

EQUIPPED WITH
Scholarship

INSPIRED BY
Discipleship

MOTIVATED TO
Citizenship

PREPARED FOR
Servant-Leadership

EXPECTED STUDENT OUTCOMES [2018]



FREEDOM
CHRISTIAN

Freedom Christian Academy

Expected Student Outcomes (ESO)

2018-19

FCA ESO #1: SCHOLARSHIP (S) VISION INDICATORS AND RUBRICS

ESO-VISION STATEMENT: In a world that is polarized, and in a secularized society that is selfish, we are dedicated to building leaders who want to serve the Lord for His glory and purposes. To accomplish this task, students are trained to become self-reliant learners, independent thinkers, and generous stewards. With an emphasis on community involvement, students can learn at an early age the blessings of collaboration, membership, and Godly service. The ultimate vision is to produce well-rounded students who think Biblically in all situations and who live purposeful lives pursuing scholarship, servant-leadership, discipleship, and citizenship.

S-IMPACT STATEMENT: As an academic institution, it is our responsibility to educate students well. Learning should include thorough teaching of core content and the skills to learn more through a Biblical lens. Students should be equipped with 21st Century fluencies, able to think critically, work collaboratively, engage in discovery and investigation, and think globally.

S-RATIONALE: Students utilize a variety of resources, including technology and thoughtful questioning, to evaluate information for effective problem-solving. Students will display respect for the preparation and process for all God given vocational and professional callings.

LEVELS OF PERFORMANCE

VISION INDICATORS	3 Students are exemplary (lead)	2 Students are competent (participate)	1 Students are emerging (recognize)
1. Students utilize a variety of resources, including technology, to evaluate information.	<ul style="list-style-type: none"> ▪ Fluent and insightful approach to content acquisition and mastery of multiple fields. ▪ Diligent pursuit of learning and asks insightful questions. ▪ Pursues independent learning opportunities within and without the school. 	<ul style="list-style-type: none"> ▪ Avid approach to learning in most areas. ▪ When prompted, will seek independent learning opportunities. ▪ Grasps some of the connections between courses and subjects. 	<ul style="list-style-type: none"> ▪ Has some academic interest in or evidence of a desire to master content. ▪ Lacks confidence to make the connection between subjects, life and learning. ▪ Indicates a lack of understanding of why subjects are important or relevant.
2. Students demonstrate the ability to develop thoughtful questions in the pursuit of problem-solving and decision-making.	<ul style="list-style-type: none"> ▪ Develop compelling arguments for their positions and conclusions. ▪ Demonstrate insightful reasoning and thoughtful interpretations. ▪ Clearly sort problems into critical and non-critical aspects. 	<ul style="list-style-type: none"> ▪ Utilizes logic and evidence to appropriately justify conclusions. ▪ Accurately interprets information and defines the categories into which it fits. ▪ Combines various information elements 	<ul style="list-style-type: none"> ▪ Some ability to synthesis, analyze and draw general conclusions. ▪ Illogical use of information in making conclusions and placing it in categories. ▪ Has difficulty with drawing inferences from novel data and linking information across various content areas.

		into a cohesive and logical whole.	<ul style="list-style-type: none"> ▪ Makes superficial observations based on data.
3. Students demonstrate the ability to use Biblical truth to analyze and evaluate information and concepts to determine validity.	<ul style="list-style-type: none"> ▪ Demonstrates the ability to analyze information considering Biblical truths to determine validity. ▪ Utilizes critical thinking skills in responding to validation of information. ▪ Evaluates information validity and can clearly connect it to Biblical truths. 	<ul style="list-style-type: none"> ▪ Accurately recognizes fallacy of information. ▪ Brings a wide range of intuition to recognize validity of information. ▪ Not clearly able to tie information back to Biblical truth. 	<ul style="list-style-type: none"> ▪ Requires assistance in analyzing the essence of information and often is confused about its validity. ▪ Struggles to recognize validity of information. ▪ Assumes all information is valid.
4. Students evidence a responsible stewardship concerning the academic talents and opportunities given by God	<ul style="list-style-type: none"> ▪ Demonstrates a clear understanding of the origin of talents and opportunities. ▪ Utilizes Biblical thinking recognizing the need for Biblical stewardship. ▪ Evaluates opportunities and talents and can clearly describe their origin. 	<ul style="list-style-type: none"> ▪ Accurately recognizes the origin of talents and opportunities. ▪ Brings a wide range of understanding of talents and stewardship to determining origin. ▪ Willing to consider source of talents and opportunities other than self. 	<ul style="list-style-type: none"> ▪ Requires assistance in understanding the origin of talents and opportunities. ▪ Struggles to recognize the need for Biblical stewardship. ▪ Assumes talents and opportunities are self-made.
5. Students take a logical, scholarly, and responsible approach to discovery and investigation of God's creation	<ul style="list-style-type: none"> ▪ Demonstrates the ability to approach the discovery of new information from a scholarly approach. ▪ Utilizes logical thinking skills in responding in the discovery of new information. ▪ Can responsibly use logic and scholarly approaches to discover new information. 	<ul style="list-style-type: none"> ▪ Accurately demonstrates a scholarly approach to discovery of new information. ▪ Uses logical thinking skills to acquire new information ▪ Willing to be responsible in most situations to the methods used to acquire new information. 	<ul style="list-style-type: none"> ▪ Requires assistance in determining what methods are scholarly in the discovery of new information. ▪ Struggles to determine if approach to acquisition of new information is logical. ▪ Approaches the discovery of new information in a non-logical and careless manner.

FCA ESO #1: SCHOLARSHIP (S) MISSION OBJECTIVES AND RUBRICS

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LEVELS OF PERFORMANCE

MISSION OBJECTIVES	3 Students are exemplary (lead)	2 Students are competent (participate)	1 Students are emerging (recognize)
1. Students know how to utilize resources including technology to find, analyze, and evaluate information.	Fluent and insightful approach to content acquisition and mastery of multiple fields.	Uninhibited by reasonable content expectations	Indicates a lack of understanding of the process of evaluating information
2. Students have skills to question, solve problems, and make wise decisions.	Standardized test scores show above average achievement in problem-solving in science and mathematics	Standardized test scores show average achievement in problem-solving in science and mathematics	Standardized test scores show some below average achievement in problem-solving in science and mathematics
3. Students actively engage in discovery and investigation of God's creation	Students actively demonstrate a desire to learn beyond the classroom assignments	Students will participate in outside learning beyond the classroom assignments when pushed	Students are resistant to learning beyond the classroom assignments
4. Students are prepared to practice the principles of responsible use of logic and understanding.	Students understand the ethical need for logic in problem-solving and demonstrate an appropriate use of logic	Students understand the ethical need for logic in problem-solving but struggle demonstrate with an appropriate use of logic	Students don't understand the ethical need for logic in problem-solving and therefore do not use it in practice

5. Students are good stewards of their God-given mental capacity and talents.	Utilizes global thinking skills in responding to intellectual inquiry and the marketplace of ideas	Utilizes logic and evidence to respond to intellectual inquiry and the marketplace of ideas	Utilizes an illogical approach to intellectual inquiry and little engagement in the marketplace of ideas
6. Students have a clear understanding of all academic disciplines, and are skilled in reading, writing, speaking, listening, and thinking	Standardized test scores show above average achievement in science, mathematics, reading, language mechanics and problem-solving	Standardized test scores show an average achievement in science, mathematics, reading, language mechanics and problem-solving	Standardized test scores show a below average achievement in science, mathematics, reading, language mechanics and problem-solving
7. Student value intellectual inquiry and are engaged in the marketplace of ideas	Students regularly engage in inquiry and share ideas when provided the opportunity	Students occasionally engage in inquiry and share ideas only when prompted	Students seldom engage in inquiry and actively avoid instances where sharing ideas is necessary
8. Students have an understanding of the biblical account of a short-day creation and an appreciation for the natural environment and practice responsible stewardship of God's creation	Students demonstrate a significant knowledge and understanding of Biblical creation and can articulate the differences in argument for creation and evolution	Students demonstrate a significant knowledge and understanding of Biblical creation but cannot articulate the differences in argument for creation and evolution	Students don't understand Biblical creation and therefore cannot articulate the differences in argument for creation and evolution

FCA ESO #1: SCHOLARSHIP (S) MISSION OBJECTIVE ACTION PLANS

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MISSION OBJECTIVE ACTION PLANS

Primary Grades K-2	Elementary Grades 3-5	Middle School Grades 6-8	High School Grades 9-12
<p><u>Mission Objective 1:</u> Students know how to utilize resources including technology to find, analyze, and evaluate information.</p> <ul style="list-style-type: none"> ▪ Demonstrate knowledge of where books of various kinds are found in the library. ▪ Utilize a computer to locate information on a given topic. ▪ Compare the information from print media and electronic media and state why one seems more reliable than another. ▪ Explain the beginning point in gathering information for a topic. ▪ Use a computer to get information on a topic. 	<p><u>Mission Objective 1:</u> Students know how to utilize resources including technology to find, analyze, and evaluate information.</p> <ul style="list-style-type: none"> ▪ Discuss what accurate information means and how sources may have different perspectives. ▪ Research a topic in a content area and list the sources that were most useful and why. ▪ Compare stories from two or more sources and note the differences and why they might exist. 	<p><u>Mission Objective 1:</u> Students know how to utilize resources including technology to find, analyze, and evaluate information.</p> <ul style="list-style-type: none"> ▪ Research a topic in a content area and list the sources that were most useful and why. ▪ Propose the most reasonable (wise) answer to a question based on Internet research and be prepared to defend that answer. ▪ Debate the validity of information that is on the Internet and support your position with examples. ▪ Write a personal code of conduct for use of IT sources. 	<p><u>Mission Objective 1:</u> Students know how to utilize resources including technology to find, analyze, and evaluate information.</p> <ul style="list-style-type: none"> ▪ Explain the value of multiple sources including those that have a varying point of view. ▪ Define the positive and negative aspects of intellectual freedom and support your position with researched examples. ▪ Analyze the terminology of information sources to predict possible point of bias. ▪ Write a personal code of conduct for use of IT sources.
<u>Mission Objective 2:</u>	<u>Mission Objective 2:</u>	<u>Mission Objective 2:</u>	<u>Mission Objective 2:</u>

<p>Students have skills to question, solve problems, and make wise decisions.</p> <ul style="list-style-type: none"> ▪ Develop a set of questions from a story and rank them from the most to the least important. ▪ Role-play asking questions of another student, an adult, a professional person or a community helper. ▪ Demonstrate how to respectfully answer a question and how to decline to answer a question. ▪ Write to someone in a position of authority and carefully pose one question that is important to you. 	<p>Students have skills to question, solve problems, and make wise decisions.</p> <ul style="list-style-type: none"> ▪ Develop a set of questions from a story and rank them from the most to the least important. ▪ Explain the elements of a good question and how to ask it verbally and in writing. ▪ Explain how relationships and authority issues impact how and when to ask questions. ▪ Write three levels of questions on the same topic with each one being more focused and penetrating than the previous one. 	<p>Students have skills to question, solve problems, and make wise decisions.</p> <ul style="list-style-type: none"> ▪ Explain the role that context plays in asking questions and role-play appropriate and inappropriate questioning. ▪ Demonstrate how to respectfully answer a question and how to decline to answer a question. ▪ Explain how relationships and authority issues impact how and when to ask questions. ▪ Describe how to pose a question with a logical argument. 	<p>Students have skills to question, solve problems, and make wise decisions.</p> <ul style="list-style-type: none"> ▪ Explain the difference from inductive and deductive questions. ▪ Describe how people can use questions to make a point rather than seeking information or an answer. ▪ Role-play the questions you would ask a prospective employee if you were responsible for hiring. ▪ Propose a scenario of questions that you develop to make a decision about what you are going to do after high school.
<p><u>Mission Objective 3:</u> Students actively engage in discovery and investigation of God’s creation</p> <ul style="list-style-type: none"> ▪ Learn the Biblical explanation of God’s creative work ▪ Learn to question in a scientific manner ▪ Learn the steps for investigation / research 	<p><u>Mission Objective 3:</u> Students actively engage in discovery and investigation of God’s creation</p> <ul style="list-style-type: none"> ▪ Learn the Biblical explanation of God’s creative work ▪ Question in a scientific manner ▪ Learn the steps of investigation / research ▪ Learn to accurately collect data ▪ Hypothesis based on data collected 	<p><u>Mission Objective 3:</u> Students actively engage in discovery and investigation of God’s creation</p> <ul style="list-style-type: none"> ▪ Explain the Biblical explanation of God’s creative work ▪ Apply the techniques of questioning in a scientific manner ▪ Apply the steps for investigation / research ▪ Learn to accurately collect and report data ▪ Hypothesis based on data collected ▪ Demonstrate how to apply learned understanding to situations involving similar yet different circumstances 	<p><u>Mission Objective 3:</u> Students actively engage in discovery and investigation of God’s creation</p> <ul style="list-style-type: none"> ▪ Explain the Biblical explanation of God’s creative work ▪ Apply the techniques of questioning in a scientific manner ▪ Apply the steps for investigation / research ▪ Learn to accurately collect and report data ▪ Hypothesis based on data collected ▪ Demonstrate how to apply learned understanding to situations involving similar yet different circumstances ▪ Create based on new learning
<p><u>Mission Objective 4:</u> Students are prepared to practice the principles of responsible use of logic and understanding.</p>	<p><u>Mission Objective 4:</u> Students are prepared to practice the principles of responsible use of logic and understanding.</p>	<p><u>Mission Objective 4:</u> Students are prepared to practice the principles of responsible use of logic and understanding.</p>	<p><u>Mission Objective 4:</u> Students are prepared to practice the principles of responsible use of logic and understanding.</p>

<ul style="list-style-type: none"> ▪ Learn the difference between emotional and logical thought ▪ Learn to differentiate emotion and logic in their own thoughts ▪ Learn to evaluate thought based on Biblical truth 	<ul style="list-style-type: none"> ▪ Describe the difference between emotional and logical thought ▪ Differentiate emotion and logic in their own thoughts ▪ Evaluate thought based on Biblical truth ▪ Apply principles of logic when making decisions 	<ul style="list-style-type: none"> ▪ Describe the difference between emotional and logical thought ▪ Differentiate emotion and logic in their own thoughts ▪ Evaluate thought based on Biblical truth ▪ Apply principles of logic when making decisions ▪ Measure the consequences of their thoughts 	<ul style="list-style-type: none"> ▪ Describe the difference between emotional and logical thought ▪ Differentiate emotion and logic in their own thoughts ▪ Evaluate thought based on Biblical truth ▪ Apply principles of logic when making decisions ▪ Develop a Biblical rubric to measure the consequences of their thoughts ▪ Alter their thoughts based on the Biblical principles applied in a logical manner
<p><u>Mission Objective 5:</u> Students are good stewards of their God-given mental capacity and talents.</p> <ul style="list-style-type: none"> ▪ Learn that all knowledge and talents come from God ▪ Learn of their responsibilities to their Creator ▪ Recognize the individual talents that God has given them 	<p><u>Mission Objective 5:</u> Students are good stewards of their God-given mental capacity and talents.</p> <ul style="list-style-type: none"> ▪ Learn that all knowledge and talents come from God ▪ Learn of their responsibilities to their Creator ▪ Recognize the individual talents that God has given them ▪ Investigate areas in which their knowledge and talents can be exercised 	<p><u>Mission Objective 5:</u> Students are good stewards of their God-given mental capacity and talents.</p> <ul style="list-style-type: none"> ▪ Learn that all knowledge and talents come from God ▪ Learn of their responsibilities to their Creator ▪ Recognize the individual talents that God has given them ▪ Investigate areas in which their knowledge and talents can be exercised ▪ Refine skills in gifted areas ▪ Acknowledge and begin to work on areas of weakness. 	<p><u>Mission Objective 5:</u> Students are good stewards of their God-given mental capacity and talents.</p> <ul style="list-style-type: none"> ▪ Learn that all knowledge and talents come from God ▪ Learn of their responsibilities to their Creator ▪ Recognize the individual talents that God has given them ▪ Investigate areas in which their knowledge and talents can be exercised ▪ Refine skills in gifted areas ▪ Acknowledge and begin to work on areas of weakness. ▪ Employ knowledge and talents to improve the lives of others
<p><u>Mission Objective 6:</u> Students have a clear understanding of all academic disciplines, and are skilled in reading, writing, speaking, listening, and thinking</p> <ul style="list-style-type: none"> ▪ Introduced to all academic disciplines 	<p><u>Mission Objective 6:</u> Students have a clear understanding of all academic disciplines, and are skilled in reading, writing, speaking, listening, and thinking</p> <ul style="list-style-type: none"> ▪ Introduced to all academic disciplines 	<p><u>Mission Objective 6:</u> Students have a clear understanding of all academic disciplines, and are skilled in reading, writing, speaking, listening, and thinking</p> <ul style="list-style-type: none"> ▪ Introduced to all academic disciplines 	<p><u>Mission Objective 6:</u> Students have a clear understanding of all academic disciplines, and are skilled in reading, writing, speaking, listening, and thinking</p> <ul style="list-style-type: none"> ▪ Introduced to all academic disciplines

<ul style="list-style-type: none"> ▪ Read with comprehension and understanding ▪ Listen for information 	<ul style="list-style-type: none"> ▪ Read with comprehension and understanding ▪ Listen and read for understanding ▪ Communicate thoughts through written and spoken language 	<ul style="list-style-type: none"> ▪ Read with comprehension and understanding ▪ Listen and read for understanding ▪ Communicate thoughts through written and spoken language ▪ Demonstrate analytical thinking skills in evaluation of written and spoken works 	<ul style="list-style-type: none"> ▪ Read with comprehension and understanding ▪ Listen and read for understanding ▪ Communicate thoughts through written and spoken language ▪ Demonstrate analytical thinking skills in evaluation of written and spoken works ▪ Select one academic discipline to defend in written and spoken form
<p><u>Mission Objective 7:</u> Student value intellectual inquiry and are engaged in the marketplace of ideas</p> <ul style="list-style-type: none"> ▪ Learn to ask questions ▪ Learn to share ideas 	<p><u>Mission Objective 7:</u> Student value intellectual inquiry and are engaged in the marketplace of ideas</p> <ul style="list-style-type: none"> ▪ Ask intelligent questions ▪ Research for understanding ▪ Communicate ideas logically ▪ Value other's ideas 	<p><u>Mission Objective 7:</u> Student value intellectual inquiry and are engaged in the marketplace of ideas</p> <ul style="list-style-type: none"> ▪ Ask intelligent questions ▪ Research for understanding ▪ Communicate ideas logically ▪ Value other's ideas ▪ Present ideas in a manner to influence the audience for acceptance 	<p><u>Mission Objective 7:</u> Student value intellectual inquiry and are engaged in the marketplace of ideas</p> <ul style="list-style-type: none"> ▪ Ask intelligent questions ▪ Research for understanding ▪ Communicate ideas logically ▪ Value other's ideas ▪ Present ideas in a manner to influence the audience for acceptance ▪ Develop a rubric to evaluate ideas for marketplace effectiveness
<p><u>Mission Objective 8:</u> Students have an understanding of the biblical account of a short-day creation and an appreciation for the natural environment and practice responsible stewardship of God's creation</p> <ul style="list-style-type: none"> ▪ Learn about and understand the Biblical account of creation ▪ Learn about the natural environment 	<p><u>Mission Objective 8:</u> Students have an understanding of the biblical account of a short-day creation and an appreciation for the natural environment and practice responsible stewardship of God's creation</p> <ul style="list-style-type: none"> ▪ Learn about and understand the Biblical account of creation ▪ Learn about the natural environment ▪ Understand stewardship of nature 	<p><u>Mission Objective 8:</u> Students have an understanding of the biblical account of a short-day creation and an appreciation for the natural environment and practice responsible stewardship of God's creation</p> <ul style="list-style-type: none"> ▪ Learn about and understand the Biblical account of creation ▪ Learn about the natural environment ▪ Understand stewardship of nature 	<p><u>Mission Objective 8:</u> Students have an understanding of the biblical account of a short-day creation and an appreciation for the natural environment and practice responsible stewardship of God's creation</p> <ul style="list-style-type: none"> ▪ Learn about and understand the Biblical account of creation ▪ Learn about the natural environment ▪ Understand stewardship of nature

	<ul style="list-style-type: none"> ▪ Understand the dominion mandate found in the Bible ▪ Recognize and evaluate how mankind impacts nature 	<ul style="list-style-type: none"> ▪ Understand the dominion mandate found in the Bible ▪ Recognize and evaluate how mankind impacts nature ▪ Understand and articulate contrary theories of long-day creation and evolution 	<ul style="list-style-type: none"> ▪ Understand the dominion mandate found in the Bible ▪ Recognize and evaluate how mankind impacts nature ▪ Understand and articulate contrary theories of long-day creation and evolution ▪ Develop and integrate a plan for stewardship of creation within their own environment
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FCA ESO #2: LEADERSHIP (L) VISION INDICATORS AND RUBRICS

ESO-VISION STATEMENT: In a world that is polarized, and in a secularized society that is selfish, we are dedicated to building leaders who want to serve the Lord for His glory and purposes. To accomplish this task, students are trained to become self-reliant learners, independent thinkers, and generous stewards. With an emphasis on community involvement, students can learn at an early age the blessings of collaboration, membership, and Godly service. The ultimate vision is to produce well-rounded students who think Biblically in all situations and who live purposeful lives pursuing scholarship, servant-leadership, discipleship, and citizenship.

L-IMPACT STATEMENT: As a Christian institution, we have the responsibility to train students to develop a spirit of servant-leadership. Freedom Christian Academy seeks to instill in students a Biblical view of servant-leadership with a clear focus on service in all aspects of life.

L-RATIONALE: Students identify and understand the inherent tension between egotistical individualism and servant-leadership. Students apply the spiritual principle of “washing the feet of others,” as modeled by Jesus Christ.

LEVELS OF PERFORMANCE

VISION INDICATORS	3 Students are exemplary (lead)	2 Students are competent (participate)	1 Students are emerging (recognize)
1. Students accurately identify the characteristics of servant-leadership.	Internalize and consistently apply characteristics of student leadership without prompting.	No internalization. Begins to apply and recognize general characteristics of student leadership with adult direction.	No internalization or application. Recognizes general characteristics of student leadership.
2. Students positively contribute to collaborative activities through servant-leadership.	Initiate collaborative activities that are student driven.	Assist in the planning of student led collaborative activities with adult oversight.	Participate in adult-led, collaborative activities with minimal input.
3. Students demonstrate a commitment to bring their behavior into conformity with the pattern of servant-leadership as modeled by Jesus Christ.	Evaluate own thoughts regarding faith and applies understanding to life choices. Demonstrates discernment through actions.	Full assent to the idea of conforming behavior to the pattern of servant leadership as modeled by Jesus Christ. Emerging application.	Minimal assent to the idea of conforming behavior to the pattern of servant leadership as modeled by Jesus Christ. Minimal to no application

FCA ESO #2: LEADERSHIP (L) MISSION OBJECTIVES AND RUBRICS

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LEVELS OF PERFORMANCE

MISSION OBJECTIVES	3 Students are exemplary (lead)	2 Students are competent (participate)	1 Students are emerging (recognize)
1. Students understand the biblical foundation for servant-leadership.	<ul style="list-style-type: none"> • Draws other to follow and serve • Explains purpose of serving, giving examples • Demonstrates understanding of “washing of feet” through actions. 	<ul style="list-style-type: none"> • Participates in adult-led opportunities to serve • Basic understanding of student leadership • Relates basic concept of “washing of feet” with adult prompting 	<ul style="list-style-type: none"> • Does not recognize opportunities to serve. • Minimal understanding of the concept of “washing of feet”
2. Students are committed to servant-leadership.	<ul style="list-style-type: none"> • Internally driven • Actively looks for opportunities to serve and lead • Seeks opportunities for personal growth 	<ul style="list-style-type: none"> • Externally driven • Engages in preplanned opportunities to serve and lead Beginning to seek opportunities for personal growth 	<ul style="list-style-type: none"> • Beginning to engage in preplanned opportunities to serve and lead • Participates in assigned opportunities to serve Emerging interest in activities related to personal growth
3. Students understand the worth of every human being as created in the image of God.	<ul style="list-style-type: none"> • Can articulate the humans are uniquely created, but inherently sinful • Model and encourage peers to be selfless rather than selfish • Engages in opportunities to serve others regardless of status 	<ul style="list-style-type: none"> • Can begin to articulate that humans are uniquely created, but inherently sinful • Begins to model a selfless attitude rather than selfish Beginning to serve others through preplanned projects by an adult 	<ul style="list-style-type: none"> • Able to state that all humans are uniquely created in the image of God • Demonstrates behavior modeled by adults and exemplary peers
4. Students can model servant-leadership while in or out of formal	<ul style="list-style-type: none"> • Actively participates in formal student leadership programs 	<ul style="list-style-type: none"> • Participates in formal student leadership programs 	<ul style="list-style-type: none"> • Reluctant to participate in formal student leadership program. • Minimal ability to recognize and engage in

<p>leadership positions in all areas of life.</p>	<ul style="list-style-type: none"> • Looks for and initiates informal leadership opportunities • Seeks opportunities to mentor peers in both formal and informal leadership activities 	<ul style="list-style-type: none"> • Participated in informal student leadership opportunities <p>Seeks to be mentored by exemplary peers in both formal and informal leadership activities.</p>	<p>informal student leadership opportunities</p> <ul style="list-style-type: none"> • Willing to be mentored but does not seek formal and informal leadership activities
<p>5. Students will embrace and practice justice, mercy, and peacemaking in family and society.</p>	<p>Consider dropping or moving to discipleship or citizenship</p>		
<p>6. Students will understand that servant-leadership has dignity as an expression of the nature of God.</p>	<ul style="list-style-type: none"> • Embraces the idea of minimal personal profit in serving others • Able to articulate the relationship between God's nature and serving, using Biblical references 	<ul style="list-style-type: none"> • Acknowledges the idea of serving others with minimal personal profit <p>Able to sufficiently explain the basic relationship between God's nature and serving, may including minimal Biblical references</p>	<ul style="list-style-type: none"> • Difficulty recognizing the value of serving others without personal gain • Minimally able explain the relationship between God's nature and serving • Inability to draw examples of servant leadership from Scripture

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MISSION OBJECTIVE ACTION PLANS

Primary Grades K-2	Elementary Grades 3-5	Middle School Grades 6-8	High School Grades 9-12
<p><u>Mission Objective 1:</u></p> <p>Students understand the biblical foundation for servant-leadership.</p> <ul style="list-style-type: none"> Recall the Bible story of “washing of feet” Model how Jesus served the Disciples through role play Identify general location of examples of other people is narratives by the teacher 	<p><u>Mission Objective 1:</u></p> <p>Students understand the biblical foundation for servant-leadership.</p> <ul style="list-style-type: none"> Locate references regarding “washing of feet” in Scripture Identify everyday examples of serving as Jesus served Write about other situations in everyday life applying the principle of “washing of feet” 	<p><u>Mission Objective 1:</u></p> <p>Students understand the biblical foundation for servant-leadership.</p> <ul style="list-style-type: none"> Locate references regarding “washing of feet” in Scripture Write a narrative reflecting on a Biblical or personal example of serving as Jesus served the Disciples 	<p><u>Mission Objective 1:</u></p> <p>Students understand the biblical foundation for servant-leadership.</p> <ul style="list-style-type: none"> Locate references regarding “washing of feet” in Scripture Write a cause/effect analysis, predicting the result of serving as Jesus served the Disciples Create a proposal for a service opportunity following the servant leader model
<p><u>Mission Objective 2:</u></p> <p>Students are committed to servant-leadership.</p> <ul style="list-style-type: none"> Participate in class-level opportunities to lead by serving 	<p><u>Mission Objective 2:</u></p> <p>Students are committed to servant-leadership.</p> <ul style="list-style-type: none"> Participate in class-level opportunities to lead by serving 	<p><u>Mission Objective 2:</u></p> <p>Students are committed to servant-leadership.</p> <ul style="list-style-type: none"> Participate in grade-level opportunities to lead by serving 	<p><u>Mission Objective 2:</u></p> <p>Students are committed to servant-leadership.</p> <ul style="list-style-type: none"> Initiate and plan class-level service projects Recognize and volunteer for active roles leading

<ul style="list-style-type: none"> • Participate in school-wide service opportunities as a class 	<ul style="list-style-type: none"> • Participate and collaborate with the teacher in planning small scale service opportunities • Participate in school-wide service opportunities as a class 	<ul style="list-style-type: none"> • Recognize and volunteer for active roles leading one or more separate components of a larger project • Participate in school-wide service opportunities as an individual 	<p>one or more separate components of a larger project</p> <ul style="list-style-type: none"> • Evaluate projects for improvements and longevity; student-perpetuated • Select involvement in project components, allowing personal growth based on ability and interest
<p><u>Mission Objective 3:</u></p> <p>Students understand the worth of every human being as created in the image of God.</p> <ul style="list-style-type: none"> • Relate the Creation story and explain how we should treat others. • Use role-play to demonstrate ways to treat others. • Demonstrate sharing without favoritism. 	<p><u>Mission Objective 3:</u></p> <p>Students understand the worth of every human being as created in the image of God.</p> <ul style="list-style-type: none"> • Reference and relate the Creation story and explain how we should treat others. • Draw on life examples to explain the worth of every human being • Model selfless behavior through personal interactions with some prompting 	<p><u>Mission Objective 3:</u></p> <p>Students understand the worth of every human being as created in the image of God.</p> <ul style="list-style-type: none"> • Reference and relate the Creation story and explain how we should treat others • Write reflectively on the worth of every human being • Model selfless behavior through personal interactions with minimal to no prompting 	<p><u>Mission Objective 3:</u></p> <p>Students understand the worth of every human being as created in the image of God.</p> <ul style="list-style-type: none"> • Reference and relate the Creation story and explain how we should treat others • Write reflectively on the worth of every human being • Model selfless behavior through personal interactions with no prompting
<p><u>Mission Objective 4:</u></p> <p>Students can model servant-leadership while in or out of formal leadership positions in all areas of life.</p> <ul style="list-style-type: none"> • Participate in informal leadership roles within in the classroom • Accept leadership direction and follow through 	<p><u>Mission Objective 4:</u></p> <p>Students can model servant-leadership while in or out of formal leadership positions in all areas of life.</p> <ul style="list-style-type: none"> • Participate in informal leadership roles within in the classroom • Accept leadership direction and follow through • Take initiative to lead in informal settings • Help younger student leaders and/or teacher with minimal direction 	<p><u>Mission Objective 4:</u></p> <p>Students can model servant-leadership while in or out of formal leadership positions in all areas of life.</p> <ul style="list-style-type: none"> • Recognize and volunteer for active roles in formal and informal settings • Accept leadership direction and follow through with tasks • Volunteer to help others who are seeking opportunities to lead; build camaraderie • Integration of biblical to validate ____ 	<p><u>Mission Objective 4:</u></p> <p>Students can model servant-leadership while in or out of formal leadership positions in all areas of life.</p> <ul style="list-style-type: none"> • Recognize and volunteer for mentoring opportunities with peers or younger students • Accept leadership direction and follow through with tasks • Integration of biblical principles when ____
<p><u>Mission Objective 5:</u></p>	<p><u>Mission Objective 5:</u></p>	<p><u>Mission Objective 5:</u></p>	<p><u>Mission Objective 5:</u></p>

<p>Students will understand that servant-leadership has dignity as an expression of the nature of God.</p> <ul style="list-style-type: none"> • Recognize the nature of God through teacher-lead discussions • Memorize Bible verses reflecting the nature of God • Discuss the difference between serving for selfless or selfish reasons 	<p>Students will understand that servant-leadership has dignity as an expression of the nature of God.</p> <ul style="list-style-type: none"> • Recognize the nature of God through teacher-lead discussions • Give Biblical or personal examples of seeing the nature of God through everyday events • Memorize Bible verses reflecting the nature of God • Compare/Contrast serving for selfless or selfish reasons 	<p>Students will understand that servant-leadership has dignity as an expression of the nature of God.</p> <ul style="list-style-type: none"> • Write reflectively about the dignity as an expression of the nature of God. • Memorize verses and apply the Bible principles behind them. • Articulate basic personal understanding of Biblical worldview • Write reflectively comparing/contrasting serving for personal profit versus eternal profit. 	<p>Students will understand that servant-leadership has dignity as an expression of the nature of God.</p> <ul style="list-style-type: none"> • Write reflectively about the dignity as an expression of the nature of God • Memorize verses and apply the Bible principles behind them • Articulate basic personal understanding of Biblical worldview • Write reflectively comparing/contrasting serving for personal profit versus eternal profit.
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FCA ESO #3: DISCIPLESHIP (D) VISION INDICATORS AND RUBRICS

ESO-VISION STATEMENT: In a world that is polarized, and in a secularized society that is selfish, we are dedicated to building leaders who want to serve the Lord for His glory and purposes. To accomplish this task, students are trained to become self-reliant learners, independent thinkers, and generous stewards. With an emphasis on community involvement, students can learn at an early age the blessings of collaboration, membership, and Godly service. The ultimate vision is to produce well-rounded students who think Biblically in all situations and who live purposeful lives pursuing scholarship, servant-leadership, discipleship, and citizenship.

D-IMPACT STATEMENT: As a Christian institution, it is our responsibility to disciple our students to become serious, dedicated followers of Jesus. Students demonstrate discipleship in transferring learned Biblical principles by engaging in a practical outpouring of those principles in authentic ways.

D-RATIONALE: Students will acquire, understand, internalize, demonstrate, and articulate Biblical principles and lead others into a relationship with Jesus Christ, consistent with the instruction of the Great Commission.

LEVELS OF PERFORMANCE

VISION INDICATORS	3 Students are exemplary (lead)	2 Students are competent (participate)	1 Students are emerging (recognize)
<p>1. Students evidence discipleship in their lives individually and demonstrate the ability to impact others.</p>	<ul style="list-style-type: none"> ▪ Disciples others in a way that attempts to lead them to a relationship with Christ. ▪ Seeks and creates opportunities to impact others in a positive way. ▪ Self-motivated to seek and create opportunities to disciple others by sharing their personal story in a way that leads others to Christ. 	<ul style="list-style-type: none"> ▪ Explains their personal relationship with Christ to others ▪ When presented, uses opportunities to impact others in a positive way. ▪ Uses opportunities to impact others by sharing their personal relationship with Christ with others. 	<ul style="list-style-type: none"> ▪ Discusses their relationship with Christ as mostly an abstract concept. ▪ Lacks motivation to use opportunities to impact others. ▪ Requires direction in utilizing appointed opportunities to share testimony or impact the lives of others.
<p>2. Students utilize a variety of Biblical principles when interacting with others in their sphere of influence.</p>	<ul style="list-style-type: none"> ▪ Demonstrates conceptual understanding of Biblical principles and utilizes them in interacting with others. ▪ Uses appropriate Biblical principles for the situation in an 	<ul style="list-style-type: none"> ▪ Utilizes some Biblical principles when interacting with others. ▪ Seeks to use a variety of Biblical principles appropriate to the situation when interacting with others. 	<ul style="list-style-type: none"> ▪ Little evidence that Biblical principles are being applied to interactions with others. ▪ Utilizes same foundational Biblical principles when interacting with others.

	effort to positively affect their sphere of influence.		
3. Students evaluate problems considering Biblical principles and use Scripture in offering solutions to peers to solve problems.	<ul style="list-style-type: none"> • Evaluates a problem using Biblical principles and applies understanding to solve problems. • Appropriately uses various scriptures to support problem solving and offers multiple solutions to peers when possible. • Applies Biblical principles when evaluating a problem and supports solutions using appropriate scriptures. 	<ul style="list-style-type: none"> • Evaluates a problem using Biblical principles. • Uses scripture appropriately to support problem solving for self and peers most of the time. • Evaluates a problem using Biblical principles and/or uses appropriate scripture to support reasoning. 	<ul style="list-style-type: none"> • Struggles to evaluate a problem using Biblical reasoning • Inappropriately uses scripture to support problem solving. • May be able to solve a problem but unable to use scripture or Biblical principles in the solution.

FCA ESO #3: DISCIPLESHIP (D) MISSION OBJECTIVES AND RUBRICS

ESO-VISION STATEMENT: In a world that is polarized, and in a secularized society that is selfish, we are dedicated to building leaders who want to serve the Lord for His glory and purposes. To accomplish this task, students are trained to become self-reliant learners, independent thinkers, and generous stewards. With an emphasis on community involvement, students can learn at an early age the blessings of collaboration, membership, and Godly service. The ultimate vision is to produce well-rounded students who think Biblically in all situations and who live purposeful lives pursuing scholarship, servant-leadership, discipleship, and citizenship.

D-IMPACT STATEMENT: As a Christian institution, it is our responsibility to disciple our students to become serious, dedicated followers of Jesus. Students demonstrate discipleship in transferring learned Biblical principles by engaging in a practical outpouring of those principles in authentic ways.

D-RATIONALE: Students will acquire, understand, internalize, demonstrate, and articulate Biblical principles and lead others into a relationship with Jesus Christ, consistent with the instruction of the Great Commission.

LEVELS OF PERFORMANCE

MISSION OBJECTIVES	3 Students are exemplary (lead)	2 Students are competent (participate)	1 Students are emerging (recognize)
1. Students are well prepared in age-appropriate understanding of Biblical principles for life management.	Applies Biblical principles beyond expectation and seeks to learn new ones to better life management.	Able to apply age-appropriate Biblical principles to most aspects of life management.	Utilizes inappropriate and/or no Biblical principles for life management.
2. Students are proficient in recalling memorized Scripture.	Able to recite, recall and elaborate on scripture extending beyond the topic at hand.	Able to recite and recall scripture relevant to the topic at hand.	Able to recite prescribed scripture
3. Students have a knowledge and understanding of discipleship principles.	Significant evidence of ability to disciple others in a way that leads them to Christ.	Evidence of ability to disciple others in a way that extends their knowledge of Christ.	Evidence of minimal knowledge and understanding of what it means to disciple others.
4. Students will appreciate discipleship and understand how to invest in other people's lives.	Actively seeks and creates opportunities to invest in others.	Actively engages in opportunities to invest in others.	Limited participation in opportunities to invest in others.

<p>5. Students will value discipleship investment from others into their lives.</p>	<p>Actively seeks and participates in opportunities to grow spiritually from others and applies new knowledge to everyday life.</p>	<p>Participates in opportunities to learn and grow spiritually from others.</p>	<p>Resists opportunities to learn from others whom choose to invest in them.</p>
<p>6. Students will possess apologetic skills to defend their faith.</p>	<p>Able to defend faith using a conceptual framework supported by appropriate Biblical principles and scripture.</p>	<p>Able to defend concept of Christianity and/ or basic faith concepts using some Biblical principles and scripture.</p>	<p>Unable to defend basic foundations of faith using appropriate Biblical principles or scripture.</p>

FCA ESO #3: DISCIPLESHIP (D) MISSION OBJECTIVE ACTION PLANS

ESO-VISION STATEMENT: In a world that is polarized, and in a secularized society that is selfish, we are dedicated to building leaders who want to serve the Lord for His glory and purposes. To accomplish this task, students are trained to become self-reliant learners, independent thinkers, and generous stewards. With an emphasis on community involvement, students can learn at an early age the blessings of collaboration, membership, and Godly service. The ultimate vision is to produce well-rounded students who think Biblically in all situations and who live purposeful lives pursuing scholarship, servant-leadership, discipleship, and citizenship.

D-IMPACT STATEMENT: As a Christian institution, it is our responsibility to disciple our students to become serious, dedicated followers of Jesus. Students demonstrate discipleship in transferring learned Biblical principles by engaging in a practical outpouring of those principles in authentic ways.

D-RATIONALE: Students will acquire, understand, internalize, demonstrate, and articulate Biblical principles and lead others into a relationship with Jesus Christ, consistent with the instruction of the Great Commission.

MISSION OBJECTIVE ACTION PLANS

Primary Grades K-2	Elementary Grades 3-5	Middle School Grades 6-8	High School Grades 9-12
<p><u>Mission Objective 1:</u> Students are well prepared in age-appropriate understanding of Biblical principles for life management.</p> <ul style="list-style-type: none"> • Explain God as the creator of all things • Participates in prayer and Bible study • Demonstrates understanding of right and wrong • Demonstrates understanding that there is no one above God and He desires to have a personal relationship with them 	<p><u>Mission Objective 1:</u> Students are well prepared in age-appropriate understanding of Biblical principles for life management.</p> <ul style="list-style-type: none"> • Explain what it means to have a relationship with Christ • Participates and articulates the importance of having personal Prayer & Bible Study time • Makes correct choices between right and wrong as it relates to God's expectations for behavior • Seeks to build upon their understanding of their personal relationship with Christ 	<p><u>Mission Objective 1:</u> Students are well prepared in age-appropriate understanding of Biblical principles for life management.</p> <ul style="list-style-type: none"> • Explain why it is important to have a meaningful relationship with Christ • Developing Bible study methods that enhance their overall understanding of the scripture • Explains how to use Biblical principles when making everyday choices • Applying understanding of their faith in Christ in everyday living 	<p><u>Mission Objective 1:</u> Students are well prepared in age-appropriate understanding of Biblical principles for life management.</p> <ul style="list-style-type: none"> • Demonstrate growth in their personal relationship with Christ • Applies Bible study methods to enhance Biblical understanding in a way that fosters the development of others • References Biblical principles and supporting scripture when making everyday choices • Actively living out their faith in Christ
<u>Mission Objective 2:</u>	<u>Mission Objective 2:</u>	<u>Mission Objective 2:</u>	<u>Mission Objective 2:</u>

<ul style="list-style-type: none"> • Students are proficient in recalling memorized Scripture. • Recite assigned scripture with 80% accuracy • Recall scripture appropriate to the weekly Bible lesson • Recall scripture appropriate for the given situation 	<p>Students are proficient in recalling memorized Scripture.</p> <ul style="list-style-type: none"> • Recite assigned scripture with 85% accuracy • Recall and recite scripture appropriate to the weekly Bible lesson • Recall scripture appropriate for the given situation and explain its relevance 	<p>Students are proficient in recalling memorized Scripture.</p> <ul style="list-style-type: none"> ▪ Recite assigned scripture with 90% accuracy ▪ Recall and recite scripture appropriate to the content and context of the situation ▪ Relate scripture within a context to a Biblical worldview ▪ Applying scripture to everyday opportunities ▪ Allowing the scripture to dictate your worldview 	<p>Students are proficient in recalling memorized Scripture.</p> <ul style="list-style-type: none"> ▪ Recite assigned scripture with 90% accuracy ▪ Recall and recite scripture appropriate to the content and context regardless of topic or situation ▪ Relate scripture within a context to a Biblical worldview ▪ Applying scripture to everyday opportunities ▪ Allowing the scripture to dictate your worldview
<p><u>Mission Objective 3:</u> Students have a knowledge and understanding of discipleship principles.</p> <ul style="list-style-type: none"> ▪ List some core principles of discipleship such as trusting God, putting God first, and the power of prayer ▪ Recreates Biblical stories of discipleship such as Jesus calling the disciples 	<p><u>Mission Objective 3:</u> Students have a knowledge and understanding of discipleship principles.</p> <ul style="list-style-type: none"> ▪ Explains how utilizing principles of discipleship can be used to further God's Kingdom ▪ Identifies and defines an act as one that discipled others or as an opportunity to be discipled 	<p><u>Mission Objective 3:</u> Students have a knowledge and understanding of discipleship principles.</p> <ul style="list-style-type: none"> ▪ Applies principles of discipleship to further God's Kingdom ▪ Participates and defines an act as one that discipled others or as an opportunity to be discipled 	<p><u>Mission Objective 3:</u> Students have a knowledge and understanding of discipleship principles.</p> <ul style="list-style-type: none"> ▪ Teaches others principles of discipleship and the importance they play in furthering God's Kingdom ▪ Creates and participates in acts that discipled others as well as provides opportunities to be discipled
<p><u>Mission Objective 4:</u> Students will possess apologetic skills to defend their faith.</p> <ul style="list-style-type: none"> ▪ Explains to others that God is the creator of all things ▪ Explains to others that Jesus died on the cross for our sins so that we may have eternal life ▪ Participates in opportunities to build apologetic skills 	<p><u>Mission Objective 4:</u> Students will possess apologetic skills to defend their faith.</p> <ul style="list-style-type: none"> ▪ Defends faith by clearly explaining God is creator, Jesus is Savior, and begins to develop a Christ-centered faith that leads to dictating their life choices ▪ Participates in opportunities to understand the importance of having apologetic skills 	<p><u>Mission Objective 4:</u> Students will possess apologetic skills to defend their faith.</p> <ul style="list-style-type: none"> ▪ Defends faith by clearly explaining God is creator, Jesus is Savior, and continues to build on understanding of how faith in both dictates their lifestyle ▪ Participates in opportunities to extend apologetic skills to gain understanding for real-world application 	<p><u>Mission Objective 4:</u> Students will possess apologetic skills to defend their faith.</p> <ul style="list-style-type: none"> ▪ Defend faith by clearly explaining God is creator, Jesus is Savior, and how faith in both dictates their lifestyle ▪ Creates opportunities to extend apologetic skills and use those skills to further God's Kingdom

FCA ESO #4: CITIZENSHIP (C) VISION INDICATORS AND RUBRICS

ESO-VISION STATEMENT: In a world that is violent, in a country that is being secularized, and in a society, that is selfish, we are dedicated to building leaders who want to serve the Lord for His glory and purposes. To accomplish this task, students are trained to become self-reliant learners, independent thinkers, and generous stewards. With an emphasis on community involvement, students can learn at an early age the blessings of teamwork, membership, and godly service. The ultimate vision is to produce well-rounded students who think biblically in all situations and who live purposeful lives pursuing leadership, scholarship, discipleship and citizenship.

C-IMPACT STATEMENT: Students will develop a strong sense of community, and love for the country. Students need to have a contributory mind-set rather than a consuming approach in all parts of society including family, community service, faith, resources, knowledge, time, talents, and wisdom.

C-RATIONALE: Students utilize a variety of service opportunities including community service, mission trips, personal testimony, peer-mentoring, chapel leadership, self-discipline, scholarship, and tutoring.

LEVELS OF PERFORMANCE

VISION INDICATORS	3 Students are exemplary (Lead)	2 Students are competent (Participate)	1 Students are emerging (Recognize)
1. Students engage in community activities within the school community and then broader communities	<ul style="list-style-type: none"> ▪ Identifies areas within the school community where service is needed. ▪ Willing to serve as a volunteer to help with schoolwide and community projects ▪ Students show ability in leading others to help in volunteer projects 	<ul style="list-style-type: none"> ▪ Responds with appreciation to those who are working on service projects ▪ Actively engages in discussion and planning of community-based activities 	<ul style="list-style-type: none"> ▪ Awareness of community service projects ▪ Recognition of the goals and benefits provided to the community at large generated by service
2. Students understand the need to engage their community and take responsible Christian positions in regard to social and political issues	<ul style="list-style-type: none"> • Involvement with planning community service at the leadership level is present • Articulates a biblical understanding of equity and justice in regard to social and political issues • Accurately applies Scriptural principles to direct planning of service projects 	<ul style="list-style-type: none"> • Explains the need for community involvement • Defines service in terms of Christian testimony and responsibility • Recognizes the difference between Christian and secular projects 	<ul style="list-style-type: none"> • Understands that service can provide social benefits for volunteers and those served • Defines service in terms of obligation
3. Students evidence an attitude of responsible	<ul style="list-style-type: none"> • Demonstrates and exemplifies a strong 	<ul style="list-style-type: none"> • Explains many actions and decisions in terms of personal responsibility 	<ul style="list-style-type: none"> • Defines responsibility in terms of self more than as a steward

<p>stewardship toward life, time, and service</p>	<p>measure of stewardship in all areas</p> <ul style="list-style-type: none"> • Reflects an attitude of caring toward the environment, human life, finances and goods • Articulates and displays joyful attitude towards stewardship • Leads others by example and discussion of factors influencing the motivation for stewardship 	<ul style="list-style-type: none"> • Expresses regard for all of the creation as well as the gifts of life, time and things • Willing to participate at productive levels 	<ul style="list-style-type: none"> • Expresses the use of creation resources, time and other things as meeting personal goals • Recognizes the difference between obligatory compliance and enthusiastic participant
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FCA ESO #4: CITIZENSHIP (C) MISSION OBJECTIVES AND RUBRICS

ESO-VISION STATEMENT: In a world that is violent, in a country that is being secularized, and in a society, that is selfish, we are dedicated to building leaders who want to serve the Lord for His glory and purposes. To accomplish this task, students are trained to become self-reliant learners, independent thinkers, and generous stewards. With an emphasis on community involvement, students can learn at an early age the blessings of teamwork, membership, and godly service. The ultimate vision is to produce well-rounded students who think biblically in all situations and who live purposeful lives pursuing leadership, scholarship, discipleship and citizenship.

C-IMPACT STATEMENT: Students will develop a strong sense of community, and love for the country. Students need to have a contributory mind-set rather than a consuming approach in all parts of society including family, community service, faith, resources, knowledge, time, talents, and wisdom.

C-RATIONALE: Students utilize a variety of service opportunities including community service, mission trips, personal testimony, peer-mentoring, chapel leadership, self-discipline, scholarship, and tutoring.

LEVELS OF PERFORMANCE

MISSION OBJECTIVES	3 Students are exemplary (Lead)	2 Students are competent (Participate)	1 Students are partially competent (Recognize)
1. Students should know how to approach and engage in community activities and politics.	Analysis of information is performed at an integrated level utilizing both current and previous learning to find opportunities for helping coordinate service projects	<ul style="list-style-type: none"> ▪ Participates in a positive manner to assist community activities and service projects. ▪ Capable to remember to accomplish tasks without multiple points of instruction. 	<ul style="list-style-type: none"> ▪ Ability to analyze and recognize the difference between a personal objective and that of a contributor to volunteer efforts. ▪ Lacks significant motivation for becoming involved in volunteer efforts
2. Students have skills to question, solve problems, and make valuable contributions to their communities.	Presents creative problem-solving strategies and can describe alternate approaches when facing challenges, circumstances and civic opportunities	Brings skill and understanding to help problem-solving strategy, however, may not have presentation skills to organize a group of individuals	<ul style="list-style-type: none"> ▪ Approaches problem solving in a very conventional manner ▪ Comfortable with limited amount of effective solutions
3. Students are prepared to practice the principles of healthy, moral family living within a Godless culture.	Diligently pursues biblical principles related to living a healthy, moral lifestyle resulting in a vibrant testimony	Generally, pursues biblical principles related to living a healthy, moral lifestyle resulting in an acceptable testimony	Understands Biblical principles for healthy familial relationships, however, may have limited application depending upon motivation and convenience

<p>4. Students are good stewards of their time, energy, body and all other resources.</p>	<p>Demonstrates and exemplifies a strong measure of stewardship in all areas of life, and willing to lead and practice great discipline outside of their areas of expertise</p>	<p>Follows solid Biblical principles to develop healthy practices for financial security, physical health, and positive social relationships (including online activity)</p>	<p>Expresses the use of finances, exercise, time, diet and other resources while meeting personal needs</p>
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**FCA ESO #4: CITIZENSHIP (C)
MISSION OBJECTIVE ACTION PLANS**

ESO-VISION STATEMENT: In a world that is violent, in a country that is being secularized, and in a society, that is selfish, we are dedicated to building leaders who want to serve the Lord for His glory and purposes. To accomplish this task, students are trained to become self-reliant learners, independent thinkers, and generous stewards. With an emphasis on community involvement, students can learn at an early age the blessings of teamwork, membership, and godly service. The ultimate vision is to produce well-rounded students who think biblically in all situations and who live purposeful lives pursuing leadership, scholarship, discipleship and citizenship.

C-IMPACT STATEMENT: Students will develop a strong sense of community, and love for the country. Students need to have a contributory mind-set rather than a consuming approach in all parts of society including family, community service, faith, resources, knowledge, time, talents, and wisdom.

C-RATIONALE: Students utilize a variety of service opportunities including community service, mission trips, personal testimony, peer-mentoring, chapel leadership, self-discipline, scholarship, and tutoring.

MISSION OBJECTIVE ACTION PLANS

Primary Grades K-2	Elementary Grades 3-5	Middle School Grades 6-8	High School Grades 9-12
<p><u>Mission Objective 1:</u> Students should know how to approach and engage in community activities and politics.</p> <ul style="list-style-type: none"> ▪ Demonstrate knowledge of where to acquire information related to community ▪ Participate in community activities led by teachers and parental leadership ▪ Understanding roles of classroom, school, family and city communities ▪ Identifying ideas or events as community related 	<p><u>Mission Objective 1:</u> Students should know how to approach and engage in community activities and politics.</p> <ul style="list-style-type: none"> ▪ Defined position related to community hierarchy ▪ Recognize interdependency of various communities ▪ Identify and engage in community activities ▪ Understand various roles of political structures 	<p><u>Mission Objective 1:</u> Students should know how to approach and engage in community activities and politics.</p> <ul style="list-style-type: none"> ▪ Create and participate in community opportunities at the school level ▪ Examine the interdependency of various of communities including political structures ▪ Participate and contribute within various roles of political structures 	<p><u>Mission Objective 1:</u> Students should know how to approach and engage in community activities and politics.</p> <ul style="list-style-type: none"> ▪ Design and implement community opportunities ▪ Evaluate and defend the importance of various of communities and political structures into Biblical perspective ▪ Seek opportunities to participate, contribute and lead political structures and community activities
<p><u>Mission Objective 2:</u> Students have skills to question, solve</p>	<p><u>Mission Objective 2:</u> Students have skills to question, solve problems,</p>	<p><u>Mission Objective 2:</u> Students have skills to question, solve problems,</p>	<p><u>Mission Objective 2:</u> Students have skills to question, solve problems,</p>

<p>problems, and make valuable contributions to their communities.</p> <ul style="list-style-type: none"> ▪ Develop a set of questions from a story and rank them from the most to the least important ▪ Role-play asking questions of another student, an adult, a professional person or a community helper ▪ Demonstrate how to respectfully answer a question and how to decline to answer a question ▪ Write to someone in a position of authority and carefully ask one question that is important to you 	<p>and make valuable contributions to their communities.</p> <ul style="list-style-type: none"> ▪ Develop a set of questions from a story and rank them from the most to the least important ▪ Explain the elements of a good question and how to ask it verbally, and put into writing ▪ Explain how relationships and authority issues impact how and when to ask questions, solve problems, and make valuable contributions to their communities. ▪ Describe how to ask a question with a logical purpose 	<p>and make valuable contributions to their communities.</p> <ul style="list-style-type: none"> ▪ Explain the role that context plays in asking questions and role-play appropriate and inappropriate questioning ▪ Demonstrate how to respectfully answer a question and how to decline to answer a question ▪ Explain how relationships and authority issues impact how and when to ask questions, solve problems, and make valuable contributions to their communities. ▪ Write three levels of questions on the same topic with each one being more focused and penetrating than the previous one ▪ Evaluate effectiveness of solutions and revise or implement 	<p>and make valuable contributions to their communities.</p> <ul style="list-style-type: none"> ▪ Explain the difference between inductive and deductive questioning and utilize the appropriate method as a step in problem-solving ▪ Describe how people can use questions to make an effective point rather than seeking information or an answer ▪ Design questions you would ask relating to a specific topic from multiple perspectives ▪ Propose a scenario of questions that you develop to make a vital decision about what you are going to do after high school ▪ Create leadership opportunities for peers ▪ Evaluate effectiveness of solutions and revise or implement
<p><u>Mission Objective 3:</u> Students are prepared to practice the principles of healthy family relationships based upon Godly instructions for the establishment of a family.</p> <ul style="list-style-type: none"> ▪ Treat others with kindness according to Matthew 7:12 ▪ Show respect for parents and authority ▪ Learn how to share with siblings and extended family members ▪ Describe relationships within and without the family unit ▪ Identify Biblically defined relationships 	<p><u>Mission Objective 3:</u> Students are prepared to practice the principles of healthy family relationships based upon Godly instructions for the establishment of a family.</p> <ul style="list-style-type: none"> ▪ Treat others with kindness according to Matthew 7:12 ▪ Showing respect for parents and authority ▪ Identify and model Biblically defined relationships ▪ Look for areas to serve others in the school and church community in a healthy manner as supported by their family 	<p><u>Mission Objective 3:</u> Students are prepared to practice the principles of healthy family relationships based upon Godly instructions for the establishment of a family.</p> <ul style="list-style-type: none"> ▪ Treat others with kindness according to Matthew 7:12 ▪ Distinguish Biblically defined relationships from those that are counter to Scripture ▪ Understand differences in parental leadership styles while recognizing and practicing honor for and compliance with parents ▪ Describe missional opportunities and personal obligations to serve family and extended family members through acts of sacrifice 	<p><u>Mission Objective 3:</u> Students are prepared to practice the principles of healthy family relationships based upon Godly instructions for the establishment of a family.</p> <ul style="list-style-type: none"> ▪ Treat others with kindness according to Matthew 7:12 ▪ Understand differences in parental leadership styles while recognizing and practicing honor for and compliance with parents ▪ Ability to recognize and actively serve members outside of their demographics and national borders as family members according to Matthew 12 principles ▪ Prioritize a commitment to provide for extended family members and the international community

<p><u>Mission Objective 4:</u> Students are good stewards of their time, energy, body and all other resources.</p> <ul style="list-style-type: none"> ▪ Invest time and energy into being active ▪ Practice positive and consistent habits in hygiene, diet and exercise ▪ Treat others with kindness according to Matthew 7:12 	<p><u>Mission Objective 4:</u> Students are good stewards of their time, energy, body and all other resources.</p> <ul style="list-style-type: none"> ▪ Embrace positive body image ▪ Develop appreciation for multiple outlets that enhance an active lifestyle ▪ Display ability to determine positive choices when interacting with peers ▪ Recognition that there are a variety of ways to practice healthy living 	<p><u>Mission Objective 4:</u> Students are good stewards of their time, energy, body and all other resources.</p> <ul style="list-style-type: none"> ▪ Embrace positive body image and allow past experiences to help develop a more positive lifestyle ▪ Practice positive and consistent habits of hygiene, diet and exercise ▪ Rely on God’s wisdom to make appropriate stewardship choices ▪ Participate in a greater variety of outlets that enhance an active lifestyle ▪ Create and present projects that demonstrate knowledge and application of stewardship principles 	<p><u>Mission Objective 4:</u> Students are good stewards of their time, energy, body and all other resources.</p> <ul style="list-style-type: none"> ▪ Motivate peers to develop effective decision-making abilities regarding health, relationships, and time management. ▪ Embrace positive body image and allow past experiences to help develop a more positive lifestyle ▪ Rely on God’s wisdom to make appropriate stewardship choices <p>Display an ability to prioritize goals and time allotment</p> <ul style="list-style-type: none"> ▪ Practice research to find healthy solutions to obstacles that are real, hypothetical or abstract ▪ Evaluate options and God’s calling for professional or vocational endeavors for improving the world
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