

A MODEL
For the Design of Educational Programs
Pre-Kindergarten - High School



for Christian Education International

"The earth shall be full of the knowledge of the Lord"
Isaiah 11:9

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FORWARD

A word about:

Partners for Christian Education International

Partners for Christian Education International is very pleased to present this manual for educational programs. We are most grateful to the author, Dr. Floyd Coppedge, for all his efforts to produce it and make it available to schools and individuals who contact us. We believe this manual will be a tremendous aid as you endeavor to make sure your children receive a broad, thorough educational program without neglecting any part needed in a basic education. We invite your comments.

Partners is a nonprofit organization whose board of trustees are all members of the church of Christ. We seek to help members of the Lord's church start and operate Christian schools or home schools both in the United States and around the world. Should any brothers or sisters contact us for help, we have other manuals available free and are more than willing to advise you as best as we are able on matters involving Christian education.

We thank God the Father and His Son Jesus Christ for His bountiful blessing each and every day. We know that Jesus is the "True Vine" and no one can thrive apart from His words. To this end we seek to aid in the development of "Great Commission Schools" which will not only be academically excellent but which will produce men and women who will be keenly interested in making disciples of Christ throughout the world.

John Gardner, President
Partners for Christian Education International

INTRODUCTION

The decision to take the lead in providing educational opportunities for children or young adults, Pre-Kindergarten through High School, whether in a school setting or at home, is one of great importance. This document was written to be of help to all who are interested in embarking on this important endeavor by providing them with a model for designing an educational program. The document does not address all possible components of an educational system which must be present in various forms for quality education to occur—qualified teacher(s), adequate funding, basic facilities and equipment, excellent leadership, oversight by an appropriate advisory or policy-making group. The presence or absence of these components will depend on whether the educational setting is home-based or school-based.

True to its title, the focus of this document will be on the design of the educational program itself:

- The substance of that which will be taught and learned
- The pedagogical methodology that will be used
- The basic human and material resources from which the substance of learning will derive
- Assessment of results to ensure that learning is occurring and that the program is of high quality.

The bulleted items above are shown in brief outline form in the chart on the following page. Each of the items is discussed in more detail in the pages which follow.

Knowing that there are many people who are interested in providing educational opportunities for children and young adults with a Christian focus either in a home setting or a school setting, and understanding that they will need to quickly grasp what is needed to do so, this publication has been purposefully kept brief and to the point. Furthermore, the document has been limited to the core of any effective educational program, its academic design. Additional sources, most web-based, have been cited for those who need more depth than is provided in this document. In addition, Partners for Christian Education International may be contacted for more consultation as needed.

Modification will likely be needed when using this model for schools not located in the United States, e.g., adding the appropriate content for national history and government, designating English as a foreign language, and ensuring that national, regional, and local curriculum standards are addressed where these exist.

CURRICULUM, METHODS AND RESOURCES, AND ASSESSMENT FOR EDUCATION WITH A CHRISTIAN FOCUS

CURRICULUM

The curriculum outlined below provides a clear focus for the instructional program.

Pre – K, BASICS

Bible
Reading-Readiness
Mathematics
Art & Music
OTHER STUDIES
Science
Social Studies
Physical Education

Grades 6-8, BASICS

Bible
English Language Arts
Mathematics
Science
Social Studies
Instructional Technology
OTHER STUDIES
Art
Music
Foreign Language
Physical Education

Kindergarten, BASICS

Bible
Reading
Mathematics
Science
Social Studies
Art & Music
OTHER STUDIES
Foreign Language
Physical Education
Instructional Technology

Grades 9-12, BASICS

Bible
English Language Arts
Mathematics
Science
Social Studies
Instructional Technology
SPECIALIZED OR ELECTIVE STUDIES
Art
Music
Foreign Language
Physical Education
Vocational/Technical Education—Career Entry Skill Level

Grades 1-5, BASICS

Bible
Reading/Language Arts
Mathematics
Science
Social Studies
Instructional Technology
OTHER STUDIES
Art
Music
Foreign Language
Physical Education

METHODS & RESOURCES

The methods focus on what teachers and students will do to facilitate learning, and the resources focus on sources for the substance of learning.

Teacher Directed Methods

- Presentation/Lecture
- Group Activities
- Question/Answer
- Class Drill Exercises
- Panel Presentations
- Reading Groups

Student Directed Methods

- Reading - mostly individual
- Individual writing experiences
- Speaking - mostly individual
- Individual listening experiences
- Research and experiments
- Individual and group projects
- Assignments - mostly individual
- Individual work in learning centers

Resources

- Knowledgeable teachers
- Other resource people
- Textbooks & workbooks
- Library materials, print and non-print
- Computer-assisted instruction
- Internet research of databases, journals, newspapers, etc.
- Field trips and internships

ASSESSMENT

Assessment provides evidence that the desired learning is occurring.

Internal Assessment

- Teacher-made tests
- Portfolio reviews
- Student interviews
- Project assessments
- Observation ratings
- Rubric scale ratings of competencies, skills, etc.
- Assignment assessments

External Assessment

- Norm referenced national tests
- Criterion referenced school or state tests
- Surveys of graduates and/or parents
- Reviews by experts

Accreditation and/or State Approval

- National Christian School Association (NCSA)
- Association of Christian Schools International (ACSI)
- Regional accrediting associations
- State approval

CURRICULUM STANDARDS

A simple definition that has long been used for curriculum is “all the learning opportunities provided for students under the auspices of the school.” This definition in its broadest sense was often broken into components such as curricular, meaning the courses or classes or grade levels, and the extra-curricular, meaning athletics, newspaper production, yearbook production, student government, FFA and FHA, etc.

Currently, the term curriculum is more often used in a more limited sense to refer only to the courses offered in middle and high schools, and the substance of what is taught in the various grade levels of pre-school and elementary school. Since the early 90s, virtually every state has defined the basic content of what it expects students to learn in the form of curriculum standards, learning outcomes, essential knowledge and skills, curriculum frameworks, benchmarks, etc. In most states, assessments have been selected or developed to determine how students are doing in the process of learning that which the state thinks they should know and be able to do. The assessments used by the states vary by type: (1) those that are criterion-referenced—based on predetermined criteria or standards, tests are aligned with the standards, school curriculum is designed to teach the knowledge and skills of the standards, and student scores are reported based on achievement of the standards, and (2) those that are norm-referenced—based on what various groups would be expected to know, and student scores are compared to those of other students across the country. State assessments are generally of the first type. Assessments such as the National Assessment of Educational Progress, the Iowa Test of Basic Skills, the Metropolitan Achievement Test, and the California Achievement Test are examples of the second type.

While some expected variation in curriculum standards exists from state to state, much commonality is also present. National norm-referenced tests, influence of professional organizations such as the National Council of Teachers of Mathematics and other comparable organizations in the various subject areas, textbook authors and publishers, reports prepared by influential groups, and expectations set by national legislation, e.g., No Child Left Behind, have combined to bring about substantial commonality in the standards of the separate states. The sources cited below provide both generic and specific information related to curriculum standards.

Credit is given to the Oklahoma State Department of Education for much of the information contained in the charts on pages 7-17 which was extrapolated from Oklahoma’s *Priority Academic Student Skills* (PASS). The complete PASS document with much more detail than is included in pages 7-17 is available online at <http://www.sde.state.ok.us>. Links to the content standards for a number of other states are provided in the link cited in #1 below. States not included in this link can easily be found by searching online for a given state or state department of education.

In order to keep this document within a preferred number of pages, the middle school (6-8) and high school (9-12) sections include only generic names of courses rather

than curriculum standards. Detailed descriptions of curriculum standards for these courses are available online in the (1) standards sections of most states' web sites, (2) standards of professional associations cited below, and (3) *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education*, available in the McREL web site given in the Selected Sources Related to Standards and Curriculum section of this document.

Selected Sources Related to Standards and Curriculum

More detailed information on curriculum and standards is available from the sources cited below.

General Sites

1. http://dir.yahoo.com/Education/K_12/Curriculum_Standards. In addition to providing the McREL document, *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education*, this site provides links to the content standards from a large number of states.
2. <http://www.mcrel.org>. This site contains *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education*, which includes standards and benchmarks for K-12 education from more than 137 documents, reports, and other materials compiled by professional education organizations in the following content areas: language arts, mathematics, science, geography, foreign language, history, arts, economics, civics, health, physical education, behavioral studies, life skills, and technology.
3. <http://www.coreknowledge.org>. Core Knowledge is an excellent K-8 program which is widely used in schools. This site provides information about Core Knowledge including the scope and sequence of the K-8 program.
4. www.K12.com. K12 is a program focused on individualized learning, using both online and more traditional learning materials.
5. Bennett, W.J., Finn, C.E., & Cribb, John T.E. (1999). *The Educated Child: A Parent's Guide, Preschool through Eighth Grade*. New York: A Touchstone Book, Simon & Schuster.
Provides guidance to parents about what their children should learn and approximately when they should master specific content. The grade by grade curriculum guide provided in this work follows the Core Knowledge Sequence. See the Core Knowledge web site in #3 above.
6. <http://www.sde.state.ok.us>. This is the Oklahoma State Department of Education website from which one can access the complete and detailed *Priority Academic Student Skills* (PASS).
7. Oklahoma Christian Home Educators' Consociation (2006). *Oklahoma Home Educators' Handbook*. This book provides an appendix citing a number of useful resources. The web site for this organization is www.ochec.com.

Content-specific Sites of Professional Organizations

Arts Education (Dance, Music, Theater, Visual Arts):

<http://artsedge.kennedy-center.org/teach/standards.cfm>. Consortium of National Arts Education Associations.

English Language Arts:

1. <http://www.ncte.org/library/files/Store/Books/Sample/StandardsDoc.pdf>. International Reading Association, and the National Council of Teachers of English.
2. <http://www.ncte.org/about/over/standards>. National Council of Teachers of English.

Foreign Languages:

<http://www.actfl.org/i4a/pages/index.cfm?pageid=4283>. American Council on the Teaching of Foreign Languages.

Mathematics:

<http://standards.nctm.org>. National Council of Teachers of Mathematics.

Physical Education:

<http://www.aahperd.org/naspe/template.cfm?template=publications-ationalstandards.html>. American Alliance for Health, Physical Education, Recreation, and Dance/National Association for Sport and Physical Education.

Science:

1. <http://www.project2061.org/publications/bsl/default.htm>. The American Association for the Advancement of Science.
2. <http://www.nap.edu/readingroom/books/nses>. National Research Council, *National Science Education Standards*.
3. <http://www.project2061.org/publications/bsl/default.htm>. American Association for the Advancement of Science, *Benchmarks for Science Literacy*, and other useful material are available from this site.

Social Studies:

<http://www.ncss.org>. National Council for the Social Studies.

Technology Education:

<http://www.iste.org/Template.cfm?Section=NETS>. International Society for Technology in Education (ISTE), National Education Technology Standards (NETS).

Pre-Kindergarten and Kindergarten Curriculum

	Pre-Kindergarten	Kindergarten
Bible	Per School Curriculum	Per School Curriculum
Reading Readiness and Reading	<p>Oral Language Skills:</p> <ol style="list-style-type: none"> 1. Listening – Listen for information and pleasure 2. Speaking – Express ideas or opinions in group and individual settings <p>Literacy Skills:</p> <ol style="list-style-type: none"> 1. Print Awareness – Understand the characteristics of written language 2. Phonological Awareness – Demonstrate the ability to work with rhymes, words, syllables, and onsets. 3. Phonemic Awareness – Demonstrate the ability to hear, identify, and manipulate individual sounds in spoken words 4. Phonics – Apply sound-symbol relationships 5. Vocabulary – Acquire knowledge of words and word meaning 6. Comprehension – Associate meaning and understanding with reading <p>Writing Skills:</p> <ol style="list-style-type: none"> 1. Writing Process – Use the writing process to express thoughts and feelings 	<p>Reading/Literature:</p> <ol style="list-style-type: none"> 1. Print Awareness – Understand characteristics of written language 2. Phonological/Phonemic Awareness – Demonstrate ability to hear, identify, and manipulate large parts of spoken language 3. Phonics/Decoding – Apply sound-symbol relationships, e.g., identify alphabet by name and by sound 4. Vocabulary – Expand knowledge of words and word meaning 5. Fluency – Identify words in text 6. Comprehension – Associate meaning and understanding with reading 7. Literature – Read to construct meaning and respond to a variety of literary forms 8. Research and Information – Conduct research and organize information <p>Writing/Grammar/Usage and Mechanics:</p> <ol style="list-style-type: none"> 1. Writing Process – Use writing process to write coherently 2. Grammar/Usage and Mechanics – Demonstrate appropriate practice in writing by applying standard English conventions, e.g., in spelling, when forming letters <p>Oral Language/Listening and Speaking:</p> <ol style="list-style-type: none"> 1. Listening – Listen for information and for pleasure 2. Speaking – Express ideas and opinions in individual and group settings 3. Group Interaction – Use effective communication strategies in pair and small group settings <p>Visual Literacy:</p> <ol style="list-style-type: none"> 1. Interpret Meaning – Interpret and evaluate various ways used by visual image-makers, e.g., graphic artists, photographers, illustrators
Mathematics	<ol style="list-style-type: none"> 1. Patterns – Sort and classify objects by size, color, shape, 2. Number Sense – Understand the relationship between number and quantity 3. Geometry – Recognize common shapes such as circle, square, rectangle, triangle 	<ol style="list-style-type: none"> 1. Patterns – Repeat and sort to classify objects and analyze simple patterns 2. Number Sense – Count to 10, recognize the relationship between numbers and quantities 3. Geometry and Spatial Sense – Identify common geometric shapes and explore the relationship of objects in the environment

	<p>4. Measurement – Measure objects, compare sizes of things, and concept of before and after, e.g. morning before evening</p> <p>5. Data Analysis – Collect and use data to solve problems, record information, etc.</p>	<p>4. Measurement – Explore the concepts of nonstandard and standard measurement</p> <p>5. Data Analysis – Collect and analyze data in a group setting</p>
Science	<p>1. Science Processes and Inquiry – Investigate and experiment with objects to discover information</p> <p>2. Physical Science – Investigate and describe objects that can be sorted in terms of physical properties, e.g., taste, smell, rough, smooth, solid, liquid</p> <p>3. Life Science – Observe and investigate plants and animals</p> <p>4. Earth/Space Science – Investigate and observe the basic concepts of the Earth, e.g., soil, water, windy, warm, seasons</p>	<p>1. Science Processes and Inquiry – Investigate and experiment with objects to discover information</p> <p>2. Physical Science – Investigate and describe objects that can be sorted in terms of physical properties, e.g., taste, smell, rough, smooth, solid, liquid, float-sink</p> <p>3. Life Science – Observe and investigate plants and animals, e.g., changes in plants and animals during life (seed/plant, egg/chicken), observe and describe movement of animals</p> <p>4. Earth/Space Science – Investigate and observe the basic concepts of the Earth, e.g., describe soil, water, windy, warm; describe characteristics of seasons, and describe ways to protect the environment</p>
Social Studies	<ul style="list-style-type: none"> • Civics <ul style="list-style-type: none"> 1. Exhibit traits of good citizenship, e.g., works and plays in a variety of settings, respects others and their property, recognizes the American flag • Geography <ul style="list-style-type: none"> 1. Demonstrate knowledge of basic geographic concepts, e.g., locates classroom, home, the school, the community 2. Understand how children live in various communities and cultures, and understand likeness and differences • Economics – explore various careers 	<ul style="list-style-type: none"> • Civics <ul style="list-style-type: none"> 1. Exhibit traits of good citizenship, e.g., work and play cooperatively in a variety of settings, respects others and their property, understand school and classroom rules, schedules, etc. 2. Recognize patriotic symbols and activities, e.g., American and Oklahoma flags 3. Explain importance of individual responsibility in school, family, and communities • Geography <ul style="list-style-type: none"> 1. Demonstrate knowledge of basic geographic concepts, e.g., locates classroom, home, school, community; understands town, state, and country; and relates maps to location, state, and United States 2. Understand how children live in various communities and cultures, and understand likeness and differences

		<ul style="list-style-type: none"> • History <ol style="list-style-type: none"> 1. Understand the relationship of history to events and people of other times and places • Economics <ol style="list-style-type: none"> 1. Identify basic economic concepts such as money, purchasing, and saving 2. Explore various careers and the concept of employment
Basic Level of Instructional Technology	Introductory Level use of the computer as a tool for learning	Introductory Level use of the computer as a tool for learning and controlled personal pleasure (games and learning activities)
Art	Participate in art activities that encourage individual creativity, e.g., coloring, drawing, molding with clay or dough, using familiar materials in new ways	<ol style="list-style-type: none"> 1. Language of Visual Art – Identify visual art terms, e.g., line, color, form, shape, texture, painting, weaving, sculpting, and drawing 2. Visual Art History and Culture – Recognize the development of visual art from a historical and cultural perspective, e.g., identify other art forms such as music or drama, and identify art in everyday use such as signs, cartoons, and labels 3. Visual Art Expression – Observe, select, and utilize a variety of ideas and subject matter in creating original works of visual art, e.g., drawing, painting, sculpting 4. Visual Art Appreciation – Appreciate visual art as a vehicle of human expression
Foreign Language	Basic Vocabulary	Basic Vocabulary
Music	Participate in music activities that encourage individual creativity, e.g., singing, playing games, dramatization of stories, creative movement and expression of thought in response to music and change of tempo, and experimenting with a variety of simple musical instruments	<ol style="list-style-type: none"> 1. Language of Music – Read, notate, and interpret music, e.g., identify elements such as melody, harmony, rhythm, pitch, tempo 2. Music History and Culture – Recognize the development of music from a historical and cultural perspective, e.g., music from our country, holiday songs, folk music, patriotic, and contemporary 3. Music Expression – Perform, imitate, compose a variety of music within specific guidelines 4. Music Appreciation – Appreciate music and expand listening beyond currently familiar music

<p>Physical Education – Health, Safety, and Physical Development</p>	<p>1. Large Motor Skill Development – Activities that involve large motor skills, e.g., hopping, riding a tricycle, pulling, pushing, bouncing a ball, climbing, catching</p> <p>2. Small Motor Skill Development – Activities involving small motor skills, e.g., using crayons, gluing, using scissors, completing puzzles, stringing beads</p> <p>3. Health Enhancing Development – Activities for the development of lifetime health and fitness, e.g., increase in physical strength and stamina, know value of bodily rest and good nutrition, practice personal hygiene, follow rules/practices of safety</p>	<p>1. Large Motor Skill Development – Activities that involve large motor skills, e.g., hopping, riding a tricycle, pulling, pushing, bouncing a ball, climbing, catching, throwing, balancing on one foot, walking a balance beam</p> <p>2. Small Motor Skill Development – Activities involving small motor skills, e.g., increased hand and eye control when using crayons, glue, scissors; completing puzzles, and holding pencils and crayons using thumb and two fingers</p> <p>3. Health Enhancing Development – Activities for the development of lifetime health and fitness, e.g., experience sustained moderate physical activity for short periods, and understand health needs of human beings in nutrition, eye care, and dental care</p>
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Grades 1 and 2 Curriculum

	Grade 1	Grade 2
Bible	Per School Curriculum	Per School Curriculum
Reading and Language Arts	<p>Reading/Literature:</p> <ol style="list-style-type: none"> 1. Print Awareness 2. Phonological/Phonemic Awareness 3. Phonics/Decoding 4. Vocabulary 5. Fluency 6. Comprehension/Critical Literacy 7. Literature 8. Research and Information <p>Writing/Grammar/Usage and Mechanics:</p> <ol style="list-style-type: none"> 1. Writing Process 2. Modes and Forms of Writing 3. Grammar/Usage and Mechanics <p>Oral Language/Listening and Speaking:</p> <ol style="list-style-type: none"> 1. Listening 2. Speaking 3. Group Interaction <p>Visual Literacy:</p> <ol style="list-style-type: none"> 1. Interpret Meaning 2. Evaluate Media 	<p>Reading/Literature:</p> <ol style="list-style-type: none"> 1. Phonological/Phonemic Awareness 2. Phonics/Decoding 3. Vocabulary 4. Fluency 5. Comprehension/Critical Literacy 6. Literature 7. Research and Information <p>Writing/Grammar/Usage and Mechanics:</p> <ol style="list-style-type: none"> 1. Writing Process 2. Modes and Forms of Writing 3. Grammar/Usage and Mechanics <p>Oral Language/Listening and Speaking:</p> <ol style="list-style-type: none"> 1. Listening 2. Speaking 3. Group Interaction <p>Visual Literacy:</p> <ol style="list-style-type: none"> 1. Interpret Meaning 2. Evaluate Media
Mathematics	<ol style="list-style-type: none"> 1. Patterns – Use problem-solving to model, describe, and extend patterns 2. Number Sense – Read, write, and model numbers and number relationships to 100 3. Number Operations and Computation – Use addition and subtraction facts with whole numbers through 10, preferably through 100 4. Geometry and Measurement – Describe shapes and use measurement for time, money, and calendar concepts 5. Data Analysis – Collection and display of data 	<ol style="list-style-type: none"> 1. Patterns – Use problem-solving to create and extend patterns 2. Number Sense – Use numbers and number relationships to acquire facts 3. Number Operations and Computation – Compute with whole numbers through 100, preferably beyond 100 4. Geometry and Measurement – Describe shapes and use measurement 5. Data Analysis – Data collection, display, and interpretation
Science	<p>Science Processes</p> <ul style="list-style-type: none"> • Observe and Measure • Classify • Experiment and Inquiry • Interpret and Communicate 	<p>Science Processes</p> <ul style="list-style-type: none"> • Observe and Measure • Classify • Experiment and Inquiry • Interpret and Communicate

	<p>Physical Science</p> <ul style="list-style-type: none"> • Properties of Objects and Materials <p>Life Science</p> <ul style="list-style-type: none"> • Characteristics and Basic Needs of Organisms <p>Earth/Space Science</p> <ul style="list-style-type: none"> • Changes of Earth and Sky 	<p>Physical Science</p> <ul style="list-style-type: none"> • Properties and Interactions of Objects and Materials <p>Life Science</p> <ul style="list-style-type: none"> • Life Cycles and Organisms <p>Earth/Space Science</p> <ul style="list-style-type: none"> • Properties and Changes of Earth and Sky
Social Studies	<p>Core Content Areas</p> <ul style="list-style-type: none"> • History • Geography • Civics • Economics • Government <ol style="list-style-type: none"> 1. Develop and practice the process skills of social studies 2. Examine neighborhoods (or communities) from a spatial perspective 3. Analyze the human characteristics of communities 4. Examine the interaction of the environment and the people of a community 5. Understand basic economic elements found in communities 	<p>Core Content Areas</p> <ul style="list-style-type: none"> • History • Geography • Civics • Economics • Government <ol style="list-style-type: none"> 1. Develop and practice the process skills of social studies 2. Examine communities from a spatial perspective 3. Analyze the human characteristics of communities 4. Examine the interaction of the environment and the people of a community 5. Understand basic economic elements found in communities
Instructional Technology	<p>Introductory Level</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of basic operations and concepts 2. Demonstrate knowledge of social, ethical, and human issues; discuss basic issues related to responsible use of technology and information; and describe personal consequences of inappropriate use 3. Demonstrate knowledge of technology productivity tools 4. Demonstrate knowledge of technology communication tools 5. Demonstrate knowledge of technology research tools 6. Demonstrate knowledge of technology problem-solving and decision-making tools 	<p>Introductory Level</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of basic operations and concepts 2. Demonstrate knowledge of social, ethical, and human issues; discuss basic issues related to responsible use of technology and information; and describe personal consequences of inappropriate use 3. Demonstrate knowledge of technology productivity tools 4. Demonstrate knowledge of technology communication tools 5. Demonstrate knowledge of technology research tools 6. Demonstrate knowledge of technology problem-solving and decision-making tools

Art	<ol style="list-style-type: none"> 1. Language of Visual Arts – Identify terms such as collage, design, original, portrait, paint, subject 2. Visual Art History and Culture – Development of visual art from a historical and cultural perspective 3. Visual Art Expression – Observe, select, and use a variety of ideas and subject matter in creating original works of visual art 4. Visual Art Appreciation – Visual art as a vehicle of human expression 	<ol style="list-style-type: none"> 1. Language of Visual Arts –Identify terms such as collage, design, original, portrait, paint, subject 2. Visual Art History and Culture – Development of visual art from a historical and cultural perspective 3. Visual Art Expression – Observe, select, and use a variety of ideas and subject matter in creating original works of visual art 4. Visual Art Appreciation – Visual art as a vehicle of human expression
Foreign Language	Basic Vocabulary	Basic Vocabulary
Music	<ol style="list-style-type: none"> 1. Language of Music – Read, notate, and interpret music 2. Music History and Culture – Development of music from a historical and cultural perspective 3. Music Expression – Perform, imitate, and compose a variety of music within specific guidelines 4. Music Appreciation – Appreciate music and expand listening beyond currently familiar music 	<ol style="list-style-type: none"> 1. Language of Music – Read, notate, and interpret music 2. Music History and Culture – Development of music from a historical and cultural perspective 3. Music Expression – Perform, imitate, and compose a variety of music within specific guidelines 4. Music Appreciation – Appreciate music and expand listening beyond currently familiar music
Physical Education and Health	<ol style="list-style-type: none"> 1. Physical Fitness, Body Control, and Exercise 2. Personal Hygiene 3. Nutrition 4. Safety 5. Team Sports and Games 6. Drug Prevention Education 	<ol style="list-style-type: none"> 1. Physical Fitness, Body Control, and Exercise 2. Personal Hygiene 3. Nutrition 4. Safety 5. Team Sports and Games 6. Drug Prevention Education

Grades 3, 4, and 5 Curriculum

	Grade 3	Grade 4	Grade 5
Bible	Per School Curriculum	Per School Curriculum	Per School Curriculum
Reading and Language Arts	<p>Reading/Literature:</p> <ol style="list-style-type: none"> 1. Phonics/Decoding 2. Vocabulary 3. Fluency 4. Comprehension/Critical Literacy 5. Literature 6. Research and Information <p>Writing/Grammar/Usage and Mechanics:</p> <ol style="list-style-type: none"> 1. Writing Process 2. Modes and Forms of Writing 3. Grammar/Usage and Mechanics <p>Oral Language/Listening and Speaking:</p> <ol style="list-style-type: none"> 1. Listening 2. Speaking 3. Group Interaction <p>Visual Literacy:</p> <ol style="list-style-type: none"> 1. Interpret Meaning 2. Evaluate Media 3. Compose Visual Messages 	<p>Reading/Literature:</p> <ol style="list-style-type: none"> 1. Vocabulary 2. Fluency 3. Comprehension/Critical Literacy 4. Literature 5. Research and Information <p>Writing/Grammar/Usage and Mechanics:</p> <ol style="list-style-type: none"> 1. Writing Process 2. Modes and Forms of Writing 3. Grammar/Usage and Mechanics <p>Oral Language/Listening and Speaking:</p> <ol style="list-style-type: none"> 1. Listening 2. Speaking 3. Group Interaction <p>Visual Literacy:</p> <ol style="list-style-type: none"> 1. Interpret Meaning 2. Evaluate Media 3. Compose Visual Messages 	<p>Reading/Literature:</p> <ol style="list-style-type: none"> 1. Vocabulary 2. Fluency 3. Comprehension/Critical Literacy 4. Literature 5. Research and Information <p>Writing/Grammar/Usage and Mechanics:</p> <ol style="list-style-type: none"> 1. Writing Process 2. Modes and Forms of Writing 3. Grammar/Usage and Mechanics <p>Oral Language/Listening and Speaking:</p> <ol style="list-style-type: none"> 1. Listening 2. Speaking 3. Group Interaction <p>Visual Literacy:</p> <ol style="list-style-type: none"> 1. Interpret Meaning 2. Evaluate Media 3. Compose Visual Messages
Mathematics	<ol style="list-style-type: none"> 1. Patterns and Algebraic Reasoning – Use problem-solving to create and extend patterns 2. Number Sense – Use numbers and number relationships to acquire facts 3. Number Operations and Computation – Estimate and compute with whole numbers 4. Geometry and Measurement – Use geometric properties to recognize and describe shapes, and use metric measurement to solve problems 5. Data Analysis and Probability – Data collection, display, and interpretation 	<ol style="list-style-type: none"> 1. Patterns and Algebraic Reasoning – Use problem-solving to analyze, create and extend patterns 2. Number Sense – Use numbers and number relationships to acquire facts 3. Number Operations and Computation – Estimating and computing with whole numbers 4. Geometry and Measurement – Using geometric properties and relationships to analyze shapes, and using standard units of customary and metric measurement to solve problems 5. Data Analysis and Probability – Data collection, display, and interpretation 	<ol style="list-style-type: none"> 1. Patterns and Algebraic Reasoning – Use algebraic methods to describe patterns and solve problems 2. Number Sense – Understanding the concepts and properties of real numbers 3. Number Operations and Computation – Estimating and computing with whole numbers, decimals, and fractions 4. Geometry and Measurement – Applying geometric properties, relationships, and measurement within the customary and metric systems to solve problems 5. Data Analysis and Probability – Using data analysis, statistics, and probability to interpret data

<p>Science</p>	<p>Science Processes</p> <ul style="list-style-type: none"> • Observe and Measure • Classify • Experiment and Inquiry • Interpret and Communicate <p>Physical Science</p> <ul style="list-style-type: none"> • Properties of Objects and Materials <p>Life Science</p> <ul style="list-style-type: none"> • Characteristics and Basic Needs of Organisms and Environments <p>Earth/Space Science</p> <ul style="list-style-type: none"> • Properties of Earth Materials 	<p>Science Processes</p> <ul style="list-style-type: none"> • Observe and Measure • Classify • Experiment • Interpret and Communicate • Inquiry <p>Physical Science</p> <ul style="list-style-type: none"> • Position and Motion of Objects • Electricity <p>Life Science</p> <ul style="list-style-type: none"> • Characteristics of Organisms <p>Earth/Space Science</p> <ul style="list-style-type: none"> • Properties of Earth Materials 	<p>Science Processes</p> <ul style="list-style-type: none"> • Observe and Measure • Classify • Experiment • Interpret and Communicate • Inquiry <p>Physical Science</p> <ul style="list-style-type: none"> • Properties of Matter and Energy <p>Life Science</p> <ul style="list-style-type: none"> • Organisms and Environments <p>Earth/Space Science</p> <ul style="list-style-type: none"> • Structure of Earth and the Solar System
<p>Social Studies</p>	<p>Core Content Areas</p> <ul style="list-style-type: none"> • History • Geography • Civics • Economics • Government <ol style="list-style-type: none"> 1. Develop and practice the process skills of social studies 2. Examine communities from a spatial perspective 3. Analyze the human characteristics of communities 4. Examine the interaction of the environment and the people of a community 5. Develop basic economic decision-making skills 	<p>Core Content Areas</p> <ul style="list-style-type: none"> • History • Geography • Civics • Economics • Government <ol style="list-style-type: none"> 1. Develop and practice the process skills of social studies 2. Analyze regions of the United States from a spatial perspective 3. Examine the unique and common features of the physical systems of the regions of the United States 4. Describe the human systems (e.g., migration, settlements, cultural mosaics, and economic interdependence) of the major regions of the United States 5. Demonstrate an understanding of the unique features which contributed to the settlement of Oklahoma 	<p>Core Content Areas</p> <ul style="list-style-type: none"> • History • Geography • Civics • Economics • Government <ol style="list-style-type: none"> 1. Develop and practice the process skills of social studies 2. Describe the early exploration of America 3. Examine the growth and development of colonial America 4. Examine the lasting impact of the American Revolution 5. Describe the changing nation during the early federal period 6. Explore the growth and progress of the new nation 7. Review and strengthen geographic skills
<p>Instructional Technology</p>	<p>Introductory Level</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of basic operations and concepts 2. Demonstrate knowledge of social, ethical, and human issues; discuss 	<p>Introductory Level</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of basic operations and concepts 2. Demonstrate knowledge of social, ethical, and human issues; discuss basic issues related to responsible use of 	<p>Introductory Level</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of basic operations and concepts 2. Demonstrate knowledge of social, ethical, and human issues; discuss basic issues related to responsible use of

	<p>basic issues related to responsible use of technology and information; and describe personal consequences of inappropriate use</p> <p>3. Demonstrate knowledge of technology productivity tools</p> <p>4. Demonstrate knowledge of technology communication tools</p> <p>5. Demonstrate knowledge of technology research tools</p> <p>6. Demonstrate knowledge of technology problem-solving and decision-making tools</p>	<p>technology and information; and describe personal consequences of inappropriate use</p> <p>3. Demonstrate knowledge of technology productivity tools</p> <p>4. Demonstrate knowledge of technology communication tools</p> <p>5. Demonstrate knowledge of technology research tools</p> <p>6. Demonstrate knowledge of technology problem-solving and decision-making tools</p>	<p>technology and information; and describe personal consequences of inappropriate use</p> <p>3. Demonstrate knowledge of technology productivity tools</p> <p>4. Demonstrate knowledge of technology communication tools</p> <p>5. Demonstrate knowledge of technology research tools</p> <p>6. Demonstrate knowledge of technology problem-solving and decision-making tools</p>
Art	<p>1. Language of Visual Arts – Identify terms such as collage, design, original, portrait, paint, subject</p> <p>2. Visual Art History and Culture – Development of visual art from a historical and cultural perspective</p> <p>3. Visual Art Expression – Observe, select, and use a variety of ideas and subject matter in creating original works of visual art</p> <p>4. Visual Art Appreciation – Visual art as a vehicle of human expression</p>	<p>1. Language of Visual Arts – Identify terms such as architecture, contour, medium, mixed media, perspective, symbol</p> <p>2. Visual Art History and Culture – Development of visual art from a historical and cultural perspective</p> <p>3. Visual Art Expression – Observe, select, and use a variety of ideas and subject matter in creating original works of visual art</p> <p>4. Visual Art Appreciation – Visual art as a vehicle of human expression</p>	<p>1. Language of Visual Arts – Identify terms such as architecture, contour, medium, mixed media, perspective, symbol</p> <p>2. Visual Art History and Culture – Development of visual art from a historical and cultural perspective</p> <p>3. Visual Art Expression – Observe, select, and use a variety of ideas and subject matter in creating original works of visual art</p> <p>4. Visual Art Appreciation – Visual art as a vehicle of human expression</p>
Foreign Language	<p>1. Basic Vocabulary</p> <p>2. Cultural Appreciation Studies</p>	<p>Study of One or More Languages – basic vocabulary, grammar, conversation, reading, writing, and cultural studies</p>	<p>Study of One or More Languages – basic vocabulary, grammar, conversation, reading, writing, and cultural studies</p>
Music	<p>1. Language of Music – Read, notate, and interpret music</p> <p>2. Music History and Culture – Development of music from a historical and cultural perspective</p> <p>3. Music Expression – Perform, imitate, and compose a variety of music within specific guidelines</p> <p>4. Music Appreciation – Appreciate music and expand listening beyond currently familiar music</p>	<p>1. Language of Music – Read, notate, and interpret music</p> <p>2. Music History and Culture – Development of music from a historical and cultural perspective</p> <p>3. Music Expression – Perform, imitate, and compose a variety of music within specific guidelines</p> <p>4. Music Appreciation – Appreciate music and expand listening beyond currently familiar music</p>	<p>1. Language of Music – Read, notate, and interpret music</p> <p>2. Music History and Culture – Development of music from a historical and cultural perspective</p> <p>3. Music Expression – Perform, imitate, and compose a variety of music within specific guidelines</p> <p>4. Music Appreciation – Appreciate music and expand listening beyond currently familiar music</p>

Physical Education and Health	<ol style="list-style-type: none"> 1. Physical Fitness, Body Control, and Exercise 2. Personal Hygiene 3. Nutrition 4. Safety and First Aid 5. Team Sports and Games 6. Drug Prevention Education 	<ol style="list-style-type: none"> 1. Physical Fitness, Body Control, and Exercise 2. Personal Hygiene 3. Nutrition 4. Safety and First Aid 5. Team and Individual Sports 6. Drug Prevention Education 7. Sex Education (science focused) 	<ol style="list-style-type: none"> 1. Physical Fitness, Body Control, and Exercise 2. Personal Hygiene 3. Nutrition 4. Safety and First Aid 5. Team and Individual Sports 6. Drug Prevention Education 7. Sex Education (science focused)
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Grades 6 - 12 Curriculum

	Grades 6-8	Grades 9-12
Bible	Per School Curriculum	Per School Curriculum
Language Arts	Introductory Grammar & Composition Spelling and Vocabulary Reading of Literature – Short stories, poetry, novels	Advanced Grammar and Composition Introduction to Literature American Literature British Literature World Literature
Mathematics	Courses from: General Math Applied Mathematics Pre-algebra Algebra I Plane Geometry	Courses from: Algebra I Algebra II Plane Geometry Plane & Solid Geometry Alg. II & Trigonometry Statistics & Probability Math Analysis Calculus
Science	Courses from: Earth Science Life Science and/or Introductory Biology Physical Science	Courses from: Astronomy/Geology Biology - Introductory Biology - Advanced Chemistry Physics
Social Studies	World History World Geography American History and Government	Courses from: U.S. Government U.S. History and Government I, before 1865 U.S. History and Government II, after 1865 Western Civilization World History and Geography Economics
Instructional Technology	Intermediate Level 1. Demonstrate knowledge of basic operations and concepts 2. Demonstrate knowledge of social, ethical, and human issues 3. Demonstrate knowledge of technology productivity tools 4. Demonstrate knowledge of technology communication	Advanced Level 1. Demonstrate knowledge of basic operations and concepts, and make informed choices among technology systems, resources, and services 2. Demonstrate knowledge of social, ethical, and human issues 3. Demonstrate knowledge of

	<p>tools</p> <p>5. Demonstrate knowledge of technology research tools</p> <p>6. Demonstrate knowledge of technology problem-solving and decision-making tools</p>	<p>technology productivity tools</p> <p>4. Demonstrate knowledge of technology communication tools</p> <p>5. Demonstrate knowledge of technology research tools</p> <p>6. Demonstrate knowledge of technology problem-solving and decision-making tools</p>
Art	<p>Art Appreciation</p> <p>Drawing & Painting</p>	<p>Courses from:</p> <p>Art History</p> <p>Studio Work – Painting</p> <p>Studio Work – Sculpting</p> <p>Studio Work – Pottery</p>
Foreign Language	<p>1. Two years of a selected foreign language</p> <p>2. Cultural studies related to foreign language taught</p>	<p>1. Two or more years of advanced study of the same foreign language or languages begun in middle school, or</p> <p>2. Two or more years of study in a new foreign language</p>
Music	<p>Music Appreciation</p> <p>Elementary Music Theory</p>	<p>Courses from:</p> <p>Music History</p> <p>Vocal Music Performance</p> <p>Instrumental Music Performance (individual or group)</p>
Physical Education	<p>Health and Wellness Education</p> <p>Team Sports</p>	<p>Courses from:</p> <p>Advanced Health & Wellness Education</p> <p>Team Sports</p> <p>Individual Sports</p>
Vocational/Technical Education	<p>Computer Use and Technology</p>	<p>1. Principles of Technology</p> <p>2. Two or more years of a selected Career Major</p>

METHODS AND RESOURCES

METHODS

Methods focus on what teachers and students will do to facilitate learning, and the resources focus on sources for the substance of learning. This document looks at methods in two ways: (1) who is taking the lead, that is, assuming the direct responsibility for directing the learning experience, and (2) the type of method, talking or listening, doing, seeing, individual work, etc.

Teacher-Directed Methods—Teacher-directed methods are those in which the teacher assumes the major role for directing the learning activity. This methodology does not assume that the learner becomes inactive or passive. On the contrary, the learner must be engaged at all times, regardless of the methodology being used. The most effective teachers are very careful about assuming that they, or someone else, must be talking for real learning to occur. Probably no more than 40% of the time devoted to learning should be teacher-directed; it is desirable that this be much lower than 40%. See further discussion of this in the next section of this document. Among the most common of teacher-directed methods are:

- Presentation/Lecture
- Group activities, e.g., brainstorming groups, task groups, performance groups
- Question/Answer sessions
- Class drill exercises
- Panel presentations
- Reading groups

Student-Directed Methods—Student-directed methods are those in which the learner is clearly assuming the major role for engaging in the learning activity. It is this author's opinion that the major portion of learning time, 60-80%, should be devoted to student-directed learning. Long-term and permanent learning generally does not occur until the learner has become properly engaged. The aim of good teaching should be that the teacher becomes unnecessary. When a learner is actively engaged in learning—reading, writing, memorizing, experimenting—the intervention of anyone, even the teacher, is often a hindrance to learning rather than a help. Among the most common of student-directed methods are:

- Reading - mostly individual
- Writing
- Speaking - mostly individual, but may include interaction with others
- Individual listening experiences
- Research and experiments
- Individual and group projects
- Completing individual assignments which are designed to give real experience in application of content knowledge and skills
- Individual work in learning centers, or real-world environments such as the workplace

Chart
Commonly Used Methods by Type

TYPE OF METHOD	PURPOSE OF METHOD	EXAMPLES
Presentation	<ul style="list-style-type: none"> -Present information -Motivate learners -Organization of knowledge and skills to be learned -Analysis and/or synthesis 	<ul style="list-style-type: none"> -Lecture by teacher -Lecture by a guest -Use of films, tapes, CDs -Panel presentation -Dramatic presentation
Interaction	<ul style="list-style-type: none"> -Involvement of learners -Testing of ideas and information -Depth analysis and/or synthesis of information and ideas 	<ul style="list-style-type: none"> -Small group discussion -Research group -Whole-class discussion -Question/Answer session -Debates -Group competition
Laboratory	<ul style="list-style-type: none"> -Application of learning -Hands-on learning -Learning by doing -Seeing or doing the real thing 	<ul style="list-style-type: none"> -Real experiences -Simulated experiences -Discovery learning -Case studies -Experiments -Field trips -Internships
Individual Study	<ul style="list-style-type: none"> -Internalizing/personalizing learning -Achieving mastery -Completion of the learning process – Using what was learned -Individual involvement 	<ul style="list-style-type: none"> -Individual assignment whether done at home or at school -Guided study time where teacher monitors learning -Private study time -Reading -Writing -Contract learning

RESOURCES

When anyone sets out to learn anything, whether it is completely new knowledge and skills or a refinement of existing knowledge and skills, one of the first conditions must be to have a reputable and appropriate source of that which is to be learned. Identifying reputable and appropriate sources for acquisition of knowledge and skills is one of the most important functions of teachers. However, the more mature and skilled learners will often be capable of sharing in the selection of sources for learning. In the end, an effective teacher should desire to equip learners with the skill of selecting reputable and appropriate sources for learning. This concept is illustrated well in the

often-used saying, “Give me a fish and I will eat for a day; teach me to fish and I will eat for a lifetime.” Among the most common sources for learning are:

- Knowledgeable teachers and mentors
- Other resource people, e.g., practicing professionals, people with special skills or experiences, etc.
- Textbooks, workbooks, and lab manuals
- Library materials, print and non-print
- Electronically delivered learning material and exercises
- Internet research of databases, journals, newspapers, etc.
- Field trips and internships

Selected Sources Related to Resource Materials

More detailed information on resources is available from the following sources.

1. www.SchoolSpecialtyPublishing.com. This is a good source for supplemental materials.
2. <http://www.homeschooldiscount.com>. This is a good source for curriculum materials.
3. <http://www.abeka.com>. A source for information related to A Beka curriculum and materials.
4. <http://www.aop.com/home>. A source for information related to Alpha Omega curriculum materials, including LIFEPAK with K-12 curriculum in Bible, History and Geography, Language Arts, Mathematics, Science, and Electives.
5. <http://www.aceministries.com>. This is a Pre-K – 12 site offering curriculum material in all subjects.

Suggested Reading Lists—Reading lists are available from various sources; however, the author has purposefully limited the following list, believing that these sources will meet the needs of most readers of this document.

1. <http://www.greatbooks.org/programs-for-all-ages/junior/jgbadministrators/jgbstandards.html>. This site provides information regarding a broad selection of reading material for students in K-12 from the Great Books Foundation. The site also shows alignment of the great books with state standards.
2. Bennett, W.J., Finn, C.E., & Cribb, John T.E. (1999). *The Educated Child: A Parent’s Guide, Preschool through Eighth Grade*. New York: A Touchstone Book, Simon & Schuster. This document is not available online, but can be obtained through books stores. It includes suggested reading lists and knowledge which should be gained from the readings for K-8.

ASSESSMENT

Assessment should be viewed as an essential element of an effective education program. At its most basic level, assessment is needed to provide evidence that the program is effective—the desired learning is occurring. Whether in a home or school setting, those who provide educational opportunities for others need evidence that their work is successful. The process of education is often arduous and slow. At other times it proceeds rapidly and with ease. Without evidence of learning gain, gathered systematically, one is likely to find the difficult times overwhelming and the good times without verification. At the end of the day, those charged with educating others need to (1) know that their good intentions—to educate—are producing results that far exceed what would occur naturally or randomly, and (2) have evidence that can be presented to others that a given student is progressing at or above expected standards.

To prevent assessment from becoming overwhelming and tedious, it will be helpful to think of it as a process including internal assessments, external assessments, and program accreditation.

INTERNAL ASSESSMENT

Internal assessments are those which are developed and administered by individuals who deliver the educational program. Granted, some of these assessments may be borrowed from other teachers or source books. Generally, these assessments will not have been statistically analyzed and norm scores developed; however, in many instances one can obtain, or collect, scores of previous administrations of the assessments. It is important that one think about the alignment of these assessments with the standards (objectives, goals, etc.) that are being assessed. Random assessment has little, if any, merit. Examples of commonly used internal assessments include:

- Teacher-made tests
- Portfolio reviews
- Student interviews
- Project assessments
- Observation ratings
- Rubric scale ratings of competencies, skills, etc.
- Assignment assessments

EXTERNAL ASSESSMENT

External assessments are developed by individuals or groups outside the immediate delivery group (teachers, administrators, parents).

State and National Tests—The most common external assessments are state and national tests developed by reputable testing firms and involving many teachers and subject matter teachers and experts. Norm scores are developed in compliance with acceptable statistical processes. These assessments vary by type:

- ❖ Those that are criterion-referenced—based on predetermined criteria or standards, tests are aligned with the standards, school curriculum is designed to teach the knowledge and skills of the standards, and student scores are reported based on achievement of the standards.
- ❖ Those that are norm-referenced—based on what various groups would be expected to know, and student scores are compared to those of other students across the country. State assessments are generally of the first type. Assessments such as the National Assessment of Educational Progress, the Iowa Test of Basic Skills, the Metropolitan Achievement Test, and the California Achievement Test are examples of the second type.

Panel of Experts—Another type of external assessment is a review by a panel of experts. When conducted objectively following rigorous standards, this type of assessment can be very useful. While similar to the accreditation review discussed below, this review is focused usually on the academic program, the teaching, and student achievement results. An example of a panel of experts would be a panel made up of professors from a local university who come on site, review the educational process, examine the assessment processes, and review achievement results. They would then write a brief (2-5 page) report of findings and recommendations.

Surveys—Graduates and parents of students can provide very useful information about the quality of a program, especially when they are asked to objectively assess a program's effectiveness for specific purposes, e.g., preparation for the next level of education, preparation for the entry level requirements of the workplace, preparation for citizenship, development of a desired value system, etc. Surveys need not be subjected to the same statistical treatment as would be associated with state and national tests; however, one should also use the information carefully, realizing that it is subjective in nature.

ACCREDITATION & STATE REGULATIONS

School accreditation and/or state approval are considered reputable forms of external assessment. While these will be optional in some states, this author believes meeting the rigors associated with these processes to be worthwhile for schools both for the recognition they afford and the assurance that the program meets commonly accepted standards of quality. Accreditation is limited to schools; however, state approval may include home schooling. Consulting the website given below will provide the information needed for a given state.

Accreditation of a school is an in-depth and rigorous review conducted by a committee of experts following a set of approved procedures and standards. The review normally includes the preparation of a self-evaluation by the school's staff, a 3-5 day on-site visit by a committee of experts who engage in observations, interviews, and review of materials, followed by a written report of findings and recommendations. A school may wish to seek joint accreditation by a regional accrediting association and NCSA, ACSI, or another NCPSA member association, <http://www.ncpsa.org>. More information about such reviews can be obtained online. Among the most common accreditation organizations are the following:

- National Christian School Association (NCSA),
www.nationalchristian.org
- Association of Christian Schools International (ACSI),
<http://www.acsi.org/web2003/default.aspx?ID=1606>
- Regional Accrediting Associations,
http://www.ed.gov/admins/finaid/accred/accreditation_pg7.html#RegionalInstitutional

State Regulation of Home Schooling—State laws vary considerably regarding regulations for home schooling. The Home School Legal Defense Association (HSLDA) is informative on such matters in all the states, <http://www.hslda.org/laws/default.asp>.

Selected Sources Related to Home Schooling—See the sources below for detailed information on home schooling.

1. <http://www.home-schooling-web.com>. This site provides information on a large number of topics related to home schooling—curriculum, standards, resources, legal matters, and more.
2. <http://www.hslda.org/laws/default.asp>. This site by the Home School Legal Defense Association (HSLDA) is very informative providing information related to home schooling on such matters as state laws, home school organizations, and legislation relating to home schooling.
3. <http://www.home-school.com>. This site, Homeschool World, provides a wealth of information related to home schooling in the U.S. as well as a number of foreign countries.
4. <http://www.homeschooldiscount.com>. This is a good source for curriculum materials.

About the Author



Dr. Floyd L. Coppedge is currently on the staff of Partners for Christian Education International after serving 39 years in teaching and administration in secondary schools, colleges and universities and 8 years as the Secretary of Education for the state of Oklahoma. He retired from Oklahoma Christian University as Chair of the School of Education in May of 2007, a position which he had held a total of seven years on two occasions.

Dr. Coppedge earned a bachelor's degree and a master's degree from Northeastern State University in Oklahoma majoring in mathematics and the doctorate from Oklahoma University majoring in secondary education and administration. He has served on the faculties of Kansas State University, Indiana University, the University of Science and Arts of Oklahoma, and Oklahoma Christian University. In addition, Dr. Coppedge has had substantial experience as a high school teacher of mathematics and as a principal of middle and high schools in Oklahoma and Kansas. His scholarly works have been published in regional, state, and national journals as well as chapters in books and monographs.

Dr. Coppedge received the Faculty Leadership Award at Oklahoma Christian University in 2007 and was recognized by the same in 1996 with the Distinguished Service Medallion. He received the Hall of Fame, Administration Alumni Award, Northeastern State University, in 1997. While in college, he was elected to membership in Who's Who in American College and Universities.

In addition to his work in education, Dr. Coppedge has traveled to a number of other countries, thus broadening his understanding of other cultures and thereby improving his effectiveness as an educator. His work with Partners for Christian Education International is focused on its interest in providing support to individuals and groups desiring to provide Christian education whether in the home or in schools.