

Assignment Standard

I. Submission of assignments

- A. Submit all assignments at the beginning of class on the day due unless the teacher indicates otherwise. The teacher will deduct up to 10% of the earned grade for each scheduled class day that an assignment is late (unless otherwise noted by the teacher, particularly for online submissions).
- B. Submit assignments within two school days* of any absence. However, in the case of a partial day absence, the work is still due on that day.
- C. Students should plan to submit assignments due during a planned absence (or bring deadline concerns to the teacher) before leaving school for that planned day (or days). School approval of a planned absence does not imply an assignment a deadline extension.
- D. Find out what was missed when absent.
- E. Make special arrangements with the teachers for completion of course requirements in the case of an approved extended absence. Note: When possible during a prolonged absence, the student should check daily on class work and assignments.
- F. Note: If assigned work or assessments are not made up within ten days of the due date, the student may receive a zero as a grade while still being required to make up the work.
*Calendar days, not class meeting days. Weekends are not counted as calendar days.

II. Handwriting (Also, see Notebook Standard.)

- A. Use cursive and dark blue or black ink for all assignments unless the teacher indicates otherwise. All assignments are to be neat and clean.
- B. Use a straight edge when underlining is required.
- C. Mark out errors with a single straight line then correct them. White-out must be approved by the individual teacher.
- D. Correct or recopy assignments, when necessary, before filing them into the notebook.

III. Format (Also, see Notebook Standard.)

- A. Place the following heading at the top right and top left corners of the paper of every assignment, as indicated. On a digital copy the heading is always located within the header.

Full Name - Grade	Date
Instructor	Subject/Subsection
- B. Center the assignment title on the title line. On a digital copy the title is never located within the digital header.
- C. Leave the line under the title blank.
- D. Leave the last three lines at the bottom of the page blank for teacher comments. Writing is to remain within the red margin lines of the paper. For digital copies leave a 1-inch margin. Words must not crowd or run over margins.
- E. Paginate assignments that extend beyond one page by including the page number at the bottom right-hand side of the paper. On a digital copy the page number is always located within the footer.

IV. Regarding academic integrity (Some portions adapted from Mr. Matthew Valverde's academic integrity paper)

- A. Definitions (from Noah Webster's *An American Dictionary of the English Language*, 1828)
 - 1. Integrity, n., refers to "the entire, unimpaired state of any thing, particularly of the mind; moral soundness or purity; incorruptness; uprightness; honesty" (def. # 2)
 - 2. Honest, adj., means "upright; just; fair in deal with others; free from trickishness and fraud; acting and having the disposition to act at all times according to justice or correct moral principles" (def. # 1).
- B. Academic honesty is the aim of every student who is committed to the Lord, Who is Truth and Who desires truth in the innermost being (John 14:6; Psalm 51:6), and Who is

never *trickish*. Upper School English Literature teachers review the meaning of plagiarism at the beginning of each school year and how to keep the conscience clear of its practice. Thus, students begin to understand how to maintain academic honesty.

- C. Academic dishonesty violates God's Principles of Individuality, Self Government, and Conscience, and more, and will incur serious consequences. For consequences of plagiarism, please see Cheating/Plagiarism in the Discipline Program section of the DCA Family-Student Handbook.
 - D. AI: (WHATEVER WE DECIDE WHEN WE MEET IN AUGUST)
 - E. Some examples of academic dishonesty include the following:
 1. Copying or slightly modifying any portion of another student's work and claiming it as your own.
 2. Allowing another student to slightly or fully complete your work for you or your slightly or fully completing another student's work for another student.
 3. Talking about exam questions before, during, or after an exam with students who have yet to complete the exam.
 4. Sharing any coursework with a current or subsequent student of that course.
 5. Copying or slightly modifying text from a source when no sources are permitted by the teacher; from a source not permitted; or copying, modifying, or otherwise using a source without citing it.
 6. Not informing the teacher or school administrator when you become aware of an issue of academic dishonesty, including any situation in which you have been involved.
- Note: Always check with your teacher when you have questions about plagiarism.

Backpack Standard

The use of backpacks is a privilege that comes with responsibility for their use. Backpacks can be a great blessing when used as a tool to assist in the learning process. Backpack rules will be established by individual teachers in grades 6-12. Classroom aisles must still remain open for teacher circulation.

Book Commentary*

I. Summary Paragraph

Begin with an opening sentence in which you provide the full name of the author and the *title of the book* that you read. In an additional eight to ten sentences, summarize the ENTIRE novel. Focus on your writing style. Write in an engaging and precise manner. Vary your sentence structure so that you do not begin every sentence the same way.

II. Character Descriptions

Choose three or four main or important characters in the novel. List them.

Next to each character's name, vertically list four to five words or phrases that distinctly describe the character. You may use your own words or those of the author, but be sure to quote and cite any that you derive directly from the book. Include aspects of the character's **internal traits** (attitude; personality; mental, emotional, spiritual, or moral qualities, etc.) and **external traits** (appearance, habits, etc.). Clearly identify which are internal and which are external.

Also, identify whether each character trait is provided as an editorial by the writer (**direct characterization**) or something that you infer about the character by his or her words and or actions (**indirect characterization**).

Include one quote *per character* that reveals any one of the traits that you listed and is a good example of the author's writing style.

Use vivid vocabulary and check a thesaurus for ideas. Do not use any descriptive word or phrase more than once in this entire section.

III. Key Passage Identification and Explanation

Choose the most important passage in the novel (in your opinion). Type it word for word. Use quotation marks or use a block quote for quotes of over four typed lines. Identify the speaker(s). Then, in a fully developed paragraph (eight to 10 sentences), explain why your chosen passage is important to understanding the novel. In your explanation, integrate quotes (actual words or phrases) from the key passage to strengthen your explanation.

IV. Scriptural Connection

Identify a biblical principle or idea that you perceive is illustrated multiple times in the novel and helps to guide its development. Select a Scripture verse or passage that clearly supports the biblical theme. Write it out, and cite the reference. Use three to four sentences to explain how this principle is evident in the story.

V. Discussion/Essay Questions (optional for sixth grade)

Write three questions that a teacher might ask you about the novel either for class discussion or for an essay. These questions should be thought-provoking and almost always take more than one line to type because they ask readers to combine more than one idea. Just writing these types of questions helps you to anticipate what questions might be asked of you during class discussion and encourages you to think more insightfully about the book.

General Requirements

- Type and format this assignment according to Dayspring guidelines.
- Write from the third person point of view (no *I, me, my, you, your*, etc.).
- Write in the present tense. Note: Academic writing about literature should always be in the present tense.
- Use a parenthetical reference to cite all quotes and examples.
- Include a Works Cited citation for the novel and the Bible on your last page.
- Do not consult sources other than the novel being discussed.
- Hand-write (in pen) the following statement at the end of your work and sign your name.
“I read _____ (title) _____ in its entirety (unabridged), and all work for this assignment is my own. I did not consult any sources other than the novel and the Bible.”

*A book commentary or related project is often a requirement of a literature class personal reading assignment.

Capitalization Standard

Adapted from Shurley Instructional Materials and Warriner’s *English Composition and Grammar*

Section 1: Capitalize the first word.

1. The first word of a sentence: *We love God because he first loved us.*
2. The first word in the greeting and closing of letters: *Dear, Yours truly*
3. The first and last words and important words in titles of literary works (books, songs, short stories, poems, articles, movie titles, magazines)
(note: *Conjunctions, articles, and prepositions with fewer than five letters are not capitalized unless they are the first or last word.*) *One Day in the Life of Ivan Denisovitch*
4. The first word of a direct quotation: *Paul says, “Do not be yoked with unbelievers.”*
5. The first word in each line of a topic outline

Section 2: Capitalize names, initials, and titles of people.

6. The pronoun I: *May I join you?*
7. The names and nicknames of people: *Abraham, Paul, Smith, Abe, Smitty*
8. Family names when used in place of, or with, the person’s name:
Grandfather, Aunt, Uncle Joe, Mother – Do NOT capitalize my mother.
9. Titles used with, or in place of, people’s names:
Mr., Ms., Miss, Dr. Myers, Doctor, Captain, President, Sir
10. People’s initials: *T.J., C. Bower*

Section 3: Capitalize names of time.

11. The days of the weeks and months of the year: *Wednesday, February*
12. The names of holidays: *Christmas, Thanksgiving, Easter*
13. The names of historical events, periods, laws, documents, conflicts and distinguished awards:
Civil War, Middle Ages, Medal of Honor

Section 4: Capitalize names of places.

14. The names and abbreviations of cities, towns, states, countries, and nations:
Lancaster, Pennsylvania, Lebanon County, Europe, Canada, DE, NY
15. The names of avenues, streets, roads, highways, routes, and post offices boxes:
Pine Street, Bean Hill Road, Highway 81, Rt. 3, Box 7, P.O. Box 40
16. The names of lakes, rivers, oceans, mountain ranges, deserts, parks, stars, planets, and constellations:
Lake Otsego, Appalachian Mountains, Mars
17. The names of schools and specific school courses:
Dayspring Christian Academy, Mathematics II, World History
18. North, south, east, and west when they refer to sections of the country:
down South, live out West, in the East

Section 5: Capitalize names of other nouns and proper adjectives.

19. The names of pets: *Bruno, Black Beauty*
20. The names of products: *Campbell's soup, Kellogg's cereal, Ford cars*
21. The names of companies, buildings, ships, planes, space ships:
Empire State Building, Titanic, IBM
22. Proper adjectives: *the English language, Chinese restaurant, French toast*
23. The names of political parties, religious preferences, nationalities, and races:
Republican party, Jewish synagogue, American, Hispanic

Punctuation Standard

Adapted from Shurley Instructional Materials and Warriner's English Composition and Grammar
Section numbers continue from the previous section for ease of reference.

Section 6: End mark punctuation

1. Use a (.) for the end punctuation of a sentence that makes a statement.
God is love.
2. Use a (?) for the end punctuation of a sentence that asks a question.
Where will you spend eternity?
3. Use a (!) for the end punctuation of a sentence that expresses a strong feeling.
There is no one like our God!
4. Use a (.) for the end punctuation of a sentence that gives a command or makes a request.
Give Him thanks.

Section 7: Commas to separate time words

5. Use a comma between the day of the week and the month. *Saturday, August 9*
Use a comma between the day and year. *August 9, 1986*
6. Use a comma to separate the year from the rest of the sentence when the year follows the month or the month and the day.
*We spent **July 23, 1985**, at a family reunion. We prayed for rain in **August 1, 1999**, with the drought at its worst.*

Section 8: Commas to separate place words

7. Use a comma to separate the city from the state or country.
I will go to Plymouth, Massachusetts. He is from London, England.
8. Use a comma to separate the state or country from the rest of the sentence when the name of the state or country follows the name of a city.
*We flew to **Dallas, Texas**, to visit a friend. We toured **London, England**, and its surrounding villages.*

Section 9: Commas to make meanings clear

9. Use a comma to separate words or phrases in a series.
Jesus is the Way, the Truth, and the Life.
10. Use a comma to separate two or more adjectives in a list before a noun (to test if it is needed, replace it with an "and").
*Abraham was a **faithful, righteous** man.*
*Jacob limped because of his **broken right hip broken and right hip** is not correct, so **no comma should be used.***

11. Use commas to separate introductory words or phrases from the rest of the sentence.
 - a. introductory words such as Yes, Well, Oh and No.
Yes, God will supply all your needs.
 - b. introductory participial phrase
Seeing his folly and weakness, the prodigal son returned home.
 - c. introductory adverbial clause
If you are wise, your wisdom will reward you.
12. Use commas to set off most appositives. An appositive is a word, phrase, title, or degree used directly after another word or name to explain it or rename it.
Moses, the man slow of speech, was used mightily by God.
13. Use commas to separate a noun of direct address (the name of a person directly spoken to) from the rest of the sentence.
Lord, must I go to the mission field now?
14. Use a comma before coordinating conjunctions *and, but, or, nor, for, so, and yet* when they join independent clauses.
A kind man benefits himself, but a cruel man brings himself harm.
15. Use commas to set off nonessential (not necessary for the meaning of the sentence) clauses and participial phrases.
Adam, who sinned and fell short of the glory of God, was banished. Adam, having sinned and fallen short of the glory of God, was banished.
Essential: The man who sins and falls short of the glory of God needs Christ's redemption.

Section 10: Punctuation in greetings and closings of letters

16. Use a comma (,) after the salutation (greeting) of a friendly letter. *Dear Andrew,*
17. Use a comma (,) after the closing of any letter. *Sincerely,*
18. Use a colon (:) after the salutation (greeting) of a business letter. *Dear Sirs:*

Section 11: Periods

19. Use a period after most abbreviations or titles that are accepted in formal writing.
Mr., Ms., Dr., Capt., St., Ave., St. Louis (Note: These abbreviations cannot be used by themselves. They must always be used with a proper noun.)
In the abbreviations of many well-known organizations or words, periods are not required. *USA, GM, TWA, GTE, AT&T, TV, AM, FM, GI* Use only one period after an abbreviation at the end of a statement. Do not put an extra period for end mark punctuation.
20. Use a period after initials. A person's initials should not be separated from the name.
M. Myers, A. R. Adams, D. Stone
21. Place a period after Roman numerals, Arabic numbers, and letters of the alphabet in an outline.
II., IV., 5., 25., A., B.

Section 12: Apostrophes

22. Form a contraction by using an apostrophe in place of a letter or letters that have been left out. *we'll, I'm, she's, won't, shouldn't*
23. Form the possessive of singular and plural nouns by using an apostrophe.
boy's book, boys' books, children's books
24. Form the plurals of letters, symbols, numbers, and signs with the apostrophe plus s ('s).
7's, 6's, d's

Section 13: Underlining vs. quotation marks

25. Use underlining in handwritten work or italics in digital work for titles of books, magazines, works of art, ships, newspapers, motion pictures, etc. *An excellent movie is **Chariots of Fire**. Our newspaper is the **Intelligencer Journal**. **Mayflower** **The Scarlet Letter***
Use quotation marks to set off the titles of songs, short stories, short poems, articles, essays, short plays, and book chapters. *Will you sing Handel's "Hallelujah Chorus" this year?*
Use quotation marks to enclose slang words, technical terms and other expressions that are unusual in standard English.

Section 14: Semicolons

26. Use a semicolon in a series if the items contain commas.
Matthew, a tax collector; Mark, a man inspired by Peter's testimony; Luke, a detail-oriented physician; and John, the beloved disciple, all gave unique accounts of Christ's life which reflect their individuality.
27. Use a semicolon between independent clauses, if they are not joined by a coordinating conjunction *and, but, or, nor, for, so, and yet*, or if they are joined by a coordinating conjunction, but they contain commas.
Listen to my instruction; do not ignore it.
*Listen, dear child, to my instruction, which is necessary for a godly, fruitful life; **and** do not ignore it.*
28. Use a semicolon between independent clauses joined by adverbial connectors and follow with a comma. (Adverbial connectors: *for example, for instance, that is, besides, accordingly, moreover, nevertheless, furthermore, otherwise, however, consequently*)
*He who walks with the Lord grows wise; **however**, a companion of fools suffers harm.*

Section 15: Colons

29. Use a colon for conventional purposes, such as separating hour and minute (7:15 p.m.) and chapter and verse in a biblical reference (Hebrews 10:19-22).
30. Use a colon to mean "note what follows."
There are nine fruits of the Spirit as listed in Galatians: love, joy, peace, etc.
Do not use after a verb! *The fruits of the Spirit are: love, joy, peace, etc.* INCORRECT!
31. Use a colon before a long, formal statement or quote.
and he began to teach them, saying:
"Blessed are the poor in spirit,
for theirs is the kingdom of heaven, etc."

Section 16: Quotation marks

32. Use quotation marks to enclose a direct quotation - a person's exact words.
Jesus said, "I am the way, the truth and the life."
Indirect quotation (do **not** use quotes!): Jesus said that He is the way, the truth and the life.
33. Use quotation marks when a quotation is divided by explanatory words. Do not capitalize if the second part is continued.
"Teacher," he asked, "what must I do to inherit eternal life?"
"What is written in the Law?" Jesus replied. "How do you read it?"
- *Note: A new paragraph is used to indicate each change of speaker. When a speaker's speech is longer than one paragraph, quotation marks are used at the beginning of each paragraph and at the end of the last paragraph in the speech.
"...The Samaritan said that he would reimburse the innkeeper for any extra expense he may have.
"Which of the three do you think was a neighbor to the man who fell into the hands of robbers?"
34. Use single quotation marks to enclose a quotation within a quotation.
"You heard me say, 'I am going away, and I am coming back to you.' If you loved me...."
35. Commas and periods are **always** placed inside the closing quotation marks. (See Rule #30: "note what follows." and examples for Rule #32.)
36. Semicolons and colons are **always** placed outside the closing quotation marks.
Say to wisdom, "You are my sister"; call understanding your kinsman.
The following are known as "the fruits of the Spirit": love, joy, peace, etc.
37. Question marks and exclamation points are placed inside the closing quotation marks if the quotation is a question or exclamation. Otherwise, they are placed outside the quotation marks.
God called to the man, "Adam, where are you?"
***Why** did Adam say, "The woman you put here with me- she gave me some fruit... and I ate it"?*

Map Standard

A map is a geographical essay. Much time and care will be spent in the making of a readable, unblemished map. The student will need to know what is required before beginning a map; patience and concentration will also be required, from student and teacher alike. Enjoy!

- I. Objective: to produce a map in which all physical and political features are clearly distinguished, well-delineated and accurately placed.
- II. Tools:
 - A. Black pen (ball-point or fine line felt tip)
 - B. Colored pencils
 - C. Ruler or straight edge
- III. General
 - A. All maps must have a title – printed and centered at the top of the page and underlined with the straight edge.
 - B. Physical features are delineated as follows:
 1. Rivers are outlined along the course of the river in blue colored pencil – on one side only.
 2. Mountains are drawn as inverted V's, used in proportion to the size of the map.
 - a). V's should be loosely joined, evenly dispensed, not huddled or overlapped.
 - b). V's should be drawn with brown colored pencil.
 3. Desert areas are colored / outlined with yellow colored pencil.
 4. Plains are colored / outlined with green colored pencil.
 - C. Outlining
 1. Map work is mainly outlining and lettering.
 2. Areas may be lightly shaded with colored pencil as long as the coloring does not interfere with labeling / lettering of the map. Straight, horizontal (parallel) lines (striping) may also be used to fill in areas as long as they do not interfere with the labeling of the map. Stippling (filling an area with dots made with a pencil tip) may also be used.
 3. All shorelines of lakes, coastlines of seas and oceans, and rivers are always outlined with blue colored pencil by cater pillaring them.
 4. Lands along oceans and around lakes are always outlined. Borders between nations or territories are drawn with black ink or fine tip felt pen, in either solid or dashed lines (if not already printed on the map), then outlined with color on both sides along the course of the printed lines.
 - D. Labeling
 1. All labeling must be printed and legible.
 2. Printing is done with black ink or fine tip felt pen. Lead pencil is allowed to be used in elementary classrooms.
 3. All printing is to be straight and even, horizontal, never crowded.
 4. Most printing on the map is in upper case littering. (Small cities, towns, etc. may be labeled using lower case letters, as appropriate.)
 5. The print of the title is enlarged in proportion to all other lettering on the map.
 6. The size and style of lettering should be consistent throughout the map (i.e. all countries labeled with the same type and size letters, etc.)
 - E. The key is used to delineate certain markings on the map. Use a box made of 4 straight lines, even with the page. Never use the edge of the paper as part of the key box.
 - F. The map grade is based on the following:
 1. neatness, readability, artistic composition (including color coordination),
 2. accuracy in labeling,
 3. accuracy in identification of places and the spelling of them,
 4. and compliance with the map standard.

Notebook Standard

The notebook is a reflection of the student's character and their learning. The following is a standard by which to measure the notebook.

- I. Each notebook should have a title page designed by the student. The following information should be prominently displayed: student's name and grade, school name and date, and the names of subjects contained in that notebook. Furthermore, each subject must have a title page, located behind the first tab.
- II. Each subject section of the notebook will be separated by dividers designated by each teacher. The tabs of the dividers will bear the following information: Subject (dash) subsection.
Example: History-Evaluations
 - A. Within the unit subsection of each subject, each unit is to have its own title page; for example, in Literature, each work would have its own title page.
 - B. The key vocabulary of each subject may be set up as a *Glossary* subsection or contained within the unit study and is to be set up as follows:
 1. The word or term to be defined is written, starting at the red margin line.
 2. The definition is to contain the part of speech and is to be preceded by a hyphen. If requiring more than one line, the definition will have a left margin set by the position of the hyphen.
 3. A space of one line is to be left between terms being definedExample
History (n.) - An account of facts, particularly of facts relating to nations or states...

Science (n.) - In a general sense, knowledge, or certain knowledge...

II. Handwriting

- A. All notes are to be written in cursive using dark blue or black ink, unless otherwise stated, and are to be neat and clean.
- B. When underlining is required, a straight edge is to be used.
- C. Errors should be marked out with a single straight line and corrected. White-out must be approved by the individual teacher.
- D. Assignments are to be corrected or recopied, when necessary, before being placed in the notebook.

III. Format (See Assignment Standard/Format for further detailed requirements.)

Students are expected to

- A. Place the following heading at the top right and top left corners of the paper of every assignment, as indicated. On a digital copy the heading is always located within the header.

Full Name - Grade	Date
Instructor	Subject/Subsection
- B. Center the assignment title on the title line. On a digital copy the title is never located within the digital header.

Study Hall Standard

Every study hall monitor will use a sign-out/sign-in notebook or clipboard for student accountability.

[Study Hall Sign-out/Sign-in Sheet](#)

1. Middle School students are not allowed to talk or have any form of communication with one another **until the last 15 (35 for a longer period) minutes of a study hall, and then only with teacher permission to collaborate on schoolwork. If given permission to collaborate, students must remain in the classroom. Please note that, with teacher permission, students may ask questions of other students at any time, but then return to their seats.**
2. High School students are not allowed to talk or have any form of communication with one another until after the first 15 (35 for a longer period) minutes of a study hall, and then only with teacher permission to collaborate on schoolwork. If given permission to collaborate, students must remain in the classroom. Please note that, with teacher permission, students may ask questions of other students at any time, but then return to their seats.
3. Students must come to the study hall prepared with all materials, books, etc. **No students will be permitted to leave a study hall to retrieve an item for the first 15 minutes of a study hall. Students must sign out and use a Study Hall Pass when leaving the room to retrieve items from their lockers.**
4. **Students who wish to use their chromebook must, after having received permission from the study hall monitor, sit in such a way that their screen is visible to the study hall monitor.**
5. Students may not leave their seats without permission.
6. Students who come unprepared may be given “extra” work as incentive to be prepared for study.
7. Students who have completed all assignments...there is a great list below of things they might do. Also, see [Too Much Study Hall Time? Not Any More!](#)
8. Students must remain in the study hall to which they have been assigned. When needing to visit another teacher, the following protocol must be used:
 - a. Student must sign out from study hall
 - b. Student must use a Study Hall Pass
 - c. Visited teacher must not be teaching a class
 - d. The visited teacher should send the student back to study hall with the Study Hall Pass signed with a time frame.
 - e. Student will return the Study Hall Pass directly to the study hall monitor upon his/her return.

*Note: If the teacher is not at his/her usual location, student should return to study hall and not roam the building looking for him/her

Do what is most necessary and valuable first.

(The study options below are listed in general order of priority.)

Regular Course Work

- Do homework due today.
- Do homework due tomorrow.
- Do homework with any due date this week.
- Do past-due work, including that missed during an absence. (See your teacher for catch-up work if you have been absent or out of class.)
- Do test corrections, even if not required.
- Work on long-term assignments. If you cannot proceed with the next step in the assignment, you might look ahead and find other steps of the assignments you can work
- Do housekeeping chores. (See *Organization* section.)

Regular Work

- Complete any English class letter-writing requirement.
- Learn your Bible memory; write it out.
- Read your book, or having read it, do your next book commentary.

- Work on this year's science fair project.
- Work on next year's science fair project.
- Write your next Headmaster's Oration.

Anticipatory Course Work

- Read ahead in your math book; do problems if you know what will be assigned.
- Read ahead in your literature book or other course book.
- Star or otherwise mark papers you intend to keep after the course is done.

Study for Courses

- Read your course notes and any other course materials.
- Recopy notes (in order to familiarize yourself with the material).
- Make an outline or summary based on your notes.
- Reorganize and paraphrase information from handouts or in textbooks.
- Implement personal quizzing methods.

Study for Further Edification

- Read the Bible.
- Memorize verses.
- Paraphrase Bible memory; write an application to your life.
- Read the dictionary.
- Read another edifying book of your choice. Consider fiction and non-fiction, poetry and prose.
- Memorize a poem or soliloquy (a soliloquy is a one-character passage).

Creative Projects

- Write a poem, play or story.
- Draw a picture.
- Plan a city; design a building or other structure.
- Create a crossword or other puzzle.

Organization, Maintenance, and Beautification

- Write a priorities list for school work you intend to complete during your present study time or in the near future.
- Organize your notebooks.
- Redo dividers and title pages, or embellish them where helpful.
- Add dividers for needs that arise: a *Personal* or *Miscellaneous* divider, or some more specific divider(s) for sheets that don't yet fit into your notebook system.
- File the unfiled; re-file the misfiled; label the unlabeled and mislabeled. Be sure to check the pockets of your notebooks, and your backpack for papers. Next time you are at your locker, reclaim any papers that have been misfiled there. Make notes of missing material.
- Discard unnecessary papers.
- Add hole reinforcements to pages.
- Recopy notes (in order to increase neatness and organization). This especially applies to sloppy or torn pages.
- Illustrate your notes for classes where this is allowed.
- Highlight or otherwise mark your notes to identify key information; OR, if you want to go further...
- Color-code your notes with a highlighter so you can easily find information on key topics you choose. (For instance, in your Bible notes, yellow-highlight material on *purity* if you intend to write an essay on that topic and blue-highlight material on which you know you will be tested.)
- Create new notebooks to store old course work—a general *Literature* notebook, a *Science* notebook, etc.—to house those reference materials that will continue to benefit you.
- Coordinate your calendars. If you have a personal calendar, add to it dates from the *Beacon*, RenWeb, and your assignment notebook. To your assignment notebook, add notes of events (whether Dayspring Christian Academy or personal) that will compete with homework. This step will help you to plan ahead. You might also note holidays and early dismissals.

Non-Academic School Work

- Brainstorm ideas for class fundraisers. Outline all aspects to present to your class.
- Do any Student Senate or committee work.
- Choir and band members, study your music.
- Ask your teacher whether they have a task for you to do that would be helpful to them.

Word Study – The 4 R Process of Biblical Reasoning

“The philosophy of education in the classroom
becomes the philosophy of government
of the next generation.”

- Abraham Lincoln

The Principle Approach

“It is the glory of God to conceal a matter; but the glory of kings is to search out a matter.” Proverbs 25:2

When used diligently and seriously, this method will produce superior understanding of any subject or word from a Godly, biblical perspective.

Tools needed: The Bible
 Webster’s 1828 Dictionary
 Exhaustive Concordance
 Optional: Bible Commentary

Procedure

Research

1. Choose a **word** or **term** that you would like to understand from a biblical perspective. Write out the definition of the word using Webster’s 1828 Dictionary. If the word is not in the Webster’s 1828, choose a synonym. A thesaurus may be helpful.
2. Write out a few **Scripture references** that **illuminate** the meaning of the word. Don’t just pick a verse because the word is in it.
3. Underline the **key words** in the definition of the main word. Key words are words that are important in helping to explain the main word. Pick as many key words as you like. The more extensive your study, the greater the biblical perspective you will gain. (You can even go to the next level and define key words of the key words!)

Reason

4. Write out the definition of each underlined key word from Webster’s 1828 Dictionary.
5. Write out a few **Scripture references** for each key word underlined. Again, be sure that the references present the word (or a synonym) in the proper context. Don’t just find a verse that uses the word if they don’t fit your study.

Relate

6. **Reflect** on the definitions and Scriptures you’ve written down concerning the main word and its key words. **List the truths or principles** you can now identify as you reason from God’s perspective on the subject.

Record

7. Based upon your research and reasoning in the above six steps, write **your own definition** of the main word. Be sure to say it so that you fully understand the definition and can use it! This is called an “operational definition.” It should demonstrate your **biblical worldview**.
8. Write a summary paragraph which demonstrates how you can **apply** the main word to your own study or life. This also will express your **biblical worldview**.

Writing Standard for Homework Assignments

Grading: Assignments will be graded on this basis of content, composition, and all other requirements, including MLA citations: 100%

Points may be deducted

Grammar and spelling: up to 10% of the grade (See Grammar and Spelling.)

Neatness: up to 5% of the grade

Content and Composition: Has the student met the full requirements of the assignment and organized well (including paragraph divisions, introduction, body, and conclusion or other stipulations)?

Grammar and Spelling: Has the student used punctuation, capitalization, spelling, and complete sentences correctly?

Typically, ½ point is deducted for each (or ¼ point for assignments of low point value)

-use of fragment or run-on sentence,

-misspelling of any word,

-missing end mark,

-not capitalizing the first letter of the first word in each sentence.

Typically, ½ point is deducted for all other errors

Neatness: Is the work legible and indicative of good effort in presentation, with capital letters clearly distinguished from lower case letters? Is it written in cursive? If digital, is it typed in TNR 12 font, double spaced?

Rewriting Assignments: All illegible or barely legible work **MUST** be rewritten within three days.

Errors Per Page*

September: Errors in selected assignments may be circled or otherwise indicated by the teacher. Rewriting may be required.

Starting in October: The student may be required to rewrite* any page with three (3) or more errors. Rewriting requirements may be modified by the teacher to address specific student needs.

Note: Teachers may require students to keep an ongoing “Correctory” page for each subject, to be filed in the HWNB. The student will date and record corrections that the teacher has noted. He will then turn this page in with each assignment, giving the teacher an opportunity to look for recurring errors. This may be a year-long process.

***This original and the rewritten work must be turned in within three school days.** If not, lunch detention may be issued and grade-lowering may occur, in accordance with the Homework Assignment Standard.

Tests

Answers must be written in complete sentences, unless otherwise indicated. Other test requirements will be noted by the teacher.