

ACE CURRICULUM GUIDE

Warriors Christian Academy's ACE curriculum track provides individualized biblical based instruction to students at their current level. It provides a way for Warriors Academy to meet the current demand for Christian education resulting from a growing awareness of the content and quality of public education. The program allows us to partner with churches to create learning centers quickly in multiple locations that will provide high-quality Christian education individualized to a market where there is a wide range of curricular levels due to public schools moving online during Covid.

ACE curriculum is based on training students to be independent learners, equipping them to have the confidence and skills to learn any subject. This is an important skill to be successful in a changing job market where people often need to change industries to remain employed. Many people today are not equipped to adapt to changing circumstances because they have not learned to be independent learners.

Learning to mastery is the key to a successful ACE program. ACE requires students to master content before moving on. The program is designed for students to complete a minimum of 60 PACEs per year to meet grade level objectives. The diagnostic testing places students in the correct PACEs in English, math and word building. The reading diagnostic sets the level for science, social studies, literature & creative writing and Bible. Each subject at every grade level consists of 12 PACEs.

ACE 7 Core Subjects up to 8th Grade:

Must Complete 12 PACEs in each subject to move to the next grade level:

- Math
- English
- Word Building

Parents and students may choose any combination of the following subjects to achieve the goal of 24 PACEs:

- Science
- Literature & Creative Writing (7th & 8th Grade is a single Packet)
- Social Studies
- Bible (Up to 6th Grade)

In order to be promoted to the next grade level, students must complete a minimum of 60 PACEs per year. The goal is to get all students completing all PACEs for their grade level each year. PACEs need to be completed in a manner that all subjects progress according to grade level during the school year. The highest grade level PACE determines the cap grade level for PACEs. This means that students are not allowed to progress to the next grade level PACE in any subject until they have completed that grade level in all 7 core PACEs. For example, if a student is working six PACEs at the 5th grade but one PACE at the 4th grade level, they are not able to move on to the 6th grade level during the current school year until they complete 5th grade in every subject. As long as a student has passed 60 PACEs during the school year, they will be promoted to the next grade level the following year. They will resume math, English and word building where they left off the previous year, but can start all of the other four subjects at the highest completed PACE level in any of those subjects. The reason for this is that the other four PACE subjects are focused on building reading skills.

Pace Progression Chart						
Current School Year						
	Word				Social	
	Math	English	Building	Science	Literature	Studies Bible
7th Grade	Must complete PACE 1072 in every subject to move on to PACE 1073					
6th Grade		1062		1067	1062	1067 1062
5th Grade	1054		1057			
If the PACEs in yellow are the final completed PACEs at the end of the year, the following would be the starting PACEs the following year.						
The Following School Year						
	Word				Social	
	Math	English	Building	Science	Literature	Studies Bible
7th Grade	Must complete PACE 1072 in every subject to move on to PACE 1073					
6th Grade		1063		1068	1068	1068 1068
5th Grade	1055		1058			

Students will be allowed to pick which of the four reading subjects they want to complete 24 PACEs in to fulfill the 60 PACE minimum requirement. This gives students and parents the ability to tailor the program to suit the student’s interests. The following chart shows PACEs according to grade level objectives:

PACE CONVERSION CHART

This chart can be used to determine the approximate level of any PACE.

For example, PACE 1062 corresponds to the early sixth (6th) level.

In the best interest of all children, please keep this information CONFIDENTIAL.

PACE TO LEVEL CONVERSION

Corresponding Level of PACEs

1st	1001	1002	1003	1004	1005	1006	1007	1008	1009	1010	1011	1012
2nd	1013	1014	1015	1016	1017	1018	1019	1020	1021	1022	1023	1024
3rd	1025	1026	1027	1028	1029	1030	1031	1032	1033	1034	1035	1036
4th	1037	1038	1039	1040	1041	1042	1043	1044	1045	1046	1047	1048
5th	1049	1050	1051	1052	1053	1054	1055	1056	1057	1058	1059	1060
6th	1061	1062	1063	1064	1065	1066	1067	1068	1069	1070	1071	1072
7th	1073	1074	1075	1076	1077	1078	1079	1080	1081	1082	1083	1084
8th	1085	1086	1087	1088	1089	1090	1091	1092	1093	1094	1095	1096
9th	1097	1098	1099	1100	1101	1102	1103	1104	1105	1106	1107	1108
10th	1109	1110	1111	1112	1113	1114	1115	1116	1117	1118	1119	1120
11th	1121	1122	1123	1124	1125	1126	1127	1128	1129	1130	1131	1132
12th	1133	1134	1135	1136	1137	1138	1139	1140	1141	1142	1143	1144

Grade Level Progression:

ACE is unique in that it allows motivated students to progress quickly through grade levels. Once students learn how to be independent learners, they are able to work at a rate that can easily catch-up grade levels. Students can take PACEs home and have the option at Warriors to work on PACEs all year round. All scoring and testing must be done at Warriors Academy. Students can enroll in the summer program or enroll in the summer learning center program to work on PACEs during summer break. Many students who have used ACE curriculum have caught up multiple grade levels through the curriculum. The key to success is goal setting and a healthy partnership between the school and parents.

Goal Setting:

Minimum Daily Goals		
Level(s)	Average Pages per PACE	Average Number Daily Pages for Goal Setting
1	30	15
2	30	15
3-4	40	20
5-7	50	25
8-12	60	30

In order to complete 60 PACEs per year, students need to finish on average a minimum of 2 PACEs per week. In order to catch up grade levels, students need to complete more than 2 PACEs on average per week. To meet minimum requirements students need to complete a PACE in 10 days. The chart above gives the appropriate goals for completing 60 PACEs in a year if a student is on grade level. If students need to catch up, goals should be increased gradually above the minimum goal to make sure that the goals are still manageable and do not burn out students. As students become used to learning through PACE curriculum, they will be able to work above the minimum goal level if they need to catch up, but not until they are skilled at learning independently through ACE.

Homework and Home School Students:

When students do not meet their daily goals or attend less than five days per week, then they will need to work on PACEs at home. All scoring, self-tests and exams will take place at Warriors Academy. It is important that parents help students meet their goals at home and encourage them to make the most of the time that they have in learning centers to minimize homework. If parents desire to move students beyond the minimum PACE goals, they are welcome to request that their students bring their PACEs home every night even if they have completed their daily goals at school.

Motivating Students to Meet Goals

One of the challenges of education is motivating students to take responsibility and to value learning. There are several common causes that are often responsible for underperformance:

1. Students do not see the value of what they are learning. They do not see the “why”.
2. Students do not believe they are capable or smart enough.

3. They are distracted by negative emotions.

This list is not comprehensive, nor does it apply universally to every student. Every child is unique and created by God for a specific calling. Yet there are educational principles that work for most people. When motivating students to meet goals it is helpful if we can find the root cause of underperformance. If not, it is helpful to use strategies that motivate most people. When a root cause is addressed, it usually solves the problem. Once kids value learning and believe they are capable they usually perform well. If root causes are not able to be dealt with, then we need to try different strategies to figure out what works.

When developing a plan, it is best to begin using rewards rather than punishments. Rewards tend to be stronger motivators than punishments. When students perceive a potential reward, they are willing to do what is required to receive the reward. A good example might be going to a favorite location with friends if they complete a certain number of PACEs. One of the greatest rewards for most students is praise from parents and time connecting with them. One way to do this is to have a conversation about what they are learning. If this can be made fun it can be a very powerful motivator.

Punishments may be the only motivator that works for some students, but they run the risk of distracting students through negative emotions. Once a student feels bad, is upset or experiences any type of negative emotion, it becomes almost impossible to concentrate and learning shuts down. For some students, however, punishments may be the only way to motivate them. The challenge is to not make doing schoolwork the punishment and to execute them in a way that avoids negative emotions. The goal is to figure out how to help our students be successful while avoiding things that hinder success.

The goal is to figure out how to motivate students in a manner that creates a positive environment at school and at home. It is possible to get students successful in meeting goals in a manner that creates a negative environment. At home this may look like a battle of wills that exasperates everyone. If this happens, it is important to talk to administration and partner together to find a solution.

Boredom and Wasting Time

When students are underperforming, they usually are bored and waste time. These two issues are self-perpetuating problems that need to be addressed both at school and at home because they are character issues. When people do not work hard, their day drags on and they do not enjoy it. They often complain of being bored. When people work hard, their day goes by quickly and they enjoy it. This is heightened by the fact that people feel good when they accomplish goals and feel bad when they do not. Developing a learning culture where students work hard and accomplish goals creates a healthy environment where students are successful and love learning.

One of the goals of a quality education is to develop the skills in our students that will make them successful in life. Working hard and having a good attitude are very important life skills. Being able to find enjoyment in everything we do helps us to live a richer and more meaningful life. Helping our children to have a good attitude and to find enjoyment in the mundane sets them up to flourish in life.

Scoring and Learning to Mastery

The ACE program is designed for students to learn to mastery, and when they follow the process, that is what it does. It is important to make learning rather than completing PACEs the goal. The

importance of learning to mastery must be instilled in our students at school and at home. The system ACE uses to accomplish this is holding students responsible to score their PACEs. This is done by comparing their answers with an answer key. If they do not understand the material, they need to go back and learn the material and re-score. Once they have mastered the material, they are able to move on. Scoring is the student's opportunity to check their learning mastery.

Failed Tests

The ACE program requires students to achieve 80% or more on PACEs to move on to the next PACE. If students have faithfully followed the process, they should pass their PACE. ACE requires students who do not pass a PACE to repeat the whole PACE. This is incentive to focus on learning to mastery rather than completing PACEs. If students understand how to learn to mastery using the ACE system, they should be able to achieve high grades. The following is the grading scale for ACE classes.

ACE Grading Scale	
A	94% - 100%
B	88% - 93%
C	80% - 87%
F	0% - 79%
NA	No PACEs done in subject.

Supplementing ACE

Warriors Academy seeks to prepare our students to be warriors for Christ and this requires that we develop the full image of God in students. To do this, we need to develop skills in addition to the grade level objectives and bible memorization that ACE focuses on. One of the ways this is done is through conversational learning. Students need to be drawn into conversations about what they are learning and connect it to a biblical worldview. The goal is for them to think critically and to develop confidence in sharing their opinions. It is through conversations that personalize their education that we learn how to best develop our children intellectually, emotionally and spiritually. At home parents should talk to students about what they are learning with the goal of getting them to express what they are interested in, discuss areas they may disagree with, and connect what they are learning between subjects and with the bible. The conversation may begin by asking a specific questions like, "What are you learning about in social studies?" Keep asking open ended questions to try to get them roped into a fun conversation. Eventually we want to begin asking them questions that require critical thinking like, "Do you think the American War for Independence is justifiable biblically?"

To develop critical thinking skills, we begin when they are young by addressing students in age-appropriate ways. If students are reading Frog and Toad, we may talk to them about what the Bible teaches concerning being a good friend. Then we can ask them a question like, "According to the Bible, was Frog a good friend to Toad?" We may need to have them explain their answer and follow up with a questions like, "How could he have been a better friend." As students develop critical thinking skills, we may instead ask, "Who was a good friend in Frog and Toad?" This question requires them to

choose a character and defend it, but it still implies someone was a good friend. As their critical thinking skills become developed we may ask, “Was anyone a good friend in Frog and Toad?” This question does not imply that anyone was a good friend and requires them to make a decision and argue their answer as you ask questions.

One of the skills we need to develop is to be able to engage our children in high-quality conversations even when we have not read the material ourselves. This is a skill that develops as we practice it.

Modified Classes

Starting in the 2024 academic year, Warriors will place students in “modified” ACE classes in order to communicate to the outside world accurately the learning level of students. This is important because it protects students and families of Warriors Academy by developing a reputation for high-quality education. When a school certifies a student at a certain grade level, it is expected that they have the ability to perform at that level if they transfer to another school. If students are not able to perform at grade level when transferring, it harms the reputation of the school and therefore the students of the school. The solution is to place students who are below grade level in certain subjects into “modified” classes. This communicates to schools that students are not meeting grade level objectives protects the reputation of the school.

High School

ACE high school works differently than other grade levels in that students are required to complete credits in certain classes to receive a diploma. (Please refer to the High School Curriculum Plan under the High School menu on our website.) While classes are placed at certain grade levels to show the normal progression of instruction, the focus is on completed credits rather than grade levels. When a student transfers to Warriors Academy, they will be assigned high school PACEs according to credits they need for their graduation plan. Credits are earned by completing all PACEs in a subject. For a full credit course, this is generally 12 PACEs.

High School Curriculum Chart

Subject	9 th	10 th	11 th	12 th
English	English I	English II	English III	English IV
Etymology	Etymology I			
Math	Algebra I	Geometry	Algebra II	Trigonometry
Science	Biology	Physical Science	Chemistry	Physics
Bible	Biblical Studies New Testament Survey	Biblical Studies Old Testament Survey	Life of Christ	
Language	Greek I	Greek II	Greek III	
PE	2 Credits through PE or Martial Arts			
Electives	4.5 Credits of Electives			