



## Bible

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### Pre-Kindergarten 3

*Exploring God's Love* guides Pre-Kindergarten 3 students from the wonders of creation to the resurrection of Jesus Christ, emphasizing the Father's glorious love along the way. All activities in the classroom revolve around teaching a Bible truth and reinforcing the weekly Bible story and verse through music, dramatic play, arts and crafts and technology.

### Pre-Kindergarten 4

The Pre-Kindergarten 4 Bible class emphasizes the truth of God's Word. We believe young children can understand that God made them, loves them and has a plan for their lives. It is our goal to present God's word as the exciting story of God's involvement with mankind. The year starts with Creation and moves chronologically through the Old Testament. Through storytelling and related activities, the truth of how God reveals Himself to mankind is taught. Common themes include: God made you, God will never leave you and God cares for you. The New Testament is taught through the miracles of Jesus. What better way to teach about our Savior than through His works of compassion? A miracle is something only God can do, and the children learn that Jesus wants to work a miracle in their hearts by forgiving them of their sins. Pre-Kindergarten 4 students are encouraged to retell the story through artwork, drama and real-life situations. God's standards of behavior are demonstrated, expected, and reinforced through classroom situations.

### Pre-Kindergarten 5

The goal at PCA is to instill a strong foundation in the children's hearts that the Bible is true, perfect and good in every way. We believe that young children need to observe the teacher reading the Bible and thirsting for the truths found in God's Word. Therefore, Bible lessons are taught daily, Bible scripture memory is recited weekly, and all academic lessons are biblically integrated to reinforce that the source of all truth begins with the Creator.

The Bible curriculum in Pre-Kindergarten 5 places a heavy emphasis on the creation of the world by God's perfect design. The students study about the loss of the perfect creation through the fall of man into sin and God's plan for reconciliation. The children explore the Old Testament Bible stories and their truths of how God reveals Himself to mankind. Common themes throughout the Old Testament such as obedience, courage, purity, and the love of God for all of His creation are discussed. Major units in the Pre-Kindergarten 5 New Testament curriculum include the study of Christ's birth, sinless life, death, burial, resurrection and ascension unto the Father's right hand. The class studies the life of Christ as the Healer, Miracle Worker, Provider and Savior, all of whom children can know personally. Pre-Kindergarten 5 students are encouraged to respond to the Bible lessons through art, drama, oral retelling and pictorial summaries in journals.

## **Kindergarten**

The Kindergarten Bible course, *Names of God*, is a study of some of the names God uses in scripture to describe Himself. The names in the Bible describing God have significant meaning and give better understanding of the character of God. The curriculum is divided into 8 units. The first unit examines the importance of a name including discovering the origin and meaning of each student's name. The following units include the study of the names Elohim, Jehovah Jireh, Emmanuel, Alpha and Omega, Jehovah Rophe, I Am, and Jesus. Each unit includes original stories written by the author and stories from the Bible, extending activities that reinforce the meaning of the name, memory verse, prayer journal writing, and games. Upon completion, the students have memorized 24 verses, written eight prayers, and developed a better understanding of the loving character of God.

## **First Grade**

In the First Grade Bible course, students are exposed to an in-depth study of the nine Fruit of the Spirit. Students learn about each of the fruit, their meaning and meet Biblical characters who did or did not demonstrate that specific fruit. Ultimately, students learn that Christ is the best example of each fruit and that the Holy Spirit gives them the power to live out those fruit in their lives. Each unit ends with writing in a Bible journal and a hands-on activity that discusses how to live out that Fruit of the Spirit. Salvation and grace are taught throughout the year and emphasized through our gospel fuzzies celebration during Easter Season. Students also memorize 7 large key memory verse passages.

## **Second Grade**

Second graders are presented with the Bible as the story of God's acts, promises and character. It is our hope that as they come to know God, they will accept His gift of salvation and live lives of joyful service and obedience. They study the Old Testament starting with the stories of Creation and ending with the Israelite's exile and return. In their New Testament study, they study the life of Jesus: His birth, His ministry and the parables He told, and also His death and resurrection. The students are also taught the importance of prayer, focusing on the Lord's Prayer. Second graders emphasize the Great Commission and missions as they participate in various service projects. Weekly Bible memorization is an important part of their learning and applying of God's Word.

## **Third Grade**

The Third Grade Bible course concentrates on helping students find the answers they need for life in God's Word. The primary goal throughout the *Positive Action Bible* curriculum is to make the Word of God more meaningful to the lives of students. The students find knowledge, wisdom and understanding for themselves as they study the lives of Abraham, Jacob, Joseph and Daniel. In addition to the in-depth Bible study that is completed each week, a strong emphasis is placed on character development with practical lessons enabling students to make life-changing decisions even at a young age. Through weekly memory verses students learn to hide God's Word in their hearts and apply the biblical principles to their daily lives.

## **Fourth Grade**

The Fourth Grade Bible course studies the life of Christ as well as the Old and New Testament. During the second semester emphasis is on positive character qualities through a study of the Holy Spirit and various Bible characters. Students study the Fruits of the Spirit, humility, obedience, forgiveness, compassion, courage and making wise choices based on biblical principles. The last unit is a study of Paul and his ministry.

# **Language Arts**

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## **Pre-Kindergarten 3**

Pre-Kindergarten 3 students spend a great deal of time putting their thoughts into words and learning to express themselves to others through independent play, dramatic play and conflict resolution. Pre-reading skills involve

listening to stories, retelling stories through dramatic play and drawing pictures of stories as they are retold. Early *Collin's Writing and Thinking* skills are taught through drawing and labeling children's pictures to reflect the thoughts they express about a subject and helping them translate their thoughts into written language through dictation. *The Learning Without Tears* resources use music, movement, and multisensory manipulatives to teach all the core reading readiness skills for Pre-Kindergarten students. Phonetic skills are taught in conjunction with *The Learning Without Tears* resources.

#### **Pre-Kindergarten 4**

The Pre-Kindergarten 4 language arts curriculum is designed to introduce and expand the students' understanding of pre-reading skills in preparation for reading success in Kindergarten. The students develop language skills through opportunities with phonological awareness, print awareness and oral communication activities. Students engage in learning activities that extend their skills in following directions, developing fine motor operations, breaking down language and decoding. The students are exposed daily to various literary works while learning about story elements. This increases their vocabulary and deepens their appreciation of genres, rhyming schemes and the flow of story sequence.

#### **Pre-Kindergarten 5**

The Pre-Kindergarten 5 language arts curriculum is designed to introduce and expand the students' understanding of pre-reading skills in preparation for reading success in Kindergarten. The students develop language skills through opportunities with phonological awareness, print awareness and oral communication activities. Students engage in learning activities that further extend their skills in following directions, developing fine motor skills, and word attack and decoding abilities. The students are exposed daily to various literary works, hearing stories read aloud. This increases their vocabulary and deepens their appreciation of genres, rhyming schemes and the flow of story sequence.

#### **Kindergarten**

The Kindergarten language arts curriculum utilizes many rich opportunities to enhance both written and expressive language development of the kindergarten child. Phonemic and phonetic awareness skills are taught through *Saxon Phonics*. These skills include letter/sound manipulation, syllabication, rhyming and other decoding skills. Written expression is encouraged through the use of journal writing, independent writing and other thematic writing assignments. A formal instruction of writing is taught through the Writing Workshop model associated with Pearson *MyView*. Correct letter formation is stressed along with concepts of print (left-to-right and top-to-bottom). Oral communication and listening activities help extend the vocabulary and conceptual knowledge of the kindergarten. The learning environment is "literature rich" using a wide variety of children's literature as well as Pearson's *MyView* Anthologies. Students develop reading fluency using leveled readers and expand oral vocabulary as they describe common objects and events; retell familiar stories while identifying characters, setting and important events; and ask and answer questions about informational text.

#### **First Grade**

In the First Grade language arts program, reading and spelling instruction, based on *Saxon Phonics* and Pearson's *MyView* program. The students become independent readers and spellers equipped with decoding skills, spelling rules and tools to help them decode, read and spell words. For reading practice and comprehension, first graders read in phonetic readers and basal readers during a small ability grouped instruction time. Home readers are used for extra practice. All students are exposed to various writing situations where they learn basic grammar and punctuation rules using the *Shurley English* program and *Collins Writing and Thinking Program*. At the end of the year, students are able to write a short paragraph using correct punctuation, capitalization and content.

## **Second Grade**

In the Second Grade language arts curriculum, the core of the reading instruction is Pearson's *MyView* program enriched with other children's literature, as represented in trade books and short novels. Guided reading, silent reading, and oral reading practice, both in class and at home, provide the daily framework of instruction in phonics, word-attack skills, vocabulary and comprehension. Teacher developed assignments lead students to demonstrate an appreciation and understanding of what they read. Both literal comprehension and higher-level, critical thinking skills are stressed. The Second Grade language arts program reviews and builds on those skills of spelling, grammar, usage and composition necessary for clear, concise written expression. Writing skills are developed through the *Shurley English* method using a variety of methods including using the writing process to practice letter writing, descriptive paragraphs, expository paragraphs, time and order paragraphs and story narratives. Second graders also develop writing through the *Collins Writing and Thinking Program*. Students practice brainstorming, writing rough drafts, revising, editing and publishing works throughout the curriculum. After reviewing manuscript letters, second graders begin to learn and write cursive letters.

## **Third Grade**

In Third Grade, the language arts program teaches students to read, analyze and enjoy different genres, as well as to use a variety of reading strategies to increase comprehension. To facilitate the reading program the *MyView* resources by Pearson are used. In addition to these novels, the students also read *Sarah, Plain and Tall*, *Skylark* and *Charlotte's Web*. In writing, students learn to apply spelling and grammar knowledge, which is practiced daily, to compose various writings including narratives, informative and persuasive papers. Grammar is taught using the *Shurley English* method. Throughout the year, students are taken through the *Collins Writing and Thinking Program* as they learn the writing process: brainstorming, making rough drafts, editing, revising, and publishing their works.

## **Fourth Grade**

The Fourth Grade language arts course is an interactive comprehension approach to spelling, grammar, writing and reading. *MyView* resources by Pearson, *Shurley English*, and *Spelling Workout* by Modern Curriculum Press are the tools of instruction. Oral and written expressions are explored in a variety of circumstances, utilizing a multitude of techniques, including games and multi-sensory activities. The instructional intent is to engage students in the kinds of activities that will prepare them for reading, thinking, and problem-solving in real-world situations. The students also read three novels: *Mrs. Frisby and the Rats of Nimh* and *The Indian in the Cupboard*. In addition to reading instruction, students participate in discussions pertaining to the literature and the biblical/worldview concepts portrayed or emphasized. Writing instruction incorporates the *Collins Writing and Thinking Program* as the students learn to write in the following forms of writing: expository research, narrative, descriptive, procedural, compare/contrast and persuasive.

# **Mathematics**

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## **Pre-Kindergarten 3**

Preschool math curriculum is developmentally appropriate and teaches math concepts using visual aides, books, songs and manipulatives. Math skills are introduced during large group time through the calendar, weather pattern, and the introduction of the math theme of the week. The theme is reinforced through small group activities. Children recognize shape, color and pattern as they count and put objects in groups according to their attributes. They also learn to count and recognize numerals. Learning to match, order and sequence are math skills that are also necessary pre-reading skills.

### **Pre-Kindergarten 4**

The mathematics program in the Pre-Kindergarten 4 course challenges children to explore number patterns, measurement, geometry, special relations and classification. Children develop basic counting techniques and deepen their understanding of number relationships and operations. Daily activities include calendar math, problem solving through the use of manipulatives, sorting and classifying objects into groups and by attributes, graphing and developing estimation skills and number sense in preparation for Kindergarten.

### **Pre-Kindergarten 5**

The mathematics program in Pre-Kindergarten 5 challenges children to explore patterns, number concepts, addition, measurement, shape, space and classification. Children continue to develop basic counting techniques and deepen their understanding of number relationships and operations. Daily activities include calendar math, problem solving through the use of manipulatives, sorting and classifying objects into groups and by attributes, graphing and developing estimation skills and number sense in preparation for Kindergarten.

### **Kindergarten**

The *Progress in Mathematics*' program by Sadlier is the foundation of the Kindergarten mathematics curriculum. This program is used along with many other supplemental materials and activities to create a balanced curriculum. The philosophy of *Progress in Mathematics* provides rigorous content focused on building deep conceptual understanding of key math skills and concepts. Students use manipulative and visual learning to facilitate their learning of concepts such as sorting and classifying, fractions and ordinals, addition and subtraction, geometry and measurement.

### **First Grade**

The *Progress in Mathematics*' program by Sadlier is the foundation of the First Grade Mathematics curriculum. This program is used along with many other supplemental materials and activities to create a balanced curriculum. The philosophy of *Progress in Mathematics* provides rigorous content focused on building deep conceptual understanding of key math skills and concepts. Students use manipulative and visual learning to facilitate their learning of concepts such as sorting and classifying, fractions and ordinals, addition and subtraction, geometry and measurement.

### **Second Grade**

The Mathematics curriculum for Second Grade uses a variety of manipulatives and materials in conjunction with *Progress in Mathematics* by Sadlier. The main focus throughout the year is mastering the addition and subtraction facts, addition and subtraction with regrouping and strategies for solving word problems. The students acquire a foundation of number concepts, including writing numbers to one thousand, odd and even numbers, ordinal numbers, greater than or less than and place value. Students learn skills in measurement by being taught to measure with inches and centimeters as well as how to find the perimeter and area of shapes. Geometry is introduced through identifying the characteristics of geometric solids, congruent shapes, symmetry and translations of shapes. Fractions are introduced as parts of a whole and the students identify, create, and write basic fractions. Multiplication and division concepts are introduced as well. Many other skills are reinforced throughout the year – telling time, counting money, reading graphs and thermometers and creating patterns. The Second Grade math program also includes activities promoting higher level thinking skills, logic skills and creative problem solving.

### **Third Grade**

The Third Grade mathematics course uses a variety of resources. *Progress in Mathematics* by Sadlier and specific iPad Apps such as *Splash Math 3 & 4* are the primary resources. The Third Grade mathematics course continues the building blocks of skills previously taught such as time, addition and subtraction, measurement and counting money. New skills focus on problem solving using real world situations, calculating larger numbers, schedules, making change, ordering numbers, and rounding. A major emphasis is put on learning how to multiply and divide and the connections between the two concepts. In the geometry unit, students focus on classifying plane and solid

figures and congruency. Fractions are discussed as part of a whole and part of a group, and the use of decimals is put into practice. Hands-on experiences and integration of technology allows students to have individual instruction. A Get Ready for Algebra unit is the last unit taught in the spring preparing students for the following year.

#### **Fourth Grade**

The Fourth Grade mathematics curriculum solidifies fundamental concepts of numbers and encourages students to expand their understanding by introducing new concepts in fractions, decimals, basic geometry and algebraic concepts. *Progress in Mathematics* by Sadlier expands on concepts such as: multiplication, division, problem solving, measurement, data collection, graphing and modeling mathematical principles using manipulatives. Emphasis is placed on identifying logical relationships and applying learned concepts to answer problems both in principle and in real-world situations. The Fourth Grade mathematics curriculum is based on the biblical principle that human investigation into mathematics should reveal God's rational and designed order.

## **Science**

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#### **Pre-Kindergarten 3**

Pre-Kindergarten 3 students learn by doing. The students use many hands-on activities that correlate to thematic units. They learn science skills through cooking experiences, exploration of the outdoors and specimens brought into the room as well as sensory exploration of sand, water and other tactile play.

#### **Pre-Kindergarten 4**

The Pre-Kindergarten 4 students learn by doing. The students use many hands-on activities that correlate to thematic units. The units cover such topics as plants (benefit and seasonal), animals (classification of families), weather (seasons, shadows and rain) and health (safety, five senses, nutrition, healthy habits and 911).

#### **Pre-Kindergarten 5**

The Pre-Kindergarten 5 students learn by observing and participating in science experiments. Skills are taught through thematic units covering the following topics: states of matter, plant growth, animal habitats and behavior, weather and seasonal changes, the five senses, healthy habits, dinosaurs, fossils, insects and products from farms and forests.

#### **Kindergarten**

In the Kindergarten science course, students become fascinated with the teaching of hands-on, discovery-oriented science using thematic units and literature as integral parts of their studies. The units cover topics about plants (trees), animals (animal kingdom), the solar system (planets, sun and stars, moon, exploration), weather (seasons), matter (solids, liquids, gases), and energy (magnets), nutrition, health, seasons, Poles and insects.

#### **First Grade**

First Grade science includes observation, classification, research, prediction and practical application through Rice University's STEMscopes. Science concepts are studied throughout the year through the Scientist of the Week program, which includes a study of safety rules and safety hazards. In the life science units, students define the basic characteristics of animal classifications and during the ocean unit identify a variety of ocean creatures and their characteristics. Students are able to identify the proportions of land and water on the earth and the natural sources of water (streams, lakes, rivers). In the spring, the students study seasonal patterns and patterns in space. In physical science, the students explore the three states of matter.

## **Second Grade**

The Second Grade Science curriculum is taught from a Christian viewpoint through a hands-on approach through Rice University's STEMscopes. The students learn how special they are to God and how He created them to be unique. In health the focus is on the skeletal system of the body and the study of nutrients. In earth science, they study the solar system, research a planet and learn how the Earth fits into this incredible system. The phases of the moon are explored at this time. The students then focus on the properties of Earth's air and water, as they learn about the water cycle and cloud formation. In physical science, the students conduct experiments involving the three states of matter. The second graders also study reptiles with a major emphasis on dinosaurs and fossils. Through the stories of creation and the flood that changed the earth's atmosphere, dinosaurs are studied from a Christian worldview.

## **Third Grade**

In the Third Grade science course, students gain knowledge and appreciation of God as the divine Creator and explore the world He created through Rice University's STEMscopes. Environments are studied in life science to help the students understand the unique organization of God's creation. Birds and amphibians are the two main vertebrates studied from the animal kingdom. In earth science, the students study weather and climate with an emphasis on the atmosphere and natural weather disasters. In physical science, the focus is on simple machines. In the area of health, the students analyze how germs are part of the process of illness and disease. The scientific method is incorporated into all areas of the curriculum.

## **Fourth Grade**

The Fourth Grade curriculum develops higher level thinking skills and autonomous thinking through Rice University's STEMscopes. The students explore, discover and investigate some of the fundamental truths of science. In life science, the focus is on plants and animals. In the plant study, the students study photosynthesis, respiration and seed dispersal. The animal study focuses on invertebrates, insects and simple classification. An insect research paper is incorporated into this unit. In earth science, the students study geology and astronomy. The geology unit includes the study of rocks and minerals as well as the effects of volcanoes, earthquakes and glaciers on the earth's surface. In astronomy, the students study the sun, moon and stars. In physical science, the students discover magnetism and electricity. They compare forces of magnetic attraction by using hands-on experiences in a magnetic lab. The students are able to show examples of and evaluate electric currents. In all science studies, the biblical account of creation is the primary focus.

# **Social Studies**

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## **Pre-Kindergarten 3**

In Pre-Kindergarten 3 social studies curriculum, the focus is on self, home, family and the classroom. The chief characteristic of the young child is egocentrism, the belief that the world revolves around self. Students in Pre-Kindergarten 3 begin to develop an understanding of the world around them and how to relate to that world by studying the likenesses and differences of families and both cultural and physical. We celebrate the differences God has created. Holiday traditions are discussed and reviewed through dramatic play. We also learn respect for their God and country by saluting the flags each day and reciting pledges.

## **Pre-Kindergarten 4**

In Pre-Kindergarten 4 social studies curriculum, the focus is on self, home, family and the classroom. The chief characteristic of the young child is egocentrism, the belief that the world revolves around self. Students in Pre-Kindergarten 4 begin to develop an understanding of the world around them and how to relate to that world by studying historical figures, events and symbols, community helpers, rules and authority and traditional holiday customs.

## **Pre-Kindergarten 5**

In the Pre-Kindergarten 5 social studies curriculum, the focus is on self, home, family and the classroom. The chief characteristic of the young child is egocentrism, the belief that the world revolves around self. Students in Pre-Kindergarten 5 begin to develop an understanding of the world around them and how to relate to that world by studying historical figures, events and symbols, community helpers, rules and authority and traditional holiday customs.

## **Kindergarten**

The focus of the social studies program in Kindergarten is to help the students realize the connection between their lives and the topics being studied. It encompasses self, classroom, home, family, neighborhood, community and the world at large. The children study historical people and the contributions they made to society. They look at basic human needs such as food, clothing and shelter, and learn the ways those needs are met. They become aware of the purpose of rules, the role of authority figures in the home and school and come to know the interdependence of all people with one another and their environment. Throughout the year, the curriculum emphasizes a study of celebrations, symbols and customs that represent the American beliefs. Understanding their physical environment through the study of various modes of transportation proves to be one of the year's highlights. Lastly, materials such as biographies, artwork, poetry and songs enrich the children learning experiences.

## **First Grade**

The social studies course in First Grade is a unique developmental program. It develops the knowledge of God and encourages Christian character and growth while covering basic social studies concepts. The history units focus on the exploration and the first settlements in America. Students are introduced to some key historical figures such as George Washington and Abraham Lincoln. Map skills are formally introduced, and the students learn the seven continents and the major oceans. In economics, the students study needs versus wants, goods versus services and producers versus consumers.

## **Second Grade**

The Second Grade Social Studies course begins by extending the student's knowledge of geographic terms as they use a compass rose, locate the United States' position in the world and study the continents and hemispheres of the world. Geography terms and map skills are practiced throughout the year. The curriculum provides a Christian perspective of our nation's history. The students explore the history of the United States beginning with the larger tribes of people indigenous to North America. They move forward and discover many aspects of Colonial life through in-depth study, independent research and various projects. They investigate North America from the settlement of Jamestown through the Revolutionary War. They study the economic concepts of trading, taxation, wants and needs, as well as understand financial constraints and options colonists faced as part of their daily lives. Students learn the basic symbols and songs associated with the state of Texas. In addition, they learn about national monuments and songs to learn their significance and location. An emphasis is placed on understanding the rights associated with democracy and the United States form of government. During the Christmas season, there is a special study on Christmas traditions around the world.

## **Third Grade**

In the social studies curriculum, the third graders begin their year by studying map skills which include the study of continents, oceans, longitude, latitude, cardinal and intermediate directions, hemispheres and landforms. Students learn about specific types of maps and how to identify symbols on different maps. The roles and duties of local elected officials in government are taught through classroom cities. Later in the semester, the students are introduced to the Civil War. They learn about the economic and cultural characteristics of both the north and the south. Key issues and events that led up to the Civil War, as well as major events that took place during the war are emphasized. The study of important individuals and the sacrifices they made for the betterment of others serves as a model for their individual lives. The second semester begins with the study of immigration. Students examine

the lives of men and women who overcame obstacles and sacrificed to immigrate to the United States. Opportunities are presented for students to further strengthen their understanding of liberty, freedom and patriotism. The last history unit exposes them to the Industrial Revolution and the inventors who have impacted the world with the advancement of machinery and communication. Throughout the year, students identify important contributions that individuals have made in the development and growth of the United States.

#### **Fourth Grade**

In the Fourth Grade history curriculum, the specific historical and geographical emphasis is the study of Texas. The MacMillan/McGraw-Hill, *Texas, Our Texas*, is the primary textbook source, although a multitude of resources are utilized together with special guests and field trips. In addition, students participate in individual research, supplementary reading assignments and creative and expository writing assignments. Also, each student gathers information from a variety of printed and online resources to create a multi-paragraph research report about a famous Texan.

# LOWER SCHOOL ENRICHMENT CLASSES

## Art

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### **Pre-Kindergarten 3, 4 & 5**

In the Pre-Kindergarten art course, it is our goal to lay the groundwork for the finest art curriculum possible. This begins with a firm foundation in the basic elements of design: line, shape, texture and color which are built upon each subsequent year. The art projects combine basic art concepts and vocabulary with interesting and fun creations. The students experiment with many different media including painting, drawing, printmaking, collage and sculpture.

### **Kindergarten**

The art program in Kindergarten begins an exploration into the world of art. As in Pre-Kindergarten, the students are introduced to the basic elements of design: line, shape, texture and color. Our goal is to establish a firm foundation in the early years and build upon it each year. The art projects combine basic art concepts with a variety of media, such as printmaking, painting, drawing, collage and more. While working on the projects, the students establish a confidence in their own abilities and are exposed to various aspects of art history.

### **First Grade**

The art program in First Grade reinforces concepts and elements of design introduced in Kindergarten. In addition to basic skills, students are encouraged to express their own ideas through original artworks with several unique varieties of media, such as mosaic, watercolor and mixed media. In addition to the study of art history, they also become more familiar with art techniques and terminology.

### **Second Grade**

The art program in the Second Grade encourages students to take the concepts and skills already presented and further explore the creative process, thus preparing them for more advanced study in art. Expanding on the basic elements of design (line, shape, texture and color), the students create drawings, paintings, prints, collage and sculpture that incorporate their knowledge of art history, art techniques and art terminology.

### **Third Grade**

The Third Grade art course is designed to introduce fundamental art skills to the students. Students are introduced to a variety of medium and techniques in two-dimensional and three-dimensional design, which include painting, drawing, collage and sculpture. The students are introduced to the color wheel and other art concepts. Students are encouraged to work independently and think creatively. Art history and biblical integration are presented throughout the curriculum.

### **Fourth Grade**

The Fourth Grade Art course is designed to expand fundamental art skills, concepts and techniques that the students have previously learned. The students gain valuable insight into new projects that incorporate the elements of design. Connections between visual arts and other disciplines are emphasized. Cultures, Biblical integration and historical influences of art are explored.

# Music

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## **Pre-Kindergarten 3 & 4**

In the Pre-Kindergarten music class, students begin exploring sound by using their voices to speak, whisper, shout and chant. Students gain a better understanding of their singing, or “head” voice, as they learn simple songs of limited vocal range which are based on classroom units of study. Sol, “Mi and La” are informally introduced since they are the most commonly used pitches in the young child’s voice. Ear-training is important at every level of music study though it is presented informally and in a playful manner at this age. Students play pitched and un-pitched instruments, listen, move, dramatize and use technology as they are introduced to the elements of music including time (beat/rhythm), pitch (high/low), dynamics (soft/loud) and form (same and different).

## **Pre-Kindergarten 5**

In Pre-Kindergarten 5 music, students work toward gaining better control of their singing, or “head” voice, as they learn simple songs based on classroom units of study. The use of Sol-fa hand signs for “Sol, Mi and La” are demonstrated increasingly as students grow in their understanding and control of the pitches in their voices. Ear-training is important at every level of music study though it is presented informally in a game-like manner. Students play pitched and un-pitched instruments, listen, move, dramatize and use technology as they are introduced to the elements of music including time (beat/rhythm), pitch (high/low), dynamics (soft/loud) and form (same and different). Students are introduced to the tone color of various instruments as well as the names and uses of instruments.

## **Kindergarten**

Kindergarten students learn more about music through expanded listening experiences. There is increased emphasis placed on finding the student’s singing voice by singing more songs of a wider vocal range but song lyrics are still often related to classroom units of study. The vocabulary of the elements of music is becoming more familiar and comfortable as the students experience the elements through listening, technology, ear-training, singing and games as well as pitched and un-pitched instruments. The students’ uses of Sol-fa hand signs for “Sol, Mi and La” are used increasingly as students understand and control the pitch in their voices. Spoken syllables for the most basic rhythms of nursery rhymes are echoed, walked and notated in a “pre-reading” manner. Students play pitched and un-pitched instruments, listen, move, dramatize and use technology as they are reintroduced to the elements of music including time (beat/rhythm), pitch (high/low), dynamics (soft/loud) and form (same and different). Students listen to instrument families and identify them by sight, name, tone color and use. Basic music symbols are introduced as well.

## **First Grade**

The First Grade music students expand their understanding of the elements of music through experiences singing, listening, playing instruments, folk dances and technology. Student experiences focus on the time element of music by listening to a variety of music as well as walking the beat and rhythm, clapping, playing on instruments, technology, speaking and singing as well as reading standard and non-standard rhythm notation. Pitch is experienced by ear-training, listening, singing, using hand signs for the Pentatonic scale, playing pitched instruments as well as beginning to read non-standard and standard notation. The First Grade class presents a musical performance for a special Easter chapel. Students learn to prepare songs and spoken parts for performance as well as evaluate their performance. Basic symbols for sound, silence and music notation are introduced.

## **Second Grade**

The Second Grade music class is designed to build upon foundational music concepts learned in First Grade. Students sing a varied repertoire as they continue to develop their vocal skills, singing alone and with others, and continue to develop age appropriate pitch, rhythmic accuracy and beauty of tone. Students learn basic music theory

concepts through rhythm exercises and written work. All Second Grade students are involved in one major performance throughout the year.

### **Third Grade**

The Third Grade music course is designed to build upon foundational music concepts learned in the second grade. Students sing a varied repertoire as they continue to develop their vocal skills, singing alone and with others, and develop age-appropriate pitch, rhythmic accuracy and beauty of tone. Students learn basic music theory concepts through rhythm exercises and written work. Third graders also spend a significant time studying the instruments of the orchestra which culminates in a field trip to the Dallas symphony Orchestra. All Third Grade music students are involved in two major performances throughout the year.

### **Fourth Grade**

The Fourth Grade music course is designed to build upon music concepts learned in the third grade. Students sing a varied repertoire as they continue to develop their vocal skills, singing alone and with others, while developing increasing pitch, rhythmic accuracy and beauty of tone. Students also learn music theory concepts of increasing difficulty through rhythm exercises and written work. All Fourth Grade music students are involved in at least two major performances throughout the year.

## **Physical Education**

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### **Early Childhood**

Physical education in the Early Childhood classes introduces the children to a variety of activities to improve gross motor skills, balance, coordination, spatial awareness and good sportsmanship as well as guiding children to be physically active for a lifetime. It is our goal to enable students through physical education to perform basic skills in individual and team sports, motor skills, rhythms and fitness activities. Believing that God wants us to respect authority and maintain self-control in all areas of our life, physical education provides the perfect setting for learning self-discipline through competition while learning to respect the rules of the game and the officials.

### **Lower School**

The purpose of physical education is to guide children to be physically active for a lifetime. It is our goal to enable students through physical education to perform basic skills in individual and team sports, motor skills, rhythms and fitness activities. Opportunity is provided to accomplish this goal through activities appropriately designed for the student's developmental level. Believing that God wants us to respect authority and maintain self-control in all areas of our life, physical education provides the perfect setting for learning self-discipline through competition while learning to respect the rules of the game and the officials.

## **Spanish**

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### **Pre-Kindergarten 3 & 4**

In the Pre-Kindergarten Spanish class, students are exposed to Spanish in its spoken form. They hear and repeat simple phrases and vocabulary for colors, numbers 1-10, classroom objects, family members, parts of the body, clothing, animals, food, shapes and opposites. Comprehension and retention is encouraged through repetition of vocabulary in songs, stories, games, activity sheets, and simple verbal interaction. The children demonstrate understanding nonverbally; therefore, little spontaneous speech is expected. Preschoolers are also introduced to some traditional elements of the Spanish-speaking culture. An emphasis is placed on God's love for people of all languages.

## **Pre-Kindergarten 5**

At the Pre-Kindergarten 5 level, students are exposed to Spanish in its spoken form. They hear and repeat simple phrases and vocabulary for colors, numbers 1-20, classroom objects, family members, parts of the body, clothing, animals, food, shapes and opposites. Comprehension and retention is encouraged through repetition of vocabulary in songs, stories, games, activity sheets, computer games and simple verbal interaction. The students demonstrate understanding nonverbally. Emergent speech is encouraged in a relaxed setting. Preschoolers are also introduced to some traditional elements of the Spanish-speaking culture. An emphasis is placed on God's love for people of all languages.

## **Kindergarten**

The Kindergarten Spanish program continues to provide exposure to Spanish in its spoken form. The main objective is to develop listening and beginning speaking skills. Kindergartners hear and produce simple Spanish words and sentences in a guided format, and well as through stories, songs, games, computer games and activities. Vocabulary includes courtesy words, colors, numbers 1-10, and some animals, foods/drinks, objects, family members, clothing, and places in the community. Kindergartners demonstrate comprehension non-verbally and verbally. The Spanish vowel sounds are introduced briefly, as building blocks for future reading. Kindergarten students hear and participate in some elements of the Hispanic culture with an emphasis on Texas' neighbor, the country of Mexico. They learn about and pray for missionaries serving in Mexico, while gaining an understanding of God's love for all people. Students memorize one Bible verse in Spanish.

## **First Grade**

The First Grade Spanish course continues to focus on Spanish in its spoken form, with an emphasis on developing listening and speaking skills. Additionally, this course continues to build on the student's listening and speaking skills through review and repetition of the picture symbols introduced in Kindergarten. These cards symbolize nouns, verbs, adjectives and prepositions, and give the students the necessary tools for developing communication skills. From the very beginning, students begin to read the cards and understand simple sentences. As the students become more confident in using these tools, additional vocabulary is introduced. Students are also prepared to be able to interpret real life scenes by creating simple sentences. Through practice and a firm foundation of vowel sounds, students begin to spell correctly and write simple sentences using third person singular verbs. Students memorize one Bible verse in Spanish.

## **Second Grade**

The Second Grade Spanish enrichment course continues to build on the student's listening and speaking skills through review and repetition of the picture symbols introduced in first grade. These cards symbolize nouns, verbs, adjectives and prepositions, and give the students the necessary tools for developing communication skills. From the very beginning, students begin to read the cards and understand simple sentences. As the students become more confident in using these tools, additional vocabulary is introduced. Students are also prepared to be able to interpret real life scenes by creating simple sentences. Through practice and a firm foundation of vowel sounds, students begin to spell correctly and write simple sentences using third person singular verbs with correct use of agreement in gender and number. Students continue memorizing Bible verses in Spanish.

## **Third Grade**

The Third Grade Spanish course enables students to broaden their listening, speaking and reading skills. Additional picture symbol picture cards are presented along with the cards which were introduced and learned in first and second grades. Students learn the vocabulary and the use of different grammatical arrangements in such a way that engages the kinesthetic, visual and auditory learners. Through practice and manipulation of the cards and reading the symbol sentences, students gain the necessary confidence for communication and correct verb usage in first, second, and third person singular present tense. Students quickly become equipped for interaction in real-life situations.

## **Fourth Grade**

The Fourth Grade Spanish course is a full year course which follows the same method of learning communication skills through symbol picture cards. The emerging second language is stimulated through additional picture cards and re-combinations of previously learned vocabulary. Students are challenged to create more complex sentences, which describe scenes of real-life situations. They are able to use nouns, verbs, adjectives, prepositions, conjunctions and interrogatives for meaningful communication in the present tense of the Spanish language.

In addition to communication skills, First through Fourth Grade students at PCA develop an awareness of the culture and geography of some Spanish speaking countries. They also learn about special holiday celebrations and cultural practices in these countries. Students begin to understand the meaning of the Great Commission as they learn about missionaries in other countries and memorize scripture. By the end of the fourth grade year, students should have learned three Spanish scriptures by memory: John 14:6, John 3:16, and Matthew 28:19-20. PCA students are being equipped to share Christ across cultural and language barriers in Spanish speaking countries.

# Technology

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## **Pre-Kindergarten 3**

Pre-Kindergarten 3 students learn age-appropriate skills on the iPad. Many of the projects are integrated with what is being studied in the classroom.

## **Pre-Kindergarten 4**

Pre-Kindergarten 4 students learn age-appropriate skills on the iPad. Many of the projects are integrated with what is being studied in the classroom.

## **Pre-Kindergarten 5**

In the Pre-Kindergarten 5 technology course, students are introduced to the basics of programming with a variety of applications on both the iPad and MacBook with an emphasis on recognizing sequences and patterns. In addition, they begin to develop skills on how to prepare multimedia presentations as well as learning letter recognition on the keyboard.

## **Kindergarten**

In the Kindergarten technology course, students continue to learn the basics of programming and robotics with a variety of applications emphasizing following algorithms (sets of step-by-step instructions) to complete tasks. In addition, students develop more skills on how to prepare multimedia presentations as well as learning letter recognition on the keyboard. Students spend several weeks gaining knowledge about Digital Citizenship.

## **First Grade**

First Grade students focus on developing their programming and robotics knowledge with a variety of applications. Learners debug (identify and fix) errors in an algorithm or program that includes sequences and simple loops. In addition, they master skills used in multimedia presentations as well as continuing to focus on Keyboarding, learning home row keys. Digital Citizenship is also a focus in with First Grade technology students.

**Second Grade**

In the Second Grade technology course, students gain further skills in programming and robotics in a variety of applications with an emphasis on sequences and simple loops, to express ideas or address a problem. In addition, they develop new skills on how to prepare multimedia presentations as well as focusing on Keyboarding: home row keys and reaches. Students focus on Digital Citizenship and how to engage in positive, safe, and ethical behavior.

**Third Grade**

Third Grade technology students learn programming and robotics on a variety of applications with an emphasis on variables to store data and are introduced to conditionals, to express ideas or address a problem. In addition, they progress to advanced skills on preparing multimedia presentations as well as learning home row keys, reaches, and shift key. Students continue gaining knowledge about Digital Citizenship and maintaining digital privacy.

**Fourth Grade**

In the Fourth Grade technology course, students learn programming and robotics in a variety of applications with an emphasis on program development. In addition, they prepare multimedia presentations utilizing advanced skills as well as learning home row keys, reaches, shift key, and some symbols. Students focus on Digital Citizenship learning to respect for the rights and obligations of using and sharing intellectual property.