



Curriculum and Instruction Guide

[Our Collective Belief and Commitments:](#)

[Guaranteed Viable Curriculum \(GVC\)](#)

[Personalized and Differentiated Learning](#)

[Authentic Assessments and Body of Evidence](#)

[Brain Based Instruction](#)

[Balanced Literacy](#)

[Balanced Technology Integration](#)

[Learning Styles](#)

[Multi-tiered Support Systems \(MTSS\), Differentiated Learning](#)

[Professional Learning Communities \(PLC\)](#)

[Teacher Professional Growth and Learning](#)

[School Advisory and Leadership Team \(SALT\)](#)

[Expected Student Outcomes](#)

Our Collective Belief and Commitments:

We will model, support, inspire, and foster..

- a Christ centered and infused instructional environment with a daily Bible study and weekly chapel attendance that fosters an authentic relationship and identity in Christ
- a growing understanding of the nature of God and the Bible and a deepening discernment of ideas that are consistent or inconsistent with truths of scripture
- a safe and collaborative environment that fosters participation in academic and extracurricular activities
- curiosity and a love of learning
- students to reach their personal best through goal setting and positive coaching
- challenging, differentiated opportunities for students to demonstrate understanding of higher level thinking
- the spiritual gifts and talents of all students
- the Goals, Values, and Expectations of the Southeast Christian Learning Community as united professionals with Christ at our center

Guaranteed Viable Curriculum (GVC)

The collective agreement of our building leadership team specifies that staff will:

1. Infuse the word of God and Biblical principals throughout all instruction.
2. Use a variety of Biblical and appropriate secular resources to support a growing understanding of the nature of God and the Bible and a deepening discernment of ideas that are consistent or inconsistent with truths of scripture.
3. As relevant to our work, some of the Colorado State Academic Standards are foundational in regards to grade level minimum expectations. Considering these standards, we plan our lessons based on our thematic units of instruction designed by our staff utilizing a variety of Christian and secular texts, and curriculum resources. Here are the minimal literacy, math and writing [grade level benchmarks](#). Here is the minimal science, social studies and Bible [benchmarks](#).

SCS uses a variety of curriculum resource publishers including, but not limited to, ACSI, Bob Jones, Take TENN, Daily 5, The Daily Cafe, Learning Ally, Raz Kids, Concerned Group, Into Math, Kendall Hunt, Evan Moor, Prentice Hall, Scholastic, Reading A to Z, Read Naturally, Challenge Math and Houghton Mifflin. The SCS team uses a [Curriculum Resources Rubric](#) to analyze potential resources for use in the school. Only resources meeting or exceeding expectations in Category 3 and 4 will be considered for primary texts in Social Studies, Science and Literacy. Some resources that are not aligned may be used in upper elementary and middle classes for the purpose of Apologetics discussions. When adopting a new, school-wide curriculum, SCS seeks the input of parents, teachers, and other various stakeholders to review, deliberate and choose an appropriate publication that aligns with the standards outlined in the Curriculum Resources Rubric.

Personalized and Differentiated Learning

As the body of Christ, we value instruction that is targeted to meet the needs of the whole child for all students to achieve at least one year's growth. Students connect their learning with interests, learning styles, talents, and aspirations. With regard to personal goals based on performance data, grade level expectations, content, and responsibility through authentic student driven assessment and/or performance assessment, we ask our students to create SMART goals in the following areas: intellectual, social/emotional, health/fitness, and spiritual.

Authentic Assessments and Body of Evidence

Through the use of authentic student created products and/or performance assessments, teachers can assess student work according to a Grading Rubric Criteria (GRC or Rubric). These rubrics can incorporate a multitude of skills and content, centered around the concept of mastery learning. Students can help create the rubrics as well as choose the path or product according to their learning styles and/or teacher directed expectations/products. Student Voice and Choice is a critical part of creating the body of evidence that represents each student's growth for the year.

Brain Based Instruction

Brain Based Instruction is a multi-disciplinary approach, designed by Eric Jensen, pulling from chemistry, neurology, psychology, sociology, genetics, biology, and computational neurobiology. It is a way of thinking about learning. Simply stated, it is a way to construct learning considering the way each brain in each individual learns.

As a school, we will be focusing on how the brain learns best and what we can do as educators to create environments that are the most conducive to learning as well as the methods in which knowledge is constructed. Personal learning styles, Bloom's Taxonomy (Higher Order Thinking Skills), Socratic Questioning, Balanced Literacy, Writing Across the Curriculum, interdisciplinary integration, student inquiry, and increased emphasis on critical thinking skills are all tied into the theory and practice of brain based instruction.

Balanced Literacy

The Daily Five/CAFE framework is a balanced approach for teaching reading and comprehension skills using what we know about best practices in literacy instruction. Daily 5 encourages engagement and ownership of the students' learning by gradually releasing new skills, allowing for modeled teaching, guided practice and independent practice. Guided reading groups and book clubs are used to provide individual teaching points to small groups of students. Phonemic awareness, phonics, fluency, vocabulary and comprehension are taught throughout our K-6 classrooms in a manner that is meaningful and relevant to students.

Balanced Technology Integration

SCS values the personal connection between teacher and student. Technology supports high quality instruction methodologies but in no way supplants core classroom instruction. The infusion of technology into classroom experiences represents an outstanding opportunity for SCS students and presents challenges for the faculty and administration as we continue to enhance the curriculum. Use of all digital devices must be in support of education and research and must be consistent with the goals and objectives of SCS. It is our goal to model and teach ethical and responsible use of technology. It must be recognized that the development of school policy to govern technology will be a fluid and continual process.

Learning Styles

We know that students learn best in the manner that his/her brain receives and retains information prior to processing and expressing learning. We want to honor learning style differences while supporting students' growth in areas that are not preferences. This requires a balanced approach of providing opportunities in areas of strength and creating safety in expressing learning through an area of growth. Learning styles are typically determined through observation and natural student preferences expressed through a variety of learning opportunities where students are given voice and choice to express learning.

- Tactile/Kinesthetic: Learner prefers physical input. They learn best by doing. Hands on first before moving to abstract.
- Visual: Learner prefers to see it first. The mental picture helps support the concrete application.
- Verbal: Learner prefers using words, both in speech and writing.
- Auditory/Musical: Learner prefers to hear/sing the concept prior to moving to a concrete or visual construction of the concept.
- Technological: Learner prefers integrated technology.
- Logical (Mathematical): Learner prefers using logic, reasoning and systems.
- Social (interpersonal): Learner prefers to learn in groups or with other people.
- Solitary: Learner prefers to work alone and use self-study.

Multi-tiered Support Systems (MTSS), Differentiated Learning

A systematic approach to providing a seamless, problem solving process that enhances the learning of all children by using consultation and support among all educators-combining the unique talents of both general educators and specialists for the success of ALL students. In other words, teachers across the school will be collaborating for student solutions both

behaviorally and instructionally and blocking out time for specific instruction to students who are not demonstrating mastery of foundational skills or in need of extensions for advanced academia. What this means to our teachers and service providers is that students may be pulled from class or supported during inclusion through a strategic method of service provisions and supports.

To begin, all students are assessed with at least 3 different data points using universal screeners, such as STAR, Math and Literacy probes, Fountas and Pinnell, etc. Then, students are assigned specific support groups based on need for a 20 to 30 minute block of time. There are three levels to MTSS Interventions: Tier 1, which is within the classroom time specific to the teacher based on classroom performance; Tier 2, which is either during core instruction or a pull out time and targeted to specific deficits in learning, or extensions to push rigor for advanced students; Tier 3, which is the most intensive and prescriptive intervention provided during pull out to target learning deficits.

What this means to the students in need of intervention is that they will have flexible, targeted intervention that is brain based and research based to address specific needs according to his/her diagnosed area of weakness in addition to the fluid provision of support throughout their day. MTSS are outlined under federal and state umbrellas. (Click here [for the state link.](#)) Parents are a critical part of this process and will be included for students in need of intensive intervention.

Professional Learning Communities (PLC)

Throughout the school year teachers will participate in PLCs which provide staff development and an opportunity for teams to work collaboratively to achieve common goals. PLC work will ensure that we are collaborative and focused during planning and that staff development, planning, assessments, and instruction align with our core values. PLC's will offer teachers the opportunity to review data, calibrate rubrics and grading expectations, collaborate on planning, and design differentiated instruction in addition to learning new strategies.

Teacher Professional Growth and Learning

The purpose of the teacher evaluation and feedback system is to support positive growth and development among the SCS staff to better meet the instructional and spiritual needs of students.

All staff will:

1. Participate in staff wide prayer and devotionals weekly
2. Actively participate in all campus professional development
3. Self-evaluate according to the [state foundational rubric for instruction](#) and ACSI Christ integration self-evaluation
4. Create a [professional growth plan](#) proposing 2 primary goals aligned to SCS annual goals and personal growth needs identified in the self-evaluation to support ongoing professional development to provide highest quality instruction at SCS
5. Participate in at least 2 informal walkthroughs and 1 formal observation with reflective feedback
6. Collaboratively create a body of evidence illustrating instructional practice and growth
7. Participate in reflective feedback sessions with the principal and instructional coach
8. Participate in a summative review and growth analysis based on the AdvancEd and State Evaluation Model
9. Review final evaluation rating and set goals for continued growth
10. Maintain documentation for ACSI Certification and/or State Certification which includes Holy Bible Continuing Education Credits and Education Continuing Education Credits

School Advisory and Leadership Team (SALT)

The building leadership team consists of a cross section of staff to support the leadership team in establishing campus goals, systems, policies, curriculum tools, and desired outcomes for Southeast Christian School. The SALT has worked closely with the leadership team to create a clear vision, pathway and accountability system for the work for the school year. Our 2020-2025 broad goals for SCS are:

- Preserve Christ centered instruction and expand the implementation of foundational documents across all settings, demonstrating Biblical aptitude and understanding through annual authentic assessments and surveys
- Cultivate and maintain partnerships with the community, families, and staff as evidenced by community engagement, student retention, family engagement and staff retention and engagement demonstrated by service learning opportunities in partnership with community churches
- Provide multiple pathways to learning grounded in a Biblical worldview to facilitate academic growth through personalized learning across all content areas and programs

(MTSS, Distance Learning, and Homeschool) as evidenced by students meeting personalized learning SMART goals

- Enhance Specials and extra curricular program offerings with integrated opportunities for engagement with relevant technology
- Sustain an exemplary safety and security plan with 100% participation and implementation.
- Continue to serve others through humble acts of service evidencing a faith that is carried out in word and deed with students and staff participation in personalized Kingdom Purpose SMART goals centering on Service, Excellence, and Leadership. (External Evidence of Kingdom Production)
- Commit to strengthen financial health through stewardship, retention of students, and accountability to the community, parents, staff, and students including annual reviews by an outside auditing agency (ACSI) with transparency in reporting results and annual financials.

Expected Student Outcomes

ES O.1	Spiritual Development		
		ESO 1.1	Students will be able to (SWBAT) understand and commit to a personal relationship with Jesus Christ.
		ESO 1.2	SWBAT personally respond to carry out the Great Commission locally and around the world in a culturally sensitive manner.
		ESO 1.3	SWBAT know, understand, and apply God's word to daily life.
		ESO 1.4	SWBAT articulate and defend their Christian worldview while having a basic understanding of opposing worldviews.
		ESO 1.5	SWBAT understand the worth of every human being as created in the image of God.
		ESO 1.6	SW possess apologetic skills to defend their faith.
ES O.2	Intellectual Development		
		ESO 2.1	SWB well prepared in all academic disciplines and skilled in reading, writing, speaking, listening, and thinking.
		ESO 2.2	SWB proficient in mathematics and science.
		ESO 2.3	SW have a knowledge and understanding of people, events, and movements in history, and the cultures of their people and places.
		ESO	SW appreciate literature and the arts and understand how they express and

		2.4	shape the student's beliefs and values.
		ESO 2.5	SWBAT utilize resources - including technology - to find, analyze, and evaluate information.
		ESO 2.6	SWB committed to life-long learning.
		ESO 2.7	SWBAT explore, create, experiment, plan, analyze, reason, investigate, and question.
ES O.3	Social/ Emotional Development		
		ESO 3.1	SWBAT embrace and practice justice, mercy, and peacemaking in family and society.
		ESO 3.2	SWBAT value intellectual inquiry.
		ESO 3.3	SW have the skills to question, solve problems, and make wise decisions.
		ESO 3.4	SWBAT have an appreciation for the natural environment and practice responsible stewardship of God's creation.
		ESO 3.5	SWBAT enjoy and initiate friendships with a variety of individuals.
		ESO 3.6	SWBAT take pride in their work.
		ESO 3.7	SWBAT show empathy and kindness to others.
		ESO 3.8	SWBAT engage with others in learning activities.
ES O.4	Physical Development		
		ESO 4.1	SWBAT recognize that their body is created by God and that special responsibility is needed to care for it.
		ESO 4.2	SW engage in physical activities meant to promote long term habits and health.