



HIGHLAND CHRISTIAN SCHOOL

“Home of the Huskies”

ADMISSIONS | SCHOOL OVERVIEW

HIGHLAND CHRISTIAN SCHOOL (K-8)
SONSHINE ENRICHMENT CENTER (PRE-K)

HIGHLAND CHRISTIAN SCHOOL

Address 3040 Ridge Rd, Highland, IN 46322

Phone 219.838.0356

Fax 219.838.7817

URL www.highlandchristian.org

ADMISSIONS PERSONNEL

Mr. Kyle Weener, Principal

Phone: 219.838.0356 ext. 157

Email: kweener@highlandchristian.org

Ms. Jodi Lineburg, Development Director/Recruiter

Phone: 219-838-0356 ext. 165

Email: jlineburg@highlandchristian.org

Mrs. Jessica Hiskes, Assistant to the Development Director/Recruiter

Phone 219-838-0356 ext 154

Email: jhiskes@highlandchristian.org

Ms. Roberta Huitsing Business Manager

Phone: 219-838-0356 ext 152

Email: rhuitsing@highlandchristian.org

Welcome to Highland Christian School!
We look forward to partnering with you.

"For we are God's handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do. - Ephesians 2:10

In the presence of vision, kids thrive. We know that God has a good work prepared for each of our kids and it's OUR job to prepare them to do it. While we don't know what their future holds, we DO know the skills and knowledge they need to succeed in it.

Highland Christian School is a Professional Learning Community (PLC) focused on high levels of learning for ALL students. We invite YOU to envision what God might do in your child's life through Highland Christian School and the Sonshine Enrichment Center as you take a closer look at our vibrant, diverse learning community

At Highland Christian School, we come together with one purpose: to raise up children who are prepared to learn, lead and impact the world for Christ. We do this in partnership with Christian parents – giving every child an elite education – as they grow in their knowledge of the Lord Jesus Christ.

It's a great time to be part of Highland Christian School's community and we can't wait to help make the next chapter of your child's life amazing!

OUR VISION

Highland Christian School students will be academically equipped, biblically grounded, and spiritually nurtured to impact their world for Christ.

OUR MISSION

In order to honor God, we nurture and guide students to see the Father's creation, to sense order in a world saved by Christ and to serve God through the leading of the Holy Spirit.

OUR GOALS

Provide high quality Christ-centered education grounded in a comprehensive, biblical worldview

Assist parents as they fulfill their educational obligation consistent with the Holy Scriptures and our Statement of Foundational Beliefs

OUR HISTORY

Highland Christian School was organized in 1909 by a group of Christian parents committed to providing their children with a Reformed Christian education. Continual growth created consistent building and faculty changes. After several years, land was purchased on Ridge Road and the first section of our present structure was erected. Our campus, in addition to regular classrooms, provides athletic, art, music, library, academic support, and technology and engineering spaces.

Graduate students with academic competence, who also know, serve, and love God and their neighbor.

Provide courses that are Christ-centered, meet high academic standards, and are taught by faculty who are committed to Christ, Christian instruction and scholarship.

Equip students for a life of worship, being mindful that all their activities be aimed at the honor of God

Equip students with a life of Kingdom service that is consistent with God's unique design and purpose in the life of each individual

Kids thrive at Highland Christian School! We praise God for our rich history and strong Christian community as we serve a multi-denominational, multi-ethnic school with an average enrollment of 550 students (PreK-Gr8).

We believe that with hard work, ALL students can achieve high levels of learning. We also understand that time and attention are the two most important variables in their individual success. Our students are immersed in a discipleship rich environment as they engage in a comprehensive, Christ-centered, standards-based curriculum.

HCS HUSKY PACK HIGHLIGHTS

Here are some quick facts about the culture and environment at HCS:

- **Professional Learning Community**
- **School-wide 1:1 Technology**
- **Blended Learning Environment**
- **On-site Professional Development**
- **Mentor Teacher Program**
- **Growth Mindset**
- **Project Lead the Way**
- **Active Learning Classrooms**
- **Vibrant Constituent Base**
- **Strong Church Relations**

TUITION & OTHER FEES

Rates are for the 2023-2024 school year unless otherwise noted.

K-8 FEE SCHEDULE

HCS Families are required to pay one month's tuition, the Building User Fee, and the Milk Fee by July 25th. The remaining balance is payable in nine monthly payments.

\$7,890 | Tuition

K-8 tuition is automatically divided into 10 monthly installments.

\$315 | Building User Fee

Billed once per year, per family this is a contribution to the costs of maintaining the building.

\$100 | Junior High Technology Fee

\$365 | Application Fee

New applicants will pay one application fee per family when they submit an application online. This fee is equivalent to the Building User Fee plus a \$50 tuition deposit and will be credited to these charges once a candidate is enrolled. If you are applying for multiple children, please contact the Admissions Office for a sibling waiver code.

OPTIONAL SERVICES

\$550.00 | Round-trip Bus

\$275.00 | One-way Bus (AM or PM)

\$ 17.25 | Milk

PRESCHOOL FEE SCHEDULE

Preschool Tuition is divided into 9 monthly installments and is due in the month before services are rendered. Tuition rates include snack, field trips, and holiday projects.

\$ 40 | Registration Fee

\$ 1,800 | Two-half Day Tuition (\$200/mo.)

\$ 2,700 | Three-half Day Tuition (\$300/mo.)

\$ 4,590 | Five-half Day Tuition (\$510/mo.)

\$ 3,960 | Three-full Day Tuition (\$440/mo.)

\$ 5,580 | Five-full Day (\$620/mo.)

BEFORE & AFTER CARE—\$6.50/HR. (2022-2023 RATE)

Services are available as pre-scheduled hours or on a drop-in basis.

CHOICE & SGO SCHOLARSHIPS

Choice Scholarships

Highland Christian School is registered with the Indiana Choice Scholarship Program. If your family is eligible for this tuition voucher, we will assist you with this application process after your child is enrolled. More information may be found on the Department of Education's website.

<https://www.in.gov/doe/students/indiana-choice-scholarship-program>

SGO Scholarships

Families who are eligible for the Indiana Choice Scholarship, but whose student does not have an eligibility track, should contact the office to inquire about our SGO Scholarship program.

HOT LUNCH

Highland Christian provides a five-day lunch program. Hot lunch cards can be purchased in the office or added, by request, to your monthly billing statement. Cards are available for \$13.75 (5 lunches) or \$55.00 (20 lunches).

OUR SCHOOL CULTURE

Our classroom and community cultures are governed by our vision to see that students are academically equipped, biblically grounded and spiritually nurtured to impact the world for Christ.

Academically Equipped

Excellence is defined as the growth of each student toward their God-given potential and purpose, for the glory of God. An excellent education guides students toward the peak of their personal potential.

Our curriculum prepares students for high school and beyond. To this end, we provide support services, accommodations, and modifications for a wide range of diverse and unique learners. We measure high school, college, and career readiness using nationally-normed standardized and State testing.

Biblically Grounded

The authority of Scripture is central to the beliefs & practices at Highland Christian School. We believe that the principles and commands of Scripture provide an ultimate standard for all of life. We believe the Scripture has authority for all persons, in all situations, at all times. Because of this, Scripture is interwoven through every subject area.

All of life is sacred and to be lived under the Lordship of Jesus Christ and therefore there is no conflict between faith and reason. Biblical integration leaves no neutral ground because it is determinative of how knowledge leads to understanding, and understanding brings growth in wisdom.

Every single piece of information, fact, or knowledge has meaning within the eternal and redemptive plan of God. While men may fail to understand or interpret the correct meaning(s) of particular things, all things have meaning in His design. Learning and Biblical integration are viewed as a life-long pursuit toward full and complete understanding of all things: from, through, and unto Christ!

There is no shortcut to Biblical Integration as it is woven into the fabric of every subject to shape the systematic, Biblical thinking of young minds. At HCS, we believe that this is supremely important work and are committed to engaging in on-going analysis of best practices in Biblical Integration.

Students will attain knowledge in a wide range of academic, athletic, and artistic disciplines to discover, embrace and develop the unique design and purpose of God in their lives. An understanding of all knowledge will be sought within the context of God's eternal purpose and plan and students will be drawn to wisdom by encountering Christ in content and process.

Spiritually Nurtured

Spiritual life and growth are dependent on the work of the Holy Spirit. We work and pray, fully expecting that God will implant faith according to His will, in His way and timing. Students are given regularly scheduled opportunities to reflect on their spiritual growth.

In addition to the work of the Holy Spirit in our children's lives, spiritual nurture has many relational implications between school personnel, students, and parents. In essence, these relationships form a living curriculum where meaningful learning and God's redemptive work comingle. Research shows that positive relationships between teachers and students and between home and school positively impact student learning.

School personnel are duty bound to provide all student-related information, work selflessly, and communicate with empathy and strategy in the best interest of each covenant child. We trust the Holy Spirit to open eyes as we look together past difficulties to see and respond to the needs of covenant children.

OUR ACADEMIC PROGRAMS

Highland Christian School is a Model PLC school offering families a comprehensive, Christ-centered, and accredited education for children preschool through grade 8.

Our curriculum is aligned to Indiana State standards, taught from a biblical worldview, and reviewed on a regular basis. We incorporate materials from a variety of publishers based on the content and delivery of each.

Our school day begins at 8:30 and ends at 3:10pm. Devotions and prayer mark the start of each day. In our K-8 program, we offer three sections at every grade level with class sizes ranging between 16-24 students.

Preschool | Sonshine Enrichment Center

Our preschool program is built on the HighScope Method of Teaching for Active Learners and serves children who are 3, 4 and 5 years old. Children must be 3 or 4 years old by August 1st of the current admissions year to enroll in preschool. We offer a two half-day class for children who are 3 years old. Children who are 4 years old may register for 3 half-day, 5 half-day, 3 full-day or 5 full-day classes.

Primary and Elementary (Grades K-5)

Primary and elementary aged students enjoy dynamic learning environments, flexible seating arrangements, all school chapel assemblies, field trips, and service projects throughout the year. Our kindergarten program is full-time. Students entering kindergarten must be 5 years old by August 1st and participate in Kindergarten Readiness Screening prior to their admission.

Junior High (Grades 6-8)

Students in grades 6—8 enjoy active learning environments. Classes follow an 8-period schedule which includes 2 elective offerings called Encore Classes. Chapel is one time per week. All students have weekly intramurals and Power Hour for homework help and support.

Leveled Reading

The Leveled Reading program is for all students in grades K-2 at Highland Christian School. This program is a daily 30 minutes of small group instructional time focused on phonics, reading and writing. Students review weekly stories that connect with their ability level.

Quest

The **Quest** program at Highland Christian School is designed with the focus on encouraging students to reach their full potential in learning as high ability learners. The students participating in the program have demonstrated high levels of academic achievement and thinking. At Highland Christian School, we recognize that all of God's children have gifts and talents unique to them and should be offered appropriate challenges allowing them to flourish.

In Quest, students will be focused on a variety of activities, short projects and novel studies which extends and enriches student learning and their individual academic skills in Math and/or English Language Arts. Students will be challenged to pursue their interests through skill sets such as research, entrepreneurialism, deepening understanding of history and historic events, hands-on projects utilizing various media, community outreach, or strengthening of biblical perspective.

STUDENT SUPPORT SERVICES

Discovery Center

The Discovery Center (DC) is a **two-tiered program** which provides support for students in **grades K-5** who need help in **one or more** of the following subjects: reading, math, spelling, and/or grammar.

1. **Resource (2-3 times/week):** Some students come to the DC for resource help in a subject or subjects. Resource students start with two 20-30 minute times per week. Additional time slots can be added for these students if more support is needed.
2. **Full-time Instruction (Daily):** Other students come to the DC for full-time instruction in one or more subjects. Some students begin DC instruction at the beginning of the school year. Others begin DC instruction as needed throughout the school year.

Academic Support Center

The Academic Support Center (ASC) program provides **full-time daily instruction** in math at all **junior high grade** levels, as well as full-time daily ELA instruction which varies from year to year. A supported study hall/instructional support class is also available as part of the ASC program.

Title One

Title 1 is a program designed to support students who are at risk. The purpose of Title 1 is to provide equitable access to curriculum and opportunity to meet state standards. Highland Christian School is a targeted assistance Title 1 program, which means students qualify based on income and academic needs. Students receiving Title 1 services will receive support in the areas of reading and math.

Title 1 will typically not overlap with the Discovery Center or Academic Support Center. A student receiving Discovery Center or Academic Support services for math can receive Title 1 support in reading and vice versa. Students receiving services from the Discovery Center or Academic Support will continue unless it is decided that Title 1 can adequately meet the needs of the student. Title 1 services will be provided through pull out small group instruction and in class support.

Student Support Program

The Student Support program is designed to assist students and teachers to help identify and improve socially significant behaviors. Socially significant behaviors in the classroom often impact relationships with teachers as well as peers and may impact learning.

The Student Support can be divided into three tiers; as articulated below. The three tiers include whole class setting, large or small group, and individual. Individual support can include one on one sessions or support within the classroom. Each intervention includes identifying the function of behavior, developing a behavior protocol, taking accurate data, and reviewing data. Consent is required for both individual and group settings.

Three Tiers:

1. The first tier includes the entire class. Activities that are completed as a complete class allow each student to receive

support. Consent is not needed when support is given in a whole class setting.

2. The second tier includes small and large groups. The group as a whole is able to focus on specific skills and benefit from positive peer attention.
3. The third tier includes students receiving individualized support. This may include one on one sessions as well as supports that are included within the classroom. Each intervention includes identifying the function of behavior, taking accurate data, and reviewing data.

Social Work/Counseling

This program is designed to help students of all ages who may have any social or emotional barriers to education. School social workers (SSW) are trained mental health professionals who can assist with crisis interventions, mental health concerns, behavioral concerns, positive behavioral support, academic, and classroom support; consult with teachers, parents, and administrators; provide individual or group counseling/therapy; and assist families in seeking community resources.

Speech, Occupational Therapy, and Physical Therapy

These programs are provided to qualified students based on specific, individual needs. Highland Christian has a part-time speech-language pathologist on staff and we work with outside providers to provide occupational and physical therapy when needed.

ADDITIONAL SERVICES

Before and After Care

We offer a Before and After School program for students (preK-8) inside our school building. Services are provided on a pre-scheduled or drop-in basis. Morning services are available beginning at 6:30 a.m. After school services being at 3:00 pm and are provided until 6:00 p.m.

Transportation

Bus service is available for students in kindergarten through eighth grade. Parents may choose round-trip or one-way service.

ACADEMIC STANDARDS & CURRICULUM

At Highland Christian School, teachers work in Professional Learning Community (PLCs) teams to identify essential Power Standards for student learning using the Indiana state standards. These Power Standards are the framework for building lessons and units. Lessons and units are reviewed weekly in PLC team meetings to monitor students' learning progress through core content.

Curriculum resources such as textbooks, media, publishers etc. are chosen to support the teaching of concepts aligned to standards or units. Many products and vendors are evaluated to fit the needs of each grade level and/or content area. All educational standards are aligned to the National or State of Indiana learning standards.

HCS currently uses Savvas, McGrawHill, Project Lead the Way and Christian Schools International publishers for use in core curriculum. Many other publishers and resources are used and evaluated on a regular basis; those listed above are the main resources used in the core academic curriculum.

On the following pages, each grade level has outlined the Power Standards for each subject area.

KINDERGARTEN

Bible:

Students engage in Bible stories daily with lessons from throughout the Old and New Testaments focusing on God's love. They will learn how biblical characters showed their love for God and how God shows his love to his people. Students will learn a variety of Bible memory verses throughout the school year.

Language Arts:

- 1 I can identify capital and lowercase letters.
- 2 I know the sounds of each letter.
- 3 I can blend the beginning, vowel, and ending sounds to decode words (CVC).
- 4 I can recognize sight words.
- 5 I can read different kinds of sentences.
- 6 I can read words with consonant blends.
- 7 I can tell the main idea and key details of a story.
- 8 I can find the title, author, and illustrator of a book.
- 9 I can identify the characters and tell why they are in the book.
- 10 I can write different kinds of sentences with capitals, punctuation, and proper spacing.
- 11 I can write capital and lowercase letters correctly, moving from left to right and top to bottom.
- 12 I can identify and produce rhyming words.

Math:

- 1 I have mastered my calendar skills.
- 2 I can read, write, and count by 1's, 5's and 10's up to 100.
- 3 I can tell if a number is $>$, $<$, or $=$; even or odd.
- 4 I can solve addition and subtraction problems within 10.
- 5 I can understand place value through 100.
- 6 I can compare 2D and 3D shapes.
- 7 I can use positional words to locate objects and shapes.
- 8 I can compare length, height, capacity, weight, and temperature.
- 9 I can decompose numbers 1-20.
- 10 I can recognize and manipulate number and shape patterns.

Science:

- 1 I can plan and conduct an investigation about the push and pull on the motion of an object.
- 2 I can make observations about weather, plants, animals, Earth's surface and sunlight.
- 3 I can communicate how humans impact the land, water, air and local environment.

Social Studies:

- 1 I can make connections between the past and my current environment.
- 2 I can identify events and place events in a sequence.
- 3 I can identify how leaders and people work together in a community to complete various jobs.
- 4 I can identify the President of the United States and the American flag as a symbol of the United States.

FIRST GRADE

Bible:

Students engage in Bible stories daily with lessons from throughout the Old and New Testament focusing on how God's people and their leaders plan for salvation. Students will learn about the covenants God made with his people. Students will learn a variety of Bible memory verses throughout the school year.

Language Arts:

- 1 I can apply all phonic rules, vowel patterns, and blends.
- 2 I can read with accuracy and fluency at grade level.
- 3 I can recognize and read grade level sight words.
- 4 I can comprehend what is read and answer questions.
- 5 I can recall details from a story as well as the main idea through reading and writing.
- 6 I can write a sentence with capitalization and punctuation.
- 7 I can use critical thinking to predict, compare/contrast, and identify fact/opinion.
- 8 I can apply learned grammar skills.
- 9 I can apply spelling patterns.

Math:

- 1 I can apply learned math skills.
- 2 I can recall math facts fluently within 20.
- 3 I can solve and use strategies to solve + and – problems.
- 4 I can understand and use place value with ones and tens.
- 5 I can count and write numbers to 120 by ones, fives, and tens.
- 6 I can use strategies to add and subtract within 100 including 2-digit numbers and multiples of 10.
- 7 I can identify the values of pennies, nickels, and dimes and count combinations of coins.
- 8 I can tell and write time to hours and half hours.
- 9 I can identify 2D and 3D geometric shapes and divide them into halves and fourths.
- 10 I can organize and interpret data with graphs.

Science:

- 1 I can characterize materials as solid, liquid, or gas, and investigate their properties.
- 2 I can observe and compare properties of sand, clay, silt and organic materials.
- 3 I can explain how animals adapt to their environment.
- 4 I can make observations about the sun, moon and stars.
- 5 I can pose questions, make observations about a problem and then solve it by engineering a tool.

Social Studies:

- 1 I can identify changes between the past and present in a community.
- 2 I can identify the national celebrations and holidays.
- 3 I can compare and contrast needs and wants.
- 4 I can identify the rights, responsibilities and laws for citizens of the United States and within a community.
- 5 I can identify the continents, oceans, cities and roads on maps and globes.

SECOND GRADE

Bible:

Students engage in Bible stories daily with lessons from the Old Testament focusing on how God was preparing his people for the coming Messiah. Lessons then focus on the New Testament and the life of Jesus. Students will learn a variety of Bible memory verses throughout the school year.

Language Arts:

- 1 I can write in complete sentences using correct punctuation and correct capitalization.
- 2 I can recognize and use the conventions of grammar (Ex. nouns, adjectives, verbs, adverbs).
- 3 I can write a logical paragraph.
- 4 I can use the weekly phonics or words skills to decode words.
- 5 I can answer questions to demonstrate understanding of a text.
- 6 I can orally read 2nd grade material with accuracy, fluency, and expression.
- 7 I can read and use weekly vocabulary words.
- 8 I can apply correct spelling patterns on weekly tests.
- 9 I can apply correct spelling patterns to daily work.

Math:

- 1 I can use place value to compare two- and three-digit numbers.
- 2 I can solve word problems using learned strategies.
- 3 I can use feet, inches, yard, centimeters, and meters to estimate and measure objects accurately.
- 4 I can tell time using analog clocks to the nearest hour, half hour, and 5 minutes using AM and PM.
- 5 I can count a collection of pennies, nickels, dimes, quarters, and dollars.
- 6 I can count by 1s, 2s, 5s, 10s, 100s to 1,000.
- 7 I can read and write numbers to 1,000 using words, numbers, models, and standard form.
- 8 I can identify, describe, and classify two- and three-dimensional shapes.

- 9 I can partition a given shape and describe the equal parts using halves, thirds, and fourths.
- 10 I can add and subtract fluently within 100.
- 11 I can create, read, and use the information on bar graphs and pictographs.

Science:

- 1 I can plan and conduct an investigation to describe the different properties of matter.
- 2 I can explain the different forms of water on Earth.
- 3 I can explain the life cycle of different animals.
- 4 I can explain types of weather and how weather changes.

Social Studies:

- 1 I can explain the importance of the United States and local community governments.
- 2 I can describe and respect how different cultures and people contribute to a community.
- 3 I can identify directions, continents, landforms and places on maps.
- 4 I can define the types of resources used to produce goods and services in the community.
- 5 I can define consumers and producers.

THIRD GRADE

Bible:

Students engage in Bible stories daily with lessons from throughout the Old Testament about God's characteristics and what it means to be created in God's image. Students will learn a variety of Bible memory verses throughout the school year.

Language Arts:

- 1 I can read third grade words that have blends and common spelling patterns, roots, prefixes, and suffixes.
- 2 I can ask and answer questions to show understanding of a text.
- 3 I can find the main idea of a text and explain key details.
- 4 I can locate information and get meaning from nonfiction text.

- 5 I can use content specific words to build my vocabulary.
- 6 I can use the writing process to write for different purposes & audiences.
- 7 I can write complete sentences with correct grammar & punctuation.
- 8 I can use print and digital reference materials.
- 9 I can tell between fact and opinion and explain how an author uses reasons and facts to support certain points in a text.

Math:

- 1 I can understand that a fraction shows part of a whole and can show them on a line.
- 2 I can recognize and find equivalent fractions.
- 3 I can show fluency with multiplication facts 0 - 10.
- 4 I can use models to show the concepts of multiplication and division.
- 5 I can solve real world story problems involving addition and subtraction within 1,000.
- 6 I can solve real world story problems involving multiplication and division within 100.
- 7 I can understand that shapes share attributes which can define a larger category.
- 8 I can tell time to the nearest minute and solve real world problems involving time intervals.
- 9 I can find the area and perimeter of rectangles and other polygons.
- 10 I can create scaled graph and tables to represent a data set.
- 11 I can add and subtract whole numbers fluently within 1,000.
- 12 I can multiply and divide within 100 using various strategies.
- 13 I can read and write whole numbers up to 10,000.

Science:

- 1 I can define and identify forces and conduct an investigation to explore how forces affect motion.
- 2 I can identify a simple problem and then plan and construct a solution to the problem.
- 3 I can identify and build simple machines.
- 4 I can explain the uses of simple machines.
- 5 I can identify, explain and investigate the structures and basic needs of plants.

- 6 I can observe and define characteristics of rocks and minerals in order to identify and classify.

Social Studies:

- 1 I can describe how Native Americans, settlers and immigrants impacted the development of communities.
- 2 I can describe how communities change over time.
- 3 I can discuss the reasons governments are needed and the role of elected officials.
- 4 I can explain the roles and duties of citizens within the community, state and nation.
- 5 I can locate, identify and label physical and political features on maps and/or globes.
- 6 I can compare characteristics of the local community with other parts of the world.
- 7 I can give examples of how communities use and trade resources.

FOURTH GRADE

Bible:

Students engage in Bible stories daily with lessons focused on Israel during the time of the judges. The lessons have a strong focus on God's faithfulness to His people. Students will learn a variety of Bible memory verses throughout the school year.

Language Arts:

- 1 I can comprehend and retell stories including plot elements.
- 2 I can use text evidence to identify viewpoints, fact/opinion, and purpose.
- 3 I can infer themes (fiction) and main ideas (nonfiction).
- 4 I can use strategies to determine the meaning of words and phrases.
- 5 I can demonstrate command of English grammar and usage.
- 6 I can write in complete sentences using correct punctuation and sentence structure.
- 7 I can apply correct spelling patterns in writing.
- 8 I can apply correct spelling patterns on weekly tests.
- 9 I can create a written composition for a specific topic or purpose.

Math:

- 1 I can show fractions, mixed numbers, and improper fractions.
- 2 I can compare two fractions.
- 3 I can write tenths and hundredths in decimals and fractions.
- 4 I can multiply bigger numbers.
- 5 I can divide and find remainders.
- 6 I can add and subtract fractions with common denominators.
- 7 I can add and subtract mixed numbers with common denominators.
- 8 I can solve word problems involving addition and subtraction.
- 9 I can solve word problems with multiplication.
- 10 I can solve word problems involving addition and subtraction of fractions.
- 11 I can identify, describe, and draw rays, angles, and perpendicular and parallel lines.
- 12 I can measure length to the nearest quarter-inch, eighth-inch, and millimeter.
- 13 I can use and convert km, m, cm, kg, g, lb, oz, l, ml, hr, min, sec.
- 14 I can find the area and perimeter of rectangles.
- 15 I can ask and answer questions that can be addressed with data.

Science:

- 1 I can investigate how multiple simple machines work together to perform everyday tasks.
- 2 I can obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
- 3 I can describe how geological forces change the shape of the land suddenly and over time.
- 4 I can observe, analyze, and interpret how offspring are very much, but not exactly, like their parents or one another. I can describe how these differences in physical characteristics among individuals in a population may be advantageous for survival and reproduction.
- 5 I can investigate how the moon appears to move through the sky and it changes day to day, emphasizing the importance of

how the moon impacts the Earth, the rising and setting times, and solar and lunar eclipses.

- 6 I can investigate transportation systems and devices that operate on or in land, water, air and space and recognize the forces (lift, drag, friction, thrust and gravity) that affect their motion.
- 7 I can investigate the relationship of the speed of an object to the energy of that object.
- 8 I can develop solutions that could be implemented to reduce the impact of humans on the natural environment and the natural environment on humans.
- 9 I can identify a simple problem with the design of an object that reflects a need or a want. I can include criteria for success and constraints on materials, time, or cost.
- 10 I can construct and compare multiple plausible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Social Studies:

- 1 I can identify and compare the early cultures that lived in Indiana before the arrival of the Europeans and before Indiana became a state.
- 2 I can explain the importance of the Revolutionary War and other key events in the development of Indiana as a state.
- 3 I can explain the individuals, groups and social conflicts leading to the Civil War.
- 4 I can summarize the impact of Abraham Lincoln's presidency on Indiana and during the Civil War.
- 5 I can give examples of Indiana's development in agriculture, industry and business during the nineteenth and twentieth centuries.
- 6 I can construct a narrative and timeline of the major events in Indiana history.
- 7 I can identify and explain the purpose, duties and powers of elected officials in Indiana.
- 8 I can use a map to identify the physical and political features of Indiana.

FIFTH GRADE

Bible:

Students engage in Bible stories daily with lessons spanning both the Old and New Testament illustrating how the Covenant Promises given to the Israelites were fulfilled by Jesus's life and ministry. Students will learn how God prepared his people for Jesus's ministry. Students will learn a variety of Bible memory verses throughout the school year.

Language Arts:

- 1 I can apply the writing process to create a persuasive composition.
- 2 I can apply the writing process to create an informative composition.
- 3 I can apply the writing process to create a narrative composition.
- 4 I can use context clues and text features to determine the meaning of words.
- 5 I can use quotes, and details in a text to draw inferences and determine themes within a fictional text.
- 6 I can determine main ideas, relationships, and inferences based on quotes and text features within a non-fiction text.
- 7 I can demonstrate command of the English language and usage.
- 8 I can reflect and respond to specific questions demonstrating both listening and speaking skills.
- 9 I can summarize and present information on a topic or text in an organized manner utilizing both written and oral formats.

Math:

- 1 I can compare and order fractions, mixed numbers, and decimals.
- 2 I can explain different interpretations of fractions.
- 3 I can understand, interpret, and model percents.
- 4 I can multiply multi-digit whole numbers.
- 5 I can find whole numbers quotients and remainders with 4 digit dividends and 2 digit divisors.
- 6 I can add & subtract fractions & mixed numbers with unlike denominators.

- 7 I can add, subtract, multiply, & divide decimals to the hundredths.
- 8 I can define and use up to two variables to write linear expressions that arise from real-world problems, and evaluate them for given values.
- 9 I can identify, describe, draw, and classify triangles, circles, and polygons.
- 10 I can find and use measures of center: mean, median, mode range.
- 11 I can convert among different sized standard measurement units
- 12 I can find the area of a rectangle with fractional side lengths.
- 13 I can use formulas for the area of triangles, trapezoids & parallelograms.
- 14 I can find the volume of a right rectangular prisms with whole-number side lengths by packing it with cubes and by applying the formulas.

Science:

- 1 I can demonstrate that regardless of how parts of an object are assembled the mass of the whole object is identical to the sum of the mass of the parts; however, the volume can differ from the sum of the volumes
- 2 I can determine if matter has been added or lost by comparing mass when melting, freezing, or dissolving a sample of a substance.
- 3 I can analyze the scale of our solar system and its components.
- 4 I can develop a model to describe various ways Earth's four spheres interact.
- 5 I can observe and classify common Indiana organisms.
- 6 I can identify a simple problem with the design of an object that reflects a need or a want.
- 7 I can construct and perform fair investigations in which variables are controlled.

Social Studies:

- 1 I can describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800, with an emphasis on the American Revolution and the founding of the United States.

- 2 I can identify the main components and characteristics of the United States government.
- 3 I can identify and explain the key ideas in government from the colonial and founding periods that continue to shape civic and political life.
- 4 I can describe the influence of the Earth/sun relationship on climate and use global grid systems; identify regions; describe physical and cultural characteristics; and locate states, capitals, and major physical features of the United States.
- 5 I can explain the changing environment in regions of the United States is related geographically to the rest of the world.
- 6 I can describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in the United States in different historical periods.
- 7 I can consider the importance of economic decision making and how people make economic choices that influence their future.

SIXTH GRADE

Bible:

Students engage in Bible stories daily with lessons from the Old Testament (creation - entering the land of Canaan) which interpret the narrative of the Bible as the story of God and His people. Students will write arguments and narratives in reflection upon the central ideas in their Bible lessons.

- 1 I can interpret the narrative of the Bible as God's story with His people (Israel and us).
- 2 I can recall important people, places, and events that tell the narrative of the Bible.
- 3 I can write narrative stories with good technique, appropriate detailed descriptions, and logical sequences.
- 4 I can craft arguments and justify clear reasons to support my claims.
- 5 I can demonstrate the central themes of the Biblical narrative (covenant, grace, mercy, salvation, redemption, and reconciliation).
- 6 I can accurately summarize the Biblical narrative.

- 7 I can use and explain Biblical words and phrases.
- 8 I can identify the sequence in the Biblical stories.
- 9 I can utilize the author's purpose to apply the meaning of the Biblical text to my life.
- 10 I can compare and contrast how two or more authors write about the same topic.

Language Arts:

- 1 I can determine author's perspective and purpose in a text
- 2 I can understand and identify the elements of plot
- 3 I can understand how an author develops the point of view and how this impacts the story
- 4 I can use multiple strategies to determine the meanings of words and phrases
- 5 I can infer and draw conclusions about themes and central ideas
- 6 I can comprehend and connect fiction and nonfiction texts
- 7 I can cite textual evidence to support ideas and inferences
- 8 I can trace and evaluate arguments and claims in a text.
- 9 I can recognize and apply proper use of pronouns.
- 10 I can write using simple, compound, and complex sentences, and compound-complex sentences.
- 11 I can use standard capitalization, punctuation, and spelling.
- 12 I can write an argumentative essay
- 13 I can write an informative essay
- 14 I can write a personal narrative
- 15 I can apply the writing process to plan, draft, and revise written works.
- 16 I can conduct and write a research essay

Math:

- 1 I can understand, order, and compare rational numbers
- 2 I can perform all operations with fractions and decimals
- 3 I can simplify and evaluate numerical and variable expressions using order of operations
- 4 I can understand and find ratios, unit rates, and percents.
- 5 I can write and solve one step equations and inequalities
- 6 I can find GCF and LCM of 2 numbers.
- 7 I can find area, surface area, and volume

- 8 I can read and create line plots, histograms, box plots, and line graphs
- 9 I can understand integers and absolute value
- 10 I can determine measures of central tendency (mean, median, mode, and range)
- 11 I can understand and use coordinate plane

Science:

- 1 I can understand the difference between abiotic and biotic factors and identify the basic needs of living things
- 2 I can explain and create food webs and food chains.
- 3 I can understand and explain relationships between organisms.
- 4 I can model and recognize seasons, tides, eclipses, and Moon phases.
- 5 I can describe forms and transformations of potential and kinetic energy
- 6 I can describe, model, and graph the motion of an object
- 7 I can identify the properties of light, sound, and energy waves.
- 8 I can create, control and conduct experiments.
- 9 I can analyze data and choose the best solution.

Social Studies:

- 1 I can describe and show how historical civilizations including Mesopotamia, Egypt, the Greek and Roman empires, the Medieval period and the Eastern and Western Roman empires, contributed to the establishment of colonies in North America.
- 2 I can explore and describe how trade in the early Muslim civilizations lead to the discovery of America.
- 3 I can analyze chronological thinking, vocabulary and skills, and analyze cause-effect relationships in history.
- 4 I can compare and contrast major forms of government through each historical era, and compare citizenship through those civilizations.
- 5 I can analyze the geography of the land where these different civilizations lived and understand how geography affected those people.
- 6 I can analyze, describe and compare economic systems of early civilizations and their contributions to economic systems in our local communities.

- 7 I can analyze current events and the connection to these early civilizations.

SEVENTH GRADE

Bible:

Students engage in Bible stories daily with lessons from the Old Testament which concentrates on the themes of the Bible, the Judges, the kings of Israel and Judah, and the prophets. Students will write arguments and narratives in reflection upon the central ideas in their Bible lessons.

- 1 I can interpret the narrative of the Bible as God's story with His people (Israel and us).
- 2 I can recall important people, places, and events that tell the narrative of the Bible.
- 3 I can write narrative stories with good technique, appropriate detailed descriptions, and logical sequences.
- 4 I can craft arguments and justify clear reasons to support my claims.
- 5 I can demonstrate the central themes of the Biblical narrative (covenant, grace, mercy, salvation, redemption, and reconciliation).
- 6 I can accurately summarize the Biblical narrative.
- 7 I can use and explain Biblical words and phrases.
- 8 I can identify the sequence in the Biblical stories.
- 9 I can utilize the author's purpose to apply the meaning of the Biblical text to my life.
- 10 I can compare and contrast how two or more authors write about the same topic.

Language Arts:

- 1 I can determine an author's perspective and purpose in a text and analyze how it differs from other positions.
- 2 I can identify structural elements and organization of a text.
- 3 I can cite textual evidence connecting ideas between texts.
- 4 I can recognize and interpret figures of speech.
- 5 I can use strategies to determine the meaning of words.
- 6 I can identify meaning and themes in literature.
- 7 I can trace and evaluate arguments and claims in a text.

- 8 I can write simple, compound, and complex sentences and avoid run-ons and sentence fragments.
- 9 I can use standard capitalization, punctuation, and spelling
- 10 I can demonstrate standard English grammar and usage.
- 11 I can write an argumentative essay
- 12 I can write an informative essay
- 13 I can write a narrative
- 14 I can apply the writing process to plan, draft, and revise written works.
- 15 I can conduct and write a research essay

Math:

- 1 I can understand, order, and plot rational and irrational numbers
- 2 I can understand and find probability
- 3 I can perform operations with integers
- 4 I can use proportional relationships (percents, unit rates, scale drawings)
- 5 I can compute with rational numbers (fractions and decimals)
- 6 I can simplify expressions
- 7 I can solve equations and inequalities
- 8 I can understand, find, and graph slope; graph unit rates.
- 9 I can understand angle pairs, triangles, and similar figures
- 10 I know and use formulas for area, circumference, volume, and surface area
- 11 I can compare and make inferences about 2 sets of data.

Science:

- 1 I can understand the theory of plate tectonics and use it to make predictions.
- 2 I can model and compare the layers of the Earth.
- 3 I can identify and classify rocks and minerals based on their physical characteristics
- 4 I can compare and contrast plant and animal cells.
- 5 I can model cell division in organisms
- 6 I can describe the functions and interactions of human body systems (specifically immune, circulatory, and digestive)
- 7 Define the states of matter and predict changes.
- 8 I can model the structure and components of an atom.
- 9 I can understand and apply Newton's Laws of Motion

10 I can create, control and conduct experiments.

Social Studies:

- 1 I can describe, compare and contrast the historical origins of major religions, including the importance of Christianity on our world.**
- 2 I can explain the rise, contributions and decline of Chinese Dynasties, and how Japan became independent of Chinese influences.**
- 3 I can describe the institution of slavery in its various forms and analyze the impact slavery had on different civilizations.**
- 4 I can analyze and explain European colonization of Africa, Asia and the Southwest Pacific and evaluate the impact on the indigenous peoples.**
- 5 I can create and compare timelines that identify major people and events in the history of Africa, Asia and the Southwest Pacific.**
- 6 I can compare and contrast routes to independence from colonial rule in Africa, Asia and the Southwest Pacific.**
- 7 Define citizenship and compare the citizen's role in Africa, Asia and the Southwest Pacific and define "human rights" and its place in these societies.**
- 8 I can analyze the geography of these continents and evaluate its place in the lives of people from Africa, Asia and the Southwest Pacific.**
- 9 I can trace the development of economic systems including traditional, command, market and mixed economies.**
- 10 I can compare and contrast the gross domestic product of the countries around the world.**

EIGHTH GRADE

Bible:

Students engage in Bible stories daily with lessons from the Intertestamentary times and the New Testament (life of Christ through Revelation). Students will write arguments and narratives in reflection upon the central ideas in their Bible lessons.

- 1 I can interpret the narrative of the Bible as God's story with His people (Israel and us).**

- 2 I can recall important people, places, and events that tell the narrative of the Bible.
- 3 I can write narrative stories with good technique, appropriate detailed descriptions, and logical sequences.
- 4 I can craft arguments and justify clear reasons to support my claims.
- 5 I can demonstrate the central themes of the Biblical narrative (covenant, grace, mercy, salvation, redemption, and reconciliation).
- 6 I can accurately summarize the Biblical narrative.
- 7 I can use and explain Biblical words and phrases.
- 8 I can identify the sequence in the Biblical stories.
- 9 I can utilize the author's purpose to apply the meaning of the Biblical text to my life.
- 10 I can compare and contrast how two or more authors write about the same topic.

Language Arts:

- 1 I can identify structural elements and organization of text.
- 2 I can cite textual evidence
- 3 I can analyze the author's purpose, perspective and point of view.
- 4 I can use context clues to determine the meaning of words and phrases.
- 5 I can compare and contrast structural formats and information found within two or more texts.
- 6 I can analyze the development of the central idea and theme.
- 7 I can recognize and apply proper grammar.
- 8 I know and use accurate punctuation to vary syntax.
- 9 I can write an argumentative essay
- 10 I can write an informative essay
- 11 I can write a narrative
- 12 I can apply the writing process to plan, draft, and revise written works.
- 13 I can conduct and write a research essay

Pre-Algebra:

- 1 I can understand and use scientific notation
- 2 I can understand and apply properties of exponents

- 3 I can simplify expressions and write and solve multi-step equations (one, no, and infinite solutions).
- 4 I can identify all parts of $y=mx + b$ and graph equations in this form
- 5 I can understand, compare, and graph linear and nonlinear functions.
- 6 I can understand and apply the Pythagorean Theorem.
- 7 I can explore and understand attributes of 3D figures and find volume (cones, spheres, pyramids) and surface area (spheres).
- 8 I can describe the effect of transformations (dilations, reflections, rotations and translations)
- 9 I can construct and interpret scatterplots. I can write an equation for the line of best fit.
- 10 I can find the probability of compound events

Algebra:

- 1 I can understand and analyze statistics
- 2 I can understand, evaluate and identify parts of functions.
- 3 I can write, solve and graph linear equations, inequalities, and compound inequalities.
- 4 I can use all forms of graphing linear equations (slope-intercept, point-slope and standard form)
- 5 I can simplify expressions (including square roots, radicals, and radical expressions)
- 6 I can simplify polynomials and factor polynomials completely
- 7 I can graph linear, quadratic and exponential functions with and without technology
- 8 I can solve quadratic equations by square roots, factoring and quadratic formula
- 9 I can solve linear systems of equations using graphing, substitution and elimination

Science:

- 1 I can identify patterns in the Periodic Table and important properties of elements
- 2 I can balance chemical equations.
- 3 I can model subatomic particles to correctly bond atoms.
- 4 I can explain how genetic information is transmitted through reproduction by using Punnett squares

- 5 I can identify shared characteristics and individual traits in organisms.
- 6 Investigate how microscopic organisms live, grow, and affect the human body through disease and vaccination.
- 7 I can understand and evaluate human resource consumption and changes to the global climate.
- 8 I can explain and model how water is cycled through the Earth
- 9 I can create, control and conduct experiments

Social Studies:

- 1 I can identify the major Native American Indian groups of North America and describe early conflict with those who came to colonize.
- 2 I can compare European colonization in North America with that of other places in the world.
- 3 I can explain the eventual British takeover and colonization of the colonies in North America.
- 4 I can explain the causes of the Revolutionary War, and the founding of the United States, how the US expanded westward, the Jacksonian influences leading to the Civil War and the Reconstruction Period.
- 5 I can explain essential ideas of constitutional government by extensively analyzing the Constitution of the United States and explain what it means today in current events.
- 6 I can explain separation of power, delegated, reserved and concurrent powers of our government.
- 7 I can analyze the United States Constitution and the Indiana Constitution and see how they relate to each other.
- 8 I can recognize the rights and responsibilities of citizenship in the United States.
- 9 I can evaluate how geography has influenced the formation of the United States.
- 10 I can examine how federal, state and local governments are involved in the economy of the United States.
- 11 I can relate how new technology and inventions changed the way U.S. citizens viewed business.
- 12 I can examine the banking system over the history of the U.S., examine the importance of borrowing and credit and compare job skills that were needed in different eras of American history.

PROGRESSIVE CONTENT AREAS

PHYSICAL EDUCATION

Students will recognize, identify and master concepts in physical education using the following guidelines at developmentally appropriate levels from

K-8th Grade:

- Requires developmentally appropriate coordination and endurance.
- Utilizes a variety of equipment and facilities.
- Supports the development of a wide variety of motor skills.
- Enhances the physical, mental and social/emotional health of every child.
- Enhances the cognitive understanding of motor skills and fitness.
- Leads to understanding, improvement, and maintenance of physical well-being.
- Improves emerging social and cooperative skills, also considering multicultural factors.
- Promotes regular amounts of self-motivated, appropriate physical activity now and throughout life.
- Demonstrates inclusion of all students as unique image-bearers of God.

MUSIC EDUCATION

Students will recognize, identify and master concepts in music using the standards listed below at developmentally appropriate levels. These standards are applied in General Music K-8, Beginner Band, Junior High Band, and Junior High Choir.

- Sings, alone and with others, a varied repertoire of music.
- Performs on instruments, alone and with others, a varied repertoire of music.
- Improvises melodies, variations, and accompaniments.
- Composes and arranges music within specified guidelines.]
- Reads and notates music.
- Listens to, analyzes, and describes music.

- Evaluates music and music performances.
- Understands relationships between music, the other arts, and disciplines outside the arts.
- Understands music in relation to history and culture.

ART EDUCATION

Students will recognize, identify and master concepts in visual art using the following standards at developmentally appropriate levels from K-8th grade:

- Understands and applies media, techniques, and processes.
- Uses knowledge of structures and functions.
- Chooses and evaluates a range of subject, symbols, and ideas.
- Understands the visual arts in relation to history and cultures.
- Reflects on and assesses the characteristics and merits of their work and the work of others.
- Makes connections between visual arts and other disciplines.

TECHNOLOGY

Students will recognize, identify and master technological concepts and usage as stated below. In K-5th grade, technology is integrated into the teaching and learning cycle both in the classroom and in technology class.

In 6th-8th grade, technology is integrated into all aspects of the teaching and learning cycle in the classroom and technology class.

LIBRARY

The library has over 10,000 books and is utilized by all the students every week. Reading is a high priority at Highland Christian School. Students will utilize the library using the following guidelines at developmentally appropriate levels from K-8th:

- Integrates literacy standards through the curriculum.
- Engage in collaborative literature studies.

- Promote reading, literacy and learning throughout the school.
- Utilize technology for learning and teaching.
- Provide current resources that support the curriculum.
- Provide flexible access in an inviting, stimulating and conducive environment for learning.
- Promote the ethical use of research information.
- Support classroom studies in forms and sources of literature.

EXTRA-CURRICULAR

Highland Christian School offers many extra-curricular enrichment opportunities at varying developmental levels such as Math Triathlon and Math Pentathlon. Fine Arts opportunities include a yearly musical, ISSMA, and opportunities to perform and display Visual Art.

ATHLETICS

Volleyball (boys and girls, 7th-8th), Basketball (boys and girls, 6th-8th), Cross-Country, (boys and girls, 6th-8th), Track, (boys and girls, 6th-8th) Soccer, (boys and girls, 6th-8th), and Cheerleading, (6th-8th).

ENCORE CLASSES

At the Junior High level, students may choose from Student Leadership, Student Life, Engineering, Advanced Art, Creative Writing, Band and Choir as elective credits.

HCS STUDENT DRESS STANDARDS

A full statement of the purpose and guidelines of our Dress Code can be found in the Parent Student Handbook.

- Jeans without rips or tears are allowed.
- Leggings may only be worn with a dress of appropriate length.
- Dresses, skirts or similar attire must be finger-tip length.
- Shorts may be worn when weather is appropriate.
- Shirts must fully cover the upper torso.
- All clothing must have sleeves.
- Clothing with inappropriate or offensive language or images is not permitted.
- Shoes must be worn at all times. Sandals (not flip flops or crocs) are permitted in junior high only. For K-5 students sandals, flip-flops, crocs and high heels are not permitted for safety reasons.
- Heads should remain uncovered during the school day.
- Modest earrings may be worn by girls. Other piercings are not permitted for either gender.
- Students must be dressed appropriately for their age for outside recesses.
- Clothing and grooming styles that distract are not allowed. This includes unnatural hair color.
- Teacher's decision is final.



PRESCHOOL (ages 3-5)

Welcome to the Sonshine Enrichment Center!

Sonshine Enrichment Center (SEC) is the preschool program at Highland Christian School. We provide a secure, loving Christian environment where children develop spiritually, socially, emotionally, intellectually, physically, and creatively. At SEC, we believe that each child is a special and unique creation of God. We encourage each child to recognize his or her value in God and the world He created.

We offer a variety of classes based on the age of the child. The child to teacher ratio averages 9:1 for 3-year-old classrooms and 10:1 for 4-year-old classrooms. There is a lead teacher in each classroom and aide(s) to maintain the ratio.

Preschool Director: Karen van Belle

Phone: 219-838-0356 ext.104

Email: kvanbelle@highlandchristian.org

CLASS SESSIONS

3 Year Olds

Two-Day Program: Three-year old children may be enrolled in our two half-day program. This session meets on Tuesdays and Thursdays from 8:30 to 11:00 am. Students must be 3 years old by August 1st and fully toilet trained.

4/5 Year Olds

Four-year-old children may be enrolled in any of our three- or five-day programs. Students in these programs must be 4 years old by August 1st.

Three Day Programs: The three half-day session meets on Mondays, Wednesdays, and Fridays.

Half- Day Class - 8:30am to 12:00pm.

Full-Day Class - 8:30am to 3:00pm

Five Day Programs: The five-day session meets Monday through Friday.

Half-Day Class – 8:30 to 12:00

Full- Day Class – 8:30 to 3:00

Drop Off & Pick Up

Our drop-off and pick-up arrangements allow for smooth and consistent daily transitions for both parent and child. When students enter the building, various table activities are provided allowing the child to transition into the school day and adapt to the day socially. At pick up time, each child is accompanied to the vehicle to provide maximum safety. The staff and parent are able to briefly communicate important details at this time, which allows smooth transition for each child into the next part of their day.

SONSHINE ENRICHMENT CENTER CURRICULUM

Daily structure and curriculum of the day includes:

Greet & Sing

- **Concepts of the day and week are introduced on child's classroom rug.**
- **Introduction includes, but is not limited to, the letter of the week, number of the week, color of the week, and choice time activities are presented to students.**

Choice Time

- **Choice time is about a 45-minute period that allows the children to move from curriculum based stations throughout the room, monitored and taught by the teachers and aides.**
- **The stations include block area, manipulative and imaginary play area, library, science/sensory activity area, and art area.**
- **At this period in the day, self-directed options and play are encouraged.**
- **Some of the program goals can be established and practiced at this time of day through sharing, helping, acceptance of others, creative expression, verbal expression, writing, drawing, painting, building, ownership of work, scissor practice, helping with tasks, following directions, group activities, stories, manipulative toys, and games which help establish**
 - **self-esteem**
 - **self-concept**
 - **appreciation of God's world**
 - **self-expression, uniqueness and creativity**
 - **sensitivity to others**
 - **Christian love**

Circle Time

- Circle time is a time of day that we discuss calendar, weather, and recite our monthly Bible verse, sing songs geared towards the week's curriculum goals using large and small motor skills, share children's individual stories and ideas, dance, story book time, and circle group discussion and activities.
- These activities are performed on the classroom rug with teacher instruction and depending on the classroom count, at least one teacher aide.

Bible Story Time

- Bible stories, sharing, helping, listening, acceptance of others, music and verbal expression, books, following directions and group activities, children can gain experience in
 - self-esteem
 - creativity
 - uniqueness
 - self-concept
 - sense of wonder
 - social responsibility
 - large and small muscle development
 - awareness of God's world
 - Christian love

Small Group Time

- This is a directed time when students break to tables with the teachers and aides to work on activity based curriculum that is carefully planned and developmentally appropriate.
- Through writing, drawing, counting, coloring, colors, patterns, shapes, numbers, creative expression and the alphabet, children advance and mature in the week's academic concepts.
- Children again can gain experience and advance in their:
 - self-esteem
 - creativity and uniqueness
 - sense of wonder and appreciation of God's world
 - self-concept
 - listening skills
 - ability to follow directions

Snack Time

All snacks are carefully planned. Consideration is always given to allergies and food sensitivities. The goal of the snack is not only to be healthy and fun, but is also geared toward the week's curriculum based on shape, color of the snack, or what the snack starts with to correlate with the letter of the week.

- Before snack every day, we pray. We acknowledge the blessings the Lord has provided to us, and remain thankful for His love.
- During snack time, teaching opportunities include: following directions, independent participation, and appreciation of God's world.

Work Time

- This is a time when students work on a concept/theme related project for hands-on learning.
- Teachers target the process of learning rather than the product produced.
- Many STEM activities are included during this time.

Recess

- Students have a choice to participate in various activities provided by the teachers and aides. Recess activities address:
 - large and small muscle development
 - creativity and uniqueness
 - social responsibility
 - sense of wonder and appreciation of God's world
 - self-esteem
 - self-concept
- If weather does not permit us to go outside, we provide indoor activities that allow the children to practice their fine and large motor skills through indoor play.

ADMISSIONS PROCESS

Our application and enrollment processes are completed online. If you have questions or need assistance during the course of your application, please contact our Admissions Team at 219.838.0356. To begin your process, navigate to: www.highlandchristian.org/admissions

To Register for Preschool:

- ☐ Complete the online Registration form
- ☐ Complete the online Parent Assessment form
- ☐ Submit a copy of your child's current Immunization Record.
- ☐ Accept the electronic enrollment contract and pay the \$40 registration fee

To Apply for Enrollment in our K-8 Program:

- ☐ Complete the online Application form and pay the \$365 application fee.
- ☐ If your child is entering Kindergarten, register them for a Kindergarten Readiness Day appointment.
- ☐ Once your application has been processed, log back in to OnCampus. Submit the following supporting documents:
 - (3) Recommendations:
Pastoral, School Administrator, and Teacher
 - 1-year of Report Cards from current school
 - Current Year Nationally-normed Test results
- ☐ Complete the online Financial Commitment Pre-qualification form
- ☐ Complete Academic Testing & Meet with the Principal
- ☐ Complete your Family Interview.

To Complete Your Enrollment Process:

Upon acceptance, you will be invited to enroll your child(ren). To complete your child's enrollment, submit the following documents:

- ☐ Sign your enrollment contract & request scholarship appointment
- ☐ Copy of Immunization Record
- ☐ Medical Authorization
- ☐ Copy of Birth Certificate
- ☐ Physical Exam & Vision Exam (Kindergarten Only) 4th Grade