

Scent of Water Learning Community (SOW)

The name of this program comes from Job 14:7-9

There is hope for a tree, if it is cut down, that it will sprout again . . . though its roots grow old in the ground, and its stump dies in the dry soil, yet at the scent of water it will flourish! It will send forth sprigs like a new plant!

SOW was conceived in a season of “drought” – a global pandemic! It was launched in a season of national and cultural confusion, grief, fear, and disequilibrium. Throughout that season, God caused it to thrive and be fruitful in the lives of children, their parents, their communities. Our hope is that this program continues to serve as a “scent of water” to refresh and revitalize home schooling families in community, with a Christ-centered approach to education.

SOW: What is it? It is *not* a school. It is *not* a co-op. It is a program of the Center for Redemptive Education (CRE), taught by trained and credentialed Redemptive Educators using curriculum developed by the CRE. It is a learning community: children, teachers, homeschooling families. It provides a robust support for home schooling families and runs three consecutive days of the week, offering content in language arts (reading, writing, spelling, speaking), science, music, art, drama, physical education, Bible, spiritual formation. Significant math content supplements the complete math curriculum that you provide from home. At least 75% of the study is done outdoors in garden, forest, field, creek, meadow or whatever natural setting the Lord has provided.

CRE: What is it? – It is a faith-based educational non-profit established in 2018 by Amy Imbody and a team of educators and visionaries. Its purpose is to articulate, cultivate, demonstrate and facilitate the quest to align with God’s design for teaching and learning, using an approach that is BRIE – Biblical, Relational, Integral and Experiential. Other programs of the CRE include: REACH member schools and Initiatives, conferences, retreats, curriculum, professional development in Redemptive Education, Boots & Roots (ages 4-6 outdoor education), Canopy (high school internship/study program under development).

Culture of SOW: Simplicity – Service – Sweetness – Strength

Simplicity: “Tis a gift to be simple, ‘tis a gift to be free.”

Service: not entitlement, but humility, gratitude and teamwork

Sweetness: honor, delight, sharing, courtesy and invitation

Strength: stamina, resilience, “can do,” growth mindset, welcoming challenge and celebrating effort

Our view . . .

of students: Image Bearers of their Creator; treasured, valued, *not* idolized.

of studies: Education is the equipping of Image Bearers to say YES to God, however He calls.

of shepherds: Adult authority is for the purpose of blessing the children; we are to “know well the face of our flock” so that we can nourish, guide, correct, delight, instruct, invite, encourage, and equip them, individually and as a group

Scent of Water Curriculum

Sequence of Units and Themes

Even Year (2022-2023):

K/1 Near & Far – I am part of God’s creation, and He is always near me!

(Matt. 28:20, Ps 24:1)

Sept/Oct Creation, Body & Soul

Nov Family & Friends

Dec Christmas Far & Near

Jan/Feb Flora & Fauna

Mar/Apr Rivers & Oceans

May Wrap it up!

2/3 Hidden & Revealed – God knows the mysteries of my comings and goings!

(Ps. 139, Job 23:10)

Sept/Oct Creation, Feet & Fins, Comings & Goings

Nov Thanksgiving Comings & Goings

Dec Christmas Comings & Goings

Jan/Feb Asleep & Awake

Mar/Apr Over & Under

May Wrap it up!

4/5 East & West – I am a culture-maker in God’s world!

(Gen 1:26, Gen 2:15, Col 3:23-25, Rom 1:20)

Sept/Oct Creation, Culture, Africa

Nov Asia

Dec Europe

Jan/Feb Antarctica/Australia

Mar/Apr North/South America

May Wrap it up!

Odd Year (2023-2024):

All Community Hymn: Guide Me, O Thou Great Jehovah

K/1 Near & Far – I am part of God’s community, and I love my neighbors, near and far!

(Mark 12:31, Gal 6:10)

Hymn: God Bless America

Content Focus: social studies; language arts (phonics, reading, writing, spelling, speaking); American folktales, folksongs, and traditions; basic geography of US; local life science; earth science; space. Logic of English Phonics/Reading/Spelling Levels - students will be assessed for Levels A, B, C or D.

Sept/Nov Community & Country – geography, local and national; appreciating helpers and being helpers in community and country; maps; our state; the science of our setting

Dec Christmas in Community, Near & Far – Christmas, local and global Jan/Feb Tales & Traditions – folktales and legends, national and global Mar/Apr Earth & Space – our galaxy: sun, moon, stars, planets; our world: layers and landforms; gravity, rotation, lunar cycles

May Wrap it up!

2/3 Hidden & Revealed – I reverence God and He reveals His mysteries to me!

(Ps 25:14, Deut 29:29, Dan2:28)

Hymn: God Moves in a Mysterious Way

Content Focus: language arts (phonics, reading, writing, spelling, speaking); anatomy/physiology of eyes, ears (human and other creatures); physical science of light and sound; camouflage and optical illusion in nature; reading/writing/solving mysteries; secrets from history (spies, unlikely heroes), time: its measurement, passage, in literature and music. Logic of English Phonics/Reading/Spelling Levels - students will be assessed for Levels C or D, or the first book of the Writing & Rhetoric series from Classical Academic Press.

Sept/Nov Eyes & Ears, Light & Sound – how they work, what they are; Socratic seminar

Dec Christmas Sights & Sounds

Jan/Feb Surprise & Disguise – Haydn’s *Surprise Symphony*; optical illusions; camouflage in nature; Arcimboldo, the Renaissance artist and his surprising works; plot twists; reading/writing mysteries

Mar/Apr Time & Eternity – the science and history of time and its measurement; progression of time in writing; pursuing and developing efficiency in tasks; literature that creates a sense of “timelessness”; writing stories with a solid “beginning,” “muddle” (a “middle” that is about solving a “muddle” or conflict) and an “end.”

May Wrap it up!

4/5 East & West – God has made a home for me!

(Phil 3:20, Ps. 90:1, John 14:3)

Hymn: O Beautiful for Spacious Skies

Content Focus: Language arts (reading, writing, spelling, speaking); US geography and history through the Civil War; Native Americans: their science, literature, cultures; Colonial science, literature, culture; geography/history of our state; basic civics; discoveries with Daniel Boone, Lewis & Clark and other US explorers; the Industrial Revolution in America. Books 2 and 3 of the Writing & Rhetoric series from Classical Academic Press. (In the subsequent year students will work in books 4 and 5.)

Sept/Oct First Americans – Eastern Woodland Tribes; *Song of Hiawatha* by Henry Wadsworth Longfellow; *Sign of the Beaver*; Native American myths, traditions, contributions; Native American intimacy and cooperation with nature

Nov/Dec New Americans – founding of the 13 colonies; colonial gardens; colonial life and celebrations; *Little Pilgrim's Progress*; *The History of US* by Joy Hakim throughout year; *Benjamin West and his Cat*, *Grimalkin* Jan/Mar New Nation, Westward Bound, a Nation Divided – *Streams to the River*, *River to the Sea*; *Ben and Me*; any from the *Little House on the Prairie* series; technologies of the Industrial Revolution; Civil War Apr Our state – our government system

May Wrap it up!

Year One (2020-2021)

6/7/8 God's Grace and Truth in MY Story – I am an Image Bearer of God! Sept/Oct Story – Identity – Apologetics – Lead/Participate/Resist – Fiction – Nov/Dec Roles/Tasks of Image-bearers – Apologetics – Life Story/Biography Jan/Feb/Mar 4 M's Framework – Apologetics – The Big Questions Apr/May Heroes in our Midst -

**Year Two (2021-2022)*

6/7/8 God's Grace and Truth in HIS Story – Ancient to Medieval – I see God's sovereign hand at work in the kingdoms of ancient peoples.

Hymn: I Sing the Mighty Power of God

Content Focus: history-based study of ancient cultures: their science/math/technologies/geography; forms of government; myths/legends/arts/architecture/clothing; their contributions to Western Civilization; Biblical contexts. Books 6 and 7 from the Writing & Rhetoric series. (In subsequent years, students will work in books 8-10.)

Sept/Oct Origins – Creation Myths – Sumer, Babylon – Egypt – *In the Beginning: Creation Stories; The Story of Science* used throughout year; five paragraph essays using *The Bing, the Bang and the Bongo* template throughout year; *The Epic of Gilgamesh; The Golden Goblet*; science and technologies of ancient Egypt

Nov/Dec Ancient Greeks - *Iliad; Odyssey; Black Ships Before Troy*; science and technologies of ancient Greece; contributions to Western civilization and democracy

Jan/Feb Ancient Rome - *The Bronze Bow*; science and technologies of ancient Rome; contributions to Western civilization and democracy Mar/Apr Medieval Europe – feudalism; selections from *Beowulf*; variety of literature featuring this time period, including choices from *Catherine, Called Birdy; Otto of the Silver Hand; The Shining Company*; other Rosemary Sutcliff; *The Door in the Wall*; science and technologies of the Middle Ages

Year Three (2022-2023)

6/7/8 God's Grace and Truth in HIS Story – Renaissance to Modern – I see God's sovereign hand at work in the affairs of modern mankind.

Hymn: Immortal, Invisible, God Only Wise

Content Focus: history-based study of the Renaissance to Modern times; The Story of Science used throughout year; the science/math/technologies/geography; literature/music/arts/inventions and discoveries; development of ideas; key figures in each era; production of a Shakespeare play

Sept/Oct Renaissance - Reformation

Nov/Dec Exploration - Enlightenment

Jan/Feb/Mar Revolutions (American and French) – US Wars: Civil, WWI, WWII

Apr/May Modern – Cold War through Current Events

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SOW Parent Handbook AEI 2023

K-3 Daily Schedule

8:50 - 9:00	Arrival
9:00	Welcoming
9:20	Instruction and Exploration
10:30	Snack/Read Aloud
11:00	Logic of English Phonics/Reading/Spelling K-3 rd
12:00	Lunch and Free Play
1:00	Instruction and Exploration
2:15	Musical – Buddy Books
2:55 - 3:10	Carpool Pick Up

4-8th Daily Schedule

8:50 - 9:00	Arrival
9:00	Welcoming
9:20	Instruction and Exploration
10:30	Snack/ Read Aloud
10:45	Instruction and Exploration
12:00	Lunch and Free Play
1:00	Instruction and Exploration
2:15	Musical and other
2:55 – 3:10	Carpool Pick Up

We do not assign a heavy homework load. Children in K-3rd should be read to daily. 4th-8th students may have assignments to continue reading/writing/research projects but this will be quite light. Most SOW work will be self-contained during the three days of the program. Parents will, however, receive weekly "menu lists" of robust extension activities they can choose to do if desired on their non-SOW days, or they may choose to engage their children in other activities and endeavors.

Parent Responsibilities

What do **you** need to provide? – Math, foreign language, other specific content you desire for your child. We strongly recommend **not over-scheduling** your child – leave room for unstructured play, time with the family, pursuit of interests, “day dreaming” and lollygagging! These are essential for a healthy child or adolescent.

Parents are expected to daily send their child with all required gear; this includes a full water bottle, a NON-NUT snack and a NON-NUT lunch daily.

How Can Parents Help? There is no parental involvement requirement for SOW parents (other than home schooling your children when we aren't!) However, we have NEED FOR VOLUNTEERS if you have the availability and interest. These include:

Weekly “office staff” - T/W/R Morning, Lunch, and Afternoon. Open to both parents and grandparents. Responsibilities involve supporting teachers, answering and responding to phone calls and texts on SOW phone, helping with office needs, organizing, etc.

Weekly carpool Morning Drop-Off Monitors – T/W/or Th, 8:45-9:15 am to check in students

Family Fun Event Initiators – Think up a fun thing to do, and invite us all to do it! i.e. a Saturday picnic at a park, a “Calling All Chefs Chili Cook-Off,” – getting any ideas? Zing your idea to Amy Imbody and Laura Ryba

Lunch/Recess Shepherds to supervise K-8 lunch/free play while teachers eat lunch.

Redemptive Leadership

Redemptive Leadership is our management model, including Redemptive Discipline as our approach to what is typically called “classroom management.” This is *not* “soft,” but neither is it punitive; infused with grace and truth *interwoven* for the blessing of the learning community, both as individuals and as a group. Key features are “High Warmth, High Expectations, High Support: Strategies & Accountability.”

SOW Health Protocols

Sick children, parents, volunteers and teachers are asked to stay home. If your child is unwell, please keep them home until they are well.

If anyone presents with a fever of 100.3 degrees or significant symptoms of illness while participating in our programs, s/he will be sent home.

We will continue to facilitate frequent hand washing, hand sanitizing, and sensible cleaning of surfaces.

We will continue to offer instruction outdoors at least 75% of the time, maximizing the benefits of fresh air, sunshine, and healthful exercise in maintaining wellness to our program participants.

SOW and B&R Calendar

SOW Calendar

NOTE: For security purposes, this calendar has been redacted. Enrolled families have access to an unredacted version. If you are enrolled and do not have the calendar, please email info@redemptiveeducation.org.

Required Gear List

- Rubber boots/wellies (tall)
- Comfortable walking or hiking shoes (no open-toed shoes or sandals)
- Warm socks for when it gets cold (*wool or wool blend best)
- Backpack
- Water bottle (1 liter Nalgene style best - anything smaller is not enough)
- Warm clothes for when it gets cold, including but not limited to: winter coat, rain jacket, rain/snow pants, winter knit hat, mittens or gloves (water repellent or resistant, NOT knit)
- Snow or rain pants for extra cold or snowy/rainy days
- Nutritious snack and lunch
- Sunscreen and bug repellent if desired (write name on it and parents should apply it for younger children before arrival)
- Small hand sanitizer that hooks to backpack
- *Baseball hat or sun hat
- *Sunglasses

*optional but highly recommended for protection from weather and/or insects

Contacts (please add these to your email contacts)

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