



**MOORESVILLE**  
CHRISTIAN ACADEMY

## **Course Offerings Book**

2025-2026 School Year

K3 - 12th Grade

This book is designed to help you better understand the courses offered at MCA along with our philosophy of education.

3 John 1:4

I have no greater joy than to hear that my children are walking in truth.

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## VISION

To influence and impact the students, families, and the surrounding community, by promoting distinctive, God honoring, Christ exalting, educational culture.

## MISSION

Complementing Christian families and churches, by providing an excellent Christ-centered education, preparing young people to grow in faith, scholarship, leadership, and stewardship.

## PURPOSE

MCA is formed to offer spiritual training that is aimed at bringing the student into a correct relationship with God through Jesus Christ, while maintaining a strong academic program.

## STATEMENT OF FAITH

1. We believe the Bible to be the inspired and only infallible authoritative Word of God. (2 Timothy 3:16, 2 Peter 1:21)
2. We believe that there is only one God, eternally existent in three persons: Father, Son, and Holy Spirit. (Genesis 1:1, Matthew 28:19; John 10:30)
3. We believe in the deity of our Lord Jesus Christ (John 10:33); His virgin birth (Isaiah 7:14, Matthew 1:23, Luke 1:35); His sinless life (Hebrews 4:15, 7:26); in His miracles (John 2:11); His vicarious and atoning death (1 Corinthians 15:3, Ephesians 1:7, Hebrews 2:9); His resurrection (John 11:25, 1 Corinthians 15:4); His ascension to the right hand of the Father (Mark 16:19); His personal return in power and glory (Acts 1:11, Revelation 19:11).
4. We believe in the absolute necessity of regeneration by the Holy Spirit for salvation because of the exceeding sinfulness of human nature, and that men are justified on the single ground of faith in the shed blood of Christ and that only God's grace and through faith alone we are saved (John 3:16-19, Romans 3:23, 5:8-9, Ephesians 2:9-10, Titus 3:5).
5. We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life, and they that are lost unto the resurrection of damnation (John 5:28-29).
6. We believe in the spiritual unity of believers in our Lord Jesus Christ (Romans 8:9, 1 Corinthians 12:12-13, Galatians 3:26-28).
7. We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life (Romans 8:13-14, 1 Corinthians 3:16, 6:19-20, Ephesians 4:30).
8. We believe in the creation of man by the direct act of God. (Genesis 1:26-28; Genesis 5:1-2).

## THEOLOGICAL DISTINCTIVES

1. A devotion to the Glory of God and the exaltation of Christ as king of over all things.
2. A dedication to teaching a unified view of life and the world, abolishing the concept of the sacred versus secular, with genuine understanding of God, creation, man, fall and restoration.
3. A reliance upon God's objective revelation to man as found in the holy, inspired and inerrant word of God. The Scriptures are both the only authority for life and faith and the lens through which we interpret the rest of creation.
4. A conviction in a transcendent and unchanging moral law, grounded in the character and nature of the holy and triune God.
5. A belief that beauty and value permeates every field of study and human action and must be integrated throughout all educational programs.
6. A certainty that Christianity gives meaning and purpose to all things; including creation, education, history, suffering, vocation, etc.
7. A confidence that all individuals are created in the image of God and reflect the glory of the creator in all things. Each person has a meaningful calling in life that becomes clear through teaching, mentoring and discipleship.
8. A commitment to the mind, the heart, and the life of an individual. All three make up true and living faith. MCA is committed to an academically rigorous curriculum, founded upon strong relationships between faculty and students, as well as training in the application of truth. We do not teach merely facts but work to integrate the minds, hearts, and wills of students as they learn and mature.
9. An understanding that true Christian growth will lead to flourishing communities and cultural engagement.
10. A certainty that God wonderfully and immutably creates each person as male or female, and that these two distinct, complementary genders together reflect the image and nature of God.
11. A certainty that God created marriage to be exclusively the union of one man and one woman, and that sexual activity is to occur exclusively within that union.
12. A certainty that all human life is sacred and created by God in His image. Human life is of inestimable worth in all its dimensions, including pre-born babies, the aged, the physically or mentally challenged, and every other stage or condition from conception through natural death.

## Student Outcomes

1. **Christian Truth and Doctrine:** Students will learn to think and live from a Biblical perspective, applying Biblical truth to all of life. Each student will understand the Gospel message of Jesus Christ and be given the opportunity to receive God's message of salvation.
2. **Moral Thought:** Students will grow in their understanding of moral truth and reasoning. They will practice and exhibit moral and critical thinking as they grow and mature.
3. **Beauty and Value:** Students will learn and grow in appreciation for the beauty and value that permeates all life as they pursue academic understanding.
4. **Passion for Learning:** Students will demonstrate a growing passion for life-long learning, academic inquiry and academic preparedness.
5. **Relationships (Family, Church, Friends and Neighbors):** Students will understand and participate in healthy, committed relationships. They will learn to recognize the worth and value of every human being, especially those who are weak and in need.
6. **Respect:** Students will learn and practice respect towards one and another and those in authority.
7. **Communication:** Students will be effective in written, oral and media communication.
8. **Stewardship (Physical care; Environment):** Students will understand and practice stewardship in all things, including care for their physical bodies, time, finances and the created world.
9. **Historical Perspective:** Students will recognize and appreciate their place in human and church history. They will understand their choices and actions are significant and have consequences at all times.
10. **Cultural Engagement:** Students will see themselves as part of the larger community and display a desire for service and cultural awareness.

## Assessments

MCA teachers will be evaluated by their students using different strategies from project based learning to a written test. Teachers are encouraged to be cognizant of the different learning styles and to adjust their evaluation to reflect all of the different options. These could include an oral presentation, essay, quiz or test, final project, or another way to evaluate the mastery of the material.

## Classroom Presentation

MCA teaching staff are professionally licensed in their field of study, and each student has a different learning style. With this in mind, material should be taught by lecture, project base, exploratory, memorization, fact finding, etc. MCA teachers use up to date manipulatives and strategies to help each individual student learn in their classroom.

## Preschool - PK3

### Letters

- Recognize letters in name
- Have been exposed to learning activities with each letter
- Can find name in the classroom

### Math

- Recognize numbers are different than letters
- Knows shapes- circle, square, rectangle, triangle, oval, star, heart, diamond
- Count objects up to 10
- Count from 1-20
- Recognizes colors- red, orange, yellow, green, blue, purple, pink, brown, black, white
- Able to sort by color and shape
- Beginning pattern skills

### Writing/Fine Motor Skills

- Trace on a dotted line
- Color and mark with controlled motions
- Beginning cutting skills
- Write first name
- Make shapes and draw a person

### Language Development

- Participate in group discussion
- Answer questions about subject
- Begin to express ideas
- Sing/Say months of the year
- Sing/Say days of the week
- Begin to recite pledges to: American, Christian, and Bible flags

### Social Development

- Say polite words
- Kind to others
- Share with classmates
- Take turns
- Listen when others are speaking
- Follow directions

### Spiritual Development

- Learn weekly Bible stories from the Old & New Testament
- Pray at start of day and before meals
- Worship everyday

## Preschool- PK4

### Letters

- Recognize capital and lowercase letters
- Say sound for all letters
- Blend consonant & vowel together
- Read a one vowel word

### Math

- Recognize numbers 1-20
- Put numbers 1-20 in order
- Count objects up to 20
- Count from 1-100
- Introduction to the following math concepts: Classifying/Sorting, Ordinal Numbers, Shape attributes, Weight, Capacity, Length, Measurement, Time, Addition, Calendar, Money, Subtraction, 2D & 3D Shapes

### Writing/Fine Motor Skills

- Trace on a dotted line
- Color within the lines
- Cut properly and stay on the lines
- Write first name
- Write numbers 1-20
- Write capital and lowercase letters

### Language Development

- Participate in group discussion
- Answer questions about subject
- Express ideas well
- Sing/Say months of the year
- Sing/Say days of the week
- Recite pledges to: American, Christian, and Bible flag

### Social Development

- Say polite words
- Kind to others
- Share with classmates
- Take turns
- Listen when others are speaking
- Follow directions

### Spiritual Development

- Memorize all 66 books of the Bible.
- Learn weekly Bible stories from the Old & New Testament
- Pray at the start of each day & before meals
- Worship everyday

# Kindergarten

## Reading

- Read short vowel and long vowel words and special sounds in isolation and in early readers.
- Answer questions regarding things read to them as well as things they read to assess comprehension.

## Phonics

- Identify capital and lowercase letters of the alphabet and their sounds.
- Memorize, identify and read long and short vowel sounds as well as simple special sounds in isolation, blends, and words.
- Identify rhyming words, syllables, words, onset sounds, rimes, and word families.

## Spelling

- By 4th quarter practice spelling, writing, and identifying ten simple words a week.
- Correctly spell the ten words each week on a test.

## Language

- Through books, conversations, study of various topics, etc. expand vocabulary.
- Ask and answer open-ended questions requiring deeper thinking.
- Retell familiar stories in sequential order while being able to express comprehension of author, illustrator, setting, characters, and plot.
- Express thoughts in journals using pictures, letters, invented spelling, words, and short sentences.

## Writing

- Write uppercase and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.
- Write words from left to right and top to bottom on a page.
- Use words and pictures to narrate a single event or simple story, arranging ideas in order.
- Writings will be recorded in journals, worksheets, and projects.
- Handwriting will not be for a grade until 3rd quarter.

## Math

- Count by 1s, 5s, and 10s to 120.
- Have a good grasp of numbers including counting them and writing how many, comparing numbers/quantities as more/less/equal, give numbers that are “one more”, “ten less”, etc.
- Understanding place value of ones, tens, hundreds.
- Understanding ordinal placement (first, fifth, last, etc.).
- Adding and subtracting using pictures, objects, and numbers.
- Finding and creating patterns.
- Solving world life problems using math.
- Understand and can describe the differences between 2D and 3D shapes as well as be able to put them together to make different shapes or break them apart into fractions.
- Tell where items are within space (under, between, to the left of, etc.).
- Making sense of abstract concepts such as time, months, days through the use of calendars and clocks.
- Use a variety of methods to compare items (by weight, size, amount, etc.).
- Use various types of data (charts, graphs, etc.) and be able to interpret data to answer questions.

## Bible

- Memorize a Bible verse each week.
- Study persons in the Bible daily.
- Learn God’s plan of salvation.
- Learn God’s plan for us and how He wants us to act and treat others.
- See God’s work daily in His creation.



## 1st Grade

### Reading

- Read short vowel and long vowel words and words with special sounds with increasing difficulty.
- Complete worksheets to assess comprehension of passages read.

### Phonics

- Memorize, identify and read special sounds.
- Identify rhyming words, compound words, contractions and homonyms.
- Identify prefixes, suffixes, root words and divide into syllables.

### Spelling

- Practice correctly spelling, writing and identifying ten words each week.
- Correctly spell the ten words each week on a test.

### Language

- Identify and label different parts of speech - subject noun, verb, adverb, adjective, preposition, object of the preposition, subject pronoun and article adjective.
- Identify synonyms, antonyms, common and proper nouns.
- Begin learning how to use proper capitalization, punctuation and spacing when writing.
- Write a complete paragraph.

### Writing

- Write in journals every morning answering a question that is given.
- Write and capitalize a title.
- Write about a variety of topics throughout the year.

### Handwriting

- Continue to practice writing on the lines and forming letters correctly.
- Learn D'Nealian writing which is a transition to cursive writing.

### Math

- Count by 1s, 2s, 3s, 5s, and 10s.
- Count on from any given number and correctly write any number into the thousands.
- Add and subtract 3 or 4 digits and add and subtract numbers into the thousands.
- Tell time to 5 minutes, identify A.M. and P.M. and read a calendar.
- Write numbers in expanded form, use  $<$   $>$   $=$  to compare sets.
- Read a graph, a line plot, and count tally marks.
- Estimate and measure length and height; correctly use inches, feet, and yard; measure capacity using ounces and pounds; read temperature in degrees fahrenheit.
- Identify 1 more or less and 10 more or less.
- Identify penny, nickel, dime, quarter, half-dollar and dollar; add money.
- Multiply by 0, 1, 2, 5 and 10 and begin the concept of division.
- Identify 2D and 3D shapes and prisms; compose and decompose shapes; measure perimeter.
- Divide into equal parts, compare fractions, and correctly write fractions.

### Bible

- Memorize a Bible verse each week.
- Study persons in the Bible.
- Learn God's plan of salvation.
- Learn God's plan for us and how He wants us to act and treat others.
- Learn to find passages in the Bible.

## 2nd Grade

### **Reading**

Students study letter-sound associations and syllable patterns with an emphasis on word families. To ensure comprehension and to develop higher-order thinking skills, reading selections incorporate questions on four levels—literal, interpretive, critical, and appreciative. Students become fluent readers and begin to read with understanding.

### **Phonics/Spelling**

Students develop an understanding of phonics and word structure. Spelling words are also incorporated in our literature selections.

### **Language**

Students are instructed to construct complete sentences with correct punctuation and capitalizations as well as use appropriate parts of speech. Students begin learning to write for different purposes including descriptive informative and narrative writing.

### **Math**

Instruction often uses manipulatives to develop basic understanding of place value, addition, subtraction, multiplication, division, fractions and problem-solving.

### **Science/Health**

We have an inquiry-based science series that provides a hands-on approach and develops critical thinking skills. We study God's world of plants, vertebrates, invertebrates and habitats; discover energy, heat and light, weather and the ocean.

### **History**

Students learn to appreciate the significance and progression of historical events from Creation to the American Colonial Period to the Revolutionary War. Lessons include the study of maps and landforms, citizenship, and cultures.

### **Handwriting**

Student writing transitions from D'Nealian printing to cursive writing.

### **Bible**

Our Bible lessons integrate doctrine into a chronological and thematic study of the Old and New Testaments. Bible characters include Noah, Abraham, Gideon, Samson, Nehemiah, Ruth, Esther, Daniel, Dorcas, Paul, and Jesus. Themes include God is my King, obedience, humility, serving, forgiveness, giving, thankfulness, surrender, stewardship, courage, faith, faithfulness, zeal, priorities, loyalty, joy, and evangelism.

## 3rd Grade

### **Reading**

Contains developmentally appropriate selections from a variety of genres with a progression of difficulty in readability and skills. Bible retellings closely follow the text in Scripture. Students will practice reinforcement skills covered in lessons including application of phonics, vocabulary, comprehension, and composition. Students are assessed in a variety of ways, including: workbook pages, independent reading, group reading, formal evaluations, or book reports.

### **Vocabulary/Spelling**

Designed to include recognizable and new words that third grade students will come across often. Over the course of a week, students will go through a unit, learning about each word and their definitions, pronunciations, parts of speech, and how they are used in sentences. This curriculum also helps build vocabulary beyond the main word. You will learn about synonyms and antonyms, prefixes, suffixes, roots, and special meanings of words. The hope is that by the end of the year, students will have a broader vocabulary to use in the future. Spelling is similar to vocabulary, where students will learn to spell recognizable and new words for their writing. Each list includes words that are grouped together with a common theme (i.e. Homophones, double consonant words, compound words).

### **English**

English is the study of words, their relation to each other, and their use in sentences. Students will work on a variety of skills and concepts to practice correct grammar, spelling, punctuation, capitalization, and structure of a sentence. Students are assessed through independent practice sheets and class participation.

### **Mathematics**

Math 4 Student Worktext (3rd. Edition) develops problem solving skills and teaches students to work out math problems accurately. Each math concept is demonstrated in clear examples before students attempt the exercise problems. Students will gain mastery of multiplication, division, fractions, and geometry. Each chapter concludes with a chapter review and cumulative review to help students retain these math concepts. This math curriculum is designed to challenge students in all aspects of mathematics. Students will develop problem solving skills and learn to work out math problems accurately. Students will gain mastery of place value, multiplication, division, fractions, decimals, and geometry. They will also continue to build on previously learned math skills. This course is designed to prepare students for fourth grade.

### **Science**

Designed to provide lessons that will keep students engaged in hands-on activities to experience science, develop critical thinking skills through inquiry and investigation, provide grade-level rigor and challenge, learn the processes and language of science, and emphasize biblical worldview development in the mind and heart of each student. Students will learn about science in four different units: Life Science, Physical Science, Earth and Space Science, and the Human Body. This course is designed to prepare students for fourth grade science.

### **Social Studies**

Integrates civics, culture, economics, geography, and history. Students will study civics and government and evaluate historical events in United States history from the Constitutional Convention through the Civil War, all from a Christian worldview. Students will study the role of significant Christians in American history and their viewpoints on historical events.

### **Bible**

Study accounts in the Old and New Testaments and encourages solid Bible study skills. Missionary stories and stories from church history are also studied to inspire students and help them apply biblical principles to their everyday lives. Students are introduced to higher thinking skills and encouraged Christlikeness through the practical application of the Bible. Students will memorize and recite several verses throughout the year.

## 4th Grade

### **Reading**

Reading a variety of genres: realistic fiction, historical fiction, Christian fiction, mystery, biography, autobiography, narrative nonfiction, informational text, procedural text, proverbs, parables, psalm, Bible account, fantasy, folktale, fable, tall tale, myth, poetry, reader's theater, play; Main character, character motives, traits, background, and development; Setting, plot, theme, cause and effect, climax, point of view, conflict, foreshadowing, irony, moral, mood, suspense, good/evil elements, humor, symbol, word play, main idea and supporting details, worldview; Imagery, personification, onomatopoeia, metaphor, simile, exaggeration, dialect, palindrome; Poetry: free verse, haiku, limerick, acrostic, shape poems; rhyme, rhythm.

### **Language**

*English 4* places an emphasis on English grammar and usage as well as practice with essential reference skills for using dictionaries and encyclopedias. Parts of speech and sentence structures are examined in detail to help students gain a mastery of grammar. The Writing Process is explained step-by-step to be implemented in a variety of writing assignments, such as a personal narrative, a research report, and a business letter.

### **Math**

Our curriculum builds confidence in working with fractions and increases students' understanding of math concepts by using manipulatives, which help students visualize the ideas discussed. Students will build upon previous math knowledge and be challenged by an optional pre-algebra chapter.

### **Science**

We allow students to explore creation through an understandable and engaging presentation of text, diagrams, photographs, and illustrations. Students use hands on materials for interactive experiments, projects, and activities. We promote higher-level thinking skills through brief writing exercises. The curriculum discusses a spectrum of scientific fields including ecosystems, plants, insects, the eye, the digestive system, and principles of motion and energy.

### **History**

We bring to life our history from the founding of America to World War II from a biblical perspective. Students explore Indiana history and geography.

### **Bible**

Encourages students to read their Bible regularly and learn to listen to His truth. We draw numerous examples from the Bible of people that listened to God and followed His will. Background information and historical context is provided to increase understanding of what life was like in Bible times. Fourth grade stresses the importance of good Bible study skills and explains how to develop these skills, while encouraging Christlikeness in the lives of students.

## English

### 5th grade

Students will read both fiction and non-fiction literature and complete different writing projects throughout the year. They will read a novel and an historical narrative book together as a class, choose a non-fiction book to read individually, and another “student choice” book. Each book will have accompanying projects, reports, quizzes and tests that will sharpen student’s reading comprehension and expose them to interdisciplinary vocabulary and studies. They also focus on poetry, writing projects, spelling, vocabulary, and grammar which will build their reading skills and writing abilities. New writing skills students will learn will be focused on persuasive, informative, and narrative writing composition styles. Students will continue to learn the structural functions of sentences and paragraphs using proper conventions to synthesize ideas in comparing and contrasting the themes within literature.

### 6th grade

Students read *A Father’s Promise*, *Holes*, and *Carry On, Mr. Bowditch*. They also create a journal explaining the “real” story of *Holes* as told from a new perspective and a different person’s point of view. Sixth grade students take an additional course to work on perfecting their writing skills and critical thinking. The writing course includes skills such as proofreading, organization, transitions, descriptive language, and editing. It includes creative writing as well as persuasive, informative, and expository writing. The focus in sixth grade is on argumentative writing and creating clear statements based on research from credible sources in support of a specific point of view. The students also learn to change their style of writing depending on their purpose and the intended audience.

### 7th grade

Students read four novels over the course of the year. Two books, *The Magician’s Nephew* and *The Lion, The Witch, and The Wardrobe*, are authored by C.S. Lewis. They also have the opportunity to choose two books on their own to read. Seventh graders improve their reading strategies as they learn the structural elements of a story. They discover how the author develops characters in the story. They learn to answer questions of different complexities using textual evidence to support their answers. Students continue to use *Shurely English* to become proficient with grammar, and they use their grammar skills in writing expository, persuasive, and argumentative pieces. Seventh graders spend nine weeks focusing on poetry, and they create a poetry binder that includes their own writings. The culmination of the nine weeks is a Poetry Cafe where students experience the joy of sharing poems with each other.

### 8th grade

Students build on and continue applying concepts learned in previous years as they read a variety of fiction and non-fiction literature that covers multiple levels of complexity. They also read different genres throughout the year. Each year students read two novels, *The Giver* and *The Hiding Place*. In addition, they have an opportunity to read two novels of their choice. While reading students learn to analysis text for theme, central ideas, and author’s purpose, and they learn to identify how an author uses dialogue to reveal character or provoke actions. They also learn to compare the actions of a character in a book or the theme of the author to those in God’s Word. Although students focus on argumentative, persuasive, and expository writing throughout the year, eighth grade is the year of a capstone research project. The research project is the culmination of nine years of learning. It encapsulates all the skills they have acquired and demonstrates their ability to articulate ideas clearly while supporting them with other sources.

## Mathematics

### **5th grade**

This course challenges students to become more proficient in their foundations of math, and continue to develop in number sense and computation. Students use manipulatives to build on the mathematical foundations while developing students' understanding of geometry, fractions, decimals, ratios, and measurements. This course aids students in the transition from elementary to secondary math by reviewing previously taught concepts and introducing new ones. Each lesson provides review to continue to gain a more concrete understanding of previously taught concepts. This curriculum leads to the introduction and understanding of algebraic concepts by solving for one-step equations.

### **Fundamentals of Math**

This course focuses on strengthening students' foundations of math while bridging any gaps of math and it's systems. Students work with whole numbers, fractions, decimals, number theory, and equations, pushing them past memorization and understanding how and why these concepts work. Every chapter contains exercises that apply mathematics to real-life situations that promote critical thinking skills. Students will begin to realize that mathematics will be used daily in their careers as well as in situations outside of the workforce. This curriculum will lay the foundation for higher math in high school and beyond.

### **Pre-Algebra**

This course lays the foundation for all upper-level mathematics, and forms a connection between concrete and abstract mathematics. Algebraic expressions and linear equations are applied throughout a comprehensive review of operations using integers, fractions, decimals, percents, and radicals. Students will explore relations and functions using equations, tables, and graphs. Students become familiar with algebra terminology, reasoning, data analysis, and probability. Chapters on statistics and geometry extend foundational concepts to prepare students for high school courses and beyond. Students are challenged with problem solving using real-life scenarios to realize how math is a daily fixture in our lives.

### **Algebra 1**

This course presents algebra topics in a logical order with detailed examples that promote student comprehension. Numeric and algebraic expressions are simplified before solving and graphing linear equations, inequalities, and their systems. Polynomials, rational expressions, radicals, and solving rational and quadratic equations are also covered. Special features focus on probability, statistics, historical features, and scriptural connections. This course focuses on combining algebraic concepts with technology and real-world scenarios to grow and develop student comprehension that will provide the understanding for their future mathematical courses.



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## Science

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Middle school science covers a wide range of subjects. We have three major goals for our Middle school students: (1) To develop a knowledge of God. God is the creator of all the universe and what we learn in science expands our knowledge of who He is. (2) To encourage Christian growth. We emphasize our stewardship of God's creation and developing Christian character as we work together. (3) To promote scientific literacy. Christians should be at the forefront of scientific knowledge, and among those who love learning about God's creative acts.

### 5th Grade

Students in 5th grade are using the Bob Jones Science 5 curriculum. It consists of six units of study. Unit 1 is "Out of the Earth" and covers minerals, rocks, fossils, and dinosaurs. Unit 2 is called "From the Beginning" and talks about matter, energy, and specifically heat. Unit 3 is "Climate" and covers the weather and different biomes. Unit 4 is called, "In Perfect Balance" and teaches about Ecosystems. Unit 5 is called "By Waves of Energy" and is about sound and light. Our last unit, Unit 6, "Inside the Body" teaches about the respiratory system and the circulatory system. Our curriculum is full of ideas for projects and labs, as well as other hands-on activities.

### 6th Grade

Students in 6th grade are using the Bob Jones Science 6 curriculum. It also, like 5th grade, has 6 units of study. In Unit 1, called "A Changing Earth", students learn about earthquakes, volcanoes, erosion and natural resources. Unit 2 is "God's Living Creation" and we study cells, classification, plants, and animals. In Unit 3, "Energy in Motion", we delve into some physics and learn about atoms, molecules, electricity and magnetism. Unit 4 takes us into space in "Beyond our Earth" where we zero in on stars and our solar system. In Unit 5, "God's Continuing Plan", we study plant and animal reproduction, heredity and genetics. Our last unit, Unit 6, "Our Intricate Bodies" covers two body systems: the nervous system and the immune system.

### 7th Grade

Students in the 7th grade are using Prentice Hall's Science Explorer Grade 7.

This curriculum starts with six chapters on the human body systems, emphasizing such things as bones, digestion, circulation, respiration and our nerves and senses. Next, we cover several earth science subjects such as plate tectonics, minerals, rocks, mapping the earth, and the oceans. Following these we study a couple of space chapters and finish with three chapters on chemistry.

### 8th Grade

Students in the 8th grade use Prentice Hall's Science Explorer Grade 8. At this level we start with four life science chapters emphasizing cells, heredity and genetics. The next section is made up of three chemistry chapters working with reactions, acids, bases, atoms and bonding (and the periodic table). The last 9 chapters cover various aspects of physics, including work, energy, heat, magnetism and electricity. There are many opportunities for lab work and hands-on activities in 8th grade.

# History

## 5th Grade American History

Students will learn a more concrete timeline of American History. Beginning with the native peoples of North America; students will explore the period before Western (i.e. European) arrival and influence. Specific regional differences will be highlighted as students learn key differences in tribes and cultures of the loosely related Native American peoples. From there, focus will be given to the reasons exploration was required for the peoples of Europe and how North America happened upon accidentally. As English settlers continue to pour into this New World, students will be able to observe a distinct American identity manifest. This identity will hold new values and ideals that separate Americans from their English roots. Students will see how these values transcend space and time as the United States is built as a civilization that becomes a world superpower and a repeated leader in global matters. While a Christian identity was almost synonymous to an American identity in the beginning of America's inception and operation, students will see how the American nation has stepped away from its founding Christian values and ideals with particular events and slowly over time. Skills learned in this course will range from a basic understanding of the American timeline, to analytical reading, more comprehensive writing skills, hands-on learning (projects), familiarity of a (global) map, and a basic understanding that history should not be interpreted with a contemporary (postmodern) lens.

## 6th Grade World History

Students will study the formation of human civilization post-Worldwide Flood and how these societies were all built in river valleys or on major rivers of the world. Societal and cultural norms will be studied from civilizations such as Sumer, Egypt, Greece, Rome, Persia, India, MesoAmerica, Byzantium, and covering the indicators of the Middle Ages. The advent of writing, iron smithing, kingdoms, dynasties, democracies, republics, and societal class systems all color world history and students will be expected to grasp a clear overview of each of these concepts. Students will survey the origins of the world, as it was created in 6 days, and then begin an in-depth look at distinct civilizations over time. Those enrolled will see a clear 'rise and fall' of peoples, societies, and governments, but emphasis will be given to the only enduring and forever lasting Kingdom of God. Israel's origins will be given academic attention until the coming of Christ. While the overarching goal is to approach distinct civilizations with its own required study, special attention will be given to the immutable subplot of the Christian message changing the lives of individuals of every tongue, tribe, and nation. Being that this is the case for our purposes, students enrolled in this course will be disciplined twice as hard by having to learn new civilizations and concepts while keeping track of the spread of Christianity. Skills learned in this course will range from analytical reading to comprehensive writing, artifact observation, hands-on learning (projects), distinguishing between primary and secondary sources, familiarity of a global map, and seeing history through the lens of truth.

## 7th Grade World Studies

Those enrolled in this course will examine world cultures and the impressions and technologies these distinct, global cultures left behind. Students in this course are to give extensive focus on history outside of North America and what would become the United States of America. Furthermore, students will see the early Church rise through the Roman period and will then step into an ongoing study of world religions. Islam, as pertinent as this religion has become after the events of 9/11, will be given the utmost attention in learning of its origin, spread, and inspiration of militaristic forces from the Middle East and beyond. The reasoning behind such focus on Islam is due to its ever growing presence in our nation's politics (and educational standardized tests) and the geopolitics beyond our country. More on the course as a whole, students will observe how distinct civilizations and cultures thrived or diminished during periods in and related to the Middle Ages, the Renaissance, the Reformation, Colonial Period, Imperial Period, Revolutions, unto the First World War. The 20th century will then be given specific attention as this is the century that is the bloodiest and most deadly century compared to all previous 19 centuries put together. Students will see



that an increase in secularism and deadly progressive ideals relate directly to an increase in bloodshed and lives lost. Students enrolled in this course will become more acquainted with analytical reading, comprehensive writing, individual research, artifact observation, individual/group hands-on learning (projects), critical reception of sources, a global map, and seeing history through the lens of truth.

### **8th Grade The American Republic**

From the onset of this course, students familiarize themselves with 4 specific characteristics that Americans have constantly fought for and admired. These characteristics are freedom, growth, equality, and individualism. Throughout this course, students learn that the foundations of the American nation were forged by observing the sacredness of these 4 characteristics. Students will observe the formulation of the American spirit, the American government, and the voice of the American people from the start by witnessing the arrival of European cultures into North America. From there, depth of detail is given to the colonization process, while noting that America does indeed have Christian origins that are structurally inseparable from the American government, its product. Students will, of course, see the ebb and flow of Americans paying attention to its Christian origins over time. Students will therefore be able to observe cause and effect (causal links) in historical events that were founded on or away from Christian principles and ideas. The anticipated timeline to study and cover in a school year will be from the Age of Exploration through World War II. Those enrolled in this course are expected to flesh out more of the skills given to those younger grades below but at a greater level of detail and critical thinking.

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# Bible

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## **5th Grade Bible**

• Middle school students want and need the big picture. Many of them have memorized lessons on bits and pieces of Scripture, but they have no concept of how those pieces fit together. Sometimes they can't tell you whether Noah came before or after Jesus.

This survey course, *Route 66: Travel Through the Bible*, puts the pieces together and, like a road map, gives them an aerial view of God's Word and work. They learn and remember summaries that prepare their minds and hearts for more detailed concepts that will come later. At the same time students who have never studied the Bible get a solid introduction to what it is all about.

• Students become acquainted with the Bible as a whole. Using their road map, they discover how the Bible's divisions relate, the context of each part, what each book is about, and how each fits into God's scheme. They hear the whole story in a short period with continuity.

• A survey study creates curiosity, interest, and excitement. Students find passages that invite them to return to search for buried treasure, to explore caverns of truth and avenues of love, to discover in ancient ruins the example of God's word in action, and to climb mountains of endurance and hope.

• Students grow in confidence as they realize they are studying the Bible all the way through. Having become acquainted with every Bible book, they can read and study any of them without feeling lost.

• Learning basic principles repeated throughout Scripture prepares students for Christian thinking and further Bible interpretation. These principles and a general knowledge of the Bible give balance to their interpretations.

## **6th grade Bible**

The students in 6th grade Bible use Positive Action text on students beginning to gain the tools in growing in spiritual maturity through the book Dynamic Christian Living. Students will gain an understanding of introductory to Christian doctrine, including salvation, the study of the Bible, and the power of prayer. Students will learn how to live out their love for God and share Him with others. 6th Graders will be tested on scripture memorization, along with learning how to take some notes and study as they are led into the importance and beauty of Christian faithfulness, and how that comes about by "hiding God's Word in our hearts". The goal of this class is to help students better understand the beauty of obedience, and in what practical ways we are called to be obedient.

## **7th grade Bible**

The students in 7th grade Bible use Summit Ministries text on worldviews called Understanding the Faith. This text is used for the purpose of students learning to better understand the beliefs of the Christian faith, learn what the Bible is and is not (along with how to apply it) and how God's grand narrative describes who God is and how it can help us better understand our place, calling and role within our part of God's story. 7th Graders will be tested on scripture memorization, along with learning how to take notes and study as they are lead into the importance of thinking Christianly, and how that comes about by "hiding God's Word in our hearts". The goal of this class is to help students in fulfilling the greatest commandment in learning to "love God with all their minds..."

## **8th grade Bible**

The students in 8th grade Bible use Summit Ministries text on worldviews called Understanding the Times. It is a comparison of six worldviews: Christianity, Islam, Secularism, Marxism, New Age, and Postmodernism. The approach is to study these six worldviews from the perspective of 10 disciplines: Theology, Philosophy,

Ethics, Biology, Sociology, Psychology, Law, Politics, Economics, and History. In addition to the text, the 8th graders also memorize approximately 45 Bible verses or passages. These are cumulative, meaning we keep reviewing all of them all year long and use them once a week in a quiz much like Bible Bowl. The goal of this class is to prepare our 8th graders to understand and stand against false worldviews that they will meet in high school and college.

### **Chapel**

Students will have chapel on Friday mornings, and it will consist of worship and a speaker. We try to get local youth pastors and those in ministry to speak to our students so they can see what else is going on in the world around them. There are also many different denominations at MCA, but we preach and share about salvation through Jesus Christ. When it comes to denomination issues, we share with the kids that they should speak with their parents or youth pastor.

## Spanish

John 3:16 tells us “For God so loved the world that he gave his one and only son...” We firmly believe in the importance of students learning the Spanish language in hopes that this skill will eventually lead more people to the Lord. Knowing Spanish will also be an advantage when traveling to do missionary work for the Lord. Spanish is a fun and interactive subject taught, beginning in Kindergarten. We feel it is very important to introduce our students to the Spanish language and culture at an early age. Spanish class is taught accordingly with each grade level. Students participate in enjoyable activities which develop communicative competence in listening, speaking, reading, and writing the Spanish language. The intent is that language acquisition is a positive, non-threatening process. During class, we play interactive games which help develop and retain vocabulary. Also, students listen and sing songs. The interactive Smartboard is also frequently used helping students visually and physically connect with Spanish through technology. We understand that learning a new language is a gradual progression.

THEME	SPANISH VOCABULARY 7 <sup>TH</sup> GRADE	GRAMMAR
<b>¡Hola!</b> (Hi!)	<ul style="list-style-type: none"> <li>● Greetings</li> <li>● Introductions</li> <li>● Saying where you are from</li> <li>● Numbers from 0- 31 and exchanging phone numbers</li> <li>● Days of the week</li> <li>● The weather</li> <li>● Classroom phrases</li> </ul>	<ul style="list-style-type: none"> <li>● The Spanish alphabet</li> </ul>
<b>Un rato con los amigos.</b> <i>A time with friends.</i>	<ul style="list-style-type: none"> <li>● After- school activities</li> <li>● Snack foods and beverages</li> <li>● Describing yourself and others</li> </ul>	<ul style="list-style-type: none"> <li>● Subject pronouns and <b>ser</b></li> <li>● <b>Gustar</b> with an infinitive</li> <li>● Definite and indefinite articles</li> <li>● Noun- adjective agreement</li> </ul>
<b>Part I ¡Vamos a la escuela!</b> <b>(Somos estudiantes)</b> <i>Go to school!</i> <i>(We are students)</i>	<ul style="list-style-type: none"> <li>● Daily schedules</li> <li>● Telling time</li> <li>● Numbers 31 to 100</li> </ul>	<ul style="list-style-type: none"> <li>● The verb <b>tener</b></li> <li>● Present tense of <b>-ar</b> verbs</li> </ul>
THEME	SPANISH VOCABULARY 8 <sup>TH</sup> GRADE	GRAMMAR
<b>Part II ¡Vamos a la escuela!</b> <b>(En la escuela)</b> <i>Go to school!</i> <i>(At school)</i>	<ul style="list-style-type: none"> <li>● Describing classes</li> <li>● Describing location</li> <li>● Expressing feelings</li> </ul>	<ul style="list-style-type: none"> <li>● The verb <b>estar</b></li> <li>● The verb <b>ir</b></li> </ul>
<b>Comer en familia</b> <i>Eat with family</i>	<ul style="list-style-type: none"> <li>● Meals and food</li> <li>● Asking questions</li> <li>● Family</li> <li>● Giving dates</li> <li>● Numbers from 200 to 1,000,000</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Gustar</b> with nouns</li> <li>● Present tense of <b>-er</b> and <b>-ir</b></li> <li>● Possessive adjectives</li> <li>● Comparatives</li> </ul>
<b>En el centro</b> <i>(At the mall)</i>	<ul style="list-style-type: none"> <li>● Clothing; Shopping</li> <li>● Places and events</li> <li>● Getting around town</li> <li>● In a restaurant</li> </ul>	<ul style="list-style-type: none"> <li>● Stem-changing verbs: <b>e→ie</b></li> <li>● Direct object pronouns</li> <li>● Stem-changing verbs: <b>o→ue</b></li> <li>● Stem-changing verbs: <b>e→i</b></li> </ul>

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## Electives

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### **Art**

Students are offered a wonderful curriculum that includes the elements and principles of art. They will discover different artists in art history. Students will also collaborate and work together on several school projects.

'Meet the Masters' is an Art program that introduces students to the Master Artists and their styles. We will be working with a different artist each month. As we study an artist we will watch slides and study their lives and work. This allows students to gain an understanding and appreciation for the artist's life and how his or her experiences influenced their art. We will also learn about such things as texture, line, color, balance, shape and value. Students will have the opportunity to practice these things and then apply them to a project that uses the style of the Master Artist being studied.

### **Band**

Music is learned through instruments and the band is taught twice a week. The band will perform in our Christmas and Spring concert along with options for chapel band.

### **Music**

Music education is important to the development of the students. Students in grades K-4th will receive instruction in music appreciation, singing, and theory. Recorders will be a part of the spring music program for students in grades 3rd and 4th respectively. Students in grades 5th-8th may choose one of the following: band, choir, praise band, or drama. Students participating in band will have instrument selection and rental completed during the first week of school. The music teacher will be responsible for informing the administration and teachers of all scheduled performances. The music department will be responsible for providing all musical programs.

### **Drama**

Students will explore the art of acting in drama class, from individual performance to group skits and plays. The drama students will put on a play every fall, and perform skits and human videos during chapel.

### **Performing Arts and Choir**

Students in this class will learn a range of subjects in regards to music and musical performance. Each day students will learn proper singing techniques, music theory, rhythmic and vocal sight reading.

### **Technology**

#### **5th Grade Technology**

5th Grade students will begin the year by taking a baseline keyboarding test to set goals for improvement throughout the year. All assignments and tasks will be posted on an online platform and all classwork will be submitted online. Digital citizenship and responsibility is reviewed from previous years and MLA formatting, quality research, writing papers, and citing sources become increasingly important. New terms such as "accuracy", "relevance", "appropriateness", "comprehensiveness", "bias", and "formulas" are used

conversationally. Students will begin to learn visual programming languages, digital storytelling, and collecting and presenting data.

#### **Advanced Tech- Online and Marketplace**

Middle school students begin by learning appropriate online safety, responsibility, and citizenship including copyright, licensing, and fair use principles. All within the context of marketing strategies, they will discuss and design their own digital brands and build and publish a website based around a given theme. They will design printed promotional material and video advertising for use by a local organization.

#### **Advanced Tech- Coding, Mechanics, and Engineering**

Middle school students will be offered to learn basic visual programming languages and textual coding to accomplish a task. Robotics and digital engineering are both used to teach computational thinking and abstraction. Programming and group collaboration are emphasized to assist in troubleshooting, critical thinking, decomposition, and analysis.

## High School Courses

MCA will be adding 11th grade next year. I want to share with you what high school is going to look like at MCA. I understand that it will start small, and as it grows, we will be able to pick up more fine arts and athletic programs for our students to get involved.

### Diploma

CORE 40 (Indiana college diploma track)

CORE 40 Honors Diploma

### 8th grade

High School Accredited Courses: Biology, PE, Spanish I, Algebra I

### 9th grade

Geometry or Algebra I

World History

Biology/Chemistry/ICP

English 9

Spanish I or II

Bible

Elective/Study Hall

### 10th grade

Algebra II

U.S. History

Chemistry/ICP

English 10

Spanish II or III

Bible

Health/PSAT Prep

Elective Course

### 11th grade

Pre-Cal or Geometry

Dual Credit History -- 3 credit hours

Dual Credit Composition -- 3 credit hours

Physics/Anatomy/Earth & Space

Spanish III

Bible

Elective Course

Start of Career Path is an option - Ben Davis - Area 31

### 12th grade: Course options

Calculus/ Pre-Calculus

Government/Econ

Dual Credit American Lit - 3 credits

Dual Credit Communications - 3 credits

Dual Credit Psychology - 3 credits

Dual Credit Finite Math - 3 credits

Bible

Anatomy

Internships

Ben Davis Area 31

College Prep/Dave Ramsey Finance Class

### Elective Courses

Drama, Choir, Programming, Band, Art, Yearbook, Web design, and I am working on others. These will be semester classes.

### Online Courses

Taylor University

## Extra-Curricular Activities

### **Athletics**

MCA normally has multiple teams per sport: 5th/6th grade, 7th/8th grade, JV, & Varsity teams

#### **Fall**

Cross Country -- CoEd  
Soccer  
Volleyball

#### **Winter**

Boys basketball  
Girls Basketball  
Cheerleading

#### **Spring**

Track  
Baseball  
Softball  
Golf

#### **Clubs**

National Honor Society  
Spanish Club  
Robotics Club - competes  
Student Council  
Community Service

#### **Activities**

Prom	Spiritual Emphasis Days
Service Activities	Weekly Chapel
Mentorships	Eagles Soccer Club
Internships	Summer Sports Activities
Educational Trips	Academic Awards
National Honor Society	Eagles Volleyball Club



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## Grading Scale

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Letter Grade	Percentage Points
A+	100
A	93-99
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62

## Discipline

### **PARENT'S RESPONSIBILITY**

The first responsibility of guiding children in areas of moral, spiritual, emotional, and social development is delegated to the parents by God. (Eph. 6:4; Deut. 6:5-7)

The divine order or command is set forth in 1 Cor. 11:3 and Eph. 6:1, where we find that "the head of every man is Christ; and the head of the woman is the man; and the head of Christ is God", and "Children, obey your parents in the Lord; for this is right." Children must be guided to recognize this divine chain of command and accept instructions given by parents who, in turn, give an account to God for the instruction of their children. God has given the responsibility to parents not only to train their children to obey them, but also to understand that each individual is responsible directly to God for his actions, attitudes, and performance at full potential.

Since the parents are really the first and prime influence in guiding children in these areas, it is of utmost importance that they accept and carry out their responsibilities fully.

### **SCHOOL'S RESPONSIBILITY**

The school must build and develop from the foundation laid by the parents, guiding the child according to Biblical principles. In this sense the Christian school becomes a supporting influence to the home. Thus, without the foundation established in the home, and regardless of the school's diligent efforts, it is unable to adequately guide the child.

### **PHILOSOPHY OF BIBLICAL DISCIPLINE**

The ultimate goal for a Christian school, and thus for the process of discipline, is to develop a student who is wise: one who sees life from God's point of view. Our approach to discipline should be based upon the fruit of wisdom. (James 3:17; 1 Thess. 2:7-8)

A Christian school must have a philosophy of discipline based on the Scriptures. Some guidelines as we build toward such a goal are:

1. Discipline has moral content. The foundation is our amenability to God and the revelation of His standard of righteous conduct. It is both positive and negative.
2. Christian love is at the heart of all discipline. Correction and chastening is an essential part of this firmness in love. They must be balanced. Firmness minus love becomes harsh; whereas love without firmness is sentimentality or brings about compromise. Both errors produce problems instead of solving them.
3. The responsibility and authority to discipline comes from God. A teacher stands in "loco parentis" - that is, in the parents' stead. He has the same God-given authority they have.
4. All discipline is designed to show the child his sinful nature and lead him to submit himself to God's will. We must be aware of "holding God over his head," thus making him unconsciously dislike Him.
5. Practical helps are found in the Bible; e.g., Proverbs, Hebrews 12, God dealing with Israel, etc.
6. As a Christian school, whenever we find it necessary to discipline the young people, it is imperative that we try to teach them a spiritual lesson through it. Obviously, this involves a prayer time before and after discipline has been administered.
7. Students with continual discipline problems will face progressively firmer discipline until the behavior changes.

### **BASIS FOR REQUIRING OBEDIENCE**

Required obedience is based upon the Bible. God says that children should obey their parents and others in places of authority. The following texts emphasize this:

"Children obey your parents in all things; for this is well-pleasing unto the Lord." (Col. 3:20)

"Let every soul be subject unto the higher powers." (Rom. 13:1a)

"Obey them that have the rule over you." (Heb. 13:17a)

Students should see us adults living under the authority that God has placed over us. Obedience to authority

is not for children only but parents are to train their children to be obedient. Obedient children are a required qualification for a deacon in the church (1 Tim. 3:4, 5). Although the Christian school is not the church, if the school is to be strong, individuals nominated for service on the Board or Faculty should fulfill the requirements listed in 1 Tim. 3.

### **MORAL CONDUCT POLICY**

“Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock.” – Matthew 7:24 NIV

The conduct of each MCA student should be morally clean and honoring to our Lord Jesus Christ and is expected 24/7/365. While the discipline policy is designed to cover most issues, there may be other behavior that needs to be addressed throughout the year. The Administrator will deal with these as well as any other issues. Students’ compliance with the moral conduct policy demonstrates honor and respect for authorities, as well as respect for each other.

During out of school activities such as after P.T.F. meetings, programs, etc., the students are under direct supervision of the parents unless the school provides supervision. Students on all occasions are expected to act within the principles of representing their families and the school but also our Lord. Major discipline problems at after school activities, e.g., P.T.F. meetings will be dealt with in a conference with the family/ies, students, and school officials.

### **DRUG ABUSE**

We believe that any non-medical involvement (i.e. consumption, procurement, provision) with controlled substances, or material generally acknowledged as being harmful to an individual's physical, spiritual, or psychological health is inconsistent with the Christian lifestyle. Although Scripture does not speak directly to the problem of drug abuse, it does instruct individuals in the maintenance of healthful lifestyles and avoidance of harmful indulgences and excesses.

Furthermore, since drug involvement is specifically defined and prohibited under Indiana and Federal Criminal Laws, its avoidance is implied by the Biblical injunction to be subject to our governmental authorities. As a matter of policy, Mooresville Christian Academy will investigate fully any incident suggesting drug involvement on the part of students, faculty, staff, or parents. Confirmation of drug abuse as defined above will be reported to the appropriate legal authorities, and will subject the individual(s) involved to immediate disciplinary review by the school.

### **BULLYING POLICY**

“*Bullying*” means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as: unwanted purposeful written, verbal, nonverbal, or physical behavior, including but not limited to any threatening, insulting, or dehumanizing gesture, by an adult or student, that has the potential to create an intimidating, hostile, or offensive educational environment or cause long term damage; cause discomfort or humiliation; or unreasonably interfere with the individual’s school performance or participation, is carried out repeatedly and is often characterized by an imbalance of power. Bullying may involve, but is not limited to:

1. unwanted teasing
2. threatening
3. intimidating
4. stalking
5. cyberstalking
6. cyberbullying
7. physical violence
8. theft
9. sexual, religious, or racial harassment
10. public humiliation
11. destruction of school or personal property
12. social exclusion, including incitement and/or coercion
13. rumor or spreading of falsehoods

MCA does not tolerate these types of behaviors and instances will be dealt with accordingly.

## **SCHOOL BUILDING RULES**

While at school and while en route to and from school, the students will be expected to obey the following rules:

1. Students must show respect for and obey all teachers, staff members, and adult volunteers.
2. Running in the hallways or on the stairs is strictly prohibited.
3. Walk to the right down the stairs and in the halls.
4. Pupils leaving the classroom should go directly to the appointed place and return without delay.
5. Students should not be allowed to disturb other classrooms at any time.
6. Loud noises are prohibited.
7. Littering is prohibited. Students are expected to help maintain the facilities.
8. No writing on desks, walls, etc. is acceptable.

Repeated violations of the above may result in detentions or suspension (in-school or out-of-school).

## Dress Code- Preschool and Elementary

### Shirts

**Accepted styles:** T-shirts, sweaters, sweatshirts, collared shirts, dress shirts

**Clarifications:** NOT form fitting-- strive for modesty, Undershirts/camis may be worn underneath but should not be the primary clothing, No skin should be showing when bending over or extending the arm, No sleeveless shirts, No band t-shirts, derogatory terms or slogans, illegal substances, inappropriate language or crude gestures, does NOT have to be tucked into pants, if a female student wears leggings then all shirts/dresses must cover the students bottom

### Pants/Shorts/Capris

**Accepted styles:** Jeans, Slacks, Leggings, Athletic shorts and pants

**Clarifications:** No holes, frays, or rips that show any skin, all shorts must be knee length measuring to the top of the knee

### Dresses/Skirts/Jumpers

**Accepted styles:** Any modest style

**Clarifications:** All dresses or skirts must be knee length if there are no leggings worn. If leggings are worn then the dress must cover the bottom of the student

### Footwear

**Accepted styles:** Athletic shoes, Dress shoes, Sandals for GIRLS

**Clarifications:** All students must wear athletic shoes on days they have P.E., Girls are allowed to wear sandals with backs, Boys must wear shoes with a back, No roller shoes

### Jackets/Sweaters/Outerwear

**Accepted styles:** Hoodies, Zip ups, modest sweaters over approved shirt

**Clarifications:** No trench coats, All coats must remain hung up during the school day, Hoods must remain down

### Hairstyles

**Accepted styles:** Neat and clean, If dyed it must be a natural color, No extreme styles

**Clarifications:** For BOYS the length of hair should be no longer than top of the collar and must be neat and clean

### Body Art and Piercings

**Accepted styles:** Girls only may wear appropriate earrings in their ears

**Clarifications:** No body piercings of any kind for boys, No body piercings except for ears for girls, No ear gauges

## Dress Code - Intermediate/Jr. High/High School

### Shirts

**Accepted styles:** T-shirts, Sweaters, Sweatshirts, Collared shirts, Dress shirts

**Clarifications:** NOT form fitting--striving for modesty, Undershirts/camis may be worn underneath but should not be the primary clothing, No spaghetti strap shirts, or anything that would make bra straps easily visible, When bending over or extending the arms, no skin should be showing, no sleeveless shirts, no apparent cleavage, no band t-shirts, no derogatory terms or slogans, no illegal substances, no inappropriate language or crude gestures, does NOT have to be tucked into pants

### Pants/Shorts/Capris

**Accepted styles:** Jeans, Slacks, Knee length or longer, Dress shorts or shorts with belt loops

**Clarifications:** Modest cut & fit--not tight fitting through hips or on legs, Not overly baggy, No holes, frays, or rips that show ANY skin, No athletic gear, athletic shorts, sweatpants or pajamas. Remember, modesty is what we are striving for, not what can we get away with

### Dresses/Skirts/Jumpers

**Accepted styles:** Any modest style

**Clarifications:** All items must be knee length or longer while standing up, If leggings or tights may be worn under skirts as long as the skirts are no more than 2" above the bend in the knee, No leggings or yoga pants allowed except under dresses or skirts

### Footwear

**Acceptable styles:** Athletic shoes, Dress shoes, Sandals with backs, Shoes with backs

**Clarifications:** Laces must be tied, All students must have athletic shoes on days where they have PE, No beachwear, slippers or athletic slides, No roller shoes

### Jackets/Sweaters/Outerwear

**Acceptable styles:** Hoodies and zip ups, Modest sweaters over approved shirt

**Clarifications:** No trench coats, All coats must remain in locker during school day, Hoods must remain down

### Hairstyles

**Acceptable styles:** Neat and Clean, If dyed, must be a natural color, No extreme styles

**Clarifications:** BOYS' Length of hair should be no longer than the top of the collar and must be out of his face, It must be neat, clean, and well kept

### Body Art and piercings

**Acceptable styles:** Girls ONLY may wear appropriate earrings

**Clarifications:** No tattoos, ear gauges, body piercings, or ear piercings for boys.

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## Arrival Times/Dismissal

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### **Preschool**

**Full day students:** Class begins at 8:30 and students are to be dropped off at the front of the building. School dismisses at 3:00 and students are to be picked up around the back of the building.

**Half day student:** Class begins at 8:30 and students are to be dropped off at the front of the building. School dismisses at 11:30 and students are to be picked up at the front of the building.

### **Kindergarten/Preschool**

**Drop off:** Class begins at 8:15 and students can be dropped off at the front of the building, beginning at 7:45

**Pick up:** School dismisses at 3:00 and students can be picked up around the back of the building.

### **1st/2nd/3rd/4th Grade**

**Drop off:** Class begins at 8:15 and students can be dropped off at the front of the building, beginning at 7:45

**Pick up:** School dismisses at 3:00 and students can be picked up at the front of the building.

### **Intermediate/Jr. High/High School**

**Drop off:** Class begins at 8:15 and students can be dropped off at the front of the building

**Pick up:** School dismisses at 3:15 and students can be picked up at the front of the building.

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## School/Parent Relations/Volunteer Program

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### **PTF (Parent Teacher Fellowship)**

PTF is a parent led organization that supports our teachers and loves on them during the year. PTF runs several community activities for family bonding, fundraising, and social activities to support the mission of MCA.

### **The Academy News**

The Academy News is the one-stop-shop for all things pertinent to MCA as a whole. Once enrolled, you should begin receiving the weekly newsletter to the email address you have on file.

### **Facebook**

Like us on Facebook for quick reminders of upcoming events and to see fun things happening throughout the school day.

### **Volunteer**

As you may know, there is a lot that goes into making a program successful. At MCA, we require all families with at least one student in grades K-12 to complete 20 service hours (10 per semester). We look at educating your children as a partnership, so please stay involved in your child's education.