

SECTION 201

Bible

The Bible is the living and infallible word of God. It is a light that guides the Christian school and determines its unique character. The Bible functions in three different ways. First, God's word is used in a broad, general way that shapes the policies, procedures and teaching practices of the school. Secondly, the Bible is used for devotions, chapels and meetings within the school. Thirdly, the Bible is an academic subject that is taught to all students. Therefore, God's Word influences all areas of the Christian school.

As a subject, the goal of the Bible curriculum is to equip students for lives of discipleship. Students are taught about the history of God's saving work for and through His people. This historical framework must always be kept in mind.

The Bible is full of a variety of literary styles and forms. The Bible curriculum aims to teach these literary forms within the historical perspective. Without the unifying of the literary and historical, the Bible becomes simply a collection of literary forms or a history book. True understanding comes when Bible is taught from a unifying perspective of the literary, the historical, and a realization that God is working through his people in the past and in the present. Students will then understand and value the whole story of the Bible and develop Biblical consciousness. They will then realize that they are also part of the story, the story of God's people.

The Bible curriculum's task is to impart knowledge and understanding of God's Word, while equipping students for lives of discipleship.

SECTION 202

Language Studies

Language is communication. As humans, we use language in different ways and through various media to communicate ideas. However, communication in a Christian School is all about one thing: love. As Bruinsma says:

"The Scriptures make clear that our chief purpose is to be lovers, lovers of God and of our neighbours. That purpose is all encompassing: we are to love God and our neighbour with our entire heart, soul, mind, and strength."

Language is a great gift from God. Bruinsma continues:

"Through the amazing intricacy and flexibility of language we humans are set apart from God's other creatures. Through language we learn about our world and make sense of it. And through language we reach out to each other in countless ways to encourage, to console, to

correct, to reprove. Besides, God chose words to communicate his love, care, and will for humanity and when, because of sin, we could no longer clearly discern his words for life, he sent his Son, the Word make flesh."

God's perfect gift to us is compromised because of sin. But through Christ, God is redeeming the world, including our use of language. Christians must have a desire to respond to God's love and to further his kingdom by reclaiming Language and using it in praise and joyful response.

Even though non-Christians do not seek this response, God works in creation through the Holy Spirit and produces works that may be useful and of benefit to all, in spite of sin.

The Christian school strives to use a variety of literary forms to guide students in observing human kind as purveyors of vision, but also to gain skills in discerning right and wrong directions in Language. Through Language Arts Studies, students attain knowledge and skills, pleasure and appreciation, and begin to prize personal identity and the identity of others.

Orangeville Christian School's Language Studies program consists of Self-Selected Reading, Guided Reading, Working with Words (primary), Phonics, Writing, Penmanship, Grammar, Spelling, and Literature. These areas will ensure that students become competent in the language skills of reading, writing, listening, and speaking.

Adapted From:

"Language Arts in Christian Schools" - Robert W. Bruinsma - p. 7-8

Language Studies at Orangeville Christian School by Grade Level:

| | |
|--|------|
| Self-Selected Reading | JK-8 |
| Guided Reading | JK-8 |
| Working with Words (includes Spelling and Phonics) | JK-4 |
| Penmanship | JK-4 |
| Writing | JK-8 |
| Grammar | 5-8 |
| Spelling | 5-8 |
| Literature | 7-8 |

SECTION 202.1

Self-Selected and Guided Reading JK-8

"Reading can increase one's knowledge of the world, one's sensitivity to others and one's understanding of self."

- *OACS Novel Study Perspective Statement*

Learning to read involves a variety of learned skills that must interact simultaneously. These skills include: word meaning (semantics), word order and function (syntax), and letter and word sounds (phonology). As stated in the previous section, language studies includes listening, reading, writing, and speaking. Our children need to be led to become competent in combining each of these skills in a meaningful and God-praising way.

Self-Selected Reading "allows children to read at their own interest and ability level. Because of this, they read with ease and understanding, (which creates) a climate of success that motivates them, increases self-esteem, helps them gain competency, and gives them enjoyment."

- *"Beyond Books: It's Worth the Journey" - OACS p.2*

Guided Reading enables the teacher to model good reading with quality literature. The two should be used in conjunction to teach methods that allow individual responses to come forth, give freedom to different learning styles, to permit children to achieve success at their own pace, and to develop a love for reading.

SECTION 202.2

Working with Words (Spelling and Phonics included) JK-4

Words are a gift from God. Spelling is taught to aid proper communication and also to teach an understanding of how God has revealed words throughout history and how they have changed. In "Working with Words", we look at where words come from, how we use them, how they sound, how to write them correctly, and how to play and have fun with them.

While Spelling is the skill of composing words in a correct sequence of sounds and/or letters, knowledge of the phonetic skills and their respective symbols can help to spell many English words correctly. However, many words in the English language require visual memory as they break the phonetic rules. Successful Spelling requires both methods to be used.

SECTION 202.3

Writing JK-8

Writing is a vital part of Language Studies and a gift that God has given exclusively to people. In writing we realize its tremendous potential for building the community of God and giving honour to Him. God has revealed to humans the story of His people and His work in history through the written Word.

Students will fulfill their potential for writing only when they are carefully and patiently guided through the process of learning to write. The process of taught writing consists of three major concepts: students must have something to write, they must have an audience, and they must have knowledge of how to write.

Good writing is taught through the other Language skills. Guided and Self-Selected Reading allows students to witness good writing. Spelling and Phonics help students to know how words fit together to form coherent thoughts in the form of sentences and paragraphs. Grammar is taught so that students learn the parts of a sentence and understand how to create a piece of writing accessible to their readers. Good writing happens with much practice and consistent editing.

SECTION 202.4

Penmanship – JK-4

Handwriting is a very personal means of expressing oneself in the written form. It is a developmental skill, which requires sequential instruction. In handwriting, the student is involved in a complex process of receiving input and integrating this information to respond in written form. The goal of all handwriting instruction should be legibility for the sake of communication. Consequently, students practice proper letter formation regularly.

OCS has adopted the “Handwriting without Tears” program

SECTION 202.5

Grammar 5-8

Grammar is the study of the usage of a language, including form and syntax. Instruction in grammar will fit naturally into the teaching of the writing process. Students will gain a better understanding of constructing and manipulating their own sentences to make their written communication proper and beautiful.

SECTION 202.6

Spelling 5-8 - See Working with Words

SECTION 202.7

Literature 7-8

"Good literature enriches the reader, unfolds the imagination, provides insights into human nature, and opens up a world of experiences for the student."

- *"Beyond Books: It's Worth the Journey"* - OACS p.1

Literature will help students to grow in unique ways intellectually, decisionally, and creatively. Through rich words and vivid story telling from great quality literature, students grow in their understanding of ideas, people, places, and God. Students must be exposed to wide arrays of literature including the breadth and depth of genre. Stories are the primary vehicle that humans use in recording history.

"Story lets us experience on an emotional level what it means to be a child of God in this world, or not. It is through story also that we can learn about ourselves and others in the relationships humans have."

- *"Choices: Teacher Resource Manual"* - OACS p.vii

SECTION 202.8

Media

Today, youths are surrounded by media and its often subtle messages. Our children's values are greatly influenced by media. Children need to learn how to discern the truth from the bombarding media. Each has a perspective that may be rooted in godliness or in godlessness. It may be uplifting or it may destroy all that is good and true. A Christian school recognizes the influence and power of the media and helps the students to evaluate, discern and understand the various types of media.

Christian teachers walk through the media with the students and point out its advantages and pitfalls. Media is a powerful means to share what is true and influence others for good. Students learn how to use the media as a God-given tool to communicate and further truth. Christians need to be in the vanguard in helping students use the media to glorify God in their communication and use it to further the gospel and a life of shalom. The media consists of a variety of tools to enable Christians to witness to God's truth and the coming of His kingdom.

According to Marshall McLuhan the medium is the message. Christians need to be savvy

about how to communicate and what they communicate using a particular medium. Children are very impressionable and are exposed to a variety of media for several hours each day. It is a Christian duty to understand, analyze, interpret and appreciate the media. What is the guiding principle or world and life view of the medium message? How can a Christian use this medium in a positive way to further truth and God's Kingdom? Students learn that a medium portrays reality from a particular vantage point but does not necessarily represent God's reality. Most media is profit driven and/or spackled with an underlying religious perspective. Does the message of a particular medium reflect Gospel values?

SECTION 203

Foreign Language Studies

SECTION 203.1

French Studies

In the beginning, God created human beings with the gift of communication. He formed the framework and structures that human beings could discover and develop into means of communication. God made each language rich and intricate containing a unique way of structuring and patterning it. Since one language alone cannot contain all possible ways to praise God, we discover new ways to glorify the Creator as we learn other languages.

As part of created reality, language development is one way in which we reflect God's image in us. God communicates, expresses, reveals, and creates by His Word. As His creatures, we can develop and use language in wonder, appreciation and gratitude. Human language is a part of creation and a gift from the Creator. The meaning and significance of language is to be found in the fact that it is a creational gift which reflects the image of God and is not merely a human invention. Language therefore, is to be used responsibly and creatively in fulfilling our human calling and relationships.

However, because of human disobedience, life now falls short of the original goodness of creation. All areas of human life are marred by brokenness, by the consequences of sin. Our language reveals the painful marks of sin: our estrangement from God, from each other, and often our divided self. Language is often used to manipulate, deceive, wound, plot evil and mask truth. Cross-cultural communication is more often driven by suspicion, feelings of superiority or pride, by fear, hateful stereotyping, or hunger for power and control, than by love, understanding and compassion.

Yet, God did not leave human beings in permanent confusion. He sent His son to bring redemption. Jesus Christ shows how language can again be used in ways that honour God and neighbour, and that scattered groups of humanity can become one in Him. The redemption Jesus brings does not require uniformity of language and culture; rather, Jesus

provided an avenue for reaching out in love to the other in his/her own language and culture.

Speaking the same language is not the goal of redemption, instead, salvation enables human beings to regain the ability to understand each other and praise God together for His mighty works and saving grace. Redemption also provides a renewed purpose for those teaching and/or learning other languages. Learning another language, then, involves learning to be a blessing as a visitor and alien in a foreign culture and to practice hospitality to strangers in one's own country.

Adapted From: "La joie de la langue française" - Society of Christian Schools in BC

Learning another language requires that instruction includes some understanding of the culture that produced that language. Learning to appreciate other cultural expressions helps to build, renew, and clarify relationships that lead to healing in the community. Tolerance and respect are key skills learned from foreign language instruction.

The foreign language in the curriculum should be that of a significant group of people in a that country. We recognized that Canada is a bilingual country where French is the other language. French is taught as the foreign language at Orangeville Christian School.

SECTION 204

Fine Arts

SECTION 204.1

Music

Humans have been given the ability to create many musical sounds and pleasant melodies. We praise God by singing and playing songs to Him. Our lives are enriched through the wonder of music. We are brought closer to God through music. Music is one of the richest gifts of God to His people. Through music, God is revealed as a God of beauty. He is a great Artist who has created in His people the ability and desire to make and enjoy beautiful music.

Music is, therefore, an important aspect of the Christian school curriculum. Students explore the many aspects of music through singing, listening, creating, responding and performing. Music has structure, shares feelings and conveys emotions. Musical literacy is gained through learning and experiencing the musical elements of melody, rhythm, form, harmony and expression. Through the structure and beauty of music, we see God as a God of truth, creativity and order.

The purpose of music in the curriculum is to foster and develop creative God-given gifts so

that He might be glorified. Music contributes to the development of the whole child, positively affecting the physical, mental, spiritual and emotional aspects of each student. The religious life of the child can also be enriched and nourished through the study and practice of music. Through music, students can respond sincerely and wholeheartedly to the Holy Spirit's calling. Students then become more aware of what is good, true and beautiful, while showing love and respect to God and His great gifts to them.

Like all other subjects in the Christian school, music is important because it develops the whole child and prepares them for a life of service and praise to their Creator.

SECTION 204.2

Drama

Participation in the dramatic arts is possible for us because we are image-bearers of the Creator, Actor, and Communicator. When we use facial expression, movement, tone of voice, and gesture to enhance a familiar story or create a new one we mirror our divine Creator in our smaller, human way.

God used dramatic means to communicate to his people. The Lord dramatized His covenant with Abraham by passing between the two halves of the sacrificial animals (Genesis 15). Jesus could have communicated the vision for His new Kingdom in words in the style of a dictionary, giving us definitive statements about what the Kingdom is. However, He chose to use the more open-ended and dramatic style of the parable and these parables continue to instruct, inspire, and fascinate us today. Even Christ's choice to apply mud to the eyes of a blind man or touch the leper show His appreciation for the value of the dramatic gesture. The Holy Spirit could have remained an invisible reality but instead chose to be represented dramatically as a dove and as tongues of flame.

Communication is central to the task Jesus left to His followers when He instructed them to "go and make disciples of all nations..." as well as to our task as parents, members of the church, and salty justice seekers in society. Good communication includes and is enriched by the dramatic. God's gift of drama needs to be nurtured and taught because it is one of His good and perfect gifts. Students should explore this gift and bring to it the Christian discernment needed to use it and enjoy it as God intended.

Adapted from the OACS curriculum binder Expressions; "Drama: A Christian Perspective"

SECTION 204.3

Visual Art

In the beginning God, the Creator, formed an aesthetically pleasing creation. It was good. God, as the Master Artist, gave mankind the gift of beauty and art. God created people in His own image. People mirror their Father in that urge to visually express themselves and to bring order and beauty to the environment.

Art is also man's gift to God. Just as God poured out His heart to man in forming creation, so man is called to pour out his heart in an aesthetically obedient manner as a thank you response to God. Every child has the potential to express ideas visually and to appreciate artistic expressions in creation and in the works of others. Every child can learn to observe God's creation intelligently and to improve his/her own artistic abilities. In the classroom children must experiment, explore their areas of giftedness, and be given the opportunity to give expression to their thoughts, emotions, and experiences in their own way as their thank you gift to God.

All of creation bears the stamp of the Creator, even though creation has been marred by sin. In teaching art and, in particular, art history, we will not always see a perfect, godly world but we will be challenged to discern God's handiwork even in the expressions of fallen people. The visual arts are one of the ways we, who know God's love, can communicate God's beauty and love to others in our fallen world.

SECTION 205

Physical Education

All humans were created as holistic beings. Mind, body and soul all function integrally and cannot be educated or trained separately. It is the responsibility of the Christian school to train the whole person so that each student can live effectively for the glory of God in service to others.

Our bodies are not our own. "Do you not know that your body is a temple of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore honour God with your body" (1 Corinthians 6:19-20).

The body is priceless. In Physical Education, students are taught that their bodies are an important gift from God, meant to be cared for and developed to full potential, all to the glory of God. The care of the physical body is therefore every human's responsibility to be performed in love and service to their Creator.

Physical Education is goal centred rather than activity centred. Physical activity is not an end in itself, but a means toward fulfilling personal potential in all areas of life. Physical education is education of motor proficiency and health fitness, through intellectual and decisional learning. The student must develop strength, endurance and muscular control if he/she is to perform daily tasks with enjoyment, productivity and without unnecessary fatigue.

The purpose of the Physical Education curriculum is five-fold: to improve motor skill development, to participate in expressive play, to increase health fitness, to develop physical movement concepts, and to grow in discipleship - all within a Christian learning environment.

SECTION 206

Mathematics

The world God created is orderly. This means that there is pattern, system and regularity about the way it is made. There are rules and laws which govern the created realm; laws that are dependable because God, in his constant faithfulness, embedded them into his creation.

Mathematics is the study of these rules and laws. It focuses in on the study of numbers and their relationships, as well as spatial laws. Students learn mathematics so that they will begin to realize God's faithfulness and lawfulness in the numerical and spatial aspects of his created order. It is through their interaction with all the dimensions of this part of creation that students learn to appreciate the order and structure of the world in which they live.

Since mathematics has its roots in God's creation, the student's first experience is through contact with concrete objects and analyzing spatial and arithmetic aspects of everyday experiences. As student mature they apply mathematical constructs at increasing levels of abstraction, while not losing mathematics' link with everyday experience.

Studying mathematics begins with the premise that this science is formulated and developed by observation of God's creation structure. Students experience the joy and wonder of the laws for numbers and shapes. They are allowed to explore situations, rather than simply memorizing facts. Students hear about the historical development of mathematics, including mathematicians' non-Christian beliefs. They see how this subject has a limited scope by itself, but adds significant knowledge in other fields, contributing to the unity of all aspects of creation. Students are also shown the ways in which mathematics is used and misused in today's society.

When students see that mathematics studies are a part of God's creation structure, they can learn to appreciate how mathematics may be used to fulfill their cultural mandate as Christians. Students will be better prepared to serve the Lord in all areas of life, whether that be constructing a building or bridge, studying the migration of birds, planning a cross-country trip, concocting a recipe, or taking care of personal finances. Mathematics can give them a

deeper understanding of creation, and a greater willingness to serve their Creator.

Adapted from:

- *OACS Mathematics Perspective Statement*
- *OACS Rationale for a Mathematics Program*

SECTION 207

Creation Studies (Social Studies and Science JK-6)

Christian education strives to bring God's entire world to the students. Social and Science studies are the particular areas in the curriculum where the student studies interactions. Social and science studies focus on mankind's relationship to God, self, and others in a world created by our Maker.

Through social and science studies, students are led to recognize the nearness of God in the ordinary affairs of their daily lives and that all of creation bears the stamp of its Creator. In doing so, they will be encouraged to recognize that creation is an expression of the Word of God. As they unwrap and discover the magnitude of the gifts in the world around them, students will in essence be getting to know His powerful Word which has spoken the creation into being and continues to uphold it. Through this, they will be led to develop a deep and meaningful relationship with the Creator.

Not only does Social and Science studies reveal God through the elements of creation; students are also encouraged to see God through their neighbours, fellow image bearers of the Father. The ongoing story of God's children also points to the faithfulness and revelation of God. As students uncover the past and seek to understand how this story helps to define who they are today, they will be encouraged to see God's hand in the unfolding events and the continued upholding of His creation. Social and Science studies challenge students to recognize their roles and responsibilities in communing with fellow image bearers.

Students study that our understanding of the world begins with the first creation and will end with the new creation when Christ's redemptive work is complete. In the meantime, we live in a fallen and broken world. Although students will be led to consider the suffering and brokenness in creation, they will also be encouraged to see God's plan for redemption and renewal in which they themselves are called to serve. Social and Science studies seek to open the eyes of all students to experience a renewed consciousness of the world and to be actively involved in care-taking and reconciling creation; in this way they will be led to glorify God in all of their lives.

The entire Creation Studies program is structured so that the children explore their own environment before going on to other cultures, societies and histories. The beginning point

then is with the family, the neighbourhood, the community, the city, the province, the country and then other lands and peoples of the past. Primary division students experience their immediate environment in a holistic way. Thus, the curriculum design of integrating Social Studies and Science reflect the unity of these students' experiences. Junior division students begin to appreciate the complexities and difficulties of God's creation as their experience of the world expands. This growing awareness is reflected in the divisions of Social and Science studies into Social Studies and Science components. Senior students, beginning to think analytically, are presented with the further division of this content into History, Geography and Science.

Adapted from:

– *OACS Perspective on Creation Studies*

SECTION 208

Health

A Christian perspective on health education starts with a Biblical account of who we are and why we are here. The Bible tells us that we have been created in God's image to live in harmony with God, each other, and the rest of creation. We have been given the job of caring for God's world, which includes ourselves. However, because of sin, our relationship with God, each other, and creation has been broken. Thankfully, God has broken the cycle of sin and death through Jesus, and so we have the hope of a new heaven and earth completely restored.

When we talk about family life, sexuality, physical fitness, death, and other health topics, it is always in the context of this story.

Health education must be an integral part of the curriculum at every level. All strands of the health curriculum such as physical fitness, nutrition, personal health, emotional health, the functioning of body systems, and relational health, affect the whole child. Our curriculum should teach students about personal and dietary health and encourages them to make good choices. It should also teach about personal safety and how to handle emergencies. It should teach that it is a person's responsibility to care for him/herself in order to honour God. The curriculum should help students to view death and dying in an appropriate way where death is not the last word for those who believe in Jesus. The social health strand should help students develop Christian attitudes towards others. It also leads students to appreciate the blessings of family life and to assume the responsibilities of family membership.

The health curriculum seeks to teach Christian students how living for God promotes healthful living.

SECTION 209

Science

Science studies centre on the acknowledgement that the world in which we live belongs to God who created and upholds it. Through scientific inquiry we can perceive a degree of the amazing complexity and orderliness of God's world. With this fuller understanding of creation comes a deepened awareness of the goodness and power of its Creator. When we study creation, we learn not only about God but also about ourselves. God designed a perfect harmony of relationships among humans, animals, plant and nonliving things, but our fall into sin disrupted this unity and balance. As God's redeemed people, through Christ's redeeming power, we have been entrusted with bringing about restoration and reconciliation to God's good creation. Science is an essential tool for us to use in learning about the natural laws God has established so that we can care for the world wisely.

Science studies matches a sense of awe at the unity and diversity of creation with an awareness of the delicate balance of interrelationships among its parts. Students are led to examine their own lifestyles and become conscious of the impact that their daily actions have on the myriad forms of life in God's creation. They are encouraged to see their unique abilities as a means to honour and obey God, to serve other humans, and to sustain God's remarkable gift of the Earth and its resources.

The study of Science is one method of learning about God as he reveals himself in creation, but this study must always be conducted in the light of the special revelation God has given through the Bible. Science is important for studying direct causes and finite relations in the material world. It can explain how events occur, but it cannot explain why. The Bible sets the facts obtained through scientific study in the correct context of ultimate causes and infinite relations. The Bible and Science are complimentary, together helping us understand God's plan and purpose for creation.

Science is a gift from God which has benefited humankind in many ways; however, students are led to recognize that only God holds the complete truth, and that science is only one method, albeit a powerful one, of understanding God's creation.

Adapted from:

- *OACS Science Perspective Statement*
- *CSI Science Perspective Statement*

SECTION 210

Geography

Geography is specifically taught in Grades 7 and 8. The purpose of separating it from “Social Studies” is to put greater emphasis on studying how humans interact with the land and its different biomes. It is clear that throughout the centuries and today, we as humans either explore His creation, or exploit it; we either obey God’s laws and develop creation, or we disobey and destroy because we put ourselves first and “edge God out” (EGO), often with dire consequences.

As Christians we acknowledge that God Created heaven and earth and that God called forth all of creation:

“And God saw that it was good.” (Genesis 1 NIV)

“He is before all things and in Him all things hold together.” (Col. 1:17.)

We also know that Adam and Eve were charged to take care of what God created (Genesis 1:28). They were instructed to “keep” the garden and “develop” it. As image bearers of God, humans were mandated to be good stewards and to glorify and honour God in their interactions with all that He made. The author of Psalm 8 confesses that God put humans in charge to care for all that He had made.

Scripture calls human beings to be trustees of nature. Studying different biomes and how those that live there functioned, is a study of the human obedient or disobedient response. Knowing the different responses helps students to know and understand the proper way to interact with their environment. As Christians we know that Christ came to restore not only humans, but God’s entire creation. Students study attempts made by humans to restore God’s creation to its original wonder and participate in the renewal process.

Studying geography involves an understanding of how everything works together in the biome in order for its components to thrive. It involves knowing the laws and principles of proper functioning so that one can be a good caretaker and steward helping all to work for God’s glory.

SECTION 211

History

God requires that His people know their past. In Scripture, God often commands us to remember His mighty deeds and to recall how people have responded. The Bible makes it

clear in Isaiah 40: 15 & 28

“Surely the nations are like a drop in a bucket;” and “Do you not know? The Lord is the everlasting God, the Creator of the ends of the earth. He will not grow tired or weary and his understanding no one can fathom.”

God is in control of the events in our world and is actively at work in them. He has given humankind the mandate to be “fruitful and multiply,” to respond in obedience to His call, and to obey the order and norms of all created reality. Humankind has made history in obedient and disobedient ways. We learn from the past and are enabled to better participate in the redemptive work of Christ in the present and future.

Knowing that God is in control allows us to look at history as a part of God’s amazing redemptive work, begun after the fall of Adam and Eve and moving toward the redemption of all creation. As students learn about their history and the history of others, they learn to give thanks to God for His faithfulness, love, and providence as well as His ability to sustain people in times of persecution, suffering, and trials.

While we recognize God’s sovereignty, we also need to recognize that God has created human beings with the ability to make our own choices. The essence of those choices stems from our individual and collective response to God and His plan. History shows that our choices will have consequences and questions will arise from the study of those consequences. It is not always easy to answer the questions that arise from the study of history such as “Why did this happen? What is the problem? What is the right solution?” But by wrestling with these questions, students come to a closer knowledge of themselves and their responsibilities to God and their neighbour within their time in history.

SECTION 212

Computer Technology

God created the world and everything in it good, including people made in God’s image. We have been called to enjoy the world, care for it, and develop its potential. One of the results of our exploring, working, playing and inventing has been computer technology. Although it was developed by humans, this tool is nevertheless a gift from God to be used in His service. Computer technology is a valuable tool that is used throughout our world and students should be taught to use this tool in harmony with God’s will in a variety of subject areas.

SECTION 212.1

Computer Skills

The purpose of teaching other computer skills such as doing research, making spreadsheets, preparing for a power point presentation, etc, is simply to enable students to make the best use of a tool God has provided us with, as well as exploring new ways to use this technology.

SECTION 212.2

Keyboarding

The purpose of teaching keyboarding is to allow students to achieve a typing speed that allows them to convey ideas as quickly and easily as using handwriting. The intention is to develop a skill that will be useful to students in a wide variety of situations. Therefore keyboarding activities should include meaningful ones such as creating stories, developing projects, and copying final drafts.

SECTION 213

Resource and Enrichment

Each person is God’s unique creation, reflecting the glory of God in his or her own way. The beauty of creation is its diversity, a glorious harmony of colour with one not better than the other. In creating each person, God supplies gifts and abilities to be used by that person for God and His glory! God also works with each person, helping them to grow to Christian maturity.

The Scriptures teach that we all are members of the one body of Christ. This visual image is sketched with great clarity in I Cor. 12:21 “The eye cannot say to the hand, I do not need you. The head cannot say to the feet, I do not need you.” This principle of mutual dependence, respect, and benefit applies to the O.C.S. Resource Program. Students with exceptionalities are included as equal, valuable members of the learning community. This means that the basic question in regard to exceptional students is not “Can this student do what the rest of the class is doing?” but “How can we best meet the needs of this child within the covenantal community of the classroom and the school?”

Adapted from the O.C.S. Inclusive Education Policy

many parts of Section 200 were inspired by the Curriculum Perspectives section of the Laurentian Hills Christian School Curriculum Handbook.

