

abekamazing

CHRISTIAN SCHOOL / *We make it easy so you can make it amazing.*



MEET YOUR ABEKA FAMILY
The team behind Math 7

12

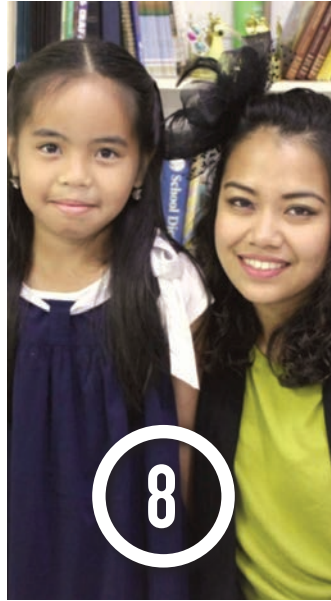
SPRING 2019
ISSUE 1
VOLUME 3

MAKING A DIFFERENCE
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Abekamazing Christian School, a service of Abeka (Pensacola, Florida), is an extension of our commitment to Christian traditional education in schools and homes. Our mission is to support and equip students, teachers, and parents by providing amazing Pre-K through grade 12 academic resources based upon biblical values.

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Let your **LIGHT** so **SHINE** before men, that they may see your good works, and **glorify** your **Father** which is in heaven. *Matthew 5:16*

REFLECTING JESUS, THE LIGHT OF THE WORLD

DEAR FRIENDS,

I love this old story which first appeared in a London paper in the early 1900s.

Many years ago a faithful Scottish minister, coming early to church, met one of his deacons.

"I have something on my conscience to say to you, Pastor," he said. "There must be something wrong in your preaching and work; there has been only one person added to the church in a whole year, and he is only a boy."

"I feel it all," the minister said, "but God knows that I have tried to do my duty, and I can trust Him for results."

"Yes," said the deacon, "but one new member—and he only a boy—seems to me rather a slight evidence of true faith and zeal."

"True," said the old man, "but I have great hopes of that boy—Robert. Some seed that we sow bears fruit late, but that fruit is generally the most precious of all."

The old minister went to the pulpit that day with a heavy heart. He closed his sermon with tearful eyes. He lingered in the church after the rest were gone. The place was sacred and very dear to him, but here he had been told that his work was no longer blessed by God.

No one remained. No one? "Only a boy." The boy was Robert Moffat. He watched the trembling old man. His soul was filled with loving sympathy. He went up to him and laid his hand on his black gown.

"Well, Robert?" said the minister.

"Do you think if I were willing to work hard for an education, I could ever become a preacher?" the boy asked.

"A preacher?"

"Perhaps a missionary?"

There was a pause. Tears filled the eyes of the old minister. At length he said, "This heals the ache in my heart, Robert. I see the divine hand now. May God bless you, my boy. Yes, I think you will become a preacher."

Years later there returned to London an aged missionary. His name was spoken with reverence. When he went into an assembly the people rose; when he spoke in public there was deep silence.

Robert Moffat had brought under the gospel influence African chiefs, had given the translated Bible to strange tribes, had enriched with valuable knowledge the Royal Geographical Society, and had honored the humble place of his birth.

The reason I love this story is because it encourages this teacher's heart with many truths.

🕯️ **Jesus loves children, and they can come to know Him early.**

Numbers do not tell the whole story. God works through one or many.

All God asks of us is our faithfulness.

We can trust God for the results. He is at work.

Look throughout this issue of Abekamazing for encouraging ways to keep reflecting Jesus, the Light of the world. 🕯️



With my friend Esi Shannon. See her story on page 4.

I'd love to hear from you! Write to me at amazingschool@abeka.com.

Teaching ideas with high resolution photos (> 1.5Mb) always welcome.

Phyllis
Dr. Phyllis Rand

Senior Editor
amazingschool@abeka.com

Let your LIGHT so SHINE...

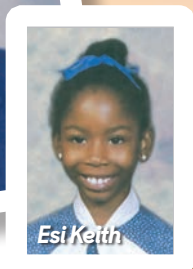
...from SCHOOL to HOME

And this little four-year-old told her 34 year-old dad, "Daddy, you need to invite Jesus into your heart." I knew she was right, but I was proud and self-willed.



Chester Keith

Courtesy of Stone's Studio



Esi Keith

Esi Keith Shannon and her family lived in Washington, D.C. Her dad Chester and mom Connie had grown up in rural North Carolina and married after her dad completed military service in 1969. In D.C., Chester worked as a metropolitan bus driver.

When it came time for four-year-old Esi to begin school, her parents learned about Clinton Christian School in Upper Marlboro, Maryland, just a few minutes from home; and that is where Esi went. Chester had become too familiar with the violence and low expectations in the D.C. public schools, and he and Connie wanted something better for Esi and her brother Keita. Esi remembers the kindness of teachers like Mrs. Spence and Mr. Spence, her principal. When she learned that the bus would even pick her up for Sunday school, she asked her parents for permission to go. It was in Sunday school that she asked Jesus into her heart.

CHESTER'S STORY

And now comes the beginning of Chester's story. Here is how he tells it:

As a bus driver I had plenty of time to think—not just about traffic—but on my lack of inner peace and my ever increasing "burdens of life." I figured there was a God but thought that the only way I'd ever know was when I died,

When it came time for four-year old Esi to begin school, her parents learned about Clinton Christian School in Upper Marlboro, Maryland, just a few minutes from home; and that is where Esi went.

and the thought of death frightened me. I worked hard and played hard. I played golf nearly every day for eight years, and still the burdens of life grew heavier.

Meanwhile, Esi was learning much about Jesus in her kindergarten class and at Sunday school. She shared it all with her mom and me. One night, she told us she had accepted Jesus into her heart. And this little four-year-old told her 34 year-old dad, "Daddy, you need to invite Jesus into your heart." I knew she was right, but I was proud and self-willed.

For two years, I often thought of Esi's words. On October 17, 1980, at 2:37 a.m., I could stand beneath my burden of sin no longer. With my face buried in my pillow, I pleaded for Jesus to come into my heart. Praise God He did!

Esi told me that her dad soon quit his job—and his lifestyle. He wanted to preach! He enrolled in Pensacola Christian College, the first integrated school he had ever attended. Since graduation, he and Connie have been missionaries starting Black churches in the South.

What a story! Thank you, Lord, for one Christian school and one Sunday school teacher who helped one four-year-old to invite Jesus into her heart! One at a time, but the story never ends.

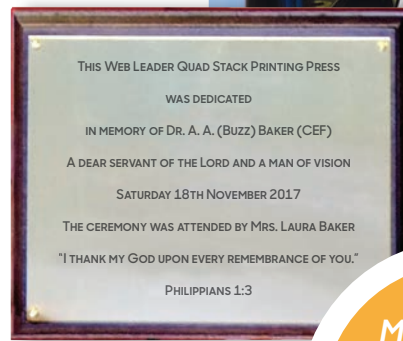
One at a time, but the story never ends.

...from AMERICA to Faraway Lands

Celebrating one million boxes of books that teach God's love!

Many of our readers were privileged to meet and know the late Dr. Albert (Buzz) Baker. His big heart for God, for people, and for Christian education is still ministering today.

His wife Laura recently sent this news of a special event in N. Ireland, "I thought I would share a great blessing. A number of years ago Buzz came up (by God's prompting) with an idea to get materials to developing countries that cannot purchase materials for their teachers who teach *Good News Clubs*. Buzz introduced Box of Books. For \$50 they could send Child Evangelism Fellowship materials to teach a club for a year. That started the project. A publishing company in Northern Ireland prints and packages Box of Books. I recently received a call inviting me to come to Ireland for a special celebration of the **One Millionth Box of Books** being sent out. I cried and thought how very thrilled Buzz would be for God's great blessing on this project. (I actually asked God if He would tell Buzz.)" ■



Mrs. Laura Baker

*Revival
Movement in
Northern Ireland
dedicated new
printing press
to Buzz's
memory.*



Dr. Buzz Baker

Courtesy of Stone's Studio



TEACHER'S WORKROOM



KIM SMITH

Welcome to the teacher's workroom, where veteran Christian school teacher Kim Smith shares ideas you can use to make your classroom amazing.

Learning by Heart: THE POWER OF Heartfelt Emotions

Scripture gives direction and encouragement for us in the important work of teaching to the heart. Hear the hope in this verse:

"For the word of God is quick, and powerful... and is a discerner of the thoughts and intents of the heart." (Hebrews 4:12)

These two Christlike emotions

Sympathy

Sympathy is an emotion of compassion. It lives out the truth of Jude 1: 22, "And of some have compassion, making a difference."

Classmates bound together through acts of sympathy tend to love and cooperate with each other more, and selfish behavior is reduced.

The best way to teach sympathy is to model it, of course. So your life, the life of Jesus, and the wonderful stories in the Abeka readers are daily models. What else could you purposely do?

Work together to think of things to say to express sympathy.

- "I am so sorry."
- "I love you."
- "I will pray for you."
- "This Bible verse blesses me: Psalm 46:1 'God is our refuge and strength, a very present help in trouble.'"
- "What can I do for you?"


Make and deliver sympathy notes and gifts for classmates and school personnel. (See page 16 for ideas.)

Pray. Remember a truly compassionate heart is Holy Spirit initiated. Otherwise it is just a fleeting feeling.

Begin teaching compassion early.

When teachers read aloud books about kindness, they create opportunities to practice kindness. Acting out the story helps very young children understand what being kind *feels* like. Children learn how to *sound* kind by repeating "lines" during the activity. Mimicking facial expression during the drama can help a child learn to *look* kind.

PERSONALLY SPEAKING ABOUT Positive Emotions

I have never had to teach my students to be angry or selfish. They and I have come by these negative emotions very naturally. But what about gratitude, humility, and other positive emotions? That is a different story—a story that began as a result of the first sinful choice in Eden. What psychologists call teaching Emotional Intelligence, I call teaching the heart, "for out of it are the issues of life." (Proverbs 4:23) The power of emotions is that they affect thinking and behavior—both good and bad. And wrong behavior will not change until wrong thoughts of the heart are transformed. So aim for the heart as we endeavor to have a spiritual ministry that affects the lives of our students for good—and for a lifetime! 

Kim



This Maple Tree trilogy tells the story of 8-year-old Hilda and her journey to gaining a new brother, learning forgiveness, and relying on God throughout the transitions in life.



Secret in the Maple Tree

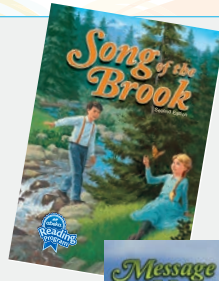
See abeka.com/MapleTree.

Song of the Brook

See abeka.com/Brook.

Message of the Mountain

See abeka.com/Mountain.



build on one another:

Empathy

Our natural selfishness can lead to feelings of entitlement and even the problem of bullying. Empathy moves past sympathy to sensitivity of another's feelings or perspective. "Walking in the other person's shoes" creates a unique level of understanding.

Part of developing empathy is choosing our words carefully. I remember an object lesson from my childhood that has stayed with me.

After a Sunday school lesson on being kind, my teacher squeezed toothpaste onto the plate she gave us. We attempted to put the toothpaste back into the tube with toothpicks. We gave it a good try, but as you can imagine, it did not work out so well. She said our words are like the toothpaste. Once they're out they cannot be easily taken back.

Then, I recall being asked to give examples of words that edify and words that tear down. Having these fresh on the mind developed a filter for the tongue that carried over even into adulthood.

And do not forget your facial expressions—they send important signals of attention and understanding. Paul Eckman, known as "the best human lie detector in the world," writes that the emotions of happiness, surprise, fear, disgust, anger, and sadness are expressed using the same facial movements across all cultures. Your face speaks a universal language!

Shining light on these qualities of compassion and understanding has the potential to change hearts as well as the classroom atmosphere—and the world! ■

MY DO LIST FOR Teaching Positive Emotions

- 1 Model desired actions and reactions from the heart.
- 2 Reinforce them in Bible lessons and daily teaching as they naturally flow throughout the course of the school day.
- 3 Raise expectations—others may not, but with the Lord's help, you can.
- 4 Value and acknowledge expressions of sympathy and empathy that you observe in your students.
- 5 Look for and collect stories that teach the heart.
- 6 Strengthen your own heart by finding a verse of Scripture every morning, memorizing it, and going to sleep quoting it to God.



EUCON International School

SAIPAN, CNMI

WADE BACON

EUCON International School (EIS) is on the island of Saipan, a member of the U.S. Commonwealth of the Northern Mariana Islands (CNMI).

In 1998, Pastor and educator Dr. Christian Wei was God's instrument in planting Christian Bible Church and EUCON International School. EUCON, a transliteration from ancient Chinese characters, means **excellent light**. EIS seeks to teach hearts about the True Light (John 1:9).

Principal Wade Bacon tells us more about EIS.



Dr. and
Mrs. Wei

Challenges and Provision

Eucon began with a miracle!

God led a Korean builder to construct our school building without any up-front payment. And it was completed in only four months, allowing the school to become operational in fall 1998. God answered other prayers by sending students, faculty, and staff from many

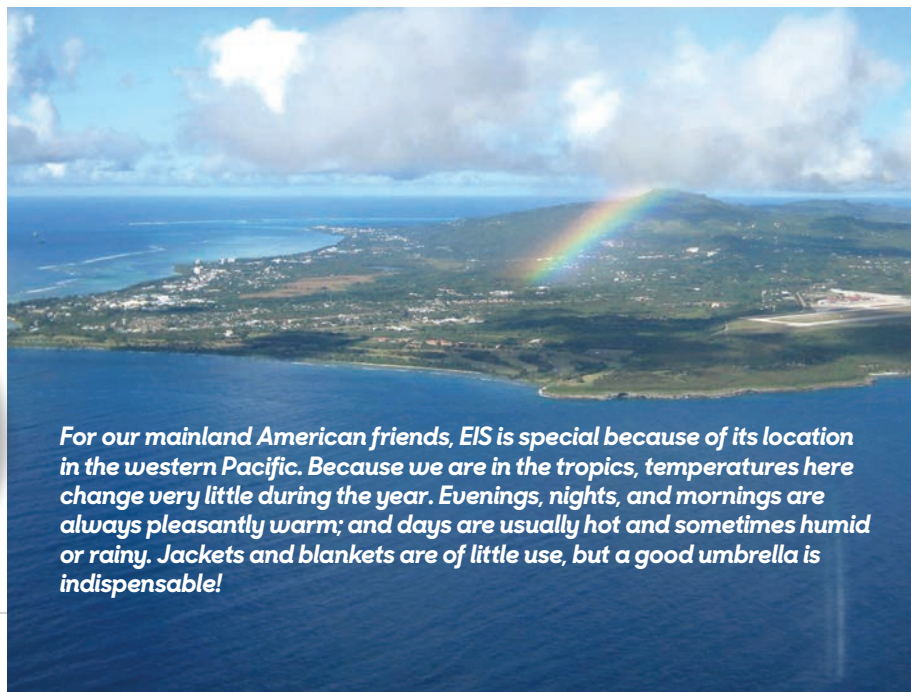
different Asian-Pacific countries as well as from mainland America.

God continues to graciously answer prayer on our behalf. That is not to say that there have never been challenges along the way.

Our elementary student body consists of Filipino, Chinese, and Korean students and students from Saipan (Pacific Islanders). Most of the students in the junior high and high school are from the People's Republic of China.

None of us will forget the night before in-service training was to begin for fall semester 2015. Typhoon Soudelor ravaged Saipan leaving the campus without municipal power or water for the opening month of school. Thankfully, God provided funds for generators, school started on the scheduled date, and enrollment swelled to record level that 2015-16 year!

Saipan was hit by another typhoon, super typhoon Yutu, on October 24-25, 2018. We are grateful for God's protection of the faculty, staff,



For our mainland American friends, EIS is special because of its location in the western Pacific. Because we are in the tropics, temperatures here change very little during the year. Evenings, nights, and mornings are always pleasantly warm; and days are usually hot and sometimes humid or rainy. Jackets and blankets are of little use, but a good umbrella is indispensable!



Student volunteers clean up the campus after recent typhoon Yutu



students, and properties. No one was badly injured and damage to the school buildings was minimal compared to damages on nearby buildings. EIS students, faculty, and staff worked hard under difficult conditions to reopen the school just one week after the storm.

What We Learned

In the early years, high school students transferred into EIS from other schools. Adjustment to a disciplined, traditional learning environment proved difficult. Thus, despite the financial risk of reduced

enrollment, Dr. Wei decided to close the high school and rebuild slowly by adding one grade per year. Through the Lord's grace, the plan proved effective, and EIS has since offered all grades from kindergarten through twelfth grade for between 200 and 300 students for more than a decade.

Our School's Distinctives

To many, EIS's greatest distinction is probably her reputation as a traditional, Chinese-flavored school. (At EIS, all students bow to their elders as they meet them.) And the Abeka curriculum works very well for Filipino,

Chinese, Korean, and our Pacific Islander students!

For us, our distinctive is in our Biblical focus. Each student hears the gospel message in Bible class and chapel as well as in church services. Another distinctive of EIS is the school's ample opportunities for students, faculty, and staff to participate in outreach opportunities, including medical ministry, hospital visitation, prison ministry, and community evangelism.

EIS is truly blessed to be a Christian training ground for young minds and souls in this international, historically rich, tropical location! ■



Graduation



Mrs. Bacon's students

FROM HEART TO HEAD TO

MEMORY

by Robert Walker

For fifteen years, college instructor Robert Walker engaged education majors in discussions and writing assignments about the outstanding qualities of the teachers who impacted their lives. He found that teachers who impact learning also impact hearts. Can it be that the way to your student's head is through his heart? What an enlightening idea!

Here is Walker's summary (adapted) of his students' memories of their most effective teachers. I want to be that kind of teacher 🏆

12 Characteristics of an Effective Teacher

1 PREPARED

The most effective teachers come to class each day ready to teach.

- It is easy to learn in their classes because they are ready for the day.
- They don't waste instructional time. They start class on time. They teach for the entire class period.
- Time flies in their classes.

3 HOLD HIGH EXPECTATIONS

The most effective teachers set no limits on students and believe everyone can be successful. They ...

- Hold the highest standards.
- Consistently challenge their students to do their best.
- Build students' confidence and teach them to believe in themselves.

Consistently challenge their students to do their best.

5 FAIR

The most effective teachers handle students and grading fairly. They ...

- Allow all students equal opportunities and privileges.
- Provide clear requirements.
- Recognize that "fair" means giving every student an opportunity to succeed.
- Understand that not all students learn in the same way and at the same rate.

2 POSITIVE

The most effective teachers have optimistic attitudes about teaching and about students. They ...

- Look on the positive side of every situation.
- Communicate with students about their progress.
- Give praise and recognition.
- Help students act positively toward one another.

Look on the positive side of every situation.

4 CREATIVE

The most effective teachers are resourceful and inventive in how they teach their classes. They ...

- Wear a clown suit if the class reaches its academic goal.
- Agree to participate in the school talent show.
- Use technology effectively in the classroom.

6 DISPLAY A PERSONAL TOUCH

The most effective teachers are approachable. They ...

- Connect with students personally.
- Take personal interest in students and find out as much as possible about them.
- Visit the students' world (sit with them in the cafeteria; attend sporting events, plays, and other events outside normal school hours).

7 CULTIVATE A SENSE OF BELONGING

The most effective teachers have a way of making students feel welcome and comfortable in their classroom.

- Students repeatedly mentioned that they felt as though they belonged in classrooms taught by effective teachers.
- The students knew their teacher loved teaching and preferred it to other occupations.

8 COMPASSIONATE

The most effective teachers are concerned about students' personal problems and can relate to them and their problems. Numerous stories established how the sensitivity and compassion of caring teachers affected them in profound and lasting ways.

9 HAVE A SENSE OF HUMOR

The most effective teachers do not take everything seriously and make learning fun. They ...

- Use humor to break the ice in difficult situations.

- Bring humor into the everyday classroom.
- Laugh with the class (but not at the expense of any particular student).

10 RESPECT STUDENTS

The most effective teachers do not deliberately embarrass students. Teachers who give the highest respect, get the highest respect. They ...

- Respect students' privacy when returning test papers.
- Speak to students in private concerning grades or conduct.
- Should consistently avoid situations that unnecessarily embarrass students.

11 FORGIVING

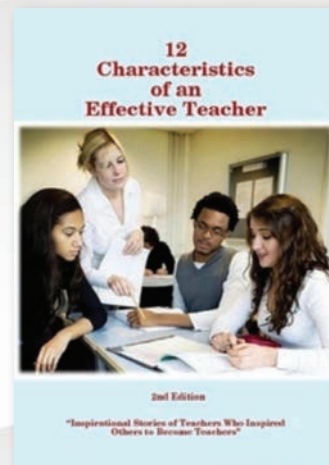
The most effective teachers do not hold grudges. They ...

- Forgive students.
- Start each day with a clean slate.
- Understand that disruptive or antisocial behavior can quickly turn a teacher against a student, but that refusing to give up on difficult students can produce success.

12 ADMIT MISTAKES

The most effective teachers are quick to admit being wrong. They ...

- Apologize to mistakenly accused students.
- Make adjustments when students point out errors and oversights. ■



All content is not necessarily reflective of the views held by Abeka. Available on Amazon.

Love's Lessons

God's greatest lessons are taught from a loving heart. —1 John 4:7, 11-12

Service to God and others creates and builds love. —John 14:15; 21:17

The ability to love is deepened by a relationship with God. —1 John 4:7



Meet your **abeka**® family

The people behind the Abeka products you love: researchers, as well as writers, designers, and printers

Editor

Amy Yohe, Abeka Managing Editor

Math 7 is now ready for you! This exciting 3-year project has involved the collaboration of many people—not even counting researchers (see p.19), as well as teachers and students who have tested it for several semesters. I am so grateful for them all, and I thought you would like to meet them.

Proofreaders

Gracen Hembree (seated) and **Alexandra Joseph** (standing)

Proofers like Gracen and Alex check and recheck the project at every stage.

Writers

Monica Percival, *Project Lead*
(l-r standing) **Jordan Lynch**,
Melissa Hendrickson, **Ed Oksanen**

Monica actually taught and revised the book for two years while working on the project. Jordan's years of teaching math on both elementary and secondary level, Missy's experience with tutoring struggling math students, and Dr. Oksanen's 30 years in Christian education as administrator and teacher brought balanced expertise to the team.





Designers

John Halbach, Design Supervisor (seated), **Marlene Harrison**, Cover Designer, and **Matthew Morris**, Production Artist

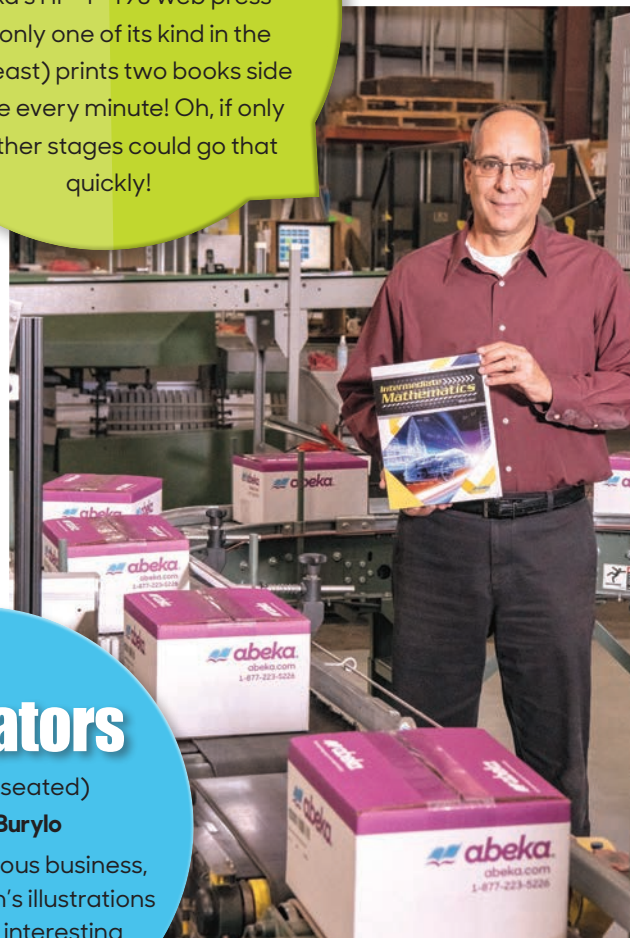
John's talent and oversight has influenced the student-friendly design of Abeka books for the last 30 years. He really liked Marlene's cover and chose it from among several other suggestions. Cars became a sort of theme throughout the book. Matt gets the credit for making every page just right.



Printer

Mark Yorey, Plant Manager

And here it is. Hot off the press. Abeka's HP-T-490 web press (the only one of its kind in the Southeast) prints two books side by side every minute! Oh, if only the other stages could go that quickly!



Illustrators

Peter Kothe (seated) and **Josh Burylo**

Math may be serious business, but Peter and Josh's illustrations make the book interesting and eye-catching.

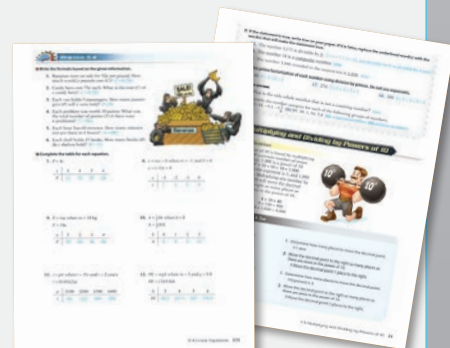
NEW PRODUCT

Intermediate Mathematics

Replaces Basic Mathematics

New and expanded topics

See abeka.com/NewMath7.



But I Thought You Said...

Communication is a two-way process—someone talks; someone hears, right? *Oh, if it were only that simple!*

You probably have stories about words that were misinterpreted, intentions that were misunderstood, and students that were horribly confused. Someone was talking and someone was receiving, but there was no communication—or learning!

This review reminds us how to help the talking and listening in our classrooms turn into bona fide communication that reaches heads and hearts.

Strive to build an atmosphere of love and trust.

Messages are easily sent and received in this climate. The possibility of distortion is greatly reduced when the atmosphere is not tension-charged. (Heb. 10:24)

Live our message.

Our most persuasive communication is not what we say but what we do. Clear assignments, fair judgments, and consistent actions let students know what they can expect from us. Confusion and misinterpretation in communication become minimal. (2 Cor. 3:2)

Work to build solid agreement on goals.

When all eyes are on a mutual goal, communication is easier to construct, implement, and understand. Also, when difficult tasks arise, a united front is more easily assembled since all are going in the same direction. (Phil. 3:14)

Understand one another's responsibilities.

When each team member knows the others' roles or areas of responsibility, good communication is easier. On the other hand, confusion in role understanding and expectations can cause serious breakdowns in communication. Tell students what our responsibilities toward them are. Make sure they know what is expected of them in their tasks. (Gal. 6:2)



Consider the total situation when planning communication.

- Is the timing right? Have we prayed sufficiently? Are there some special circumstances? Is anything in the past going to affect the reception or the evaluation of the communication? (Prov. 16:20)

Watch the tone and clarity of the communication.

- Be certain ideas are clearly and simply stated. Avoid curt expressions or long, involved sentences. Keep messages friendly and polite, even when communicating serious information. (Eph. 4:29)

Keep pertinent personnel informed.

- Think of everyone that needs to know the message we are communicating. Take time to inform others promptly. (Prov. 15:7)

Use the proper instrument for communication.

- Is it better to write the message or see the person face-to-face? Is the phone any help or will it show lack of courage? What method will be the friendly, effective, Christlike approach? (Jas. 1:5)

Provide for feedback.

- Opportunity must be given within the classroom to communicate reactions, as long as they are given in a positive spirit. Communication lines must be open at both ends if things are going to flow smoothly. (Prov. 15:10)

Listen carefully ... and prayerfully.

- Good listening is one of the foundational pillars to good communications. We must learn to spot tones within the message. Note the things not said, as well as those said. (Jas. 1:19) ■



Adapted from *The Effective Teacher* by Arthur Nazagian.
No longer in print. Used with permission of Mark Nazagian.

CREATIVE CLASSROOM

Ideas for showing empathy and sympathy



PRAYER WALL FOR CLASSROOM

Heather Lybrand created a Prayer Wall for her classroom to teach the privilege of praying for the needs of others—even if they do not personally know them. Students may slip their written request in the netting and/or take a prayer request. Even students who are not in her class often participate.



Editor's Favorite
abeka

Thanks, Heather. A \$100 Visa gift card is coming.

FILL MY CUP, LORD BULLETIN BOARD

Lois Allen encourages us to offer ourselves as vessels for the Lord to fill so that we can overflow to others. **What size vessel are you offering to God?** What a lesson! And a wonderful emphasis for a bulletin board!



Vessels for the LORD to FILL



REFRIGERATOR MAGNETS

One of these refrigerator magnets might be just the encouragement someone in your class needs. Go to **abeka.com/Magnets** to download, cut out, and attach a magnet. They also make a nice bookmark or greeting card insert.



ABEKA CLIP ART

Downloadable at
abeka.com/FunArt

Thousands of options (for classroom decorations, art projects, teaching games, awards)

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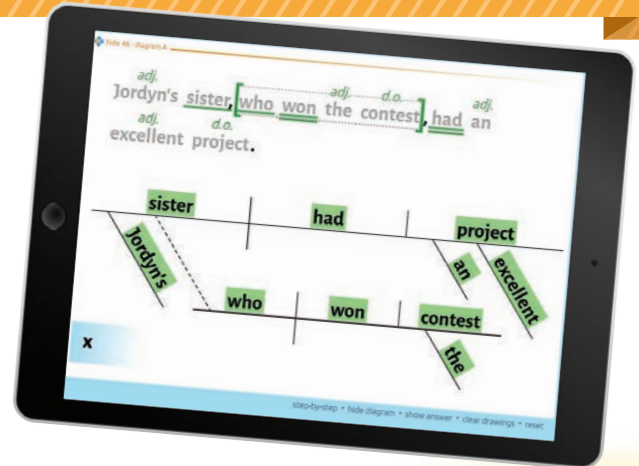
Teaching Ideas

DIAGRAMMING MADE EASY



Ryan Bucy says, "I have gotten more creative since I began using the new English 7 digital teaching aids. They save me hours and hours of prep work.

It's incredible. I teach with them on my iPad, marking and diagramming sentences, labeling words, and illustrating the lesson with just a few clicks. My seventh graders like them, too. They especially like coming to the iPad to drag and drop a word into a diagram. If they drop it in



the wrong place? That's a learning opportunity. If they drop it in the right place? Then diagramming just got a little less complicated. No other program I've found can diagram like these DTAs can!

REVIEW WHAT YOU ARE LEARNING

Getting the right answer to a review question earns **Kimberly Dabbelt's** students the privilege of turning over one square of this two-sided board visual. The goal is to turn the entire visual over to its other color. Each student is looking for the "secret" under a note on the other side of a square that no one else gets to see. Secrets like "Special Guest this Friday" or "Fire Drill This Afternoon."

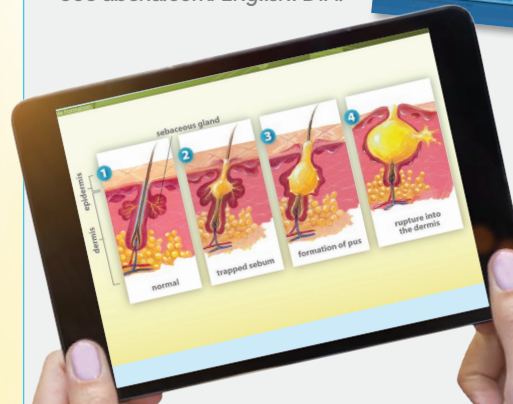


Science 7 Digital Teaching Aids

See abeka.com/Science7DTA.

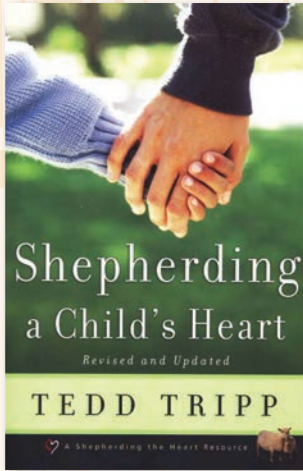
English 7 Digital Teaching Aids

See abeka.com/English7DTA.



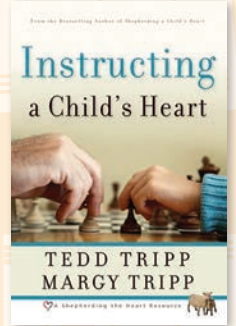
Use on your own device

What I Just Read *"We tend to focus on externals of behavior rather than the internal overflow of the heart." –Tedd Tripp. Shepherd Press, 1998.*



Solomon wrote: "out of the heart are the issues of life" (Proverbs 4:23). Author Ted Tripp centers his views on child rearing on the principle that the heart is the key to understanding children. The heart determines behavior, and a child's heart can either turn Godward or turn away from God. God's Word gives parents the authority, as well as the responsibility, to shepherd their child.

Behavior, authority, communication, and training are all discussed from a biblical perspective. *Shepherding a Child's Heart* can help anyone who works with children see the importance of shepherding the heart of a child. 🇺🇸



Follow up book

"Work from the behavior BACK to the heart."

All content is not necessarily reflective of the views held by Abeka.

WHAT HAVE YOU BEEN READING?

Send recommendations or reviews of books that help you as a teacher or administrator to amazingschool@abeka.com with the subject line: **BOOK RECOMMENDATION**.

Recommended by

FRED CARLSON



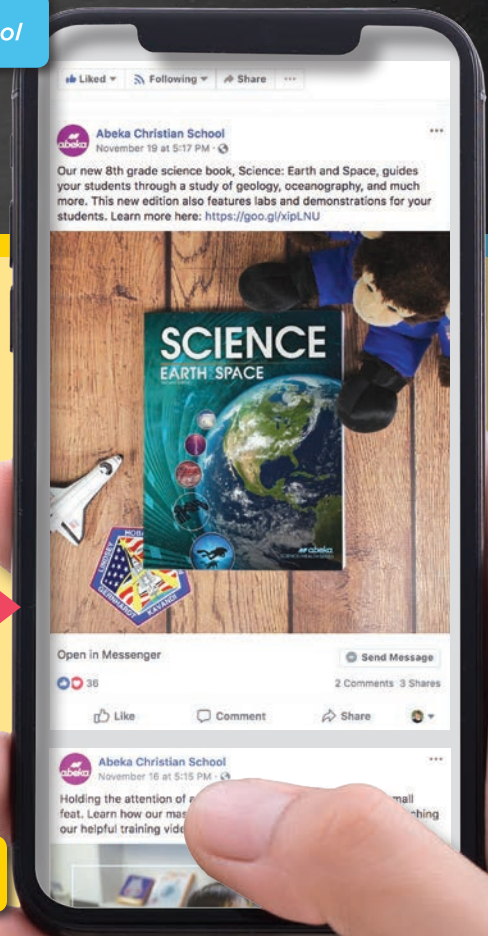
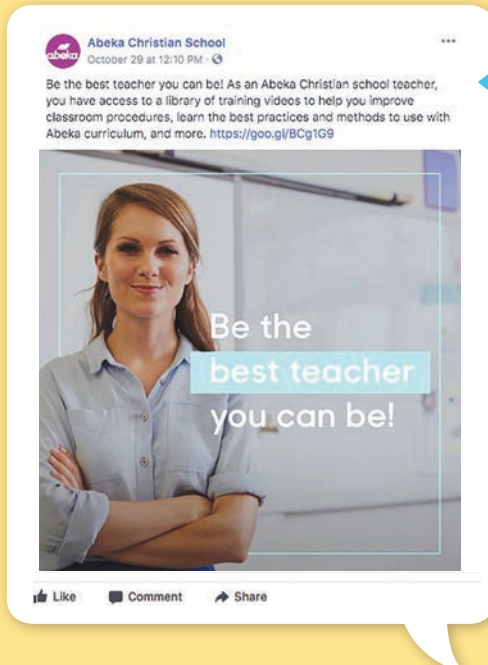
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CAN

ABEKA

HELP

YOU?



Q: What do you mean when you say that Abeka revisions and new products are data-driven?

A: Abeka researchers and writers revise/update/improve textbooks and curriculums on a regular basis. But before changes are made, a thorough process determines if **changes are supported by reliable data.**

WHAT KIND OF DATA ARE WE LOOKING FOR AND HOW DO WE FIND IT?

1. We research to find knowledge gaps or unnecessary repetition.

This is done through curriculum mapping. A content "map" is made of every subject (across all grade levels) to check for gaps, unnecessary repetition, and consistency. Revisions for elementary materials are made one grade at a time. Secondary revisions are typically made one subject/grade level at a time.

2. We research changes in state and national standards.

Standards tend to change frequently based on political or philosophical decisions. They are studied in detail and put through four filters before any change is made in Abeka materials:

- Would the standard violate Bible truth? Example: evolution taught as science.
- Can the standard philosophically and practically fit well in a traditional, teacher-directed classroom?
- Is the standard backed by Christian school customer needs?
- Is the standard supported by reliable data or is it a changing fad?

3. We research to find how Abeka texts and curriculums prepare students for standardized testing.

Content clusters are evaluated for any areas of general difficulty. This research may result in small but helpful changes in terminology, emphasis, or examples. Larger changes might involve changing the grade



level when a topic is introduced or the creation of a completely new correlated product for the development of critical thinking skills. Even these potential changes are run through Abeka's filters.

4. We analyze customer comments and the current market.

We ask ourselves "What do students and teachers really need? Are those needs being met by currently available resources? How can Abeka help meet those needs?" Abeka wants to hear what customers need and want. Online surveys and focus groups are conducted, phone calls made, social media feedback solicited—all to give customers a voice in what Abeka creates for YOU!

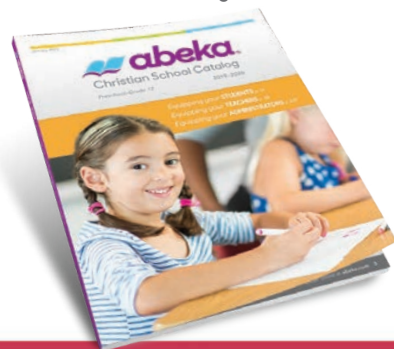
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