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 <p>CHRISTIAN STUDIES</p>	VISION	The purpose of the Christian Studies program at TFA is to provide an academic environment for students to know God through Jesus Christ and to grow in their faith. It is our belief that God is a personal God who reveals to humanity His nature, purpose in history, and love for all creation. At the center of our faith is the crucified and risen Jesus Christ and our belief that "...the Son of God became a man so that humanity could become children of God" (Mere Christianity, Lewis, C.S. (1943). The purpose of the Bible curriculum is to provide the framework for a study of God's Word, and allow students to apply Biblical principles and examples to the choices and issues they face each day. The focus of the intentional classroom instruction consist of a) knowledge of the Bible, b) application of Scripture, and c) discernment to think and reason from a Biblical worldview. The ultimate goal is to help students formulate a Christ-centered biblical worldview. (Col. 2:8)		
	STANDARDS	What a TFA student will know and be able to do in Bible: Gain an in-depth understanding of character and demonstrate an understanding of its importance in everyday life • Learn to apply Scripture directly to his/her own life situations through application principles • Understand the value the Lord places on each individual • Demonstrate an understanding and realization of the need to live a life of purity and wholeness in order to gain freedom to learn all that God has planned • Demonstrate an internalization of The First Academy Mission statement "...service before self and participation as a way of life" by actively engaging in service to the community • Value reading, memorization and understanding Scripture and demonstrate the ability to apply its truth to his/her life situations • Examine the nature of God through the teaching of Scripture • Explain God's desire for a personal relationship through Jesus Christ • Develop biblical literacy and knowledge of the Christian faith • Apply Christian practices to his/her life (prayer, Bible study, fellowship, worship, evangelism, service) • Discern the competing worldviews that compete for his/her attention and loyalty • Defend the biblical and historic Christian faith in a pluralistic marketplace of ideas • Demonstrate understanding of God's Truth in Veritology, Science and History		
	TOPICS	Specific character traits are identified as conducive to a life whose foundation is based on Biblical standards • Knowledge of practical applications of each trait to everyday life • Cautions regarding each trait's negative counterpart • Each trait is presented from a Biblical perspective with a focus on characters whose lives give an example of what to do/not to do. • Importance of each trait, not just in their own lives, but in the lives of those around them as they provide encouragement and accountability	The Book of Proverbs was written to help an individual gain God's wisdom and apply it to life • The importance of family and the need to acknowledge the counsel and direction of one's parents • The value of teachers and other authority figures in the students' lives and the need to respect and heed their input • Godly interpersonal relationships and how to react in a variety of inevitable life situations that they will face A reminder of who God is and the importance of His claim on their lives • Understanding why they were created, where they fit into the scope of what God is doing, and how they can honor Him with their lives • God has a plan and purpose for each of them • A strong emphasis on life application principles so that the student will learn how to apply Scripture faithfully and directly to everyday reality	Experience Old Testament and New Testament survey of the Books of the Bible • Discover the theme of each book, how they are related, and how they fit into God's scheme • Understand biblical principles that will enable students to live lives of purity and lay a foundation for future studies • Locate key events and characters in the Bible • Application of Biblical principles to enrich each individual life • Challenge non-believers to examine their lives and make a commitment to Christ • Understand the importance and meaning of "Royal Values" • Discuss the question, "What is Truth?" • Daily practice of The First Academy Honor Code • Memorize key passages of Scripture • Encourage/promote the mission statement through Community Service Hours • Gain a deeper understanding of Scripture and its primary themes • Articulate God's plan of salvation • Articulate content and meaning of Christian faith in his/her life • Articulate God's desire to have relationship with humanity by his interaction with it from Creation through the life of Christ • Gain an appreciation for the Bible as a source of wisdom, practical for everyday life • Lay a foundation for future studies • Discover each book's context and its relation to other books • Locate key events and characters in the Bible • Use a Bible dictionary to deepen his/her understanding of Scripture • Explain and practice a variety of classical Christian disciplines, including prayer, solitude, study, service and worship • Learn how to develop and lead class devotions
<p>LANGUAGE ARTS</p>	VISION	As a result of Language Arts education at The First Academy, students are exposed to many forms of literature: Christian fiction, apologetic writing, secular novels, historically-based literature, historical documentation, prose, poetry, personal narratives, and a wide array of children's literature. The systematic targeting of organizational skills, analytical thinking, and editing skills woven throughout the Language Arts curriculum enhances student success. Discernment for God's Truth is taught formally and informally within the Language Arts discipline. Students evaluate literature and accompanying forms of written communication on the basis of the Truth, and gain a deeper understanding and application of Biblical Truths.		
	STANDARDS	The First Academy's objective is to prepare Christian leaders who demonstrate curiosity, appreciation and a desire for learning. Students are academically challenged through specific academic standards and benchmarks and the incorporation of a variety of academic activities utilizing: a) research, b) critical thinking/discernment, c) application of knowledge, d) evaluation of performance, and e) solution finding/problem solving. Students actively engage in skills required in written and oral communication applicable for academic, business and creative environments. Students demonstrate clarity of thought, organization, unique voice, and accurate and articulate utilization of the English language. Students become "fearless writers." The TFA student is proficient within the Language Arts and applies the skills and strategies within other curriculum areas.		
	TOPICS	What a TFA student will know and be able to do in Language Arts: Reading: Demonstrate competence in the general skills and strategies of the reading process • Demonstrate familiarity with a variety of literary works of enduring quality including the truth of Scripture and its influence on literary forms and themes • Demonstrate competence in applying reading strategies to learn from specific types of informational texts and literature • Writing: Demonstrate competence in the general skills and strategies of the writing process: Overall Development: how well the writer communicates with the reader, shows awareness of the audience, task, and purpose for writing, and writes in the appropriate mode of discourse. Organization: the writer's ability to develop a logical plan of organization, maintain coherence throughout the paper, and create paragraphs. Support: the use of appropriate reasons, details, and examples to enhance the effect and/or support the generalizations and conclusions of the piece. Sentence Structure: completeness, correct usage, and variety of sophistication of sentences. Word Choice: specific vocabulary, freshness and vividness of language. Mechanics: the correct and effective use of spelling, punctuation and capitalization. Write with a command of the grammatical, mechanical and usage conventions of Standard Edited American English • Demonstrate competence in the stylistic and rhetorical aspects of writing • Demonstrate competence with a variety of types of essays including a) Narrative, b) Informative/ Descriptive, c) Expository, d) Persuasive, and e) Critical Thinking • Compile and present portfolio of written work • Gather and use information effectively for research purposes Speaking/Listening/Discussion: Demonstrate competence in speaking and listening as tools for learning • Demonstrate acquisition and application of discernment during oral communication • Demonstrate competence in the utilization and application of skills required in successful debate.	Reading: Demonstration of successful word study skills • Demonstration of high rates of fluency and accuracy • Application of effective comprehension strategies • Demonstration of strategic vocabulary development: decoding of base words, compound words, prefixes, and context clues • Demonstration of application of Critical Thinking skills • Demonstration of effective dictionary and thesaurus skills • Introduction to a variety of literary genres • Demonstration of strong comprehension skills with both fiction and nonfiction texts • Implementation of reading strategies appropriate for various thematic units and genres including: a) short stories, b) longer narratives, c) biographies, d) poetry, e) reference and informational texts • Demonstration of the ability to a) differentiate fact from opinion, b) understand context clues, c) identify main ideas and supporting details, d) identify story and character elements, e) understand and recognize point of view • Writing: Continuation of focus on the further development of the writing process • Demonstration of editing techniques and strategies • Application of spelling strategies • Recognition of word forms, sentence types and parts of speech • Demonstration of the five paragraphs essay • Introduction to Expository, Persuasive and Critical Thinking essays • Demonstration of proficiency with the Informational Essay • Demonstration of effective utilization of dictionary and thesaurus skills • Evaluation of written work using the 6 criteria: a) Overall Development, b) Organization, c) Support, d) Sentence Structure, e) Word Choice, f) Mechanics • Demonstration of composing essays when provided with a standard prompt and a time limit • Oral Language (Speaking, Listening, Discussion) • Demonstration of effective oral communication skills during presentations including class discussions, debates, book reports and project presentations	Reading: Application of various reading strategies to a) construct and extend meanings to literature and non-fiction texts • Identification of major versus minor literary themes • Demonstration of high rates of fluency and accuracy • Application of effective comprehension strategies • Demonstration of strategic vocabulary development: decoding of base words, compound words, prefixes, and context clues • Demonstration of application of Critical Thinking skills • Demonstration of effective dictionary and thesaurus skills • Introduction to a variety of literary genres • Demonstration of strong comprehension skills with both fiction and nonfiction texts • Implementation of reading strategies appropriate for various thematic units and genres including: a) short stories, b) longer narratives, c) biographies, d) poetry, e) reference and informational texts • Demonstration of the ability to a) differentiate fact from opinion, b) understand context clues, c) identify main ideas and supporting details, d) identify story and character elements, e) understand and recognize point of view • Implementation of Guided reading of non-fiction, fiction, drama, and poetry • Analysis of author's story and character elements • Interpretation of character development • Identification of synthesized information to connections in the real world • Writing: Continued focus on further development of the writing process • Demonstration of editing techniques and strategies • Application of spelling strategies • Recognition of word forms, sentence types and parts of speech • Demonstration of the five paragraphs essay • Introduction to Expository, Persuasive and Critical Thinking essays • Demonstration of proficiency with the Expository Essay • Introduction to researching, organizing, synthesizing, and presenting data according to standards style and format requirements • Response to literature yielding the production of expository essays • Utilization of creative writing techniques for the purpose of enhancing narrative and descriptive pieces • Demonstration of note-taking skills for use with lectures and various reading assignments from lecture and reading of fiction and non-fiction • Demonstration of effective utilization of dictionary and thesaurus skills • Evaluation of written work using the 6 criteria: a) Overall Development, b) Organization, c) Support, d) Sentence Structure, e) Word Choice, f) Mechanics • Demonstration of composing essays when provided with a standard prompt and a time limit • Oral Language (Speaking, Listening, Discussion) • Demonstration of effective oral communication skills during presentations including class discussions, debates, book reports and project presentations
<p>MATHEMATICS</p>	VISION	Mathematics is one tool by which we better understand God's precise, orderly, and sometimes mysterious creation. As a result of a mathematics education, students will value this tool and develop literacy in the use of mathematics. In seeking solutions students incorporate technology and problem solving skills. Developmentally appropriate instruction challenges and supports students by incorporating abstract thinking skills. Students experience abundant opportunities to reason mathematically and recognize the connection between mathematics to other disciplines. Students express an understanding of concepts using a variety of methods and media. (CHCA, 2004)		
	STANDARDS	What a TFA student will know and be able to do in Mathematics: Understand and apply the concepts of Number and Operation Sense • Patterns, Functions, Symbols, and Models • Geometry and Measurement • Data Analysis, Statistics, and Probability • Be mathematical problem solvers • Communicate mathematically • Identify connections within mathematics and to other subject areas • Apply mathematical representations to foster understanding of mathematics • Identify God's orderliness and mystery reflected in mathematics	Add, subtract, multiply, divide whole numbers, decimals, and fractions/mixed numbers • Add, subtract, multiply, and divide integers, ratio, proportional reasoning, rates, and percent • Area, surface area, and volume of various shapes • Variables and representations of linear relationships with graphs, tables, and symbols • Combinations, permutations, and central tendency for each of them	Pre-Algebra Topics: • Integer operations • Simplify algebraic expressions • Solve linear equations and simple inequalities • Explore variables and representations of relationships using graphs, tables, symbols; evaluate formulas • Pythagorean Theorem • Irrational numbers • Graph linear equations using coordinates • Use graphs/equation models to represent trends in data • Scientific notation • Area, surface area, and volume of various shapes • Percentage equations Algebra 1 Topics: • Add, subtract, multiply, divide rational numbers/expressions, inequalities, polynomials, and radical expressions • Solve and graph linear equations (graphing calculator used) • Factor polynomials, inequalities and systems • Solve quadratic equations (graphing calculator used) • Solve real world application problems • Pythagorean Theorem Geometry 1 Topics: • Demonstrate an understanding of Logic and Reasoning • Develop proofs for theorems using the axiomatic approach • Apply properties of lines, angles, triangles, quadrilaterals and circles in developing appropriate proofs and in solving problems
	TOPICS	Add, subtract, multiply, divide whole numbers, decimals and fractions/mixed numbers • Recognize patterns, relationships • Evaluate algebraic expressions using order of operations • Identify and Classify lines, angles and polygons • Measure length (integrated with Science) • Perimeter and area of circles and polygons vocabulary • Surface area of simple figures • Graph coordinates • Construct graphs to represent data (integrated with Science) • Collect, organize, interpret data (integrated with Science) • Expected, theoretical probability including simulations • Ratio, proportion, and percent	Add, subtract, multiply, divide whole numbers, decimals, and fractions/mixed numbers • Add, subtract, multiply, and divide integers, ratio, proportional reasoning, rates, and percent • Area, surface area, and volume of various shapes • Variables and representations of linear relationships with graphs, tables, and symbols • Combinations, permutations, and central tendency for each of them	Pre-Algebra Topics: • Integer operations • Simplify algebraic expressions • Solve linear equations and simple inequalities • Explore variables and representations of relationships using graphs, tables, symbols; evaluate formulas • Pythagorean Theorem • Irrational numbers • Graph linear equations using coordinates • Use graphs/equation models to represent trends in data • Scientific notation • Area, surface area, and volume of various shapes • Percentage equations Algebra 1 Topics: • Add, subtract, multiply, divide rational numbers/expressions, inequalities, polynomials, and radical expressions • Solve and graph linear equations (graphing calculator used) • Factor polynomials, inequalities and systems • Solve quadratic equations (graphing calculator used) • Solve real world application problems • Pythagorean Theorem Geometry 1 Topics: • Demonstrate an understanding of Logic and Reasoning • Develop proofs for theorems using the axiomatic approach • Apply properties of lines, angles, triangles, quadrilaterals and circles in developing appropriate proofs and in solving problems
<p>SCIENCE</p>	VISION	The TFA Science Curriculum provides an opportunity for the student to develop a grounded Biblical truth measured against his/her observations of the natural world and its processes. Science is a method of inquiry founded upon the order of this natural world and the design of its Creator, and in addition, science is an ongoing process that is limited as an investigative tool. Students become responsible, independent, questioning, creative, and organized learners moving from curiosity to familiarity, then master of scientific skills, processes, concepts, and theories. Students explore the various disciplines of science through an organized progression of class presentations, hands-on activities, and laboratory investigations that emphasize scientific processes and develop critical thinking skills. Students recognize that science integrates with mathematics, technology, written language, consumer and career interests. Resulting from scientific knowledge, students come to acknowledge personal responsibility as stewards to care for humanity and conserve resources for the glory of God		
	STANDARDS	What a TFA student will know and be able to do in Science: Exhibit knowledge of historical development, and application of skills, concepts, and processes in: Scientific inquiry (the practice of science) • Physical science • Life science • Earth and Space science • Science and Technology • Exhibit an understanding of the unifying concepts and processes of science: Systems and organization • Rules of evidence • Models • Explanations • Role of measurement, change and equilibrium • Relationship between structure and function • Exhibit critical thinking skills to distinguish between fact, myth, and theory • Practice safe and appropriate use of scientific instruments, materials, equipment, and procedures • Communicate scientifically via various forms of oral and written discussions and/or presentations • Recognize that science is a human endeavor where people interpret scientific knowledge/evidence based on historical context and their personal worldview • Recognize the scientific role science plays in the development of a Biblical Worldview regarding man's stewardship of the earth • Understand how general revelation and knowledge of science leads to a concept of the truth of God that corresponds with an authentic Biblical Worldview		
	TOPICS	*Inside Earth • Rocks and Minerals • Plate Tectonics • Layers of the Earth • Volcanoes • Earthquakes • Earth's Waters • Water Properties • Water on Earth • Surface Water • Water Underground • Weather and Climate • Air Around You • Air Pressure • Atmosphere • Heat Transfer and Earth's Energy • Winds • Water in Atmosphere • Precipitation • Air Masses and Fronts • Storms • Climate Regions • Astronomy • Earth in Space • Gravity and Motion • Phases Eclipse and Tides • Earth's Moon • The Sun • The Inner Planets • The Outer Planets • Comets, Asteroids & Meteors • Character of Stars	*From Bacteria to plants • Living things • Viruses and bacteria, Protists and fungi • Introduction to plants, Seed plants • Animals • Sponges, cnidarians, and worms • Mollusks, arthropods, and echinoderms • Fishes, amphibians, and reptiles • Birds and bonding Chemical reactions • Acids, bases, and solutions • Motion, Forces, and Energy • Motion • Forces in fluids • Work and machines • Cell processes and energy • Genetics • Heredity • Modern Genetics • Changes over time • Human Biology and Health • Bones, Muscles, and Skin • Food and digestion • Circulation, Respiration and Excretion • Fighting disease • Nervous system • Endocrine system • Reproduction	Chemical Building Blocks • Introduction to matter, solids, liquids, and gases • Elements and the Periodic table • Exploring materials • Chemical Interactions • Atoms • Molecules • Bonding Chemical reactions • Acids, bases, and solutions • Motion, Forces, and Energy • Motion • Forces in fluids • Work and machines • Cell processes and energy • Genetics • Heredity • Modern Genetics • Changes over time • Human Biology and Health • Bones, Muscles, and Skin • Food and digestion • Circulation, Respiration and Excretion • Fighting disease • Nervous system • Sources & flow of electrical energy • Characteristics of Magnets
<p>SOCIAL SCIENCE</p>	VISION	Students acquire an awareness and understanding of the world, its people, and its history and investigate ways the past may influence the future. Within the diverse range of Christian perspective students explore patterns of human and environmental interaction through history, geography, political science, economics, and current events aware of the interconnectedness of these disciplines. Just as Luke recognized the importance of firsthand accounts in understanding historical events: Luke 1:1-2, "Many people have done their best to write a report of things that have taken place from the beginning" so too, student learning in the social studies focuses on primary and secondary sources. Students apply Christian principles to examine past and present, local, state, national, and global events and explore cause and effect relationships. Students develop an appreciation for a personal heritage and cultural differences as they evaluate their role and responsibility as citizens in God's creation. Using multiple research techniques and mediums, students collect information then analyze, synthesize, and present this data in a variety of modes, including formal written and oral presentations. The availability of technology surrounds students and aids all facets of the research, learning, and presentation process. Students grow in their ability to make informed, reasoned decisions as citizens in a culturally diverse democratic society in an interdependent world.		
	STANDARDS	What a TFA student will know and be able to do in Social Science: Demonstrate knowledge of the interrelation and global nature of: History • Government • Economics • Geography • People in societies • Research and data gathering • Demonstrate an appreciation of one's identity and role as a Christian citizen in a democratic society and in the global community, and demonstrate competence in reasoned group decision making, resolving conflict, and cooperating to promote the common good • Demonstrate knowledge of the significant persons and events of history, the patterns of continuity and causes of change, the value of cultural diversity, and awareness of historical perspective • Explain and apply the relationship between human and natural environment, the characteristics of the earth's ecosystems and human behavior • Use geographic tools and technologies; know the location of places, geographic features and patterns of the environment • Explain global development and environmental issues; geography's ability to illuminate the past, and patterns of economic interdependence on the Earth • Demonstrate competence gathering information from a variety of sources, using technology to accomplish a specific task, and applying critical thinking to questions that demand discerning judgment • Define and apply economic concepts of scarcity and opportunity cost, price, supply and demand, unemployment and income, savings, investment, and interest rates; identify characteristics of different global economic systems and know the United States Government's role in fiscal and monetary policy • Understand the historical development and structure of the U.S. Constitution, the division of roles in the federal system the political processes of the United States Government and different types and functions of government systems throughout the world.		
	TOPICS	*By exploring the history, geography and culture of Asia, Africa, and Australia from Creations through today, the students will gain an understanding of the world and the people who occupy its land • The highlight of sixth grade social studies is an exciting Missions Festival in which students will be involved in writing a missionary • a research paper • creating an original speech and display board presentation • making a food item native to a foreign country	*Students continue their exploration of the history, geography and culture of the world and begin a focus on Europe and the Americas. The students will gain a greater understanding about the world and the people who occupy its land. • Curriculum highlights include: Ancient Greece • Ancient Rome • Renaissance Reformation • current history • Students will be engaged in critical discussions and debates	*Eighth grade course offers a chronological history of the U.S. from the discovery of the Americas to today • Themes include planting colonies from a diverse population • creating and strengthening government based on Biblical principles • broadening and expanding our nation • utilizing primary source information • Students will be engaged in creative and critical thinking activities, the highlight being a trip to Washington, D.C. to further understand and appreciate our Christian heritage
<p>FOREIGN LANGUAGE</p>	VISION	Through the study of foreign languages, students at TFA will appreciate the unlimited capabilities that God gives all peoples for glorifying and serving Him through language. They will recognize that the body of Christ is made up people of "every tribe and language and people and nation." (Revelation 5:9) Students will gain an awareness of both their own language and culture as well as that of the language and culture targeted. Students will comprehend, analyze, and critique texts and media while demonstrating competence in listening, speaking, reading, and writing in the target language. Students become aware of the opportunities for practical application of their language knowledge in communities, in ministry, and in commerce.		
	STANDARDS	A TFA student will know and be able to do in Foreign Language: Engage in conversation, express feelings and emotions, and exchange opinions • Understand and interpret written and spoken language on a variety of topics • Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics • Understand the relationship between the perspectives and products of culture studied and use the knowledge to recognize cultural practices • Reinforce and further knowledge of other disciplines through foreign language • Acquire information and perspective available only through the foreign language and within the target culture • Recognize that languages have different patterns of communication and apply this knowledge to his/her own culture • Recognize that cultures have different patterns of interaction and apply this knowledge to his/her own culture		
	TOPICS	Students in grades 7 and 8 expand on skills acquired in grades K-5 and begin to build their foreign language portfolio through foundational courses such as <i>Introduction to World Languages, Spanish I, French I, and Latin I. Spanish I</i> introduces the student to the Spanish language and its culture, including vocabulary and grammar. An understanding, both written and spoken, of basic conversational Spanish is emphasized. <i>Latin I</i> exposes the student to Roman culture, contextual exercises and etymology. Students will conjugate verbs and apply grammatical and syntactical rule in order to translate simple passages, and vocabulary will be an integral part of this course. <i>French I</i> begins a proficiency in French through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized.		
<p>COMPUTER SCIENCE</p>	VISION	As a result of TFA's Computer Science Curriculum, students will utilize technology to conduct research, increase productivity, perform basic operations, facilitate communication, and engage in problem solving and decision-making. Students will recognize their personal responsibility in the use and application of technology as a medium of Truth. The TFA student is proficient within the Language Arts arena and applies the skills and strategies within other curriculum areas. Students will understand the benefits and cautions that technology currently presents.		
	STANDARDS	What a TFA student will know and be able to do in Computer: Demonstrate awareness of computer systems, i.e., input, process, and output • Identify the functions of basic computer hardware and software and peripheral devices • Operate a computer for varied educational purposes • Demonstrate awareness of telecommunications concepts • Analyze varied tasks and problems to determine when technology is useful and select the appropriate tool(s) and technology resource(s) to address those tasks and problems • Demonstrate awareness of the impact of technology on careers and society and the need for its ethical use • Demonstrate awareness of personal and occupational uses of computers and other technology • Produce a document using basic skills in an appropriate word processing program • Set up a spreadsheet file; organize and analyze collected data; and produce reports • Set up a database file; organize and analyze collected data; and produce reports • Manipulate graphic images using varied applications (Florida Sunshine State Standards) • Apply basic operations and concepts that demonstrate a sound understanding of the nature and proficiency in the operation of technology • Exercise social and ethical responsibility in regard to technology cognizant of the human issues impacted by biblical principles relevant to information technology • Apply technology productivity tools, perhaps in collaborative settings to enhance learning, increase productivity, and promote creativity • Use technology communication tools to collaborate, publish, and reach audiences through a variety of media and formats • Employ technology research tools to locate, evaluate, and collect information from a variety of sources, to process data and select resources and innovations appropriate to specific tasks • Use technology to solve real-world problems and make informed decisions [Informed by International Society for Technology in Education - National Educational Technology Standards for Students] CHCA		
	TOPICS	Sixth grade topics focus on an Introduction to Computer with a focus on building keyboarding skills while seventh and eighth grade students delve into computer applications. By the conclusion of eighth grade, students will be able to use content-specific tools, software, and peripherals to support learning and research both for academic and personal purposes. Students will also be able to design, develop, publish, and present knowledge products (web pages, video clips, digital media, and paper & slide presentations) using various resources that demonstrate and communicate curriculum concepts to selected audiences within and outside the classroom.		
<p>PHYSICAL EDUCATION</p>	VISION	As a result of TFA's Physical Education, students will make informed decisions within a Christian perspective about personal, community, and global health issues. Students receive instruction in mental, physical, social, and spiritual health. Students are encouraged and guided to develop positive self-esteem, to accept themselves and others, to handle stress, to solve problems, and to exercise leadership. By learning about body systems, nutrition, exercise and by practicing physical activities, the students embrace health allied to physical fitness as a lifelong goal. Social health includes working within diverse relationships to share feelings with friends, family, and peers. Spiritual health places Christ at the center of a Christian's life through bodies and healthy habits for life long Christian service. Students are encouraged to seek physical, mental, and social challenges in life utilizing faith-informed, responsible choices. (CHCA, 2006)		
	STANDARDS	What a TFA student will know and be able to do in Physical Education: Demonstrate knowledge of human anatomy and body systems • Demonstrate competency in many movement forms and proficiency in a few forms of physical activity • Apply concepts and principles of human movement to the development of motor skills and the learning of new tasks • Analyze the benefits of regular participation in physical activity • Achieve and maintain a health-enhancing level of physical fitness • Explain and apply the relationship between human and natural environment, responsible personal and social behavior in physical activity • Understand how participating in physical activity promotes inclusion and an understanding of the abilities and cultural diversity of people • Understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication • Honor & glorify God in sports and physical activities • Demonstrate an understanding of effective warm-up techniques • Explain key elements to maintain mental and emotional health • Recognize key elements to maintain and promote personal health and wellness • Accept personal responsibility for seeking total health for self and others through recognizing God's plan for human life		
	TOPICS	Middle school students are involved in several types of physical education aimed to enhance life skills as well as improve physical fitness and enjoyment, including individual activities: Athletic Performance Profile: circuit strength training, flexibility and cardiovascular exercises, form running technique • Racquet & Striking Sports: tennis, golf, badminton: skills, rules, game play, written testing • Team Sports: flag football, soccer, ultimate Frisbee, basketball, volleyball, softball • Cooperative Games: cooperation, team building, trust, and Christ-like behavior		
<p>PERFORMING ARTS</p>	VISION	TFA Performing Arts provides students a stage to reflect the glory of their Creator. Students become proficient in elements including: a) kinesiology, b) expression, c) stage presence, d) stage craft, e) oral communication, f) tone, g) pitch, h) rhythm, i) pace, and j) performance. Students are encouraged to develop a lifelong love of music through participation in performance and study.		
	STANDARDS	What a TFA student will know and be able to do in Music: Sing, alone and with others, a varied repertoire of music • Perform on instruments, alone and with others, a varied repertoire of music • Read and notate music • Improvise melodies, variations, and accompaniments • Compose and arrange music within specific guidelines • Understand music in relation to culture and history • Listen to, analyze, and describe music • Evaluate music and music performance • Understand the relationship between music, the other arts, and disciplines outside the arts • Understand the relationship between music and the world beyond the school setting • Apply appropriate personal as well as Christ-centered evaluative criteria to music and musical performances that acknowledge music as an art form embracing diversity • Apply appropriate etiquette as an audience member and/or performer • Research and explain, using various technologies including print, electronic, and recordings, the relationship between music, history, and culture • Use music as a personal and interpersonal expression to honor God		
	TOPICS	<i>Sixth, Seventh & Eighth Grade Topics include Chorus, Band, Theater</i> • Band: Students choose a band instrument for individual and ensemble performance instruction. Grades 6 introduces instrumental music, develops individual playing techniques and performance skills. Grades 7 and 8 continue this development with emphasis on ensemble and solo performance. Instruction includes proper playing techniques, musicianship, literature and theory (CHCA) • Chorus: Grades 6, 7, and 8 emphasizes ensemble and solo vocal performance for proper technique, musicianship, repertoire, and theory (CHCA)		
<p>VISUAL ARTS</p>	VISION	A TFA Visual Arts curriculum provides students the opportunities for hands on experiences, critical thinking, active problem solving, application of persistence, practice, cooperative learning, and creative graphic expression. The student develops a Biblical World View through the study and application of visual art. Students come to understand that the Lord is actively at work in all areas of life. By focusing on the world's beauty through the eyes of the Lord, the creator, students are commissioned to demonstrate creativity and harmony. Students develop a variety of methods and forms of expression for their artistic talents.		
	STANDARDS	What a TFA student will know and be able to do in Visual Arts: Understand and apply media, techniques, and processes • Create and communicate a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts • Understand the visual arts in relation to history and culture • Assess, evaluate, and respond to the characteristics of works of art • Make connections between the visual arts, other disciplines, and the real world		
	TOPICS	Use 2-dimensional and 3-dimensional media, techniques, tools and processes to solve specific visual arts problems with refinement and control • Use refinement and control in handling tools and art materials in a safe and responsible manner • Understand what makes various organizational elements and principles of design effective or ineffective in the communication of ideas • Create 2- and 3-dimensional works of art that reflect concept and craftsmanship • Know how different subjects, themes, and symbols (through context, value, and aesthetics) convey intended meanings or ideas in works of art • Know how the qualities and characteristics of art media, techniques, and processes can be used to enhance communication of experiences and ideas • Understand/distinguish multiple purposes for creating works of art • Know and use the interrelated elements of art and the principles of design to improve the communication of ideas • Understand/use information from historical and cultural themes, trends, styles, periods of art, and artist • Understand the role of the artist and the function of art in different periods of time and in different cultures • Understand how a work of art can be judged by more than one standard • Use research and contextual information to identify responses to works of art • Understand how an artist's internet plays a crucial role in the aesthetic value of an object • Understand how knowledge, skills, and attitudes gained from the visual arts can enhance and deepen understanding of life • Understand the skills artists use in various careers and how they can be developed in art school or college or through internships • Understand the various roles of museums, cultural centers, and exhibition spaces		