

# LITERACY AND LANGUAGE ARTS



## OCTOBER 2020

GCA LION PRIDE



GRANVILLE  
CHRISTIAN  
ACADEMY





# A NOTE FROM THE HEAD OF SCHOOL

One of my favorite times of year is when the leaves begin to change, the days are crisp and “Fall is in the Air!” The beauty of God’s creation is an amazing work of art! Psalm 19:1 says, “The heavens declare the glory of God and the sky above proclaims his handiwork.” We truly have a gift from God every fall when we can look out and see God’s “coloring book.” As I look out at the world around us this time of year, I have to stand in wonder at the magnificent beauty of our God. He has created such wonder for us to enjoy that brings Him glory.

October also brings about two great opportunities for the continued development of our student leaders at GCA. **Socktober** is a way to let our creativity abound within our student body, seeing all the different crazy socks students own and how they add decorations to them! More importantly, Socktober is a way for our students to meet the needs of those less fortunate in our area. **Please consider donating a new pair of socks to help the homeless in our community.** The Student Council goal is to collect 1,500 pairs of socks this month.

Additionally, this month we have started a new campaign to see how GCA students, parents, teachers, and alumni are being **Difference Makers** in our community. We want to know more about how our GCA community is influencing the world around us. Please take a few moments and nominate a person connected to GCA, whom you have seen making a difference at school, church, or in their community. We would love to be able to recognize our Difference Makers and help model for our students what it truly means to be a “Servant Leader” for Christ.

Another example of servant leadership is something we benefit from on a daily basis. The sacrificial leadership of our veterans has provided us the outstanding freedoms we enjoy today. We are looking forward to our Veteran’s Day program on November 11. **Jake Clark from “Save a Warrior” will challenge our students during the program.** Please invite a veteran you know to join us for this exciting event. **This year we will be livestreaming our program,** for those who cannot attend because of potential COVID concerns.

I hope each of you are able to enjoy the beauty of the fall and all the opportunities that God gives each of you to enjoy His Creation. I am grateful we serve a mighty Savior who is actively at work in our world today.

*Josh Sexton,*

Head of School

## *What are other ways that I can support GCA Financially?*

- **Donate items on our Staff Wish List.** Go to [www.granvilleca.org](http://www.granvilleca.org) and click on Partnership and the Staff Wishlist on the drop-down.
- **Sign up for Amazon Smile.** Sign in to [smile.amazon.com](http://smile.amazon.com). On your desktop, go to *Your Account* and select the option to change your charity. From your mobile browser, select *change your charity* at the bottom of the page. Search “Granville Christian Academy” and select it as your new charity. Start Shopping!

# A NOTE FROM THE HEAD OF THE ENGLISH DEPARTMENT

## English -- A Tool to Help Students Win!

One of the things that I have found that is not only helpful but really necessary when teaching my students is that they have to understand WHY they should learn the content that I am teaching on a daily basis. So many things that are necessary building blocks for learning are, quite frankly, not the most exciting things to learn. Who wants to learn the basics of good grammar? I readily agree that I am one of the few people I know who really love and enjoy grammar. I honestly acknowledge this fact to my students. I do not need them to love grammar. I *do* need them to see the value of learning the skills that I am teaching and how they can benefit throughout the rest of their lives because of what they learn. Students have to understand that grammar is the foundation to good writing. Being able to write well will benefit every student whether they decide to work as a journalist, an engineer, a minister, a doctor, or almost any other job. In addition, students who write well will have an edge over other scholarship applicants, students applying for limited college seats, or course openings. I want them to get that high score on the ACT, be awarded the scholarship, or even write the essay that gives them a free trip to Italy (as my daughter did). My students know that I am their biggest cheerleader and that I want them to win!



**Mrs. Goehring**  
**Dean of Academics,**  
**Head of the English**  
**Department**

## To Read or Not to Read.... That Is the Question

One challenge that we experience in the English Department is how to get students to invest their limited and precious time in reading. In our culture, where students live in the sound bites of life, getting them to focus and complete a reading assignment that may take them twenty to forty minutes is a tall order -- especially when the language is difficult, the characters are outdated, and the plot doesn't really begin to develop or move until the last quarter of the novel. Why then do we continue to teach things such as *Great Expectations* by Charles Dickens, *Treasure Island* by Robert Louis Stevenson, *Frankenstein* by Mary Shelly, or *The Scarlet Letter* by Nathaniel Hawthorne? First, students need to develop reading skills that will support and equip them as they choose a career field, not hold them back. Our hope is that we are equipping students to become culture changers -- able to be lawyers, doctors, politicians, ministers. Students need to develop the ability to be deep thinkers, to read and understand the challenging words from our Forefathers, to understand and apply Biblical truths, and, in all these things, to do so with a Biblical worldview. The rich themes and advanced reading levels that we present to our students are a first step toward these goals. Second, classic literature introduces relevant themes and issues that allow our teachers to dialogue, guide, and challenge students to frame their opinions about tough issues in Biblical truth. When we discuss respect and family dynamics in *Great Expectations*, what we should value in *Treasure Island*, bioethics with *Frankenstein*, and the dangers of secret sin with *The Scarlet Letter*, we are helping students to develop the process of applying their Biblical worldview to the messages that are presented through every kind of media. Lastly, by challenging the students to read, we help them to develop close reading skills. They learn how to make a claim and support it with real proof, not just opinion. This ability helps the students begin to learn a process that is similar to the process they can use to defend their faith. Through reading, not only do students develop these valuable skills, they delve into deep and interesting themes, meet new characters, and travel to distant lands.

## More Than Words: Projects with Purpose

As the English Department Head, it has been my pleasure to be involved in many of the projects and activities in our English classes. One of the things that I love to do is to develop relevant literature projects that are not only interesting to students, but that help to build skills, integrate themes, and showcase student's abilities (beyond just English). Our freshmen complete one such project when they write their "A Mile in My Shoes" paper after reading *To Kill a Mockingbird*. Students are given a picture of a shoe. Some are old and worn out, some are fancy, some are utilitarian. They answer a questionnaire about who they picture would wear the shoe they are given. Then they are challenged to write a scenario with this character, including as many of the details as possible. As Christians, it is so very important for us to be able to look outside of ourselves, to see others' pain, hurts, and needs. This class gets to experience this in a non-threatening way through this writing assignment. Another project that stands out to me is in English 12 with the reading of *Screwtape Letters* by C. S. Lewis. Students choose from a variety of options from creating a new class for the demons to developing additional "demon" characters, naming them, and describing their "patients." Not only do these projects require them to understand the material presented but to demonstrate their understanding by replicating how the author revealed the dangers that Christians are confronted with every day. An especially challenging project accompanies *The Scarlet Letter*. Students are challenged to choose an area of their life where they would like to improve. They then create and decorate a letter that stands for this area. The challenge is that they are required to wear the letter for one day, answering questions from their peers and teachers about what their letter means. The perspective that they gain into Hester Prynne's life (on a very small scale) and the challenge of learning to be a bit vulnerable and willing to let others encourage and help them are great talking points as we learn how to support and build each other up as Christians.

## Everyday Language

As someone who has always grasped English concepts easily, I find that every part of my day is infused with the aspects of English. I am an avid reader and read for pleasure every day! I enjoy the complexities of vocabulary and the ability to communicate to all ages appropriately in all kinds of settings and scenarios. I am passionate about writing and the breadth and depth of information that can be communicated through the written word. My passion for English was fanned into a lasting flame by my sixth grade English teacher. She created within me an excitement for reading that has introduced me to countless friends and helped me to visit places all over the world. She constantly encouraged my writing, cheering on my accomplishments, challenging me to develop my skills, and giving me the confidence to stretch beyond my comfort zone. As I struggled in college to determine my career, English was a natural choice -- a choice that led me to a career as a technical writer, to a job as an editor, to opportunities to write as a journalist, and to find my passion for teaching. Today, I can't imagine my life without the nuances of English filling my day.

## GCA will be hosting a College Info Night and College Credit Plus Presentation on Monday, November 30 from 5:00-7:00 PM

All parents and students in grades 6-12 are invited to attend

- College admissions representatives will be available throughout the evening from colleges such as Mount Vernon Nazarene University, Pensacola Christian College (Florida), Indiana Wesleyan (Marion, Indiana), COTC, OSU-Newark, Ohio Christian University, and several others who have been invited.
- A Financial Aid / FAFSA information presentation will be given at 5:30 PM.
- The College Credit Plus information training will be presented at 6:15.





# ENGLISH AND LANGUAGE ARTS PHILOSOPHY

GCA's Language Arts Department firmly believes that Christian Education must center on God's Word and the belief that God is the Father of language as evidenced when He spoke the world into existence (Genesis 1:3, John 1:1). God established the use of language, both oral and written, as a means of revealing Himself and fellowshiping with man. In turn, being created in the image of God, man was given the use of language as a means to relate with his Maker and fellowship with other people. In addition, since we were created to worship, honor, and glorify God (Isaiah 43:21, Psalm 150:1-6, John 4:24), we strive to develop skills that enable us to fulfill our purpose clearly and excellently. Finally, effective use of language is critical as we fulfill God's command to spread His Word (Mark 16:15).

Through the study of literary works, students learn to discern the values of others, the values desired by God, and, in turn, the values they hold. By learning to identify, interpret, and evaluate themes through the lens of a Biblical worldview, students learn to defend and explain their faith while also learning to align their beliefs, values, and ethics to Scripture. Moreover, the study of literature also develops skills that are transferable to biblical studies. These skills include: genre recognition, consideration of historical setting, character development, and structural analysis. These skills are all central to the discipline of biblical study (Acts 17:11). In light of these goals, literature and other readings must emulate the stories shared with us in the Scriptures: they must have literary value, they must not glorify sin, they must have an element of redemption.

God chose to reveal His ways to us in written form through His Word (2 Timothy 3:16). Effective written communication requires the development of strong grammar and syntax skills (Psalm 45:1). In addition, effective vocabulary helps students to present their message clearly. Finally, handwriting and spelling skills help to create a consistency in communication (Colossians 4:6).

By developing interpretive listening, students also develop the spiritual ability to understand and follow God's leading (James 1:19,22; Luke 11:28). In addition, students begin to develop valuable habits that encourage the development of a Christian ethic including the following: empathy (Matthew 9:36); Romans 12:15), moral judgment (Isaiah 5:20), and consideration of normative structures (Psalm 19:7; 119:1).

Pursuing excellence in the language arts results in the formation of deeper relationships and a better understanding of other cultural, religious, and socio-economic perspectives. By learning to read, reason, speak, listen, and communicate well, students can live out their commitment to Christ and impact the world around them in all vocations for the glory of God and the advancement of His Kingdom (Romans 12:2) while at the same time fulfilling what it means to be made in the image of God. As these skills develop, students are able to better comprehend and defend Truth.



**Kindergarten** is a year that is both exciting AND very important! In Kindergarten we learn (and practice for progress) all the foundational things that help us succeed in school throughout the years to come, plus we learn and practice a lot, lot, lot of content as well. We learn so much in a few short months! In Kindergarten, children learn to read, and learning to read is hard work! In our classroom, we use many different strategies to keep us thinking about reading all the time and have some amazing resources, such as ABEKA, Superkids, and Lexia. Some of these you have already heard about, and some may be introduced to your child later, but all are fun, motivating, time-proven tools to help your little one learn to read and to read well. By now, I bet you HAVE heard about the Superkids! (We have already met Cass, Oswald, and Golly.) Throughout the rest of the year we will meet each of the Superkids and learn about their lives. As the kids enjoy meeting and learning about these new friends, they are growing through the program's carefully sequenced reading, writing, and spelling skills development. Through the ABEKA program, (which I know to some seems slow moving at first) a sturdy foundation on which to build each new reading skill is set. Soon you will be amazed at the words and sentences your child will be able to read and write! They are building vocabulary and becoming familiar with the different structures of reading, which helps them understand WHAT they are reading more easily. Throughout all of the "reading" learning that is taking place, the children are also simultaneously learning concepts about science, social studies, and the arts. Most of all, they are learning to LOVE reading, and that is the most important thing to THIS teacher, because reading is not only one of my favorite things, but it also has a VERY IMPORTANT mission – we learn to read so that we can read God's Word and ultimately share His words with others! — **Mrs. Waterer**



Language Arts is a huge focus for **First Grade**. Mrs. Lowery wants her students to develop a love for reading that will last their lifetime! In first grade, they are continuing to lay the foundation for their reading and language art skills that they will use for their entire life. First grade practices phonemic awareness (letter-sound discrimination) , phonics, decoding (letter-sound associations) , fluency (memory words) , comprehension, and writing. We also learn word families, rhymes, poetry, long and short vowel sounds, verbs, nouns, pronouns, adverbs, adjectives, and punctuation. We spend a great deal of time learning how to write a proper sentence beginning with a capital letter and ending with correct punctuation. First graders begin taking spelling tests around the second or third week of school. We also are very involved with the Accelerated Reading (A.R.) program, which encourages the students to read books on their level and then take tests over the books to earn points for prizes! First graders are usually excited to learn that they have reading homework every evening except Wednesdays. The first grade students also look forward to Reading Week and our Scholastic Book Fair every year. This gives them a chance to have fun with books that they have read in class and discover new books during those weeks! Each year, the first grade class writes a Christmas book titled "What Would You Bring to the King?" Each student writes what they would bring to King Jesus and they get to illustrate their own page. After we have compiled all of the pages, we ship the book off to a publisher and receive a hardcover book back just in time for Christmas. — **Mrs. Lowery**







The Language Arts curriculum starting in the **Second Grade** and going through completion of elementary school changes to a program called Reading Street. We have a weekly phonics, sentence convention, and a writing focus. Our weekly spelling words are our phonics rule for the week, so, for example, when we talk about "Bossy R," we focus on words like born and star where the *R* takes over the vowel sound. Sentence conventions begin to get really detailed in second grade! We don't just work on capitals and punctuation, we work all the way through nouns, verbs, prepositions and prepositional phrases, and how to use and identify these parts of speech. Every week, we look at one specific genre and use it for all of our reading in large and small groups. Students take this genre and apply what they have learned in their weekly journal writing. For example, when we study expository nonfiction there are multiple readings throughout the week, then students will produce an expository nonfiction writing. We work through the entire writing process for each topic including brainstorming,

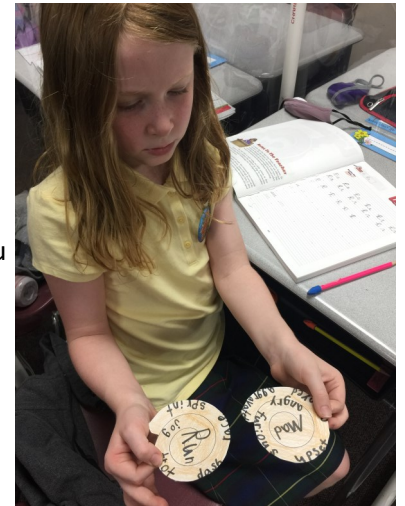
prewriting, drafting, editing and revising, and turning in a final journal entry. The STAR test is taken quarterly and guides our reading levels for A.R. Each quarter students are given a new individualized goal to help them grow and succeed in reading. — **Mrs. Stoolfire**



If you walked by the **Third Grade** during the second week of October, you most likely could smell the amazing aroma of freshly baked synonym rolls. Yes, you read that correctly! We cooked up wonderful, or should I say marvelous, magnificent, or glorious "rolls" to showcase our knowledge of synonyms! We learned how to use the thesaurus, and throughout the year this will help us add depth to our writing and our poetry. Our sentences will be more descriptive and interesting! The Language Arts curriculum in third grade is quite extensive. Third graders will tell you that I often ask if they can stay at school a couple more hours each week. I want



more time! Our spelling program keeps us on our toes. It is more of a word study at this level. Each week we study our words, and the patterns we see in them. Sometimes we have a phonics lesson, sometimes we look at syllables within each word, and sometimes we are looking at prefixes and suffixes. Many times our spelling words are new vocabulary words as well.

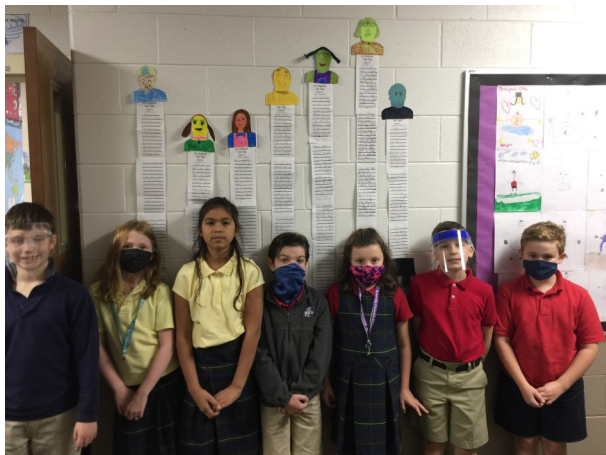


"The more that you read, the more things you will know. The more that you learn, the more places you'll go." (~Dr. Seuss) We read for fun in third grade, but we also read to learn. We can never spend too much

time reading. Students read independent chapter books of their own choosing daily. I read a chapter book at the end of every day. Every week, a student is in charge of selecting a picture book and reading it to the class. We have a weekly story we read in class together that introduces us to different genres.

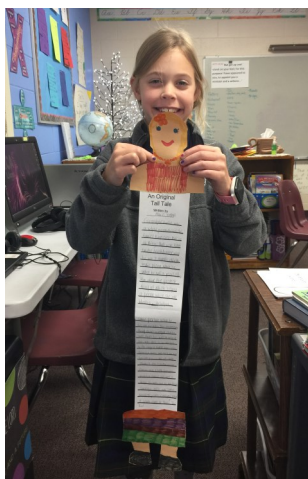
We are also learning to read for information. Our science and social studies books are packed with new information. We are learning how to read these pages, how to highlight important details, and how to go back and retrieve facts. We are learning how to use technology and read for research. We must learn not only to read for information, but how to take that information and make it our own.

Prewriting, drafting, revising, editing, publishing—these are the steps of the writing process. Writing in third grade is oh so exciting!! It is also challenging and takes discipline and hard work. We have amazing opportunities with our writing program, and it is also where I see the most growth with the students. We examine different styles of writing. We write narratives, persuasive essays, poems, and research papers. We learn to compare and contrast stories and authors. We have the opportunity to write creatively and collaboratively. Every assignment quickly becomes my favorite. (continued)



(Third Grade, continued)

We recently finished writing Tall Tales. The students were required to stay true to the characteristics within the genre. The tales were amazing!! In one tall tale, there was a mom who was such a good singer that her sweet voice moved people to tears. That is how the Ohio River was formed, you know! Also, did you hear about Andrew? He is the world's best mechanic! He was born with a wrench in his hand! He once helped a man who was going to be late for his own wedding. He fixed a broken down car and made the car so fast that the man was able to make it to the altar from Ohio to Michigan in record time!



The year ahead of us is full of wonderful opportunities. Soon we will be reading about the constellations and the Greek myths associated with them. That gives us the opportunity to dive into the Bible and find the truth!! "He counts the number of the stars; He calls them all by name" (Psalm 147:4). Students will look up Scripture and reflect on myth vs. truth. "He who made the Pleiades and Orion, who turns darkness into dawn and darkens day into night, who summons the waters of the sea and pours them over the face of the earth, the Lord is His name" (Amos 5:8). There is more. So much more: Pumpkin Character Book Projects, Christmas Carol Stories, The Wax Museum...Can you stay after school a couple of hours to hear more?

— Mrs. Rosinski



Mrs. Chetnik teaches Language Arts to both the fourth and fifth grade classes. Her favorite part of teaching language arts is reading novels together with the class! It is great fun to see the students engaged as they dig deeper into a story. She is always fascinated by the **Fourth Grade** students' opinions about the characters in the stories. Whether it is dealing with a bully in *My Life as a Smashed Burrito* or learning about friendship in *Charlotte's Web*, she is amazed when a student shares a thought about a character that she had not considered, giving the class a new or different perspective.



Mrs. Chetnik loves to help students think differently about things; she especially loves it in relation to language arts. It's so fun to see a student's attitude change about a topic as they learn more about the subject. Something they thought would be downright horrible ends up being "not so bad." This has really been true with the **Fifth Grade** class as they work through a unit on poetry. With each new type of poem introduced, they get more and more creative! It has been fun to read their poems and see how creative they can get trying to express their idea in just a few words while still following a pattern. As the poems are read out loud in class, the students are enjoying guessing the theme as well as the author of each poem. It has been a fun way to build community in the class, giving them an opportunity to get to know each other more! In addition to the exciting stories, fourth and fifth grade language arts continues building spelling skills with weekly spelling tests. Challenging vocabulary is identified in the books that they read, allowing the students to learn to infer the meaning of words, while also being introduced to their

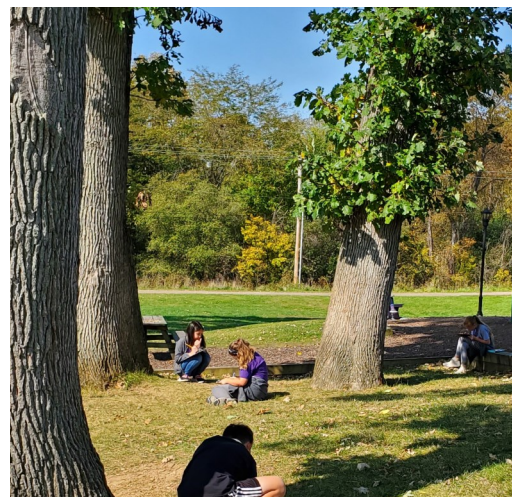
denotation (dictionary definition) and connotation (feelings and associations). Finally, a big part of language arts is to prepare the students to be able to communicate their understanding through well-written papers and responses as they enter the final stages of preparing for the changes and challenges of middle school.





The fifth grade class headed outside last week to enjoy the beautiful day and write poems about nature while we were surrounded with God's creation. Not only were they inspired with the beautiful fall scenery, I could feel God's peace pour over all of us as we soaked in the fall colors and took a moment to enjoy our surroundings. So thankful for a much needed peaceful break from the usual schedule! What a great reminder that God is with us!

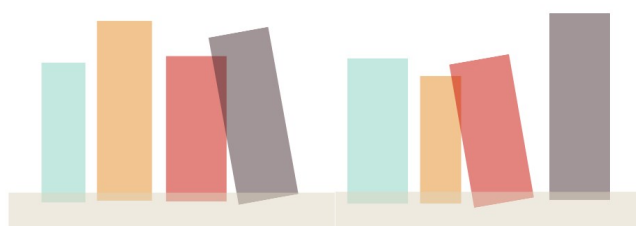
— Mrs. Chetnik



## Elementary Reading Intervention with Mrs. Pound

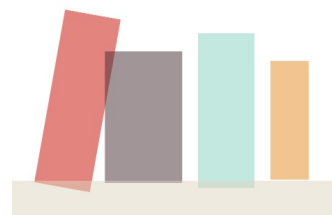
Each year, Mrs. Pound coordinates with the elementary teachers to look at benchmark data to determine which students would benefit most with extra reading support and instruction. Mrs. Pound teaches her students a different approach to reading that helps fill in any gaps the students may be experiencing. Her students work hard learning an explicit multisensory phonics approach to reading. This researched reading method is based on the Orton Gillingham approach (also called Structured Literacy) to reading and equips students with tools and a solid foundation to help build word attack and spelling skills in a systematic way. The approach is multisensory and students use visual, auditory, and kinesthetic learning simultaneously while reading and spelling to engage all the learning modes to enhance learning. Some example activities are learning a red word (sight word) by tapping down their arm while saying the letters out loud, and also

using tapping hands as a tool to tap out sounds when trying to read or spell a word that is difficult. Mrs. Pound has over 100 hours in training in this reading approach and has a passion for helping students grow in their reading confidence and skills. Her goal is not only to help students, grow in their skills, but also to help them grow into lifelong readers and learners.



## READING WEEK 2020

Kate and Mack will be taking us around the world during the last week of October as we celebrate reading week!



Our elementary students will have the opportunity to read about different continents and will be invited to dress up for the continent of the day.

All K-5 students will keep track of their daily reading minutes to achieve the elementary-wide goal, participate in our Read-A-Thon, and stamp their passport for each "stop" on their journey throughout the continents!



Pastor Gary will wrap up the week with a chapel focused on being the hands and feet of Jesus around all of the world.



# MIDDLE SCHOOL AND HIGH SCHOOL LANGUAGE ARTS

**Mr. Lautanen** is new to the GCA Staff this year and he teaches middle school English as well as ACP English 11. All of his classes focus on literature, writing, and vocabulary comprehension. His hope is that English class is a time when this exercise is done efficiently. Through communication, debating ideas, and digging deeper into literature, the goal is to teach valuable life skills that don't end once students graduate from GCA. When we teach students to think critically, we are setting them up to be more successful in all of their future endeavors. Everyone has a story to tell. We have all been through ups and downs in this life regardless of our age and background. Because of this, Mr. Lautanen's favorite part of teaching English is the personal narrative. He loves giving the students a chance to share these stories. This assignment also allows students to reflect on how these experiences have shaped the person they are today.

Each novel that is read in class, while different in its content matter, helps us explore the human experience by looking at different ideas, societies, events, and issues through a Biblical lens. Throughout the year, **Sixth Grade** reads *The Secret Garden*, *Anne of Green Gables*, *A Father's Promise*, and *Walk Two Moons*. **Seventh Grade** reads *Treasure Island*, *Johnny Tremain*, *A Christmas Carol*, and *Across Five Aprils*. **Eighth Grade** reads *The Giver*, *The Hound of the Baskervilles*, *Our Town*, and *The Red Badge of Courage*. While our classes read stories and novels that explore many different worldviews, we always look at contradictory subject matter through the lens of a Biblical worldview. For example, in our ACP English 11 class, students read *Pride and Prejudice*, *The Scarlet Letter*, *Hamlet*, and *The Great Gatsby*. The students examine the idea of the "American Dream" and what that means for Christians in their daily lives. When we increase our ability to dissect a text and understand its meaning, we only further our appreciation for the Word of God. After all, God chose to reveal Himself to future generations through the written word! The purpose of reading the Bible is not to know the Bible, but to know God. Mr. Lautanen believes that the skills gained through spending so much time in the English subject area has only increased his own understanding of God and has helped to grow his relationship with Him.



**Ms. Geiger** has the honor of teaching all the freshmen, the CP English 10, and CP English 11, as well as 7th and 8th grade history. As she studied both English and History in college and graduate school, it's a dream come true to get teach both subjects! The high school students learn a mix of literature, grammar, and writing. One day, we might be discussing symbolism or our favorite scene in a novel, then the next we'll be learning why it's important not to end a sentence on...a preposition. These skills are so important to us as people as well as Christians! If the Bible is at the center of all we do, being able to read its beauty and Jesus' words is crucial to constantly renewing our faith. If we want to share that faith and wisdom with others, we need to be able to communicate in a variety of ways, including how we speak and write. Discussing literature and using it as a way to think about our worldview is Ms. Geiger's favorite part. She loves getting to read a scene aloud as the class follows along to see if it makes them feel the same way. One of the students' favorite activities is storyboarding—drawing cartoon versions on the board of what's happening in



## HERE'S THE IMPACT OF READING 20 MINUTES PER DAY!

A student who reads

20:00

minutes per day

will be exposed to

1.8 MILLION

words per year  
and scores in

90th PERCENTILE  
on standardized tests

A student who reads

5:00

minutes per day

will be exposed to

282,000

words per year  
and scores in

50th PERCENTILE  
on standardized tests

A student who reads

1:00

minute per day

will be exposed to

8,000

words per year  
and scores in

10th PERCENTILE  
on standardized tests

the novel! The students can be really creative! Another fun activity is having students pretend to cast roles for a movie version of a novel. The 9th grade class just did this for *And Then There Were None*, and they had a blast seeing who everyone chose to "cast" for a role and why! This novel is a really amazing one to teach because it has a crime story, a wild mystery to figure out, and a plethora of topics to discuss with Biblical integration.

The sophomore class reads *Silas Marner*, a book with themes that apply to our modern day, such as how our need to build up material possessions doesn't actually make us any safer or happier and how God always has a plan for us if we trust in Him. The juniors are reading one of Ms. Geiger's all-time favorite novels, *The Scarlet Letter*. It demonstrates to us that temptation, jealousy, and a desire for revenge are nothing new for humanity, but anyone can be redeemed. You aren't defined by your past or your mistakes; it's the choices you make today that matter to God.

It's Ms. Geiger's greatest hope that each of the things read at GCA challenge our students to consider their faith and be able to articulate and defend it. Writing an essay may seem like it's just about learning grammar and expression, but it also makes one stop and take the time to really evaluate and refine their thoughts and communications. This is a wonderful way to prepare our GCA students to become not only well-rounded adults but more importantly,

In CP English 12 with [Mr. Simpson](#), the focus is very heavy on worldview in literature. They look at the author and his/her background along with the historical background of the time period in which the author lived and when the novel was written. They then study the author's worldview in light of the Christian worldview that we hold.

For grammar, the students continue practicing and refining essential grammar skills through a new program called "Grammar Flip." Here, the students practice certain content skills such as capitalization, subject-verb agreement, punctuation, parts of speech, etc. These skills are then later applied in various writing assignments whether those are short response questions or essay assignments. We utilize a program called "Membean" where the students are required to accomplish 45 minutes of vocabulary training each week. Through various exercises, the students learn new challenging words and they work on their memory retention. The students are then quizzed every other week on the words they have learned.



The seniors are currently writing Personal Essays. These essays are more than just for classroom instruction, but can also be used for college applications and scholarship awards. This is a very strict essay when it comes to word count. As most colleges and scholarship awards have a stringent word count limit, this helps the students focus on what is absolutely necessary to include in their essays. The students have been working on these essays for the past week and a half, working their way through the writing process. So far, they have been doing a nice job utilizing class time to work on their essays. Some of the favorite projects are the ones that the students complete after we read *A Midsummer Night's Dream* and *The Screwtape Letters*. These projects invite the students to showcase their creativity and talents by recording videos of themselves based on the prompts they choose. (continued)

"All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the servant of God may be thoroughly equipped for every good work." 2 Timothy 3:16-17

## English: A Deeper Look

English is the “Lingua Franca,” or the “global language,” in business, commerce, medicine, and diplomacy. And not only that, but twenty percent of the world speaks English as a native language, second language, or foreign language. It is very important that we know how to speak our own language fluently since it is the dominant language of our world. In light of that, students must be able to write and speak clearly. To take this a step further, reading assignments, essays, grammar, and vocabulary lessons should not just be emphasized for college preparation, but to also prepare students who are not college bound. For example, if a GCA graduate is applying to a trade school or a position in manual labor, how unique would it be if they wrote clearly and effectively on their applications or were able to articulate themselves well in a verbal interview? The study of the English language goes beyond knowing where to place commas in a sentence. English is one of the best vessels in teaching our students to look through the Biblical lens for a Scripture-based worldview. When we read Ayn Rand’s novella, *Anthem*, we learned that Ayn Rand, even as an Atheist, still believed you can worship an ideal without involving the supernatural. We took nearly a whole period discussing this claim, and then exploring passages of Scripture that address what worship of God looks like and what worship of idols looks like and what the spiritual realities are behind them. It was a fascinating study. When we read C.S. Lewis’s *Screwtape Letters*, we explore the reality of spiritual warfare and how prominent it is in the life of the Believer, whether we realize it or not; what Scripture has to say about it; and how Christians are supposed to address it. We also discuss reasons why spiritual warfare may be overlooked in most Christian circles today.



Don't forget to bring in your NEW socks as well as hand/toe warmers to aid with our local ministry partners--Vertical 196, the Look Up Center, and the Salvation Army! All grades are asked to donate at least 75 pairs of socks or hand/feet warmers with our total goal of 1,500 pairs. Each grade that reaches their goal will be in the running to win an Ice Cream Party!

Students in grades **K-5** who pay \$5 may wear **CRaZY** socks during the whole month of October. We will judge on random days during Morning Assembly to see who wore the **CRAZIEST** socks with a K-2 winner and a 3-5 grade winner. The money raised through this participation will help pay for HS Student Council events. The \$5 participation fee should be put in the Finance Office Drop Box with the student's NAME, GRADE, and SOCKTOBER written on the envelope.

Mr. Simpson applies this concept personally as he leads a small group Bible study and participates in a preaching rotation at his church. When he studies the passage of Scripture for either his Bible study or a sermon, he always looks at the grammar of the passage. Knowing grammar opens up the door for deeper understanding of the Biblical truths presented in God’s Word. When doing deep study of the Bible, knowing sentence structure, word studies, verb tenses, etc., is all part of responsible hermeneutics to endeavor to “rightly divide the Word of truth” (2 Timothy 2:15).

## THE VIRTUAL SCHOLASTIC BOOK FAIR BEGINS SATURDAY, OCTOBER 24 AND WILL END ON FRIDAY, NOVEMBER 6

All K-5 students who submit proof of purchase from the online book fair will gain an extra entry in their class drawings for our book giveaways and the final drawing for grand prizes!







The High School Student Council is once again sponsoring No Shave, No Shiver November from November 2nd through November 30th. K-12 students may pay \$5 to participate in one of the options (no shave OR no shiver) or they may pay \$7 to participate in both. Since No Shave is self explanatory for our upper HS gentlemen, you might ask, "What is No SHIVER?" K-12 students may wear any GCA-approved TOP any day of the week during the month of November. Uniform bottoms/pants/skirts are still required except on the last day of each week. GCA-approved tops are the following: GCA sports team jackets, hoodies, sweatshirts, warm-up shirts, etc. The top MUST have a GCA trademark/logo of some sort. The money raised from this fundraiser will be donated to a local ministry. Previously, the proceeds were donated to Samaritan's Purse and hurricane relief supplies were purchased and donated. **NEW THIS YEAR** --- PRE-PAYMENTS to participate will be accepted from October 26 to Friday, October 30th. Pre-payments are the only way to participate in NSNSN. Payments should be marked with the student's NAME and GRADE and placed in the Finance Office Drop Box on the first floor near the main office.

## Veteran's Day Assembly

Our annual Veteran's Day Assembly for all students K-12, Staff, and Veterans of the GCA community will be held on Wednesday, November 11, in the Worship Center. The assembly is sponsored by the High School Student Council and will begin at approximately 9:25 AM. Any veterans associated with a GCA family are welcome to attend. Following the assembly, a brunch will be held in the back of the Worship Center to honor our attending Veterans and their guests. The students will return to their classrooms as the brunch commences. We ask that all guests enter through the far left doors to the GCA lobby in order to sign-in and receive a visitors badge. If you are in need of handicap assistance or parking, please reach out to Mrs. Johnson at [pat.johnson@gcagmail.com](mailto:pat.johnson@gcagmail.com). To ensure social distancing requirements, we need to have an accurate count of all parties planning to attend. Please look for an online link to RSVP in our weekly E-Newsletter.



**NEW  
PARENT  
COFFEE**

**Monday, Nov 2 6:00 PM**  
**Fireside Room**

**Tuesday, Nov 3 8:00 AM**  
**Room 131**

Fellowship and Follow-up after the  
start of a new school year!

## Thanksgiving Baskets

Each year, our National Honors Society leads the rest of the student body in an outreach project that provides Thanksgiving Dinner to those in need, not just in our community, but throughout Licking County. The annual food drive will begin in November in order to fill those baskets with everything from stuffing and mashed potatoes to a full-sized turkey. All of our middle school and high school students will help pack up the items that have been donated during the week of Thanksgiving in order for them to be delivered to the families in need. We love this outreach project as our students have the opportunity to be the light of Christ through their meaningful gift of love. Look for more details in the weekly E-Newsletter!

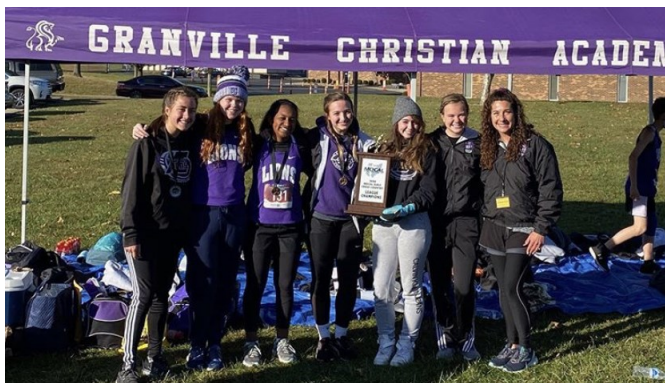
# GCA ATHLETICS

## Cross Country

The High School Lady Lions took first place during the MOCAL League Meet!

Both High School Teams advance to the OHSAA Central District Meet on Friday, October 23. The Boys team runs at 3:45 PM and the Girls team runs at 4:30 PM.

Many students on our Middle School Team have opted to run independently in the MS State Championships on Sunday, October 25.



## Varsity Soccer

1st Round OHSAA Sectional Tournament Game:  
7:00 PM on Thursday, Oct 22, vs. Madison Plains

A WIN would move the Lions on to the 2nd  
Round OHSAA Tournament Game:  
7:00 PM on Monday, Oct 26, vs. Worthington  
Christian

## Varsity Volleyball

1st Round OHSAA Sectional Tournament Game:  
6:00 PM on Thursday, Oct 22, @ Fairfield Christian

A WIN would move the Lions on to the 2nd  
Round OHSAA Tournament Game:  
2:30 PM on Saturday, Oct 24, against the winner  
of Patriot Prep and Shekinah Christian



### 2020 Volleyball All-League Team Award

Maddi Abbati—Senior

#### Honorable Mention

Chloe Gray—Sophomore

### 2020 Soccer All-League Team Award

Brendon Austin—Junior

Jayden Leija—Sophomore

Darynne Zellar—Junior

#### Honorable Mention

Landen Pound—Freshman

Joe Benvie—Junior





# NOVEMBER

## A LOOK AT THE MONTH AHEAD

SUN	MON	TUE	WED	THU	FRI	SAT
1 No Shave No Shiver November Begins	2 <b>MS BBB Practices Begin</b> 6:00 PM New Parent Coffee	3 8:00 AM New Parent Coffee	4 <b>Picture Day Retakes and Group Photos</b>	5 6:30 Parent Ambassador Kick-Off	6 <b>Virtual Book Fair Ends</b>	7 10:00 AM VGBB
8	9 <b>6:30 Board Meeting</b>	10	11 <b>Veteran's Day Assembly</b>	12 <b>4:00 PM Winter Athletic Pictures</b>	13 <b>Dec. Lunch Ordering Opens</b>	14
15	16 6:00 PM JVBBB 7:00 PM VBGB	17 7:00 PM VGGB	18	19	20 <b>Dec. Lunch Ordering Closes</b> Turkey Bowl Flag Football	21 11:00 AM VGGB
22	23	24 7:30 PM VGGB	25 <b>NO SCHOOL—Thanksgiving Break</b>	26	27	28
29	30 <b>6:00 PM CCP College Info &amp; Financial Aid Night</b> 6:00 PM VGGB 7:30 PM VBGB					

High School Girls Basketball  
practices begin on October 23

High School Boys Basketball  
practices begin on October 30

Middle School Girls Basketball  
practices begin on October 26

Middle School Boys Basketball  
practices begin on November 2

\*\* VGGB—Varsity Girls Basketball

MS GBB—Middle School Girls Basketball

VBGB—Varsity Boys Basketball

JVBBB—JV Boys Basketball

MS BBB—Middle School Boys Basketball

# ADDITIONAL INFORMATION

- 1/1 No Shave, No Shiver November begins
- 1/2 6:00 PM - New Parent Coffee in the Fireside Room
- 11/3 8:00 AM - New Parent Coffee in room 131
- 11/4 **Picture Day Retakes and Group Photos**
- 11/5 6:30 PM - Parent Ambassador Kick-Off
- 11/6 Last day of the Virtual Scholastic Book Fair
- 11/9 6:30 PM - Board Meeting in the Fireside Room
- 11/11 9:25 AM - Veteran's Day Assembly—Please see the weekly E-Newsletter for a link to RSVP
- 11/12 4:00 PM—Winter Sports Pictures
- 11/13 December Lunch Ordering Opens
- 11/20 December Lunch Ordering Closes
- Turkey Bowl Flag Football—Evans Athletic Complex—948 Sharon Valley Road, Newark OH
- 11/25-11/29 **Thanksgiving Break—NO SCHOOL**
- 11/30 5:00 PM - College Credit Plus Program Interest, College Information, and Financial Aid Night for students and parents.

## **HS Varsity Girls Basketball**

- 11/7 10:00 AM—Scrimmage @ Gilead Christian School—220 S. Main St, Mt Gilead, OH 43338
- 11/17 7:00 PM—Scrimmage vs. Liberty Christian Academy—9 N. 5th Street, Newark, OH 43055
- 11/21 11:00 AM—vs. KIPP Columbus—9 N. 5th Street, Newark, OH 43055
- 11/24 7:30 PM—@ Tree of Life —935 Northridge Road, Columbus, OH 43224
- 11/30 6:00 PM—@ East Knox High School—23227 Coshocton Ave, Howard, OH 43028

## **HS Varsity Boys Basketball**

- 11/16 7:00 PM—Scrimmage vs. Liberty Christian Academy—9 N. 5th Street, Newark, OH 43055
- 11/30 7:30 PM—@ East Knox High School—23227 Coshocton Ave, Howard, OH 43028

## **HS JV Boys Basketball**

- 11/16 6:00 PM—Scrimmage vs. Liberty Christian Academy—9 N. 5th Street, Newark, OH 43055

**THE TURKEY BOWL**

**FRIDAY, NOVEMBER 20**

**4:00-8:30PM FLAG FOOTBALL**

**EVANS ATHLETIC COMPLEX**

**7:00-8:00PM MINI BOWL (ELEMENTARY GAME)**

**\$100 GRAND PRIZE FOR THE WINNING TEAM**

**TEAM COST: \$5 PER PLAYER WITH A MINIMUM OF 5 PLAYERS ON A TEAM (1 ADULT ALLOWED)**  
**SIGN-UP ON THE BULLETIN BOARD BY MR. ASH'S ROOM!**

**DEADLINE TO REGISTER IS FRIDAY, NOVEMBER 6!**

**Make it a family outing! Join us in the stands to cheer on our flag football teams! concessions will be available throughout the evening!**