

Herald



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REFLECTIONS ON THE TEACHERS' CONVENTION

Mr. Brian Kuiper, Administrator

“Remember the days of old, consider the years of many generations: ask thy father, and he will shew thee; thy elders, and they will tell thee.”
Deuteronomy 32:7

Recently the teachers were able to gather for the annual convention. It is interesting to me to speak with students in the days that precede the convention. Many of them have no real idea what the convention is all about, and it's good for them to know.

At the heart of Teachers' Convention is the desire of each teacher in our schools across the US and in Canada to grow in their ability to teach and lead in a God fearing way. Teachers are well versed in teaching practice and content area knowledge when they leave university. My experience, and that of many with whom I have worked over the years, is that the Godly applications to teaching are where we best can collaborate and learn from each other. This convention excelled in sectionals that were dedicated to this type of teaching - in science, social studies, and writing. Sectionals also considered how teachers can better support the physical and mental health of the students. I am confident that each teacher left with a nugget or 2 that will help them in their distinct and Reformed teaching in the classroom. I'll spend a few minutes highlighting the keynote address that was delivered by Professor Dykstra. He spoke on the passage quoted above from Deuteronomy and focused on "Remember the Days of Old - What and Why?"

1 - Remember the mighty works of God. The context refers to God's work FOR Israel. God put the desire for Christian schools into the hearts of our fathers. He gave them (and us) a love for the truth and especially the truth of the covenant of grace which is the foundation for all of the work in our schools. He opened the way in the 1940's to make this desire a reality. Since then, God has maintained our schools according to His promise, "Not by might, nor by power, but by my spirit, saith the Lord of hosts" (Zechariah 4:6). The result of good, christian schools includes Godly marriages and the churches retaining the youth.

2 - Remember what schools have endured and what we learned. Are we on the right path? Sound Biblical teaching must occur at a Christian school. The covenant determines how we view the children, teach them, discipline them, and fellowship with them. The PR schools must be distinct from public schools and other christian schools. This is because they are parental, and the worldview is distinctly against worldly movements including evolution and humanism.

3 - Remember so that we can be encouraged for the future. This will strengthen us and help us know that the cause is God's. We must be prepared and have a willingness to be small and despised for the truth. This means we will reject many of the socially accepted "norms" in today's world. For this, we will see persecution and be required to make sacrifices. We must teach students to be vigilant and to be

ready for the development of sin and the cup of iniquity being filled.

Finally, we were called to remember God's faithfulness. He has maintained and preserved us and our schools. He will keep us in the future as long as He wills.

Many readers might be aware of the Federation of Protestant Reformed Schools. This organization does many good things for the benefit of all of our schools as well. You can find out more at www.prcs.org. Most of our school websites are linked to that page, and one can learn a great deal regarding the history and foundation of many of our schools. This knowledge will also lead one to better understand and appreciate the work of the schools.

FOUNDATION COMMITTEE REPORT – Mr. Tyler Schimmel, Board Representative

Thanks be to our heavenly Father from whom all blessings flow! We are thankful that after a year off due to COVID restrictions, and by the time you are reading this, the Evening of Praise will have taken place on Saturday, November 27. For those that attended, they enjoyed performances from the HCS 3rd graders, Sam Bergman (piano), the PRSO, Voices of Victory, and the Hope Heralds. What a great way to end a Thanksgiving weekend! We appreciate everyone who organized, performed, and supported the Evening of Praise.

On Saturday, July 17, 2021, the HCS foundation hosted the 24th annual golf outing fundraiser at the Meadows of GVSU. We had a great day of golf and fellowship on the course. We would like to report that we had our most successful golf outing ever! We had 36 teams, 30 gold sponsors, 16 silver sponsors and raised over \$27,000 for the foundation. Thank you to the golf outing committee for organizing the day and for everyone who supported the outing financially. Over the last 24 years, the golf outing has helped raise over \$345,000 for the foundation! The Lord willing, we look forward to our 25th annual golf outing on July 16, 2022.

The HCS Foundation's goal and mission is to support christian education at Heritage and since its inception, it has gifted \$934,500 to HCS. It is our continued hope to increase

these gifts through growth of the foundation, and continue to seek out ways to help and promote the education of our young children. If you would like more information on the HCS Foundation, please visit the HCS website: <https://www.heritageprs.com/foundation/>

We'd also like to remind you that the Foundation has membership with the Barnabas Foundation. This is an organization equipped with tools and resources designed to help understand ways to financially support the Foundation through estate planning, IRA's, and other means. If you would like more information on various ways to give, we encourage you to speak to a member of the foundation board, or visit the Barnabas Foundation website at www.barnabasfoundation.com, or call (888)448-3040.

Whether you are planning your estate, or would like to give a gift to the school, we hope that you will consider giving to the HCS Foundation. It is a wonderful way to give as we have been blessed to support Christian education for many years to come. "One generation shall praise thy works to another, and shall declare thy mighty acts," Psalm 145: 4.

TECHNOLOGY COMMITTEE REPORT – Mr. Jon Drnek, Committee Chairman

The world of technology is marked by constant change. New devices, capabilities and efficiencies are being made available constantly, and new companies and apps seem to flood the marketplace. Depending on your level of interest in the world of tech, staying up to date may strike you as exhilarating or just plain exhausting.

Unsurprisingly, the tech landscape at HCS is not unaffected by this constant evolution, but continues to undergo intentional change year after year to stay current and improve wherever that may be possible.

In the theme of change, we felt it was appropriate to highlight a few themes from the ongoing tech changes occurring at HCS:

School-wide transitions from PCs to Chromebook laptops were completed for many teachers and staff through the summer and fall of 2021. In some cases, the path for transitions has been smooth; others have experienced more “potholes.” The Tech Committee continues to appreciate the patience and persistence of teachers as they adjust to the new environment.

- An additional cart of 26 Chromebooks has been added to the school’s “fleet” to provide additional capacity for classroom usage.
- Improvements were made over the summer to the school’s wireless network infrastructure to standardize it, providing greater stability and coverage.

- Additional security cameras have been added to key locations in the building’s hallways, and several outdoor camera additions are planned as well.
- New uses for tools such as Google Drive and Google Classroom have surfaced for driving more effective cross-faculty collaboration.

The lingering pandemic continues to have a technical impact as well. For teachers who have been quarantined due to illness, support for remote teaching using Chromebooks has been important. Changes in audio-visual setups in the classrooms continue to be coordinated with teachers as required. While no replacement for in-person instruction, these tools can help mitigate some of the pain from extended absences.

The Tech Committee remains thankful for the consistent support provided to the school by Greg Johnson, our contract IT administrator. Greg’s help in ordering, setting up and supporting issues in the day-to-day use of our school’s technology has been invaluable.

Our continued prayer is that the technology investments our school continues to make are effective in enabling the crucial work of educating our covenant children.

FEDERATION COMMITTEE REPORT – Mr. Jon Drnek

The Federation of Protestant Reformed Christian School Societies continues its work on those matters common to the Protestant Reformed School Societies.

One of the most significant developments over the past year was the approval by the Federation Association of a restructuring proposal that changes the structure to be more like how our school societies are organized. There is now a Federation Board (formally the TED committee) that is elected from the “association” of delegated school board society members. The main reason for this change was to help streamline the work of the Federation. As part of the new structure, the position of Website Director is dissolved and worked into a new position, the Technology Director, chairman of the Technology Committee. In addition to managing the Federation’s website, the Technology Director will also be in charge of other technology needs deemed necessary by the Board. Jon Bult has agreed to fill the position.

A key focus of the work of the federation is to promote the development, understanding, and presentation of distinctive

Christian education. An important way in which this work is carried out is with the mentoring program. This is a program where a new teacher is paired with an experienced mentor. There are 18 active teams, and the program has received very well by both the new teachers and their mentors.

Another way in which this work is performed is the History and Principles class. We are thankful that this class will again be taught by Prof. Dykstra for the 22/23 school year. Additionally, several teachers are also developing material for a Doctrines Applied to Education class. This has started with the doctrine of God’s sovereignty and how it can be applied to the classroom.

An additional focus of the Federation is the need for teachers. We would encourage you to pray for additional teachers. Also, if you have children that have the gifts necessary for teaching, please encourage them to consider this calling.

THE BLESSINGS OF COMMUNITY AND COLLABORATION – Mrs. Sue Looyenga, Curriculum Director

The pandemic of COVID-19 has not yet drifted out of our country, or even left the homes and schools right here in our county and school community, and already we have seen many consequences of its sudden threat (unpreparedness), its long-lasting isolation within our homes (loss of larger community), and its uncertain prognosis (fear and anxiety). There is evidence academically that not all students thrived upon remote, digitized learning, nor did their teachers or parents in many instances. There is some catching-up to do in many classrooms, not only academically, but also socially and emotionally. Additionally, we have learned some poignant lessons in the Heritage Christian School community as parents, who willingly hired teachers to stand in their place in nurturing and instructing their precious, covenant children in loco parentis, became teachers themselves - a sort of parentes in loco magistrorum operating alongside their parental duties in the home. Will we ever forget Spring, 2020?

But the benefits of this arduous trial for parents, children, teachers, administrators, and school board members slowly came to light as the Lord of our journey carried us, day by day through the remaining school year upon what seemed to be a completely uncharted path. After we reentered the school buildings masked, symptom-free, and temperature-checked in Fall 2020, the incomparable blessings of our Christian schools brought thanksgiving as we engaged with colleagues, students, and parents as a new school year began. Humility and gratitude filled our hearts at the opportunity to speak face-to-face (or at least eye-to-eye) once more. The collaboration required to maintain learning in such a radically different environment, with so little time to prepare, and so many children from so many different family situations revealed how very necessary were the conversations between our school's staff and students, parents, and administrators in our school community.

As a curriculum director tasked with collecting information from teachers who were already taxed to the limit, a bit of creativity and patience in the collection needed to emerge during the times of great stress. In my 25 years in our Christian schools, I have seen many amazing triumphs of the grace of God in a number of difficult circumstances, but never at one time have I seen collaboration among colleagues and a school community required to such an extent. Yes, there were times we struggled with complaining hearts as frustrations mounted, as sickness threatened further closings in school year 2019-2020; as the continued masking and germ vigilance grew wearying; however, I believe the blessing of laboring together has continued to thrive by God's grace, as we learned to trust his grace and anchor our hope in His promises to us and our children. My prayer is that collaboration and community among all of us will continue to be one of the greatest blessings that God has granted us from this trial.

So where are we now? By God's grace and much online collaboration, data has been collected from all grade levels in the core subjects: Bible, Science, Social Studies (including History and Geography), and Math (including regular and accelerated math in Junior High). Much of the multi-faceted English Language Arts curricula has also been collected into course outlines by grade level school-wide in Phase 1 of the curriculum work. This first phase, one of three, is the articulation phase, and it consists of documenting what teachers plan to teach and when over the entire school year. This information, gathered into hard copies, is being transferred also into our Curriculum Trak tech platform to provide documentation that can be revised year by year of our school's existence. Additionally, it can be displayed in reports to the administrator and school board, and accessed by teachers and aides. Finally, Christian schools who use the Curriculum Trak platform can view curriculum maps of other Christian schools, allowing for cooperation between schools with similar goals and worldviews. Because Covenant Christian High School's maps are accessible to us in Curriculum Trak, and vice versa, both schools are becoming able to view the spiral of learning from K-8 into the high school level in each discipline, the standards, textbooks and materials being used, and the biblical worldview understandings being taught. Eastside Christian School has also adopted the CT platform as of this writing.

In the present school year, with three different classrooms and three different teachers at every grade level (except kindergarten) for the first time, teachers are cooperating to create one curriculum document designating their mutual intention for teaching each subject at their level. More than ever, we realize how necessary it is that all students in the same level are learning the same knowledge, skills, and biblical worldview understandings in each subject, even though they may be taught in different ways. As this map of the entire school's curriculum is emerging, our administrator, teachers, and I are now able to hold grade level meetings in person. As we move from Phase 1 to Phase 2 in our curriculum work, known as the clarity stage, we look for gaps (what should be taught, but isn't presently) and redundancies (what is not necessary to teach, but is presently). Although there aren't very many, often they are important to discern, so that each grade level takes responsibility for only what needs to be taught at that level.

Phase 2 requires us to examine how we are teaching. This demands first of all a knowledge of Scriptures that speak to Who God is, who we are, and what our purpose in this world is- among other facets of our distinctive reformed and biblical worldview. Then we must view the times in which we are living, being mindful of what is necessary for us to know as we live as God's people who must be in this world, but not of it. This implies researching current academic standards for each subject area and evaluating those that are mandated by

the state for public schools, or that are suggested by experts in that disciplinary area (ex: National Council of Teachers of English); or that are recommended by organizations such as our own Protestant Reformed Teachers' Institute (PRTI), Christian Schools International (CSI) or the Association of Christian Schools International (ACSI); or those that various Christian textbooks publishers have prepared. As we evaluate, we hold in mind the goal stated in our own school's mission: "that all of our children will view all of the subjects taught through the spectacles of Holy Scriptures, and increase in their knowledge of God" (heritageprschoo.com). If a standard can assist a child with living in this world as a child of God using his or her own God-given abilities, we want to view it through the spectacles of Scripture so that the child can apply what is learned to daily life as God's child, in relationships, in work, in enjoyment of God's world. It is our daily prayer that the Holy Spirit will work within their hearts so

that they grow in grace and in wisdom, reflecting praise to Him in all they do.

Part of Phase 2 also includes examining the materials and strategies being used to teach the curriculum. A good deal of work has gone into replacing textbooks/materials in science for grades 1-5, history in grade 6, geography in grade 7, and regular math in grade 7 and 8 due to this increased collaboration between your administrator, curriculum director, and the teachers of these subjects. More work continues as the curricular reports from the past three years are updated with new textbooks in place due to larger classes, need for more current knowledge in some areas, and unavailability of some materials. Thanks be to God for the opportunities of renewed community and collaboration at Heritage Christian. We pray for his continued strength and blessing to complete this work together.

GROWN UP TOPICS FOR LITTLE MINDS – Miss Joyce Holstege

"That ye may be blameless and harmless, the sons of God, without rebuke, in the midst of a crooked and perverse nation, among whom ye shine as lights in the world" (Philippians 2:15).

Recently, Prof. Griess retold a story in a sermon he preached in my church. The theme of His sermon was "Under His Wings". The story was about a firefighter who after a forest fire came upon a bird who lay on the forest floor dead, its body charred by the fire. When the firefighter gave the bird a nudge with his foot, the bird rolled over and some young birds flew out from under its wings. The last thing that the mother bird accomplished was to protect its young during the fire. Prof. Griess used this story to illustrate how God protects us under his wings. God constantly covers us with protective wings, but God also uses us: parents, teachers, ministers, and members of the church to be the protective wings over the children of the church.

The world we live in is a forest fire of dangerous thoughts, movements, and ideologies. Our nation has become more vocal, more public, and more aggressive in pushing sinful agendas. Sadly, these agendas are being introduced to younger and younger children in the school systems of our country, as well as by mainstream media and social media. There are curricula, picture books, and parent guides available to teach gender identity, same sex marriages, and gender exploration to preschoolers.

Truly, we need to shelter our young from these fiery topics. We need to keep them under our protective wings, but while it is tempting to shield our children from these sinful agendas for as long as possible, it is more important that we arm them at a young age by teaching them the truth using God's word. There are an abundant number of opportunities to teach

children the truth about gender identity, marriage, immorality, and disobedience without being explicit and without getting into graphic details. Here are a few examples:

Gender Identity: In the first chapters of the Bible God teaches us about His creation of the world. When teaching about the creation of Adam and Eve the Bible first tells that man was created in His image. The very next thing God tells us is "male and female created he them" (Genesis 1:27). Children as young as two years old can understand that God made a man and a woman. God did not say "Adam, Do you want to be a boy or a girl?" He created a man, Adam, and Adam was a man for the rest of his life.

Marriage: One man, One woman: When teaching about the manner in which Adam and Eve were created God instructs us in Genesis 2:18, "It is not good that the man should be alone, I will make him an help meet." God did not make another man from the dust of the ground to be Adam's friend. God made a woman, just one woman, from Adam's rib, so that he and she could have a special friendship and have a family together. While it may be difficult and even inappropriate to talk to a kindergartener about same sex marriages or homosexuality, a five or six year old can understand that marriage is a God's special way of creating families and God tells us that a marriage is one man and one woman. (Gen. 2:24)

Fornication and Adultery: When Joseph was serving in the house of Potiphar, Potiphar's wife sought after him to be his lover. Children in kindergarten can understand that Potiphar's wife wanted to be Joseph's girlfriend. They can also understand Joseph's response. "Thou art his wife: how then can I do this great wickedness and sin against God?" (Genesis 39:9). They are not too young to know that God

tells us if a woman is married, it is not okay for her to have a boyfriend as well.

Abortion: The law imposed by Pharaoh to drown all of the baby boys at the time of Moses is an excellent opportunity to talk about the sin of killing. I have never seen a five or six year old that doesn't understand that killing a person is a sin. They are appalled by the thought of throwing a newborn in a river to drown. While Pharaoh didn't command the mothers to kill babies in the womb, this is an opportunity to talk about caring for and loving babies even before they are born.

Sanctity of Life: Mary's visit to Elisabeth in Luke 1:41 is appropriate to use to talk about the sanctity of life and the precious gift of the life of unborn babies. John leapt in the Elisabeth's womb when Mary greeted her. What a great opportunity to teach that even unborn babies are fearfully and wonderfully made gifts of God. We need to protect those little bodies as well as our own because they are the temples of the Holy Spirit (I Corinthians 6:19).

Disobedience to God: The story of the destruction of Sodom and Gomorrah and Lot's association with these wicked cities is an wonderful example of the importance of keeping ourselves separate from sinful places and situations. The fact that God utterly destroyed these cities with fire teaches children that God takes sin seriously. Further, the punishment for Lot's wife for her disobedience enforces the

importance of obedience to God's law and allegiance to God alone.

These are just a few examples of using God's word to teach children the truth about God's laws and our obedience to them. There are so many more. The topics are weighty and can be difficult to broach, but your children may be exposed to these sins while watching TV, the news, commercials and while walking in the mall or other public places, possibly even in your neighborhood. Be proactive. Use God's word and the lessons taught there to arm your children to live in this sinful world and to be lights in darkness. Teach them godly conduct and how to glorify God in their life and in godly friendships. Teach them what God commands in his word and when they are exposed to sinful behaviors, even if they don't understand the sin, they will recognize that it is not right and it is not according to God's law.

Recently when it was time to pray after a Bible story, one of my students asked "Why do we pray so much at school?" The question was asked in innocence. My response was "After a Bible story it's good to thank God for his word and to ask God to help us to understand the lessons in his word". I wish I had added, "We need to ask God to guide us and protect us every minute of every day." Pray for protection for your children. Shelter your babies under your wings, but while you're shielding them, teach them truth and arm them with God's word.

HOW GREAT IS OUR GOD – Mrs. Josie Dykstra

Crisp, cool air entered my lungs. 8,500 feet above sea level. Tall, old trees surrounded us, blocking out the bright, blue sky. We followed the trail which curved and meandered along the mountains. The crunch of pine needles whispered beneath our shoes. Crunch, crunch, crunch, crunch. I could faintly hear the roar of water in the distance. We continued along the trail, and I was quickly out of breath; my lungs were not accustomed to the altitude. We stopped and glanced around. At our feet was a trickling stream of water that flowed toward the roaring in the distance. My eyes wandered up, and I saw massive boulders jutting out of the ground. A gust of wind rushed through the forest causing trees to creak and sway under the pressure.

Ice cold water hit my throat and quenched my thirst. Panting heavily, I put the water bottle back in our backpack. After one more deep breath, we continued along the path. We quickly reached a fork in the road. Left. Toward the water. Pine needles that had covered the ground turned to rocks and dirt. We soon were at the first of many waterfalls. Crystal clear water poured through the rocks, crashing into the stream.

As we continued our hike, the forest became more dense and blocked out the sun. The air became cooler and soon we were walking on ice. We stepped delicately to avoid slipping and falling. Finally, we reached a clearing. Another waterfall, this one over forty feet tall, entered our view. The sun shone bright and cast a rainbow in the water. We stood in awe, mesmerized by the beauty and power displayed in the waterfall. My gaze drifted to the left where I could see other mountains in the distance. Grand, majestic mountains stood with snow at their peaks.

This recent hike in Colorado was the perfect way for me to put into practice what I have been teaching to my students. In first grade, we have been discussing the five senses and what it means to be a scientist. We learned about our senses of sight, smell, hearing, taste, and touch, and performed several activities to demonstrate each of them. We talked about how scientists observe with their senses, and how, as Christians, we can use science to learn about God. By observing the world around us, we see many attributes of God and are amazed at how great our God is.

My time in Colorado was a great experience that reminded me to slow down and think about the Creator and Sustainer who is our Father. Standing in the middle of mountains, surrounded by towering trees and crashing waterfalls, one cannot help but be amazed by the God who holds us in His hands. He is almighty and all-powerful, and he cares for each of His people more than we can comprehend.

Several verses come to mind when I think about God and His majesty. "Before the mountains were brought forth, or ever thou hadst formed the earth and the world, even from everlasting to everlasting, thou art God" (Psalm 90:2). "In his

hand are the deep places of the earth: the strength of the hills is his also" (Psalm 95:4). "God thundereth marvellously with his voice; great things doeth he, which we cannot comprehend" (Job 37:5). "From the end of the earth will I cry unto thee, when my heart is overwhelmed: lead me to the rock that is higher than I" (Psalm 61:2). God is God of all. He is far above anything we can comprehend. Yet we have the privilege of calling to him for help in our time of need. He is a God who is mighty, yet cares for all of His people. May we be reminded of how great He is every time we look at the creation around us.

GIVE THANKS IN EVERY THING – Mr. Randy Kuiper

"In every thing give thanks: for this is the will of God in Christ Jesus concerning you." (1 Thessalonians 5:18)

These words, written by Paul to the church in Thessalonica, are words that we must live by, even during the hardships in our life when thankfulness seems utterly impossible. As we live our days here on Earth, we face many trials and tribulations. Sickness, death, disease, persecution, and arguments are all around. Yet, we are called by God as His children to give thanks in every thing.

To give thanks, we must let go of things that are not in our control and lift our hands and hearts up to God. We must know that God is in control of all things as the sovereign ruler over all. We must believe His promise to be a faithful God whose tender mercies never fail and whose grace abides forever.

We so easily complain to others about our problems, and this is a real struggle that I face each day. However, thankfulness in all things starts with the smallest things in life. We must pay attention to our reaction in moments when something small happens. How do we react when the coffee pot breaks, or when we have to wait for a train when we are already running late, or when a sick child ruins our plans for the day? These small problems can cause us much ungratefulness, which in turn affects our attitude of thankfulness with the larger trials we face.

This Bible passage must be a constant reminder to us. Post it on the bathroom mirror to remind yourself of it each morning. Recite it often as a reminder of the will of God in Christ Jesus as it concerns you. Teach it to our children, not only when the season of Thanksgiving is here or during the happy times of life, but especially in the difficult times. Then, we must also pray. Pray to God that He will supply much needed help and patience as we strive to live a life where we give thanks in all things.

Following are quotes of thankfulness from the mouths of my 2nd graders.

- I am thankful for my teacher because he teaches me about God and because he helps me. Owen Boer
- I am thankful for my classmates because my classmates play with me and they are nice to me. I'm thankful for the Bible because the Bible teaches me how to praise God. Lacey Bomers
- I am thankful for my family because I love my family. My sister is kind and my dad is nice to me and my mom is helpful to me and my brother likes to play on the tramp with me. Hailey Booth
- I am thankful for church because it teaches me about the Bible and I learn about God. Reese Engelsma
- I am thankful for the Bible because it teaches me about God and He is very, very good and mighty! Jacob Holstege
- I am thankful for my mother because she is a great mom. She makes my bed. She helps me with my homework. Garrett Kamps
- I am thankful for my family because they play with me. My mom makes food and my dad works hard. I am thankful for my brother because he plays with me. Zellie Kuiper
- I am thankful for my church because it teaches me about God and how I should believe in Him. Elma Langerak
- I am thankful for school because I can learn math and spelling and reading and mostly about the Bible! In music and in science I can learn about God. Jase Lubbers
- I am thankful for my teacher because he teaches me about God and teaches me about David, Solomon, and the Bible. He teaches me about how animals live and teaches me about David's war times. Riley Pastoor

- I am thankful for my brother because he plays with me. We like to play with cars. I love being his older brother. Michael Rosario
- I am thankful for my mom because she helps me with my Catechism and with my homework. Margaret Rus
- I am thankful for my dad because he provides food for our family and he plays with me. Graham Schimmel
- I am thankful for my family because they are nice to me. Beckham Start
- I am thankful for the Bible. I love the Bible because it is God's word. Eli VanBaren
- I am thankful for my brother Arnold. I love him because I can wrestle with him and play football with him. Emmett VanDyke
- I am thankful for my mom because she helps me with my homework. I would not be able to read without my mom. Zac VanTil
- I am thankful for the Bible because I can read the Bible. It is nice to hear it at church. The Bible tells me about God's word and anyone can memorize it. The Bible teaches us to sin less and the Bible is true. Nadia Wigger
- I am thankful for my parents because they help me and they make dinner for me. Kensley Zwak

WHAT is My Child READING?!?! – Mrs. Erika Aalsma

If you have shuffled through the stack of books on your child's nightstand or paged through their latest library pick in the last few months, you may have noticed a new genre of book popping up in their selections. The covers may seem familiar; *Boxcar Children*, *Magic Tree House*, *I Survived*. But, when you open the book you will see that a lot has changed on the inside. The books are filled with bright graphic illustrations and text box stories. Welcome to the graphic novel!

In the past year, graphic novels are on the rise. Many series, fiction and non-fiction, have graphic novel remakes. They are flying off the shelves, with good reason. The illustrations are bright, colorful, and engaging. The storyline is familiar and moves at a rapid pace. Kids of all ages cannot get enough of them. So how do we respond?

Our first instinct as teachers and parents may be to balk at the seemingly lack of content in a graphic novel. While, yes, it is true that the amount of words in a graphic novel is significantly less than that of a traditional novel, they do have definite benefits. So, what are those benefits?

Graphic novels are appealing. I am a firm believer that if your child is a reluctant reader, all it takes is to find a series, style, or genre of book that he or she enjoys reading. That will make a significant difference in their interest in picking up a book. I know many students that have become voracious readers after finding something that piqued their interest. If graphic novels get them picking up books and showing interest in a story or topic, then the first step toward becoming a reader is accomplished.

Secondly, graphic novels are grade level appropriate. Even though the sentence structure is shorter, the vocabulary and

content is geared for specific grade levels. A series called *History Comics* introduces readers 3rd - 6th grade to topics from US and World History. The story is concise, but it provides a solid base of learning which will be built upon in Middle and High School history classes.

Additionally, graphic novels teach students to read in a different way. They learn to navigate the text. They are required to understand the sequence of events and follow the story on a page. These are life skills. Think about navigating an instruction manual, reading a recipe, or pouring over an animal fact book with your 5 year old. Reading isn't limited to traditional text. A series called *Big Ideas That Changed the World* features events in the world that had major impacts. The books in this series include timelines, an index, quotes, a bibliography, and other text features that students will need to learn to navigate in order to be successful in further schooling.

BUT! Graphic novels do have limitations. Most noticeably, they do not train students to read a lengthy text for a sustained period of time. A much shorter attention span is required to make your way through the *I Survived the Shark Attacks of 1916* graphic novel than the *I Survived the Shark Attacks of 1916* chapter book. If your child is ONLY reading graphic novels they will struggle to read a high school or college level textbook. The graphics in a graphic novel pull the reader in and keep them interested. If you are reading a text without those high interest graphics, the content must sustain your attention.

The solution is simple. Your child's reading diet should be balanced. When looking at our food intake we realize that a balanced diet is important; proteins, carbs, fruits, veggies,

and even sweets and treats are all part of a healthy diet. So is true for our reading “diet”. Graphic novels are a great addition to a classroom or home library. They are interesting, informative, and enjoyable to read. Students who are reluctant to even pick up a book are waiting in line for their chance to read the newest arrival. Get them reading and then wait for your opportunity to add chapter books to their reading diet. This year I added just two I Survived graphic novels to the classroom. The wait list was long and the box of I Survived chapter books sat untouched. This is no longer true. They are interested in the story line. They became invested in the events and in the lives of the characters and now...they are reading the chapter books too.

CHECK OUT THESE GRAPHIC NOVELS!

Saddleback’s Illustrated Classics
History Comics
Big Ideas that Changed the World
I Survived (The Graphic Novel Series)
Magic Tree House (The Graphic Novel)
The Boxcar Children (The Graphic Novel)
...and more!

ABILITY OR EFFORT? – Mrs. Jane Woudenberg

How do students approach the experience of intellectual struggle? I think that many students see their experience of struggle as an indicator that they are just not very smart. When I was a child back in the 1970’s, I certainly believed that I struggled because of low ability. Today I think differently! I believe that struggle is a normal part of the learning process. In educational circles we refer to this as attribution theory.

I’m hoping that my students might adopt my point of view when it comes to the issue of intellectual struggle. I want them to know that their uncomfortable, frustrating feeling of confusion (struggle) is a normal part of their learning process. I hope that students might begin to see struggle as an opportunity to persist and succeed.

We talked and wrote about this topic recently. Jedd Zandstra has a positive attitude toward struggle. He writes, “You won’t really learn anything if you don’t try. Don’t give up!” Symone Holstege says, “I believe that struggle is a normal part of learning. You can’t give up right away.” Landon Gritters shares, “Everyone struggles. If you don’t struggle then you won’t learn.” Dylan Karsemeyer believes, “If you struggle it doesn’t mean you’re not smart. Struggling is just part of life.” Addy Potjer thinks, “Even really smart people struggle. Struggling can sometimes help you learn.”

Some of the fourth graders have their own experiences with struggle. Justin shares, “In first grade I struggled to spell alligator. I went over and over until I finally got it.” Kialynn VanDyk remembers, “I tried to do a cartwheel. I kept trying and trying until I finally got it.” Lucas Noordermeer writes, “I struggled with math in third grade. It was the hardest thing ever. I tried and tried, but couldn’t get it. Then I finally understood. I learned that it’s better to struggle.” Troy Koole

also struggled with math. He says, “I was not good at math and I struggled. In third grade I accomplished it.” Ryelle Noorman struggled to learn how to juggle the soccer ball on her knees. She writes, “It was so hard but I kept practicing, and then I finally did it.” Mallory Duthler says, “In gymnastics I struggled on the roundoff, but I tried and tried, and finally I did it.” Emmett Schimmel shares, “I am willing to struggle even if it is annoying.”

When we struggle academically, we know that God is working in our lives to do for us things we could never do on our own. Olivia Gritters believes, “God can help me with the things I cannot do, and God is always there for me when I’m in trouble.” Asher Koops says, “We are able to struggle because God strengthens us. We should trust in His power.” Calvin Wigger writes, “God will help you struggle through. Try over and over, and pray to God.” Zoe Noorman says, “As I struggle, God’s power is helping me.” Chloe Barton believes, “Struggle is sometimes hard, but God helps me through.” Ellie Kooienga shares, “Philippians 4:13 says, ‘I can do all things through Christ who strengthens me.’ I know Christ will help me to learn.”

II Corinthians 12:9-10 says, “My grace is sufficient for thee: for my strength is made perfect in weakness. Most gladly therefore will I rather glory in my infirmities, that the power of Christ may rest upon me. Therefore I take pleasure in infirmities, in reproaches, in necessities, in persecutions, in distresses for Christ’s sake: for when I am weak, then am I strong.” I believe that we can apply this verse to the way we learn. As disciples of Christ we rely on Him to give us grace, strength, and fortitude to work hard and struggle through the sometimes difficult process of learning.

LOST WRITINGS – Mr. Doug DeBoer

Many years ago when I was a much younger man during the 1980s, the TED committee of the Federation Board thought it would be a good idea to have our future classroom teachers receive a Protestant Reformed perspective on education. We wanted a veteran teacher to formulate some thoughts on different aspects of teaching from a viewpoint that had been developed through years in the classroom. We procured Fred Hanko to be the writer. He wrote four papers for us before the project came to an end because the Federation Board decided not to further fund the project. The project was revived at a later date and became the class that was taught by Jon Huisken for many years and most recently by Professor Dykstra.

Brian D. Dykstra, the son-in-law of Fred Hanko, who was also a member of the TED at the time, believed that these writings were lost and gone forever since the Fed Board had cancelled the project. However, when going through the belongings of Mr. Hanko following his death in December of 2019, he came upon these four papers that he thought had disappeared. Little did he know that I had these writings as well in my file cabinet right here at Heritage. Since what he thought was lost was now found, Brian decided to share the papers at our convention with any teachers that were interested.

The first paper written is entitled, “The Goals of Protestant Reformed Education”, followed by the second paper, “Discipline”. The third paper is called, “Self - Esteem: The Problem, Not the Solution”, and the final one is, “Sports and the School Program”. Gary VanderSchaff, who was also attending this sectional (all of us old guys stick together) informed us that Mr. Hanko said he received the most feedback concerning the last paper about sports. If you would like to read any or all of these four papers I have them in my file cabinet.

What follows are excerpts from the paper regarding the goals of Protestant Reformed education:

“Notice several things about the love of God as the goal of education. First, that pursuit of such a goal excludes personal pride. In this pursuit we will teach the child to suppress his natural tendencies toward self-love, self-promotion, and self-centeredness. Our educational practices will not promote any of these, but will promote the Christian virtues that proceed from the love of God.

So often, when children ask, “Why do we have to learn all this stuff?”, we reply, “Because that’s the only way you can get a good job.” (Note that when

we speak of a “good” job, we nearly always mean a job that pays a lot of money. This is a measure of our own vanity.) It is true that our children usually need a job when they get out of school, and a job does indeed require a certain amount of knowledge. This is, however, a very poor answer to a child’s question. In the first place, if getting a job is the main reason for gaining knowledge, our children could better attend a vocational school as soon as they have gained the basic skills. Such an answer also minimizes the importance of an education for those girls who may soon marry after graduation and care for a family at home.

I had a professor who prefaced many of her ideas with the words, “The research shows . . . “ It didn’t seem to bother her that what the research shows this year is different from what the research showed last year and is probably different from what the research will show next year. We need to be very careful of what is being promoted as truth in education today. It is too easy for teachers to accept whatever is popular in education and to introduce it into the Christian schools.

There are some few people who seem to believe that the main purpose of having Protestant Reformed Schools is to protect children from wicked influences. They expect that their children will associate with Christian children and will thus be more certain to grow up as Christians. It is true that this is one of the purposes of our schools. We want to keep our children from evil companions and the temptation of the world while we are trying to teach them the way of the Lord. Those who believe strongly in the sheltering function of PR education are gravely disappointed when they discover sins in the children attending the school. Their children come home and tell about the bad language and behavior of some of the students, and they become disillusioned with the school and critical of PR education. We need to remember a couple of facts: Sin doesn’t come from outside; it comes from within - from our own hearts.”

We often say that one of the goals of Protestant Reformed education is to teach our children to live as Christians in the world. I think this is, perhaps, the goal that summarizes all others.

TRUSTING IN THE LORD – Mr. Greg Holstege

I ask you, the reader, to think a minute about the top three events that have affected your life in this past year. Think about all aspects of life, whether it be personal, involving your family, your church, your job, the economy, whatever it may be and pick the three events that have greatly affected you and your family.

While you are thinking about this, let me share with you the events I have deemed important to me this past year. For me personally, #1 on my list is the split that has occurred in our churches due to the schism that has reared its ugly head and split our churches/denomination and many of our families and our schools. Many of us have been accused by family members who have left the denomination of being part of an apostate church and that our schools are institutions of Satan. Friends and family who have lived their lives growing up and worshipping in truth and spirit have accused us of believing the lie of Satan and that we are now a false church. This has been hurtful in one regard but also has reaffirmed my calling of teaching our covenant youth in our Reformed school.

Secondly, the way our nation has deteriorated in such quick fashion in just a couple of years with its lawlessness, its immoral lifestyle with the homosexual movement and transgenderism, the corruptness in the government with the lawmakers but also in the judicial system, and the lack of caring by the current administration of its citizens. One looks at the policies that have been put in place in the past couple of years both locally and nationally and you would think we were living in a socialist country instead of a democratic one. The economy is spiraling out of control with inflation reaching levels not seen in decades causing prices to skyrocket in the marketplace. What this country will look like in a few years for the next generation or two of Christians is anybody's guess.

Thirdly, this past year I have been dealing with health issues concerning things I have always taken for granted. God, in his infinite wisdom, taught me not to take walking and running for granted as I have been stricken with a condition called charcot foot syndrome which is causing the bones in my right foot and ankle to break down and become deformed. The Lord willing, after my reconstructive surgery of my ankle and foot, and after four to six months of being in some sort of cast, and after rehabilitation for a number of

weeks, I will be able to walk normally and do some light running.

Now that you have my three thoughts, examine your choices and how have they affected you? I know that my devotional life and prayer life has increased quite a bit as God has led me and my family down this path to lean upon Him and His grace to sustain us. The recent split of our churches and in my family has led to more reading, more discussion, and more meditating with family and with God. Although we, humanly speaking, never wish for trouble of any sort in our lives, this is the means by which God brings us closer to Him.

The words of Proverbs 3:5 and 6 give us the godly instruction of what to do in troublesome times. ***“Trust in the LORD with all thine heart; and lean not unto thine own understanding. In all thy ways acknowledge him, and he shall direct thy paths.”*** Solomon instructs us to put our complete trust in God and God alone. Man seeks to put his trust in the things of this world whether it be wealth, power, fame, or seeks to escape the realities of this world with vices like drugs, alcohol, gambling, among others. Putting our trust in these things leads only to more despair and further away from peace and comfort. Our sinful natures can lead us further away from God if we put our trust in these things as well.

But God will not let us wallow in this mire of despair and depression. ***“Trust in the LORD with all thine heart”*** He COMMANDS us to do. Not with lip service or with an outward showing but with all our heart!! Be earnest in prayer with Him no matter what troubles might befall us. Be active in your faith as you live your godly life with a regenerated heart seeking after God and His ways. He will direct our paths in all aspects of life which lead to heaven and to that eternal peace with Our Lord and Saviour. He COMMANDS us to acknowledge Him in all that we do. To fail to do that means we rely on ourselves which only leads to more troubles in our lives.

I conclude with encouraging you to read Psalm 71 now and when troubles surround you. Here are verses 1 and 2.

“In thee O LORD, do I put my trust: let me never be put to confusion. Deliver me in thy righteousness, and cause me to escape: incline thine ear unto me, and save me.”

DEALING WITH CONFLICT – A SELF-REFLECTION – Mr. Matt Kuiper

“Moreover if thy brother shall trespass against thee, go and tell him his fault between thee and him alone: if he shall hear thee, thou hast gained thy brother. But if he will not hear thee, then take with thee one or two more, that in the mouth of two or three witnesses every word may be established. And if he shall neglect to hear them, tell it to the church: but if

he neglect to hear the church, let him be unto thee as a heathen man and a publican” (Matthew 18:15-17).

The world seems to be a chaotic place. I know, everything is God's will and in His plan and works out for our good. We, as Christians, have faith that this is the truth. But, from our earthly perspective, the world is seemingly chaotic. Politics is one perfect example. There are two main parties, each of

which cannot see fit to try and do their jobs properly. You either loved President Trump or you hated him. If you loved President Trump, you think President Biden is the worst thing ever. This goes both ways, of course. No one gets along politically and no one even tries to do what is right when they have a disagreement. Mud-slinging is the way to go rather than working for a positive solution. Then comes the hatred in the streets. You can't turn on the news without seeing something about the Lincoln Project and their tiki torches, Black Lives Matter, or a conflict between two horrible groups of people called Antifa and the Proud Boys. People are storming the White House, getting shot in the streets at a record pace, the nuclear family is being torn apart, and the word "racism" is being thrown about like it's free money. You have CNN and Fox News each telling you whatever you want to hear, some being the truth and some often a lie. Of course, there are many reasons for this; the first and main reason being that we are living in a godless society, where the love of self trumps all. Second, we are also living in the day and age of social media where it is way too easy to spread hatred about others. The third reason is that the world does not know how to deal with conflict in a godly way. Without God, does it surprise you? It shouldn't. The sin of Adam and Eve brought this "chaos" into the world, all in God's infinite wisdom. I am sure there are more reasons, but I am going to very briefly focus on those three.

How then does it seem that the conflict and chaos is finding its way into our churches and schools? I strongly encourage us to think about our own lives and the three reasons above. I am going to ask the questions that I want us to consider about ourselves. By all means, this is not intended to point fingers since it is intended for myself as well. Don't think about others, think about yourself.

- We live in a godless society. Are we allowing ourselves to be overtaken by the godless society around us? Are we getting caught up in the political hate speech that is so rampant today? Are we leading with a godly example of respecting those in authority over us? We are told every Sunday to love our neighbor as ourselves. Are we doing this every day? Are we telling our students, our children, our spouses, our colleagues to love one another in our speech and actions?
- Social media is a reason hate is spread so easily. How are we using social media? Are we using it as it was first intended, to keep up with friends and family? Or, are we using it to complain about our pastors, teachers, or others in authority? Are we using it to gossip and talk about others behind their backs? It is so easy to get caught up in the mob mentality of the world and to start attacking others (cancel culture) without actually confronting them and doing what we ought as a Christian. COVID 19 has brought out the worst in many. Can I challenge you to think about your social media habits and ask if they are God glorifying at all times? Are we respecting others' opinions on things that may be

controversial? If we think masks were effective or if you thought they were ineffective, how did you deal with that? Was it a rant on social media tearing down others beliefs in the name of science? If someone is pro-vaccine or anti-vaccine, whether they are Christian or not, how are we reacting to someone who believes differently? Are we throwing some science research we found at them in ridicule or are we respecting their ideas in a Christian manner? How about we avoid social media altogether on topics like this? It seems this would be a more Christian way than often happens. If social media needs to be used, let's be sure to use it in a loving manner that helps us grow and develop as God-glorifying Christians.

- The world does not know how to deal with conflict. Do we? Our school does not have a policy for dealing with conflict with other parents or teachers. I would assume that is because, as fellow Christians, we ought to know the proper procedures from what we have learned for years in the church. While there are times when Matthew 18 does not apply (abuse, etc..) and it's necessary to go to a governing body of some sort, usually conflict can be dealt with by going to the brother. How uncomfortable is that? Jesus did not say that it is fine to skip over this kind of thing just because it is uncomfortable. Jesus does not say skip that because many have spread things on social media. The world skips this step. The world jumps to conclusions about others whether they are true or not. The world shows hatred and contempt by trying to find the worst in people and spreading it as quickly as they can. Are we as Christians starting to fall into the trap of the world around us? Are we so afraid to talk to our fellow brothers and sisters in Christ that we would rather spread things on social media or keep them to ourselves? If a brother is sinning, shouldn't we have a strong desire to help him using the way of Matthew 18?

The world around us shows disdain for God and His word every day, or at minimum pick and choose what parts of the Bible they want to obey. The Bible is scoffed at and those that believe in it are racist and every type of 'phobe under the sun. Followers of Christ have many things to deal with in this world, including torture, imprisonment, and even death in some countries, to ridicule and scorn in our own country. We are hated by those around us. Can we look at ourselves and ask how we are treating one another? Are we any better than the world at times? Are we judging and attacking each other rather than dealing with one another with compassion and love? Christians need each other. We need support. We need to follow the ways of Matthew 18 in conflict when it is applicable. We need to show Christian love and support for one another in this ungodly world. Most of all, we need Christ to be front and center in our lives each day. If that is happening, with the help of God, we can avoid the trap of sin in the world around us.

THE BLESSINGS OF TEACHING IN A CHRISTIAN SCHOOL – Mrs. Jordan Pettit

“Then sing’s my soul, my Savior God to Thee. How great Thou art, how great Thou art!” As I sit in my room near the end of the day working with a student, these words fill the halls and our classroom. As I write this article, the students of Heritage are practicing for the all school program. Many classes practice in the elementary gym right across the hallway from my room. This year’s theme is all about the attributes of God, and all the songs revolve around that and confess the various attributes of God including: his faithfulness, power, and sovereignty. I get instant goosebumps and my heart fills with joy hearing the students sing out these words from the heart. I am instantly reminded of just how blessed I am to teach in a Christian school. Although this is not the only blessing I witness and experience each day, each day brings about new joys that show just how truly special it is to be a part of this Christian school.

Every Monday morning, we have either whole school devotions or break up into K-4 and 5-8 devotions. A teacher leads us through a short devotion including scripture, and we end with singing together. This is something that I did not fully appreciate until it was gone last year. Starting the week off coming together to worship God, to learn about Him and sing His praises is a joyous element of being a teacher here at Heritage. While it can be intimidating at times to stand in front of the whole school to lead devotions, there truly is no better place to be than standing up front hearing the whole school sing. Devotions together is such a wonderful and beautiful way to start, not only the day, but the week as well.

Another blessing that I appreciate even more this year is being able to hold chapel together again. Similarly, to all school devotions, chapel is every other week and is a glorious time for us all to get together to sing, pray, and learn about God and his gospel together. We have a mixture of

teachers and ministers who come and speak to us and do so in a way that the message is applicable to the kindergarteners all the way to the 8th graders. During many of these chapels we have special numbers where groups of students will sing together, other students will play piano duets or solos, and it is a great time where they get to use their talents to glorify God. I am amazed by the gifts and abilities God has gifted so many of our students with musical talents and am thankful that they are willing to share that with the whole school.

The final blessing, and one that I witness every day, is the blessing of the body of Christ. By the grace of God, the students and staff of our school do a good job of including and loving all the members of the body of Christ within the school. While we do remember that, we are not always perfect about it due to our sin. Overall, our school does a wonderful job of celebrating the unique gifts and talents of all students. At recess I see kids excited to play with other students who may struggle in social situations, making friends, others excited to play rhythm band for recess with a peer who loves music, students excited to celebrate the accomplishments of classmates and so much more. The students and staff here have a genuine love and appreciation for all students and demonstrate the love of God daily.

Each day God is faithful and shows His goodness through the staff and students here at school. As I see the world around and the sin that abounds in it I am forever grateful to be surrounded by fellow believers each day. God uses even the youngest members of our school to demonstrate His faithfulness. What a blessing it is to be surrounded by fellow believers each day learning about God through His word, creation, and through the witness of others!

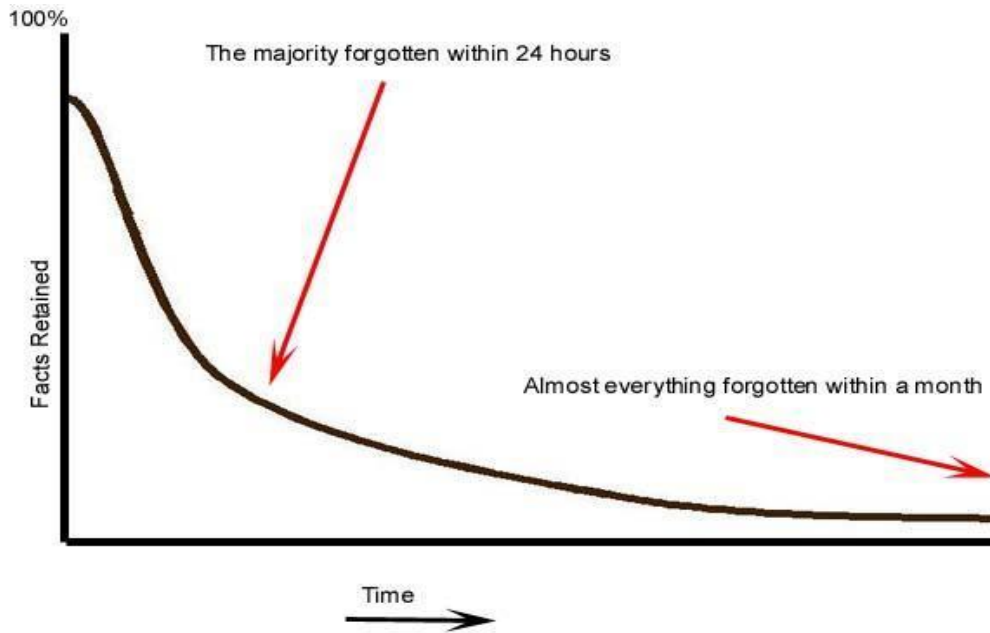
The FIRST 24 HOURS is CRITICAL – Mrs. Sarah Decker for remembering what you were taught today!

Question: You’ve just been in an hour-long class in which you have been taught new information. Assuming you never look back or review this new information, how long before it’s forgotten?

Answer: You might think that you slowly forget the bits and pieces and details over the next few days, but that is not true. Research on memory indicates that **much of our forgetting occurs right away, especially within the first 24 hours.**

Take a look at the Forgetting Curve below. At the end of the class, you know 100% of what you know, however well you know it. (The starting point of the graph). After **one day**, if

you have done nothing with the information you learned in the class (didn’t think about it again, read it again, etc.) you will lose 50% - 80% of what you learned. Our brains are constantly recording information on a temporary basis: scraps of conversation heard, what the person in front of you is wearing, etc. Our brains will dump out the information that it deems to be unnecessary – any information that doesn’t come up again or isn’t repeated. Within 24 hours, our brains will dump out a huge portion of the new information you just learned in class.



The Curve of Forgetting

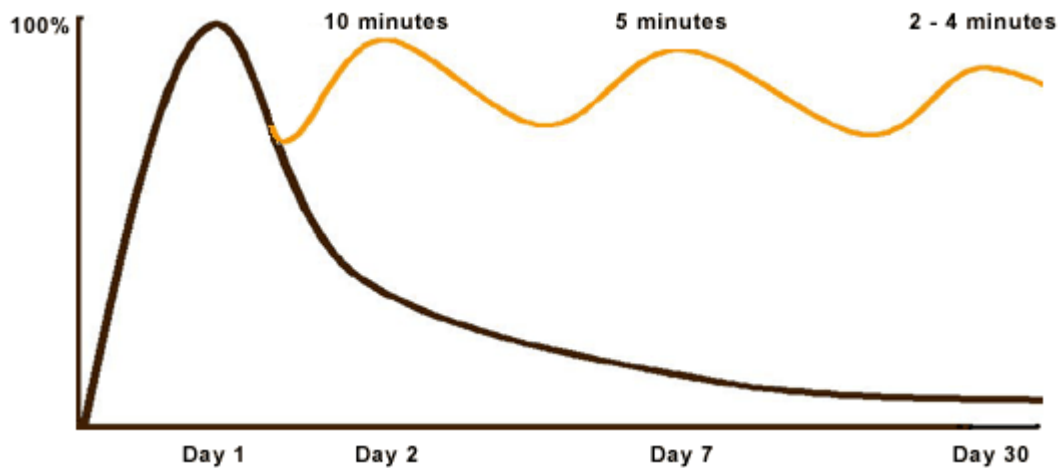
After the big drop on the first day, our rate of forgetting lessens. The curve flattens out so that the stuff you do retain is forgotten more slowly. By the time a week passes, we have lost a lot of the material. After a month (30 days), we retain only about 2%-3% of the original hour! If you're studying for a test for the first time after 2 - 3 weeks of class, you may feel as if you've never seen the material before – you will feel like you have to re-learn it all....and you do!

The Forgetting Curve was first established by Herman Ebbinghaus in 1885 who experimented on himself as he

learned nonsense syllables. Therefore he was able to assess “pure” learning – that is, learning free of meaning – and the rate at which people forget. Ebbinghaus' research has stood the test of time and is true for a large range of different subject matter and conditions.

This is not the end of the story! **You can do something to stop the brain from getting rid of the new information you just acquired in class!** The curve is completely dependent upon repetition and reinforcement!

Changing the Curve with Review



How does review of new information change the shape of the curve? Re-processing the same chunk of information sends a big signal to your brain to hold onto that data. When the same thing is repeated, your brain says, “Oh – there it is

again. I better keep that.” If within 24 hours of getting the information, you spend 10 minutes reviewing, your memory retention jumps up to over 75% . When you are exposed to the same information repeatedly, it takes less and less time

to “activate” the information in your long term memory, and it becomes easier for you to retrieve the information when you need it. After a week (Day 7), it only takes 5 minutes to “reactivate” the same material, and again raise the curve. By Day 30, your brain will only need 2-4 minutes to give you recall feedback.

Often students feel they can’t possibly make time in their schedule for a review session every day – they have trouble keeping up as it is. However, this review is an excellent investment of time. If you don’t review, you will need to spend 40-50 min relearning **each** hour of material later – do you have that kind of time? **10 minutes of review now saves 40 minutes of study later!**

For junior high students, I’m especially thinking of classes which are lecture or discussion style - classes, like Bible, in which you take notes frequently. Taking notes on Day 1 and never looking at them again until test time will result in a difficult study session the night before. You will normally retain only 2-3% of that original amount of info! So you have to memorize all of Day 1’s material! And then you have notes from Day 3, 4, 6, and 7 to learn on top of it!

Instead, try to take 10 minutes and review your notes from a lecture or discussion the same day. We learn through repetition. When you review your notes, you may want to add additional information or add questions in the margins to

help you study the material later. You may also find that you don’t understand something that you wrote and you need to ask the teacher or look it up in your textbook.

For this review to be most effective, make your brain use **active recall**. This means that your brain must generate the answer. It is not enough to just read that George Washington was the first U.S. president. Your brain needs a question! For example: Who was the first U.S. president? and then make your brain recall the answer. Or if your 8th grade Bible notes contain a list of reasons why the KJV is the best Bible translation, turn that heading into a question and see if your brain can recall those reasons. Why is the KJV the best Bible translation? Practice listing as many reasons as you can. Active recall helps your brain to file this information in a place where you can retrieve it again. The list is filed in memory as Reasons/ KJV/ Best Translation where it can be retrieved again when triggered by those keywords. Although reading over your notes may be better than nothing during the first 24 hours, the best review is getting your brain to actively recall. Students will find that reviewing regularly makes a BIG difference in how much they understand and how well they can recall class material.

10 Minutes TODAY Saves 40 Minutes LATER!

Thoughts for Thankfulness

*How many things are necessary for thee to know, that thou,
enjoying this comfort, mayest live and die happily?*

*Three; the first, how great my sins and miseries are; the second,
how I may be delivered from all my sins and miseries;
the third, how I shall express my gratitude to God for such deliverance.*

(Heidelberg Catechism, Q. & A. 2)

Why is prayer necessary for Christians?

*Because it is the chief part of thankfulness which God requires of us:
and also, because God will give His grace and Holy Spirit to those only,
who with sincere desires continually ask them of Him,
and are thankful for them.*

(Heidelberg Catechism, Q. & A. 116)

REMAINING 2021-2022 SCHOOL YEAR CALENDAR

December 23, 2021 - January 2, 2022 – Christmas Break

January 17-21, 2022 – Winter MAP testing

February 2-3, 2022 – Parent Teacher Conferences

February 18, 2022 – Mid-winter Break

February 24, 2022 – Band and Choir Concert

April 1-8, 2022 – Spring Break

May 2-5, 2022 – Spring MAP testing

May 11, 2022 – Elementary Music Program (afternoon)

May 13, 2022 – Kindergarten Program

May 17, 2022 – Band and Choir Concert

May 30, 2022 – Memorial Day break

June 1, 2022 – Last day of school, ½ day, HCS graduation

PARTIAL 2022-2023 SCHOOL YEAR CALENDAR

August 29, 2022 - School begins

September 2 & 5, 2022 - Labor Day Break

October 20 & 21, 2022 - Teachers' Convention

November 24 & 25, 2022 - Thanksgiving Break

December 23 - January 2, 2023 - Christmas Break

February 17, 2023 - Mid-Winter Break

March 31 – April 7, 2023 - Spring Break

May 29, 2023 – Memorial Day Break

May 31, 2023 - Graduation