*Creating A Covenant Christian Community Of Education*

# SPOKANE CLASSICAL CHRISTIAN SCHOOL

## Affordable, Excellent, Gospel Centered Education

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*"Educational Worldview Matters"*

*"I urge you therefore brothers in view of God's mercy to*
*Offer your bodies as living sacrifices, holy and pleasing to God – which is your spiritual worship.*
*Do not conform any longer to the pattern of this world*
*Instead, be transformed by the renewing of your mind.*
*Then you will be able to test and approve what God's will is*
*His good, pleasing, and perfect will." – Romans 12:1–2*

"*All Education is Discipleship –the Question is, Toward What?"*

# This Packet Is Our Attempt to Communicate the Following:

*"Christian child rearing and education*
*is a discipleship process designed by God to raise up*
*children in Him. The foundation takes*
*18 years of faithful dedication."*
*–Andrew Henry*

*"Education is not a subject, nor does it deal in subjects.*
*It is instead a transfer of a way of life."*
*–G. K. Chesterton*

*"We do academics very well at SCCS,*
*but, if your main goal is academics, then this is probably not*
*the school for you. What is Christian discipleship and Christian education?*
*It is not primarily rational and academic.*
*It is teaching and training a life to be dedicated and submitted*
*to the Lordship of Jesus Christ. We were created to*
*glorify God by enjoying Him forever. If your chief goal is this,*
*then SCCS may be the school for you."*
*–Brent Harken*

*"Raise up a child in the way he should go; even*
*when heis old he will not depart from it."*
*–Proverbs 22:6*

# WHAT IS SPOKANE CLASSICAL?

Affordable, Excellent, Gospel Centered Education

A Gospel Centered Education

Academic Excellence

Christian Discipleship

The Historic Classical Model

Sportsmanship and Athletics

Music and Singing

Scriptural Understanding and Application

Core Curricula of the Historic Humanities

Affordable

A Nurturing and Mentoring Professional Staff

Science, Math and Linguistics

The Arts and Aesthetics

Developing Character, Integrity, and Maturity

A Loving, Challenging, Cultivating Environment

*and… Grace, Peace and Joy in Christ*

# SPOKANE CLASSICAL CHRISTIAN SCHOOL

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To whom it may concern, greetings in Christ,

This series of documents is intended to introduce you to Spokane Classical Christian School and its distinctly Christian vision and mission for education. Spokane Classical Christian School was created to meet the growing need of families seeking an exceptional, affordable, gospel-centered, classical Christian education.

Our desire is to create a community of faith and learning that keeps educational discipleship in balance supporting the local church and the family in raising up the next generation.

Spokane Classical Christian School desires to meet the following educational needs:

- Create harmony between home, church, discipleship, and academics.
- Develop character and integrity in an increasingly difficult modern secular culture.
- Partner with parents to effectively equip and prepare children to be faithful.
- Develop in students a sound Biblical aptitude enabling them to take every thought captive to the obedience of Christ.
- Promote a liturgy of life that is pleasing to the Lord.
- Raise up students who are able to faithfully contend in a crumbling culture.
- Facilitate maturity and leadership in whatever calling the Lord has for them.
- Make a quality private Christian education affordable.

Spokane Classical Christian School provides a full K–12$^{th}$ grade school program. We ask that you prayerfully consider if Spokane Classical Christian Ministries is a good fit for you and your family. The following document will provide you with a more complete understanding of our ideals, goals, mission and vision. Please read it carefully to see if we are the type of school you would be pleased to attend.

Blessings in Christ,

Brent Harken
Head of Spokane Classical Christian School

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# One Calling

## *"That We Might Be To The Praise Of His Glory"*

## Ephesians 1:3-14

Blessed be the God and Father of our Lord Jesus Christ,
Who has blessed us in Christ with every spiritual blessing in the heavenly places,
**Even as he chose us in him before the foundation of the world,**
**That we should be holy and blameless before him.**

In love he predestined us
For adoption to himself as sons through Jesus Christ,
According to the purpose of his will,
**With which he has blessed us in the Beloved**.
**To the praise of his glorious grace,**

In him we have redemption through his blood,
The forgiveness of our trespasses,
According to the riches of his grace,
Which He lavished upon us, in all wisdom and insight
Making known to us the mystery of his will,
According to his purpose, which he set forth in Christ
As a plan for the fullness of time,
**To unite all things in him, things in heaven and things on earth**.

In him we have obtained an inheritance,
Having been predestined according to His purpose
Who works all things according to the counsel of his will,
**So that we who hope in Christ**
**Might be to the praise of his glory.**

In him you also, when you heard the word of truth, the gospel of your salvation,
And believed in him,
**Were sealed with the promised Holy Spirit,**
**Who is the guarantee of our inheritance until we acquire possession of it,**
**To the praise of his glory."**

SPOKANE CLASSICAL CHRISTIAN SCHOOL

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# Two Goals

## *"Educational Effectiveness & Spiritual Transformation"*

## 2 Peter 1:1-11

"By the Righteousness of Our God and Savior Jesus Christ

May Grace and Peace Be Multiplied to You in the Knowledge of God and of Jesus Our Lord.

His Divine Power has granted to us all things that pertain to Life and Godliness,
Through the Knowledge of Him who called us to His own Glory and Excellence,
By which He has granted to us His Precious and Very Great Promises, that
Through them you may become partakers of the Divine Nature,
Having escaped from the corruption that is in the world because of sinful desire.

For this very reason, ***make every effort*** to supplement your Faith with,

Moral excellence,
Knowledge,
Self-control,
Steadfastness,
Godliness,
Brotherly kindness,
Love.

For if these qualities are yours
And are increasing,
They keep you from being ineffective or unfruitful in the knowledge of our Lord.

For whoever lacks these qualities is so nearsighted that he is blind,
Having forgotten that he was cleansed from his former sins.

Therefore, brothers, be all the more diligent to confirm your calling and election,
For if you practice these qualities you will never fall.
For in this way there will be richly provided for you an entrance into the eternal kingdom of our Lord and Savior Jesus Christ."

SPOKANE CLASSICAL CHRISTIAN MINISTRY

Affordable, Excellent, Gospel Centered Education

# Three Primary Principles
# "Arx Axiom"

## The Great Commission, Covenant Christian Community & Effective Discipleship

Every educational institution has its Arx Axiom – or *"Fortress of First Principles"*. Spokane Classical Christian School is committed the following Arx Axiom: The "Great Commission", "Covenant Christian Community" and "Effective Discipleship" (Effective discipleship is best accomplished through a threefold combination of the local church, family and school). These lay the foundation of *Spokane Classical Christian Ministry"*. We are committed to grow, serve and support the students, families and churches within the greater Spokane area.

1. "The Great Commission"
   Christian Education: *"Go, make students… and teach them to obey everything I have commanded you."* This commission drives our commitment to education and to assure that our education is affordable, regardless of economic status.

2. "Covenant Christian Community"
   Partnering and Support: *"That the whole body of Christ may be built up together."* We desire to provide a high quality educational opportunity serving the Body of Christ. We all need community effort and support to reach our potential in Christ.

3. "Effective Discipleship" –The Church, Family and School"
   The work of the Word of God and the Holy Spirit are integral to faithfulness. These are the primary means by which God works to accomplish repentance, redemption and sanctification. The Word of God and the Holy Spirit work through the local Church, the Family, and an Educational/discipleship system. Each of these work in and work out the gospel in our lives.

The Early Church was committed to the above three "Fortress of First Principles" or "Arx Axiom". They understood the command to disciple or teach found within the Great Commission. They were committed to Covenant Christian Community knowing our need to gather, worship, break bread and support each other in our sojourning on this earth. And they knew that education, to be effective toward knowing and loving God, must be conducted within a Christian context. They did not separate "Community, Church, Family and Education *from Discipleship"*, as we do in Modern Times. They viewed "*All of it as Discipleship"!* Jan Amos Commenius, considered the greatest Christian educational authority over the last 400 years, stated that all children that have been "Dedicated to the Lord", must receive a thoroughly Christian Education from infancy through adulthood. In other words, the charge of the Great Commission, as well as Paul's admonition in Romans 12:1-2 is to life long discipleship and sanctification. It is transformation. An education in the Lord is to focus on transformation. G. K. Chesterton summed this up well.

*"Education is not a subject, nor does it deal in subjects. It is instead a transfer of a way of life." –G. K. Chesterton*

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# Five Core Distinctives

## "Creating a Complete & Balanced Education"

### 1. Effective Educational Discipleship

- We not only teach students, but we mentor and build them up to maturity. We help complete their formative training so that they go forth faithfully into their work, service, and calling.
- We make every effort to help increase and supplement their faith with the qualities that lead to an effective and fruitful life in the Lord —these qualities are the following: Moral Excellence, Knowledge, Self-control, Steadfastness, Godliness, Brotherly Kindness, and Love.
- We work to develop in students an advanced Biblical aptitude which enables them see the world clearly through the lens of God's Word and to take every thought captive to the obedience of Christ —this is what it means to have a Biblical worldview and to be raised in the instruction of the Lord.

### 2. Historic Christian Education

- We adhere to the Biblical three-stage process of training in education identified in the Book of Proverbs, which is the development of knowledge, understanding, and wisdom. God designed this process to yield strong character, good habits, academic proficiency, and faithfulness.
- We emphasize the Historic Christian and Liberal Arts Core Curricula: **Humanities** —*Grammar, Logic, Rhetoric, Theology, Moral Philosophy & Law;* **Natural Philosophy** —*God's Created Order & the Sciences;* **The Arts** —*Music, Fine Arts, & Aesthetics;* **Physical Education** —*Sports, Games, Recreation, & Athletics*.

### 3. Commitment to Make Christian Education Affordable

- We are committed to Christ's Great Commission: "Go, make students… and teach them" —this leads us to assure that Spokane Classical Christian School is affordable to families committed to living out the gospel.
- We offer three ways to assure "Affordability": 1.) Low Tuition; 2.) A 10% Family Income Cap after the first Child; 3.) A Limited Scholarship Program.

### 4. The 4 Day Model —Maintaining balance between the family, Church and school

- We utilize a 4 Day Model which provides an organized, high quality academic program blending the advantages of the 5 Day Academy and Home Schooling
- The 4 Day Model maintains an appropriate balance between the family, church, and school, resulting in a wholesome, sweet-spirited, and grace filled culture.
- The 4 Day Model accommodates parental prerogatives and priorities as well as protects the Lord's Day, enabling families to maintain margin and rest.

### 5. Academic Excellence in a Nurturing Environment

- We promote academic excellence in each student, yet we view every student as important, integral, and significant —made in God's image, uniquely gifted with talents to be cultivated —*"All Students Matter!"*
- We focus on expanding and maximizing each student's potential and are committed to an educational process that challenges each student, but emphasizes the development of tools, arts, proficiency, and skills. Our grading reflects diligence, perseverance, and effort, as well as the attainment of knowledge and mastery.

# Alignment & Aspirations

"Families Seeking Enrollment Should Be Desirous Of The Following"

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## Are the Following Your Desires?

- **A Hunger and Thirst for Righteousness –Seeking Christ:**
  - –"The beginning of wisdom is this: Get wisdom, and though it cost you all that you have, get understanding." –Proverbs 4:7

- **Devotion and Obedience to the Word of God:**
  - –Trusting the Infallibility and Authority of God's Word
  - –Dedication to Studying God's Word
  - –Living Under the Authority of God's Word

- **Attentiveness to the Holy Spirit:**
  - –Committed to Pray: Seeking the Lord's comfort, guidance and direction
  - –Walking by the Spirit: You are a new creation if the Spirit of God dwells in you
  - –Attentive to the Spirit: Since you are led by the Spirit, keep in step with the Spirit

- **Commitment to the Local Church and Loving the Body of Christ:**
  - –Commitment to Weekly Sunday Worship with the Body of Christ
  - –Accountability to the Body of Christ
  - –Active Service within a Local Church

- **Having a Heart for the Lost and Missions:**
  - –Serving at the church in a myriad of ways as a family
  - –Seeking service and missions opportunities both near and far such as serving meals to the homeless, assisting in March for Life, or simple works of mercy in the neighborhood

- **Orderliness and Noble Protocols in the Home:**
  - –Orderliness: patterns of order, responsibility and cleanliness (chores, making the bed etc.)
  - –Structured Times: bed times, rising times, meal times, work times, quiet times, play times, etc.
  - –Noble Protocols: keeping rooms clean, all remain at meals, do the dishes together, etc.

- **Intentionality in Rearing Godly Children**
  - –A sacrificial dedication to raise children "In the Paideia of God"
  - –Avoiding consumerism and worldliness in its various forms

- **Commitment to Christian Discipleship in Education Through the 12th Grade:**
  - –Christian child rearing and education is a discipleship process designed by God to raise up children in Him. The foundation takes 18 years of faithful dedication.
  - –A dedication to weekday Christian Discipleship and Education by the means of either Home Schooling, Christian schooling or Classical Christian Schooling through 12th grade.

# Understandings & Expectations

## "Families Seeking Enrollment Must Be In Agreement With The Following"

Thorough training and discipleship through the 12th grade is the most strategic time in preparing children to walk faithfully in the world. When young, children are molded into patterns that continue throughout their life. Deliberate, vigilant training and attention by the parents is critical in discharging their duty to rear up children in the paideia of God.

*"Look carefully then how you walk, not as unwise but as wise, making the best use of the time, because the days are evil. Therefore do not be foolish, but understand what the will of the Lord is." –Ephesians 5:2, 15-17*

*"Time is more valuable to young people than to any others. They should not lose an hour in forming their taste, their manners and their minds; for whatever they are to a certain degree at eighteen, they will be in greater and lesser degree all the rest of their lives."* –John Mason

Students' behaviors reveal many things about their upbringing. Parents have a very difficult job in training them and raising them to love the lord their God, submitting to His gracious commands. Therefore, it is important to grasp the import of what the Lord says regarding humanity and children. Without a proper understanding of the complexity of children, it is difficult to know what faithful child rearing looks like. It will surely result in compromised strategies with potentially eternal consequences. These principles and truths provide the necessary understandings to approach child rearing, situations, sin, the need of the Lord's regeneration, training, molding, discipline, love and raising "in paideia the Lord".

## Principles and Truths That Should Shape Our Child Rearing Decisions

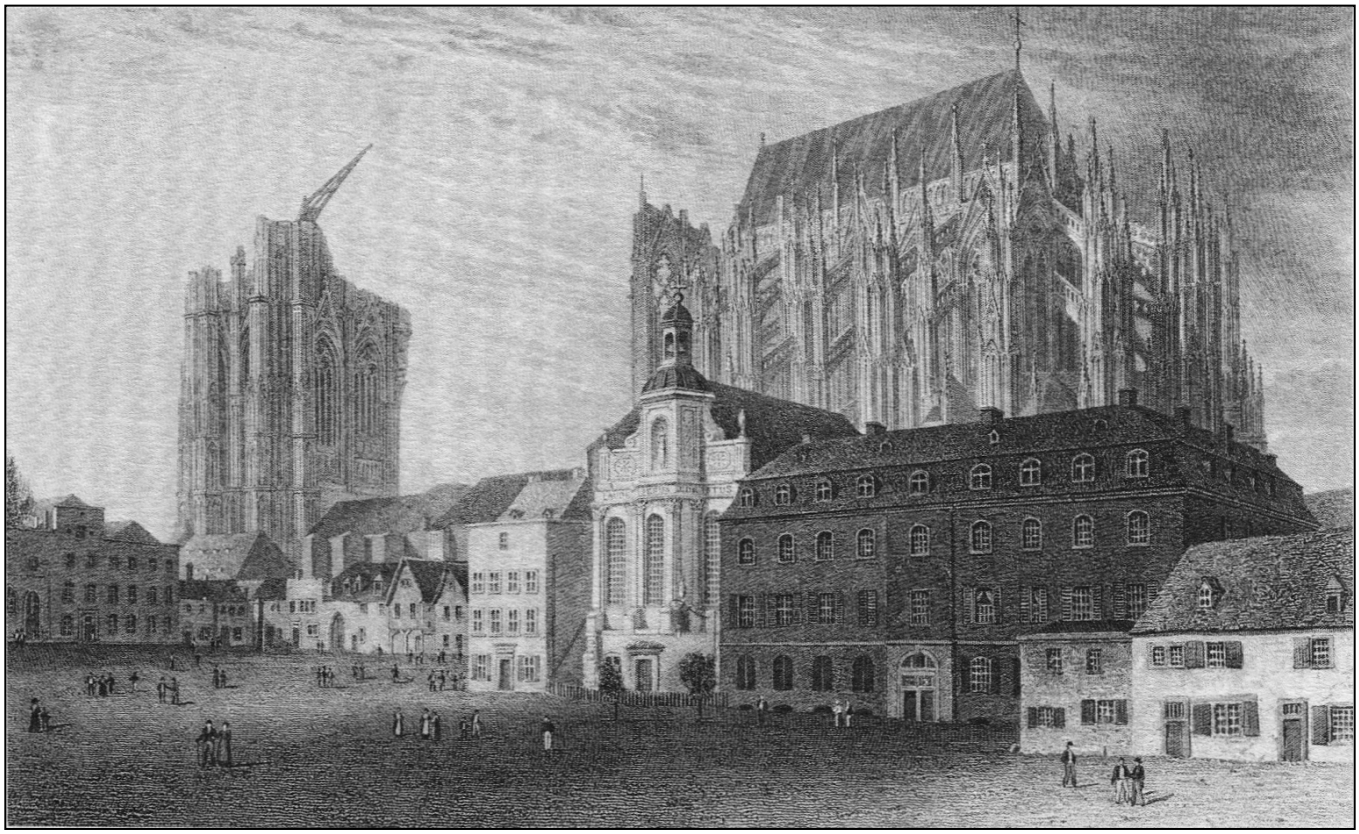
- Students show daily that they are fallen, born in sin and are plagued with selfishness and envy (Rom. 3:10, James 3:16).
- Children must be trained to submit to authority (Pr. 22:6, Eph. 6:1, Col. 3:20).
- The heart is desperately wicked and fallen (Jer. 17:9). Emotions and feelings flow from the heart and are part of fallen humanity and are in need of constant renewal (Rom. 1:21).
- Children's issues are affected and facilitated by parents. Sins of the fathers show up in their children, and children imitate both their good dispositions and sins. In other words, they mirror parents in many ways (Ex. 20:5, 34:7).
- Children can obey right away with a good attitude in spite of their fallenness. (Pr. 10:17). No discipline is pleasant, but painful, later on however, it produces a harvest of righteousness and peace for those trained by it (Heb. 12:11).
- Foolishness is bound up in the heart of a child and the rod of correction will drive it far from him (Prov. 13:24, 22:15).
- Allowing a child to go in the way he desires will confirm him in unrighteousness. Children will choose many unwise and destructive paths if given the opportunity. Invariably they will one day have nearly unlimited choices and these will be framed by how they are trained. In other words, godliness requires training (Prov. 22:6, 1 Tim. 4:7,8)
- Disobedience happens in subtle and overt ways. Parents must be vigilant in not allowing disobedience to happen without a quick response and correction (Pr. 5:12, 23, 12:1, 15:10, Eph. 6:1-3).
- Expecting chores: ie vacuuming, making their bed, doing dishes, setting the table, cleaning the garage, raking leaves, pulling weeds etc. should be expected and constant to develop a selfless, servant's heart (Pr. 13:4, Rom. 12:1-21).
- Allowing failure and natural consequences is wise while the results are primarily inconsequential (Pr. 6:23, Heb. 12:11).

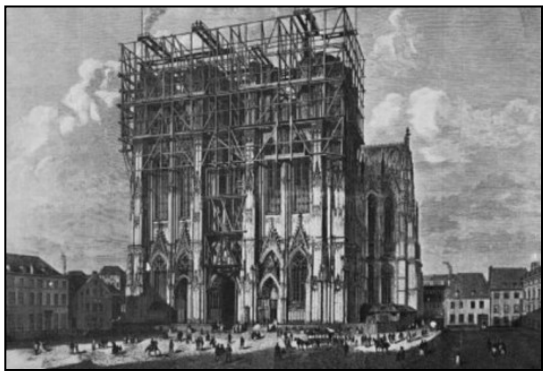
## Attributes Yielding Good Fruit at SCCS

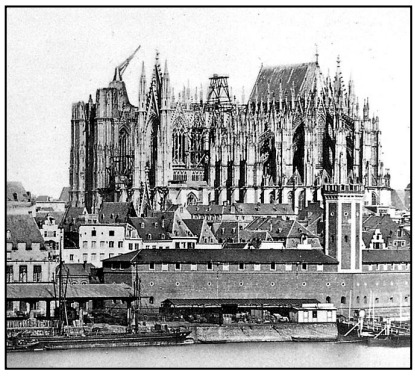
| Parents | Students |
|---|---|
| ✓ Trust and support | ✓ Respect toward adults |
| ✓ Prayer, thankfulness and gratitude toward teachers | ✓ Willingness to submit to authority, standards and rules |
| ✓ A heart willing to serve and help | ✓ Attentiveness and engagement in the classroom |
| ✓ Vigilance in oversight of homework | ✓ Diligence in homework |
| ✓ Positive communication in speech, texts, emails etc. | ✓ Honesty, forthrightness and a servant's heart |
| ✓ Avoiding all forms of murmuring and gossip | ✓ Limited involvement with social media |
| ✓ Vigilant dedication to discipline and discipleship | ✓ Thankfulness, appreciation and gratitude |

# The Building of the Koln Cathedral

"They Realized They Were Creating Something That Would Live Beyond Them"







One of the marvels of the Middle Ages was the construction of great cathedrals. They desired to leave a lasting legacy.

They desired to leave a lasting testament to future generations of their commitment to the glory of God.
By building the cathedral, they were serving future generations that would never know their names.
The cathedral was their full acknowledgement of the fact that this world is the Lord Jesus'.
They were willing to sacrifice and give of their money, time, energy and their lives.

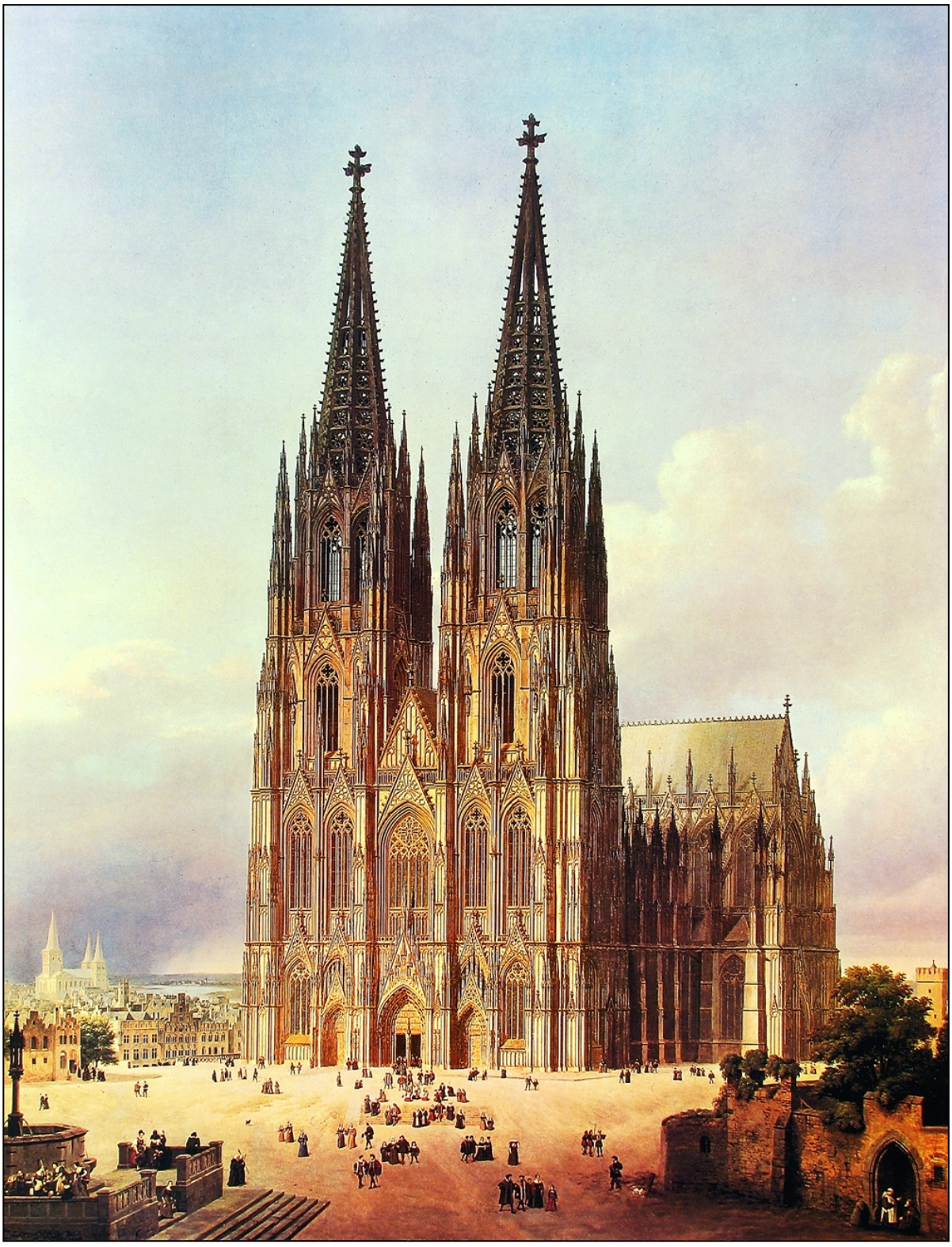
Do we today truly realize that God has called us to something that will live forever?

*"Did he not make husband and wife to be one, with a portion of the Spirit in their union?*
*And what was God seeking? –Godly offspring!"* –Malachi 2:15

*"Raise children in the Paideia of God."* –Eph. 6:4

# Commitment, Dedication, Vision & Legacy

"Building Children Is Really Not That Much Different"



The Koln Cathedral, begun in 1248 AD was completed
632 years later in 1880. It was the tallest structure in the World.

# Child Rearing Is Like Ship Building

## "The Great Ships of the Past Required Wise, Careful Construction"

*"To reach the port of Heaven, we must sail sometimes with the wind and sometimes against it –but we must sail, and not drift or be at anchor"* –Oliver Wendell Holmes

Raising children is like building a ship that must one day be put out to sea. It begins with a plan or we might say a design. Next comes a myriad of choices that must be prudent and wise. We all must admit that not all plans are sound, nor all choices prudent and wise. Poor planning and or execution can be devastating leading to heartache and loss. Be assured that the storms of life will test the mettle of us all, and we will, "reap what we have sowed".

Some well meaning Christians have suggested that children, while being formed and trained, should be witnesses to the secular world and set to sail while in Junior High or high school. Statistically this has proved tragic to many, as roughly 75% of these experiments don't work out. Training and discipling children is a very deliberate undertaking that requires a strategic, well thought out plan based on the infallible Word of God. There is an often misunderstood verse that speaks to the formation of a life and worldview, "Train up a child in the way, and he will continue steadfast in it even when he is old." –Prov. 22:6. This verse simply means children will turn out as they have been trained. Note, it does not say that it will turn out as we intended or planned.

# An Educational Lesson

"How We Educate Matters. Much is Dependent Upon It"

## War Ship "Vasa"

### August 1628 AD

All Were Hopeful. That This Ship Would Lead Sweden To Naval Supremacy!

The Plan Was Detailed.

Preparation Seemed Sound.

Anticipation Was High.

The Construction Was the Finest of the Day.

Yet, all their best intentions would soon come to naught!

# A Tragic Educational Lesson

"Education is preparation –it is training, shaping, and molding a life to be lived to the fullness and glory of God" –Andrew Henry

"The Best of Intentions Can Come to Naught"

The plan seemed sound, but it had a strategic flaw –the ship lacked the necessary ballast. Ballast is the anchoring weight that is settled in the bottom of the ship to provide stability. Ballast could be compared to the foundation of a building –everything depends upon it. The Vasa went out on its maiden voyage and after a few minutes the cannons fired to the applause of the crowd. Suddenly, the cheers were replaced by horror and awe –the ship began to tip and keel over. Within minutes the Vasa disappeared to the depths of the harbor! Sadly, this has an unfortunate parallel as many well-intended Christians leave education and enculturation in the hands of secular educators and popular culture. These have tremendous gravitational force and pull that can quickly and easily erode the Christian ballast of the child's life.

## What Constitutes Christian Ballast? –The *"Paideia"* of God!

Paideia is the overall culture that one is immersed in.
Paideia constitutes every facet of life and discipleship.
Paideia is all aspects of an education.
Paideia creates **the ballast of ones worldview**!
"Fathers raise them in the *'Paideia'* of the Lord*"* –*Eph. 6:4*

A thorough **Christian *Paideia* is "a Gospel-centered Church, Home and Education"** working in harmony toward training, shaping, molding and equipping a life to be lived to the fullness and glory of God. This provides the very solid Gospel foundation and ballast.

*"Train up a child in the way, and he will continue steadfastin it even when he is old"* –Prov.22:6

# What Is the "Paideia" of God?

*"Fathers do not harden your children; Instead nourish them in the 'Paideia' of the Lord"* – Ephesians 6:4

**What is Paideia?**

In the culture of ancient Greece, the term *Paideia* (Greek: παιδεία) referred to the rearing and education of the ideal member of the polis. It incorporated both practical, subject-based schooling and a focus upon the socialization of individuals within the aristocratic order of the polis, as well as intellectual, moral and physical refinement. The practical aspects of this education included subjects subsumed under the modern designation of the *Liberal Arts: Grammar, Logic, Rhetoric, Mathematics, Music, Moral Philosophy* and *Astronomy*, as well as *Medicine and Athletics*.

An ideal and successful member of the polis would possess *intellectual, moral,* and *physical refinement*, so training in *Athletics* (gymnastics and wrestling) was valued for its effect on the body alongside the *Moral Education* which the Greeks believed was imparted by the study of *music*, *poetry,* and *philosophy* (wisdom). This approach to the rearing of a well-rounded citizen was common to the Greek-speaking world.

The Greeks considered *Paideia* to be carried out by the aristocratic class, who were said to have intellectualized their culture and ideas. The culture and the youth are then "moulded" to the ideal of *kalos kagathos*, "beautiful and good". This idea is similar to that of the medieval knights, their culture, and the English concept of the gentleman. Greek Paideia is the idea of perfection and of excellence.

**What is the Paideia of God or *"Gospel Paideia"*?**

Paul, who was classically educated, clearly knew this Greek understanding of *Paideia.*

*In Ephesians he stated a clear charge to fathers and the Church that their education, discipleship, and upbringing must be radically different than that of the accepted educational norm – "Fathers do not harden your children; Instead nourish them in the 'Paideia' of the Lord" – Ephesians 6:4*

In Ephesians, Paul commands Christians to provide a thoroughly Christian, full and complete education in the Lord. He does this by identifying these two distinct and antithetical educational paradigms. It is stated as a positive charge to "raise up" children with a particular type of education – a *Paideia of the Lord* education. The opposite of this is a hardening, which is the absence of the *Paideia of the Lord.*

These paradigms are expressed in many places throughout the Scriptures. It is woven into the teachings from Genesis to the Psalms, in Isaiah, the Gospels, and the Epistles. Anywhere God is describing His ways, teachings, commands, precepts, instructions, exhortations, illustrations, psalms, proverbs, prophesies, parables, dictates, histories… He is demanding that His people think and behave differently. Romans 12:2 expresses it in the following way,

*"Do not be conformed to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is, His good, pleasing and perfect will."* – Romans 12:2

Romans 12, begins with the negative charge to, "not be conformed to the pattern of this world" which can be stated as *Secular Discipleship* and looks like the culture of the world. Instead, he calls for *Paideia Discipleship – "by the renewing of your mind"*. Paul is asking believers to utilize a process that will counter the world's patterns. When kids are in their late teens and early twenties it becomes clear which of these two has taken root. All education is discipleship – the question is toward what? All education is within a moral, religious, and ethical context based on a moral philosophy, or what we call a *worldview*. The Scriptures state that Christians are to provide this training and education, in the *Paideia* of the Lord.

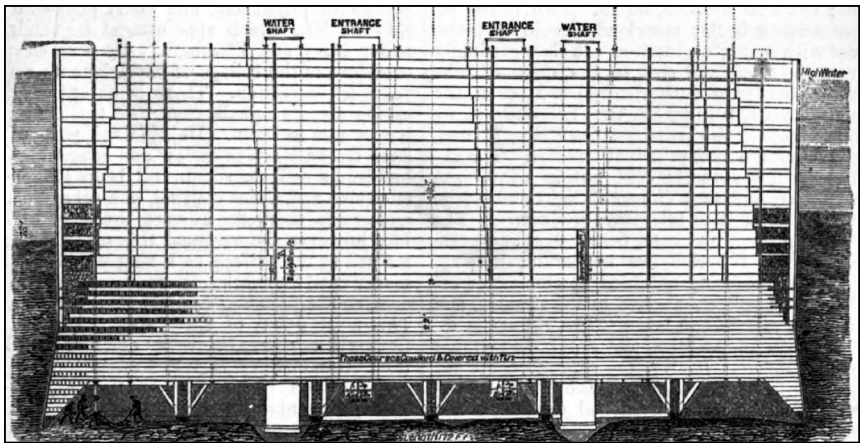
*"All Education is Discipleship –the Question is Toward What?"*

# Paideia and Foundations for a Lifetime

*"Train up a child in the way he would go;*
*Even when he is old he will not depart from it"* –Proverbs 22:6

## The Brooklyn Bridge

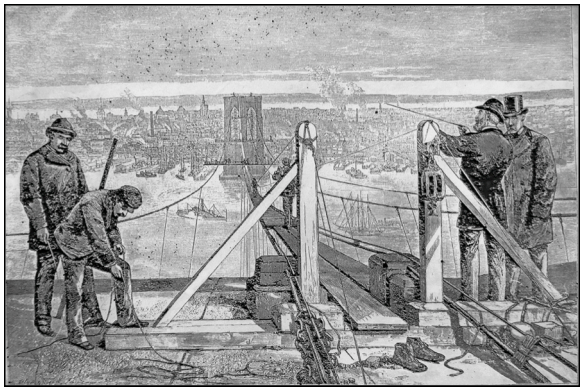
The plan for the bridge that would connect Manhattan with Brooklyn was an ambitions undertaking. This project preceded the architectural revolution that would occur with the advent of steel construction. Instead they would construct the towers of the bridge with cement anchored to bedrock far below the water's surface. This was no simple undertaking. It required wisdom, patience, and painstaking labor! This was accomplished by the use of huge caissons. A caisson is a large watertight chamber, open at the bottom from which the water is kept out by air pressure and in which construction work may be carried out under water. Cement would be poured block by block in the caisson. When completed there was more material underwater than that visible to the eye!




Parents are laying such a foundation during the roughly 18 years of life and during the child's educational years. The question is weather that foundation is built upon rock or upon sand? "Train up a child in the way he would go. Even when he is old he will not depart from it" –Proverbs 22:6. The Hebrew word for "Train" used in Proverbs 22:6 means, "to make ruts". In other words, create such deep grooves that one stays in them amidst adversity, storms, heartache, trials and the ebbs and flows of life. Paideia creates a foundation that is to be built upon. Jesus tells the following parable that illustrates this,

> "Every one then who hears these words of mine and does them will be like a wise man who built his house upon the rock; and the rain fell, and the floods came, and the winds blew and beat upon that house, but it did not fall, because it had been founded on the rock. And every one who hears these words of mine and does not do them will be like a foolish man who built his house upon the sand; and the rain fell, and the floods came, and the winds blew and beat against that house, and it fell; and great was the fall of it." —Matthew 7:24-27

What Proverbs 22:6 states in "train", Jesus describes as being "founded on the rock". Jesus goes on to state that this means "hearing his words and doing them". Hearing does not mean being in a place where words are spoken; it means taking them in, or "knowing".



### Knowing and Doing

Knowing and doing are interconnected concepts in the Greek. If you know something you act in accord with that knowledge. If one doesn't act or do, then they really didn't know it. The action of deliberate building upon the rock requires sacrifice, a lifestyle, and choices committed to Christ. It is "raising them up in the 'paideia' of God."

"Effective Educational Discipleship"

# Commitment, Dedication and Sacrifice

## "To the Paideia of God, From the Paideia of God"

*"There is no greater joy than to see that my children walk in truth."* –3 John 4

The glory in a job well done –when completed the Brooklyn Bridge was the tallest building in the United States!

"And now listen to the statutes and the rules that I am teaching you, and do them, that you may live. You shall not add to the word that I command you, nor take from it, that you may keep the commandments of the Lord your God that I command you. Keep them and do them, for that will be your wisdom and your understanding in the sight of the peoples, who, when they hear all these statutes, will say, 'Surely this great nation is a wise and understanding people.' Only take care, and keep your soul diligently, lest you forget the things that your eyes have seen, and lest they depart from your heart all the days of your life. Make them known to your children and your children's children." Deuteronomy 4:1-2, 6, 9

"You shall teach God's commands diligently to your children, and talk of them when you sit in your house, when you walk by the way, when you lie down, and when you rise." –Deuteronomy 6:7

"You must walk in a manner worthy of the of the Lord, being fully pleasing to Him: bearing fruit in every good work and increasing in the knowledge of God." –Colossians 1:10

"And teach them to obey everything that I commanded have you." –Matthew 28:20

"For faith comes by hearing, and hearing the Word of God." – Romans 10:17

"Command your children and your household after you to keep the way of the Lord by doing righteousness and justice." –Genesis 18:19

"Sanctify them in the Truth, your Word is Truth." –John 17:17

"If you love me, keep my commandments." –John 14:15

"And train them to be godly." –1 Timothy 4:7

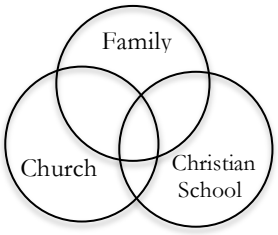
# Culture and Spheres of Influence

## Leading to Discipleship or Secularization?

*"Fathers do not allow your children to be hardened;*
*Instead nourish them in the 'Paideia' of the Lord"* – Ephesians 6:4

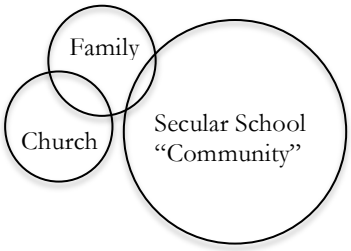
Anything that shapes us falls under the Greek term, "Paideia", which could be termed "Enculturation" or "Education". There are three primary spheres of influence that do most of the shaping, training, educating and molding in a given culture. These are the Family, the Dominant Culture, and Education. The effect and power each of these has on an individual varies significantly depending on a myriad of circumstances, influences, decisions and situations. Nonetheless, these three elements provide the primary "worldview educating". Coupled with these three influences, is the potential work of the Holy Spirit, the Scriptures, singing, and prayer. The opposite tension to these positive influences is sin with its destructive effects. Many believe that the secular school's influence can be mitigated by the work of the family and the church. Unfortunately, this is usually not the case. A school is a very strong culture/community where a subtle and pervasive curriculum pervades the halls and governmental influences, social influences, and worldview influences have a greater and greater effect the longer a students is in it. All these pressures lead to many students being compromised. Is there a better option? We are called on by the Scriptures to raise up our children, "in the *Paideia* of the Lord" –Ephesians 6:4.

Raising and Educating in the Paideia of God




**"Worldview Harmony"**
Home, Christian School & Church
"A Mutually Supporting Covenant Christian Community, strengthened by a threefold training and equipping of Christians to be faithful servants and leaders"

Raising and educating in a Christian/Secular Paideia




**"Worldview Tension"**
Home, Secular School & Church
"The 'secular culture' and 'secular worldview' tend to become the dominant and pervasive influence in the Jr. High and High School years. Many times the family and the Church suffer"

Raising and educating in a Secular Paideia

**"Reinforced Secular Worldview"**
Home, School & Community
Secular Humanistic
Culture Pervades Everything
Schools Promote Secular Ideological Agendas

"Behold, children are a heritage of the Lord" –Psalm 127:3

"Time is more valuable to young people than to any others. They should not lose an hour in forming their taste, their manners and their minds; for whatever they are to a certain degree at eighteen, they will be in greater and lesser degree all the rest of their lives." –John Mason

"I advise no one to place his child where the Scriptures do not reign paramount. Every institution in which men are not increasingly occupied with the Word of God must become corrupt… I am much afraid that schools will prove to be the great gates of hell unless they diligently labor in explaining the Holy Scriptures, engraving them in the hearts of youth." –Martin Luther

*"All Education is Discipleship –the Question is Toward What?"*

# The 4-Day Classical Christian Model

"Maintaining Balance Between the Family, Church and School

**The Church**

The Church was the first institution created by God. God created Adam to have fellowship with Him and to enjoy a nurturing relationship with God. The Church is charged with equipping believers to live a life faithful to the Lord. The work of the Church is to shepherd families and to have oversight of their souls. They are charged with the responsibility to oversee, encourage, challenge and serve families.

**The Family**

The family is designed to reflect the Lord's relationship to the Church. The family is granted the primary responsibility of raising children to be faithful to the Lord. God created the relationship of husband and wife to raise them in the Paideia of the Lord.

**Christian Education**

Christian education is a command. This is very clear in both the Old and New Testament. How education is to be conducted is put in the hands of the family and the Church. Quality Christian education is based on providing the following:

1. Significant time educating.
2. Necessary worldview & expertise.

Christian education began with Israel's formation in 1400 BC when God required the Levites to provide education. This continued with other forms of education throughout history such with the Schools of the Prophets, the Synagogues, the Palace School, Common Life Schools, and Classical Christian Schools.

"Creating a beautiful harmony of discipleship"

"Maintaining Balance Between the Family, Church and School"

# We Are Called To Educate In The Lord

"Gather the people to me, that I may let them hear my words,
so that they may learn to fear me all the days that they live on the earth,
and that they may teach their children so." –Deuteronomy 4:10

# Three Great Models of Christian Education

| The Traditional Home School | The Classical Christian Academy Model | The Classical Christian 4-Day School |
|---|---|---|
| | | |
| Education in a Family or Domestic Setting | The Traditional 5-Day a Week Model | Blended or University 4-Day Model |

## The Traditional Home School:

- The ability for parents to actively monitor the cultural influences on their child
- A familial, nurturing and intimate setting for education
- The ability to tailor the education to the frame of each child
- A challenge can be that it is hard to maintain quality in education for the older student

## The Academy School or 5-Day School:

- The effective use of the division of labor to provide a uniform, high quality education
- The Academy's ability to shape the culture and education of students (40 hours per week)
- Can provide more extensive extra curricular activities than most Home Schools
- Concerns center on the high cost and its tendency to dominate the life and culture of a child at the expense of family and Church

## What If You Could Blend the Best of Both Worlds?

"Maintaining Balance Between the Family, Church and School"

# The 4-Day Classical Christian Model

"Combining the Best Elements of the 5 Day Academy and the Home"

| The Spokane Classical 4-Day Model | | | | |
|---|---|---|---|---|
| Monday | Tuesday | Wednesday | Thursday | Friday |
| At Home Study | On Campus (8:15-3:00) | On Campus (8:15-3:00) | On Campus (8:15-3:00) | On Campus (8:15-3:00) |

## *"The following are some of the reasons why we utilize the 4-Day Model"*

- Maintains an appropriate balance between the family, church and school
- Provides an organized high-quality academic program
- Protects the Lord's Day, enabling families to maintain margin and rest
- Creates a covenant Christian community of all economic levels and family sizes
- Accommodates parental prerogatives, choices, and priorities
- Blends the advantages of the 5 Day Academy and Home Schooling
- Prevents teacher burnout allowing them adequate time for family and preparation
- Develops didactic discipline and scholastic independence in students
- Effectively prepares students for college, vocation, life, and faithfulness to the Lord
- Built on a sound economic model utilizing labor and resources efficiently
- Helps the school and families to support the work of the local church
- Allows time for missions and various opportunities for Christian service
- Families, students, and teachers love this model
- Results in a wholesome, sweet spirited, grace filled culture

"Our desire is to compliment the work of the local church, promote margin for family discipleship and provide a gospel-centered education"

# Old Testament Types and Shadows

## "Educational System of Ancient Israel"

God established a levitical or priestly class in Israel that was given specific duties as well as towns that operated as civic centers and educational centers. Scattered throughout the land were towns, only a few miles apart, that would service the myriad of functions necessary for a state to exist. Israel's land was divided into equal allotments based on tribes. Each tribe was granted a tract of land that was subsequently divided to accommodate all the Israelites. Monopoly of land was impossible according to the Mosaic Law. Each member of the covenant community would perpetually own their estate land. This fixed each family in Israel geographically. Numerous Levitical towns were then located within the boundary of each tribe. One of the primary functions of the Levites and the Levitical towns was that of education. It was there that schools were established to train Israel in the knowing and loving of God.

The specific direction of this education was placed on the parents to educate their children. The Levites were to equip and partner with parents in raising up faithful children. The community was knit together in unique way so as to be involved in one another's lives continually. Every institution in Israel and each component of Israel was involved in the education in the LORD. The primary method prescribed in the Law was found in the declaration called the "Shammah" –Israel's great call to faithfulness.

> *"Love the LORD your God with all your heart, and with all your soul, and with all your strength. These commands that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up. Tie them as symbols on your hands, bind them on your foreheads. Write them on the doorframes of your houses and on your gates." –Deuteronomy 6:4-9*

The "Shammah" summarizes well Israel's command to educate its people. They were to do so at every opportunity. There was not to be a moments' loss in this charge. Living life effectively involved being faithful at every turn. Their education was not to be categorized as formal and informal as we do today. education was integrated into all of life and was lived out. It was active, deliberate and constant.

It is clear according to the Mosaic Law that the greatest pains should be taken to mold the minds, the principles, the habits, and manners of the young. Parents were again and again commanded to teach their children from infancy all the words of the law and all the glorious facts of their national history. They were enjoined to talk of them, when they sat in the house, and when they walked by the way, when they lie down, and when they rose up. Deuteronomy 6 encourages a 24 hour, 7 days a week, 365 days a year approach to education. This led to Israel being the most educated people of antiquity.

Israel developed a sophisticated system of education. They had higher seminaries of learning under the name of Schools of the Prophets, Levitical Schools, the Scriptorium, Judicial institutions, and the Schola Contorums, as well as a form of highly developed Education in Music. One doesn't need to probe very deeply to see that, of the ancient peoples, one cannot find a rival to Israel in writing, language, music, metallurgy, agriculture, mathematics, literacy, law, botany, biology, poetry and the list goes on. The case is quite strong for the defense that ancient Israel was the most educated people until the 18th century.

Israel's institutions were presided over by an educated gentry –the Levites, who were winnowed according to giftedness, character, ability, and learning. The tribe of Levi was specifically charged with this sacred call. According to the New Covenant education has been placed in the hands of the community of God's people –the church. Ephesians 4:11-12 states that, "God has called some to be messengers, professors, evangelists, shepherds, and teachers to equip of God's people works of service." Spokane Classical Christian School is a Christian Ministry of education utilizing those called to be teachers and equippers, who partner with parents and assist the local church in raising up faithful servants of Christ. To us, education is a calling. That is why we are committed to make an excellent Christian education accessible and affordable!

# Affordable Christian Education
## "Is a Central Aspect of the Great Commission"

### The Great Commission.

Spokane Classical Christian School is a ministry that desires to make Christian education accessible to families committed to living out the gospel. As a "Ministry of Education", we are committed to building the Kingdom of God through the work of education. Our paradigm of education is built on the Lord Jesus' "Great Commission". The charge is the following:

*"All Authority in heaven and on earth has been given to me. Therefore go, make students…*
*…and teach them to obey everything I have commanded you." –Matthew 28:20*

*"Teaching them to obey everything I have commanded"* means *–Knowing and Understanding so that it can be lived out,* in other words, walking in the ways of the Lord. Understanding the world in light of true reality is the ultimate aim of education —it is discipleship! Every child receives extensive discipleship in whatever school setting they are immersed. One primary element of discipleship is time. We see time as opportunity to effectively deepen, grow, and understand the world in light of the Scriptures. With this foundation, students are better able to live a confident life, "taking every thought captive to the obedience of Christ". This is the goal of the Great Commission!

### We Desire To Provide Affordable Education.

Spokane Classical Christian School is committed to making education affordable to Christians dedicated to living out the gospel. To accomplish this, we provide the following:

- Low Tuition: ($4,000/yr., paid over 10 months, August–May).
  - We provide a 10% Family Income Cap (There is a minimum requirement of $4,000 tuition per family).
    - Limited Scholarship: In case of unusual situations, we have a "Limited Scholarship Fund".

Note: Prior to discussions of the 10% Family Income Cap or Scholarship, families must first fill out and submit the Application and the Student Information Forms. Each situation is viewed as unique for the school to assess. The school is under no obligation to compensate for challenging circumstances or situations that are the result of a family's current and/or past prerogatives or lifestyle choices.

<table>
<tr><th colspan="4">SPOKANE CLASSICAL CHRISTIAN SCHOOL</th></tr>
<tr><th>Pre K Program</th><th>Grammar School</th><th>Middle & Upper School</th><th rowspan="2">Part Time Middle & Upper School<br>Tu,Th<br>or<br>W,F</th></tr>
<tr><td rowspan="2">4-Day $2,500<br>(Tu,W,Th,F AM Options)<br>3-Day $1,750<br>(Tu,W,Th PM Options)</td><td>$4,000 Tuition</td><td>$4,000 Tuition</td></tr>
<tr><td colspan="2"><u>K–12 Tuition Cap:</u><br>10% of family gross income<br>ie. Family with 4 children and Income: $75,000 = $7,500<br>(There is a minimum requirement of $4,000 tuition per family)<br>Also, limited scholarships are available – please ask</td></tr>
</table>

*"Education costs money, but then so does ignorance."* – Sir Claus Moser

# The Biblical Trivium
## "Creating a Theology of Wonder"

The Early Church took seriously the role of education in raising faithful young men and women. Augustine, in the 4th century, saw in the Scriptures the key aspects of training and education. He believed that it was imperative to establish these Arx Axiom, or a "fortress of First Principles" in the education and discipleship of the Christian young men and women. What he saw in the Scriptures was that God designed a process that would lead to fruitfulness. The Scriptures taught that students are to be trained through a three-stage process, —knowledge, understanding, and wisdom.

- **Knowledge:** (Hebrew = "bits & pieces") –these are the building blocks of learning. Knowledge is the foundation of learning, (ie, names, dates, definitions...)
- **Understanding:** (The how, why, and rationale or meaning) –Understanding can be described as the right or correct way of seeing and thinking.
- **Wisdom:** (Hebrew = "skillful fingers") Wisdom is the appropriate feeling, action, Application, and doing — it is right living.

Augustine believed that the result of this three-stage process would be, "Delight & Wisdom". He described it as an education or "Theology of Wonder". Raising students in this process goes beyond what the Classical Greek and Roman education offered in the Trivium: Grammar, Logic, and Rhetoric. The Biblical Trivium is similar to that of the Greeks, but it goes further and deeper because it adds two key elements —"Delight and Wonder". This brings meaning to grammar, logic, and rhetoric and connects them to the hearts of students. Augustine believed that connecting knowledge, understanding, and wisdom with this theology of wonder would produce a living passion and zeal. Augustine stated that without the theology of wonder, the system of classical education —grammar, logic and rhetoric, is ultimately detrimental to the whole concept of Christian learning. The primary reason is that it leaves out the fear of the Lord —it misses the awe and wonder of the Holy, Sovereign, Triune God. In other words, it leaves out the most essential component of reality as stated in the Book of Colossians.

*"Christ is the image of the invisible God, the firstborn of all creation.*
*For by him all things were created, things in heaven and on earth, visible, and invisible,*
*Whether thrones or dominions or rulers or authorities,*
*All things were created through Him and for Him."*
–Colossians 1:15-16

Now, if it is true that all things were made "by Jesus and for Jesus", then He provides the keys to all Knowledge, Understanding, and Wisdom. Colossians goes on to state this.

*"So as to reach all the riches of full assurance of understanding and the knowledge of God's mystery,*
*which is Christ, in whom are hidden all the treasures of wisdom and knowledge."*
–Colossians 2:2,3

Augustine felt that without the mystery and revelation of Jesus Christ in everything, learning collapses into training in various forms of idolatry. The Bible states that, "the fear of the Lord is the beginning of knowledge", and, "the fear of the Lord is the beginning of wisdom". His love, mercy, grace, goodness, kindness... these stir our emotions to deep devotion! A realistic view of the world is "Understanding". "Wisdom" is fearing God, knowing man, and doing right. We all have a calling and destiny —God's purpose! The Westminster Confession of Faith aptly says that the chief end of man is to glorify God and enjoy Him forever. We were created to know God and to see things anew —through a "Theology of Wonder"!

"Historic Christian Curricula within the Classical Model of Education"

# Historic Classical Education

## The 7 Liberal Arts and Two Traditions

*"Instead nourish them in the Paideia of the Lord" – Ephesians 6:4*

Classical Schools gravitate toward one of two basic forms of schools. One is rooted in the Greek Academy while the other in Biblical Paideia. One produces "Scholasticism" and the other Christian Faithfulness.

### "The Academy"
Greek Humanistic Scholasticism
Attempting to Create the Perfect Man

The Greek Trivium:
Grammar, Logic & Rhetoric

### "The Gospel Paideia School"
Hebraic & Christian
Loving God in Heart, Mind, and Strength

The Biblical Trivium:
Knowledge, Understanding & Wisdom

All schools educate within a distinct worldview. This worldview is based on their understanding of what constitutes reality and truth. The foundation of any education is its perceived ethical answers to the most basic questions: Is there a God? What is man? What is truth? How can we know? In other words, one's Theology determines one's Epistemology, Philosophy, Psychology, and Sociology. The Bible answers all these questions and provides the meaning for all of life. It is, as the Gospel of John puts it, the *Logos* or *reason, meaning, source, and rationale* for all of life. An education that ignores this is dangerous and destructive. The following show the heritage of the antithesis within the 7 Liberal Arts Tradition of education. One tends toward the *Secularization of education,* the other toward *Christian discipleship*.

## Outline of the Two Historic Classical Traditions

| Greek Humanistic Scholasticism | | Christian & Gospel Paideia | |
|---|---|---|---|
| | | Israel's "Shema" Christian Education | c. 1400 BC |
| | | Hebraic Schools Throughout Israel | c. 1300 BC |
| Ancient Paganism | c. 1000 BC | Schools of Teachers/Professors | c. 1000 BC |
| **The Greek Trivium & Academy** *(Grammar, Logic, Rhetoric)* | c. 400 BC | **The Biblical Trivium** *(Knowledge, Understanding & Wisdom)* | c. 1000 BC |
| The Roman Academy | c. 100 AD | Gospel *"Paideia"* Education | c. 30 AD |
| | | Monastic & Cathedral Schools | c. 600 AD |
| **Cassiodorus' 7 Liberal Arts** *(Grammar, Logic, Rhetoric, Geometry, Music, Astronomy, Arithmetic)* | c. 600 AD | **Alquin's 7 Christian Liberal Arts** *(Grammar, Logic, Rhetoric, Music, Theology & Moral Philosophy, Law, Astronomy)* | c. 800 AD |
| Scholasticism & The University | c. 1100 AD | Medieval Christian Educational Guilds | c. 1000 AD |
| Renaissance Humanism | c. 1500 AD | Christian Common Life Schools | c. 1350 AD |
| Enlightenment/Secular Worldview | c. 1700 AD | Comenius Schools (ie. Harvard) | c. 1600 AD |
| Progressive School Movement | c. 1900 AD | Modern Classical Christian Schools Begin | 1980 AD |
| Secularization of Education Begins | c. 1960 AD | Association of Classical Christian Schools | 1994 AD |
| US Department of Education Created | 1980 AD | Spokane Classical Christian School | 2015 AD |

"Academic Excellence in a Nurturing Environment"

# SPOKANE CLASSICAL CHRISTIAN SCHOOL

Affordable, Excellent, Gospel Centered Education

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# Primary School Program

| | K | 1 | 2 | 3 |
|---|---|---|---|---|
| **Humanities & History** | **Historical Foundations 1** (Veritas, A Beka, Bob Jones) | **Historical Foundations 2** (Veritas, A Beka, Bob Jones) | **Historical Foundations 3** (Guerber, Veritas & Story of the World) | **Historical Survey 1** *"Greece & Rome"* 1000 BC-100 AD (Veritas, Guerber, & Story of the World) |
| | **3 Years "Local, N.W. & American Culture"** | | | |
| **Biblical Studies** | **Bible Stories 1** *Old & New Testament* (Picture Bible; Soles) | **Bible Stories 2** *Old & New Testament* (Picture Bible; Soles) | **Bible Stories 3** *Old & New Testament* (Picture Bible; Soles) | **Biblical Foundations 1** *Old & New Testaments* *(Story of A Chosen People)* |
| **Language Arts** ***Reading*** | **Language Arts** *Phonics & Reading* (A Beka) | **Language Arts** *Phonics & Reading* (Spell to Write and Read) | **Language Arts** *Reading & Literature* (Various Chapter Books) | **Language Arts** *Reading & Literature* (Various Chapter Books) |
| **Language Arts** ***Penmanship & Writing*** | **Writing** *A Beka Cursive* (A Beka) | **Writing** *Cursive First* (A Beka) | **Writing** *Writing With Ease; Shurley Grammar Writing* | **Language Arts** *Cursive First; Writing With Ease Level 3; Fables* |
| **Language Arts** ***Grammar & Spelling*** | **Language Arts** *Foundations* | **Language Arts** *Shurley Grammar; Spell to Read and Write* | **Language Arts** *Shurley Grammar; Spell to Read and Write* | **Language Arts** *Shurley Grammar 3; Spell to Read and Write* |
| **Creation & Science** | **Creation & Science** (A Beka) | **Creation & Science** (A Beka) | **Creation & Science** *Apologia Science* | **Creation & Science** *Apologia Science* |
| **Mathematics** | **Arithmetic** Saxon 1 (Accelerated Option Available) | **Arithmetic** Saxon 2 (Accelerated Option Available) | **Arithmetic** Classical Math 2 (Accelerated Option Available) | **Arithmetic** Classical Math 3 (Accelerated Option Available) |
| **Music & Singing** | **Music & Singing** | **Music & Singing** | **Music & Singing** | **Music & Singing** |
| **Fine Arts** | **Art, Drama & Crafts** | **Art, Drama & Crafts** | **Art, Drama & Crafts** | **Art & Drama** |
| **P.E. & Sports** | **Recess & Physical Education** | **Recess & Physical Education** | **Recess & Physical Education** | **Recess & Physical Education** |

*"Time is more valuable to young people than to any others. They should not lose an hour in forming their taste, their manners and their minds; for whatever they are to a certain degree at eighteen, they will be in greater and lesser degree all the rest of their lives"*

–John Mason

*"Education does not mean teaching people to know what they do not know; it means teaching them to behave as they do not behave"*

–John Ruskin

"Academic Excellence in a Nurturing Environment"

# SPOKANE CLASSICAL CHRISTIAN SCHOOL

Affordable, Excellent, Gospel Centered Education

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# Grammar School Program

| | 4 | 5 | 6 |
|---|---|---|---|
| **Humanities & History** | **Historical Survey 2**<br>*"Middle Ages"*<br>0-1500<br>(Veritas, Guerber, & Story of the World) | **Historical Survey 3**<br>*"Renaissance–Early Modern"*<br>1500-1800<br>(Veritas, Guerber, & Story of the World) | **Historical Survey 4**<br>*"Modern"*<br>1800-2000<br>(Veritas, Guerber, & Story of the World) |
| | **3rd–6th Grades Cycle Through History: "Ancient, Classical, Christendom & Modern"** | | |
| **Biblical Studies** | **Biblical Foundations 2**<br>*Old Testament 1*<br>*(The Prophets)* | **Biblical Foundations 4**<br>*New Testament 1*<br>*(The Gospels)* | **Biblical Foundations 4**<br>*New Testament 2*<br>*(Acts-The Revelation of Christ)* |
| **Language Arts**<br>***Reading*** | **Language Arts**<br>*Reading & Literature*<br>(Various Chapter Books) | **Language Arts**<br>*Reading & Literature*<br>(Various Chapter Books) | **Language Arts**<br>*Reading & Literature*<br>(Various Chapter Books) |
| **Language Arts**<br>***Penmanship & Writing*** | **Language Arts**<br>*Cursive First; Writing With Ease Level 4* | **Language Arts**<br>*Writing & Rhetoric* | **Language Arts**<br>*Institute and Excellence in Writing* |
| **Language Arts**<br>***Grammar*** | **Language Arts**<br>*Shurley Grammar 4* | **Language Arts**<br>*Jr. Analytical Grammar* | **Language Arts**<br>*Analytical Grammar 1 & 2* |
| **Language Arts**<br>***Spelling & Vocabulary*** | **Spelling & Vocabulary**<br>*Classical Roots & Spelling* | **Spelling & Vocabulary**<br>*Classical Roots & Spelling* | **Spelling & Vocabulary**<br>*Classical Roots & Spelling* |
| **Creation & Science** | **Creation & Science**<br>*Apologia Science* | **Creation & Science**<br>*Apologia Science* | **Creation & Science**<br>*Apologia Science* |
| **Mathematics**<br>**(By Level, not Grade)** | **Mathematics**<br>Saxon 5/4<br>(Accelerated Option Available) | **Mathematics**<br>Saxon 6/5<br>(Accelerated Option Available) | **Mathematics**<br>Saxon 7/6<br>(Accelerated Option Available) |
| **Classical Linguistics** | **Linguistic Foundations**<br>Lingua Latina | **Linguistic Foundations**<br>Lingua Latina | **Linguistic Foundations**<br>Lingua Latina |
| **Music & Singing** | **Music & Singing** | **Music & Singing** | **Music & Singing** |
| **Fine Arts** | **Art & Drama** | **Art & Drama** | **Art & Drama** |
| **P.E. & Sports** | **Recess & Physical Education** | **Recess & Physical Education** | **Recess & Physical Education** |

*"Continuous effort – not strength or intelligence – is the key to unlocking our potential"*
—Winston Churchill

*"Education is preparation —it is training, shaping, molding and cultivating a life to be lived to the fullness and glory of God"*
—Andrew Henry

"Academic Excellence in a Nurturing Environment"

# SPOKANE CLASSICAL CHRISTIAN SCHOOL

Affordable, Excellent, Gospel Centered Education

❦❦❦

# Middle School Program

| | | 7 | 8 | 9 | |
|---|---|---|---|---|---|
| **New World Humanities & Moral Philosophy** | | **World Humanities** *"Geography & World Cultures 1* | **World Humanities** *"Geography & World Cultures 2* | **History & Moral Philosophy** *"Classical History: Persia, Greece & Rome" 600 BC –300 AD* (Kings Meadow, Memoria Press & Primary Sources) | |
| | | **2 Year Humanities Cycle:** Geography & World Cultures | | **Begin 4 Year Humanities Cycle** | |
| **Language Arts** ***Literature*** | | **Language Arts** *Reading & Literature* (Various Books: Logos & Veritas) | **Language Arts** *Reading & Literature* (Various Books: Logos & Veritas) | **Language Arts** *Reading & Literature* (Various Books: Logos & Veritas | |
| **Lectio Divina** | | **Lectio Divina –The Reading, Contemplating & the Application of Scripture** | | | |
| **Biblical and Ancient Studies** ***Dialectics & Humanities*** | | **Biblical Studies** Old Testament Survey *1 Kings–Esther "Israel, Babylon, Persia, Greece"* | **Biblical Studies** New Testament *The Gospels "Israel, Rome & The Kingdom"* | **Ancient Humanities 1** Old Testament History *Genesis – Esther "Historical Foundations"* | |
| **Classical Studies & Language Arts** | | **Classical Studies & Lang. Arts** *Scholastics & Study Skills* | **Classical Studies & Lang. Arts** *Classical Language Roots* | **Classical Composition 2** "Invention, Arrangement, Style & The Progymnasmata" | |
| **Classical Studies Grammar & Logic** | | **Classical Studies & Lang. Arts** *Analytical Grammar 3* | **Classical Studies & Lang. Arts** *Informal Logic or Formal Logic* | **"The Paideia of God" Lessons & Morals** "Dialectics & Didactics" | |
| **Language Arts** ***Composition*** | | **Language Arts** *Institute for Excellence in Writing* | **Language Arts** *Institute for Excellence in Writing* | | |
| **Math** | **Tracks** | **Placement Based on Prerequisites and Proficiency** | | | |
| | **Foundational** | Saxon 8/7 a | Saxon 8/7 b | Algebra 1a | |
| | **Traditional** | Saxon 8/7 | Algebra ½ or Math Apps | Algebra 1 | |
| | **Advanced** | Saxon 8/7 | Algebra 1 | Algebra 2 | |
| **Natural Philosophy & Science** | | Life Science 2 (Prentice Hall) | Earth Science 1 (Novare) | **Adv.** | Adv. Physical Science |
| | | | | **Basic** | Earth Science 2 |
| **Classical Linguistics** | | **Linguistic Foundations** Classical Language Roots | **Linguistic Foundations** Classical Language Roots | **Adv.** | **Classical & Biblical Linguistics I:** *Greek 1* |
| | | | | **Basic** | **Linguistic Foundations** Classical Roots |
| **Musical Linguistics & Singing** | | **Music** *Linguistics & Singing* | **Music** *Linguistics & Singing* | **Music** *Linguistics & Singing* | |
| | | *Choir (Advent & Easter)* | *Choir (Advent & Easter)* | *Choir (Advent & Easter)* | |
| **Fine Arts & Enrichment** | | **Fine Arts & Enrichment** Home Ec., Agriculture, Engineering, Choir, Home Economics, Architecture, Technology, Drama, Art, Pop Culture, Film and Worldview, Creative Writing, Poetry, Calligraphy, Protocol | | | |
| **P.E. & Sports** | | **P.E. & Extracurricular Athletics:** Cross Country, Volleyball, Basketball *(Archery, Soccer, Lacrosse, Golf, Track –TBD)* | | | |

*"Is not the great defect of our education today...*
*that although we often succeed in teaching our pupils "subjects,"*
*we fail lamentably on the whole in teaching them how to think:*
*they learn everything, except the art of learning."*

– Dorothy Sayers

"Academic Excellence in a Nurturing Environment"

# SPOKANE CLASSICAL CHRISTIAN SCHOOL

Affordable, Excellent, Gospel Centered Education

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# Upper School Program

| | | 10 | 11 | 12 |
|---|---|---|---|---|
| **Humanities, History & Moral Philosophy** | | **4 Year Repeating Cycle from Ancient through Western & American Humanities"** | | |
| | | **History & Moral Philosophy** *"European History & Christendom" 300–1600* (Kings Meadow, Memoria Press & Primary Sources) | **History & Moral Philosophy** *"Western & US History" 1500–1860* (Kings Meadow, Memoria Press & Primary Sources) | **History & Moral Philosophy** *"Western & US History" 1860–Present* (Kings Meadow, Memoria Press & Primary Sources) |
| **Literature** | | **Literature Omnibus 10th** Integrated with Humanities | **Literature Omnibus 11th** Integrated with Humanities | **Literature Omnibus 12th** Integrated with Humanities |
| | | **Literature Electives** By Interest & Difficulty | **Literature Electives** By Interest & Difficulty | **Literature Electives** By Interest & Difficulty / **Literature Electives** By Interest & Difficulty |
| **Lectio Divina** | | A Rotation of Daily Public Bible Reading, Contemplating & Application of the Scriptures | | |
| **Biblical Studies & Ancient Cultures** | | **Integrated and Repeating Cycle through the Bible and the Cultures of Antiquity** | | |
| | | **Ancient Humanities 2** The Wisdom Literature: *Job – Isaiah "Gospel Preparations"* | **Classical Humanities 3** New Testament *Matthew – John "Christ, The Logos of God"* | **Classical Humanities 4** New Testament 2 *Acts – The Revelation of Jesus "The Kingdom of God Begins"* |
| **Paideia & Culture** | | **Spokane and Northwest History & Culture** "Dialectics & Didactics" | **Civics, Government & Economics** "Dialectics & Didactics" | **Local, National & Global Missions** "Dialectics & Didactics" |
| **Classical Studies: Logic, Writing & Rhetoric** | | **Classical Composition 2** "Invention, Arrangement, Style & The Progymnasmata" | **Adv. English 1 Writing & Rhetoric** "Invention, Arrangement, Style & Delivery" | **Adv. English 2 Writing & Rhetoric** "Invention, Arrangement, Style, Memory & Delivery" –3 *Thesis* |
| **Math** | **Tracks** | **3 Years Required, Placement Based on Prerequisites and Proficiency** | | |
| | **Foundational** | Algebra 1b | Geometry | General or Advanced Quantitative Reasoning |
| | **Traditional** | Algebra 2 | Adv. Geometry | |
| | **Advanced** | Adv. Geometry | Pre Calc. & Trigonometry | |
| **Science & Natural Philosophy** | **Tracks** | **3 Years Required, Placement Based on Prerequisites and Proficiency** | | |
| | **Advanced** | Advanced Chemistry | Advanced Biology | Advanced Physics |
| | **Basic** | Integrated Science 1 (Physical Sci., Biology, Chemistry) | Integrated Science 2 (Physical Sci., Biology, Chemistry) | Adv. Physical Science |
| **Classical & Biblical Linguistics** | | **3 Years Required, Placement Based on Prerequisites and Proficiency** | | |
| | | **Classical & Biblical Linguistics 2** –*Greek 2* | **Historic English Linguistics 1** *Old & Middle English* | **Historic English Linguistics 2** *English Poetry* |
| | | **Linguistic Foundations** Classical Language Roots | | **Biblical Linguistics 3** *Greek 3* (Bible Translating) |
| **Music, Singing & Orchestra** | | **Music & Singing:** *Cantorum* | **Music & Singing:** *Cantorum* | **Music & Singing:** *Cantorum* |
| | | **Select Choir:** *(Advent & Easter)* | **Select Choir:** *(Advent & Easter)* | **Select Choir:** *(Advent & Easter)* |
| | | **Applied Music:** *(Enrichment)* | **Applied Music:** *(Enrichment)* | **Applied Music:** *(Enrichment)* |
| **Fine Arts & Enrichment** | | Drama, Agriculture, Engineering, Choir, Home Economics, Architecture, Technology, Art, Cosmology, Pop Culture, Film and Worldview, Apologetics, Creative Writing, Poetry, Calligraphy, Lower & Upper Protocol… | | |
| **P.E. & Sports** | | Cross Country, Volleyball, Basketball *(Archery, Soccer, Lacrosse, Golf, Track –TBD)* | | |

"**Reading** –'*maketh a full man*'; **Conference** –'*a ready man*'; and
**Writing** –'*an exact man*'; **History** –'*makes men wise*', **Poetry** –'*witty*',
**Mathematics** –'*subtle*', **Science** –'*deep*', **Morals** –'*grave*',
**Logic and Rhetoric** –'*able to contend*'"

– Francis Bacon

"Effective Educational Discipleship"

# The Antithesis of Education

## "Schooling is Discipleship"

Sobering Truths:

- ✓ Nearly 75% of Christian students educated in a Secular School leave the faith.
- ✓ Roughly half of all Christian students educated in Christian Schools leave the faith.
- ✓ Over 75% of students educated in Classical Christian Schools grow and walk in faith.

What is making the difference?
"Effective Biblical Worldview Teaching and Training"

| 16,380 Hours of Educational Discipleship Occur in Grades K – 12 | | |
|---|---|---|
| | **Secular Humanistic Worldview** | **Classical Christian Worldview** |
| **Philosophy & Religious Worldview** | The Secular Humanistic Worldview is integrated into every facet of the educational system. Secular Humanism is promoted, pervasive, overt, and permeates all subjects. Christianity is censored and marginalized. | The Bible, the Word of God, is primary to all subjects and life. The Scriptures are taught well and integrated into all subjects through constant reinforcement and development. Students are able to view everything through the lens of God's Word. |
| **Humanities, History & Moral Philosophy** | Social Studies have replaced History in schools over the past 50 years. The focus now is on current events, modern relativism, and the progressive evolution of humanity. | History is the handiwork of God. It has purpose, meaning, and relevance. God's role in history is the cornerstone to understanding and true education. It reveals God as well as provides clear insight to understanding our own time. |
| **Arithmetic & Mathematics** | Math is a means to an end – primarily a pragmatic discipline for utilitarian ends. Many get discouraged and don't see the purpose. | God created order, and that order reveals God's handiwork. Math unlocks the mind of God and the linguistics of numbers to be used for His glory. |
| **Natural Philosophy & Science** | The world and man is a product of natural causes with no distinct or ultimate purpose and hope. Science helps man understand and evolve; science unfolds truth. | All creation displays God's handiwork – His grace, creativity, playfulness, humor & awe… Science is simply a tool, while Natural Philosophy explains the theories of origins and its ultimate relevance. |
| **Language Arts & Literature** | The main focus is on modern works, while historic literature is, for the most part, neglected and Christian literature is censored through government mandate. | Literature unlocks the world. The study of the classics provides a rich tapestry of God's work and man's relationship to God. The goal in reading literature is to become nimble with words and to develop discerning and understanding readers and writers. |
| **Musical Linguistics & Singing** | Music enculturates students to secular modernity and tends to undermine the Christian worldview. The media empowers contemporary music and its messages. | Music is a gift and creation of God. Christians are to use music and singing for His glory. The Psalms and other Scriptures facilitate worship and wisdom. Music is powerful in the shaping of culture. A quality foundation in music facilitates aesthetics and virtue. |

## The Antithesis of Education –"Conformity" vs. "Transformation"

*"I urge you brothers to offer your bodies as living sacrifices,*
*Holy and pleasing to God, –which is spiritual worship.*
*Do not Conform any longer to the pattern of this world*
*Instead, be Transformed by the renewing of your mind.*
*Then you will be able to test and approve what God's will is,*
*His good, pleasing and perfect will."* –Romans 12:1–2

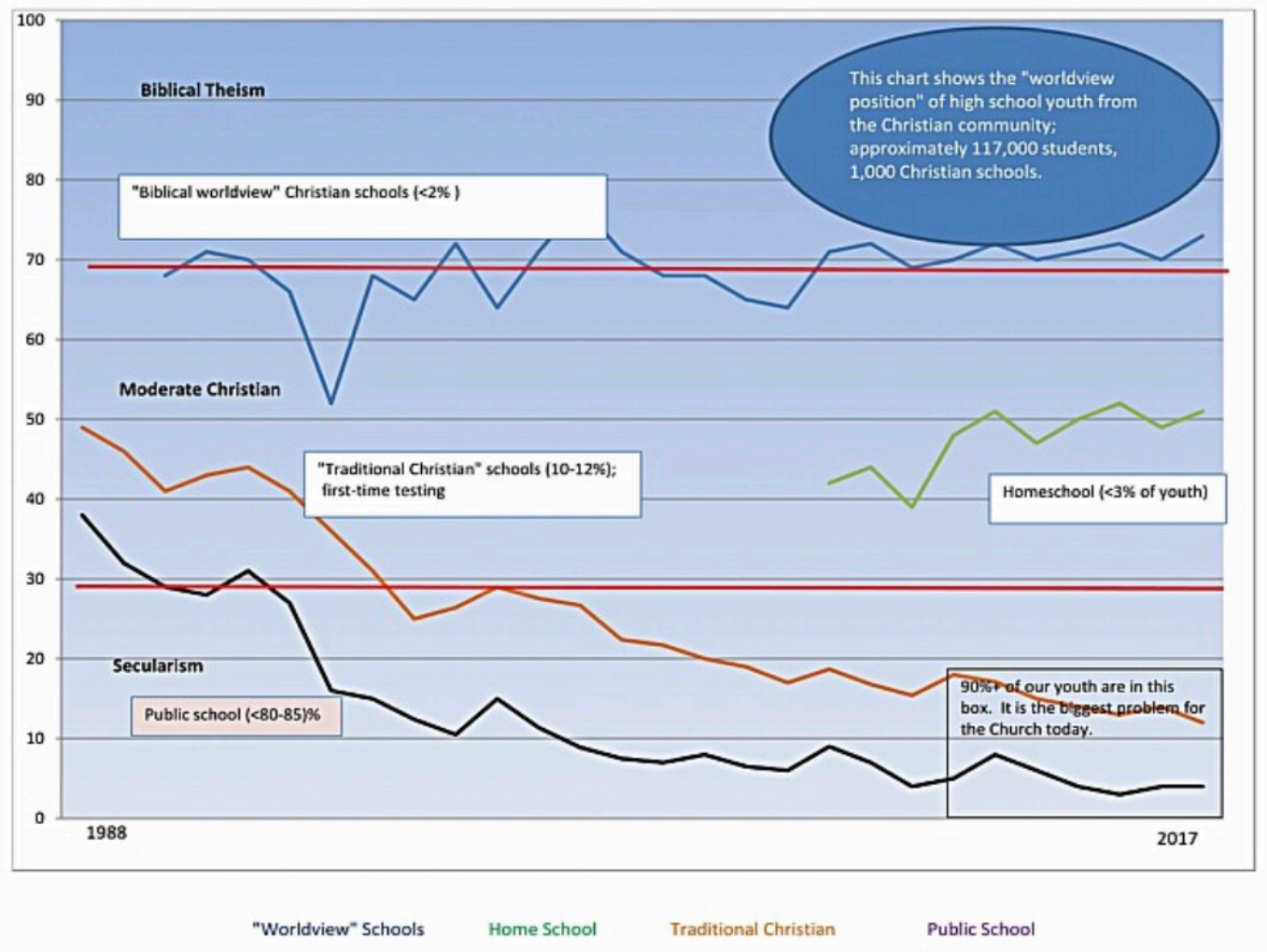
# Christian Kids In Various Types of Schools

## "Establishing a Biblical or Secular Worldview"

This graph is of Christian students. It shows the results of their worldview depending on the type of school they attend. It tracks Christians in the Public Schools, Christians in Traditional Christian Schools, Christians in Home Schools and Christians in Christian Worldview Schools (Classical Christian Schools.

| Types of Schools | % of Christians in this Education | Christians Worldview by the 12th Grade |
|---|---|---|
| • Christians in the Public Schools | 80-85% | Results: A Secular, Humanistic Worldview |
| • Christians in Traditional Christian Schools | 10-12% | Results: A Secular, Humanistic Worldview |
| • Christians in Home Schools | 3-5% | Results: A Moderate Biblical Worldview |
| • Christians in Christian Worldview Schools | 1-2% | Results: A Strong Biblical Worldview |

**Christian Students and Education in the United States from 1988 – 2018**




America Has Changed! The Christian Worldview Has Been Replaced with Secularism, Humanism, Egalitarianism, Socialism and Entitlement!

# Frequently Asked Questions

**Do you utilize corporal punishment? What is the school's discipline policy?**

Our discipline policy understands that all training involves some form of discipline. Spokane Classical Christian School does not use corporal punishment as a means of discipline. We believe this is best suited for the home and not the school. The following are our guiding principles in discipline: 1. Our goal in discipline is to engender a love of reconciliation and a training in righteousness in the student. 2. We will address situations promptly, whether small or egregious with kindness and grace. 3. Depending on the situation we may require any of the following as fits the situation: Some form of punitive measure, Confession, Repentance, Restitution, Reconciliation. The most extreme measures being suspension or expulsion. We will suspend or expel student who negatively effects the culture of the school.

**What is the classroom management style and how do you handle classroom discipline?**

We desire that classrooms be vibrant and well managed. Students are expected to show a high level of respect, self-control and academic engagement. Teachers are to use wisdom in knowing whether to warn, rebuke, encourage, challenge or discipline a student. We are quick to communicate these to parents as well as notify administration. Teachers are to use care and a nurturing posture in shaping students. To have an effective learning environment classroom order must be maintained.

**Are you affiliated with a particular church and how is doctrine taught?**

We are an inter-denominational school that does not indoctrinate beyond historic Christian orthodoxy. We understand that there are "Sensitive Doctrines" (those that the Lord has not brought the Church to one mind on as of yet). We will handle these with respect toward the home and the local churches' position. However, we do go deep and wide in the instruction of the Scriptures, but we are careful to not offend the weaker brother in how we instruct.

**What is the accepted school standard regarding dating or pairing up?**

Families have differing standards regarding Dating and/or Courtship. Many parents have concerns regarding modern dating practices, appropriate age considerations, and timing of when relationships should be allowed. There are other concerns many have regarding inappropriate and/or unmonitored electronic communication (texting, emailing, and Facebook). Therefore SCCS has set the following boundaries regarding Appropriate Relationships and Communication with the opposite sex. Relationships toward the opposite sex: 1. Are be upright, noble, respectful, pure and wholesome. 2. Are not to give the perception of pairing up. 3. Must not negatively affect classroom dynamics or school culture.

**What is the school's electronics policy?**

There are to be no unauthorized electronic devices (gaming, music players, cell phones, cameras, or internet readers) used on school grounds or at school events by students.

**Do you integrate technology in the classroom, if so, to what extent?**

We are cautious in the utilization of technology by students in the classroom. We prefer to develop the foundational tools of learning: writing, various forms of penmanship (print and cursive), outlining, books, paper, craftsmanship, transcription, problem solving etc. Our teachers do utilize technology in the classroom where most beneficial and appropriate..

**What is the school's perspective/teaching on creation verses evolution?**

We believe that God spoke the universe into existence in 7 days. Evolution's place in the unfolding of history is limited by God. Science is only a method of inquiry where repeated experimentation leads to theories and laws subject to further inquiry. Creation falls under the category of Natural Philosophy which is subject to the authority of the infallible Word of God.

# Frequently Asked Questions (cont.)

**What are the homework expectations and what do Mondays look like?**

Mondays are preparation days for the rest of the week. Students will receive their homework for Monday on Thursday and Friday. Monday Homework will be roughly 2-4 hours depending on grade level. Daily homework will be roughly 10 minutes for each grade but should rarely exceed 1:20 even for the 12th grade.

**What if a student has not had any classical education? Is it arduous to assimilate into the school?**

Students possessing academic interest and engagement as well as a sound work ethic assimilate very well even if they struggle academically. One of our Core Distinctives states: "We promote academic excellence in each student. Every student is important, integral, and significant —made in God's image, uniquely gifted with talents to be cultivated. We focus on expanding and maximizing each student's potential and are committed to an educational process that challenges them, but emphasizes the development of tools, arts, proficiency, and skills. Our grading reflects diligence, perseverance, and effort, as well as the attainment of knowledge and mastery.

**How do you select teachers? Do you require them to be state certified?**

We select teachers carefully. Many of our teachers are state certified are, but we desire teachers who possess and are gifted in the following areas: 1. A Deep Love for God; 2. A Love for Children; 3. Giftedness and Calling to Teach, 4. Training and Equipping. We do not require this certification. We realize that government certification has different goals and ideals.

**What is the target class size? Do you cap classes?**

We understand that some subjects are best served with small class sizes while others with a bit larger numbers. With this in mind we consider the following: 1. The subject to be taught; 2. The age of the students; 3. Classroom dynamics; 4. Teaching effectiveness.

**What is the school's plan for growth and expansion?**

We are committed to the following: 1. "The Great Commission"; 2. "Effective Educational Discipleship" and 3. "Academic Excellence in a Nurturing Environment". The Great Commission drives our commitment to assure that our education is affordable regardless of economic status. "Effective Educational Discipleship" and "Academic Excellence in a Nurturing Environment" impact all our decisions regarding our ability to educate and disciple well. At the same time we understand that, "Man makes his plans, but the Lord directs his steps" and "If the Lord wills, we will do this or that". Therefore, we are in constant prayer as to what the Lord's will is.

**How is SCCS similar or different than other classical or Christian schools?**

We believe that we are very unique in our application of the classical Christian model of education because we rely more heavily on the Scriptural paradigm of education rather than the classical model. We seek to prepare students to be able, "to take every thought captive to the obedience of Christ". This means we desire students to, "rightly divide the Word of truth". This is our focus and commitment.

**Is Spokane Classical Christian School state accredited?**

We believe that education is a ministry to be approved by and in partnership with the Lord Jesus Christ, Christian families and the Christian Church. Jesus asked, *"Whose image is on the coin…. Then render to Caesar the things that are Caesars"* –Luke 20:25. Jesus said, *"Let the children come to me and do not hinder them"* –Matthew 19:14. We believe that, "*Children are a Heritage from the Lord"* –Psalm 127:3. Therefore, we as a ministry of Christ, do not believe that the secular government has the appropriate jurisdiction to accredit or regulate Christian education.

# Frequently Asked Questions (cont.)

**Do you have a dress code or school uniform?**

Yes, we have a school uniform. Nearly all components may be purchased at the store of your choice.

**Can anyone attend SCCS? Is SCCS exclusive?**

Spokane Classical Christian School is a ministry that desires to make Christian education accessible to Christian families committed to living out the gospel. Admission to Spokane Classical Christian School is a privilege afforded to like-minded families. Spokane Classical Christian School may not approve all enrollment requests and may reject enrollment for any number of reasons. Some of these may include, but are not limited to, the following: health restrictions, special needs, behavioral challenges, academic struggles, and the like. Spokane Classical Christian School does not discriminate on enrollment according to race or ethnicity. We expect students to be well parented leading to children who are respectful and gracious.

**How does the "10% Tuition Cap" work?**

Tuition is $4,000 per year. After the first child we apply a 10% Family income cap if ones income necessitates it. For instance, if a family income is $55,000 and they have 3 children they would pay $4000 for the 1st child and $1500 total for the 2nd and 3rd child. Families are required to pay all the fees for each child. Note: The following represents most of the elements that make up a family's income portfolio and helps us determine 10% of a family's overall income: Father's and Mother's Annual Income, All Additional Incomes, Housing Allowance/Income, Adoption Subsidy, Additional Subsidies, Child Support/Alimony Amount, Gifts.

**Are the academics at SCCS strong? How can it be nurturing and yet challenging?**

This is a very important question! We teach to a very high, wide and deep level striving for academic excellence in a nurturing environment. This means we promote academic excellence in each student, yet we view every student as important, integral, and significant —made in God's image, uniquely gifted with talents to be cultivated —*"All Students Matter!"* We focus on expanding and maximizing each student's potential and are committed to an educational process that challenges each student, but emphasizes the development of tools, arts, proficiency, and skills. Our grading reflects diligence, perseverance, and effort, as well as the attainment of knowledge and mastery. Our pedagogy views each student as sponges of various sizes. We submerge each sponge in the learning process and expect that each will produce water to its God given capacity. To achieve an A in a class requires a student achieve high level of mastery and proficiency. We understand that students bloom at different paces and times. Therefore we are committed to a process that loves, challenges, encourages and develops leaders of them all. Much of our program is built to accomplish these ideals.

**What do you do if there is a student that negatively affects a class or the school culture?**

The Proverbs describes people as wise, simple, foolish, teachable, scoffers, obedient, unmanageable, undisciplined… We desire students and families who contribute positively to the school atmosphere, culture and experience. Any student, family or circumstance that may negatively or adversely affect the culture, atmosphere or experience at the school will not be allowed into the school or to continue at the school. It is imperative that parents are deliberate in their responsibility to raise their children faithfully in the Lord which requires a commitment to a solid church as well as personal discipleship.

**What would be the ideal type of family for Spokane Classical Christian School —what's a great fit?**

The ideal family to us is one that is grateful! This is our ideal target family. Other aspects that are important are the following: overall stability of the home, commitment to the church, dedication to service, careful with the tongue, commitment to discipleship, humility, teacheability, kind, respectful, appropriate, resourceful, frugal, joyful, helpful and patient.

# Frequently Asked Questions (cont.)

**Will a student be prepared for and able to get into college?**

Yes, they will greatly exceed even the most stringent college entrance requirements. Colleges look for the following: 1. A student's GPA. 2. The body of work within the transcript. 3. Standardized test scores. 4. Overall well roundedness as evidenced by service, work, extracurricular activities and unique educational development. Students graduating from SCCS will have a strong portfolio and transcript college expectations.

Nearly all college applications must complete a minimum level of preparation in six subject areas. This requirement ensures that students entering the University have an appreciation for the liberal arts and are adequately prepared to succeed in college.

(*The Spokane Classical Christian School and WA data below added for comparison)*

| Subject | University Requirements | WA H.S. Univ. Path | Spokane Classical Program |
|---|---|---|---|
| English/Literature | 4 credits | 4 credits | **4 credits** |
| Logic & Rhetoric | 0 credits | 0 credits | **2 credits** |
| Mathematics | 3 credits | 3 credits | **3-4 credits** |
| History/Social Sciences | 3 credits | 3 credits | **4 credits** |
| Biblical Studies & Humanities | 0 credits | 0 credits | **4 credits** |
| Foreign Language | 2 credits | 2 credits | **2-4 credits** |
| Science | 2 credits | 3 credits | **3-4 credits** |
| Fine, Visual, Performing Arts | 0.5 credits | 2 credits | **2-4 credits** |
| Academic Electives | 0.5 credits | 2 credits | **4 credits** |
| Athletic Electives | 0.5 credits | 2 credits | **2-4 credits** |

The Spokane Classical program far exceeds State Standards as well as those of highly academic universities. The following are requirements from the University of Washington

**English:** Four years of study are required; three of which must be in college-preparatory composition or literature.

**Mathematics:** Three years of study are required, at least at the level of algebra, geometry, and second-year algebra.

**History:** Three years of study are required in history or in any of the social sciences.

**Languages:** Two years of study are required. The two years must be completed in the same language. Any natural language may be used to satisfy this requirement, including languages no longer spoken, such as Latin and ancient Greek. A foreign language course taken in the eighth grade may satisfy one year of the requirement.

**Science:** Two years of science are required: biology, chemistry, or physics, with a laboratory experience.

**The Arts:** One-half year or one trimester of study is required in the fine, visual, or performing arts.

**Electives** Academic electives are courses in any of the six core subject areas — English, Mathematics, Social Science, Foreign Language, Science, and the Arts — beyond the minimum number of years specified. An additional half-year of study is required.