

The Oaks – A Classical Christian Academy

Grammar Teacher's Handbook

Revised: August 2018

THE OAKS – A CLASSICAL CHRISTIAN ACADEMY  
GRAMMAR TEACHERS’ HANDBOOK

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## Communication Expectations

### **Teacher to Administrator:**

#### Scope and Sequence

- The teacher should prepare a yearly plan that provides a scheduling overview of each subject area to be taught. Teachers are to update this yearly as needed to fit any adjustments made in the calendar.

#### Weekly Lesson Plans

- Each teacher will prepare weekly lesson plans.
- The lesson plan contains daily information for Monday through Friday, per subject area taught.
- The plans should keep pace with yearly scope and sequence.
- Lesson plans reflect course objectives.
- Plans are emailed to the administrator each Saturday before 12:00 a.m.
- Include a tally of graded assignments through Friday of the previous week. (This accounting starts over at the beginning of each quarter.)
- Include a tally of positive calls home – the goal is to call each family once per quarter.

#### Accountability Sheet

- On the first Monday following the end of each quarter, record the course objectives covered to date (cumulative).

#### Weekly Letter

- Submit a weekly parent letter to the administrator for review and approval (see ideas and examples under next section).
- Letters are due a minimum of one day prior to the letter's distribution.

## Field Trip Requests

Field trips are a wonderful way of exposing students to God's creation either directly through observation of His natural creation or through His creative expression by way of human ingenuity. When considering the use of a field trip to supplement your curriculum objectives it should do exactly that, supplement. We are asking the students here at The Oaks to learn and filter all knowledge through the Word of God. When considering a field trip, we need to be filtering the purpose and advantage the trip will lend to a curriculum objective.

1. After examining the course objectives, it is fine to ask how a field trip could serve to accomplish the stated objective. If you are able to arrive at a well established conclusion, then begin to do the necessary research needed for a successful field trip.
2. Submit, in writing, your field trip request to the Head of Grammar School at least two weeks prior to the trip. State your objective for the course and how the field trip will help you to meet or enhance this objective. Once permission has been granted then proceed.
  - a) Take a pre-trip to make yourself aware of what is available at the location. A parent can make this trip for you and make the necessary observations. Unless this pre-trip has taken place it will be a rare exception that the trip will be approved. The school will cover the expense of a pre-trip visit.
  - b) Careful notes will be required so that an engaging activity (worksheet, scavenger hunt, etc) can be created in advance of your trip. This activity needs to require participation on the students' part as they proceed throughout the trip to help keep them engaged the entire trip (fill in the blank, general observations, listings, etc.).
  - c) Turn in a copy of the activity to the Head of Grammar School a minimum of one day before the trip. A copy of the post-visit assessment must also be turned in to the Head of Grammar School.
  - d) When the students return to school, they will be graded on what they have learned. This assessment needs to be measurable and recorded in the grade book.
  - e) A small written report evaluating the success of the trip and any other suggestions that would help in subsequent years must be turned in to the Head of Grammar School. This should be done within one week of the field trip. If this report is not turned in, the field trip will not be approved for the upcoming year.

Requests to take the field trip must be made and approved each year. An evaluation report will also be required for each year.

Teachers are encouraged to actively seek out quality field trips. Students and families appreciate field trip opportunities.

### Situational Heads Up!

- Make the Head of Grammar School aware of any situation involving a parent or student in which he/she may eventually become involved.

### Twenty Percent Rule

- If more than 20% of the class fails a test, the teacher must inform the Head of Grammar School.
- The teacher and administrator will meet to determine the cause.
- A plan will be developed to improve future performance.
- Re-administration of the test to the class may be directed by the Head of Grammar School.

### 'F' Notices

- Two weeks prior to the last day of each quarter teachers are required to submit to the Head of Grammar School all 'F' Notice forms.
- 'F' Notices prevent parents and students from being "surprised" with a failing grade on the report card.
- Refer to the *Staff Manual* for further details regarding 'F' Notice guidelines.

### Procedure for Obtaining a Substitute Teacher

In the event (normally unforeseen) of an Oaks' teacher needing a substitute teacher for any portion of the day, the following procedures apply:

- The teacher should contact the Head of Grammar School as soon as possible (when in doubt, call: it's easier to cancel than to arrange last-minute subs). Please call by 6:30 a.m. if you wake up ill. The Head of Grammar School will maintain an up-to-date list of substitutes.
- Copies of lesson plans and any necessary materials should be made available to the substitute by the teacher. Please be clear on the location of all materials needed for the lessons that day.
- In case of illness or emergency, the Head of Grammar School will make arrangements for the substitute. If possible, the teacher should make recommendations for a preferred substitute.
- It is the teacher's responsibility to let the administrator know how long a substitute will be needed. The teacher should call prior to the end of the first day if the substitute will be needed the next day.
- Substitutes will not normally receive pay, unless other arrangements are made.
- The teacher will send the substitute(s) a written Thank-You note after resuming work.

## **Teacher to Parent:**

### Student Supply List

- In the spring, the teacher will review and update the list of supplies that the students will need to have for the upcoming school year.
- The list will be provided to each family in their registration packet.
- Carefully review the items each year and remove any non-essential supplies from the list.
- Also add to the list any item(s) that will be needed during the course of the year.

### Back to School Night

- Introduce yourself!
- Remember, an organized and calm classroom will make a positive impression.
- Communicate the goals of Classical Christian Education.
- List the tools of the Grammar Stage.
- Provide a daily schedule.
- Explain the homework policy.
- Cover the benefits of using the Binder and Planner.
- Tell the parents how they can help facilitate the Binder's use (paper removal).
- Explain the Attention Grabber's purpose and procedures.
- Cover school and classroom rules.
- Explain the discipline policy.
- Discuss opportunities for parent involvement.
- Discuss Absence and Tardy policies.
- Tell them how to get make-up work when their child is absent.
- Give the dates for Geography Day, History projects/programs and how the parents can help.
- Save time for parent questions.
- Thank parents in advance for their prayerful support.

### Student Planners

- The teacher will direct the students in the proper use of the planner.
- Throughout, or at the close of the day, students will be filling out the planner with daily and future assignment information and study expectations.
- Each evening the students are to complete their studies and record the actual time taken to accomplish each task.
- Parents are asked to review the entries and sign their name in the space provided at the conclusion of the study period.
- For further information see the *Student Binder & Planner* section of this handbook.

### Weekly Letter

- Weekly letters home should inform and keep the lines of communication open between the parents and the teacher. They will also contain quotes or information on Classical Education and/or Christian Worldview.
- Ideas for content:
  1. Test dates
  2. Memory verses for the current and upcoming week
  3. Spelling list
  4. Field trip dates and chaperone requests
  5. Words to current chants or songs
  6. Due dates for writing assignments/book reports/presentations
  7. Homework tips
  8. Invitations to join the class for special events – guest speaker, assembly, speech meet selections, history programs, etc.
  9. Interesting information about the Classical method of instruction
  10. Binder usage suggestions or reminders
  11. Curriculum overviews

### Attention Grabbers

- These should be issued when a student scores below 70% on a test, quiz, or assignment.
- Attention Grabbers are also issued for incomplete work or when an assignment is not turned in on time.
- It is crucial that the Attention Grabber is issued promptly.
- All important information should be clearly written in the appropriate sections of the form:
  1. Specific assignment, quiz or test
  2. Score or completion issue
  3. Date notification was issued
  4. The date (the next school day) for the return of the signed form
- Student consequences for not returning the Attention Grabber:
  1. If the signed sheet is not turned in on time (the next school day) the student misses a recess.
  2. On the second consecutive day of non-return, the student is walked to the office (or available phone) during their recess or lunch break in order to call a parent and explain the situation involving the Attention Grabber.
  3. On the third day, the teacher will call the parent and no further steps will be taken regarding the Attention Grabber.
- The number of Attention Grabbers received by the student in each subject area during a nine week quarter must be tracked by the teacher.
  1. When the student reaches a total of four notifications in a subject area, a form letter must be filled in with the child's first and last name and the subject in which the four Attention Grabbers have been issued.

2. This form letter is then given to the office secretary who mails the original letter home to the parents, files a copy in the student's permanent file, and provides another copy to the Head of Grammar School.
3. If the student receives a fifth Attention Grabber in a subject, the teacher will require and schedule a conference with both parents and the child in attendance. Phone conferences are not acceptable.

#### Teacher/Parent Conferences

- Each grammar teacher will schedule and conduct two mandatory conferences with the parents of his or her students.
- These appear on the calendar during mid-term of the first and third quarters.
- Each appointment is scheduled for approximately 30 minutes.
- In the letters sent home regarding the conference, stress the importance of having both parents attend.
- Be prepared:
  1. Open with prayer. (Father)
  2. Know what you want to communicate.
  3. Have student materials available to illustrate your concerns or pleasure.
  4. Be positive and direct.
  5. Sit in an arrangement that communicates an "equal" position among teacher and parents. Do not sit behind your desk with the parents on the opposite side.
  6. Be direct – the more concrete your reference, the clearer the communication will be between you and the parents.
  7. Direct questions to the father, get his insights and thoughts.
  8. Ask for the parents' observations and advice.
  9. Stick to the point; do not go off on tangents.
  10. Never talk about another student during the conference.
  11. Listen carefully to what the parents are saying and also to what they are not saying.
  12. Make sure to give the parents an opportunity to voice their areas of encouragement or concern.
  13. Write down any actions or objectives agreed upon during the conference with a date that you will contact the parents to follow up on how this is working. Give the Head of Grammar School a copy of this action plan and he/she will place it in the student's file.
  14. Be cordial, polite and thank both parents for coming.

#### 'F' Notices

- After submitting the 'F' notice form to the Head of Grammar School, the office will mail the information to the parents.
- List the concrete steps that can be taken to rectify the situation.
- If necessary schedule a conference to develop an action plan to prevent this situation from occurring in the upcoming quarters.

### Report Card Comments

- The comments are to be positive. There are many other opportunities to share concerns throughout the year, this is a specific time to encourage.
- The use of Scripture in a comment is encouraged.
- Personalize the comment, use the student's name.
- Vary the comments from quarter to quarter.
- Remember that the comment is often the first thing read by both the student and parents when the report card is received.

## Classroom Essentials

### **Arrangement & Décor:**

#### Furniture

- A have sufficient number of student desks and chairs for your class enrollment.
- Have two or three folding, or adult sized, chairs available to accommodate visitors.
- Teacher's desk and chair.
- File cabinet(s), storage cupboard(s) and book case(s) for teaching materials.
- Teacher assistant's desk/table and chair.
- Student textbook storage – book cases.

#### Arrangement

- Begin by considering the traffic patterns of the teacher, students, and visitors:
  1. How will the entrance of visitors impact the instruction?
  2. Is there an area where the students will be able to line up without difficulty?
  3. What is the path to and from the pencil sharpener?
  4. Think about the arrival and departure of students and how separating student-storage book cases to different areas of the room may reduce congestion.
  5. As the teacher, what are your needs for optimizing your teaching? (overhead projector location, desk to hold materials, easy access to files or materials, etc.)
- After identifying traffic patterns, place the student desks in the area of the room that will focus on instruction. (facing the whiteboard)
- Sit in several of the students' desks to see whether or not the student will be able to see the board clearly, check the reflection of light on the whiteboard's surface. Students should not have to turn to look at the whiteboard. Also, see if the space for entering and exiting the desk is sufficient.
- Now place the remaining furniture in the areas around the perimeter of the room.
- Stand back and look around; does the placement of the larger pieces of furniture appear balanced?
- Avoid filling all spaces; the eye needs a place to rest.

### Décor

- A Classical classroom is beautiful to both the eye and the mind. It must be a place where the eye is neither busy nor starving; too much decoration is as dangerous to the healthy classroom as too little.
- Consider unifying the overall appearance of your classroom through the use of a theme – Navigation, Ancient Greece, early American History, etc.
- A color theme can create a calm atmosphere.
- In the lower grammar school, do not hang items from the ceiling.
- Be aware of the area directly around the whiteboard to minimize the visual distractions to those that are necessary for instruction.
- If this area is not needed for instructional material, choose posters or prints that compliment the décor of the room.
- When grouping items on a wall always use odd numbers of pieces (3,5,7) placing the larger lower than the smaller in the arrangement.
- The use of silk plants is pleasing.
- Window treatments can also be used to personalize and soften the hard lines around windows.
- A sense of calm and order should be the goal, not chaos.
- Remember: When in doubt, less is best.

### Room Cleanliness

- Students are to be in the habit of straightening their area before leaving the classroom. (recess, music, lunch, end of day)
- Empty trash cans daily.
- Straighten desks and shelves daily.
- Whiteboards should be erased after each subject and at the end of each day.
- Disinfect all student desks weekly. Don't forget the teacher's desk!
- Vacuum the carpets daily.
- Dust surfaces regularly.
- A weekly desk check will keep students, and teachers, mindful of keeping their work areas clean and organized.

### **Discipline:**

#### Classroom Supervision

- Teachers will record the student's name and the offense that resulted in a 'name on the board' in Jupiter.
- Clearly explain classroom rules and procedures.
- Students are to obey right away, all the way, with a good attitude, everyday.
- Pray for love, wisdom, patience, and guidance.
- When possible, defuse confrontations with humor or a gentle word.
- Comply with the Biblical principles of discipline.
- Do not make rash or quick decisions when an offense occurs.
- Calm the situation and then prayerfully consider the appropriate response.
- Missing recess, due to a 'name on the board', will take place during the 1<sup>st</sup> or 3<sup>rd</sup> recess, not the lunch recess.

### Recess Monitoring

- Plan ahead so that you will be on time for the scheduled recess.
- Dress appropriately for the weather.
- Bring the necessary equipment: whistle, watch, etc.
- Roam the play area do not stand in one spot.
- Make sure students are dressed appropriately.

### Parking Lot Supervision

- Release the students on time (2:45 p.m.)
- Make sure students are walking to their cars.
- The students are to walk along the north side of the parking lot on their way to the waiting area next to the sanctuary.
- All students must stand on the east side of the sanctuary building.
  - Any students not picked up by 3:00 should be brought into the MP building to call a parent.

### Office Visit for Discipline

- There are five behaviors that will automatically necessitate discipline from an administrator:
  1. **Disrespect** shown to any staff member.
  2. **Dishonesty** in any situation while at school, including lying, cheating, and stealing.
  3. **Rebellion**, i.e. outright disobedience in response to instruction.
  4. **Fighting**, i.e. striking in anger with the intent to harm another student.
  5. **Obscene language**, including taking the name of the Lord in vain.
- If one of the above infractions occurs, the staff member who witnessed the behavior should walk the student to an administrator's office, explain the situation, and then return to his or her duties.

## **Management:**

### Attendance & Tardy Procedures – (Sample A)

- Students are expected to be present and on time each day that class is in session.
- Accurate attendance and tardy records are to be kept by the classroom teacher.
- The total number of days present, absent and/or tardy are to be listed on the report card each quarter.
- Excused absence (counted as day(s) missed).
  1. Student illness – Parents are to contact the school or the teacher with the information that their child is ill and make arrangements to get the necessary homework for the period being missed.
  2. Pre-arranged Absences – If the student will be missing school for a minimum of one day or more, the parents will submit an Excused Absence

Form to the school office and notify the teacher(s)\* at least 24 hours in advance – this will allow the student to complete assignments prior to the day(s) being missed or to get assignments and materials to complete the tasks during the scheduled absence.

\*Please note: Appropriate teachers include Classroom, Music, Latin and P.E. teachers.

- Tardy – A tardy is recorded if a student is not seated at his desk, quiet and with all the necessary materials on hand for the start of the school day at 8:00 a.m.
  1. The first two tardies in a semester will be recorded by the teacher with no further action.
  2. The third tardy will be recorded with no penalty, but a “3<sup>rd</sup> Tardy Notice” will be sent home through the office.
  3. The fourth tardy in a semester will require an office visit, and a letter will be sent home by the office to the parents. The teacher will send the student with the notice to the office when the fourth tardy occurs.
  4. A fifth tardy will be recorded with no action taken.
  5. A sixth tardy will result in a second office visit, and a note will be sent home. The teacher will send the student with the notice to the office when the sixth tardy occurs.
  6. A seventh tardy will be recorded with no action taken.
  7. An eighth tardy will result in an office visit and the parents will be required to attend a meeting with the Head of Grammar School. The teacher must inform the office when the eighth tardy occurs.
  8. A ninth tardy will result in a two day suspension.
  9. A tenth tardy will result in a two day suspension.
  10. At the end of each semester the process begins anew
- Prior to the beginning of the school year, plan procedures for the tracking of absentees, tardies and make-up work. The use of a standardized form and the delegating of this task to older students or a classroom assistant will be helpful.
- Review the Staff Manual for expanded policy information

### Homework

Since homework, by its nature, takes time at home, it is not to be assigned due to the teacher’s poor planning or in place of an assignment which could have been completed in school. The necessity for doing homework will vary from grade to grade and even from student to student. The guide below should be regarded as maximum times, not as required minimum times, and then only *if* homework is assigned. Anytime homework is assigned, the student planners will be used for 3<sup>rd</sup> through 12<sup>th</sup> grades.

- Students need extra practice on new concepts, skills or facts.
- Repeated short periods of practice or study is better than one long period.

- Opportunity for parents to be actively involved in the process of their child’s education.
- Some students will not use the class time allotted for the completion of a task and the result will be additional homework time.
- Homework is not to be assigned over weekends, holidays or vacations; unless an assignment or project was assigned much earlier and the student must deal with the consequences for not planning ahead.
- Maximum Appropriate Time per Week Night:  
 Kindergarten: 5 – 15 Minutes  
 1<sup>st</sup> and 2<sup>nd</sup> Grades: 15 – 30 Minutes  
 3<sup>rd</sup> and 4<sup>th</sup> Grades: 30 – 45 Minutes  
 5<sup>th</sup> and 6<sup>th</sup> Grades: 45 – 60 Minutes
- Consistently model and hold students accountable in the use of the Student Planners.
- In the classroom, designate a location for the displaying of all the day's assignments.
- Communicate clearly the expectations of each evening’s homework assignments.
- Check the entries made in the planners to see that they are complete and accurate at least twice a week.

#### Skill Expectation for 4<sup>th</sup>-6<sup>th</sup> Grade Students

- Students will receive guidance in finding materials in the library. They should be shown how to look up information on the computers in a public library and how to locate books and research materials.

#### Quiet or Attention Signals

- A quiet or attention signal is what you say or do to get the students attention
- This signal must be taught if you want it to work
  1. First tell or show your class the signal. Some common signals are: “Eyes,” “Freeze,” “May I have your attention,” etc.
  2. Tell them what they are supposed to do when they see or hear the signal.
  3. Practice using the signal.
  4. Do not let your students get away with not responding; besides the fact that they’re being disobedient, the usefulness of the signal will deteriorate.
  5. When the students don’t respond to the signal, restate the desired behavior and give them an immediate opportunity to practice it again.
  6. These signals must be able to be utilized at school assemblies, on field trips, and any school related activity.

## Evaluation:

### Grading Guidelines

- Percentages and Grade Equivalents:  
100% to 92%                   A+ to A-  
91% to 80%                    B+ to B-  
79% to 70%                    C+ to C-  
69% to 0%                      F
- Other Evaluative Markings  
S+           Excels  
S            Satisfactory  
U            Unsatisfactory  
I            Incomplete
- A minimum of 9 grades are required in each subject per quarter prior to the grade being averaged for a final letter grade.
- All grading will be criterion-referenced, i.e. an objective standard will be used to judge student performance.
- Quarter grades should be based on the following:  
    Tests/Projects  
    Quizzes  
    Homework/Classroom Work
- Variety in the amount and kind of testing, assignments, and homework is highly encouraged.
- Projects and reports can be used as test grades.

### Student Objectives

- The report card contains a portion for the recording of a student's class/school behavior.
- The following are the marks used:  
E           Excels  
S           Satisfactory  
N           Needs Work
- The types of behavior to be evaluated are:  
*Work/study habits* – neat and punctual assignments, thoroughness, independence, following directions, use of time.  
*Conduct* – following of rules, appropriate speech, taking responsibility, consideration of others, initiative.  
*Academic Skills* – concept mastery, application of facts and rules, creativity.

### Test-Taking Tips

- Utilize the following to help your students become more confident test takers.
  1. Directions: read the directions through twice and underline or circle the action verbs when applicable.
  2. Multiple Choice: read the question and all of the choices, then reread the question before selecting the best answer.
  3. True and False: read the statement carefully and underline any part of it that would make it false.
  4. Short Answer Fill-in: read the statement and locate the key facts, consider possible answers, fill-in your answer and then reread the statement.
  5. Essay: focus on the topic, list the key facts or points, begin with a topic sentence, support the key facts and end with a closing statement.

### **Parent Helpers:**

#### Volunteers

- Thank them for all the help they give you.
- Make them feel welcome.
- Show them how to use instructional materials.
- Remind them that they are a very important part of our school.
- Find out what they enjoy doing and utilize them in these areas.
- Ideas for parent volunteers:
  1. Read with individual or small groups of students.
  2. Check student work.
  3. Answer questions during work time.
  4. Organize a cooking project.
  5. Teach a new recess game.
  6. Prepare teaching materials: photocopy, cut laminated items, prepare a bulletin board, etc.
  7. Work on the computer.
  8. Help prepare/teach a craft or art project.
  9. Help/teach a science unit.
  10. Assist students with memorization.
  11. Help with the History projects.
  12. Assist with oral assessment.

#### Paid Assistants

- Discuss confidentiality:
  1. They are not to report to other parents how students are doing in class.
  2. Direct the assistants to refer all questions regarding student behavior, academic concerns or policy issues to the classroom teacher.
- Take time to train your assistant, be specific with your expectations and give thorough written directions.
- Let assistants know the procedure they are to use if they cannot come in on a scheduled day.
- Discuss neatness. This applies to the assistant's workspace and penmanship. Students model what they see.

- Give examples of appropriate responses to children’s behavior both obedient and disobedient.
- Explain your class rules, the discipline plan, and how they can support these while in the classroom and at recess.
- Have a system to let your assistant know what you would like them to accomplish daily and/or weekly.
- Encourage your assistant to ask questions when they are unsure.
- Show them what you want, just “telling” is not enough.
- Be encouraging and grateful for all their help.
- Sit down with your assistant and evaluate her performance after the first six weeks and then once per quarter. Make sure to clarify expectations during this meeting. Also communicate your approval and disapproval of their performance.

### **Celebrations:**

#### In-Class Parties

- All parties should take place in the afternoon (Kindergarten parties should take place at the end of each session).
- Birthday parties should be limited to the last 15 minutes of the day. Let mothers know this at the beginning of the school year.
- If necessary, the party may be in honor of several students.
- Holiday parties (Thanksgiving, Christmas and Valentines Day) should not exceed 45 minutes in length.
- Special occasion (class reward, Father’s Day, Mother’s Day, etc.) celebrations are to be approved by the Headmaster in advance.
- Preferably, class reward celebrations should be used as a result of good conduct or academic achievement, no more than three of these in a year.
- Remember that the teacher is responsible for all activities related to these events, even if they are being planned by parents and/or students.
- Cleaning up the classroom, emptying the trash and returning borrowed items (chairs, tables, etc.) are also the teacher’s responsibility.

## Student Binder & Planner

### **Purpose:**

As stated in The Oaks' school goals, one objective of a Classical education is to encourage every student to develop a love for learning and to live up to their academic potential. In addition, we seek to provide an orderly atmosphere conducive to the attainment of the stated academic goals. The binder/student' planner system is a tool that will support the attainment of the stated objectives.

### **Materials and Organization**

- 2"-3" Binder with zipper closure
- Two Packages of Subject Dividers (no pockets)
- Zipper Pencil Pouch
- Student Planner
- Green Correcting Pen
- Pencils (standard #2 or mechanical)
- Calculator (fifth and sixth grades)

From top to bottom, the binder should be set up beginning with the pouch, followed by the student planner, and completed with the subject dividers arranged and labeled in a predetermined order.

Students are required to have a pencil and their correcting pen in the binder and available at all times. The individual classroom teacher may specify additional requirements as needed. These items are to appear on the supply list.

### Accountability:

**Daily** – Every assignment that is collected within the day must be taken out of the binder. It is the teacher's responsibility to deduct points from any assignment that is not taken from the correct section of the binder.

At the end of a class, instruct the students to clip the assignment into the appropriate section of their binder. Continue to encourage the proper use of the binder and review the importance of the Student Planner as an organizational tool.

**Weekly** – As the weeks pass by it will become obvious to the classroom teacher that some students will easily and readily accept the use of the binders and there will be those who, for various reasons, will not. It is this last group that the teacher will have to encourage and police on a weekly (even daily) basis. The major issues will tend to be disorganization and nonconformity in the arrangement and uses of the binder and planner. Make it a conscious effort and goal to discipline these students towards obedience in this area.

**Quarterly** – It is recommended that the teacher be responsible to spend part of a class period, either at the end of the quarter or the beginning of the next, taking the class through the process of purging and reorganizing the binder. The students will follow your lead, if you value and support the use of this tool, so to will the students.

## Student Expectations

### Written Work:

#### Paper Headings

- On the top line of the paper directly to the right of the left hand margin the student will write the subject.
- Directly below the subject, the student will give the page number and problems required or the required task of the assignment.
- On the top line of the paper to the right, leaving an appropriate right hand margin, the student will write their name.
- Directly below the students name will be the date.
- In the top right hand corner of the paper will be the student's number if applicable.
- All of the above should be neatly written in cursive.
- The months of the year should not be abbreviated.
- Kindergarten and 1<sup>st</sup> Grades should apply these guidelines as appropriate.
- Formal application of the above begins at the 2<sup>nd</sup> Grade.

#### Cursive Penmanship

- D'Nealian cursive is to be used on all assignments unless directed otherwise by the teacher.
- All written work is to be neat and legible.
- The letters should slant consistently to the right.
- The formation or shape of each letter should follow the D'Nealian model.
- Capital letters are to rest on the lower line and touch the upper line.
- Lower case letters are to begin on the line and be one-half the size of the capital, half the height of a line.
- Words should not 'float' above the line or 'sink' below the line, all should 'stand' on the line.
- The overall impression should be one of order and consistency.

#### Math Assignments

- Graph paper is to be used for all math assignments beginning in the third grade.
- The student will maintain a 2 box margin on all sides of the assignment.
- Papers will begin with the proper heading. (see above)
- All problems will be numbered and worked in rows, not columns.
- After the first row of work is complete, the student will begin all subsequent rows three squares below the deepest problem in the preceding row. (see sample)
- Both sides of the paper should be utilized.
- Each square of the graph paper will contain only one digit.
- Adequate space should separate the problems in each row, at least two empty squares.

- Answers to each of the problems are to be circled.
- Incorrect or missing labels will affect the score.
- Neat, complete and accurate is the goal.

#### Manuscript Form

- Use only loose leaf paper, not spiral bound.
- Use only one side of the paper unless directed otherwise.
- #2 pencils should be used.
- The title should be centered, underlined and placed on the fourth line from the top of the page.
- Skip a line between the title and the first line of your work.
- Once you begin writing, skip every other line.
- At paragraph breaks, indent at least one inch.
- Do not write on the last line.
- Leave a one inch margin on the right hand side of the page.
- Write legibly and neatly in cursive.

#### **Behavior:**

##### Basic School Rules

- Students are expected to cooperate with basic Christian standards of behavior and conversation.
- There will be no arguing or talking back with teachers or staff.
- Prompt and cheerful obedience is expected, teachers should not repeat their requests.
- Guns or knives are not allowed on school property.
- Students are not to bring electronic devices to school.
- Students may use school tape players, CD players, and/or radios, with the teacher's permission, to listen to instrumental or classical music while at school.
- Students will be held responsible for damages done to school property, including their textbooks which are rented from the school.
- Students in grades 1-12 will stand when called on to ask or answer questions.
- Students are required to have all their textbooks covered with a book cover at all times.
- Public displays of affection are not permitted at school or during school functions.
- Students are not permitted to eat or drink in the hallways; water bottles and drinking fountain are the exception.
- Students are not allowed to chew gum at school.
- Any toys, trinkets, etc. will be placed in the 'June' box.
- Students are to get permission prior to writing on classroom whiteboards

### Lunch

- Grammar school lunch occurs in the fellowship hall.
- Students stand during the hymn singing and prayer.
- After eating, each student should clean their area and prepare for recess.
- Upper grammar students should be assigned to help with cleaning chairs: wiping tables, cleaning microwaves, and throwing away trash.
- Require the students to show appreciation to those in authority by being obedient and thankful.

### Recess

- Do not begin playing until an adult has entered the gym or playground area.
- Follow all rules:
  1. Take turns on or with all equipment.
  2. Use all playground equipment for its designed purpose.
  3. Being kind to one another is mandatory.
  4. No game involving shoving, tackling, or general rough play will be allowed.
  5. Permission must be given prior to a student leaving the play area.
  6. Stay out of any off-limit area.
- Immediately clean up and line up when the whistle signals the end of the play period.

### Hallways

- Classes are to be led through the hall in single file with no talking.
- No running or loud voices, consider the other classes taking place.
- If individuals are sent to the office or restroom the same rules apply.
- No littering or loitering, pick up any trash you see.

### Student Etiquette – The Students:

- Will be seated, quiet and ready for class to begin at the scheduled time
- Will not walk across chairs or dash to get to their desks
- Will not shoot paper into the trash.
- Will not eat or drink in the classroom except as directed by the teacher; snack time, necessary lunch periods, holiday parties, birthday treats.
- Will not disturb anything on the teacher's desk or open the drawers in the desk without permission.
- Will not prop their feet up on the desks or lean back in their chairs.
- Will not write on desks, walls, textbooks, posters, etc.
- Will keep their work areas neat.
- Will not adjust blinds or open windows without the teacher's permission.
- Will not pass notes or ask others to pass notes.
- Will not talk while the teacher is talking nor interrupt other students during class discussions.
- Will follow the teacher's directions immediately and cheerfully.

### Biblical Courtesy

- When lining up, the girls should be in the front half of the line followed by the boys.
- Boys are to open the doors for the class whenever necessary.
- Girls are to show genuine gratitude to the young man who opens a door for her.
- At the drinking fountain, the boy(s) will step aside for the girl(s)
- When the student meets an adult in the hallways they should politely greet him. At the minimum, he should make eye contact and smile.
- When responding to a directive from an adult, the student will respond with, “Yes, Sir,” or “No, Sir” or the appropriate equivalent.
- When called on the student will stand to ask or answer questions in complete sentences.

# The Seven Laws of Teaching

By John Milton Gregory

- LAW #1**      **The *teacher* must be the one who *knows* the lesson or truth or art to be taught.**  
Rule            Know thoroughly and familiarly the lesson you wish to teach - teach from a full mind and clear understanding.
- LAW #2**      **A *learner* is one who attends with *interest* to the lesson.**  
Rule            Gain and keep the attention and interest of the pupils upon the lesson. Do not try to teach without attention.
- LAW #3**      **The *language* used as a *medium* between teacher and learner must be common to both.**  
Rule            Use words understood in the same way by the pupils and yourself – language clear and vivid to both.
- LAW #4**      **The *lesson* to be mastered must be explicable in the terms of truth already known by the learner – the *unknown* must be explained by means of the *known*.**  
Rule            Begin with what is already well known to the pupil upon the subject and with what he has himself experienced – and proceed to the new material by single, easy, and natural steps, letting the known explain the unknown.
- LAW #5**      ***Teaching* is *arousing* and *using* the *pupil's mind* to grasp the desired thought or to master the desired art.**  
Rule            Stimulate the pupil's own mind to action. Keep his thoughts as much as possible ahead of your expression, placing him in the attitude of a discoverer, an anticipator.
- LAW #6**      ***Learning* is *thinking* into one's own *understanding* a new idea or truth or working into *habit* a new art or skill.**  
Rule            Require the pupil to reproduce in thought the lesson he is learning – thinking it out in its various phases and applications till he can express it in his own language.
- LAW #7**      **The *test* and *proof* of teaching done – the *finishing* and *fastening* process – must be a *reviewing*, *rethinking*, *reknowing*, *reproducing*, and *applying* of the material that has been taught, the knowledge and ideals and arts that have been communicated.**  
Rule            Review, review, review, reproducing the old, deepening its impression with new thought, linking it with added meanings, finding new applications, correcting any false views, and completing the true.

## LOST TOOLS CHART

	<b>GRAMMAR (Poll-Parrot)</b>	<b>LOGIC (Pert)</b>	<b>RHETORIC (Poetic)</b>
	Grades K-6	Grades 7- 9	Grades 10-12
	Approx. ages 5-12	Approx. ages 12-14	Approx. ages 15-18
	Student Characteristics:	Student Characteristics:	Student Characteristics:
	<ol style="list-style-type: none"> <li>1. Excited about new, interesting facts</li> <li>2. Likes to explain, figure out, talk</li> <li>3. Wants to relate own experiences to topic or just to tell a story</li> <li>4. Likes collections, organizing items</li> <li>5. Likes chants and clever, repetitious word sounds (e.g. Dr. Seuss)</li> <li>6. Easily memorizes</li> <li>7. Can assimilate another language well</li> </ol>	<ol style="list-style-type: none"> <li>1. Still excitable but needs challenges</li> <li>2. Judges, critiques, debates, critical</li> <li>3. Likes to organize items</li> <li>4. Shows off knowledge</li> <li>5. Wants to know "behind the scenes" facts</li> <li>6. Curious about <b>Why?</b> for most things</li> <li>7. Thinks and acts as though more knowledgeable than adults</li> </ol>	<ol style="list-style-type: none"> <li>1. Concerned with present events, especially in own life</li> <li>2. Interested in justice, fairness</li> <li>3. Moving toward special interests, topics</li> <li>4. Can take on responsibility, independent work</li> <li>5. Can do synthesis</li> <li>6. Desires to express feelings and own ideas</li> <li>7. Generally idealistic</li> </ol>
	Teaching Methods:	Teaching Methods:	Teaching Methods:
	<ol style="list-style-type: none"> <li>1. A lot of hands-on work, projects</li> <li>2. Field trips, drama</li> <li>3. Make collections, displays, models</li> <li>4. Integrate subjects through above means</li> <li>5. Teach and assign research projects</li> <li>6. Recitations, memorization</li> <li>7. Drills, games</li> <li>8. Oral/written presentations</li> </ol>	<ol style="list-style-type: none"> <li>1. Time lines, charts, maps (visual materials)</li> <li>2. Debates, persuasive reports</li> <li>3. Drama, re-enactments, role-playing</li> <li>4. Evaluate, critique (with guidelines)</li> <li>5. Formal logic</li> <li>6. Research projects</li> <li>7. Oral/written presentations</li> <li>8. Guest speakers, trips</li> <li>9. Oral assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. Drama, oral presentations</li> <li>2. Guide research in major areas with goal of synthesis of ideas</li> <li>3. Many papers, speeches, debates</li> <li>4. Give responsibilities, e.g. working with younger students, organize activities</li> <li>5. In-depth field trips, even overnight</li> <li>6. World view discussion/written papers</li> <li>7. Oral assessments</li> </ol>