



# RMCA

ROCKY MOUNTAIN  
CHRISTIAN ACADEMY

## **Fifth Grade Curriculum Guide for Parents**

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*Dear Parents,*

*We are pleased to provide you with a “Parent’s Guide to RMCA’s Curriculum.” As a school dedicated to excellence, we are continually developing and improving our curricular choices. Therefore, we will occasionally and purposefully make changes to our scope and sequence as we continue to grow and refine our practice of education. Our focus is to partner with you, the parents, in “equipping students to impact their world for Christ by igniting a life-long passion to pursue truth, goodness, and beauty.”*

*For His Glory,*

*Sylvia Robinson, Ph.D.  
K-8 Principal*

# Bible

## **What is our classical, Christian approach to teaching Bible?**

With Christ at the center of our school, we seek to follow His example in learning and doing the will of God. One of the primary ways we can know His will is through the Word of God. It is of utmost importance that students learn the stories of the Bible at an age when it is easy for them to memorize facts such as names and places.

## **What do fifth graders learn about The Bible?**

The materials for grades 3–5 help students understand and imaginatively experience the context in which the Bible stories happened. These grades focus on understanding Bible times, the books of the Bible, and the kinds of writing in the Bible. CSI's Bible curriculum presents the story of God and his people in chronological order and teaches the events in context, so students understand more fully what it means to be part of God's family.

They learn these concepts through the following units:

- Old Testament Overview
- Jesus' Birth and Early Ministry
- Jesus' Ministry
- Jesus' Death, Resurrection & Ascension
- Luke Writes About the Early Church
- New Testament Letters & Book of Prophecy

**Principal Textbook/Curriculum:** [Witnesses to the Gospel](#) by Christian Schools International (CSI). This curricula is rich with an in-depth look at the ministry of Jesus and the early church. RMCA teachers find that, at fifth grade, they must find supplemental activities that engage the students beyond the provided worksheets and shift the focus from critical thinking to learning the historical facts in keeping with the grammar stage of the trivium.

**Supplementary Materials** include The Bible and a film about the life and ministry of Jesus Christ.

**Students attend “Convocare” (Latin for “gathering”)** every other Friday where they learn to apply biblical principles in their lives as students and participate in an age appropriate worship service.

# Dictation & Memorization

## **What is our classical, Christian approach to dictation and memory work?**

The practice of dictation, writing words and sentences as read aloud by the teacher, is helpful in developing listening skills and in helping students connect aural and spoken language. Both dictation and memorization model well-constructed language in various forms for children. Memorization is a key practice in the grammar stage of the classical trivium when students' learn facts easily through chanting, songs, and repetition. The mental discipline of memorization exercises the minds of students and gives them easy recall of facts. This prepares them for higher levels of reasoning by keeping them from being slowed down by trying to recall things they should already know.

## **What do fifth graders write from dictation and memorize?**

- New Testament Books
- Psalm 8
- Psalm 78
- John 1
- Isaiah 53
- Amos 5:14, 24
- 20th Century history song
- Names of European, Asian and South American countries
- Science Songs and Chants
- Famous Speeches
- Poetry
- Hymns

**Principal Textbook/Curriculum:** Dictation passages are from various literature sources and Sitton Spelling curriculum.

**Culminating Activities** include class presentations in Convocare.

# Literature

## **What is our classical, Christian approach to teaching reading?**

God inspired much of the Bible to be written in the form of either story or poetry. Jesus did most of his teaching through parables. Stories and poems are powerful teaching tools that evoke emotion, promote recollection, and encourage self-reflection.

There are several parts to the grammar of literature. The first part is to develop a taste and appreciation for prose and poetry that have excellence of form and expression. Literature study also plays a part in helping a child learn to read and read well. While we do use reading textbooks in the younger grades, we realize the importance of familiarizing our children with excellent literature, using whole books with literary power that teach the difference between good and evil and promote Godly values. Finally, reading comprehension is basic to literature study. The child has to understand what has been read or the learning is lost.

Reading is the most important skill students learn at school. You might wonder why studying reading is more important than say, Bible. The answer is that teaching a child to read well will equip him to read the Bible for himself, as well as to study all the other subjects. God reveals Himself to mankind in two major ways, through His Creation and through his written Word. It is imperative for children to learn to read and comprehend in order to know God through His Word.

## **What do fifth graders read?**

In fifth grade, students have made the transition from “learning to read” to “reading to learn.” They are expected to transfer their reading skills to other subject areas and read independently for understanding. However, this does not mean the end of direct instruction in reading skills. By utilizing class sets of literature that are read in groups, teachers coach students in the practice of reading comprehension skills.

## **What books do fifth graders read?**

- The Terrible Wave
- Number the Stars
- Bridge to Terabithia
- Tuck Everlasting
- The Hobbit
- Anne of Green Gables
- Sadako & the Thousand Paper Cranes
- Homesick
- The Incredible Journey
- Hero Over Here
- The Little Riders
- Island of the Blue Dolphins
- Hatchet

## **What books are read aloud to fifth graders?**

Caddie Woodlawn, Where the Red Fern Grows, Little Britches, Hamlet, WWII books.

**Principal Textbook/Curriculum:** Individual literature titles, as listed above.

# Spelling & Vocabulary

## **What is our classical, Christian approach to teaching spelling and vocabulary?**

Being able to spell correctly and use precise vocabulary is an essential part of written (and spoken) communication. When we can communicate ideas clearly, our relationships grow stronger. Proverbs 25:11 says, "A word aptly spoken is like apples of gold in settings of silver." This could be said of words aptly written as well.

## **What do fifth graders learn about spelling and vocabulary?**

**The emphases of third grade spelling & vocabulary curriculum are designed to help students become confident, strategic spellers in their everyday writing:**

- general skills and concepts of word study—all essential spelling and language-related skills are included and meticulously recycled to ensure their mastery.
- specific word study—tests assess all words introduced so far in the program, all the way back to grade one, to focus each student's word study on the specific spelling words that each individual student does not know—then the tests automatically reassess the words on subsequent tests. All words are recycled extensively to ensure "forever spellers," not short-term "Friday spellers."
- spelling in writing—expectations are set for spelling in everyday writing that increase as students mature as writers, making the classroom a rehearsal for "real world" spelling in writing.
- Increase the vocabulary of students in all areas of study (i.e. to learn the vocabulary associated with the "grammar" of each subject)

**Principal Textbook/Curriculum:** *Practice Book for Learning Spelling and Word Skills 5* from Sitton Spelling provides daily practice and review of vocabulary and spelling rules.

**Supplementary Materials** include dictionaries, thesauruses, and word lists from other content areas being studied. When appropriate, Latin derivations are discussed.

# Composition & Penmanship

## **What is our classical, Christian approach to teaching composition?**

God, in His great wisdom, intended for us to learn by observing others. In fact, He sent his Son for this very reason (Matthew 11:29). Proverbs 24:32 exemplifies this principle with the words, “I applied my heart to what I observed and learned a lesson from what I saw.” When we hand our children a piece of paper and pencil and ask them to write a story, they will often become frustrated because they have no model. Children need to be taught writing in a logical, sequential manner, starting with the basics. A classical education provides children with these logical, sequential steps in learning. Teaching writing classically in the grammar stage (grades K-5), involves imparting the following skills incrementally, moving on to the next step only after the previous skill has been mastered. This classical method to composition includes instruction in penmanship.

1. Trace over letters.
2. Print letters.
3. Copy words.
4. Copy sentences.
5. Copy whole passages.
6. Take dictation.
7. Write narrations.

In an effort to have children practicing good writing habits, classical methodology does not encourage much creative writing and original composition until fourth or fifth grades. It is more important for them to spend their formative grammar school years copying well-written, beautiful language in order to cement good writing habits.

## **What do fifth graders learn about composition?**

- Autobiographies
- Narratives
- Poetry
- Expository
- Imitation Writing
- Outlining

**Principal Textbook/Curriculum:** Writing assignments have been developed by the teachers are used to teach simple forms of composition across all the subject areas.

# Grammar

## **What is our classical, Christian approach to teaching grammar?**

Language is a way to share ideas. Sharing ideas in a way that is comprehensible requires orderliness. To both honor a God of order and be equipped to share ideas, students must learn to write in a way that is grammatically correct and syntactically sound. The psalmist metaphorically speaks of using beautiful words in this verse, “as I recite my verses for the king, my tongue is the pen of a skillful writer.” (Psalm 45:1) Our particular method of grammar instruction (Daily Oral Grammar) concentrates on the patterns of grammar, incremental instruction of grammar and uses classical methodology. This instructional method compliments our Latin program beautifully.

## **What do fifth graders learn about grammar?**

The following topics are emphasized in 5th Grade grammar study:

- Diagramming questions and complex sentences
- Action, linking, regular and irregular verbs
- Adjectives and adverbs in comparative and superlative forms
- Indirect objects

**Principal Textbook/Curriculum:** *Daily Oral Grammar 5* by Askew Ink and *Daily Oral Language PLUS 5* by Great Source Education Group. *Daily Oral Grammar* and *Daily Oral Language* are incorporated for variety and to help students apply their knowledge and use of grammar in varied settings.

# Mathematics

## What is our classical, Christian approach to teaching mathematics?

“For since the creation of the world His invisible attributes, His eternal power and divine nature, have been clearly seen, being understood through what has been made.” (Romans 1:20) God teaches us through mathematical laws that he is eternal and infinite. His creation is marvelously precise and utterly vast. Math allows us a means of measuring and computing our world so that we can more fully understand how great its Creator truly is.

The grammar stage of math instruction focuses on mastery of facts through a connected and sequential approach using constant repetition and speed drills. The foundational facts of math include basic addition and subtraction facts, multiplication tables, the procedure for performing multi-digit multiplication and other similar procedures, and concepts such as the commutative property of addition. Furthermore, students must learn certain math symbols and vocabulary terms.

## What do fifth graders learn about math?

- whole-number concepts and computation
- estimation patterns and sequences
- fractions, decimals, and mixed numbers
- percent
- word-problems
- properties of operations
- integers
- divisibility concepts
- prime and composite numbers
- ratios
- square roots
- scale drawings
- measurement and unit conversion
- statistics
- probability
- data display and analysis
- perimeter and area
- volume
- symmetry
- tessellations
- transformations
- real-world connections

**Principal Textbook/Curriculum:** *Math 65* by Saxon Publishers is part of a skills-based mathematics program that RMCA continues through Middle School. Saxon's unique approach, based on direct instruction, student practice, and frequent assessment incorporates 20 years of research and classroom experience.

# History & Geography

## **What is our classical, Christian approach to teaching history and geography?**

God has had a plan for the salvation of mankind since the beginning of the world, of history. In order to understand history, it must be studied within the context of God's plan for mankind. While the "grammar" of history begins with the study of names, dates, places and events, our Christian approach to history considers these facts in the broader picture of God's justice and mercy toward the nations.

The study of geography allows us to understand science because location, natural resources, climates, and weather patterns affect God's ingenious ecological balance of the earth. Geography also allows us to understand history. Since the origin of people groups and languages (at the Tower of Babel in Genesis), location has affected the economies, lifestyles, and interdependence of nations.

## **What do fifth graders learn about history and geography?**

- World War I
- World War II
- Cold War
- Space Race
- Vietnam War
- Communism Crumbles
- First Persian Gulf War
- World climate zones
- Application of geography skills
- Flags, wars, speeches, and documents our American heritage

**Principal Textbook/Curriculum:** *Story of the World* presents the entire history of the world chronologically. Fifth graders study the second half of *Volume IV: The Modern Age*. Third through fifth grade teachers emphasize the role of American history within the context of world history. *Daily Geography* by Houghton Mifflin emphasizes physical geography and map skills recommended in the NCSS geography standards and National Geography Standards, to help students learn and review basic geography concepts.

**Culminating Activities and Field Trips** include trips to a Jewish history museum as well as special guest speakers.

# Science

## **What is our classical, Christian approach to teaching science?**

Science began in the Garden of Eden when God commanded us to rule over the earth (Genesis 1:26) and Adam proceeded to classify the species (Genesis 2:19-20). In order to obey God's command to subdue and care for the earth, we must obtain an organized and systematic understanding of God's creation. This is the purpose of science.

A classical approach to science at the grammar stage concentrates on the accumulation of facts and concrete thinking. Identification of plants and animals is followed by simple classification. Accompanying this is familiarization with the facts and the vocabulary that defines the world around us, including the laws of physics. Finally, a classical approach to science education includes learning the history of science and the scientists that have contributed to Western Civilization.

## **What do fifth graders learn about science?**

- Atmosphere and Weather
- Water on Earth
- The Earth's Changing Surface
- Stars and the Solar System
- Properties of Matter
- Structure of Matter
- Forms and Uses of Energy
- Body Systems
- Exercise and Physical Fitness
- Nutrition and Health

**Principal Textbook/Curriculum:** *SRA Real Science* brings science to life for students. *SRA Real Science's* unique approach allows students to learn from their curiosity as they build a solid foundation of knowledge about life, earth, physical and health science. RMCA teachers take a balanced approach when this text mentions the age of the earth by explaining that while it is a fact that God created the earth, not all scientists nor Christians agree on exactly how old it is.

**Culminating Activities & Field Trips** include the annual RMCA Science Fair, NCAR, and The Hall of Life at the Museum of Natural History and Science.

# Latin

## What is our classical, Christian approach to teaching Latin?

The study of Latin promotes mental discipline and leads to mastery of English. The mental discipline that learning a precise language such as Latin instills in students paves the way for systematic, rigorous and analytical thought. Latin education is like mental calisthenics. Latin is an inflected language, while English is not. An inflected language is one in which the words of the language are comprised of roots and endings. The roots remain relatively stable, and the endings change depending on what job the word is doing in the sentence. English words are used different ways but look the same. For example, glass of milk, or milk a cow. The first “milk” is a noun but the second is a verb. In inflected languages, such as Latin, the jobs are very easily determined by the roots and endings attached to those roots. A noun would have certain endings, a verb something else, and so on. Dorothy Sayers in her essay, “The Lost Tools of Learning,” says that the inflected languages interpret the uninflected. This means that understanding the grammar of an inflected language such as Latin will help a child understand the grammar of an uninflected language such as English when it is time. And since over 50 percent of English words have Latin roots, students greatly expand their English vocabulary by learning Latin.

The classical principles for Latin instruction are to memorize the grammar (or forms), recite the Latin grammar in the form of chants, drill grammar forms for mastery, and over-learn. RMCA’s English Grammar instruction using Shurley Grammar is enhanced by the students’ study of Latin in third through fifth grades.

## What do fifth graders learn about Latin?

- All five noun declensions
- Some model principal parts for the four verb conjugations
- Three tenses
- The use of the nominative and accusative cases
- Vocabulary and Latin sayings, hymns
- Translation of short Scripture passages

**Principal Textbook/Curriculum:** *Latina Christiana II* by Memoria Press is intended for teachers with no background in Latin and was designed to follow *Latina Christiana I* as a continuation of this systematic study of Latin grammar.

**Supplemental Materials** include the instructional CD that accompanies *Latina Christiana*.

# Art

## **What is our classical, Christian approach to teaching art?**

A Latin phrase, “Imago Dei,” reminds us that we are created in the image of God: created to be creative as God is the author of creativity. A student’s desire to be creative is a gift, and can be guided and nurtured through art. In a Christian approach to art, students are taught that art is first and foremost a way to glorify God, reflecting his truth, goodness, and beauty.

The classical study of art at the grammar stage includes learning about the history of art in Western civilization as well as the basic elements of art such as line, form, shape, space, value, color, and texture. As one might suspect, the classical method of art instruction at the grammar stage is imitation—of masterpieces, of course. As an important part of our classical curriculum, students receive art instruction from a specialist on a weekly basis.

## **What do fifth graders learn about art?**

As an example of how a progression of difficulty is used to teach art elements, the study of “color” in second grade consists of reviewing primary and secondary colors, warm and cool colors, complementary colors, and tints and shades, and developing the concept of color mixing.

- More advanced understanding of art elements
- Study of famous artists and their corresponding countries (geography) and time periods including 20th Century art
- Exposure to many mediums, styles, and types of art as is age appropriate
- God is the author of art as the Creator.

**Principal Textbook/Curriculum:** *How Great Thou Art* Curriculum presents artistic concepts and history in a Christian framework in order to teach a progression of the basics of art well.

**Supplemental Materials** include *Our Christian Heritage in Art* by Kathryn L. Bell, various art textbooks, copied materials from numerous sources, and occasionally brief videos on various artists, time periods, and techniques.

**Culminating Activities** include opportunities to participate in “Art in the Afternoon” with a guest artist, and exhibits in the annual RMCA Art Show.

# Music

When we praise God with music, it glorifies Him and brings us joy. Psalm 92:1 says, “It is good to praise the LORD and make music to your name, O Most High.” We should teach children to enjoy music that truly lifts the spirits of its listeners. And as we teach children to enjoy others’ beautiful music, we should encourage them to develop their own God-given musical talents for the purpose of bringing a Christian influence on our culture.

The “grammar” of music includes the elements of melody, harmony, and rhythm. A classical, Christian music education also includes a familiarity with the canon of music of Western civilization. Students receive music instruction from a trained specialist three to four times weekly.

## **What do fifth graders learn about music?**

- Fifth graders learn music through application and practice, by participating in either choir or band.
- Appreciation and discernment of 20th Century musical works

**Principal Textbook/Curriculum:** Various practice books and performance pieces for band and choir

**Culminating Activities** include participating in the Association of Christian Schools International (ACSI) District Music Festival and performing at the annual school Christmas and Spring Concerts.

# Physical Education

## **What is our classical, Christian approach to teaching physical education?**

Our purpose is to help children understand fitness from a biblical perspective. First, students should understand that since the body is the vehicle for the soul (I Cor. 6:19), it is important to maintain good health. Second, we are naturally inclined to laziness and should develop self-discipline in our bodies. Third, playing by the rules encourages submission to authority and respect for others. And finally, putting aside selfish ambition helps prepare students for Christian leadership. Physical education is instructed by a specialist twice each week.

## **What do fifth graders learn about physical education?**

The first few minutes of each P.E. class are spent on activities that develop cardiovascular and muscular strength and endurance, increase flexibility, and prevent injury. Students develop motor skills as they learn and practice the basic skills, drills, progressions, safety issues, and game rules for the following activities in an age appropriate manner:

- Soccer
- Football
- Basketball
- Hockey
- Volleyball
- Baseball & Kickball
- Jump rope
- Dance (including aerobic endurance and creative movement to music)

**Principal Textbook/Curriculum:** *Physical Education for 3rd to 5th Grades* by Christian Schools International (CSI) and *Dynamic Physical Education for Elementary School (12th edition)* by Dauer & Pangrazi provide age appropriate progressions, a variety of activities and sports and CSI includes ideas for biblical integration. The physical education instructor finds that these materials lack some creativity and must, therefore, augment some activities and instructional methods with her own ideas.

**Supplemental Materials** include *Games for Elementary School Grades* by Richardson and *P.E. for Children: Concepts into Practice* by Tomas, Lee & Thomas.

**Culminating Activities** include a “game week” between each unit of instruction, where students can practice the skills they’ve learned. “Game Week” also includes playing games just for the fun of it. Of course, students also look forward to competing and practicing good sportsmanship on RMCA’s Annual Field Day.

# Appendix

## Curriculum Defined

The word “curriculum” means “what it intended to be taught.” It actually comes from the Latin word *currere*, meaning *to run*. It is the same root from which we get the word *course*, as in a running track. This view of curriculum, as a set *course*, helps us to view our curriculum in a somewhat different way than exists in most public schools. While the popular fad in education is to individualize instruction, classical education defines a course, or curriculum, through which every student progresses. Our curriculum is deliberately chosen, based on what has been tried and true and taught to children across the centuries. Of course, there are always adjustments to content as new knowledge is discovered, but the basic truths and methods do not change.

There are, however, some categories of curriculum which must be considered when discussing a school’s curriculum. This guide is intended to spell out the “written curriculum,” the documentation that describes the scope and sequence of what students will be taught in each subject. There are two kinds of curriculum that certainly exist but are not usually described in written form. They are the “living curriculum” and the “cultural curriculum.” The “living curriculum” is the result of what an individual teacher brings to the “written curriculum.” While each teacher may be provided with the same list of learning objectives, she brings her own experience and teaching flair to that topic. So, the “written curriculum” may be taught in a slightly different way and to a slightly varying level of detail depending on who is teaching it.

The “cultural curriculum” refers to the atmosphere in which the “written curriculum” is taught. The culture of the school itself (and each classroom) provides a foundation upon which the learning experience is created. Therefore, the written curriculum described in this document must be considered in light of the living and cultural curricula of the school.

## Christian & Classical Education

### What do we mean by Christian Education?

Since God’s truth is revealed in the Bible and in His creation, we teach that knowledge is interrelated and can instruct us about God Himself. We seek to integrate God’s truth and love into the academic, physical, social, and spiritual education of each student. Ideals and standards of scholarship consistent with the understanding of the lordship of Jesus Christ are continually fostered. Students are encouraged to view their world through God’s truth.

Parents, teachers and students are all expected to take an active role in the learning process. We believe that education is most effective when the responsibility for learning is shared among all those involved.

### What do we mean by “classical” education?

One of the most valuable developments of western civilization, classical education utilizes traditional liberal arts as a means of instilling wisdom and virtue in our students. Our liberal arts curriculum is delivered by way of the “Trivium” – a word that describes three modes of learning: grammar, logic, and rhetoric. Grammar is concerned with the basic facts, rules and required skills of any given subject. Logic involves learning to think and reason in the language of various subjects. And, rhetoric requires students to express their thoughts in a compelling and persuasive manner.

While each area of the Trivium is addressed at every grade level and in all subjects, the developmental stages of children lend themselves to particular modes of learning. For this reason, we emphasize the grammar mode of learning with kindergarteners through fifth graders, who find skill acquisition and repetition to be easy and comfortable. Once students begin to question and contradict, overlapping into fifth grade and up through about the eighth grade, they are ready to emphasize logic. As students begin to know, think about, and explain their world, they are being prepared to begin their lifelong pursuit of truth, goodness, and beauty.

# Our Instructional Values

## Are there certain beliefs that you hold which guide you in your curricular decision making?

Yes. At RMCA, our core beliefs about instruction drive what happens in our classrooms. These instructional values are listed below:

***The fear of the LORD is the beginning of knowledge (Proverbs 1:7).*** Therefore spiritual formation and intellectual development are not mutually exclusive. All subject matter is taught from the perspective of a Christian worldview. Biblical faith, precepts and principles are integrated into learning and activities.

***The classical Trivium promotes intellectual development.*** Therefore, teachers grow in the understanding and application of classical practices.

***Growth and learning is the aim of education.*** Therefore students are active participants in the learning process, not passive recipients of information. Teachers model growth and learning before their students.

***Subject matter is interrelated.*** Therefore, subjects are naturally integrated and multidisciplinary approaches to learning are used when appropriate.

***Teachers are instructional and moral authorities.*** Therefore, they purposefully and systematically guide and direct the learning of their students while modeling the highest Christian virtues.

***The preservation of innocence cultivates healthy social and emotional development.*** Therefore, instruction and subject matter are age-appropriate.

***Students possess differing learning styles and intelligences.*** Therefore teachers engage students in a variety of activities and utilize varying teaching methods and materials.

## Choosing the Best Curricula

Some schools attempt to ensure the religious content of their curriculum through the use of textbooks written and published especially for Christian schools. Many schools use such textbooks exclusively, for all subjects. This is commendable if the quality of instructional material is at least on a par with that which is available from secular sources. Unfortunately, however, much of what I have seen in this area is sadly deficient.<sup>1</sup>

Such textbooks may be "Christian," but if they fail to capture the interest of students and fail to convey the subject matter clearly, their use becomes counterproductive. My own experience is that a teacher can more successfully supplement a good secular textbook with her own Christian input in class discussion than try to correct the educational deficiencies of an amateurish Christian textbook. Administrators making purchasing decisions can help improve the overall quality of the Christian textbook market by buying only those specific products that measure up to high academic standards, rather than bring in a publisher's complete line which may include a mixed bag of books, some excellent and some inferior. Such selective buying should eventually raise the quality of our own textbooks by forcing them to compete directly with secular books. On the other hand, buying inferior books just because they are "Christian" has the same weakening effect as when a businessman hires incompetent friends rather than qualified workers who can get the job done right.<sup>2</sup>

Should resources known to be authored by non-Christians be banned from the Christian school? Should we reject Webster's English Dictionary on the basis that non-Christians have been contributing editors? The answer is, no. God, in His wisdom, has given insights to all people. This is known theologically as "common grace." Many of the great discoveries, advances, and even educational resources have occurred as a result of the work of non-Christian people. One reason for using a book authored by a non-Christian is that we should be vigilantly looking for the evidence of a non-Christian worldview. However, in a work written by a Christian, we may be lulled into a false sense of security.<sup>3</sup>

The bottom line is, the whole issue needs redefining. Choosing the best curricula should not be about whether the author was a Christian or a non-Christian. The question we ask when choosing our resources should be, "Which curricula conforms to our mission statement and will assist us most effectively to work out our educational purpose and goals in the Christian school?"<sup>4</sup>

<sup>1</sup> & <sup>2</sup>Reed, Cecilia "What Makes a School 'Christian'" in "Here, Fix My Kid" at <<http://ww7.com/herfixmykid/#what>>

<sup>3</sup> & <sup>4</sup>Edlin, Richard *The Cause of Christian Education* Vision Press: 1998.

## Why Don't You Teach About Sex & Drugs?

**Many of us recall the “fifth grade film.”** It was the day in public school when boys and girls were taken into separate rooms and shown films about the human reproductive process. Any questions? You bet! Was anyone going to ask them? Not a chance! This whole process is part of the big lie that information and education will change the hearts of kids. You've seen the ads on PBS with the open ended statement, “The More You Know!” That's just not true. If knowledge is all it takes to keep us from sinning, why is sin ever increasing in the Information Age? We all know what God wants: why don't we do it or not do it as the case may be? The answer is, it's a heart issue. Choosing to be moral is not a decision we make because we've seen a film. We decide to be moral because we love God and His children.

**The best place for children to learn how to treat the opposite sex and how to care for their bodies is in the home.** Kids learn courtesy, kindness and respect for others first at home. It is within the context of family that children understand what it means to love others as you would love yourself. When parents perform their God-given role to set the example by living pure and moral lives, children are watching and learning. If we wait until children are pre-adolescent to teach them these things, no amount of “Just Say No” ribbons or “Purity Pledges” will do the job.

**Every child is different.** It is primarily the parents who have the kind of relationship with a child that would allow them to know the best time to discuss such delicate issues. This is another reason why schools are not the best place for sex and drug education. Just because a child is a certain age, in a certain grade, does not make him or her ready to learn all there is to know about human reproduction. The parents can do a better job of gauging readiness and teaching their child what they need to know when they need to know it.

**So what *do* we teach?** We teach that God made our bodies, and that the ways that they work are a testament to His design. We teach that God wants us to take care of the bodies He gave us because they are a temple of the Holy Spirit and we are bearers of His image. We teach about the systems of the human body and how they react, both positively and negatively, to chemicals (including legal and illegal drugs and even foods). We underscore that God's word has much to say on the issue of moral decisions affecting the body. But, ***we would not dream of robbing you, the parents, of the opportunity to explain the beauty of the love between a husband and wife to your child.***

RMCA recommends that you contact your church's children's ministry staff with questions about resources to help you with these discussions.

## Excerpt from “Who’s Teaching My Child?”

By Brett King, RMCA Headmaster

**Living the values they teach is a teacher’s most potent strategy to influence the development of Christ-like character in our kids.** Consider this passage from Luke 6:39-40: “He also told them this parable: ‘Can a blind man lead a blind man? Will they not both fall into a pit? A student is not above his teacher, but everyone who is fully trained will be like his teacher.’” I have always been humbled and challenged by this passage. After all, I want my own children, when they are fully trained, to be like the Great Teacher, Jesus. It seems, therefore, that it would be beneficial to entrust my children to teachers who pursue the same goal in their own lives. This connection is one of the key reasons why a godly character is the foremost qualification for teaching at RMCA. Modeling is the most powerful teaching tool, and it is only one aspect of RMCA’s strategy of forging character in our students.

**Kids need to both see and hear biblical principles.** Direct instruction surrounding the character of God and the precepts of scripture is a natural outgrowth of our teachers’ walk with the Lord, and an integral piece of the planned curriculum. From memorizing Bible verses to applying a biblical worldview to interpreting historical events, students are naturally taught the “*meaning of the stipulations, decrees, and laws of the Lord...*” (Deut. 6:20) One parent expressed surprise at the request of a history teacher that students bring their Bibles to history class. This is a common and even expected practice at RMCA. Teachers seek to develop in students the connection between the benefits of morality as defined in scripture and the consequences of immorality so often revealed in history. Simply put, we teach students that ideas and behaviors have consequences.

**Our teachers aren’t perfect.** But their own commitment to Christ-likeness has an immediate and a cumulative impact on their students’ character development. As you assess your schooling options each year, please consider the moral influence of the teachers to whom you are entrusting your most precious commodity.

## Recommended Resources

*The Case for Classical Christian Education* by Douglas Wilson, Crossway Books, 2003.

*The Cause of Christian Education* by Richard J. Edlin, Vision Press, 1998.

*The Educated Child* by William J. Bennett, Free Press, 2000.

*Piety and Philosophy* by Richard A. Riesen, ACW Press, 2002.

*Recovering the Lost Tools of Learning* by Douglas Wilson, Crossway Books, 1991.

*Why Johnny Can’t Tell Right from Wrong* by William Kilpatrick, Simon & Schuster, 1993.

“Why Sonlight Uses Certain Books that Some Homeschoolers Won’t Touch” article on <http://www.sonlight.com/thatbook.html>