods, MLA format and thought development. These essays include such formats such as research, comparison, persuasion, response, narrative, description, and definition.

So What...

Students will communicate written ideas within a variety of conceptual systems.

Now What...

Students will apply comprehension of conceptual formats to articulate ideas and information within suitable intellectual and communicative demands.

Study Labs 10, 11, 12

Course Description: Study Lab 10, 11 and 12 are ½ credit classes for students with diagnosed learning disabilities. These classes provide a structured and supportive environment for students who have language needs that demand added assistance within the classes they take in the mainstream school environment. The objective of the Study Lab is to provide an added support system for students who require help in significant language and executive function tasks. These skills could be reading comprehension, written expression, organization, task completion and other study related skills. It should be noted that this class is responsive in nature. This is to say that all study labs primarily provide support to students taking language based classes and therefore respond to curriculums presented in the Bible, History and English classes. Assignments that are given in those classes become the curriculum in Study Lab. For example, a report is assigned in Ancient History. This report is broken down into manageable chunks, support is provided on the language needs inherent within this report and writing is planned and edited appropriately. Students are provided with deadlines and/or assignments that provide the support they need to accommodate the assignment as well as a grade for the class. Modification to the assignment can occur only after thorough accommodations have been instituted. Specific skills central to the general academic success of students with learning disabilities do require time and attention separate from the work described above and warrant their own coursework. Due to the complexity of these skills, they do have their own unit organization, assignments and practice, which therefore are listed below.

Key Text:

This course does not have a specific text book. Materials for this class are determined primarily by the curriculums supported within Study Lab.

Supplemental Materials:

Supplemental materials, like the course text, are primarily determined by the curriculums supported within the class.

Course Overview by Chapter

Due to the responsive nature of the course only five major units are preplanned for Study Lab 10.

Unit 1: Getting Started

What...

Students will...

- ... master the block schedule concept.
- ... learn their own schedule, courses, names and teachers.
- ... organize materials for certain content areas.
- ... evaluate their study skills.

So What...

Students will embrace the need for a solid comprehension of their environment and schedule for the semester so they can ensure their success throughout the semester.

Now What...

Students will integrate new ways of acquiring an understanding of their environment and the ability to organize themselves according to their surroundings.

Unit 2: Self-Advocacy

What...

Students will...

- ... comprehend the necessity of self-advocacy to their success as LD students.
- ... comprehend and articulate their learning profile.
- ... comprehend their strengths and weaknesses in the classroom per their learning profile.
- ... role play collaborative dialogues with peers and learning center staff.
- ... build rapport with faculty members with the purpose of constructing collaborative relationships.
- ... set and keep a formal appointment with a faculty member for the purpose of giving and receiving learning style/teaching style information.
- ... maintain relationships throughout the duration of the class for the purpose of sharing needed information.

So What...

Students will embrace the significance of developing the ability to self-advocate and the need to maintain collaborative relationships with teachers.

Now What...

Students will independently integrate the knowledge of self-advocacy in all of their academic classes and be able to articulately and coherently explain their needs as LD students.

Unit 3: Test Taking

What...

Students will...

- ... build a comprehension of various testing formats (multiple choice, true/false, essay, etc.).
- ... develop good study techniques.
- ... self-monitor study habits and evaluate study methods.
- ... comprehend and utilize solid test taking strategies.

So What...

Students will embrace the significance of specific test taking strategies and comprehend the various methods of effective study techniques.

Now What...

Students will integrate the learned test taking strategies and their knowledge of effective and efficient means of study in all areas of academics.

Unit 4: Reading Strategically

What...

Students will...

- ... strengthen reading comprehension abilities
- ... build a strategic "tool box" of nonfiction reading methods
- ... strengthen meta-cognitive processes related to the process of nonfiction reading

So What...

Students will embrace the idea of strengthening or building their reading skills.

Now What...

Students will integrate the learned reading skills into their content classes and utilize them on reading assignments and assessments.

Unit 5: Expository Writing

What...

Students will...

... brain storm and conceptually map their ideas per their writing assignment in the classroom

... formulate coherent thesis statements

... construct a five paragraph essay that coherently argues their point of view according to a prescribed process

... utilize editing strategies to encourage independent writing development

So What...

Students will embrace this process to build their skills in the expository format of writing due to the complexity and scope of writing demands placed upon them in the content classrooms.

Now What...

Students will integrate this process of writing in to the assigned papers received into class and perform the method under the guidance of the LC.

Study Skills 9

Course Description: This course is an introduction to the study skills needed for success in high school. A specific curriculum is presented to the students in the areas of time management, organization, listening skills, outlining, note taking, and test preparation. This course supports and enhances core academic classes and offers accommodated test services.

Supplemental Materials:

Advanced Level Reading Drills, 3rd Edition, Jamestown

Reading in the Content Areas, Globe Fearon

Chronological Units

Unit 1: Getting Started

What...

Students will master the block schedule concept, learn their own schedule, learn course names/teacher names, differentiate between the proper and improper way to complete a homework assignment sheet, organize content area notebooks, evaluate their study skills, learn the definition of "self advocacy" and produce a baseline-writing sample.

So What...

Students will embrace the need for study skills adapted to individual learning styles. Students will embrace their personal role in the secondary academic experience and the ways that the Christian experience at WCA can assist in their academic success.

Now What...

Students will integrate the experience of transitioning to high school with their understanding of the Christian worldview so that they can apply it first in the study lab environment and later in the content areas.

Unit 2: Time Management

What...

Students will establish long and short-term goals and plan and organize goal related activities on a semester and weekly schedule.

So What...

Students will embrace the idea that planning and organization are necessary for successful mastery of any life activity. They will embrace the idea that God has given them a wide variety of organizational abilities and that organization at any level can be learned.

Now What...

Students will integrate the understanding of their God-given organizational abilities so that they can effect change in the application of these abilities.

Unit 3: Memory

What...

Students will evaluate prior knowledge of memory techniques, develop ways to use repetition techniques to enhance memory, practice visualization as a memory technique, associate new material with material that is already familiar, use application techniques to remember information, develop mnemonic devices to remember information and create ways to remember information for a test.

So What...

Students will embrace the idea that they have a God-given ability for some memory work. Students will embrace the knowledge that ability can be enhanced by adapting memory techniques to learning style.

Now What...

Students will integrate their understanding of memory types so they can choose and apply the strategies that will help them the most with the abilities that they have been given.

Unit 4: Listening

What...

Students will assess their listening skills, identify steps for better listening, use listening skills to remember details/facts from a story read orally, identify additional tips to improve listening and develop their own listening activities.

So What...

Students will embrace the idea that listening is important and is one of the primary means for gaining knowledge. Students will also embrace listening as a key to recognizing the worldview presented by the speaker.

Now What...

Students will integrate their understanding of listening skills so that they may apply this understanding to specific learning situations. Students will integrate this understanding to recognize the impact of a speaker's worldview.

Unit 5: Note Taking

What...

Students will review the purpose of good lecture notes, write abbreviations and symbols for words they hear in a lecture, demonstrate knowledge of 3 stages of note taking strategies, read a selection and decide on main ideas, develop strategies for when notes are hard to take, develop strategies for when the teacher talks too fast, practice double column notes, practice outline format notes and edit their own notes.

So What...

Students will embrace the idea that taking notes in some fashion is essential to obtaining and retaining information in the content areas. They will embrace the idea that God has given knowledge to be shared and retained.

Now What...

Students will integrate their view of using notes to obtain/integrate information. Students will integrate the application of their ability to improve academic success.

Unit 6: Using SQ3R with Textbooks

What...

Students will define the SQ3R method for organizing/remembering written information from a book, learn to use each of the steps of SQ3R and evaluate their use of SQ3R with textbooks.

So What...

Students will embrace the reality that active involvement with the textbook is essential to understanding content. Students will accept the reality that content must be embraced to understand the worldview of the author and how the worldview reflects the author's value system.

Now What...

Students will integrate their view of a textbook content with the understanding of a Christian worldview.

Unit 7: Test Taking

What...

Students will assess strengths and weaknesses in their test-taking skills, develop anxiety control techniques to use before or during a test, identify test-taking strategies to use before, during and after a test and identify tips for true/false, multiple choice, matching, essay and fill in the blank or sentence completion tests.

So What...

Students will embrace the knowledge that different types of tests require different preparation and strategies during test taking.

Now What...

Students will integrate differing test taking strategies in content area test preparation and test taking. Students will integrate their knowledge of the teacher's testing style, their own learning style and their God given abilities as testers.

Extended Learning Center

Description and History: Upper School Extended Learning Center (US-ELC) History is designed for students who, due to their disabilities, would struggle so significantly with the pace and expectations of the regular classroom that a positive learning experience would be negated. This series of courses is designed to mirror the content and subject matter of the regular classroom history courses, but be modified for the individual ELC student's academic needs and abilities to provide the greatest opportunity for attaining their highest potential. Based on the individual needs of each US-ELC student, they may be served most appropriately by attending the regular history classroom with a paraprofessional. Over the anticipated four years in the US-ELC, history subjects offered will include, but not be limited to, United States History, American Government, Ancient History and World Geography and will be offered as needs of students enrolled change from year to year.

Key Texts:

United States History, Fourth Edition. Pearson Education, Inc., 2004.

United States Government. AGS Publishing, 2005.

Ancient and Medieval Worlds. Longman, No publishing date given.

World Geography and Cultures. Pearson Education, Inc., 2002.

Supplemental Materials:

Teacher resources with the texts

The regular classroom history teachers

Numerous library books, videos, internet, newspaper and magazine articles

Course Overview by Unit

Scope and sequence of the texts will be adapted to meet the needs of the students who would be presently enrolled.

ELC Language Arts

Course Description

The Upper School Extended Learning Center (US-ELC) Language Arts is designed for students who have significant language impairment in the area/s of reading, writing, spelling and/or vocabulary. This course is designed to meet each student at their individual level of functioning in an effort to build on their strengths and focus on improving their personal language skills. As basic elements are planned to be presented and covered throughout the course of the US-ELC student's career at Westminster Christian Academy, the individual student's goals and abilities ultimately guide the pace and expectations. Over the anticipated four years in the US-ELC, basic elements of the Language Arts curriculum will be repeated each year with variety coming from the differing reading assignments and writing topics year to year, while other elements, such as spelling/vocabulary lists, could be rotated every

four years or created specifically for individual US-ELC participants based on enrollment. The four units will be covered in concert thus complementing each improved skill with another.

Course Text

None

Supplemental Materials

Step Up to Writing, 2nd Edition. Sopris West, 2003.

University of Kansas. Learning Strategies Curriculum: The Sentence Writing Strategy. Schumaker and Sheldon. 1985.

Elements of Writing, Revised Edition. Holt, Rinehart and Winston, 1998.

American Literature. Globe Fearon, 1996

Numerous and varied library books, internet, newspaper and magazine articles.

Course Overview by Unit

Unit 1: Grammar/Mechanics

What

Students will work toward their individual goal of improving their writing/composition skills by working at their level of ability and progressively improving to better comprehend and utilize basic grammatical principles of how to properly use capitalization, punctuation, verbs, nouns, adjectives, adverbs, etc.

So What

Students will show their understanding of grammatical correctness in written communication.

Now What

Students will be able to independently use correct grammatical structures on writing opportunities throughout the school day.

Unit 2: Writing/Composition

What

Students will work toward their individual goal of improving their writing/composition skills by working at their level of ability and progressively improving to ultimately writing a five paragraph expository essay in the MLA format.

So What

Students will be able to completely and clearly express their thoughts in writing at their ability level by utilizing skills learned and/or enhanced in this course.

Now What

Students will demonstrate their individual writing improvements by applying the skills learned and/or enhanced in this course to any writing assignment.

Unit 3: Spelling/Vocabulary Development

What

Students will work from their present level of functioning to improve their spelling/vocabulary skills by focusing on commonly misspelled, misused and confused words and becoming acquainted with words that challenge them. Students will also progressively increase their spoken vocabulary skills by correctly using more descriptive and interesting words.

So What

Students will communicate ideas in the most efficient, effective and eloquent manner possible at their ability level.

Now What

Students will apply improved spelling and vocabulary skills by correctly using new words in language-based exercises, written or oral, formal or informal.

Unit 4: Reading/Literature

What

Students will work to improve their present level of skills in reading by focusing on their personal strengths and progressively increasing their abilities in areas of weakness in reading. Students will become acquainted with various forms of works and writing that challenge them in an effort to improve their overall ability and comprehension as well as nurture their interest in reading and literature.

So What

Students will be able to use improved reading techniques to more efficiently comprehend what is being read.

Now What

Students will prove they have applied improved reading techniques by correctly answering progressively more difficult questions pertaining to passages, text, literary works, etc. they have read.

ELC Mathematics

Course Description

Upper School Extended Learning Center (US-ELC) Math is designed to encompass all basic concepts in mathematics for the US-ELC student. These students have marked delays in mathematical computation, reasoning, application and overall understanding of math concepts. This series of courses is designed to meet the US-ELC student's individual needs at their current level of performance, building on their mathematical strengths and fostering growth in their personal areas of weakness in math. During the US-ELC student's anticipated four years at Westminster Christian Academy Upper School, basic concepts of core mathematics courses will be offered. These courses include, but are not limited to, Basic Math, Practical Math, Pre-Algebra, Algebra I and Geometry, and each will be greatly modified to specifically meet the individual academic needs of each student. The purpose of this series of courses is to guide academically delayed US-ELC students to achieve their highest level of functioning in math. Based on the academic needs and abilities of each US-ELC student, some students will be most appropriately served by attending the regular mathematics classroom with a paraprofessional or will be attending a concepts class with a slightly modified curriculum.

Course Text

Practical Mathematics for Consumers. Pearson Education, Inc., 2004.

Basic Mathematics, Third Edition. Pearson Education, Inc., 2000.

Pre-Algebra. Pearson Education, Inc., 2001.

Algebra I. Pearson Education, Inc., 2001.

Geometry. Pearson Education, Inc., 2003.

Supplemental Materials

Teacher resources with the texts.

Numerous and varied sale advertisements, charts, graphs, and manipulatives.

Course Overview by Unit

Scope and sequence of the texts will be adapted to meet the needs of the students who would be presently enrolled.

ELC Study Lab

Course Description

Upper School Extended Learning Center (US-ELC) Study Lab is designed for students who have yet to master the skills needed to study successfully and continue to struggle to overcome poor habits. This course is designed to meet each student at his/her individual level of functioning in an effort to build on their strengths and focus on personal improvement in the area of study skills. As basic elements are planned to be presented and covered throughout the course of the US-ELC student's career at Westminster Christian Academy, the individual student's goals and abilities ultimately guide the pace and expectations. Over the anticipated four years in the US-ELC, three areas of Study Skills will be of focus (At Home, At School and At Test Time). Basic elements of the study skills curriculum will be repeated each year with variety coming from their personal growth and improvements in each area, causing increasing levels of difficulty. Portions of the three units will be covered per quarter, thus complementing each improved skill with another over the school year.

Course Text

None

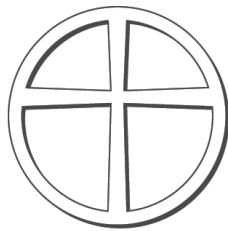
Supplemental Materials

Various internet articles.

Survival Guide for Students. Pearson Education, Inc., 1997.

Course Overview by Unit

Scope and sequence of the material presented will be adapted to meet the needs of the students who would be presently enrolled.



WESTMINSTER

CHRISTIAN ACADEMY

10900 Ladue Road • St. Louis, MO 63141 • 314-997-2900 • www.wcastl.org