



Developing Christlike Character  
and Academic Excellence

## **Junior High Handbook 2018-2019**

(Addendum to the Student Handbook 2018-2019)

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Isaac Newton Christian Academy is operated by the  
Linn Christian Education Association (LCEA), a non-profit corporation

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## **Why Junior High?**

The junior high years are some of the most important of your child's life. Isaac Newton Christian Academy's junior high program is designed to meet the unique developmental needs of students at this age with high-interest, academically relevant activities and units of study, while maintaining high expectations within academics, rigorously preparing students for the challenges of high school. Isaac Newton's junior high strives to be a Christ-centered, academically challenging, and spiritually encouraging learning environment, where students can grow, fellowship, and be strengthened in their academic development and in their relationships with Christ and with one another.

## **Junior High Spiritual Goals**

Believing these are the years during which we make our faith our own, our spiritual development is of utmost importance. We have questions; but we refuse to seek our answers in people or in the world's wisdom. We know that in Christ are hidden all the treasures of wisdom and knowledge, so we will seek to know Him. We are disciples of Jesus Christ. Nothing less.

We will seek out God's Word for the answers to our questions. Our prayer is that we not only gain wisdom for ourselves, but that we might answer the questions of so many hurting people around us. We will be using the following Bible Curricula:

Jr. High Bible classes will cover the Old and New Testament books, respectively; and each grade will gain understanding of critical worldview assumptions and their effects on ourselves and our culture. The 7th and 8th grade curriculum includes the following texts.

- *Route 66 (7th Grade)* is a "trek" through the books of the Bible. Each book of the Old Testament is taught. The lessons provide a broad coverage of the books while asking us to think about how the Bible's teachings affect our choices for our own lives.
- *Connecting With God: A Survey of the New Testament (8th Grade)* explores the books of the New Testament with an emphasis on Greek translation of text and a Hebrew understanding of the life, ministry, and kingship of Jesus Christ.
- *Lightbearers (both grades)* is a curriculum that exposes a variety of "worldviews" and trains us to look at every area of life from a kingdom perspective.

Students at both grade levels will be expected to do memory work as well as written assignments. Bible memory and class work will receive a grade.

## **Junior High Academic Goals**

### **Bible**

Curriculum: Route 66: Travel Through the Bible, Positive Action for Christ, 7<sup>th</sup> Grade  
Lightbearers Worldview Curriculum, Summit Ministries, 7<sup>th</sup> and 8<sup>th</sup> Grade  
Connecting with God, New Testament Survey, Purposeful Design, 8<sup>th</sup> Grade

### **Reading/Writing**

7<sup>th</sup> Grade Units: *The Bronze Bow*; *Julius Caesar*; *Treasure Island*; Biography Unit; *The Hiding Place*; Poetry Unit; *Where the Red Fern Grows*

8<sup>th</sup> Grade Units: *To Kill a Mockingbird*; *Uncle Tom's Cabin*; *Romeo and Juliet*; Journals/Diaries Unit; Poetry Unit; *Anne Frank: The Diary of a Young Girl*; *Night*, and film/media studies culminating in a film documentary production project

Reading Activities for Each Grade:

1. Class discussion, reading, and a variety of comprehension activities
2. Independent choice reading (at least 10 minutes daily)
3. Eight book reports (one each month)

Writing/Communication Activities for Each Grade:

1. Variety of writing assignments: narratives, poetry, essays, letters
2. Oral presentations (three or more per year)

3. One research paper (requirements and due dates given in class)
4. Daily journaling and other assignments

Goals:

1. Evaluate and interpret literature in light of Scriptural truth
2. Read for understanding and author's intent
3. Improve reading comprehension, overall vocabulary, and oral presentation
4. Become effective and bold communicators of truth

Each student will be asked to read a *minimum* of 250 pages each month from literature of their choice *in addition to* each of the novels we read in class. This will be a part of each student's daily homework and overall reading grade. Please help your student keep a record of the books s/he reads each month by having him or her write the title of the book on the "Monthly Reading Record" then signing your initials beside each completed book.

**Language, Spelling, and Vocabulary**

Curriculum:     Bob Jones English 7 Writing & Grammar  
                       Bob Jones English 8 Writing & Grammar  
                       7<sup>th</sup> and 8<sup>th</sup> Grade Sadlier Vocabulary Workshop Curriculum

All are a detailed coverage of English grammar rules.

Spelling and vocabulary activities are also an important part of language learning and of our curriculum.

**Math**

Curriculum:     7<sup>th</sup> Grade:         Bob Jones Pre-Algebra/Mathematics 7  
                       8<sup>th</sup> Grade:         Bob Jones Algebra 1/Pre-Algebra

Junior high math courses are offered for students at a variety of levels.

**Science**

7<sup>th</sup> Grade: Bob Jones Life or Earth Science  
                       \*alternates every other year  
 8<sup>th</sup> grade: Bob Jones Life or Earth Science  
                       \*alternates every other year

We engage in many hands-on experiments and several fun projects. Every other year, we have a science fair. The kids come up with some amazing presentations and experiments, and they get a chance to share their work with the rest of the school and with their parents and relatives.

**History**

Curriculum:  
 7<sup>th</sup> Grade: *World History (A Beka)*  
                       \*Creation through modern day; history of the world  
 8<sup>th</sup> Grade: *The American Republic (Bob Jones)*  
                       \*Detailed American History; Constitution; Mock Trials

We learn about the workings of God in the lives of men. We will engage in the study of history through text and primary source documents and media, examining for ourselves what history has to say to us in our day and age. We will also engage in a variety of geography studies and activities, as geography is one of the greatest external influences on people and on history itself.

**Junior High Contact Information**

Junior High Teachers:  
 Mr. Daniel Walker – Mathematics

Miss Elizabeth Wood – Language Arts (Grammar and Composition/Spelling/Vocabulary/Reading/Writing) and 7<sup>th</sup> Grade Homeroom  
Mrs. Lorraine Potter – History and 8<sup>th</sup> Grade Homeroom  
Mr. Tim Casey – Bible, Spiritual Life Coordinator  
Mr. Larry Shonk – Science  
Mrs. Jessica Steffen—Music  
Mrs. Amy Bautista—Physical Education/Athletic Director  
Mrs. Kristi Nanke—Technology  
Miss Amy Holcomb—Art  
Mrs. Susan Houy--Library

Teachers may be contacted via email or at school by phone at (319)362-9512. Email communication is often most effective and rapid; however, please feel free to call as well. Each teacher has a voicemail box, and you may leave your message there. We will do our best to reply or return your call within the day. Please feel free to call again if we are unable to do so. You may also leave any notes in your child's planner, as this too is a convenient form of communication.

#### EMAIL INFORMATION:

##### Homeroom and Core Teachers:

Mr. Walker: [dwalker@incaonline.org](mailto:dwalker@incaonline.org)  
Miss Wood: [ewood@incaonline.org](mailto:ewood@incaonline.org)  
Mrs. Potter: [lpotter@incaonline.org](mailto:lpotter@incaonline.org)  
Mr. Casey: [tcasey@incaonline.org](mailto:tcasey@incaonline.org)  
Mr. Shonk: [lshonk@incaonline.org](mailto:lshonk@incaonline.org)

##### Special Class Teachers:

Mrs. Nanke (computer): [knanke@incaonline.org](mailto:knanke@incaonline.org)  
Mrs. Steffen (music): [jsteffen@incaonline.org](mailto:jsteffen@incaonline.org)  
Mrs. Bautista (PE): [abautista@incaonline.org](mailto:abautista@incaonline.org)  
Miss Holcomb (art): [ahughes@incaonline.org](mailto:ahughes@incaonline.org)  
Mrs. Houy (library): [shouy@incaonline.org](mailto:shouy@incaonline.org)

## **Academic Work**

Tests and daily assignments that have been corrected will be sent home regularly each **Friday**; however, please watch for some work that may come home on other nights as well. Assignments that your child may need to “do over” may be sent home on any given night and must be returned the following *day*.

## **Homework**

### **Expectation**

While time will be given in class and study halls to complete assigned work, your junior high student will have homework. Homework tasks are designed to be completed by students independently. We believe homework provides a way for each student to practice skills and ideas learned in class, check comprehension, and to reflect upon and analyze information.

### **Purpose and Philosophy**

Homework is an integral part of the learning process and includes opportunities for students to reinforce, synthesize, and extend classroom learning. Homework should be meaningful and engaging, should purposefully support the curriculum, and should help students develop responsibility and good work habits. Homework is a natural extension of the school day and important part of a student's educational experience. Homework is designed to be completed independently.

The three generally recognized types of homework are: practice, preparation, and extension.

*Practice homework*—reinforces newly acquired skills taught in class.

*Preparation homework*—helps students prepare for upcoming lessons, activities, or tests

*Extension homework*—provides challenging, often longer-term, opportunities for enrichment and extension that parallel class work.

### **Time**

Homework time should be productive and best suited to your family's needs. Each child differs in his/her work speed and use of time; and you and your child are best able to determine a satisfactory homework routine. In general, students should not be spending more than 2 hours per night. Your child may, however, spend more time than this during the first two weeks of school. Encourage him/her to take time to get into a routine.

### **Due Dates**

All homework assignments are expected to be completed at the beginning of the class for which the assignment is due. Students are encouraged to develop the habit of using study halls and homework time to work ahead, rather than establishing a pattern of trying to catch up.

### **Grace**

Students, if homework seems excessive (i.e.—more than 2 hours) after the first month of school, please talk with your teachers. They will work with you to better maximize your time and/or work with your other teachers to minimize the overall load.

### **Homework Help**

Teachers are available until 3:45 every day (except Wednesday) for additional homework support or to complete any makeup work or tests.

### **Working Lunch**

Working lunch is an academic support opportunity offered to junior high students during lunch and recess each day, from 12:15-12:57. This supervised study time is set aside daily to enable students to complete missing assignments, or to work ahead on other assignments, as needed. Students who have all missing work completed are not required to attend working lunch, but the option for this additional study time is available to all students

### **Planners**

*Your student is expected to use his/her planner daily!* At first, your child's homeroom teacher will check and initial the planner each day to make sure all assignments and due dates are written in and homework is planned for (except Wednesday). You may also write any notes to teachers in the planner as well.

### **Fees**

A \$20 junior high fee is due by August 30<sup>th</sup>. This fee covers the cost of planners, certain field trips, and art supplies needed throughout the year.

### **Grades and Parent Communication**

Grades will be recorded in our online grading system known as RenWeb. This program allows you and your student to check progress in each class, track missing assignments, and see upcoming homework. Each student's information is secured by a personal password. You will receive a letter with directions for personal login information and steps.

**Please inform us if your email address changes during the year!** We use RenWeb to send out newsletters and important upcoming information, and we want to ensure that you receive it. If you prefer paper communication, please let us know, and we will do our best to get the information to you.

## **Absentees and Make-Up Work**

Work missed because of being absent should be made up within the amount of days missed. For example, if a student misses three days of school, any work missed will be due three days after s/he returns.

If your child misses school due to a planned vacation, his/her work will be due the day s/he returns. Please inform your child's teacher **one week** prior to vacation, so that all homework can be prepared ahead of time.

## **Grading Policies**

1. Full credit will be given for all assignments turned in on time.
2. 10% will be deducted for each day any assignment is turned in late, with a limit of 50% maximum deduction. All homework not completed by the end of a unit or trimester will be given 0%.
3. Credit may not be given for work that is turned in after the chapter/unit test or at the end of the unit or trimester.
4. All assignments must be turned in to maintain the privilege of field trip or special activity participation.

PLEASE MAKE EVERY EFFORT TO TURN YOUR WORK IN ON TIME!

## **Honor Roll**

Honor is given to students who achieve academic excellence at the end of each trimester. 'A' Honor Roll consists of students who have received all A's in their academic core classes. 'B' Honor Roll consists of students who have received all B's and/or A's in all of their academic core classes. Honor rolls are posted in "Newton's News" and special honor certificates are awarded.

## **Lockers**

Students should keep all backpacks and belongings in their lockers during class time. Needed books should be brought to class; however, coats, bags, etc. should remain in lockers. If your child has a cell phone, this must remain in his/her locker ALL DAY, and it may only be used outside of school hours or with teacher permission and supervision. Phones in classrooms are available for emergency use during the school day. Cell phones used improperly or outside the classroom without permission will be confiscated and taken to the office. They may be picked up by parents at the end of the school day.

## **Dress Code**

Our junior high students are excellent examples of modesty and purity in dress. Appropriate clothing may be provided in case of need. Please refer to the school handbook for school dress code.

## **Projects**

Students will be asked to complete some long-term assignments and projects. Such projects encourage integration of subject matter and give students opportunity to organize and plan their time effectively. Finished projects are often presented to an audience, in order to celebrate learning and affirm and evaluate student efforts. We will help your student establish due dates and deadlines for each portion of the project, and we will let you know the expectations for these projects as well. We appreciate your at-home support of your student's hard work!

## **Special Events**

We trust that God wants to build us up in unity of the faith in our junior high. Therefore, we take several opportunities to learn, grow, and have fun together. We have one junior high "late-nighter" and two "retreat days" throughout the school year. These are times of Bible study, fellowship, and fun, usually at a setting away from school. We also take some academic and service field trips and share in some fundraiser efforts for Christian ministries throughout the year.

## **Tardy Policy**

Junior high students have the opportunity to transition between classes. This is both a privilege and a responsibility, as students are also expected to come to class in a timely way and to be prepared with needed materials. If students are late for class, they are counted as tardy. If they forget materials and must go back to their lockers at any time during the period, this will be counted as a tardy. Use of restrooms should be done quickly between periods and at lunch, as these also may be counted as tardies.

Students who are tardy will be sent to the office, where tardies will be recorded in RenWeb.

The following consequences for excessive tardiness apply:

1. Students may receive up to four tardies in the year for which grace is given, but which are recorded in RenWeb.
2. After the student's 5th tardy, his/her family will receive an email from the office notifying of the tardies and requesting a change in behavior/habits.
3. After the student's 10th tardy, the family receives an email from the office notifying that the 12th tardy will result in a detention for the student.
4. After the student's 12th tardy, the student serves an after-school detention.

*Please make every effort to come to class prepared and on time!*

Finally, students who display integrity in timeliness may have time awarded back to them in the form of special classroom activities and/or free time in study hall.

## **Classroom Control Policies**

Each teacher maintains his or her own classroom control policies. The following is a basic overview of our philosophy behind these policies.

Your junior high student will begin each day in the classroom with a new start. God's mercies are new every morning, and our students should have this assurance.

Christlike actions and behaviors are noticed in our classrooms! Rewards come in the form of encouragement or in more tangible ways (i.e.—free class time, free assignments, small treats, etc.)

Classroom rules are posted in each classroom and are listed in this handbook. Please review these rules with your child and pray with them prior to the first day of school.

If a student does break a classroom rule, these (or some similar) consequences will follow:

First offense – This is a warning!

Second offense – Teacher/student conference in the classroom (see form on the next page)

Third offense – Teacher/student conference in the classroom. This time, the conference form will be sent home. Please read the form, discuss it with your child, pray with your child, then sign and return it the following day.

If at any time you have a question or concern, please feel free to contact us as teachers at school, and we will be happy to schedule a time to talk and/or meet with you.

Date \_\_\_\_\_

Name \_\_\_\_\_

### Think Sheet

The following form is designed for a student to consider his or her actions and how those actions are affecting others. Placing the misbehavior on paper allows it to be identified and corrected. Also writing goals for future behavior provides a path to correction.

I understand that the following behaviors are inappropriate for class:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I understand that these behaviors are not only taking away from my learning but also distracting others from learning in my class in the following ways:

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ I plan to make up the work or class time I missed in the following way:

\_\_\_\_\_

In the future, I plan to alter my actions to the following:

\_\_\_\_\_  
\_\_\_\_\_

Something that would help me is \_\_\_\_\_

\_\_\_\_\_

Since the Bible is my grade book for learning, I am going to use the following verses to help me stay on the "right track".

\_\_\_\_\_  
\_\_\_\_\_

*So then, while we have an opportunity, let us do good to all people, and especially to those who are of the household of faith. --Galatians 6:10*

\_\_\_\_\_  
Student signature

I have talked with my child about this situation and will pray with my child about it.

\_\_\_\_\_  
Parent signature

\_\_\_\_\_  
Teacher signature

Please return this form by \_\_\_\_\_ completed and signed.

## **Classroom Rules**

1. Love God and love people.
2. Show honor and respect to each other, the staff, and school property.
3. Have a positive attitude and do your best.

## **Your Personal Responsibilities**

1. Follow directions the first time given.
2. Raise your hand quietly and wait patiently to be called on.
3. Be in your seat and quiet when the bell rings.
4. Be organized! Use your planner. Do your own work and complete your assignments on time or ahead. Keep your locker and desk neat.
5. Maintain self-control and appropriate behavior in your words and actions at all times.
6. Encourage those around you. Build each other up and support one another with God's love, grace, and forgiveness.
7. Respect your classmates' learning and use class time appropriately.
8. If you need help or have questions, it is your responsibility to ask.
9. Communicate with teachers in an appropriate and timely manner when you have a concern or issue.
10. Do everything without complaining or arguing.

## **Acknowledgement of Expectations**

Dear Junior High Student,

**This is your first official assignment of the school year.**

1. Review / skim handbook pages 3-4 with your parents.
2. Read carefully pages 5-10 with your parents.
3. Sign and have your parents sign the form below and return to your homeroom teacher.
4. When you turn in your form, your homeroom teacher will also sign.

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### ACKNOWLEDGEMENT OF JUNIOR HIGH EXPECTATIONS

- We have reviewed pages 3-5 of the Junior High Handbook together.
- We have read pages 5-10 together.
- I acknowledge that I understand and will willingly follow the expectations set at INCA for junior high, with God's help.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent Signature

- As your homeroom teacher, I, with God's help, will do my best to encourage you to righteousness and I will do all that is in my power to enable you to grow in the grace and knowledge of our Lord and Savior, Jesus Christ, and to succeed with excellence in your junior high experience.

\_\_\_\_\_  
Teacher Signature