

# **KING'S COURT CHRISTIAN ACADEMY**

## **“Stepping into our Royal Priesthood”**

But ye are a chosen generation, a royal priesthood, an holy nation, a peculiar people: that ye should show forth the praises of him who hath called you out of darkness into his marvelous light (I Peter 2:9-10, KJV).



### **Administrative Staff**

**Linda King**  
Principal

**George King**  
Headmaster



**King's Court Christian Academy**  
**716 Highway 1 North**  
**Greenville, MS 38703**

**662-537-4900**

# **STATEMENT OF ACCEPTANCE**

## **KING'S COURT CHRISTIAN ACADEMY**



We are walking in our  
Royal Priesthood!

**I have read the information contained in the Parent/Student Handbook and agree to abide by its policies and procedures. I accept the school's philosophy of education and statement of beliefs and will cooperate with the school in its efforts to equip my child with the necessary tools to become a productive citizen and Christian. I further understand that the school has the right to request withdrawal of my child should I fail to support or cooperate with the school as previously agreed.**

**Please sign below and return this page only to your child's teacher.**

Student's Name: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

# KING'S COURT ACADEMIC CALENDAR 2025-2026

4 ½ Hour Meet & Greet (7 p.m.)

18 First day of school

AUGUST 2025						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

16 President's Day (No School)

1 Labor Day (No School)

SEPTEMBER 2025						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MARCH 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

9-13 Spring Break

19 Report Cards Dispersed

16-20 Fall Break (No School)

22 Report Cards Distributed

OCTOBER 2025						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL 2026						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

3-6 Resurrection Holiday (No School)

24-28 Thanksgiving Break (No School)

NOVEMBER 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY 2026						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

8 Class Night

16 Senior Graduation (1:00 p.m.)

19 Report Card/Bon Fire (7:00 p.m.)

16 Family Matters at KCCA 6:30 p.m.

22-2 Christmas Break (No School)

DECEMBER 2025						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE 2026						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

15-3 Summer School/Camp

12 Report Cards Dispersed

19. MLK Jr. Day (No School)

JANUARY 2026						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JULY 2026						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

31 Orientation (Meet & Greet 7 p.m.)

# Parent/Student Handbook

## Table of Contents

Academics.....	7
Admission.....	3
Aftercare.....	6
Attendance.....	6
Chapel.....	14
Communicable Disease.....	11
Community Hours.....	5-6
Complaint Procedures.....	12
Conduct Code.....	8-9
Course Syllabus (Grades 1-12)	
Bible.....	20-22
English.....	23-27
Math.....	28-32
Science.....	33-36
Social Studies.....	37-41
Word Building.....	42-44
Electives.....	45-46
Demerit Point System for Conduct Grades (K-12).....	10
Educational Objectives.....	vii
Elementary/Middle School Class Assignments.....	16
Field Trips.....	14
Finances.....	3-5
Registration Fee.....	3
Tuition Payments.....	3-4
Other Fees.....	4
Refund, Overpayments, and Credits.....	4
Delinquent Tuition.....	4
Withdrawals.....	4
Checks.....	5
Dismissals.....	5
General Information.....	6
Grading Scale.....	7-8
High School Diploma Requirements.....	17-19
College Prep Track.....	18
Career Readiness Track.....	19
Holidays.....	12
Homework.....	7
Honor Roll.....	11
Insurance.....	13
KCCA Mission Statement.....	1
KCCA Statement of Faith.....	2
KCCA Vision Statement.....	1
Kindergarten Program.....	7
List of Offenses with Consequences.....	9
Lunch.....	13-14
Medication.....	11-12
Notice of Non-Discriminatory Policy.....	1
Off Campus Conduct.....	10
Orientation.....	7
Parental Involvement.....	15
Parties.....	12
Philosophy of Education.....	1
Random Drug Testing (Grades 7-12).....	10-11

## Table of Contents Continued

Re-Admission Policy.....	13
Required Church Attendance.....	3
School Calendar.....	iii-iv
School Closings.....	6-7
School Discipline.....	8
School-Wide Guidelines.....	12-13
Solicitors.....	12
Statement of Acceptance.....	ii
Student Dress Code.....	14-15
Tardies.....	6
Teacher Title.....	13
The Purpose of KCCA.....	2
Visitors.....	12
Volunteer/Visitor Dress Code.....	14

## **Educational Objectives**

1. To prepare students spiritually by instilling in them a love for God and His Holy Word.
2. To prepare students to live an abundant life as outlined in God's Word.
3. To encourage students to think clearly, logically, and independently.
4. To provide an environment with strong moral and high-quality academic training.
5. To instill, in each child's heart, a sense of self-worth and destiny.
6. To assist each child in realizing his/her purpose and equip him/her to become the best they can be.
7. To teach lessons as realities of life for everyday application.
8. To encourage each child to reach his/her innate potential for personal success as outlined in God's Word.
9. To develop in each child a sense of responsibility as a Christian and neighbor.
10. To show them biblically the role of the arts in worshipping God and provide them with opportunities to develop an appreciation of the arts as well as expressing creative gifts that are present within them.
11. To promote physical and emotional health, teamwork and develop a positive winning attitude.

## **NOTICE OF NON-DISCRIMINATORY POLICY**

The King's Court Christian Academy (KCCA) admits students of any race, color, national or ethnic origin and affords them all the rights, privileges, programs, and activities generally afforded or made available to students at the Academy. Furthermore, it does not discriminate based on race, color, national and ethnic origin in the administration of its admissions policies, educational policies, scholarships and loan programs, athletic or other school administered programs.

### **KCCA VISION STATEMENT**

The vision of KCCA is to provide the Mississippi delta area with a school that breeds Christian innovators who will become entrepreneurs and trendsetters who will revolutionize today's industries.

### **KCCA MISSION STATEMENT**

The mission of KCCA is to lead all students to accept the Lord Jesus Christ as their personal savior, to disciple them with the Word of God, and to instruct them with a Bible-based curriculum so that they might be equipped and prepared for productive citizenship.

### **PHILOSOPHY OF EDUCATION**

We believe that education is truth revealed. It is not possible to retrieve a true education without encountering an in-depth relationship with God. God's Word is truth and is needed to decipher between fact and fiction. Children should be trained up by the Word of God. There is no exception to this rule.

We believe the world's public education is lacking in this respect, and the woes of public-school education will not be solved by the federal government. We believe the answers to the woes of public education is none other than the name of Jesus. By embracing Christ, students will be provided with an environment that teaches character building along with rigorous academic standards.

We believe children should have a safe learning environment and should represent Christ inside and outside of the school setting. We believe courses in the arts should be offered to children, and they should have an opportunity to display their talents in these areas as a part of their academics.

We believe that parents are the primary teachers for their children. Teachers assist parents in teaching their children with a structured curriculum. Teachers should also be gifted to teach and live exemplary lives inside and outside the school setting.

The vision and mission of the school should be living documents that are carried out daily through strategic goal settings and planning. These documents should be well rehearsed so that students, teachers, and stakeholders are ready to aid in manifesting them. Furthermore, we believe the students are to be challenged with rigorous curricula and assessment programs and embrace a culture of continuous learning.

Finally, we believe that all students will not be college prone. Some will enter the work-force immediately. Therefore, we believe it is the school's role to help train and hone the skills of those who will go directly into the work-force, and the school should provide exceptional services such as ACT Prep and Dual Enrollment with neighboring universities for those who plan to enter the world of academia.

## **THE PURPOSE OF KCCA**

The King's Court Christian Academy is a God-centered holistic school with a curriculum that is geared towards building a student's love for God. Our goal is to prepare our students for life by instilling in them the Word of God and teaching every discipline from a biblical perspective. Every student needs discipline and instruction in righteousness. Therefore, we believe that the ACE curriculum along with other Christian and secular supplemental materials provide the foundation for building both an excellent and challenging educational program. We want our students to understand that their lives have purpose and God has a meaningful plan for their lives. We see our role as merely an extension of the home, in that our function is to assist parents with the God given task of educating their children. Here the students have a love for learning that goes beyond regular education. By teaching the Scriptures and demonstrating to them that Christian education does not equate to boredom, they have an opportunity to see the Word of God demonstrated on their level and in an environment where prayer, praise and worship is perpetual. We look to offer various clubs and organized sports to motivate and encourage our youth. In addition, our staff has the heart to teach and inspire our students. We look to offer a continuing education program to enhance and develop our administrators, supervisors, and monitors as they pursue the call of God on their lives to teach and minister to our children.

## **KCCA STATEMENT OF FAITH**

We believe that whatever the Bible says is true—which means that we believe in the inspiration of both the Old and New Testaments.

We believe that man was created by the direct act of God and in the image of God.

We believe that Adam and Eve, in yielding to the temptation of Satan, became fallen creatures.

We believe in the incarnation, the Virgin Birth and Deity of our Lord and Savior Jesus Christ.

We believe in His vicarious and substitutional Atonement for the sins of mankind by the shedding of His blood on the Cross.

We believe in the resurrection of His body from the tomb, His ascension to Heaven, and that He is now our Advocate.

We believe that He is personally coming again.

We believe in His power to save men from sin.

We believe in the necessity of the New Birth, and that this New Birth is through the regeneration by the Holy Spirit.

We believe that salvation is by grace through faith in the atoning blood of our Lord and Savior Jesus Christ.

We believe that this creed is sufficient basis for Christian fellowship, and that all born again men and women who sincerely accept this creed can, and should, live together in peace, and that it is their Christian duty to promote harmony among the members of the Body of Christ, and also to work together to get the Gospel to as many people as possible in the shortest time possible (Adopted from Florida Association of Christian Colleges & Schools).

## ADMISSIONS

To enroll a student in the Academy, the following steps must be completed:

- A. Obtain the necessary enrollment forms from the school. Students and parents may be interviewed by the school principal or administration before being accepted for enrollment.
- B. Complete all the information requested on the Enrollment Form. Please sign the form indicating you have read it carefully and agree to abide by the policies stated therein.
- C. Return the completed enrollment forms to the school along with the registration fee.
- D. The last report card, birth certificate, health form 121, high school transcript, and social security card must also accompany submitted enrollment forms.

Children entering kindergarten must be five years of age **ON OR BEFORE** September 1<sup>st</sup>.

- **The last day for a senior to enroll is the first Monday of October.**
  - **The last day for 1-11 grade students to enroll is the first Monday of January.**
- E. The registration fee is due at the time of registration and the first installment of the book fee is due by the 1<sup>st</sup> business day in June. Students that enroll after August 5<sup>th</sup> must also pay the first month's tuition installment. This installment is prorated according to enrollment date.
  - F. All new students in grades 1-8 will be required to take a diagnostic assessment for curriculum prescription.

## REQUIRED CHURCH ATTENDANCE

All students and/or their parents are required to attend at least one monthly **Christian** church service. Students must have a completed monthly form signed by the pastor of the ministry in which they are attending. This form will be given at the first of the month and should be submitted to the students' teachers by the end of the month. Submitted forms may be verified by staff. Any students failing to meet this requirement will be given a warning and/or courtesy call to parent; however, further infractions will lead to demerits given to students and/or a mandatory meeting with the Headmaster.

## FINANCES

### A. REGISTRATION FEE

A student is considered registered upon receipt of the registration fee (\$35 for one student/\$60 for two or more siblings), a signed, completed enrollment form and/or contract, and a copy of the student's birth certificate, last report card, and immunization record (health form 121). **Late registration (\$50/\$75 begins August 1<sup>st</sup>). Registration fees are nonrefundable.**

### B. TUITION PAYMENTS

1. Annually

The administration of KCCA will announce a tuition rate in March for the following school year. The annual tuition may be paid by using any one of the following plans.

## 2. Monthly

- a. Your annual tuition is paid in ten (10) equal installments beginning in August and ending in May. For students registering after August, payments are prorated for the month in which enrollment occurs; however, remaining payments are due on the first of each month through May.
- b. **Payments are due on or before the first of the month and are considered late after the fifth. A \$25 late fee is assessed for late payments. A \$25 fee will be assessed to each student's account with a balance due as of the 6<sup>th</sup> of the month. If the 5<sup>th</sup> falls on Saturday or Sunday, payments must be made before close of the business day on a school day that precedes these days. Normal operating office hours are 7:45 a.m. – 3:45 p.m.**
- c. May is the final payment month for all installment plans, and all May payments may only be remitted in cash, money order, or cashier's check. **No personal checks are accepted for any payment of fees in May.**
- d. Partial payments—Payments can be made in smaller amounts if the full month's installment is paid by the 1<sup>st</sup> of the month in which it is due.

## C. OTHER FEES

Book fees are \$240 for grades 1-6. Book fees are \$250 for grades 7-12. **Book fees are nonrefundable.**

## D. REFUNDS, OVERPAYMENTS, AND CREDITS

1. Overpayments on tuition on a particular student will be credited to the following month's tuition of that student's account; the overpayment can also be credited for lunch expenses. Otherwise, overpayments on tuition are nonrefundable and nontransferable.
2. **Refunds are not issued on registration, books, and/or tuition for any reason.**

## E. DELINQUENT TUITION

Prompt payment of tuition is essential to the operation of the school's financial obligations. If tuition payment is not received by the 5<sup>th</sup> of the month, parents are given written notification and/or a phone call from the school office. If payment remains delinquent by the 9<sup>th</sup> of the month, the parents will be notified by letter and/or phone call that their child(ren) will not be allowed to continue to attend class until their account is current. **If a student misses 5 consecutive days of school due to non-payment, the student is subject to dismissal.**

## F. WITHDRAWALS

1. Tuition is due on the first of the month; therefore, if you withdraw your child after the 1<sup>st</sup>, that month's installment is still due.
2. PARENTS must stop by the school office and complete and sign a withdrawal form. The form will be routed through the proper channels to complete the withdrawal process. Withdrawals will be finalized once the form has been returned to the school office.
3. **All outstanding financial obligations must be met before your child's grades and school records will be released.**

#### G. CHECKS

When making payments to your child's account, please place the child's full name and grade on the check or money order so that it can be posted to the correct account.

Payments can be made after office hours. Checks or money orders can be placed in a sealed envelope and dropped in the mailbox located near the road when exiting the campus or in the dropbox located in the school's front lobby. Indicate the student's name on the check or money order. **PLEASE DO NOT PUT CASH IN THE MAILBOX or DROPBOX.** The main entrance to the school is open until 3:45 p.m. **Please submit all other payments only to the school office.**

#### 4. RETURN CHECKS

- a. A \$40 return check fee will be assessed each time a check is returned by your bank for any reason.
- b. Should we receive two (2) returned checks from your bank, your check writing privileges will be revoked. Thereafter, all payments (i.e., transportation, field trips, snack money, contributions, etc.) must be made by cash, money order, or cashier's check.

#### 5. POSTDATED/STARTER CHECKS

- a. **Postdated and starter checks will not be accepted at any time.**
- b. If your child's account is in arrears when report cards or progress reports are due to be released, the report card or progress report will be held until payment has been received in full. This includes payment for lost or misused books, late pick-up fees, etc.

#### H. DISMISSALS

Parents will be asked to withdraw their child(ren) for the following reasons.

1. One or both parents will not cooperate with the administration of the school.
2. A student's conduct, attitude, or lack of academic effort may make it mandatory for that child to withdraw from KCCA.
3. A student or parent is propagating within the Academy doctrines contrary to fundamental Christian doctrines.

4. Non-payment of or consistently late tuition.

## COMMUNITY HOURS

All high school students are required to work at least 20 community hours per year serving within the school. High school students will be assigned to work in middle school assisting with academic needs in no more than 30-minute increments in each day. This is to teach the importance of serving and being a blessing to others. A special cash reward will be given to the student(s) with the most served hours.

## GENERAL INFORMATION

Grades offered:	1-12 (Grades 1-5 Homeschool only)
School Operation Hours:	8:00 a.m. – 3:00 p.m.
School Office Hours:	7:45 a.m.—3:45 p.m.
Elementary Dismissal (1-5)	2:30 p.m. (Monday-Thursday) 12:00 (Friday)
Jr. High Dismissal (6-8)	2:45 p.m. (Monday-Thursday) 12:00 (Friday)
High School Dismissal (9-12)	3:00 p.m. (Monday-Thursday) 12:00 (Friday)

## TARDIES

Developing habits of timeliness is strongly encouraged. Tardies are disruptive to the educational process and have an adverse effect on your child's learning. All tardies are unexcused apart from a doctor's excuse or those tardies with administrative approval. Students are tardy if they are not in their offices by 8:05 a.m. After 8:05 a.m., parents are required to come inside the building and sign their child in. **Every 5 tardies in a nine-week period will result in a 30-minute detention after school with a \$10.00 fee. Every 5 tardies in a nine-week period will also result in a one-day unexcused absence.**

## AFTERCARE

Aftercare is for students who need to remain under the school's supervision from 3:00 p.m. to 5:00 p.m. The fee is \$50 per week or \$15 per day. Students who attend KCCA's aftercare program will receive help in completing homework assignments.

## ATTENDANCE

This school year consists of 180 days. Parents must submit a signed, written excuse for each absence. Fridays are considered a regular school day although some students are not mandated to attend school; on Fridays, students who are not requested to attend school are to work on assigned goals for homework. If assigned goals are incomplete, the student will be marked as having an unexcused absence. Students are also to continue to work in Paces if they are absent and use the guidelines to determine how many pages to work in each subject. Checkups and Self-tests must be signed by the teacher and/or assigned in agenda.

- A. Students absent more than 15 days (unexcused absences) in a school year place their promotion in jeopardy. To make up days missed after 15 days excused or unexcused, students can stay after school for

up to one hour a day. One hour will make up for one day's absence. The cost is \$20. **Students can only make up a total of 5 days.**

- B.** Any student who **is not in** school by 9:00 a.m. or who checks out for the day before 11:00 a.m. will be counted absent.

## SCHOOL CLOSINGS

In the event of inclement weather such as snow, ice, tornadoes, hurricanes, etc., please tune in to local news channels, and if at any time the Greenville Public Schools are closing, KCCA will also be closing. News of KCCA's early school closings will also be disclosed in massive text messages, phone calls, emails, and postings on KCCA's Facebook page and website (kccalions.com). Please adhere to the school calendar for all other school closings due to holidays and training days.

## ACADEMICS

Although KCCA is a Christian school, this does not mean that we are slack in the realm of academics. Training in good Christian character demands that a student does his or her best in every endeavor of study. The Academy uses primarily the ACE curriculum with enhancements in Reading, Math, Writing, Music, and Computers.

Academic growth is greatly facilitated when parents are kept informed of the students' progress. Students in all grades are given a homework assignment book on their first day of school at KCCA. This keeps parents informed of what the students are covering in class. A conduct grade is also given daily. **A parent's signature is required in the assignment book every night (even on Fridays).**

There are mandatory parent/teacher meetings during the school year which includes orientation and a meeting at the end of each grading period in which report cards will be distributed. These meetings will keep you informed about current events at the Academy. Once you have signed the report card, please turn it in to your child's teacher. **A PARENT'S SIGNATURE IS REQUIRED ON THE REPORT CARD AND ALL PROGRESS REPORTS. You will be provided a copy when you turn in the report card and progress reports.**

## KINDERGARTEN PROGRAM

When offered, our kindergarten program provides a good foundation for a successful school career. This program is available as a full-day program. The children are taught Bible lessons, phonics, reading, cursive and manuscript writing, numbers, physical education, music, art, and computer. Special drama skits may also be incorporated into the program each year. A graduation program is held at the end of each year.

## ORIENTATION

Parent Orientation is conducted prior to the beginning of each new year to assist parents in becoming acquainted with the school and any changes that take place from year to year. It is required that at least one parent attends orientation. If your child has not satisfied admission requirements such as paid tuition, last report card, immunization records, birth certificate, social security cards (high school students only) and update information slips by the third day of school, he/she will not be allowed permission to enter class.

## HOMEWORK

We believe that homework is an integral part of learning; therefore, each teacher is at liberty to give homework each day except for weekends. Parents are required to review the homework and sign the homework assignment book. Teachers are under no obligation to accept late homework or permit makeup assignments except in the case of an excused absence. **We encourage parents to assist students with their homework and not do it for them.**

## GRADING SCALE

Academic information is sent home periodically to help parents keep abreast of their student's progress in school. Progress reports will be sent home midway (at 4 ½ weeks) each quarter of the academic school year to aid parents in tracking their child(ren)'s averages. Alphabetic grades will be assigned as follows:

<b>A</b>	<b>94-100</b>
<b>B</b>	<b>88-93</b>
<b>C</b>	<b>87-80</b>
<b>D</b>	<b>79-74</b>
<b>F</b>	<b>73 and below</b>

## SCHOOL DISCIPLINE

### **Discipline is not just punishment!**

When we speak of discipline, we are referring to a much broader interpretation than just punishment. Discipline refers to those methods of instruction and training that result in moving behavior and character toward predetermined goals, such as those that are imposed by parents, educators, society and the Bible.

## CONDUCT CODE

To foster a proper learning environment and to train children to be respectful, productive Christians, we have established a code of conduct. General guidelines for classroom discipline and control are established by the school, whereas specific guidelines are provided by the individual teacher. There are three principles involved with respect to proper conduct:

### A. Obedience:

1. Doing what one is told.
2. Doing it when one is told.
3. Doing it with the right attitude.

### B. Respectful:

1. This begins in the home.
2. We will not tolerate disrespect of any kind.

### C. Responsibility:

1. He/she develops the discipline to have goals and assignments completed.
2. He/she provides no excuses for failures but allows failures to make him/her better.

The use of a positive incentive is helpful in motivating and controlling students. One positive incentive is the use stickers/stamps on progress sheet posted in each student's office.

Students may earn stickers/stamps for various academic and behavioral achievements such as completing goals at school or for receiving no demerits for the day or week. Students accumulate stickers/stamps and can use them to obtain items such as pencils, erasers, trinkets, homework passes, etc.

Training children to take responsibility for their actions means teaching them that they are accountable for committing misdeeds or for omitting required actions. Students who violate Learning Center procedures will be corrected and given an appropriate penalty. Demerits are marked on the Discipline Report for each student and are kept in the possession of the school, which is designed for quick assessment of behavioral mishaps.

### **LIST OF OFFENSES WITH CONSEQUENCES**

5 demerits given in a nine-week period could result in conference with teacher, administration, child, and parent. More than 10 demerits in a nine-week period will result in a one to three day(s) suspension or expulsion. Please view the code of discipline below carefully. **Please note that this is just a guideline and is not all encompassing; it may be changed at the discretion of KCCA's Administration.**

#### **List of Offenses with Consequences**

**(Reminder: This list is not conclusive.)**

<b>Offense</b>	<b>Consequence</b>
Turning around in office	1 demerit
Leaving chair out	1 demerit
Any disturbance	1 demerit
Chewing gum	1 demerit
Getting out of seat without permission	1 demerit
Teasing or name calling	1 demerit
Leaving PACEs at home	1 demerit
Dress code violation	1 demerit
Messy office/Littering	1 demerit
Talking/communicating without permission	1 demerit
Unsigned Agendas/Progress Reports/Report Cards	1 demerit
Not setting goals	1 demerit
Unauthorized goal changes	1 demerit
Running in building	1 demerit
Minor scoring violations	1 demerit
Unauthorized eating/drinking	1 demerit
Wasting time	1 demerit
Incomplete homework/classwork	2 demerits
Asking permission after previous refusal from another staff member	2 demerits
Repeated offense	2 demerits
Lying	2 demerits

Disrespectful	2 demerits
Defiance	2 demerits
Major scoring violations (cheating)	3 demerits
Carrying dangerous objects	10 demerits and/or suspension/expulsion
Use of profanity in oral or written language	3 demerits
Damaging school property	5 demerits
Fighting	5-10 demerits and subject to expulsion
Uncontrollable/Unruly behavior	5-10 demerits and/or suspension/expulsion

## **DEMERIT POINT SYSTEM FOR CONDUCT GRADES**

### **(GRADES K-5)**

0 demerits	100	A
1 demerit	90	B
2 demerits	80	C
3 demerits	75	D
4 demerits	70	F
5-10 demerits	60	F

### **(GRADES 6-12)**

0 demerits	100	A
1 demerit	85	C
2 demerits	75	D
3 demerits	70	F
4-10 demerits	60	F

## **OFF CAMPUS CONDUCT**

Living the Christian life should not be a game with one set of rules for church and school and another for everyday life. Regardless of whether the proscribed activity students at KCCA are involved in takes place at or away from school, the student is equally subject to discipline for those actions, up to and including expulsion. Please be mindful that all KCCA students who have social media pages must make sure that their content excludes inappropriate behavior (profanity, gang signs, violence of any kind, sexual content, etc.). Infractions on KCCA's social media policy may also result in suspension and/or expulsion.

## **RANDOM DRUG TESTING (GRADES 7-12)**

KCCA may request random drug testing for grades 7-12 from a local clinic or hospital at the parent's expense. If a drug test is requested, the parent has up to 48 hours to supply the results. Upon notification of a positive drug test, your child will be immediately placed on a rehabilitation plan derived from the parent and administration. The child will be required to do a repeat drug test at the expense of the parent within 90 days at the discretion of administration. If the second drug test is positive, it will result in immediate expulsion.

Information regarding the results of drug tests will not be disclosed to criminal or juvenile authorities except legal compulsion by valid and binding subpoena or other legal processes which KCCA will not solicit. In the event of service of any such subpoena or legal process, the student and the student's custodial parent, legal guardian, or custodian will be notified at least 72 hours before response is made by KCCA, to the extent permitted by such subpoena or legal process.

The following substances or their metabolites that can be tested for and are considered illicit or banned for KCCA's students are:

Alcohol, Amphetamines, Anabolic Steroids, Barbiturates, Benzodiazepines, Cocaine Metabolites, LSD, Marijuana Metabolites, Methadone, Methaqualone, Nicotine, Opiates, Phencyclidine, Propoxyphene.

A student who on school property or anywhere at a school sponsored activity is under the influence of alcohol, drug, or mood-altering substances, or who possesses, uses, distributes, dispenses, sells or aids in the procurement of alcohol, narcotics, restricted drugs, mood altering substances, or any substance purported to be a restricted substance or over-the-counter drug, shall be subjected to discipline pursuant to the provisions and procedures outlined in KCCA's Discipline Policies before the school board.

### HONOR ROLL

Because we believe Christian character is more important than academics, our Honor Roll system will combine a student's citizenship with his academic performance. Parents, **PLEASE NOTE**, students who do not demonstrate good citizenship may not be considered for the school's Honor Roll, even though they may have outstanding academics.

The following infractions will disqualify a student from the school Honor Roll in any given nine-week period:

- A. 5 or more demerits.
- B. Suspension.

Each quarter, students receiving award incentives must fulfill the following requirements:

- Principal's Honor Roll (*A/B* Honor Roll): 88 to 93 percent in each subject
- Pastor's Scholar (*A* Honor Roll): 94 or higher in each subject
- Lion's Award (No more than two C's that averages at least an 86)
- Good Citizenship (0 demerits)

### COMMUNICABLE DISEASE

KCCA desires to maintain a healthy school environment. Children often get sick and many of these illnesses are contagious. In case a teacher, an administrator, or a staff member feels that others are at risk, you will be contacted to come and take your child home. A note from the doctor may be required in some instances before your child is re-admitted to school. Parents, if your child is sick before coming to school, please **keep him or her at home**. In all fairness to the other children and our staff, please cooperate with this policy.

Special Note: Common viruses such as Shigella includes symptoms such as diarrhea, vomiting, and high fever. These viruses are highly contagious. **If your child has these symptoms, please do not bring your child to school!**

## MEDICATION

All medication, **along with written instructions**, must be kept in the school office area only. Parents will be given a medical authorization form at registration or orientation to be completed and returned to the school office to be filed. This authorization allows teachers, administrators, or staff to administer basic medication (i.e. Tylenol, Benadryl, and antacids, etc.) and treatment in case of minor illnesses and injuries. **Our staff will not administer drugs used to treat behavioral and attention span disorders. These drugs will have to be administered at home. However, Administration must be informed if your child is taking such medication.** Additionally, please inform the school office if your child takes medication that will create drowsiness symptoms.

## SOLICITORS

No lectures, visitors, posters, literature or sale items are allowed in a classroom without permission from the school administration.

## HOLIDAYS

We do acknowledge special holidays such as Christmas and Easter. However, we want to remain true to the central ideas/focus based on the Word of God. Therefore, we do not teach the children about Santa Claus, the Easter bunny, etc. or any other pagan symbolisms. Please refrain from sending such items to school during these times.

## PARTIES

From time to time, parties will be given during the school year. A child's birthday may be celebrated providing it is kept simple. (Example: cupcakes or small cake and drinks). This will be worked into the day's activities at the teacher's discretion. Please notify the teacher in advance. Parents are welcome to attend these parties. Elaborate parties which interrupt instruction time will not be permitted. The timing of such events is at the discretion of the teacher.

## VISITORS

Any person other than students and staff is considered a visitor and must first sign in and report to the school office for clearance before going to a child's learning center. **SPECIAL NOTE: UNLESS THERE IS COURT DOCUMENTATION ON FILE STATING OTHERWISE, ANY PARENT MAY COME AND VISIT HIS/HER CHILD DURING SCHOOL HOURS.** Parents have every liberty to visit their child's learning center unannounced, but parents are advised not to conference with the teacher during school hours. Parents are to avoid lengthy conversations with their child's teacher. A scheduled appointment or phone conference will give you the time you need to express any concerns or issues.

## COMPLAINT PROCEDURES

The common goal of Christian teachers and parents can be more readily achieved when a peaceful open relationship exists between the home and the school. Therefore, special mention is made of the best method for dealing with problems and complaints. Please use the following guidelines for handling any problems that may rise during the school year.

- A. If a problem situation occurs between the parent and the teacher, the parent must first contact the teacher. Parents should refrain from writing discouraging notes to teachers and should instead pray about the situation and schedule a meeting or phone conference with the teacher.
- B. If a conference is needed with the teacher, contact the teacher or Pastor George King to arrange an appointment.
- C. Should the problem remain unresolved, a conference with the parent, teacher, student, and Headmaster may be necessary at this time. This conference must be scheduled by the teacher. The teacher should be aware of any concerns prior to the conference.

### SCHOOL-WIDE GUIDELINES

- A. Students may not talk without permission from the teacher.
- B. Students may not get out of their seats without permission.
- C. Students may not write on white boards unless directed to do so by the teacher.
- D. Any student failing to have paper, pen, pencils, or books may be considered as being unprepared and will suffer the required point deductions.
- E. There will be NO horseplay or throwing of any objects inside of the school.
- F. Students may not touch the walls or glass doors at any time.
- G. Students are expected to keep their offices and learning center areas neat at all times.
- H. Students will treat God's property with the highest respect. **DEFACING OF CHURCH OR SCHOOL PROPERTY** will result in parents being charged a fee to repair such property.
- I. NO profanity or derogatory language will be tolerated at any time.
- J. Cell phones are welcomed by students but must be **turned off** (not on silent or vibrate mode) when entering the school building and turned in to the classroom teacher. Cell phones will be confiscated and not returned to the students if they do not follow the required procedures. Smart watches and earphones may not be worn to school for any reason. **For this infraction, a fee of \$10.00 will be charged to each student, and the cell phone, smart watch, or earphones will be issued back only to the student's parent/guardian after payment has been remitted. Any additional infractions will accrue a \$20 fee.**

### RE-ADMISSION POLICY

School teaching staff may recommend to the school administration students who should be on probation or students who should not return to KCCA. This recommendation may be based on one or more of the following stipulations.

- General negative attitude toward other students, teachers, administration, or school
- Lack of cooperation with the staff
- Lack of desire for the things of God
- Continuous lack of positive response to disciplinary measures
- Insufficient academic progress
- Parents who have not paid any outstanding financial obligations from the previous school year may not re-enroll their children until payment has been made. Any fees not paid by the last day of school will result in students being deleted from the roster for the upcoming year and records (including report cards) will be held until account is paid in full.
- Lack of parental support of the school and its staff
- Continued unruly behavior or immorality

## TEACHER TITLE

Because school staff are professional adults, students are expected to address them by their last name preceded by Mr., Mrs., or Miss. Parents may use the title Brother or Sister when appropriate. It is never correct for a student to address a teacher or staff member by his or her first name or the first initial of his or her last name.

## INSURANCE

KCCA does not provide student accident insurance for students. The Academy is not responsible for injuries suffered at school except in case of proven negligence. Any medical requirement for injuries will be the responsibility of the parent. We suggest that all students be covered under a family health insurance plan. If you cannot afford insurance your child may be eligible for MS Children's Health Insurance Plan. You may contact them at 1-877-543-7669.

## LUNCH

Student lunches are not a part of our tuition program. School lunches consist of sandwiches/beef hotdogs, chips, and juice/water; lunches are \$3.00. A student may pay daily, weekly, or monthly. **Please do not include lunch monies with tuition payments; they must remain separate. Submit all lunch monies to your child's teacher.** Please do not cashapp funds for lunch.

**Students may not use the school refrigerator to refrigerate any food or drinks.** We suggest that each student purchase a lunch bag along with an icepack. **Microwave use is not available** to students. Please make the necessary adjustments. **Sodas are not allowed in school lunches** on Monday-Wednesday. Only Sprites and Sierra Mists are approved sodas on Thursdays only. Bottled water and packaged juices such as Capri Suns, Kool-Aid Jammers, or other pouched drinks are acceptable. **Parents/visitors may not drop off food for a child after 8:30. Absolutely no restaurant drinks are allowed to prevent spills in offices. Please do not include candies in packed school lunches.**

## CHAPEL

Chapel is a vital part of any Christian education and will meet every month in the main sanctuary. Children will be allowed to ask questions about God and other subjects relative to Christianity. Parents are welcome to attend but should sit toward the rear of the sanctuary. Special conferences may be held occasionally to enhance the spiritual training offered to the children. **Please see student dress code for attire for chapel.**

## FIELD TRIPS

Post-pandemic field trips will be used to offer practical, first-hand resources to enhance the learning process. These trips will usually be planned to relate to classroom studies and activities. Written permission will be required for each field trip. **NOTE: all school dress codes will be in effect on all field trips unless notified in writing by the teacher.** Please remember to sign and return permission slips on the date requested. It is not the responsibility of the school to make sure you sign this form. Your child will be disappointed to find out that he/she cannot attend an outing because the field trip was not paid for or the form signed before the expiration date.

## VOLUNTEER/VISITOR DRESS CODE

The Word of God requires us to be moderate in our behavior and our dress. All visitors are asked to please use moderation in their attire when visiting the school. School administration reserves the right to ask anyone

whose attire may be indecent or offensive to leave the school grounds. We truly appreciate parent volunteers; however, we ask that you be mindful of hemlines and low-cut tops. If you have to ask if it is too short or too low-cut, it probably is (i.e. strapless or halter tops, mini-skirts, short-shorts, etc.).

## STUDENT DRESS CODE

**Girls** will be required to wear purple polo shirts and khaki skirts, jumpers, shorts, or pants. Too short and/or tight-fitting shorts are not allowed. **Skorts are now permitted if ordered from Lusso's because of its approved length.** **Boys** will be required to wear purple polo shirts with KCCA's logo and khaki pants/shorts (**cargo pants are acceptable**). All students are required to have a **plain** black jacket or school hoodie. **It is recommended that all uniforms be purchased from Lusso located at 785 Martin Luther King, Jr. Blvd. in Greenville.** Skirts must not exceed 2 inches above the knee.

**Boys may not wear earrings** on any parts of their bodies, and girls may wear earrings in their ears (no more than 2 per ear). Nose rings are not allowed for either gender.

If there are belt loops in pants, all students (boys and girls) must wear a belt. Absolutely no sagging of pants will be tolerated.

**No facial hair** is allowed on our young men in the academy as well.

No hats, do-rags, and hoods of hoodies can be worn in the building.

Any graphics that depict demonic activity (i.e. skulls, blood droppings, demons, ghosts, etc.) may not be worn to school or any school function. It is at the school's discretion to determine what appropriate attire is. Ripped jeans showing skin are not permissible; however, ripped jeans are permissible if tights which are not torn are worn underneath them.

No visible tattoos are allowed on the body of any student. If a student has tattoos already, the tattoos must be covered. Students should refrain from getting tattoos while being a student at King's Court.

Shoes with the backs out are not permissible.

- **Chapel days are every Thursday of the week, and all students must wear the required KCCA uniform shirts. If no school falls on a Thursday, chapel will be held the following Thursday or rescheduled by Pastor King.**
- Students not in full compliance with the school's dress policy may be subject to one or more of the following:
  1. A note may be sent home notifying the parents and requesting their cooperation in the matter and/or a demerit distributed for the dress code infraction.
  2. Parents may be called to bring a change of clothes or to pick the student up from school.
  3. Repeated infractions may result in suspension or probation.
  4. Consistent lack of cooperation with the dress code may result in expulsion.

## PARENTAL INVOLVEMENT

As stated in our educational philosophy, we believe that it is the parents' primary responsibility to educate their child. KCCA is an important extension in assisting parents with guiding their children to excel spiritually and academically. KCCA has an open-door policy. Parents are welcome to visit the learning center at any time and evaluate their child's progress and the learning environment itself; however, all parents must sign in at the front desk.

Parents are expected to be involved in their child's academics by signing homework/conduct folders, attending mandatory meetings, assisting their child in homework assignments, and making sure their child is reading nightly from assigned literature.

Parents should be their child's biggest cheerleaders! Parents are by no means to put all their child's learning on a school entity. The child will undoubtedly become only partly successful. Therefore, parents at KCCA are expected to be the number one coach of their child's education.

## **ELEMENTARY/MIDDLE SCHOOL CLASS ASSIGNMENTS**

Listed below is a detailed list of class assignments for grades 1-8.

### **Grades 1-4**

**Bible**  
**English**  
**Math**  
**Phonics**  
**Science**  
**Social Studies**  
**Word Building**

### **Grades 5-6**

**Bible/Computer**  
**English**  
**Math**  
**Science**  
**Social Studies**  
**Word Building**

### **Grade 7**

**Bible 7/Computer**  
**English 7**  
**Math 7**  
**MS Studies.....1/2 credit**  
**Social Studies 7**  
**Science 7**  
**Word Building 7**

### **Grade 8**

**Bible 8/Computer**  
**English 8**  
**Foundations of Algebra.....1 credit**  
**Science 8**  
**Social Studies 8**  
**World Geography.....1/2 credit**  
**Etymology.....1 credit**

## **HIGH SCHOOL DIPLOMA REQUIREMENTS**

KCCA has two pathways to obtain a high school diploma. The first pathway is the College Prep Track. This option is for students who plan to attend a community/junior college or university upon completion of high school. College Prep Track students must complete at least 30 credits. We strongly encourage College Prep Track students to do dual enrollment (at MDCC) at least 1-2 semesters during their high school tenure.

The second pathway is the Career Readiness Track. This option is for students who plan to go immediately into the workforce after graduation. Career Readiness Track students must complete at least 28 credits. KCCA is committed to aligning each student with his God given abilities/talents. On the following pages are the requirements for each pathway to obtaining a high school diploma from KCCA.

## College Prep Track

### 9<sup>th</sup> Grade

Foundation of Algebra	1 Credit
Algebra I	1 Credit
Introduction to Biology	1 Credit
Biology	1 Credit
English I	1 Credit
Etymology	1 Credit
MS Studies	.5 Credit
New Testament	1 Credit
Physical Education	1 Credit
World Geography	<u>.5 Credit</u>
	9 Credits

### 10<sup>th</sup> Grade

Algebra II	1 Credit
Computer Science	1 Credit
English II	1 Credit
Geometry	1 Credit
Old Testament	1 Credit
Physical Science	1 Credit
Spanish I	1 Credit
World History	<u>1 Credit</u>
	8 Credits

### 11<sup>th</sup> Grade

Algebra III	1 Credit
American History	1 Credit
Chemistry	1 Credit
English III	1 Credit
General Business	.5 Credit
Life in Christ	1 Credit
Spanish II	1 Credit
Speech	<u>.5 Credit</u>
	7 Credits

### 12<sup>th</sup> Grade

Business Math	.5 Credit
Christian Growth	1 Credit
Civics	.5 Credit
Economics	.5 Credit
English IV	1 Credit
Health	.5 Credit
Leadership	1 Credit
Music	.5 Credit
Trigonometry	<u>.5 Credit</u>
	6 Credits

**Total Credit Hours**

**30 Credit Hours**

## Career Readiness Track

### 9<sup>th</sup> Grade

Bible 9	1 Credit
Career Applications I	1 Credit
English 9	1 Credit
General Math 9	1 Credit
Science 9	1 Credit
Social Studies 9	1 Credit
Word Building 9	<u>1 Credit</u>
	7 Credits

### 10<sup>th</sup> Grade

Art	.5 Credit
Bible 10	1 Credit
Business Math	1 Credit
Career Applications II	1 Credit
English 10	1 Credit
Science 10	1 Credit
Social Studies 10	1 Credit
Speech	<u>.5 Credit</u>
	7 Credits

### 11<sup>th</sup> Grade

Bible 11	1 Credit
Intro to Biology	1 Credit
Career Applications III	1 Credit
Computer Applications	.5 Credit
English I	1 Credit
Health	.5 Credit
Pre-Algebra	1 Credit
U.S. History	<u>1 Credit</u>
	7 Credits

### 12<sup>th</sup> Grade

Algebra I	1 Credit
Bible 12	1 Credit
Biology	1 Credit
Career Applications IV	1 Credit
Civics	.5 Credit
English II	1 Credit
Keyboarding	1 Credit
MS Studies	<u>.5 Credit</u>
	7 Credits

**Total Credit Hours                      28 Credit Hours**

## **Bible Syllabus for Grades 1-12**

### **Bible Reading 1 (Level 1) (PACEs 1001–1012)**

#### **In this level the student:**

- Follows vividly-colored drawings of Bible characters while listening to Bible stories.
- Develops small motor muscles, eye-hand coordination, and visual discrimination.
- Learns basic Bible accounts.
- Memorizes Bible Scriptures.

### **Bible Reading 2 (Level 2) (PACEs 1013–1024)**

#### **In this level the student:**

- Reads and answers questions about God’s Word.
- Focuses on the book of John.
- Memorizes the books of the New Testament.
- Is encouraged in character development through examples given in each PACE.

### **Bible Reading 3 (Level 3) (PACEs 1025–1036)**

#### **In this level the student:**

- Reads and answers questions about God’s Word.
- Focuses on the book of Matthew.
- Memorizes the books of the Old Testament.
- Is encouraged in character development through examples given in each PACE.

### **Bible Reading 4 (Level 4) (PACEs 1037–1048)**

#### **In this level the student:**

- Reads and answers questions about God’s Word.
- Focuses on reading Mark and Luke.
- Learns the division of Old Testament books into sections: Law, History, Poetry, Major Prophets, and Minor Prophets.
- Is encouraged in character development through examples given in each PACE.
- Practices reading from God’s Word.

### **Bible Reading 5 (Level 5) (PACEs 1049–1060)**

#### **In this level the student:**

- Focuses on reading Acts, Genesis, Exodus, and begins Psalms.
- Reviews names of all the books of the Bible.
- Practices personalizing and meditating on Scripture.
- Learns interesting Bible facts.

## **Bible Reading 6-8 (Level 6-8) (PACEs 1061–1072)**

### **In this level the student:**

- Reads and answers questions on Old Testament historical books: Leviticus, Numbers, Deuteronomy, Joshua, Judges, and I Samuel.
- Reads and answers questions on Old Testament wisdom books: Psalms 35–73 and Proverbs 1–15.
- Reads and answers questions on New Testament doctrinal books: Romans, I and II Corinthians, Galatians, and Ephesians.
- Learns interesting Bible facts.
- Learns 12-character traits and memorizes an Old and New Testament Scripture verse for each trait.
- Answers thought-provoking questions regarding various Scripture passages.

## **New Testament Survey (Level 9) (PACEs 1097-1108) 1 Credit**

### **Course Description**

This Biblical Studies: New Testament Survey course is designed to introduce the high school student to the penman, the place, the period, the problem, the peculiarities, the purpose, and the plan of each book. The Inter-Testament Interval, and Matthew through Revelation are studied.

## **Old Testament Survey (Level 10) (PACEs 1109–1120) 1 Credit**

### **Course Description**

This is a comprehensive course designed to provide the high school student with a book-by-book understanding of the Old Testament. The chronology, history, setting, and content of the Old Testament are examined in such a way that the student's comprehension is increased. This study covers the introduction, preparation for Bible study, and authority of the books of the Bible. The covenants, time periods, laws, poetical books, and minor prophets are just a sample of topics that are discussed.

## **Life of Christ (Level 11) (PACEs 1133–1144) 1 Credit**

### **In this course the student:**

- Examines the historic and cultural background of the New Testament.
- Studies the nature of the Gospels.
- Considers the Galilean ministry of Christ.
- Follows Christ's Berean and Judean ministries.
- Visualizes the triumphal entry of Christ and His final public teaching.
- Witnesses the final hours of Christ with His disciples.
- Studies the resurrection and post-resurrection appearances of Christ.
- Gains insights that will enhance his personal walk with the Saviour.

## Christian Growth (Level 12) (Self-PACEs 133–138) 1 Credit

In this course the student reads:

- **The School of Obedience** by Andrew Murray, an encouragement to Believers to follow the Lord's example of obedience in life and ministry.
- **The Hour That Changes the World** by Dick Eastman, a plan with practical suggestions for the Christian who wants to improve prayer life.
- **Nervous Christians** by L. G. Little and T. H. Epp, a study of nervous disorders, psychosomatic suffering, and psychotherapy as written by a Christian doctor.
- **Spirit-Controlled Temperament** by Tim LaHaye, a discussion of the four basic temperaments and how God uses them in a Christian life dedicated to Him.
- **When a Christian Sins** by John R. Rice, an examination of what happens when a Christian sins—how his life is affected, and how he can avoid sin.
- **This Way to Happiness** by Clyde M. Narramore, a survey of the basic needs of all humanity and how they are all met fully in Christ.

## **English Syllabus for Grades 1-12**

### **English 1 (Level 1) (PACEs 1001–1012)**

In this level the student:

- Reviews consonant and vowel sounds.
- Is introduced to reading and writing of word families and sentences.
- Studies blends, diphthongs, ending sounds, and suffixes.
- Develops reading comprehension skills.
- Copies sentences using proper capitalization and punctuation.

### **English 2 (Level 2) (PACEs 1013–1024)**

In this level the student:

- Reviews phonics—identifies vowels, consonants, blends, diphthongs, and suffixes.
- Learns punctuation—telling and asking sentences, capitalization, quotation marks, and apostrophes.
- Learns suffixes—s, -ed, -ing, and -er.
- Is introduced to compound words.
- Studies confusing words—no/any, can/may, is/are, does/do, to/too/two.
- Discovers parts of speech—nouns, prepositions, verbs, and adverb concepts.
- Is introduced to word order and concepts—sequences, same/opposite, homonyms, rhyming words, and poetry.
- Writes friendly letters.
- Practices writing sentences.
- Reads paragraphs for comprehension.
- Is encouraged in character development through examples given in each PACE.

### **English 3 (Level 3) (PACEs 1025–1036)**

In this level the student:

- Alphabetizes words.
- Learns about sentence types—declarative, interrogative, and exclamatory sentences.
- Learns about basic punctuation marks (. ? ! , ' “ ”).
- Practices cursive writing—lowercase and capital letters.
- Learns parts of speech—nouns (common, proper, singular, and plural), pronouns, adjectives, verbs (action and state-of-being), and prepositions.
- Uses compound words.
- Understands word concepts—antonyms, synonyms, homonyms, confusing words, and confusing word pairs (a/an, learn/teach, sit/set, let/leave, their/there, its/it's, and can/may).
- Writes letters and addresses envelopes.
- Is encouraged in character development through examples given in each PACE.
- Learns about rhyming words and poems.

### **English 4 (Level 4) (PACEs 1037–1048)**

In this level the student:

- Continues cursive writing.
- Practices alphabetizing and increases his comprehension of vowels and consonants.
- Reviews and expands knowledge of the parts of speech—nouns (common, proper, singular, plural, and subject nouns), verbs (action, state-of-being, and helping), pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections.

- Develops paragraph writing skills and reviews the types of sentences—declarative, interrogative, imperative, and exclamatory.
- Identifies and practices using ending punctuation.
- Learns the use of a colon and an apostrophe in contractions and possessives.
- Begins to use the dictionary.
- Learns proper letter writing form.
- Reviews and expands word concepts (antonyms, synonyms, homonyms), confusing words, word pairs, and contractions.
- Is encouraged in character development through examples given in each PACE.

#### **English 5 (Level 5) (PACEs 1049–1060)**

In this level the student:

- Expands his knowledge of nouns and verbs and learns the agreement of subjects and verbs.
- Learns to diagram the subject, action verb, state-of-being verb, predicate noun, adjectives, adverbs, and direct object of a sentence.
- Identifies and correctly uses verbs that are often misused, modifiers, and pronouns.
- Changes a given list of verbs from singular to plural.
- Reviews pronouns and identifies the kinds (personal, interrogative, demonstrative, and indefinite) and cases (subjective, objective, and possessive).
- Recognizes simple and complete subjects and predicates.
- Is introduced to predicate adjectives and comparative degrees of adverbs.
- Recognizes complete sentences and fragments, learns four sentence patterns, and develops paragraphs.
- Learns and practices punctuation rules including quotation marks, underlining titles, etc.
- Increases word concepts (antonyms, synonyms, homophones) and learns about heteronyms.
- Writes business and friendly letters.
- Demonstrates a mastery of proper capitalization.
- Is encouraged in character development through examples given in each PACE.

#### **English 6 (Level 6) (PACEs 1061–1072)**

In this level the student:

- Increases word concepts—antonyms, synonyms, homophones, and heteronyms.
- Reviews nouns—common, proper, compound, singular, plural, possessive; and learns about collective nouns and nouns in apposition.
- Expands verb knowledge (action, linking, state-of-being, regular and irregular) to include verb tenses (present, past, future), and conjugation of all six tenses; verb agreement; and the review of troublesome verbs (learn/teach, sit/set, lay/lie, rise/raise).
- Identifies pronouns—personal (subjective and possessive), interrogative, demonstrative, relative, reflexive, and indefinite.
- Builds upon parts of speech—comparisons using adjectives and adverbs, prepositions and phrases, coordinating conjunctions, interjections, and diagramming.
- Strengthens sentence writing by using sentence patterns, interesting words, and exact nouns; recognizes subject and verb agreement; and types of clauses.
- Practices writing paragraphs and begins outlining and research.
- Uses simple, compound, and compound-complex sentences with effective coordination and subordination of ideas to express complete thoughts.
- Learns to identify types of sentence patterns and clauses.
- Is encouraged in character development through examples given in each PACE.

## English 7 (Level 7) (PACEs 1073–1084)

In this level the student:

- Identifies, reviews, and diagrams simple, compound, and complex sentence patterns.
- Reviews eight parts of speech and studies prepositions, conjunctions, and interjections.
- Is introduced to infinitives and gerunds.
- Reviews principal parts of regular and irregular verbs—perfect tenses; conjugation of all six tenses; progressive verb forms; transitive and intransitive verbs; and subject-verb agreement.
- Increases noun study—exact, compound, collective, plural, and possessive.
- Develops use of personal pronouns—nominative, objective, and possessive case; demonstrative, interrogative, relative, reflexive, and indefinite pronouns.
- Applies adjectives as indefinite pronouns, nouns, participles, and predicate adjectives.
- Develops writing and communication skills through use of sentence variety, outlining, paragraph writing, composition writing, and proofreading.
- Works with paragraph structure—indenting, main idea, topic sentence, summary, dependent and independent clauses, and phrases.
- Is encouraged in character development through examples given in each PACE.

## English 8 (Level 8) (PACEs 1085–1096)

In this level the student:

- Reviews verbs and verb tenses, progressive form, and the emphatic mood.
- Concentrates on diagramming pronouns, adjectives, adverbs, prepositional phrases, compound subjects and verbs, and all four sentence patterns.
- Expands noun functions in sentences—compound, collective, plural, possessive, and subject/verb agreement.
- Develops five kinds of pronouns (demonstrative, relative, interrogative, reflexive, and indefinite), the three cases of personal pronouns (nominative, objective, and possessive), subject pronoun/verb agreement (number, person, and gender), and diagrams pronouns.
- Reviews parts of speech.
- Continues to develop writing skills which include topic sentences, outlining, and paragraph development.
- Edits written paragraphs to ensure that correct grammar is used.
- Recognizes sentence fragments and run-on sentences.
- Writes several short biographical sketches.
- Is encouraged in character development through examples given in each PACE.

## English I (Level 9) (PACEs 1097–1108)

In this level the student:

- Learns about the history of the English language.
- Practices using resources—dictionary, thesaurus, concordance, encyclopedia, and the library.
- Reviews outlining.
- Writes a biographical sketch and answers essay questions.
- Continues to review and write with verbs—action/linking, transitive/intransitive, active/passive voice, tenses, progressive form, and emphatic mood.
- Reads and analyzes *The Swiss Family Robinson* by Johann Wyss and *Twice Freed* by Patricia St. John.
- Learns the parts of a book; the elements of a short story and a novel—chronological order, spatial order, and order of importance; the exposition, complication, and resolution of story plots.
- Diagrams simple, compound, and complex sentences.

- Is introduced to new vocabulary words.
- Identifies and uses the literal and figurative meanings of words and understands word derivations.
- Writes a composition unified by a single coherent thesis with a consistent tone and focus.
- Demonstrates an understanding of sentence construction by correctly using clauses, phrases, and the mechanics of punctuation.
- Is encouraged in character development through examples given in each PACE.

## **English II (Level 10) (PACEs 1109–1120)**

Prerequisite: English I

In this level the student:

- Writes using four kinds of paragraphs and correct sentence structure.
- Reviews the characteristics of writing a biography and an autobiography and learns to make note and source cards while using reference books at the library.
- Studies the elements of a book and examines the author's style while reading, studying, and answering questions about **God's Tribesman** by James and Marti Hefley and **The Hiding Place** by Corrie ten Boom and John and Elizabeth Sherrill.
- Identifies and reviews basic grammar.
- Expands vocabulary through learning and writing new words.
- Classifies and diagrams the seven basic sentence patterns of simple and complex sentences.
- Discovers the purpose and type of newspaper articles and writes a newspaper article.
- Determines the purpose and appropriate forms of business and social letters and letters of application.
- Gains practical application of library skills.
- Learns to identify and appreciate poetic forms.
- Is encouraged in character development through examples given in each PACE.

## **English III (Level 11) (PACEs 1121–1132)**

Prerequisites: English I and II

In this level the student:

- Identifies sentence fragments, run-ons, and complete sentences.
- Studies different periods of American literature.
- Recognizes and reviews grammar.
- Continues to build knowledge of capitalization and punctuation rules.
- Increases writing skills—descriptive, narrative, expository, and persuasive elements of a paragraph; plans and writes an essay.
- Develops setting, character, and plot for a short story.
- Researches, plans, and writes a term paper in a step-by-step process.
- Verifies and clarifies facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- Reads **In His Steps** by Charles M. Sheldon and answers questions.
- Studies excerpts from *The Oregon Trail*.
- Analyzes characteristics of satire, parody, allegory; pastoral themes used in poetry, prose, plays, novels, short stories, essays; and other basic genres.
- Is encouraged in character development through examples given in each PACE.

## **English IV (Level 12) (PACEs 1133–1144)**

Prerequisites: English I, II, and III

In this level the student:

- Is introduced to the different periods of British literature.
- Builds a vocabulary notebook.
- Improves writing skills in exposition, description, narration, and persuasion.
- Learns about parallelism.
- Writes character trait stories and answers essay questions accurately.
- Reviews and practices grammar—capitalization and punctuation.
- Uses the dictionary as a reference tool.
- Learns about denotation and connotation.
- Paraphrases and writes summaries while reading **The Rime of the Ancient Mariner** by Samuel Taylor Coleridge and **Silas Marner** by George Eliot (special edition).
- Analyzes Shakespeare’s life and Macbeth.
- Continues the study of speech—topic selection, preparation, speaking methods, and speech delivery.
- Is encouraged in character development through examples given in each PACE.

## **Math Syllabus for Grades 1-12**

### **Math 1 (Level 1) (PACEs 1001–1012)**

#### **In this level the student:**

- Reviews and learns numbers in symbol, name, and number words from zero to ten.
- Counts and writes from zero to one hundred.
- Solves simple addition, subtraction, and word problems.
- Learns to tell time.
- Learns the concept of money and counting coins with pennies, nickels, and dimes.
- Reviews length comparison: longer and shorter.
- Learns liquid measurements: cups, pints, and quarts.
- Reviews recognition of basic shapes.
- Reviews order of numbers: before, between, after; and contrasting numbers—same, not the same, more than, and less than.

### **Math 2 (Level 2) (PACEs 1013–1024)**

#### **In this level the student:**

- Continues learning to add and subtract, to carry and borrow 2- and 3-digit numbers, solves word problems, and works addition and subtraction facts vertically and horizontally.
- Completes timed drills and oral drills.
- Learns to relate multiplication to addition.
- Counts and writes by twos, fives, and tens; counts and writes from 1–500; writes numbers in place values of 1s, 10s, and 100s; and writes numbers on a calendar.
- Recognizes and writes number words.
- Learns to identify odd and even numbers.
- Reviews telling time.
- Reviews numbers that are greater than and less than.
- Learns to relate cent signs to pennies, nickels, dimes, and quarters.
- Learns to measure objects in inches and centimeters, and compares equivalents for cups to pint, pints to quart, and quarts to gallon.
- Recognizes and constructs geometric shapes.

### **Math 3 (Level 3) (PACEs 1025–1036)**

#### **In this level the student:**

- Adds 3-digit to 3-digit numbers, subtracts 3-digit from 3-digit numbers, and solves word problems with carrying and borrowing.
- Learns multiplication facts 1–9 with timed drills and oral drills.
- Reviews numbers in place values of 1s, 10s, and 100s; writes numbers to count on a number line; reviews and writes on charts; and learns to use picture tables to determine height.
- Reviews telling time and learns half-hour, quarter-hour, and 5-minute increments.
- Learns Roman numerals.
- Reviews measurements of weight, liquid, and length; converts inches to feet, feet to yards; reads scales in pounds; and learns the abbreviations in., ft., and yd.
- Writes ordinals first through tenth.
- Learns to divide objects or sets into halves.

## **Math 4 (Level 4) (PACEs 1037–1048)**

### **In this level the student:**

- Learns additional multiplication facts; 10 and 11 times tables, and simple division skills; identifies and uses relationships between operations, such as division as the inverse of multiplication, to solve problems.
- Matches word sentences with number sentences and reviews number words and symbols.
- Rounds numbers on a number line to the nearest 5 and 10.
- Reviews and learns Roman numerals 1–50 and word problems converting to numerals.
- Learns to borrow and subtract 3-digits minus 3-digits, checks by addition, and borrows and subtracts from 10s, 100s, and 1000s.
- Learns to use the terms addend, sum, minuend, subtrahend, difference, multiplier, multiplicand, and product to match correct numbers in problems.
- Learns fractions through shaded parts of a circle, learns equivalency in fractions, and adds and subtracts like fractions.
- Learns to add and carry to 10s, 100s, and 1000s—4-digits and 4-digits.
- Reviews and demonstrates understanding of basic money concepts and skills.
- Reviews converting inches to feet, feet to yards, and inches to yards; reading a scale in pounds; and converting cups to pints, pints to quarts, and quarts to gallons.

## **Math 5 (Level 5) (PACEs 1049–1060)**

### **In this level the student:**

- Defines and identifies new math terms: quotient, dividend, numerator, and denominator.
- Uses addition, subtraction, division, and multiplication with fractions; identifies proper and improper fractions; and reduces fractions to lowest terms.
- Factors numbers from least to greatest, and finds the Greatest Common Factor (GCF) and the Least Common Denominator (LCD) of fractions.
- Recognizes the place value of each digit in numbers up to thousands.
- Learns to represent and compare whole numbers and decimals.
- Learns the commutative properties of addition and multiplication and estimation.
- Compares numbers, sentences, words, decimals, and fractions using  $>$  and  $<$  symbols.
- Defines and identifies prime numbers.
- References charts, pictographs, and line graphs.
- Writes Roman numerals 1–399.
- Learns basic geometry—points, lines, rays, and angles; identifies geometric shapes; identifies similar and congruent figures; and finds the volume, perimeter, and area of figures.
- Learns about probabilities and ratios.
- Processes simple unit conversions such as centimeters to meters within a system of measurement.

## **Math 6 (Level 6) (PACEs 1061–1072)**

### **In this level the student:**

- Learns the properties of addition and multiplication—commutative, associative, identity, and zero.
- Works with exponents and is introduced to expanded notation using exponents.
- Rounds and estimates large numbers and works mental estimation problems.
- Learns factoring rules (divisibility rules); identifies prime numbers and composite numbers.
- Reviews fractions and fraction terms; adds, subtracts, multiplies, and divides fractions; changes fractions to decimals using long division; and converts fractions to percents.

- Reviews decimals; adds, subtracts, multiplies, and divides decimals; defines repeating and terminating decimals; and changes decimals to percents.
- Relates percents and decimals to fractions, learns common percents, changes percents to decimals, and finds percent of a number.
- Is introduced to integers.
- Learns order of operation.
- Learns the terms equations and inequalities when comparing number sentences ( $<$ ,  $>$ ,  $=$ ).
- Defines a variable and solves equations (one variable) using inverse operations.
- Works with ratios and proportions, and uses proportions to solve problems.
- Finds the probability of an event, and expresses probability as a ratio.
- Uses critical thinking skills to solve word problems.
- Defines and interprets circle, line, bar, and double-line graphs.
- Builds geometric knowledge; measures angles; finds the perimeter, area, and volume; and defines the parts of a circle.
- Rounds money to find estimated costs and solves money problems.
- Compares English and metric measurements, and carries out conversions.

### **Math 7 (Level 7) (PACEs 1073–1084)**

#### **In this level the student:**

- Reads, writes, and works with whole and mixed numbers, integers, and proper and improper fractions.
- Learns the proper mathematical terminology—dividend, multiplicand, product, simplify, minuend, quotient, numerator, and denominator; changes fractions and decimals to percents; finds the number when a percent is known; finds the mean, mode, median, range, and rank; and interprets graphs, stem and leaf plots, and box and whisker plots.
- Is introduced to business and consumer arithmetic—profit and loss, commission, discounts, bills and receipts, and invoices with discounts; ratios, proportions, and percents.
- Reviews geometric concepts and finds perimeter, circumference, and surface area.
- Learns Biblical principles of finance, budgeting, saving, investing, and bank services.
- Reviews English and metric units of length, volume, weight, and temperature.
- Reviews basic geometry concepts and symbols and uses a protractor and compass to find perimeter and area of shapes and solids.
- Is introduced to equations—variable, sets, and set notation; vocabulary; symbols; and word problems.

### **Math 8 (Level 8) (PACEs 1085–1096)**

#### **In this level the student:**

- Reviews basic number theory and mathematical terms and operations including integers, fractions, decimals, and percents.
- Gains mastery of exponents and learns to simplify radicals and estimate the value of numbers that are not perfect squares.
- Solves one, two, and multistep equations and inequalities, including equations containing fractions and exponents.
- Expands his knowledge of ratios and proportions and uses them to solve application and word problems in similarity, scaling, and unit costs.
- Uses the Pythagorean Theorem.
- Uses measures of central tendency to analyze and interpret data and graphs.
- Expresses probability as ratios, decimals, and percents.
- Finds the number of permutations and combinations using factorial notation and combinations using Pascal's Triangle.

- Reviews basic geometric concepts, symbols, shapes, and constructions, including translations, reflections, and rotations on a coordinate plane.
- Converts between the English and metric systems of measurement and Fahrenheit, Celsius, and Kelvin temperature scales.
- Expands his knowledge of business and consumer mathematics—sales, profit and loss, simple and compound interest, interest payments on loans, property tax, and life and auto insurance.

### **Algebra I (Level 9) (PACEs 1097–1108)**

#### **In this level the student works with:**

- Monomial and polynomial expressions.
- Algebraic addition, subtraction, multiplication, and division.
- Complex fractions: reducing, simplifying, and solving word problems.
- Algebraic graphs—linear equations, consistent, inconsistent, and dependent in word problems.
- Quadratic equations, factoring, positive and negative numbers, averages, percents, interest, ratios, and proportions, and translating word problems to algebraic equations.
- The Pythagorean Theorem.

### **Geometry (Level 10) (PACEs 1109–1120)**

Prerequisite: Algebra I

#### **In this level the student learns:**

- To reason logically and systematically.
- Properties and theorems and how to use them for solving problems—converse and construction, parallelograms, tangency, exterior angle; Hinge, Pythagorean, and regular polygon theorems.
- Types of shapes, angles, arcs, and chords, and learns to find the circumference and area.
- Tangents, secants—angles formed and intersecting within a circle.

### **Algebra II (Level 11) (PACEs 1121–1132)**

Prerequisite: Algebra I

#### **In this level the student learns to operate with:**

- Real number axioms and applications.
- Radicals and complex numbers.
- Fractions and operations, equations and decimals.
- Equations—linear and graphs, quadratic solutions, relations and polynomial functions.
- Arithmetic and geometric sequences and series, and sentences with one variable.
- Multiplication of polynomials, factoring monomials, squares, groups, and open sentences.
- Computations, exponential functions, logarithms, and antilogarithms; and permutations, combinations, binomial expansions, and probability.
- Matrices and their properties, determinants of equations, and systems of equations.

### **Trigonometry (Level 12) (PACEs 1133–1138) 1/2 Credit**

Prerequisite: Algebra I, Geometry, and Algebra II

#### **In this level the student learns to:**

- Find unknown measurements involving triangles.
- Determine the values of the trigonometric functions for any angle.

- Establish and use trigonometric identities.
- Graph trigonometric functions with and without a graphing calculator.
- Use the inverse trigonometry functions to find angle measures.
- Solve equations involving the trigonometric functions.
- Graph functions in the polar plane.
- Perform operations with complex numbers.
- Recognize how trigonometry models our world.

## **Science Syllabus for Grades 1-12**

### **Science 1 (Level 1) (PACEs 1001–1012)**

#### **In this level the student:**

- Pronounces and learns new vocabulary words as they are defined and used in the text.
- Discovers God’s wisdom as he learns about God creating Earth and Earth’s movements and the four seasons.
- Learns about the design and care of the human eye and ear; high, low, soft, and loud sounds.
- Learns about the importance of personal health—clean teeth and hands.
- Gains a respect for God as he learns about God’s wisdom, goodness, kindness, and that all things belong to God.
- Reads stories and answers questions about God’s creation.
- Continues to build eye-hand coordination by drawing shapes, irregular shapes, and directional lines.

### **Science 2 (Level 2) (PACEs 1013–1024)**

#### **In this level the student:**

- Expands his knowledge of the days of Creation, the first man and woman.
- Learns about animals, the seasons and weather, heavenly bodies, plains, flat lands, valleys, hills, and mountains.
- Enlarges his vocabulary with the introduction of new words.
- Builds reading comprehension.
- Continues to build eye-hand coordination by drawing shapes, irregular shapes, and directional lines.
- Learns how God made every person unique through the introduction of fingerprints, etc.
- Learns about the five senses.
- Is encouraged in character development through examples given in each PACE.

### **Science 3 (Level 3) (PACEs 1025–1036)**

#### **In this level the student:**

- Observes the faithfulness of God while learning about the solar system.
- Learns about the concept and measurement of time.
- Learns about animal and plant life cycles.
- Recalls and continues the study of God’s Creation.
- Studies Bible topics such as Jesus’ return; sin, death, and the curse; man’s freedom to choose to love and obey God.
- Read stories using new vocabulary and visual discrimination.
- Looks at geological changes after the Flood—jungles and hot lands, tundra and cold lands, volcanoes and earthquakes.
- Is encouraged in character development through examples given in each PACE.

### **Science 4 (Level 4) (PACEs 1037–1048)**

#### **In this level the student:**

- Learns about the water cycle—condensation, evaporation, precipitation, cloud shapes, and the characteristics of air and water.
- Studies living and nonliving matter, gravity, minerals and their uses, plants’ needs, and plant conservatories.

- Identifies simple machines.
- Learns about respiration and blood circulation, the diaphragm and heart, digestion and saliva.
- Focuses on good hygiene and teeth; bacteria, viruses, and fungi; and the design and function of the skin.
- Is introduced to early men of science.
- Studies rockets and airplane flight.
- Understands the need for exercise, sleep, and proper nutrition for the human body.
- Is encouraged in character development through examples given in each PACE.
- Continues to add new vocabulary words.

#### **Science 5 (Level 5) (PACEs 1049–1060)**

##### **In this level the student:**

- Explores living and nonliving matter and active, dormant, and extinct volcanoes.
- Learns about energy—work, force, kinetic, potential, and radiant energy.
- Studies oceanography, astronomy, comets, and the aurora borealis and aurora Australis.
- Studies the outer, inner, and middle ear; hearing difficulties; and vibration, pitch, and frequency of sounds.
- Studies molecular and atomic theories; friction, heat, and gravity; and expansion and contraction.
- Views dinosaurs and fossils from a Biblical perspective.
- Learns the relationship between the Bible and botany, meteorology, and zoology.
- Discovers the Bible to be the final authority in scientific matters.
- Learns new vocabulary words in each PACE.
- Is encouraged in character development through examples given in each PACE.

#### **Science 6 (Level 6) (PACEs 1061–1072)**

##### **In this level the student:**

- Expands his vocabulary base with the addition of new vocabulary words.
- Explores the theories, properties, and laws of magnetism, and the uses of magnets; acids, bases, elements, solvents, solutes, and solutions in chemistry; higher and lower plants, and the process of photosynthesis.
- Looks at the history, nature, and uses of electricity; chemical, mechanical, and nuclear sources of electricity and measuring electricity.
- Learns about the central nervous system, the senses, the structure and function of the skeletal and muscular systems, infectious and noninfectious diseases, treatment of and defense against diseases, and digestion and nutrition.
- Builds knowledge of previously introduced character traits.

#### **Science 7 (Level 7) (PACEs 1073–1084)**

##### **In this level the student:**

- Continues exploring the skeletal and muscular systems, different types of viruses, bacteria, algae, and fungi.
- Studies characteristics of birds and mammals and botany—the needs, conducting, and reproductive systems of plants.
- Learns about simple and complex invertebrate animals, the structure and characteristics of vertebrates, embryos, inherited traits, gene functions, and alterations.
- Studies ecology—balance and cycles of nature, biomes, effects of water and air pollution, and how pollution can be controlled.
- Increases vocabulary with the introduction of new words in each PACE.

- Is encouraged in character development through examples given in each PACE and expands his ability to use each of these Godly traits in real-life situations.

### **Science 8 (Level 8) (PACEs 1085–1096)**

#### **In this level the student:**

- Explores the wonders, resources, and cycles of God’s Creation.
- Searches proofs of Creation and the Flood.
- Studies astronomy—the stars, familiar and unusual, their purpose and message, and planets of the solar system.
- Learns about the structure and measurable qualities of Earth’s atmosphere, climates, weather factors and forecasting, and the hydrosphere.
- Looks at the foundations of the world—Earth’s layers, topography and mapping of the world, soil formation and conservation, and weathering and erosion.
- Discovers Earth’s buried treasures—understanding, classifying, using, and appreciating our mineral resources.
- Is encouraged in character development through examples given in each PACE.

### **Biology (Level 9) (PACEs 1097–1108) 1 Credit**

#### **In this level the student:**

- Views the wonders of the Creator as he studies the structure and function of man’s skin, skeleton, and muscles; the central nervous system; blood and circulation; nutrition and growth.
- Observes scientific proof for Creation of fish, amphibians, reptiles, and invertebrates.
- Examines mammals—their characteristics, migration, and hibernation; groups and body structure of birds; characteristics and classification of plants.
- Learns the system of scientific classification.
- Uses character stories to apply Scriptural principles to everyday situations.

### **Physical Science (Level 10) (PACEs 1109–1120) 1 Credit**

Prerequisite: Algebra I

#### **In this level the student:**

- Learns the scientific method and notation, powers of ten notation, significant figures; homogeneous and heterogeneous substances; air and atmospheric pressure, pressure and density of gases; formation of chemicals, elemental periods and families; metals and metalloids.
- Studies laws of motion and gravity, light, electricity, and modern physics.
- Applies Scriptural principles to everyday situations.

### **Chemistry (Level 11) (PACEs 1121–1132) 1 Credit**

Prerequisites: Physical Science and Algebra I

#### **In this level the student:**

- Examines the history and development of chemistry, careers and fields of study, nuclear chemistry and biochemistry, chemical reactions and balancing equations, acids and bases, the four phases of matter, molecular bonding, and the Periodic Table of Elements.
- Learns about thermodynamics and quantitative and qualitative analysis.
- Uses “Teen Life Principles” to apply wisdom to everyday situations.

### **Physics (Level 12) (PACEs 1133–1144) Elective 1 Credit**

Prerequisites: Algebra I and Physical Science

**In this level the student:**

- Studies radiation and nuclear energy, heat energy and temperature, conduction, and convection.
- Studies electrochemistry, wave motion and sounds, the Doppler effect, and optics and optical instruments.
- Investigates states of matter—force, motion, gravity, momentum, and energy.
- Reinforces learned concepts by review.
- Learns to apply Scriptural principles to everyday situations.

## **Social Studies Syllabus for Grades 1-12**

### **Social Studies 1 (Level 1) (PACES 1001–1012)**

#### **In this level the student:**

- Learns about Ace and Christi.
- Builds reading skills.
- Discerns objects with wheels, on the water, and in the sky.
- Begins globe and map study and reads about Pilgrims and the United States.
- Develops respect for the law, obedience to rules and laws, and good study habits.
- Learns to care for things, that hard work is a virtue, how to share with others, and ownership.
- Learns about different people and their work and homes and clothing of different climates.
- Reviews stories about Adam, Eve, Cain, Abel, and Noah; the church and school; God and Jesus; how to give to God; missionaries; and how to pray for leaders.
- Is encouraged in character development through examples given in each PACE.

### **Social Studies 2 (Level 2) (PACES 1013–1024)**

#### **In this level the student:**

- Meets new A.C.E. characters; Ace's friends, his church and school; surveys the mission field of Spain, and observes an A.C.E. rally.
- Learns about travel—maps, signs, the compass, camping, and directions.
- Expands his understanding of our country—freedom, the Capital, our President, citizenship, flags and pledges, famous buildings, Washington, D.C., George Washington, and rules and laws.
- Learns about communities, farms and ranches, fruits and orchards.
- Builds reading comprehension and learns new vocabulary in every PACE.
- Uses visual discrimination to draw similar shapes.
- Is encouraged in character development through examples given in each PACE.

### **Social Studies 3 (Level 3) (PACES 1025–1036)**

#### **In this level the student:**

- Is introduced to different forms of communication—telephone, email, languages, sign language, Braille, microphones, CD recordings, the printing press, and prayer.
- Learns about conservation of water and land use and the natural resources water and gas.
- Gains interest in geography—continents on the map and globe, Spain, and Israel.
- Distinguishes between different types of communities, businesses, and agriculture—farms and products.
- Expands knowledge of American history—Christopher Columbus, colonization, slavery, George Washington Carver, and our government.
- Studies Joseph, Moses, Cain, Abel, and God's Laws (Ten Commandments); to accept whatever happens as God's best; and to do good and do right.
- Continues to learn new vocabulary words in each PACE.
- Is encouraged in character development through examples given in each PACE.

### **Social Studies 4 (Level 4) (PACES 1037–1048)**

#### **In this level the student:**

- Expands geography knowledge—how the Earth moves, kinds of land and water on the Earth, and countries and continents: India, England, Africa, China, Myanmar (Burma), and South America.

- Learns more about maps, globes, directions, distances, latitude and longitude, and modes of transportation.
- Continues to learn about early America—colonial life, the native Americans of New England, Waodoni Indians of South America, John Bunyan, Señor Coronado, and the Pilgrims.
- Discovers Christian leaders and missionaries in America’s history:

John Wycliffe

David Brainerd

George Mueller

David Livingstone

Adoniram Judson

Jim Elliot

William Carey

Hudson Taylor

- Studies heroes from the Bible—Abraham, Isaac, Isaiah, Joseph, John the Baptist, the prodigal son, and Daniel.
- Appreciates religious freedoms in America—our churches, Christian education, and our government.
- Builds reading comprehension by reading and writing answers to questions.
- Continues to learn new vocabulary words in each PACE.
- Is encouraged in character development through examples given in each PACE.

### **Social Studies 5 (Level 5) (PACEs 1049–1060)**

#### **In this level the student:**

- Learns about systems of government, great leaders, wars, and current events affecting our world.
- Learns Biblical truths—work is of God, possessions and true prosperity are from God, stewardship, entrusting one’s life to Jesus, faithfulness and loyalty, and obedience.
- Discovers Christian leaders and missionaries in American history—John Eliot and Dr. Marcus Whitman.
- Studies early American history to present history:

Early explorers

Civil War and Reconstruction

Early settlements

Industrial Revolution

American Independence

Great Depression

Missionaries

American presidents

American Immigration

Homestead and Railroad Acts

World Wars I and II

Monroe Doctrine

England’s influence

Korean, Vietnam, and Persian Gulf Wars

George Washington

War on Terror

- Uses a timeline and completes map studies.
- Reviews heroes from the Bible—Daniel and Nebuchadnezzar, Abraham and Sarah, the virtuous woman, and Solomon and his Proverbs.
- Learns states and their capitals.
- Is encouraged in character development through examples given in each PACE.

### **Social Studies 6 (Level 6) (PACEs 1061–1072)**

#### **In this level the student:**

- Gains an insight into the New World after the Flood—the Tower of Babel, the times of the Patriarchs, civilization from c. 2000 to 500 B.C., the Assyrian and New Babylonian Empires, the Silent Years (the rebuilding of Jerusalem), great Christian leaders from A.D. 100 to A.D. 430 and from A.D. 1300 to A.D. 1600, and the Great Awakening in America.

- Identifies heroes from the Bible—Noah, Abraham, Isaac, Jacob, Joseph, Moses and the Exodus, Samuel; and the birth, life, and death of Christ.
- Develops character traits through examples in each PACE.
- Studies Christian leaders and missionaries in American history.

Ignatius	John and Charles Wesley
Irenaeus	Gilbert Tennant
Martin Luther	Justin Martyr
Jonathan Edwards	John Huss
William Tennant	John Knox
Polycarp	George Whitefield
John Wycliffe	Circuit preachers
John Calvin	

### **Social Studies 7 (Level 7) (PACEs 1073–1084)**

#### **In this level the student:**

- Is introduced to different professions and vocations.

Art and Media	Homemaking
Business, Management, and Finance	Healthcare
Engineering	Hospitality, Service, and Food Preparation
Christian Service	Office and Administrative Support
Computer Science	Protective Service
Agriculture	Construction and Mechanics
Education	Transportation
Government and Law	Science

- Is encouraged to think about a career based on God’s will for his life, considers if he is glorifying God with his talents, and ponders how to prepare for the future.
- Is encouraged in character development through examples given in each PACE.

The second half of this level allows for the **MS Studies course (1/2 Credit)** in which the history of the state of Mississippi is learned.

### **Social Studies 8 (Level 8) (PACEs 1085–1090)**

#### **In this level the student:**

- Utilizes timelines and maps.
- Explores the beginning and colonization of America—the birth of freedom, developing a nation, War between the States, Reconstruction and expansion, World War I to the Great Depression, building American societies and World War II, the Fair Deal to the Great Society to Reformation.
- Learns about all the Presidents from Grover Cleveland to Barack Obama.
- Is encouraged in character development through examples given in each PACE.

The second half of this level allows for the **World Geography course (1/2 Credit)**.

**In this level the student:**

- Studies the beginning (Postdiluvian) earth, earth's resources, Africa, Canada, the United States, Latin America, the Arctic, Western Europe, Eastern Europe, Northern Asia, Southern Asia, the South Pacific Islands, and the Middle East.
- Learns about some of the challenges of each region.
- Reads, draws, and interprets maps.
- Completes a continent-by-continent study of geography.

**World History (Level 10) (PACEs 1109–1120)**

**In this level the student:**

- Learns about ancient civilizations, the Middle Ages, the Renaissance, the Reformation, the Age of Exploration, the Modern Period, the world wars, and the postwar world from 1950 to the present.
- Learns about church history, spiritual awakenings, and missionary outreaches around the world.

**American History (Level 11) (PACEs 1121–1132)**

**In this level the student:**

- Views American history from the colonial period to the present.
- Gains an understanding of America's religious, philosophical, and political background.
- Studies the growth of industrialism—its background, products, benefits, and the expansion of liberalism (1890-1914).
- Learns about immigration—the urban problems, rural unrest, and social reform (1865-1900).

**U.S. Civics (Level 12) (PACEs 1133–1138) 1/2 Credit**

**In this level the student:**

- Studies the historical foundations of American Civics.
- Reviews the Biblical, Greek, Roman, and Anglo-Saxon governments; types of church governments; origins, structures, functions, and limitations of state and local governments.
- Studies the reasons and results of the Reformation and the influence of the philosophies of the Enlightenment on today's culture.
- Summarizes the historical, social, and economic conditions that led to the Declaration of Independence; the Articles of Confederation; Constitution ratification; and the colonial and modern meaning of "separation of church and state."
- Learns the structures and functions of the national government.

**Economics (Level 12) (PACEs 1139–1144) 1/2 Credit**

**In this level the student:**

- Learns about price theory, laws of supply and demand, production, cycles of free enterprise, international and free trade, banking and investments, stewardship, government, and the economy.
- Identifies definitions, terms, and theories of economics.
- Learns about the organization and functions of the Federal Reserve and the Social Security Systems.

- Interprets information from and uses profit and loss tables and graphs.
- Learns how to establish and follow a budget.
- Discovers the disadvantages of debt, the value of saving, and being involved in a long-range financial plan.

## Word Building Syllabus for Grades 1-12

### Word Building 1 (Level 1) (PACEs 1001–1012)

#### In this level the student:

- Recognizes long and short vowels and letter sounds.
- Studies auditory and visual discrimination—consonant letters and the sounds of C and G.
- Reads words and sentences.
- Learns important concepts—matching like and different shapes, color usage, rhyming pictures, directional words, and story sequence.
- Practices letter formation—writing words and sentences and alphabet sequence.
- Learns to follow instructions—using color and spatial terms.
- Is encouraged in character development through examples given in each PACE.

### Word Building 2 (Level 2) (PACEs 1013–1024)

#### In this level the student:

- Practices printing letters, words, and sentences.
- Reads and gains a greater understanding of vowels and consonants.
- Learns phonics rules—double and triple vowel sounds, blends, endings, digraphs, and diphthongs.
- Is encouraged in character development through examples given in each PACE.
- Expands vocabulary with new spelling words in each PACE.

### Word Building 3 (Level 3) (PACEs 1025–1036)

#### In this level the student:

- Reviews long and short vowel sounds, blends, digraphs, and diphthongs.
- Expands vocabulary with prefixes and word endings.
- Learns new phonetic rules—schwa and silent letters.
- Increases visual discrimination.
- Develops word concepts that are presented in English—antonyms, synonyms, homonyms, and confusing words (there/their).
- Is encouraged in character development through examples given in each PACE.

### Word Building 4 (Level 4) (PACEs 1037–1048)

#### In this level the student:

- Develops vocabulary by reviewing consonants and vowels, beginning and ending sounds, doubled consonants, suffixes, and prefixes.
- Is introduced to syllables, contractions, and more compound words.
- Learns to form plurals with es and changes y to i and f to v.
- Is encouraged in character development through examples given in each PACE.

### Word Building 5 (Level 5) (PACEs 1049–1060)

#### In this level the student:

- Identifies parts of speech—nouns, verbs, and present and past tenses.
- Recognizes syllable divisions and accents.
- Evaluates root words, prefixes, and suffixes.
- Forms plurals by changing the endings.

- Is encouraged in character development through examples given in each PACE.

### **Word Building 6 (Level 6) (PACEs 1061–1072)**

#### **In this level the student:**

- Reviews phonics rules—vowels, consonants, blends, diphthongs, and digraphs.
- Builds on the parts of speech foundation—present, past, and progressive tenses; and forming plurals.
- Classifies words that are homophones, words with more than one definition and easily confused, and negative words.
- Identifies division rules and accenting syllables.
- Begins to study word histories through the use of a dictionary.
- Is encouraged in character development through examples given in each PACE.

### **Word Building 7 (Level 7) (PACEs 1073–1084)**

#### **In this level the student:**

- Reviews word studies—synonyms, homophones, antonyms, heteronyms, commonly misspelled words, Greek word parts, and words of Spanish and French origin.
- Expands grammar usage—regular and irregular verb forms, forming adjectives from nouns and adverbs, interjections, complete subject, and complete predicate.
- Integrates thinking and writing with correct punctuation.
- Reviews, memorizes, and learns abbreviations—days of the week, months, states, and capitals.
- Continues to study phonics rules—different sounds of s and c, ending sounds, prefixes and suffixes, diphthongs, and accent and syllable division.
- Writes about the character traits taught in each PACE.

### **Word Building 8 (Level 8) (PACEs 1085–1096)**

#### **In this level the student:**

- Expands his knowledge and use of phonics rules—vowel sounds and spelling; and special sound consonants s, c, j, g, and k.
- Learns the semaphore alphabet code.
- Increases his understanding of grammar—verb forms, tenses, nouns, and plurals.
- Writes about the character traits taught through concept examples in each PACE.

### **Etymology—Word Building 9 (Level 9) (PACEs 1097–1108) 1 Credit**

#### **In this level the student:**

- Identifies root words and writes their meanings.
- Reviews the word study of homophones, synonyms, and antonyms.
- Expands on the functions of suffixes.
- Reviews phonics rules—special sounds, silent letters, digraphs, and diphthongs.
- Develops grammar comprehension—parts of speech and their functions.
- Builds on the character trait examples.

## **Electives Syllabus for Grades 9-12**

### **Art (high school student) (Self-Pacs 97–108) 1 Credit**

#### **In this level the student:**

- Studies an introduction to the tools of art: the pencil, pen and ink, and paints.
- Learns the principles of design: symbols, rhythm, shapes, and awareness.
- Investigates the hue, value, intensity, and proportion of color, and paints in color.
- Designs clothing, draperies, still figures, and figures in motion.
- Learns about observation, point of view, perspectives, and light and shade.
- Examines chalk talks (materials, setup, tools for success) and generates a program.
- Discovers lettering, layouts, spacing, and other techniques designed to help the student integrate the learned material.

### **Business Math (PACES 1–12) 1 Credit**

#### **In this course the student:**

- Reviews general math concepts.
- Studies percentages.
- Learns about the hourly wage system, salary, and commission.
- Studies local, state, and federal taxes.
- Examines the purchasing and pricing of goods for profit, the wholesaler, and the manufacturer.
- Practices checkbook reconciliation, budget preparation, calculation of discounts, and insurance acquisition.

### **Computer Science (No PACES) 1 Credit**

#### **In this course the student:**

- Creates Word documents (flyers, letters, etc.)
- Creates PowerPoint Presentations
- Creates Excel Spreadsheets

### **General Business (Self-Pacs 97–108) 1 Credit**

- This study introduces the upper-level high school student to the world of business. It includes markets, consumer studies, advertising, corporations and industries, careers in business, production, labor, federal control, international business, banking, and finance.

### **Health (PACES 1–6) 1/2 Credit**

#### **In this course the student:**

- Learns the importance of proper nutrition, both spiritual and physical; types of nutrients; a balanced approach to exercise, diet, and weight loss.
- Examines a Biblical view of tobacco, alcohol, harmful drugs, sexually transmitted diseases, AIDS, and mental and emotional health.
- Gains valuable information on safety in six basic areas: home, transportation, job, school, personal safety, and safety for children.
- Learns about basic first aid treatment and care such as bites, bleeding, burns, fractures, and choking, taking a temperature or pulse, and blood pressure reading.

## Music (PACEs 1–6) 1/2 Credit

### In this course the student:

- Identifies various types of instruments—string, woodwind, brass, percussion, and keyboard instruments.
- Is taught how to read music.
- Learns how to select and purchase an instrument.
- Appreciates the background of great hymns and hymn writers.
- Gains knowledge of music notation including staff, clefs, intervals, scales, triads, and tetra chords.
- Learns the properties of tone (sounds, pitch, duration, intensity, and quality).
- Develops song-leading skills.
- Recognizes recorded music from select composers.

## Physical Education (No PACEs) 1 Credit

- The students will create two booklets composed of games and exercises. A detailed rubric will be provided.

## Spanish (Activity Pacs 1–3) 1 Credit

- The Spanish I course combines videos with the Activity Pac format. The videos present the instructional content, and the Activity Pacs provide the drill and learning activities. The course consists of **24 free instructional videos** from website ([www.aceministries.com](http://www.aceministries.com)) 3 Activity Pacs, 1 Test video, and 1 Score Key.

## Speech (PACEs 1–6) 1/2 Credit

### In this level the student:

- Understands the importance of proper breathing techniques, adding variety through inflection, speaking with emotion and enthusiasm, improving eye contact, and learning to articulate sounds properly.
- Becomes mentally and physically prepared for public speaking.
- Observes how pause, stress, and pitch affect speaking.
- Identifies the symptoms of stage fright.
- Learns the importance of proper word choice.
- Uses multiple personalities in communication.
- Applies the concepts of effective speaking through the presentation of speeches.