

Educational Continuum by Lisa Donovan

Why? Parents and teachers often focus on the year at hand or the curriculum being used and it's easy to lose sight of skills that are yet to be developed or skills a child should already have developed. Seeing a continuum is a good way to maintain a long-term focus.

How to use this chart: This chart is not an exhaustive list of specific developmental skills. Instead this chart details general skills that impact subsequent educational and life opportunities. The idea is that development and learning are connected across time in all of our lives. What we learn at one age serves as a foundation for the next stage of development. Children can learn these skills within whatever home or educational setting they are in: children will acquire some skills naturally but most must be taught. Some children will need more direct instruction than others and that instruction may need to be given in different ways according to how the child learns best. This chart can be used as a launching board to teach and reinforce skills in a particular age range while looking ahead to prepare them for the next stage. Skills included in the chart are based on my experience as an educator and mom but I do not assume that all aspects are appropriate for every child or family or that all beneficial skills have been included. Motor, sensory, art and music skills are not included on this chart.

Cautions: Don't get overwhelmed when you look at this chart. *Instead, be amazed at the progression of development and the opportunities that parents and teachers have to help children make the most of their education.* For many areas of development, children could learn skills at an older age than is recorded but frequently children are better served if they acquire the skills in the age range listed so they have a base to learn from. That said, if your child is in high school and is disorganized and irresponsible, don't beat yourself up about it. Instead, start where your child is and consider how you can help them learn a skill or two that would help them in this season and into the next. Some children may only progress to a certain point on this continuum: our job as adults is simply to make the most of all that each child is able to do. Not all children will go to college, but this continuum includes skills that will benefit college-bound kids and kids who take other routes into adulthood.

General thoughts about teaching: As your child grows, consider how your child learns best and the various ways to help them learn different types of information and concepts. If a child is frustrated, it might not be that the information is too difficult, but the problem may actually be that they do not know how to access the information on their own. Think about how you can break the concept or task into smaller sections that your child can do. You can help them figure out if they learn best by doing, or by listening, or by writing, or by reading or by re-stating what they've heard. Consider various ways they can learn the information such as drawing a chart or diagram, using manipulatives, re-writing or re-stating facts, note-taking or outlining, developing a simple strategy for how to tackle word problems or reading assignments or whatever is challenging to them.

Concerns about development: If you have concerns about your child's development in any area, don't hesitate to consider formal testing either through public avenues or privately. If children have delays in any area of development, it's always best to intervene as early as possible. If you get your child assessed, try to be as specific as possible in articulating your concerns.

	Self-care; chores; life skills; personal responsibility	Fine motor skills and Communication (verbal & written)	Reading	Math	Technology	Christian Instruction	History	Science	Use of free time
Birth-2	<ul style="list-style-type: none"> Feeding and oral-motor skills (like mouthing toys; sucking; tooth-brushing); Likes simple routines (eat-play-sleep; bedtime, meal and bath routines ; Helps at clean-up time; Uses washcloth at bath time (age 1 +) Cooperates with dressing; By age 2 can do simple 1-step tasks; Awareness of wet/dry and potty training around age 2+; 	<ul style="list-style-type: none"> Reaching, grasping & imitation; Poking and ability to pick up objects precisely; Can hold a crayon and likes to make marks (begins 12-15m.) Crying, cooing and babbling; Increasing attn. & complexity in play; Labels and requests verbally and w/gestures; By 2 using mostly 2-word phrases 	<ul style="list-style-type: none"> Enjoys looking at pictures and photos in board and paper books with help; Loves the rhythm of a voice reading aloud; Imitates words and babbles stories; Teach book handling skills—no eating books; Turns pages of books 	<ul style="list-style-type: none"> By age 2 many kids like to count; will not understand 1:1 correspondence Count out snack with child; Give child two items— one for each hand to help them understand and “two” 	<ul style="list-style-type: none"> View technology as a touch-activated toy; Use purposefully; Enjoys slideshows of family members; Can point and pat and by age 2 can “scroll”; 	<ul style="list-style-type: none"> Sing simple songs with child repeatedly; Read very short children’s Bible stories; Some 18m olds will be ready to memorize simple Bible verses; Use musical instruments when playing music Include your child in whatever you are doing; 	<ul style="list-style-type: none"> Their life is their history Talk about what you are doing today; what they ate; who they saw; what they did 	<ul style="list-style-type: none"> i.d. things they see like trees and snow; cold and hot; allow them to play with water and sand for sensory tasks but also for cause-effect, tool use and trial and error 	<ul style="list-style-type: none"> allow for time alone in a safe place for quiet play each day; a few times per day with longer time with age

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3-5 years old	<ul style="list-style-type: none"> • Dresses and feeds self; may need help cutting food and with some fasteners; • Eats a variety of foods; • Brings plate to table and can wash or put in dishwasher • Can make bed with minimal help • Likes routines and more routines are appropriate such as cleaning up toys at certain times of the day; helping set out meals or help with simple cooking tasks; • Aware of other household chores and ready to learn simple tasks (sweeping, mopping, 	<ul style="list-style-type: none"> • More precision with fine motor skills: snipping to cutting; scribble to trying to draw people and things; • Likes to imitate writing letters; • Can answer simple questions and follow directions with a few steps; • Can do puzzles: from separate pieces to simple interlocking; • Block play becomes more 	<ul style="list-style-type: none"> • Holds books correctly and turns pages front to back and looks left to right; • Likes to “read” books by re-telling familiar stories; may memorize stories; • Can re-tell a simple story or events in proper sequence by age 5 • By 5 can often recite alphabet from memory 	<ul style="list-style-type: none"> • Likes to count but it’s mostly memory not an understanding of numbers; • Some kids count to 50 by age 5; others count to smaller numbers and often skip numbers • Great time to practice counting small sets of objects and 	<ul style="list-style-type: none"> • With increased fine motor skills can use technology to play games, do activities, or have books read to them; • Continue to be purposeful about use of technology and amount of time using it; • Be aware that many kids are able to access other programs or the internet 	<ul style="list-style-type: none"> • Read aloud <u>The Jesus Storybook Bible</u> and <u>The Gospel Story Bible</u> & stories like <u>Sammy and His Shepherd</u> by Hunt; <u>The New Bible in Pictures for Little Eyes</u> by Taylor; • Go through books like <u>Big Truths for Little Kids</u> by Hunt (ages 4+) • Sing familiar church songs or children’s songs • Memorize key verses; 	<ul style="list-style-type: none"> • Talk about old & new things and people • Put daily activities in order and ask, “What is next?” • Re-tell trips and events • Look at photos • Draw attn. to work folks do and 	<ul style="list-style-type: none"> • Love for animals, zoos, farms, in books, pets; • Explore nature-trees, flowers, birds, growing plants, bugs; • Use trial and error with sand and water play; • Track the weather • Concept of hot/cold wet/dry near/far 	<ul style="list-style-type: none"> • provide safe quiet activities to do alone; • increase the length of time-make free time a part of your routine • when child out-grows nap have child do quiet play or look

<ul style="list-style-type: none"> dusting, wiping down the table, collecting trash, feeding pets) Takes care of books and personal property when taught how to do so; Participates in checking out and returning library books 	<p>complex: from stacking to building; from large blocks to Lego-size;</p> <ul style="list-style-type: none"> Simple art activities; Can re-tell events or experiences Writes random letters that have meaning to them; Uses increasingly complex sentences and broader vocabulary; Understands concepts like old/new; big/little; short/tall; by age 5; also prepositions 	<p>and identify a few letters;</p> <ul style="list-style-type: none"> If child is ready to read before age 5, start simply by teaching letter sounds, short vowel sounds and words not sight words; Expose children to different genres & print in all forms; Read aloud regularly; Ignite love for books 	<p>teaching 1:1</p> <ul style="list-style-type: none"> Take turns counting things together everything from socks to goldfish crackers Play simple games where child spins a spinner, reads the number and moves that number of spaces; Sort, match and count things; 	<p>with a click so set up a routine for how programs are accessed and what boundaries are smart;</p>	<ul style="list-style-type: none"> Make family devotions fun and simple; Pray freely for/ with your children; help them think of things they can thank God for and pray about; Find ways for your child to give to others (\$ or gifts or pictures) 	<p>the details of life</p> <ul style="list-style-type: none"> Make use of books like <u>When I Was Young in the Moun-tains</u> by Rylant or <u>Home</u> by Ellis or <u>Usborne Then and Now</u> books for some kids 	<ul style="list-style-type: none"> Read books like ones by Eric Carle and pre-school books about science topics. Usborne has some great ones. 	<p>at books</p>
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Early elementary	<ul style="list-style-type: none"> • Performs simple chores once training has been given; • Can clean room if given a picture checklist • Can follow a routine or schedule with only verbal reminders; • Completes brief assignments independently; • Develops habit of putting things away when done; • Chooses clothes and can do self-care tasks; • Prepares easy foods and cleans up; • Memorizes address, phone number, parents' names, 9-1-1; • Understands simple personal safety rules 	<ul style="list-style-type: none"> • Greater fine motor control means more precision in cutting and writing; • From learning to write letters properly to independently writing sentences by 2nd/3rd grade; • Manuscript writing to cursive (if cursive is done); • Preliminary understanding of capitalization and end-of-sentence punctuation • From copying words to 	<ul style="list-style-type: none"> • Understands sound-letter association • Can read short vowel words; • Can blend consonants • Reads silent-e words and word endings; • Can "sound-out" words and segment words; • Increasing independence in reading and growing fluency; • Increasing vocabulary 	<ul style="list-style-type: none"> • Counts and can skip-count by 2's, 5's, 10's; then 3's; • 1:1 correspondence • May benefit from using manipulatives to learn concepts • Concepts of addition and subtraction; time and money; • Single then double 	<ul style="list-style-type: none"> • Beginning keyboarding skills; "hunt & peck" method; • Can use a mouse if needed; • Enjoys games; • Consider how much tech-time for child and how much of that is educational vs. play; • Fun online games for early skills; • Selective use of videos, apps and programs that read books aloud to kids or 	<ul style="list-style-type: none"> • Read aloud Bibles like <u>The Child's Story Bible</u> by Vos and <u>ESV Children's Bible</u> • Go through books like <u>Thoughts to Make Your Heart Sing</u> by Lloyd-Jones; <u>The Gospel for Children</u> by Leuzarder & Orr; kids' books by R.C. Sproul; <u>Long Story Short</u> by Marty Machowski • Have child read <u>The Early Readers Bible</u> by 	<ul style="list-style-type: none"> • Concept of before, during & after; • A long time ago vs. now vs. the future; • Can connect eras of time with people • Read books from different eras and talk about when story took place; • Make simple time 	<ul style="list-style-type: none"> • Do simple experiments to teach; • Have children guess various outcomes; • Do topical studies; • Make use of videos, reference books and readers to go deeper with topics; • Read about scientists • Go to science centers, 	<ul style="list-style-type: none"> • Pretend play and Lego and Playmobil; • Arts and crafts; • Monitor use of technology; • Fine motor tasks like puzzles • Simple games • Outside play • Read • Continue to have rest time

	<p>about fire, strangers, and sports;</p> <ul style="list-style-type: none"> • Can practice music or sports for short periods when given a time and method; 	<p>labeling to formulating written sentences and short paragraphs independently;</p> <ul style="list-style-type: none"> • Can answer questions and communicate thoughts clearly in speech; • Understands the difference between facts and pretend; • Understands more complex directions but may need reminders or to re-state in order to follow multi-step process 	<p>and comprehension;</p> <ul style="list-style-type: none"> • Ability to sequence story events and re-tell story events; • Is read aloud to & reads a variety of texts from different genres; • Reading skills generalize to other subjects and tasks; • 	<p>digit (and greater) addition and subtraction;</p> <ul style="list-style-type: none"> • Math facts for addition and subtraction; • Tie math to life; • Teach how to do simple mental math; 	<p>teach other concepts;</p> <ul style="list-style-type: none"> • Parents set parameters for how much and which technology is available; • 	<p>Beers and <u>The Rhyme Bible</u> by Goffe</p> <ul style="list-style-type: none"> • Memorize key verses together; • Memorize books of the Bible (there's a song); • Sing lots; • Pray freely with/for children; give them specifics if needed • Tie the gospel to their daily life. 	<p>lines for events;</p> <ul style="list-style-type: none"> • Read history books for kids: Usborne <u>Then and Now</u> and <u>Living Long Ago</u>; also, <u>If You Lived...</u> books by Ann McGovern 	<p>museums, zoos and nature centers;</p> <ul style="list-style-type: none"> • Help children marvel at creation 	<p>each day</p>
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Upper elementary	<ul style="list-style-type: none"> Chores are part of daily routines; may need verbal reminders or a checklist to stay on task; Continues to benefit from habits of regular clean up time and times for chores; Instruction in new chores/skills continues; Can keep track of homework or assignments if given a system to do so; Can complete most assignments independently; Needs to be taught how to problem solve or learn differently when doesn't understand assignment; 	<ul style="list-style-type: none"> Can write legibly May type well enough to type school work; Can respond to questions and answer questions in writing; Can follow oral directions and written directions without help; Provide child with rich vocabulary (spoken, written and read) <p>By the end of elementary school:</p> <ul style="list-style-type: none"> grammar use and 	<ul style="list-style-type: none"> Target areas that are challenging to child and strategically teach (i.e. multi-syllable words) Can read most texts without help; May need help finding books at their reading level for independent reading; Provide lots of classic books to read; Teach Greek and 	<ul style="list-style-type: none"> Concepts of Multiplication and division; Solid knowledge of math facts: +, -, x and division; Understands fractions, rounding and estimation Word problems : give child strategy for solving problems Teach child to ask questions 	<ul style="list-style-type: none"> Typing proficiency is a goal; use a program that's fun; Teach simple word processing; More educational activities and other games are available; be proactive and find good ones and determine how much computer-time is smart; Parents set parameters and teach children about how 	<ul style="list-style-type: none"> Read <u>ESV [Children's] Bible</u> Discuss whatever they are hearing at church; Tie their need (our need) for the gospel to daily life; Pray for and with them regularly; Consider teaching them to journal their prayers and what they learn when they read; Provide great (not long) 	<ul style="list-style-type: none"> Focus in on geography in history Have student compare and contrast different aspects of history with now; Have kids read literature about whatever time period you are studying; 	<ul style="list-style-type: none"> Introduce scientific method; Teach kids to be question-askers; Have kids write out what they learn in their own words; Have them learn definitions of science words; Learn about science through books, 	<ul style="list-style-type: none"> Keep doing the early elem. things Add cooking and harder arts and crafts that child can do on their own; Decide if music lessons sports or other extras will be part of life; consider the

<ul style="list-style-type: none"> • Study skills and organizational skills need to be taught; • Can practice music or sports for longer given a method; • Able to help with almost all household tasks; • Independent in personal care; need instruction on puberty changes that are coming; • Benefits from ongoing conversations about what being a friend looks like and how to be a friend; • Talk with child about safety issues at home and in public (fire, strangers, emergencies, health issues); 	<ul style="list-style-type: none"> • understanding should be solid; • can make an outline & use graphic organizers to put their thoughts in order; • can write well-developed paragraphs; • can do a book report or short research paper; • can write different genres including non-fiction; fiction;& poetry; 	<p>Latin root words;</p> <ul style="list-style-type: none"> • Reads a variety of books from all genres; • Should be taught strategies to aid reading comprehension; • Show child how to preview a book by carefully reading the jacket; avoid “coming of age” stories if you haven’t read it yourself; • Continue to read books aloud; 	<p>humbly and work carefully ;</p> <ul style="list-style-type: none"> • Require that they pay attn. to details in problems • Have child use their math skills in life: shopping , restaurants , distance , allowance 	<p>to navigate wisely; consider putting computer in a public place so nothing is secret;</p> <ul style="list-style-type: none"> • Do research alongside your kids and help them i.d. how to search effectively and how to interpret what they find; • Access local library sites for reserving books & show them how to look for & read book reviews online 	<p>Christian biographies;</p> <ul style="list-style-type: none"> • Teach them about worship and sing more complex songs and explain them; • Memorize verses; • Brainstorm with them about how to reach out to other children at church or in the community ; family members 	<ul style="list-style-type: none"> • Help kids connect people and events to historical eras; • Use time-lines; • Dive into the cultures of the places you study; • Have children write about what they learn; • Use original texts if possible 	<p>experiments; nature; videos; technology;</p> <ul style="list-style-type: none"> • Keep doing field trips; 	<p>time each takes and impact on family time & routines;</p> <ul style="list-style-type: none"> • Think through how kids spend time with friends -What they do?; Who they are with? Where? Why? • What’s the best way to spend time with Mom/ Dad?
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<p>Middle School</p> <p><i>Note: Some 8th graders may be ready to take some high school courses. In 6th and 7th grade, check what is available in your area so you can plan accordingly. Likewise, see what's available for kids who find school (or some parts of school) hard. Middle school years are a great time to brainstorm about a plan for high school.</i></p>	<ul style="list-style-type: none"> • Ready to learn a greater variety of study skills— what does studying look like for different subjects? And, what ways of studying help given child's learning strengths?; • May need help organizing and tracking school work; • Benefits from instruction in time management—school, chores, outside activities, free time; • Good time to reinforce “work first, play later” ethic; • More ownership of studying, practicing, chores including laundry 	<ul style="list-style-type: none"> • Teach kids how to deliver an oral presentation; • Connect the usefulness of precise written and verbal communication. • Teach note-taking; • Teach study skills (test-preparation, how to get the most out of textbooks and other assignments; • Provide chunks of time and specific and varied assignments for writing; 	<ul style="list-style-type: none"> • Help kids find appropriate books for free time; choose classic books and make use of reviews; • Keep providing great books from different genres; • More important than ever to model reading to your kids; • Be sure that they are being exposed to good writing and 	<ul style="list-style-type: none"> • Review math concepts from elementary school; • By 8th grade, kids are expected to know basic math; • Often kids take pre-algebra and algebra in middle school which require a different type of thinking 	<ul style="list-style-type: none"> • Increasing typing accuracy and speed • Educate child about what dangers exist; how to do a search; not disclosing personal info.; • Help child know how to find a reliable source and how to ask questions of what they read online; • Instruct about integrity and wisdom in emails; consider 	<ul style="list-style-type: none"> • Be sure they have their own Bible and help them have a plan for reading; • Teach them how to search for verses; • Make use of resources for Bible study and discipleship • Follow up on what is being heard at church; • Pray freely with and for your child; • Explain theology to kids; help 	<ul style="list-style-type: none"> • Are able to grasp the process and reasons for an event in history • Read biographies of people and literature from the eras being studied; • Use original sources as much as you can 	<ul style="list-style-type: none"> • Uses the scientific method; • Connect science topics to every-day life; • Explore different science jobs in various areas of specialty: zoology; anthropology; biology ...; • Expose kids to folks who work in various science fields and allow 	<ul style="list-style-type: none"> • Teach child how to evaluate movies and books; • Help child i.d. good ways to spend free time; • Teach them skills to do in free time (sewing, art, cooking, wood-work-

<p>and helping with meals, cleaning and outside chores; parents be proactive and make of plan for what skills have yet to be learned.</p> <ul style="list-style-type: none"> • Proactive instruction needed from parents about how to make the most of teenage years (friends, family, serving...) • Help child assess areas they can serve at home, in church or in the community; • Ready for more info. about their changing body and sex; talk about how to relate to opposite sex; • Teach child how to make wise money choices when given gifts or when money is earned; 	<ul style="list-style-type: none"> • Continue to require outlines and graphic organizers as a pre-writing step. • Teach how to write a thesis and an essay; • Incorporate the editing process as a normal writing step. • Re-teach any grammar concepts missed; find online resources; • Use writing rubrics which are very helpful for kids to see what's expected and how they did; • Approach writing from every angle: 	<p>literature in English and History;</p> <ul style="list-style-type: none"> • They need to be taught about elements of a story and novel; how to evaluate characterization, setting and plot • Teach your child to navigate the “young adult” section of the library with discernment; Search for books in advance of a library or 	<ul style="list-style-type: none"> • Teach kids how they can understand hard concepts by asking questions; re-reading; re-doing problems ; doing add'l. problems ; working problems backwards; Looking online for tutorials • Be sure to grade math with percent ages and letter grades in prep. 	<p>having child blind-copy parent in the learning process; when doing research teach about how not to plagiarize;</p> <ul style="list-style-type: none"> • Teach about how to interact on technology with friends; instruct about gossip and purity; how to encourage and consider others through technology; • Make use of educational resources 	<p>them see the “why”;</p> <ul style="list-style-type: none"> • Teach them how to see the teenage years biblically; • Encourage personal worship and prayer; • Find ways to serve; • Tie the gospel to their daily life; • Read books like <u>How Good is Good Enough?</u> by Stanley and <u>The Cross-Centered Life</u> and <u>Humility</u> by Mahaney; • Patiently ask questions if your child is not a “talker”; 	<ul style="list-style-type: none"> • Can answer questions and write about what is learned; • May need help to manage reading and how to do assignments efficiently; 	<p>Q&A— from medicine to research ; from animals to botany;</p> <ul style="list-style-type: none"> • Teach kids how to ask higher level questions and how to find the answers 	<p>ing; yard-work)</p> <ul style="list-style-type: none"> • Teach child to see free time unself-ishly • Make home a good place to spend free time; • Teach them how to evaluate use of technology (Why? Benefit ?) • Look at how much extra (sports
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	<ul style="list-style-type: none"> Late middle school- consider interests, possible high school internships or part-time jobs; plan out high school courses and extra-curricular activities 	<p>journaling, essays, stories, projects, newsletters, emails and letters, lists, poetry, directions and recipes;</p> <ul style="list-style-type: none"> Have them write about literature; 	<p>book store visit;</p> <ul style="list-style-type: none"> Kids who read good literature often write better and have better vocabulary Set aside time to read within the daily schedule —bigger books take more time 	<p>for high school;</p>	<p>online; Show child how to search for them;</p>	<p>talk about all topics;</p> <ul style="list-style-type: none"> Be an encourager to your child; When they sin, patiently point them to Jesus; Go through a book like <u>Christian Beliefs: Twenty Basics Every Christian Should Know</u> by Grudem & Grudem Brainstorm ideas of books you'd like them to read in high school (devotional ; theology; biography) 			<p>music or friends) are best for each child and your family;</p> <ul style="list-style-type: none"> Be pro-active about how time is spent with friends Board games and card games
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	Self-care; chores; life skills; personal responsibility	Fine motor skills and Communication (verbal & written)	Reading	Math	Technology	Christian Instruction	History	Science	Use of free time
<p>High School</p> <p><i>Note: Don't equate high school with independence ; instead view it as a time to continue investing and helping your child learn to learn with more independence but also learn how to be purposeful and wise in their life decisions.</i></p>	<ul style="list-style-type: none"> Develop home management skills: budgeting, cleaning, cooking, healthy eating, exercise, car care...; Train for independence with chores; Evaluate child's strengths and weaknesses academically and personally; set some high school goals; Help child develop good study habits and develop a plan for taking more responsibility for school work & time management; Plan out when to take SAT's/ACT's & prepare for them; Take a job interest survey 	<ul style="list-style-type: none"> Teach how to do an oral presentation; purpose, prep, practice, delivery, priorities; Set aside lots of time for the writing process- plan it in and reinforce importance of planning, thesis, outline and revision; Encourage whatever form of writing student likes and find something to 	<ul style="list-style-type: none"> Much time will be spent in reading lit. and history content; teach your child how to analyze and interpret the printed word from a biblical perspective; Plan time to read assigned texts but also provide time for reading important Christian books; 	<ul style="list-style-type: none"> All kids should take a personal finance class either in school or at home; Consider doing a study guide review for math for ACT/SAT ; Find out math options for non-math kids; Plan out math courses; end with 	<ul style="list-style-type: none"> Continue with all of the middle school skills; Learn as much as possible about word processing; PowerPoint ; Excel and other useful programs; Navigate if/when and how child will use social media; Talk them through how to be discerning about reading (and writing) posts and blogs; 	<ul style="list-style-type: none"> Be sure there's time in their day for time with God and time set aside for reading solid Christian books; Pray often with and for your child. Set aside time to talk before and after events; check-in with them about their souls; Be purposeful in assigning books to read and helping 	<ul style="list-style-type: none"> Keep reading bio-ographies , literature and original sources ; Can understand and process history analyt-ically; ask why questions and teach kids how to examine events from various 	<ul style="list-style-type: none"> Take science classes even if not going to college or doing a science major Talk through science issues (like how to interpret research, evolution , genetic engineering and archaeology); If going to college, consider if standard classes, 	<ul style="list-style-type: none"> Teach them to pray about what they do and how to evaluate the best ways to spend free time; Look at how much extra (sports music or friends) are best for

	<p>and talk about careers and prep.</p> <ul style="list-style-type: none"> • Learning to drive; class, practice, and habits like texting when you arrive or planning when to leave; • Early high school: explore options at community college and area universities and deadlines; • Develop parameters for social times vs. family times and; • Determine how much time will be spent on academics vs. extracurricular; • Talk through guy-girl dynamics and how to navigate interacting; • Have proactive conversations about issues like biblical complementarity; feminism; homosexuality; abortion, 	<p>encourage when tasks are hard;</p> <ul style="list-style-type: none"> • Focus on using tight and precise language, topic sentences, paragraphs, essays and longer writing; • Provide opportunities for writing every genre; • Teach your child to become a master essay writer: clear and efficient; do timed essays once they get how to write an essay; • Have them keep a written record of 	<ul style="list-style-type: none"> • Teach kids how to mark up their books so they can access info. later; • Talk through ways to evaluate good writing and how to choose books as an (almost) adult; • Be sure classic authors are part of your child's reading diet; • Have them keep a book list and rate the books they read; 	<p>Algebra 2/Trig or continue?</p> <ul style="list-style-type: none"> • Take any upper math AP? Or early college? 	<ul style="list-style-type: none"> • Point them to good internet resources; • Find good Apps and online educational resources; • Be proactive about talking through internet traps: pornography; spending too much time on stupid things; gossip; being nosy; image searches; online arguments • Make the most of whatever technology you have; text with 	<p>them get the most out of them;</p> <ul style="list-style-type: none"> • Make use of resources at church and online sermons to address issues they'll confront from a biblical perspective (i.e. singleness, homosexuality; music; finances; feminism; role of men/women); • Consider college and career decisions prayerfully and with their soul as the first priority 	<p>angles ;</p> <ul style="list-style-type: none"> • Need to be taught how to do history research ; how to respond to bias of authors ; how to find reliable info. • Consider current events in light of history ; • If going to college , consider if 	<p>AP courses or early college courses are best;</p> <ul style="list-style-type: none"> • If interested in science field, try to do an internship in that field • Teach them how to analyze whatever they find in articles or books— how to ask good questions and research thoroughly 	<p>each child and your family;</p> <ul style="list-style-type: none"> • Help child see what re-freshes them (time alone; with family; hiking; doing something creative) • Can free time be spent serving? • Have them evaluate their use of technology, TV
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	<p>integrity, purity, church membership and what makes a good church;</p> <ul style="list-style-type: none"> • Look ahead to college by 10th grade and plan courses accordingly; how much if any AP?; discuss whether college or a job-training program or another option is best; talk about issues like finances, (if possible, not having) college debt, location, area churches, possible majors; help your child narrow down their pool of options; • Help child develop a budget and teach about finances; 	<p>high school activities, jobs and awards with dates and details;</p> <ul style="list-style-type: none"> • Encourage clarity and a gracious tone in writing emails and letters; • Consider whether an AP Lit &/or AP Comp. class is a good option (online from home worked well for us) • Research scholarships if going to college; 	<ul style="list-style-type: none"> • Show kids how to divide up reading assignments into manageable chunks and take notes on specific aspects of books; • Have them use different parts of word processing programs: layout, charts, quotes, bibliography... 		<p>your kids, email them; show them how to shop;</p> <ul style="list-style-type: none"> • Set up parameters with them for whatever technology they use; • Show them how to do thorough research and how to identify reliable sources; • Help them develop discernment about music— what’s being said and valued 	<p>and a local church as the 2nd;</p> <ul style="list-style-type: none"> • Provide great books: devotional, theology, and biography* • Plan ways to spend time as a family and ways to serve; • Evaluate grace and areas that need to grow in child’s life with more weight than report cards 	<p>stand-ard classes , AP courses or early college courses are best;</p> <ul style="list-style-type: none"> • 		<p>and movies Amt. Of time spent, fruit?</p> <ul style="list-style-type: none"> • Board games (that require strategy) and card games • Summer job?
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* A few ideas for high school Christian books: Any middle school recommended books + [Seeing and Savoring Jesus Christ](#) by John Piper; [Don’t Waste Your Life or Life as a Vapor](#) by John Piper; anything by Jerry Bridges; [Bible Doctrine](#) by Grudem and Purswell; [The Bruised Reed](#) by Richard Sibbes; [The Valley of Vision](#) by Arthur Bennett; [Free Grace and Dying Love](#) by Susannah Spurgeon (for girls); [Simplify Your Spiritual Life](#) by Donald S. Whitney and [A Gospel Primer](#) by Milton Vincent