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Spanish River Christian School Curriculum Guide

Christian Philosophy

God’s written word is the starting point for the study of every subject. Dedicated Christian educators integrate Christian truth into all disciplines of study. Our ultimate purpose is to instill in every student a Christian world-life perspective. The goal of Christian education is to enable the child to integrate and apply God’s truth to all areas of study and life. Each teacher endeavors to weave the wisdom and truth of God’s word into the classroom experience in such a way that the child sees the relevance of Scripture, applying it to every area of his or her life.

Bible

Bible is taught from a distinctly Christian viewpoint by using the Holy Bible as the textbook. Students gain a deeper understanding of God’s word and its relevancy to their personal faith and Christian walk.

Language Arts and Literature

English is taught from a distinctly Christian viewpoint through the various components of the subject matter. Literature and poetry reflect the revelation of God through a created world of beauty. They also show the different ways that man reacts to the events of life which are ordained by our sovereign God. The student should be able to evaluate whether these actions glorify God or whether they are sinful, and be able to evaluate his or her own actions in the same way. Grammar reflects God’s oneness through an unchanging world of universals. English composition and creative writing are gifts from God which enable every student to glorify God from the depths of the soul.

Mathematics

God created order in the world, and the study of mathematical concepts is an effort to explain numerical relationships and establish equations and rules which follow from these relationships.

Science

The science curriculum is taught from a distinctly Christian viewpoint by emphasizing the understanding and appreciation of God’s creations and abilities to mastermind the universe.

Social Studies

The social studies curriculum is taught from a distinctly Christian viewpoint by having students study different ways man reacts to the events of life which are ordained by our sovereign God. Students should be able to evaluate whether these actions glorify God or whether they are sinful. In the same way, each student should be able to evaluate his or her own actions. Geography takes on a greater significance when Jesus Christ, by whom all things came into being, is perceived as their author.

Art

Students are encouraged to express their Christian faith and ideals through art. The beauty of God’s creations, as seen in nature in God’s world is emphasized.
Computer
In the computer curriculum, ethical principles, honesty, and moral responsibility are emphasized. This includes such concepts as illegal pirating of software, responsible use of the Internet, etc. Good stewardship of time, abilities, and equipment is stressed.

Music (Including Band and Chorus)
Music classes refer to the Bible quote, “Do all to the glory of God,” and students locate places in the Bible where we give praise to God through singing and playing instruments. We refer to our God-given talents, giving God the glory for them. The nature of the music performed includes sacred as well as secular music.

Physical Education
The physical education courses are taught from a distinctly Christian viewpoint by starting each class with prayer. The students are encouraged to do each activity to the glory of God, realizing their bodies are the temple of the Holy Spirit.

Spanish
In Spanish, there is an emphasis on the importance of knowing modern languages to take the Gospel to different parts of the world. Students are exposed to other cultures in accordance with God’s respect and love for the whole world. Students are taught different Spanish prayers and Bible verses throughout the school year. Personal Christian virtues such as kindness, truthfulness, and respect for others are expected and reinforced in Spanish class.
Program Objectives of the Early Childhood Program

The Early Childhood Program is a structured instructional program with developmentally appropriate experiences for children between the ages of three and five years old and is designed to meet the following objectives:

- Recognition of the broad variation in the development of children between the ages of three and five years old.
- The spiritual, physical, emotional, and mental development of each child must receive paramount consideration. The design of the program and provision for equipment freely allows these developments to mature.
- More emphasis is placed on experience than on mastery of skills. Independence and group socialization is encouraged.
- The learning environment is loving, comfortable, safe, and supportive of the developmental needs of each child.
- Daily schedules offer flexibility without creating frustration for the individual child.
- The Bible is introduced as the only authoritative basis of an individual's moral development, faith, and spiritual practice.
Program Objectives of the Elementary Program

The Elementary Curriculum is designed to develop in each child the following objectives:

- An understanding that the Bible is the only authoritative basis for an individual’s moral development, faith, and spiritual practice
- Basic skills and understanding in reading, oral and written communication, and mathematics
- Essential knowledge in the fields of life, physical, and social science
- Basic skills in computer literacy and technology
- Habits conducive to wholesome development in the areas of physical growth and health
- Appreciation of literature, drama, music, art, as well as basic skills in artistic expression
- The ability to think, act, and research independently
- A willingness to accept responsibility
- An appreciation of cultural diversity
- The ability to live and function in a social setting and to establish a wholesome relationship with God, adults, and peers
- Moral, ethical, and patriotic values
Spanish River Christian School Curriculum Guide

Elementary Instructional Methods

Instructional methods and strategies are designed to meet the educational objectives and programs. Such strategies include, but are not limited to the following:

**Academic Subject Areas:**

**Bible**
Cooperative learning groups; memory work; Christian outreach projects; journals, large group and small group instruction; class discussions

**Mathematics**
Teacher-directed instruction; cooperative learning groups; hands-on instruction with manipulatives, Gizmos, and document cameras; large/small group and individualized instruction; computerized instruction; multi-media presentations and interactive technology

**Reading (Handwriting, Language, Reading, and Spelling)**
Teacher-directed instruction; cooperative learning groups; large/small group and individualized instruction; computerized instruction and document cameras; multi-sensory approaches; discussion; practice and repetition; multi-media presentations and interactive technology; hands-on approaches with regard to the writing process (drafting, revising, publishing, etc.); study skill techniques

**Science**
Teacher-directed instruction; cooperative learning groups; large/small group instruction; alternative assessments/projects, hands-on experimental investigations; computerized instruction; multi-media presentations, Gizmos, and interactive technology

**Social Studies**
Teacher-directed instruction; cooperative learning groups; large/small group instruction; partner work; alternative assessments/projects, multi-media presentations and interactive technology; map/globe skills, study skill techniques

**Elementary Specials:**

**Art, Computers, Music, Physical Education**
Utilize a hands-on approach to develop skills consistent with curriculum objectives

**Spanish**
Teacher-directed instruction, activities, multi-media presentations, songs, and games.
PRESCHOOL CURRICULUM GUIDE

PROGRAM GOALS FOR THREE-YEAR-OLDS

The three-year-old program is a developmental program with a hands-on approach to learning. The program offers opportunities in language, science, Bible, nutrition, dramatics, social studies, music, math, gross motor skills, and art. The three year old students receive a program with an emphasis on academic skills and social development. The schedule is flexible, alternating between quiet and active times.

Small group interaction takes place at center time. Children participate in a rotation of four centers a day covering a variety of topics from the curriculum. The large group activity time is used to develop gross motor skills with music, lummi sticks, games, etc.

The children are introduced to the curriculum Land of the Letter People by New Dimensions in Education. This curriculum offers a variety of learning experiences from which to choose. Our students learn beginning math concepts with the TouchMath curriculum by Innovative Learning Concepts. TouchMath is a multisensory program that uses its signature TouchPoints to engage students of all abilities and learning styles.

Each 3 year old classroom Polyvision board is equipped with the TeachSmart Learning System by Hatch. This software content provides interactive whiteboard technology that supports an engaging, fun with a math and literacy focus. TeachSmart builds a foundation for Reading, Literacy, Language, Mathematical Concepts, and Social Development. Scaffolded lessons provide the right level of difficulty, tailored to each child, with the opportunity to create individual digital portfolios.

Some of the topics covered throughout the year include: self-awareness, the five senses, parts of the body, shapes, colors, community helpers, rote counting, the seasons, zoo animals, farm animals, pets, family, transportation, feelings, and visual name recognition.

Our three-year old classroom is equipped with state of the art technology including an Interactive Epson projector, and a class set of iPads. All three-year-old students have Spanish Class, Library, Computer Lab, Music and Gym Time once a week.
CURRICULUM FOR TWO-DAY THREE-YEAR-OLDS

I. Language Development

Language Development Objectives:
- The student will develop listening skills.
- The student will be exposed to, develop an understanding of, and demonstrate spoken language.
- The student will retell/memorize short stories, poems, participate in classroom discussions, and recite short Bible verses.

A. Auditory Skills
   1. Rhythm
   2. Auditory discrimination
   3. Auditory memory (following directions, memorizing songs, recognizing sounds, etc.)
   4. Auditory association (matching sounds, recognizing voices, etc.)
   5. Listen to stories, poems, dramatization, puppetry, fingerplays, etc.

B. Oral Skills
   1. Participate in class discussion
   2. Show & Tell
   3. “I Am Special” Program
   4. Memorization of Bible verse
   5. Vocabulary Building
   6. Manners

II. Reading Readiness

Reading Readiness Objectives:
- The student will identify their name and letters in their name
- The student will identify colors and shapes
- The student will be exposed to alphabet and various forms of written language

A. Visual discrimination (recognize colors, shapes and name)
B. Visual memory
C. Visual association (matching colors, shapes)
D. Visual-motor activities
   1. Eye-hand activities
   2. Lacing
   3. Pegboards
   4. Sequencing
III. Motor Development

Motor Development Objectives:

Fine Motor:
- The student will demonstrate manipulation of blocks, puzzle pieces and lacing beads
- The student will demonstrate tracing, simple lacing and beginning scissor skills
- The student will practice developmental pre-writing skills

Gross Motor:
- The student will walk toe to heel on a line unassisted
- The student will practice skipping, jumping, hopping and throwing balls
- The student will participate in activities involving lummi sticks, bean bags and a large parachute

A. Fine Motor
1. Small blocks
2. Puzzles
3. Beads
4. Scissors
5. Simple Lacing
6. Tracing
7. Pegboards
8. Playdough
9. Developmental Pre-writing skills

B. Gross Motor
1. Rice Table
2. Large Blocks
3. Bean Bags
4. Lummi Sticks
5. Parachute Play
6. Big Ball Skills
7. Hopping
8. Skipping
9. Outdoor Skills, such as running, etc.
IV. Social Development

Social Development Objectives:
• The student will develop awareness of self (body, sensory development and emotions/feelings)
• The student will develop an awareness of community and community helpers
• The student will develop an awareness of family relationships and family webs

A. Self Awareness
   1. Body Parts
   2. Five Senses
   3. Cultural Identity

B. Family Relationships
   1. Traditions
   2. Family webs

C. Community Relations
   1. Community Helpers
   2. Helping Hands
   3. Pledge of Allegiance

D. Global Relations
   1. Countries
   2. EPal Correspondence

V. Math Readiness

Mathematics Objectives:
• The student will demonstrate number recognition to 15
• The student will participate in activities involving matching, sorting, patterning, and measuring
• The student will demonstrate one to one correspondence

A. Cooking
B. Number Recognition 1-15
C. Rote Counting 1-20
D. Matching
E. Shapes
F. Sorting
G. Patterning
VI. Science

Science Objectives:
- The student will practice observation skills determining weather and the seasons
- The student will become aware of their five senses and the four seasons
- The student will practice measuring and mixing while following recipes during cooking

A. Preliminary Study on Body Parts
B. Five Senses
C. Weather
D. Seasons
E. Animals
F. Plants
G. Rice Play
H. Cooking
I. Safety

VII. Art

Art Objectives:
- The student will experience various media in a multitude of ways
- The student will participate in multi-sensory art experiences

A. Preliminary Study on Colors
B. Cutting
C. Gluing
D. Tracing
E. Painting
F. Coloring

VIII. Music (Preliminary Study)

Music Objectives:
- Students will participate in musical activities including song, dance, instrumental, movement, games and self-expression
- Students will be exposed to various types of music with different sounds, tempo and pitch

A. Rhythm
B. Singing
C. Lummi Sticks
D. Musical Games
E. Creative Movement
F. Program Singing
IX. Bible (Basic Study)

Bible Objectives:
- The student will learn to worship God through song, music, praise and prayer
- The student will be exposed to God’s Word through Bible stories (Old & New Testament) and weekly Chapels
- The student will learn, understand and memorize verses from the Bible

A. Bible Memorization
B. Bible Songs
C. Old and New Testament Stories
D. Character Qualities
E. Prayer Time

X. Additional Activities

A. Guest Speakers
B. Guest Demonstrations
C. Interactive projectors and classroom Computers/Technology

XI. Discipline

“Positive Discipline” is a program where the goal is for the child to achieve self-discipline and to make appropriate choices. Positive behavior is rewarded with stickers, tokens, and treasure box treats.

CURRICULUM FOR THREE-DAY THREE-YEAR-OLDS

The three-day three-year-old curriculum follows the same syllabus as the two-day program. Due to the extra day, additional varied activities are included to emphasize and reinforce curriculum skills. These students also attend Chapel.

CURRICULUM FOR FIVE-DAY THREE-YEAR-OLDS

The five-day three-year-old program is a combination of the two-day and three-day program.
PROGRAM GOALS FOR FIVE-DAY FOUR-YEAR-OLDS

Spanish River Christian School’s five-day four-year-old half-day and full day preschool programs are developmentally based with a hands-on approach to learning. We strive to celebrate, explore, and understand God’s glory in all that we do. The program offers age-appropriate materials through a wide variety of manipulatives, activities, and experiences appealing to all the senses. We often learn through guided play.

The primary curriculum is Land of the Letter People by New Dimensions in Education, Inc. This curriculum offers a selection of learning experiences from which to choose. Numerous small-group and individual activities make it possible for the teacher to tailor the experiences to the needs of the individual children.

Land of the Letter People is organized around a series of themes. The program employs a balanced approach that draws on the child’s past experiences and nurtures literacy development.

Our students learn math concepts with the TouchMath curriculum by Innovative Learning Concepts. TouchMath is a multisensory program that uses its signature TouchPoints to engage students of all abilities and learning styles.

Each 4 year old classroom has an Epson projector with interactive whiteboard technology equipped with the TeachSmart Learning System by Hatch. This software content provides interactive whiteboard technology that supports an engaging, fun with a math and literacy focus. TeachSmart builds a foundation for Reading, Literacy, Language, Mathematical Concepts, and Social Development. Scaffolded lessons provide the right level of difficulty, tailored to each child, with the opportunity to create individual digital portfolios.

The five-day full day program is the most extensive preschool class, exploring each subject in the most depth.

The five-day four-year-old programs recognize the intellectual, emotional, social, and physical uniqueness of each child created in God’s image. The power and love of Jesus Christ our Savior is integrated in all we do.

Our four-year old classrooms are equipped with state of the art technology including Polyvision Interactive whiteboards, and classroom computers. All four-year-old students have Spanish Class, Library, Gym, Music and Computer Lab once a week.

Below are the activities included in a typical day:

Circle time (Prayer, Helping Hands, Pledge of Allegiance, Calendar activities)
Chapel
Land of the Letter People
Playground
Snack
Story time
Centers:
Blocks
Computers
Thinking skills
Science
Art
Cooking
Dramatic play
Home living
Manipulatives
Listening
CURRICULUM FOR FIVE-DAY FOUR-YEAR-OLDS

• Language Development

Language Development Objectives:
• The student will develop and demonstrate listening skills
• The student will be exposed to, develop an understanding of, and demonstrate spoken language
• The student will retell/memorize short stories, poems, and Bible verses

A. Auditory Skills
   1. Rhythm
   2. Identifying environmental sounds
   3. Loud/Soft
   4. Rhyming words
   5. Following oral directions
   6. Listening to stories/poems
   7. Recognizing Letter Sounds
   8. Auditory Memory

B. Oral Skills
   1. Class discussions
   2. Role plays
   3. Show and Tell
   4. Bible verse and prayers
   5. Puppet play
   6. Memorize poems and rhymes
   7. Retelling/sequencing stories

• Reading Readiness--Visual Skills

Reading Readiness Objectives:
• The student will be exposed to the alphabet letters and sounds they make
• The student will identify colors, shapes, and left and right
• The student will be exposed to various forms of written language

A. Identify upper/lower case letters
B. Identify shapes and colors
C. Identify left and right
D. Visual discrimination
E. Alike and different
III. Motor Development

Motor Development Objectives:

**Fine Motor**-
- The student will develop proper hand position while using a pencil, a crayon and scissors
- The student will demonstrate cutting, gluing, tracing, lacing and folding skills
- The student will practice developmental writing skills

**Gross Motor**-
- The student will walk forwards on a low balance beam, unassisted
- The student will practice skipping, jumping, hopping and throwing balls
- The student will participate in activities involving lummi sticks, bean bags and a large parachute

A. Fine Motor/Eye-Hand Coordination
   1. Scissors skills
   2. Tracing
   3. Pegging
   4. Lacing/stringing
   5. Gluing
   6. Folding
   7. Small blocks
   8. Buttoning
   9. Snapping
   10. Finger painting
   11. Play-dough
   12. Developmental writing skills
   13. Constructing

B. Gross Motor
   1. Large blocks
   2. Balance beam
   3. Lummi sticks
   4. Bean bags
   5. Parachute
   6. Rice table
   7. Outdoor play
   8. Ball play
   9. Relay--hopping/skipping/jumping
IV. Social Development

Social Development Objectives:

- The student will expand awareness of self (body, sensory development and emotions/feelings)
- The student will develop an awareness of community and community helpers
- The student will practice and demonstrate self-help skills including health, hygiene, nutrition and conflict resolution

A. Self-awareness
   1. Body
   2. Sensory development
   3. Cultural identity
   4. Emotions/feelings
   5. Health/nutrition

B. Family Relationships
   1. Family webs
   2. Traditions

C. Community Relationships
   1. Community helpers/neighbors
   2. Accepting differences
   3. Conflict resolution

D. Social Studies
   1. Country
   2. Community
   3. Holiday/Traditions
   4. Transportation
   5. Life skills
   6. Maps

E. Global Relations
   1. 50 United States
   2. EPal Correspondence

V. Mathematics

A. Textbook
   Saxon Math K; Saxon Publishers, Copyright 2008.

B. Educational Goals
   Using the Saxon program, the student will develop a solid foundation in the language and basic concepts of all areas of mathematics through multisensory activities. The student will learn new concepts as presented in increments with time between increments for practice. The student will practice concepts throughout the year as mathematical strands are integrated rather than taught in isolated increments.

C. Educational Objectives
1. Number Sense and Numeration
   a. The student will count by 1's, 2's, 5's and 10's.
   b. The student will identify, read, and write numbers to 30.
   c. The student will compare sets of objects and numbers through 20.

2. Concepts of Whole-Number Computation
   a. The student will identify one more than a number, one less than a number, and doubles.
   b. The student will act out, find answers to and draw pictures to represent addition and subtraction story problems.

3. Fractions
   a. The student will identify one half and one fourth.
   b. The student will divide a shape in half.

4. Money
   a. The student will identify and count pennies, nickels, dimes, quarters and one-dollar bills.
   b. The student will write money amounts using cent symbol.

5. Geometry and Spatial Relationships
   a. The student will identify, sort, and compare geometric shapes and solids.
   b. The student will create and cover congruent and non-congruent designs using pattern blocks, tangrams, and geoboards.
   c. The student will use positional words and phrases and identify left and right.

6. Measurement
   a. The student will identify today’s date, yesterday, tomorrow, days of the week, months of the year, and seasons.
   b. The student will tell and show time to the hour.
   c. The student will identify hot and cold objects.
   d. The student will compare, order, estimate, and measure objects by length and height using nonstandard and standard units (inches).
   e. The student will weigh, compare, and order objects by weight using nonstandard units.
   f. The student will measure capacity using nonstandard units, one-cup measuring cups, and quarts.

7. Data Analysis and Statistics
   a. The student will sort objects and identify a sorting rule.
   b. The student will record data on a chart, pictograph, and graph.
   c. The student will identify most, fewest, and same on a graph.

8. Probability
   a. The student will describe the likelihood of an event.

9. Patterns, Algebra, and Functions
   a. The student will identify, read, and extend color, shape, sound, and movement patterns.
   b. The student will identify the missing number in sequence or matrix.
   c. The student will comprehend a symbol can be used to stand for a missing number in a sequence.

D. Course Outline
1. Number Sense and Numeration
   a. Count by 1's, 2's, 5's and 10's
   b. Count backwards
   c. Match sets and numbers
d. Identify, reads, and writes numbers to 30  
e. Order one- and two-digit numbers  
f. Identify equivalent sets  
g. Compare sets of objects  
h. Compare numbers through 20  
i. Identify greatest and least  
j. Identify more, same, and less  
k. Identify numbers before, after, and between  
l. Estimate and counts collections of objects to 100  
m. Identify even and odd numbers  
n. Identify ordinal position  

2. Concepts of Whole-Number Computation  
a. Act out addition and subtraction story problems  
b. Draw pictures for addition and subtraction story problems  
c. Find addition and subtraction answers using pictures  
d. Combine sets by counting on  
e. Count forward and backward on a number line  
f. Identify one more than a number  
g. Identify one less number  
h. Identify doubles  
i. Divide a set of objects into equal groups  

3. Fractions  
a. Identify one half and one fourth  
b. Divide a shape in half  

4. Money  
a. Identify and counts pennies  
b. Identify and counts dimes  
c. Identify and counts nickels  
d. Identify and counts quarters  
e. Identify and counts one-dollar bills  
f. Write money amounts using cent symbol  
g. Select coins for a given amount  

5. Geometry and Spatial Relationships  
a. Identify, sorts, and compares geometric shapes  
b. Identify, sorts and compares common geometric solids  
c. Make and covers designs using pattern blocks  
d. Make and copies designs on a geoboard  
e. Make and covers designs using tangrams  
f. Explore slides, turns, and flips (transformations)  
g. Create congruent shapes and designs  
h. Identify similar shapes  
i. Identify a line of symmetry and creates a symmetrical designs  
j. Use positional words and phrases  
k. Identify right and left  
l. Solve spatial problems  

6. Measurement  
a. Time and calendar  
  1. Identify today’s date  
  2. Identify yesterday, today, tomorrow  

3. Identify days of the week and months of the year
4. Identify seasons
5. Identify morning, afternoon, evening, and night
6. Tell and shows time to the hour
7. Identify which of two events takes more or less time
b. Temperature
   1. Identify hot and cold objects
c. Linear Measure
   1. Compare and order objects by length
   2. Estimate and measure length using nonstandard units
   3. Estimate and measure distance using nonstandard units
   4. Measure length using standard units (inches)
   5. Order objects by height
   6. Uses indirect comparisons to compared the heights or lengths of objects
d. Weight (Mass)
   1. Compare and order objects by weight
   2. Weigh objects using nonstandard units
e. Capacity (Volume)
   1. Compare the capacity of containers
   2. Measure capacity using nonstandard units
   3. Identify and uses a one-cup measuring cup
   4. Identify quarts
7. Follow a recipe and measures
   a. Area - Compare and order object by size
8. Data Analysis and Statistics
   a. Sort object and identify a sorting rule
   b. Graph a picture on a pictograph
   c. Make a real graph
   d. Identify most, fewest, and same on a graph
   e. Record data on a chart
   f. Determine questions for a survey
   g. Identify range and mode on a graph
9. Probability
   a. Describe the likelihood of an event
10. Patterns, Algebra, and Functions
    a. Identify, reads, and extends color patterns
    b. Identify, reads, and extends shape patterns
    c. Identify the missing shape in a matrix
    d. Identify, extends, and creates sound and movement patterns
    e. Identify the missing number in a sequence
    f. Know that a symbol can be used to stand for a missing number in a sequence

VI. Science

Science Objectives:
- The student will practice observation skills while participating in simple experimentations
The student will become aware of their five senses and the four seasons

The student will practice measuring and mixing while following recipes during cooking

A. Body parts
B. Five senses
C. Seasons
D. Weather
E. Temperature
F. Animals/insects
G. Plants
H. Cooking
I. Safety
J. Health hygiene
K. Time
L. Ecology
M. Solar System

VII. Art

Art Objectives:
- The student will experience various media in a multitude of ways
- The student will participate in multi-sensory art experiences

A. Colors
   1. Identification
   2. Mixing
B. Cutting
C. Medium Experimentation

VIII. Music

Music Objectives:
- The student will participate in musical activities including song, dance, instrumental, movement, games and self-expression
- The student will be exposed to various types of music with different sounds, tempo and pitch

A. Rhythm
B. Singing
C. Finger plays
D. Instruments
E. Pitch
F. Loud/soft
G. Tempo
H. Creative movement
I. Performing
J. Aerobic movement

IX. Bible

Bible Objectives:

- The student will learn to worship God through song, music, praise and prayer
- The student will be exposed to God’s Word through Bible stories (Old & New Testament) and weekly Chapels
- The student will learn, understand and memorize verses from the Bible

  A. Bible verse memorization
  B. Old and New Testament stories
  C. Prayer
  D. Songs
  E. Character qualities
  F. Chapel (A.M. Class)

X. Additional Activities

  A. Interactive projectors and classroom Computers/Technology
  B. Library
  C. Guest Speakers
  C. Guest Demonstrations

XI. Discipline

“Positive Discipline” is a program where the goal is for the child to achieve self-discipline and to make appropriate choices. Positive behavior is rewarded with stickers, tokens, and treasure box treats.

PROGRAM GOALS FOR EXTENDED DAY PRESCHOOL

The Extended Day Preschool of Spanish River Christian School is an extension of the morning program for three and four-year-old enrolled students. Extended Day is from 11:30 a.m. until 3:00 p.m. We strive to celebrate, explore, and understand God’s glory in all that we do.

The primary goals of Extended Day are to reinforce the curriculum presented in the morning program, to provide a nurturing environment, to provide enrichment activities that explore literature, music, drama, art, and cooking. Technology is incorporated in all areas of learning using the Polyvision board and Teachsmart content.
I. Language Development

Language Development Objectives:
- The student will develop and demonstrate rhyming and rhythm skills
- The student will recognize letter sounds and follow oral directions
- The student will retell/memorize short stories

A. Auditory Skills
   1. Rhythm
   2. Loud/Soft
   3. Rhyming Words
   4. Following Oral Directions
   5. Listening to stories/poems
   6. Recognizing Letter Sounds

B. Oral Skills
   1. Class Discussions
   2. Role Plays
   3. Show and Tell
   4. Prayers
   5. Puppet Play
   6. Memorizing Poems and Rhymes
   7. Retelling/Sequencing Stories

II. Reading Readiness - Visual Skills

Reading Readiness Objectives:
- The student will identify colors, shapes, and left and right
- The student will be exposed to various forms of written language

A. Identify shapes/letters/colors
B. Identify left and right
C. Visual Discrimination
D. Alike and Different

III. Motor Development

Motor Development Objectives:

Fine Motor:
- The student will demonstrate cutting, gluing, tracing, lacing and folding skills
- The student will practice developmental writing skills

Gross Motor:
- The student will walk forwards on a low balance beam, unassisted
- The student will practice skipping, jumping, rice table, bean bags and using a large parachute
A. Fine Motor/Eye-Hand Coordination
   1. Scissors Skills
   2. Tracing
   3. Pegging
   4. Lacing/Stringing
   5. Gluing
   6. Folding
   7. Small Blocks
   9. Snapping
   10. Finger Painting
   11. Play-dough
   12. Tearing
   13. Developmental Writing Skills

B. Gross Motor
   1. Large Blocks
   2. Balance Beam
   3. Lummi Sticks
   4. Bean Bags
   5. Parachute
   6. Rice Table
   7. Outdoor Play
   8. Ball Play

IV. Social Development

Social Development Objectives:
- The student will expand awareness of self (body, sensory development and emotions/feelings)
- The student will develop a sense of cultural identity
- The student will practice and demonstrate self-help skills including health, hygiene, nutrition and conflict resolution

A. Self-awareness
   1. Body
   2. Sensory Development
   3. Cultural Identity
   4. Building Self-esteem
   5. Rest

B. Family Relationships

C. Community Relationships
   1. Community helpers/neighbors
   2. Holidays/Traditions
   3. Transportation

V. Mathematics

Mathematics Objectives:
- The student will demonstrate number recognition to 20
• The student will participate in activities involving sorting, patterning, graphing, measuring and sequencing
• The student will demonstrate patterning and identify shapes

A. Classification  
B. Measurement  
C. Number Recognition: 1-20  
D. Number Concept: 1-10  
E. Sequencing  
F. Patterning  
G. Shapes

VI. Science

Science Objectives:
• The student will become aware of their five senses and the four seasons  
• The student will practice measuring and mixing while following recipes during cooking

A. Body Parts  
B. Five Senses  
C. Seasons  
D. Weather  
E. Temperature  
F. Animals/Insects  
G. Plants  
H. Cooking  
I. Safety  
J. Health Hygiene  
K. Time  
L. Ecology

VII. Art

Art Objectives:
• The student will experience various media in a multitude of ways  
• The student will participate in multi-sensory art experiences

A. Colors  
   1. Identification  
   2. Mixing  
B. Cutting  
C. Medium Experimentation

VIII. Music

Music Objectives:
• The student will participate in musical activities including song, dance, instrumental, movement, games and self-expression  
• The student will be exposed to various types of music with different sounds, tempo and pitch
A. Rhythm
B. Singing
C. Finger plays
D. Instruments
E. Pitch
F. Loud/Soft
G. Tempo
H. Creative Movement
I. Performing
J. Pantomime
K. Aerobic Movement

IX. Bible

Bible Objectives:
• The student will learn to worship God through song, music, praise and prayer
• The student will be exposed to God’s Word through Bible stories (Old & New Testament)

A. Old and New Testament Stories
B. Prayer
C. Songs
D. Character Qualities

X. Discipline

“Positive Discipline” refers to a program where the goal is for the child to achieve self-discipline and make appropriate choices. Positive behavior is rewarded with stickers, tokens, and treasure box treats.
KINDERGARTEN CURRICULUM GUIDE

I. Bible

A. Textbook

B. Educational Goals:
   1. The student will understand God’s plan of salvation through Jesus Christ.
   2. The student will understand God’s great love for His people.
   3. The student will know that God is in control of our world.
   4. The student will realize that Christianity is to be integrated into all parts of life.
   5. The student will memorize verses of Scripture on a weekly basis.

C. Educational Objectives:
   1. The Story and the Song – *Introduction*
      a. Scripture References: Psalm 19; Hebrews 1
      b. The student will begin to understand that the whole Bible is about Jesus.
   2. The Beginning: A Perfect Home - *The Song of Creation*
      a. Scripture References: Genesis 1-2
      b. The student will begin to understand that God created everything, and it was good.
   3. The Terrible Lie - *Adam and Eve Lose Everything*
      a. Scripture Reference: Genesis 3
      b. The student will understand that our sin spoiled God’s perfect creation.
   4. A New Beginning - *Noah’s Ark*
      a. Scripture Reference: Genesis 6-9
      b. The student will understand that God rescued Noah and his family, and promised never to destroy the earth with a flood again.
   5. A Giant Staircase to Heaven - *The Tower of Babel*
      a. Scripture Reference: Genesis 11
      b. The student will understand that people cannot get to heaven by themselves.
   6. Son of Laughter - *God’s Special Promise to Abraham*
      a. Scripture References: Genesis 12-21
      b. The student is introduced to the promise God made to Abraham regarding his family and to understand that God keeps His promises.
   7. The Present - *The Story of Abraham and Isaac*
      a. Scripture Reference: Genesis 22
      b. The student will begin to understand that Abraham was willing to sacrifice His only son.
   8. The Girl No One Wanted - *The Story of Jacob, Rachel, and Leah*
      a. Scripture References: Genesis 29-30
      b. The student will begin to understand that God chooses those whom others may not choose.
   9. The Forgiving Prince - *Joseph and His Brothers*
      a. Scripture References: Genesis 37-50
      b. The student will begin to understand that God is in control of everything.
   10. God to the Rescue! - *Moses and the Great Escape from Egypt*
       a. Scripture References: Exodus 3-13
b. The student will begin to understand that God’s people were rescued by a lamb dying in their place.

   a. Scripture References: Exodus 14-15
   b. The student will begin to understand that God has done amazing miracles to rescue His people and that we can trust Him.

12. Ten Ways to be Perfect - Moses and the Ten Commandments
   a. Scripture References: Exodus 16-17, 19-40
   b. The student will become familiar with the Ten Commandments and understand their purpose.

13. The Warrior - Joshua and the Battle of Jericho
   a. Scripture References: Joshua 3, 6
   b. The student will begin to understand that Joshua and the people obeyed God and that God won the battle for them.

14. The Teeny, Weenie...True King - Samuel Anoints David
   a. Scripture Reference: 1 Samuel 16
   b. The student will understand that Jesus is the true King.

15. The Young Hero and the Horrible Giant - David and Goliath
   a. Scripture Reference: 1 Samuel 16
   b. The student will begin to understand that God is the one who saves us and that is what gives us courage.

16. The Good Shepherd - David the Shepherd King
   a. Scripture References: Psalm 51; 2 Samuel 7; Psalm 23
   b. The student will begin to understand that Jesus is the true Shepherd King.

17. A Little Servant Girl and the Proud General - The Little Slave Girl and Naaman
   a. Scripture Reference: Kings 5
   b. The student will understand Grace.

18. Operation “No More Tears!” – The Rescuer Will Come: Prophecies from Isaiah
   a. Scripture References: Isaiah 9, 11, 40, 50, 53, 55, 60
   b. The student will learn about Isaiah’s prophecies and what they mean.

19. Daniel and the Scary Sleepover - Daniel and the Lion’s Den
   a. Scripture Reference: Daniel 6
   b. The student will understand that Daniel obeyed God whatever the cost.

20. God’s Messenger - Jonah and the Big Fish
   a. Scripture References: Johan 1-4; Hebrews 1: 1-2
   b. The student will understand that God loves people and so should we.

21. Get Ready! - God’s People Return from Being Slaves
   a. Scripture References: Nehemiah 8-10; Malachi 1, 3, 4; Ezra 7
   b. The student will understand that rules do not save us, God saves us.

22. Old Testament Review – Review Lesson 1
   a. Scripture References: Old Testament Bible verses
   b. The student will practice Old Testament Bible verses

   a. Old Testament Books and Creation
   b. The student will begin to learn the names of the books of the Old Testament.

   a. Ten Commandments and the Fall
   b. The student will begin to learn the Ten Commandments.

25. He’s Here! – The Nativity
   b. The student will understand how and why Jesus was born.
26. The Light of the Whole World – *The Story of the Shepherds*
   b. The student will understand how and why God shared the news of Jesus’s birth with the shepherds.

27. The King of All Kings – *The Story of the Wise Men*
   a. Scripture Reference: Matthew 2
   b. The student will understand that the wise men treated Jesus as a King and so should we.

28. Heaven Breaks Through – *The Story of John the Baptist*
   a. Scripture references: Matthew 3; Luke 1, 3; John 1
   b. The student will understand that Jesus was baptized even though he never sinned.

29. Let’s Go – *Jesus is Tempted in the Desert and Chooses His Helpers*
   a. Scripture Reference: Matthew 4; Mark 1; Luke 4-6
   b. The student will understand that Jesus was tempted in the desert and chose his disciples.

30. The Little Girl and a Poor Frail Lady – *The Story of Jairus’ Daughter*
   b. The student will understand that Jesus has power over sickness and death.

31. How to Pray – *Jesus Teaches People about Prayer*
   a. Scripture Reference: Matthew 6
   b. The student will understand more about prayer and to become familiar with the Lord’s Prayer.

32. The Singer – *The Sermon on the Mount*
   a. Scripture References: Matthew 6, 9; Luke 12
   b. The student will understand that God made us, loves us, and is very pleased with us because of Jesus, so we do not need to worry.

33. The Captain of the Storm – *The Storm on the Lake*
   a. Scripture References: Mark 4; Matthew 8
   b. The student will understand that Jesus has power over nature.

34. Filled Full! – *The Feeding of the 5,000*
   a. Scripture References: Matthew 14; Mark 6; Luke 9
   b. The student will understand that Jesus can do things other people cannot do because He is God.

35. Treasure Hunt! – *The Story of the Hidden Treasure*
   a. Scripture Reference: Matthew 13
   b. The student will understand what the kingdom of God is like.

36. The Friend of Little Children – *Jesus and the Children*
   a. Scripture References: Matthew 18, 19; Mark 10; Luke 18
   b. The student will learn to understand Grace.

37. The Man Who Didn't have any Friends (none) – *The Story of Zacchaeus*
   b. The student will learn to understand more about Grace.

38. Running Away – *The Story of the Lost Son*
   b. The student will understand more about Grace.

39. Washed with Tears – *A Sinful Woman Anoints Jesus*
   a. Scripture References: Mark 14; Luke 7; John 12
   b. The student will understand more about Sin

40. The Servant – *The Last Supper*
   a. Scripture References: Mark 14; John 13-14
b. The student will start to understand the meaning of Jesus's death.

41. A Dark Night in the Garden – *The Garden of Gethsemane*
   a. Scripture References: Luke 22; Mark 14; John 18
   b. The student will understand how and why Jesus died.

42. The Sun Stops Shining – The Crucifixion
   a. Scripture References: Matthew 27; Mark 15; Luke 23; John 19
   b. The student will understand the meaning of Jesus's death.

43. God's Wonderful Surprise – *The Resurrection*
   a. Scripture References: Matthew 28; Mark 16; Luke 24; John 20
   b. The student will understand that Jesus was raised from the dead.

44. Going Home – *The Ascension*
   a. Scripture References: Matthew 28; Mark 16; John 14
   b. The student will begin to understand Jesus's command to tell others about Him.

45. God Send Help – *Pentecost*
   a. Scripture References: Acts 1-5; John 15
   b. The student will understand who the Holy Spirit is and what He does.

46. A New Way to See – *The Story of Paul*
   a. Scripture References: Acts 6-9, 12-28; Colossians 2; Romans 8; Ephesians 2
   b. The student will understand that Christianity is not about rules; it's about Grace.

47. A Dream of Heaven – *John Sees into the Future*
   a. Scripture References: Revelation 1,5,21,22
   b. The student will understand that Jesus will return one day to make everything new.

   a. Scripture References: New Testament Memory Verses
   b. The student will practice and review the New Testament Memory Verses.

   b. The student will learn the names of the books of the New Testament

   a. The Lord's Prayer and Restoration
   b. The student will learn the Lord's Prayer; to review what was learned about restoration.

D. Course Outline
   1. The Story and the Song: Introduction
   2. The Beginning: A Perfect Home
   3. The Terrible Lie: Adam and Eve Lose Everything
   4. A New Beginning: Noah's Ark
   5. A Giant Staircase to Heaven: The Tower of Babel
   6. Son of Laugher: God's Special Promise to Abraham
   7. The Present: The Story of Abraham and Isaac
   8. The Girl No One Wanted: The Story of Jacob, Rachel, and Leah
   9. The Forgiving Prince: Joseph and his Brothers
   10. God to the Rescue!: Moses and the Great Escape from Egypt
   12. Ten Ways to be Perfect: Moses and the Red Sea
   13 The Warrior Leader: Joshua and the Battle of Jericho
14. The Teeny, Weenie ... True King: Samuel Anoints David
15. The Young Hero and the Horrible Giant: David and Goliath
16. The Good Shepherd: David the Shepherd King
17. A Little Servant Girl and the Proud General: The Little Slave Girl and Naaman
18. Operation "No More Tears!": The Rescuer Will Come: Prophecies from Isaiah
19. Daniel and the Scary Sleepover: Daniel and the Lion's Den
20. God's Messenger: Jonah and the Big Fish
21. Get Ready!: God's People Return from being Slaves
22. He's Here!: The Nativity
23. The Light of the Whole World: The Story of the Shepherds
24. The King of All Kings: The Story of the Wise Men
25. Heaven Breaks Through: The Story of John the Baptist
26. Let's Go!: Jesus is Tempted in the Desert and Chooses His Helpers
27. The Little Girl and a Poor Frail Lady: The Story of Jairus' Daughter
28. How to Pray: Jesus Teaches People about Prayer
29. The Singer: The Sermon on the Mount
30. The Captain of the Storm: The Storm on the Lake
31. Filled Full!: The Feeding of the 5,000
32. Treasure Hunt!: The Story of the Hidden Treasure
33. The Friend of the Little Children: Jesus and the Children
34. The Man Who Didn't have any Friends: The Story of Zacchaeus
35. Running Away: The Story of the Lost Son
36. Washed with Tears: A Sinful Woman Anoints Jesus
37. The Servant King: The Last Supper
38. A Dark Night in the Garden: The Garden of Gethsemane
39. The Sun Stops Shining: The Crucifixion
40. God's Wonderful Surprise: The Resurrection
41. Going Home: The Ascension
42. Gods Send Help: Pentecost
43. A new Way to See: The Story of Paul
44. A Dream of Heaven: John Sees into the Future

II. Mathematics


B. Educational Goals
The math curriculum, utilizing the Saxon program, is a success-oriented program based on prior knowledge that enables all children to develop a solid foundation in the language and basic concepts of all area of mathematics. It is strongly founded in content required by new state curriculum guidelines. Students will develop strategies for thinking mathematically and analytically.

C. Educational Objectives
1. Number Sense and Numeration
   a. The student will count by 1's, 2's, 5's, 10's, and 100's.
   b. The student will match sets and numbers.
   c. The student will read and write numbers to 122.
   d. The student will compare and order 1- and 2- digit numbers.
The student will identify place value in numbers to 1,000.

The student will represent 2- and 3-digit numbers using materials and pictures.

The student will estimate and count collections.

The student will identify ordinal position, even/odd numbers, dozen and half dozen, and pairs.

2. Concepts of Whole Number Operations
   a. The student will show the meaning of addition and subtraction through actions, pictures, and number sentences.
   b. The student will identify addends and sums.
   c. The student will divide a set of objects into equal groups.

3. Whole Number
   a. The student will master addition and subtraction facts to 18.
   b. The student will recognize missing addends.
   c. The student will identify one more and one less than a number.
   d. The student will identify ten more and ten less than a number.
   e. The student will estimate a sum.
   f. The student will add three single-digit numbers.
   g. The student will add and subtract two-digit numbers without regrouping.
   h. The student will check subtraction answers using addition.

4. Fractions and Decimals
   a. The student will name fractional parts of a whole or a set.
   b. The student will find half a set of objects.

5. Money
   a. The student will identify and know the value of coins.
   b. The student will count money.
   c. The student will write money amounts using $ and the cents sign.
   d. The student will select coins for a given amount.

6. Geometry and Spatial relationships
   a. The student will describe geometric figures.
   b. The student will create congruent shapes and designs.
   c. The student will solve spatial problems.
   d. The student will sort common geometric figures by attribute.
   e. The student will describe angles and sides of a polygon and 3-dimensional geometric objects.
   f. The student will recognize right and left.
   g. The student will give and follow directions about location.
   h. The student will identify first, last, between, and middle.

7. Measurement
   a. The student will identify today’s date, days of the week, months of the year, and seasons.
   b. The student will tell and show time to the hour and half hour.
   c. The student will order events by time.
   d. The student will solve problems using a calendar.
   e. The student will read a Fahrenheit thermometer to the nearest 10 degrees, identifying cold, cool, warm, and hot temperatures.
   f. The student will estimate, compare, and order objects using standard and nonstandard units.

8. Data Analysis, Statistics, and Probability Strand
   a. The student will graph a picture on a pictograph.
   b. The student will identify most and fewest on a bar graph.
   c. The student will tally, sort, and classify objects.
d. The student will write observations about a graph.
e. The student will describe and predict the likelihood of an event.

9. Patterns, Algebra, and Functions Strand
   a. The student will use comparison symbols (>,<, and =).
b. The student will identify the missing number or shape in a sequence.

D. Course Outline
1. Number Sense and Numeration
   a.Counts by 1’s, 2’s, 5’s, 10’s, and 100’s
   b. Matches sets and numbers
   c. Writes numerals 0-9
      a. Reads and writes numbers to 122
      b. Compares 1- and 2-digit numbers
      c. Orders 1- and 2-digit numbers
      d. Identifies place value in numbers to 1,000
      e. Represents 2- and 3-digit numbers using concrete materials and pictures
      f. Represents equivalent forms of the same number
      g. Estimates and counts collections
      h. Renames numbers using regrouping
      i. Writes numbers using words
      j. Identifies ordinal position
      k. Identifies even and odd numbers
      l. Identifies dozen and half dozen
      m. Identifies pairs
2. Concepts of Whole Number Operations
   a. Shows the meaning of addition and subtraction
   b. Acts out, draw pictures of, and write number sentences to show addition and subtraction
   c. Identifies addends and sums
   d. Identifies and uses the commutative and associative properties
   e. Divides a set of objects into equal groups
3. Whole Number
   a. Addition – Masters addition facts to 18
   b. Identifies missing addends
   c. Identifies one more than a number
   d. Identifies ten more than a number
   e. Estimates a sum
   f. Adds three single-digit numbers
   g. Adds two-digit numbers without regrouping
   h. Solves problems involving addition
      i. Subtraction – Masters subtraction facts to 18
      j. Identifies one less than a number
      k. Identifies ten less than a number
      l. Subtracts 2-digit numbers without regrouping
      m. Checks subtraction answers using addition
      n. Solves problems involving subtraction
4. Fractions and Decimals
   a. Identifies fractional parts of a whole
   b. Identifies a fractional part of a set
   c. Finds half a set of objects
5. Money
a. Identifies and knows the value of coins
b. Counts money
c. Writes money amounts using $ and the cents sign
d. Selects coins for a given amount

6. Geometry and Spatial relationships
a. Identifies and describes geometric figures
b. Identifies and creates congruent shapes and designs
c. Solves spatial problems
d. Identifies and sorts common geometric figures by attribute
e. Identifies angles and sides of a polygon
f. Identifies and describes 3-dimensional geometric objects
g. Identifies right and left
h. Gives and follows directions about location
i. Arranges and describes objects in space
j. Identifies first, last, between, and middle

7. Measurement
a. Time and calendar – identify today’s date
b. Identifies morning, afternoon, evening, and night
c. Identifies days of the week and months of the year
d. Identifies seasons
e. Tells and shows time to the hour and half hour
f. Orders events by time
g. Solves problems using a calendar
h. Temperature – reads a Fahrenheit thermometer to the nearest 10 degrees
i. Identifies cold, cool, warm, and hot temperatures
j. Linear measure – estimates length
k. Measures length using nonstandard units
l. Compares and orders objects by length
m. Measures length using standard and nonstandard units
n. Draws line segments using customary units (nearest inch)
o. Measures length using metric units (nearest centimeter)
p. Draws line segments using metric units (nearest centimeter)
q. Compares objects by weight using standard and nonstandard units
r. Capacity (volume) – estimates capacity
s. Compares and orders containers by capacity
t. Measures capacity using standard units

8. Data Analysis, Statistics, and Probability Strand
a. Data analysis and Statistics - Graphs a picture on a pictograph
b. Identifies most and fewest on a graph
c. Graphs data on a bar graph
d. Sorts and makes a real graph
e. Draws and reads a bar graph
f. Tallies
g. Sorts and classifies objects
h. Writes observations about a graph
i. Probability – Describes the likelihood of an event
j. Predicts the outcome of a probability experiment
k. Conducts a probability experiment

9. Patterns, Algebra, and Functions Strand
a. Algebra and Functions – Uses comparison symbols (>,<, and =)
b. Identifies the missing number in a sequence
c. Identifies the missing shape or design in a repeating pattern

III. Language Arts (Reading, Language, Penmanship)

A. Textbook

B. Educational Goals
   1. To demonstrate phonemic awareness and use structural analysis techniques in order to recognize and decode unfamiliar words and build a meaningful vocabulary.
   2. To demonstrate the ability to read grade level material with accuracy, proper pacing, intonation, expression, and fluency.
   3. To apply reading strategies such as self monitoring, rereading, examining context clues, predicting, and reflection, as well as, respond to a wide variety of literature and informational text with a purpose and understanding.
   4. To identify different genres (fiction, nonfiction, poetry, folk tales, fairy tales, expository texts) and how the author develops a theme by including details from the text.
   5. To research and integrate information from multiple sources, including media and technology, in order to write or speak about subjects knowledgeably.
   6. To apply and integrate a Biblical Christian worldview into all elements of literature and informational texts.
   7. To develop a life-long love for reading.

C. Educational Objectives

1. Unit 1  *Take a New Step*
   a. Comprehension:
      Strategies: Ask and Answer Questions
      Skill: Key Details
   b. Word Work
      Phonemic Awareness, Phoneme Isolation, Identity, Blending, Categorization
      Phonics: /m/m, Short a, /s/s
   c. Fluency:
      Letter and Word Automaticity, Model Fluency
   d. Grammar:
      Nouns

2. Unit 2  *Let’s Explore*
   a. Comprehension:
      Strategies: Ask and Answer Questions
      Skill: Key Details
   b. Word Work
      Phonemic Awareness: Phoneme Isolation, Blending, Categorization, Identity, Segmentation
      Phonics: /p/p, /t/t, /m/m, /a/a, /s/s,
   c. Fluency:
      Letter and Word Automaticity, Model Fluency
   d. Grammar:
      Verbs
3. Unit 3  
   **Going Places**
   a. Comprehension:
      Strategies:  Visualize
      Skill:  Key Details
   b. Word Work:
      Phonemic Awareness:  Phoneme Isolation, Blending, Categorization, Identity, Segmentation  
      Phonics:  /i/i, /h/h, /k/c
   c. Fluency:
      Letter and Word Automaticity, Model Fluency
   d. Grammar:
      Sentences

4 Unit 4  
   **Around the Neighborhood**
   a. Comprehension:
      Strategies:  Ask and Answer Questions  
      Skill:  Key Details
   b. Word Work
      Phonemic Awareness:  Phoneme Isolation, Blending, Categorization, Segmentation, Identity  
      Phonics:  Short o, /d/d, Review
   c. Fluency:
      Letter and Word Automaticity, Model Fluency
   d. Grammar
      Adjectives

5. Unit 5  
   **Wonders of Nature**
   a. Comprehension
      Strategies:  Reread
      Skill:  Character, Setting, Events, Main Topic/Key Details
   b. Word Work
      Phonemic Awareness:  Phoneme Isolation, Blending, Categorization, Segmentation, Addition
      Phonics:  /h/h, Short e, /f/f, /r/r
   c. Fluency
      Letter and Word Automaticity, Model Fluency
   d. Grammar
      Pronouns

6. Unit 6  
   **Weather for All Seasons**
   a. Comprehension
      Strategies:  Visualize
      Skill:  Key Details: Sequence
   b. Word Work
      Phonemic Awareness:  Phoneme Isolation, Blending, Segmentatoion, Identity, Addition
      Phonics:  /b/b, /l/l, /k/k, ck, Review
   c. Fluency
Letter and Word Automaticity, Model Fluency
d. Grammar
   Proper Nouns, Nouns

7. Unit 7  *The Animal Kingdom*
a. Comprehension
   Strategies: Reread, Make, Confirm and Revise Predictions
   Skill: Connections Within Text: Compare and Contrast, Plot: Problem and Solution, Cause and Effect
b. Word Work
   Phonemic Awareness: Phoneme Isolation, Blending, Deletion, Substitution
   Phonics: /u/u, /g/g, /w/w, Review
c. Fluency
   Letter and Word Automaticity, Model Fluency
d. Grammar
   Verbs

8. Unit 8  *From Here to There*
a. Comprehension
   Strategies: Make Predictions, Reread
   Skills: Character, Setting, Plot, Main Topic and Key Details, Plot: Problem and Solution
b. Word Work
   Phonemic Awareness: Phoneme Isolation, Blending, Segmentation, Substitution, Identity, categorization, Addition
   Phonics: /j/j, /kw, /qu, /y/y, /z/z, Review
c. Fluency
   Letter and Word Automaticity, Model Fluency
d. Grammar
   Sentences with Prepositions, Sentences

9. Unit 9  *How Thinks Change*
a. Comprehension
   Strategies: Ask and Answer Questions, Reread,
   Skill: Plot: Sequence, Cause and Effect, Connections Within Text: Sequence
b. Word Work
   Phonemic Awareness: Phoneme Identity, Blending, Deletion, Substitution
   Phonics: /a/a_e, /i/i_e, /e/e, Review
c. Fluency
   Letter and Word Automaticity, Model Fluency
d. Grammar
   Adjectives

10. Unit 10  *Thinking Outside the Box*
a. Comprehension
   Strategies: Make, Confirm, and Revise Predictions, Ask and Answer Questions, Reread
   Skill: Plot: Sequence, Key Details, Main Topic and Key Details
b. Word Work
   Phonemic Awareness: Phoneme Identity, Blending, Substitution, Segmentation
Phonics: /u_e, /e/e, ee, e_e, Review

c. Fluency
   Letter and Word Automaticity, Model Fluency

d. Grammar
   Pronouns

D. Course Outline

1. Unit 1: Take a New Step
2 Unit 2: Let’s Explore
3. Unit 3: Going Places
4. Unit 4: Around the Neighborhood
5. Unit 5: Wonders of Nature
6. Unit 6: Weather for All Seasons
7. Unit 7: The Animal Kingdom
8. Unit 8: From Here to There
9. Unit 9: How Things Change
10. Unit 10: Thinking Outside the Box

IV. Science

A. Textbook
   Science: A Closer Look; Macmillan/McGraw-Hill, Copyright 2008

B. Educational Goals
   The student will experience the richness and excitement of knowing about and understanding the world God made. The student will comprehend and apply appropriate scientific processes and principles.

C. Educational Objectives
   1. Being a Scientist:
      The student will explore and investigate the five senses, weather, and living & nonliving things.
   2. Animals
      a. The student will classify animals into groups by characteristics.
      b. The student will understand that animals are organisms that require food, a good place to live, and safety.
   3. Plants
      a. The student will identify plant parts and functions.
      b. The student will recognize plant needs to survive in a variety or habitats.
   4. Our Earth, Our Home
      a. The student will identify rock, soil, water, gases, and landforms.
      b. The student will recognize that many materials can be reused and recycled and will identify some recyclable materials.
   5. Weather and Sky
      The student will observe daily weather conditions and recognize that weather conditions are changing daily and seasonally.
   6. Exploring Matter
      The student will describe matter by its observable physical properties,
materials it is composed of, and uses.

7. Moving Right Along
   The student will explore motion using forces such as push, pull, and magnetism to change an object’s position.

8. Investigating Water
   a. The student will categorize water as a solid, liquid, or gas.
   b. The student will observe objects that sink or float and that water takes on the shape of its container.

D. Course Outline
1. Being a Scientist
   a. Exploration of the Five Senses
   b. Investigating Weather
   c. Investigating Living and Nonliving Things
2. Animals
   a. Animals Are Everywhere
   b. Animal Needs
   c. How Animals Grow and Change
3. Plants
   a. Parts of Plants
   b. What Plants Need and How They Grow
   c. Leave and Flowers and How We Use Plants
4. Our Earth, Our Home
   a. Soil and Rocks
   b. Land and Water
   c. Resources and Recycling
5. Weather and Sky
   a. Look at Weather
   b. Season
   c. Sun, Moon, Stars
6. Exploring Matter
   a. Paper and Cloth
   b. Wood, Metal, and Clay
   c. Investigating Water
7. Moving Right Along
   a. Wheels and Motion
   b. Gravity and Sounds
   c. Magnets

V. Social Studies

Social Studies is taught through a thematic approach. A thematic curriculum allows the children to immerse themselves in a particular area of study. As children become interested in a theme, they often want to know “all” about it.

A. Principles
1. Activities address all aspects of development – spiritual, social, physical, emotional, and cognitive.
2. Teachers build on real-life experiences and what the children already know.
3. Activities represent a variety of subject areas (math, language, science, etc.)
4. Hands-on activities make learning meaningful.

B. Themes

1. All About Me
   During the month of September, the children will participate in an “All About Me” unit. This unit includes activities for developing self-awareness, enhancing self-esteem, and encouraging children to identify and express feelings.
   a. Educational Goals
      1. To help children appreciate how God has given them special qualities.
      2. To provide children the opportunity to learn about their bodies and how to take care of them.
   b. Educational Objectives
      1. The student will become familiar with Psalm 139:14.
      2. The student will identify the five senses.
      3. The student will complete related art activities.
      4. The student will participate in science experiments related to the five senses.
      5. The student will participate in games geared toward the five senses.
      6. The student will sing songs and write poems.

2. Eric Carle
   During the month of October, the children will complete a unit on this well-known children’s author. His ideas come from a lifetime of experiences, all the thoughts in a person’s mind, and the feelings in a person’s heart.
   a. Educational Goals
      1. To enable children to discover new concepts.
      2. To enable children to participate in experiences related to Eric Carle’s work.
   b. Educational Objectives
      1. The student will be introduced to the writings of Eric Carle.
      2. The student will investigate how Eric Carle gets his ideas using his website.
      3. The student will build awareness of his secret and fondest childhood memories.
      4. The student will utilize his brilliant tissue paper technique to complete art projects.
      5. The student will realize the importance of being ourselves.
      6. The student will discuss adjustments one makes growing up and how the support of friends can make it easier.
      7. The student will discuss the importance of homes and how the needs which are met there are often taken for granted.
      8. The student will sequence the transformation a caterpillar undergoes to become a brilliantly-colored butterfly.
      9. The student will sequence the life cycle of a plant and the changes it undergoes during the four seasons.
      10. The student will create innovations and reproductions of various Eric Carle stories.

3. The First Thanksgiving
   The month of November is spent completing a variety of activities related to the first Thanksgiving.
   a. Educational Goals
      1. Provide opportunity for comparing current and traditional family celebrations.
2. Introduce children to cultural awareness and historical time lines.

b. Educational Objectives
   1. The student will gain information about the Native American and early Pilgrim settlers.
   2. The student will understand the friendship formed between the Indians and Pilgrims and the resulting celebration – The First Thanksgiving.
   3. The student will be exposed to a variety of fiction and nonfiction literature related to the topic.
   4. The student will enhance vocabulary with related items (Mayflower, Plymouth, Indians, Pilgrims, turkey, cornucopia, etc.).
   5. The student will complete related art activities (head dress, legend of 5 kernels, turkeys, etc.).
   6. The student will participate in collecting and recording data on a graph.
   7. The student will develop an understanding of the conditions endured while the Pilgrims were on the Mayflower.

4. The Gingerbread Man
   The month of December is spent completing a variety of activities related to the story, *The Gingerbread Man*.
   a. Educational Goals
      1. Provide opportunity for sharing during the holidays.
      2. Build awareness of a folk tale.
   b. Educational Objectives
      1. The student will compare and contrast versions of *The Gingerbread Man*, using a Venn diagram.
      2. The student will actively participate in the telling of the story – choral response.
      3. The student will complete related art activities (ornaments, puppets, etc.).

5. Whales/Alaska
   During the month of January, the children learn about whales and the state of Alaska, including a study of the Eskimo people.
   a. Educational Goals
      1. To learn about another state (very different than Florida) in their country.
      2. Educate and help children appreciate the animals, people, and the lifestyle in a different part of their country.
   b. Educational Objectives
      1. The student will learn about animals that live in various habitats in Alaska.
      2. The student will learn basic information about Alaska and location on a map.
      3. The student will be exposed to related literature – fiction and nonfiction.
      4. The student will view educational videos on whales and Alaska.
      5. The student will sing songs about whales and Eskimos.
      6. The student will complete art activities (totem poles, Amik, Eskimos, whales, etc.).
      7. The student will complete related writing activities.
      8. The student will travel on an imaginary trip to Alaska.

6. Seasons
   The month of February is spent focusing on the four seasons.
   a. Educational Goals
1. Identify the seasons, winter, spring, summer, fall.
2. Describe weather conditions characteristic of each season.
3. Discover how changes in seasons affect plants, animals, and people’s activities.

b. Educational Objectives
1. The student will discuss weather conditions associated with each season.
2. The student will complete related writing activities.
3. The student will collect and record data on a graph.
4. The student will complete related art activities (season trees, snowmen, fall leaves, etc.).

7. Farm
During the month of March, the children complete a unit about the farm, including lifestyle and products.

a. Educational Goals
1. Learn about the career of a farmer and what happens on the farm.
2. Identify and describe characteristics of farm animals, the products they produce, and how God has provided them to meet our daily needs.
3. Learn about the crops (vegetables, fruits, grains) that are grown.

b. Educational Objectives
1. The student will complete art activities (make various farm animals).
2. The student will read and discuss literature (fiction and non-fiction) about farms and farm animals.
3. The student will sing songs about farm animals.
4. The student will complete writing activities.
5. The student will view farm-related videos.
6. The student will visit a petting farm on school campus, providing the opportunity to feed, pet and interact with various farm animals.

8. Careers
The month of April is spent on a unit about careers and the gifts, talents, and interests that God gives people to help them succeed.

a. Educational Goals
2. To expose children to various careers.
3. To understand the work involved in each career and the impact on our daily lives.
4. To stimulate children to reflect on their own interests and talents and dream about their own futures.

b. Educational Objectives
1. The student will read and discuss children’s literature related to various careers.
2. The student will view educational videos.
3. The student will complete art activities.
4. The student will play games related to careers (Community Helpers Lotto).
5. The student will complete individual writing activity (“When I Grow Up”).
6. The student may participate in a field trip to a place of work in the community (i.e., hospital, grocery store, fire station, post office).

9. Circus
During the month of May, the children participate in a unit on the circus.
a. Educational Goals
   1. Learn about the various circus entertainers and the nature of their careers.
   2. Learn about circus performances.

b. Educational Objectives
   1. The student will complete writing activities related to the circus.
   2. The student will participate in art activities related to the circus (clowns, elephants, etc.).
   3. The student will read and discuss fiction and non-fiction literature about the circus.
   4. The student will sing circus songs.
   5. The student will view circus videos.
   6. The student will produce a kindergarten circus involving all the children performing in the various acts.

FIRST GRADE CURRICULUM GUIDE

I. Bible


   B. Educational Goals and Objectives
1. The student will describe and defend a Christian worldview utilizing the Biblical Truths.
2. The student will recognize and explain a personal relationship with Jesus Christ.
3. The student will interpret biblical knowledge and build foundational beliefs and values from a Christian perspective.
4. The student will understand the biblical story through the framework of creation, fall, and redemption.
5. The student will identify and participate in heartfelt service opportunities to express the love of Jesus.
6. The student will build a Scriptural foundation through memorizing and applying God’s Word to daily life.
7. The student will understand and examine the biblical story from Genesis through the life and ministry of Jesus.
8. The student will continually respond biblically in thoughts and actions throughout daily life.
9. The student will discuss and discover ways to apply biblical principles in every aspect of life.
10. The student will apply and integrate a working knowledge and use of the Holy Bible.

D. Course Outline
1. Wisdom: Building the foundation of my life on God, my rock, by knowing, loving, and obeying Him.
   a. God is truth and always tells us what is right and true.
   b. God is the only true and almighty God.
   c. God is God the Father, God the Son, and God the Holy Spirit.
   d. God is the creator.
2. Fellowship: Building a relationship of harmony with God when I believe that Jesus is God’s Son and my Savior.
   a. God created people to be his children and to praise his glory.
   b. God created people to need him for everything.
   c. Sin causes separation and disharmony between people and God.
   d. Jesus died to restore fellowship and harmony between people and God.
3. Image-Bearing: Building a relationship of harmony with myself as I become more like Jesus.
   a. God created people in His image.
   b. God placed a crown of glory and honor on each of his image-bearers.
   c. Sin causes disharmony within each of God’s image-bearers.
   d. Jesus died to restore harmony within each of God’s image-bearers.
4. Servanthood: Building a relationship of harmony with others by serving them in love.
   a. God created his image-bearers to love and serve one another.
   b. God made the family and nation in which his image-bearers are to live and serve each other.
   c. Sin causes disharmony among God’s image-bearers.
   d. Jesus died to bring his image-bearers into a new family and nation of harmony called God’s church.
5. Stewardship: Building a relationship of harmony with creation as I appreciate it and care for it.
a. God holds his creation together by his power.
b. God put his image-bearers in charge of caring for the earth.
c. Sin causes disharmony between God's image-bearers and the earth.
d. Jesus died to restore harmony between God's image-bearers and the earth.

a. Creation
b. Noah
c. Abraham
d. Isaac
e. Jacob
f. Joseph
g. Jacob

II. Language Arts (Reading, Language, Spelling, Penmanship)

A. Textbook

B. Educational Goals
1. To demonstrate phonemic awareness and use structural analysis techniques in order to recognize and decode unfamiliar words and build a meaningful vocabulary.
2. To demonstrate the ability to read grade level material with accuracy, proper pacing, intonation, expression, and fluency.
3. To apply reading strategies such as self monitoring, rereading, examining context clues, predicting, and reflection, as well as, respond to a wide variety of literature and informational text with a purpose and understanding.
4. To identify different genres (fiction, nonfiction, poetry, folk tales, fairy tales, expository texts) and how the author develops a theme by including details from the text.
5. To research and integrate information from multiple sources, including media and technology, in order to write or speak about subjects knowledgeably.
6. To apply and integrate a Biblical Christian worldview into all elements of literature and informational texts.
7. To develop a life-long love for reading.

C. Educational Objectives

1. Unit 1: *Getting to Know Us*
   a. Word Work
      Phonological Awareness: Identify Rhyme, Phoneme Isolation, Phoneme Blending, Phoneme Segmentation, Alliteration, Phoneme Categorization, Contrast Vowel Sounds, Phoneme Substitution, Phoneme Deletion, Phonics/Spelling: Short a, Short i, l-Blends, Short o, r-Blends and s-Blends
      Structural Analysis: Inflectional Endings – s, Double Final Consonants, Plural Nouns (-s), Alphabetical Order, Possessives
   b. Comprehension
Strategies: Visualize, Ask and Answer Questions
Skill: Key Details
c. Fluency: Phrasing, Intonation
d. Writing: Ideas, Organization
e. Grammar: Sentence Capitalization, Sentence Punctuation

2. Unit 2: Our Community

a. Word Work
   Phonological Awareness: Phoneme Isolation, Phoneme Blending, Phoneme Segmentation, Rhyme, Phoneme Identity, Phoneme Categorization, Phoneme Substitution,
   Phonics/Spelling: Short e, Short u, Consonant Digraphs th, sh, -ng, ch, -tch, wh, ph
   Structural Analysis: Inflectional Endings – ed, -ing, -es, Closed Syllables, Contractions with -'s
b. Comprehension
   Strategies: Make and Confirm Predictions, Reread
   Skill: Character, Setting, Events, Main Topic and Key Details
c. Fluency: Intonation, Expression, Phrasing
d. Writing: Ideas, Organization

3. Unit 3: Changes over Time

a. Word Work
   Phonological Awareness: Phoneme Identify/Rhyme, Alliteration, Phoneme Addition/Deletion/Blending/Segmentation/Isolation/Substitution
   Phonics/Spelling: Long a: a_e, Long i: i_e, Soft c, Soft g, dge, Long o: o_e; Long u: u_e, Long e: e_e, /u/: oo, u
   Structural Analysis: Contractions with not, Plurals, Inflectional Endings –ed, -ing, CVCe Syllables
b. Comprehension
   Strategies: Make and Confirm Predictions, Reread
   Skill: Character, Setting, Plot, Sequence, Cause and Effect, Connections within Text: Compare and Contrast, Sequence
c. Fluency: Intonation, Phrasing, Expression
d. Writing: Word Choice, Ideas
e. Grammar: Verbs, Present-Tense Verbs, Past-and Future-Tense Verbs, Is and Are, Contractions with Not, Commas in a Series, Capitalize and Underline Titles of Plays, Commas in Dates, Apostrophes in Contractions

4. Unit 4: Animals Everywhere

a. Word Work
   Phonological Awareness: Rhyme, Categorization, Blending, Identity, Segmentation, Contrast Sounds, Substitution, Deletion, Addition
   Phonics/Spelling: Long a, Long e, Long o, Long i
Structural Analysis: Alphabetical Order, Prefixes re-, un-, pre-, Open Syllables, Inflectional Endings, Compound Words

b. Comprehension
Strategies: Ask/Answer Questions, Visualize
Skill: Plot: Sequence, Main Idea and Key Details, Point of View, Connections within Text/Sequence

c. Fluency: Intonation, Phrasing, Expression, Appropriate Phrasing

d. Writing: Write to Sources and Trait: Word Choice and Organization

5 Unit 5: Figure It Out

a. Word Work
Phonemic Awareness: Contrast Sounds, Phoneme Categorization, Blending, Segmentation, Rhyme, Substitution, Deletion, Addition, Isolation
Phonics Spelling: Words with /ar/, /ur/, /or/, Diphthongs ou, ow, oi, oy
Structural Analysis: Irregular Plurals, Inflectional Ending –er and -est, Abbreviations, Final Stable Syllables

b. Comprehension
Strategies: Make/Confirm Predictions, Ask/Answer Questions
Skill: Point of View, Connections Within Text Cause and Effect, Plot: Cause and Effect, Problem and Solution

5 Unit 6: Together We Can

a. Word Work
Phonemic Awareness: Phoneme
Identity/Segmentation/Substitution/Categorization/Reversal/Blending/Deletion, Rhyme, Syllable Deletion, Syllable Addition
Phonics Spelling: Variant Vowel /u/, /o/, Silent Letters, Three-Letter Blends, Words with /ar/
Structural Analysis: Suffixes –ful, -less, Vowel Team Syllables, Compound Words, Inflectional Endings –ed, -ing, r-controlled Vowel Syllables

b. Comprehension
Strategies: Reread, Visualize
Skill: Theme, Author’s Purpose, Plot: Cause and Effect

c. Fluency: Dialogue, Intonation, Phrasing

d. Writing: Write to Sources, and Trait: Sentence Fluency, Voice, Idea

e. Grammar: Pronouns, Possessive Pronouns, Special Pronouns, Using I and me, Adverbs That Tell How
D. Course Outline
1. Unit 1: *Getting to Know Us*
2. Unit 2: *Our Community*
3. Unit 3: *Changes over Time*
4. Unit 4: *Animals Everywhere*
5. Unit 5: *Figure It Out*
6. Unit 6: *Together We Can*

III. Mathematics


B. Educational Goals: The math curriculum, utilizing the Saxon program, is a success-oriented program based on prior knowledge that enables all children to develop a solid foundation in the language and basic concepts of all areas of mathematics. It is strongly founded in content required by new state curriculum guidelines. Students will develop strategies for thinking mathematically and analytically.

C. Educational Objectives
1. Numbers and Operations
   a. The student will skip count by 2\(^\text{'s}\), 3\(^\text{'s}\), 4\(^\text{'s}\), 5\(^\text{'s}\), 10\(^\text{'s}\), 25\(^\text{'s}\), and 100\(^\text{'s}\).
   b. The student will identify place value, count and group numbers in tens and ones, and categorize, write, and describe place value in numbers to 1,000.
   c. The student will compare numbers to 1,000 and identify relationships of numbers as greater than, less than or equal to.
   d. The student will round numbers to the nearest tens place.
   e. The student will identify numbers on a one hundred chart and will strengthen and master the ability to say and write numbers to 1000.
   f. The student will identify even and odd numbers, factors of a number, ordinal position, a dozen and half dozen, pairs, and multiples.
   g. The student will identify addends and sums.
   h. The student will solve and demonstrate the meaning of addition, subtraction, multiplication, and division problems by acting out situations, drawing pictures, and writing number sentences.
   i. The student will write addition and subtraction fact families.
   j. The student will identify and use the commutative and associative properties.
   k. The student will identify factors and products and will solve multiplication and division problems using the properties of 0 and 1.
   l. The student will classify fractions including whole, halves, thirds, and fourths.
   m. The student will demonstrate knowledge of money by adding and subtracting money amounts and by making change from $1.00, $5.00, and $10.00.

2. Patterns, Algebra, and Functions
   a. The student will identify, make and duplicate/extend patterns.
   b. The student will complete missing number equations.

3. Geometry
a. The student will identify, describe, and classify three-dimensional geometric figures.
b. The student will determine the line of symmetry in geometrical shapes and plane figures.

4. Measurement
   a. The student will identify and write the days of the weeks, months, and year.
   b. The student will read a Fahrenheit thermometer.
   c. The student will estimate and measure length using standard and non-standard units.
   d. The student will identify the units of mass (customary or metric).
   e. The student will measure capacity using standard units.
   f. The student will find the perimeter and area of a polygon.

5. Data Analysis, Statistics, and Probability
   a. The student will make, count, and use tally marks.
   b. The student will read, draw, and record data onto a bar graph and pictograph and draw conclusions, answer questions, and write observations about the graph with a scale of 2.
   c. The student will identify the mode and range.

6. Problem Solving
   a. The student will classify and categorize information, make predictions, and communicate mathematical ideas to solve a problem.
   b. The student will be able to solve a problem by using a variety of strategies; organized list, models, pictures, guess and check, patterns, tables, logical reasoning, number sentence, and substitution of simpler numbers.

D. Course Outline
1. Numbers and Operations
   a. Number Sense and Numeration
      1. Counts by 2’s 3’s 4’s 5’s 10’s 25’s 100’s
      2. Counts backward
      3. Identifies, reads, writes, and describes place value in numbers to 1,000
      4. Counts and groups numbers in tens and ones
      5. Compares numbers to 1,000
      6. Writes numbers in expanded form
      7. Rounds numbers to the nearest ten
      8. Identifies numbers on a hundred number chart
      9. Represents 2- and 3-digit numbers using concrete objects and pictures
     10. Compares sets of objects and identifies sets with more, less, and the same
     11. Identifies sets with the greatest and least number of objects
     12. Identifies factors of a number
     13. Renames numbers using regrouping
     14. Identifies ordinal position
     15. Identifies even and odd numbers
     16. Identifies dozen and half dozen
     17. Identifies pairs
     18. Identifies multiples
     19. Identifies rational numbers from pictures and draws pictures to show rational numbers
     20. Locates rational numbers on a number line
b. Concepts of Whole Number Operations
   1. Acts out, draws pictures, and writes number sentences to show addition and subtraction situations
   2. Shows the meaning of addition and subtraction
   3. Identifies addends and sums
   4. Writes addition and subtraction families
   5. Identifies and uses the commutative and associative properties
   6. Shows the meaning of multiplication
   7. Makes, labels, and writes number sentences for an array
   8. Uses concrete objects to model and solve multiplication problems
   9. Identifies the properties of 0 and 1 in multiplication and /or division
   10. Identifies factors and products
   11. Acts out, draws pictures of, and writes number sentences to show division situations
   12. Shows the meaning of division
   13. Divides sets of objects into groups of two
   14. Uses concrete objects to model and solve division problems

c. Whole Number Computation
   1. Masters addition facts to 18
   2. Identifies one more than a number
   3. Identifies ten more than a number
   4. Identifies missing addends
   5. Estimates a sum
   6. Adds using mental computation
   7. Adds three or more single-digit numbers
   8. Adds two- and three-digit numbers, with and without regrouping
   9. Uses estimation to check the reasonableness of calculated results
   10. Adds 3-digit numbers and money amounts (decimals)
   11. Solves problems involving addition
   12. Masters subtraction facts to 18
   13. Identifies on less than a number
   14. Identifies ten less than a number
   15. Estimates differences
   16. Subtracts using mental computation
   17. Subtracts 2-digit numbers
   18. Subtracts 3-digit numbers and money amounts (decimals)
   19. Checks differences (subtraction answers) using addition
   20. Solves problems involving subtraction
   21. Makes and uses multiplication tables
   22. Masters multiplication facts (0, 1, 2, 3, 4, 5)
   23. Multiplies by 10, 100, 1,000, and 10,000
   24. Doubles a number
   25. Solves problems involving multiplication
   26. Divides by 2
   27. Solves problems involving division
   28. Divides sets of objects into equal groups

d. Fractions and Decimals
   1. Identifies fractional parts of a whole
   2. Writes fractions to show parts of wholes
   3. Identifies fractional parts of sets
   4. Writes fractions to show parts of sets
5. Names, writes, and compares unit fractions
6. Recognizes and identifies equivalent fractions using concrete objects
7. Finds half of a set of objects
8. Represents and writes mixed numbers
9. Uses a calculator to add, subtract, multiply, and skip count

e. Money
   1. Counts money
   2. Writes money amounts using dollar and cent symbols
   3. Reads and writes money amounts to $10.00
   4. Selects coins for a given amount
   5. Makes change from $1.00, $5.00, and $10.00
   6. Adds and subtracts money amounts (decimals)

2. Patterns, Algebra, and Functions
   a. Patterns
      1. Identifies, reads, and extends patterns in shapes, colors, designs, and numbers
      2. Identifies the missing number in a sequence
      3. Identifies the missing shape of design in a repeating pattern
      4. Identifies and creates pairs
   b. Algebra and Functions
      1. Writes and solves number sentences for problems involving addition, subtraction, multiplication, and division
      2. Locates and graphs points on a coordinate graph
      3. Uses comparison symbols (<, >, =)

3. Geometry
   a. Shapes and Spatial Relationships
      1. Identifies right and left
      2. Uses positional words and phrases
      3. Identifies first, last, between, and middle
      4. Identifies, compares, and sorts common two- and three-dimensional geometric figures by attribute
      5. Identifies, describes, and classifies three-dimensional geometric figures
      6. Identifies, describes, classifies polygons
      7. Makes and covers designs with pattern blocks or tangrams; makes and copies designs on a geoboard
      8. Identifies and creates congruent shapes
      9. Identifies and creates similar shapes
     10. Solves spatial problems
     11. Identifies horizontal, vertical, and oblique line segments
     12. Identifies parallel lines and line segments
     13. Identifies perpendicular lines and line segments
     14. Identifies intersecting lines
     15. Identifies right, acute, and obtuse angles
     16. Identifies right angles
     17. Identifies and draws lines of symmetry
     18. Identifies and shows transformations: translations, rotations, and reflections

4. Measurement
   a. Time and Calendar
      1. Identifies dates on a calendar
      2. Identifies yesterday, today, and tomorrow
3. Identifies morning, afternoon, evening, and night
4. Tells and shows time to the hour, half hour, quarter hour, five minutes, and minute on analog and digital clocks
5. Identifies activities that take one hour, one minute, and one second
6. Finds elapsed time
7. Identifies a.m. and p.m., noon and midnight
8. Identifies days of the week and months of the year
9. Writes the date using digits
10. Identifies equivalent units of time
11. Identifies weekdays and days of the weekend
12. Solves problems using a calendar

b. Temperature
1. Identifies cold, cool, warm, or hot
2. Estimates temperature
3. Reads a Fahrenheit thermometer
4. Identifies common temperatures

c. Linear Measure
1. Compares the length or height of objects
2. Orders objects by length or height
3. Estimates length
4. Selects appropriate tools for measuring length
5. Measures length using nonstandard units
6. Measures length using customary units (nearest inch, half inch, and foot)
7. Draws line segments using customary units (nearest inch and half inch)
8. Measures length using metric units (nearest centimeter)
9. Draws line segments using metric units (nearest centimeter)

d. Weight (Mass)
1. Identifies units of mass (customary or metric)
2. Selects appropriate tools for measuring weight
3. Estimates mass
4. Weighs objects using nonstandard units
5. Weighs objects using customary or metric units
6. Compares and orders objects by weight (mass)

e. Capacity (Volume)
1. Selects appropriate tools for measuring capacity
2. Identifies and uses measuring cups
3. Estimates capacity
4. Measures capacity using standard units (cup, quart, gallon, liter)
5. Compares and orders containers by capacity
6. Measures to follow a recipe

5. Data Analysis, Statistics, and Probability
   a. Data Analysis and Statistics
1. Conducts a survey
2. Tallies
3. Draws and reads a pictograph
4. Records and graphs data on a bar graph
5. Draws and reads a bar graph
6. Draws and reads a bar graph with a scale of 2
7. Creates and reads a Venn diagram
8. Draws conclusions, answers questions, and writes observations about a graph
9. Identifies the mode and range of a set of data
10. Uses a calculator to compare data

b. Probability
   1. Describes the likelihood of an event
   2. Predicts the outcome of a probability experiment
   3. Conducts a probability experiment

6. Problem Solving
a. Developing Skills for Problem Solving
   1. Classifies and categorizes information
   2. Choose appropriate methods for finding the answers to problems
   3. Makes predictions
   4. Communicates mathematical ideas through objects, words, pictures, numbers, and symbols
b. Strategies for Problem Solving
   1. Makes an organized list
   2. Acts out or models a problem
   3. Draws a picture
   4. Guesses, checks, and revises
   5. Looks for a pattern
   6. Makes a table
   7. Uses logical reasoning
   8. Writes a number sentence
   9. Substitutes simpler number

IV. Science


B. Educational Goals
   1. To apply knowledge through hands-on experiences using the scientific process stimulating curiosity in all aspects of Science.
   2. To recognize and comprehend vocabulary and communicate scientific ideas and activities clearly.
      a. To compute, estimate, and analyze scientific data and demonstrate an understanding of the important features in the process of scientific inquiry.
      b. To develop and demonstrate an understanding of scientific tools and instruments used for observing, measuring, and manipulating objects in scientific activities.
      c. To apply and integrate a Biblical Christian worldview into all elements of informational texts.

C. Educational Objectives
   1. Unit A - Life Science (Plants)
      Chapter 1:
      Lesson 1 – The student will compare and contrast living and nonliving things and explain what plants need to live and grow.
      Lesson 2 – The student will identify the parts of a plant and describe what the different parts do for the plant.
Lesson 3 – The student will classify and compare different plants and identify some edible plant parts.

Explore Activities (Labs) - The student will observe that living things grow and change, identify the parts of a plant, compare/contrast how plants are alike/different.

Chapter 2:
Lesson 1 – The student will explain why flowers and fruits are important to plants and compare and describe seeds.
Lesson 2 – The student will describe the life cycle of a plant and explain how plants can grow from seeds and other plant parts.
Lesson 3 – The student will identify desert, rain-forest, and arctic environments.
Explore Activities (Labs) - The student will compare and classify seeds, observes seeds need water to grow, observe plants need water to live and grow.

2. Unit B - Life Science (Animals and Their Homes)
Chapter 3:
Lesson 1 – The students will observe and describe different kinds of animals and explain how animals are alike and different.
Lesson 2 – The student will identify what animals need to survive and explain how different animals meet their needs.
Lesson 3 – The student will relate the shape of an animals’ teeth to what it eats and classify animals according to what they eat.
Lesson 4 – The student will describe the life cycles of different animals and explain what animals can do at different ages.
Explore Activities (Labs) - The student will compare/classify different animals, identify what animals need to survive, observe how animals change.

Chapter 4:
Lesson 1 – The student will describe land habitats and explain how different animals adapt to different environments.
Lesson 2 – The student will recall characteristics of water habits and explain how plants and animals meet their needs in water habitats.
Lesson 3 – The student will analyze and list reasons why each part of a food chain is important.
Explore Activities (Labs) - The student will describe why animals live in different habitats and investigate food chains.

3. Unit C - Chapter - Earth Science (Our Earth)
Chapter 5:
Lesson 1 – The student will identify different types of land on Earth and describe differences between bodies of water.
Lesson 2 – The student will sort rocks into groups based on physical properties and classify soil according to color, texture, and composition.
Lesson 3 – The student will explain the process of erosion and how it can be prevented.
Explore Activities (Labs) - The student will identify the characteristics of an island, classify rocks based on their properties, and observe effects of frozen water.

Chapter 6:
Lesson 1 – The student will describe natural resources and explain how people use them.
Lesson 2 – The student will define pollution and the need for clean air, land, and water.
Lesson 3 – The student will describe and list ways to conserve resources by reusing, reducing, and recycling.

Explore Activities (Labs) - The student will identify objects that are made from natural resources and identify how much water people use every day.

4. Unit D- Earth Science  (Weather and Sky)
   Chapter 7:
   Lesson 1 – The student will identify different weather conditions and investigate ways to measure different weather conditions.
   Lesson 2 – The student will explain how clouds form and why water falls back to the Earth.
   Lesson 3 – The student will describe how weather changes as seasons change.
   Lesson 4 – The student will analyze seasons and their different weather conditions and explain how fall and winter affect plants and animals.
   Explore Activities (Labs) - The student will measure weather conditions, observe different kinds of clouds, determine how warm and cold affects the growth of seeds.

   Chapter 8:
   Lesson 1 – The student will classify objects in the sky during day and night and explain why the Sun is important for life on Earth.
   Lesson 2 – The student will recognize Earth’s movement by observing shadows and seasons and discuss the Earth’s rotation orbit around the Sun.
   Lesson 3 – The student will observe what the moon looks like from Earth.
   Explore Activities (Labs) - The student will identify and compare objects in the night and day skies and observe the factors that create a shadow.

5. Unit E- Physical Science  (Matter)
   Chapter 9:
   Lesson 1 – The student will comprehend that all things are made of matter and describe the properties of matter.
   Lesson 2 – The student will identify the properties of solids and compare the properties of different solids.
   Lesson 3 – The student will describe the properties of liquids and gases and compare properties of different kinds of liquids and gases.
   Explore Activities (Labs) - The student will observe and compare different objects’ properties, measure/compare mass of objects, observe the properties of a liquid.

Chapter 10:
   Lesson 1 – The student will observe and describe how solids can change.
   Lesson 2 – The student will prepare mixtures of different solids and liquids.
   Lesson 3 – The student will observe how heat changes solids, liquids, and gases.
   Explore Activities (Labs) - The student will discover how the properties of some objects can change, mixtures are formed/taken apart, and the effects of heat on solids.

6. Unit F- Physical Science  (Motion and Energy)
   Chapter 11:
   Lesson 1 – The student will observe an object’s motion and speed by recording its change and position.
   Lesson 2 – The student will identify pushes, pulls, gravity, and friction as forces and explain how different forces change the motion of objects.
Lesson 3 – The student will discover how simple machines make it easier to move objects.

Lesson 4 – The student will explain why magnets attract some objects and not others.

Explore Activities (Labs) - The student will explore force, simple machines, and magnets and describe how they change an object's motion.

Chapter 12:
Lesson 1 – The student will describe different sources of energy and heat.
Lesson 2 – The student will define vibration and identify the volume and pitch of sounds.
Lesson 3 – The student will explain that light passes through some objects and not others.
Lesson 4 – The student will identify and list different ways that people use electricity.

Explore Activities (Labs) - The student will compare how heat affects different solids, vibrations that cause sound, and materials that allow light to pass through them.

D. Course Outline
1. Unit A: Life Science (Plants)
2. Unit B: Life Science (Animals and Their Homes)
3. Unit C: Earth Science (Our Earth)
4. Unit D: Earth Science (Weather and Sky)
5. Unit E: Physical Science (Matter)
6. Unit F: Physical Science (Motion and Energy)

V. Social Studies


B. Educational Goals:
1. To demonstrate the need to explore the world and become active, involved, informed citizens
2. To develop map skills and understand directional terms.
3. To research and integrate information from multiple sources including media and technology in order to write or speak about topics knowledgeably.
4. To apply and integrate a Biblical Christian worldview into all elements of informational texts.

C. Educational Objectives
1. Unit 1: Time for School
   Lesson 1 - Getting to Know Andrew
   The student will determine the meanings of words and obtain information about a topic using pictures.
   Lesson 2 - Home and School
   The student will explain how routines are a part of our daily life at home and at school and read/create a calendar.
   Lesson 3 - Rules We Follow
   The student will identify the responsibilities of authority figures at home/school and use the problem-solving process.
Lesson 4 - Learning About School
The student will compare past and present and recognize things that change over time.

2. Unit 2: In My Community
   Lesson 1 - Welcome to My Neighborhood
   The student will create and use simple maps to identify the location of places in the classroom and construct a map using basic map symbols.
   Lesson 2 - Different Kinds of Communities
   The student will explain similarities and differences between life in a city, town, suburban and farm communities.
   Lesson 3 - Special Things We Do
   The student will describe various customs and traditions and obtain information about a topic using a variety of sources, such as interviews.
   Lesson 4 - Community Laws and Leaders
   The student will explain the need for laws in the community and describe the role of public officials including the mayor.
   Lesson 5 - Where in the World Do I Live?
   The student will locate places of significance on maps and list contributions of historical figures in the period of history.

3. Unit 3: Work! Work! Work!
   Lesson 1 - Ben’s Jobs
   The student will sequence information and recognize a chart, its parts, and its function.
   Lesson 2 - Needs and Wants
   The student will explain needs and wants and describe ways that families meet basic human needs.
   Lesson 3 - Spending and Saving
   The student will identify examples of choice families make when buying goods and services.
   Lesson 4 - Welcome to the Job
   The student will identify and list examples of goods and services in the home, school, and community.
   Lesson 5 - Interview with a Farmer
   The student will obtain information about a topic using a variety of oral sources, such as interviews.
   Lesson 6 - From Place to Place
   The student will describe the role of transportation in the exchange of goods and how technology has changed transportation.

4. Unit 4: Our Earth, Our Resources
   Lesson 1 - Different Kinds of Weather
   The student will use vocabulary related to chronology, including yesterday/ today/ tomorrow and distinguish between past/present/ future.
   Lesson 2 - Looking for Our Land and Water
   The student will relate locations on globes to locations on the Earth and identify a globe as a model of the Earth.
   Lesson 3 - Our Earth’s Resources
The student will identify, list, and describe examples of and uses for natural resources in the community, state, and nation.

Lesson 4 - Interview About Farm History
The student will identify ways that public officials are selected, including election and appointment to office.

Lesson 5 - Caring for Our Resources
The student will respond to important problems with the Earth’s natural resources and how they can be used and reused.

5. Unit 5: This is Our Country
Lesson 1 - Native Americans
The student will describe similarities and differences in ways families meet basic needs.

Lesson 2 - Early Travelers to America
The student will cite and describe reasons for observing holidays and use cardinal directions on a map.

Lesson 3 - The Colonies Become Free
The student will explain how contributions by historic figures contributed to our freedom.

Lesson 4 - Symbols in Our Country
The student will recognize the symbols that honor and foster patriotism in the United States.

Lesson 5 - We Celebrate the Holidays
The student will cite reasons for observing special days and holidays.

Lesson 6 - Choosing Our Country’s Leaders
The student will describe the roles of public officials, including governor and president.

6. Unit 6: Our Country, Our World
Lesson 1 - Visiting the Market
The student will analyze pictures and text to make a prediction and determine the meanings of words.

Lesson 2 - How Things Have Changed
The student will identify people who exemplify good citizenship and exhibit a love of individualism.

Lesson 3 - Inventors and Inventions
The student will obtain information about a topic using a variety of visual sources such as pictures.

Lesson 4 - How Travel Has Changed
The student will create visual and written material including graphs.

Lesson 5 - Life Around the World
The student will compare housing, clothes, and foods from different parts of the world.

D. Course Outline
1. Unit 1: Time for School
2. Unit 2: In My Community
3. Unit 3: Work! Work! Work!
4. Unit 4: Our Earth, Our Resources
SECOND GRADE CURRICULUM GUIDE

I. Bible


B. Educational Goal
   *Building on the Rock* is a correlated worldview and Bible survey curriculum that takes a look at the major events and truths of the Bible. The program is designed to assist students in interpreting knowledge and building foundational beliefs and values from a Christian perspective.

C. Objectives
   1. The student will describe and defend a Christian worldview utilizing the Biblical Truths.
   2. The student will recognize and explain a personal relationship with Jesus Christ.
3. The student will interpret biblical knowledge and build foundational beliefs and values from a Christian perspective.
4. The student will understand the biblical story through the framework of creation, fall, and redemption.
5. The student will identify and participate in heartfelt service opportunities to express the love of Jesus.
6. The student will build a Scriptural foundation through memorizing and applying God’s Word to daily life.
7. The student will understand and examine the biblical story from Genesis through the life and ministry of Jesus.
8. The student will continually respond biblically in thoughts and actions throughout daily life.
9. The student will discuss and discover ways to apply biblical principles in every aspect of life.
10. The student will apply and integrate a working knowledge and use of the Holy Bible.

D. Course Outline
   1. Wisdom: Building the foundation of my life on God, my rock, by knowing, loving, and obeying Him.
      a. God is truth and always tells us what is right and true.
      b. God is the only true and almighty God.
      c. God is God the Father, God the Son, and God the Holy Spirit.
      d. God is the creator.
   2. Fellowship: Building a relationship of harmony with God when I believe that Jesus is God’s Son and my Savior.
      a. God created people to be his children and to praise his glory.
      b. God created people to need him for everything.
      c. Sin causes separation and disharmony between people and God.
      d. Jesus died to restore fellowship and harmony between people and God.
   3. Image-Bearing: Building a relationship of harmony with myself as I become more like Jesus.
      a. God created people in His image.
      b. God placed a crown of glory and honor on each of his image-bearers.
      c. Sin causes disharmony within each of God’s image-bearers.
      d. Jesus died to restore harmony within each of God’s image-bearers.
   4. Servanthood: Building a relationship of harmony with others by serving them in love.
      a. God created his image-bearers to love and serve one another.
      b. God made the family and nation in which his image-bearers are to live and serve each other.
      c. Sin causes disharmony among God’s image-bearers.
      d. Jesus died to bring his image-bearers into a new family and nation of harmony called God’s church.
   5. Stewardship: Building a relationship of harmony with creation as I appreciate it and care for it.
a. God holds his creation together by his power.
b. God put his image-bearers in charge of caring for the earth.
c. Sin causes disharmony between God’s image-bearers and the earth.
d. Jesus died to restore harmony between God’s image-bearers and the earth.

6. God’s Special People: The Calling and Forming Hebrew Nation
a. Creation and the Patriarchs
b. Moses and the Exodus
c. Joshua and the Conquest of Canaan
d. The Time of the Judges

II. Language Arts (Reading, Language, Spelling, Penmanship)

A. Textbook:

B. Educational Goals
   1. To demonstrate phonemic awareness and use structural analysis techniques in order to recognize and decode unfamiliar words and build a meaningful vocabulary.
   2. To demonstrate the ability to read grade level material with accuracy, proper pacing, intonation, expression, and fluency.
   3. To apply reading strategies such as self monitoring, rereading, examining context clues, predicting, and reflection, as well as, respond to a wide variety of literature.
   4. To identify different genres (fiction, nonfiction, poetry, folk tales, fairy tales, expository texts) and how the author develops a theme by including details from the text.
   5. To analyze the author’s use of language, style, purpose, and perspective in informational and literary text and how they impact the meaning of the text.
   6. To research and integrate information from multiple sources, including media and technology, in order to write or speak about subjects knowledgeably.
   7. To apply and integrate a Biblical Christian worldview into all elements of literature and informational texts.
   8. To develop a life-long love for reading.

C. Educational Objectives

1. Unit 1: *Friends and Family*
   a. Word Work
      Phonemic Awareness: Phoneme Blending, Categorization, Segmentation, Identify and Generate Rhyme, Isolation, Substitution
      Phonics/Spelling: Short a, i, e, o, u, Two-letter Blends (r, s, t, l), Long a: a_e, Long i_e
      Structural Analysis: -s, -es (Plural Nouns), Inflectional Endings –s, -es, -ed, -ing, Closed Syllables, Possessives
   b. Comprehension:
      Strategies: Visualize, Ask and Answer Questions
      Skill: Key Details, Character, Setting, Events
   c. Fluency: Expression, Intonation, Phrasing
d. Grammar: Statements and Questions, Commands and Exclamation, Subjects, Predicates, Expanding and Combining Sentences
Mechanics: Sentence Capitalization and Punctuation, Letter Punctuation, Commas in a Sequence, Quotation Marks

2. Unit 2: Animal Discoveries
a. Word Work
Phonemic Awareness: Phoneme Addition, Substitution, Blending, Deletion, Segmentation, Identify and Generate Rhyme
Phonics/Spelling: Short o, u, Long o: o_e, u: u_e, Soft c and g: /j/, dge, ge, lge, nge, rge, Consonant Digraphs ch, -tch, sh, th, nh, wh, 3-Letter Blends: scr, spr, str, thr, spl, shr
Structural Analysis: Inflectional Endings –ed, -ing, CVCe Syllables, Prefixes re-, un-, dis-, Suffixes –ful, -less, Compound Words

b. Comprehension
Strategies: Make, Confirm, Revise Predictions, Reread
Skill: Character, Setting, Plot, Main Topic and Key Details

c. Fluency: Phrasing, Expression, Phrasing, Pronunciation

Mechanics: Commas in a Series, Capital Letters, Abbreviations, Apostrophes

3. Unit 3: Live and Learn
a. Word Work
Phonemic Awareness: Identify and Generate Rhyme, Phoneme Categorization, Blending, Isolation, Substitution, Deletion, Addition, Identify Syllables, Identify and Generate Alliteration
Phonics Spelling: Long a: a, ai, ay, ea, ei, eigh, ey, Long i: i, y, igh, ie, Long o: o, oa, ow, oe, Long e: e, ee, ea, ie, y, ey, e_e, Long u: u_e, ew, ue, u
Structural Analysis: Contractions with ‘s, ‘re, ‘ll, ‘ve, Open Syllables, Contractions with not, Plurals –s, -es, Comparative Endings –er, -est

b. Comprehension
Strategies: Reread, Ask and Answer Questions
Skill: Author’s Purpose, Character, Setting, Main ideas and Key Details, Plot: Sequence

c. Fluency: Intonation, Expression, Phrasing, Pronunciation

d. Grammar
Action Verbs, Present-Tense Verbs, Past- and Future-Tense Verbs, The Verb Have, Combining and Rearranging Sentences
Mechanics: Abbreviations, Commas in a Series, Letter Punctuation, Book Titles, Sentence Punctuation

4. Unit 4: Our Life, Our World
a. Word Work
Phonemic Awareness: Phoneme Identity, Categorization, Blending, Segmentation, Substitution, Generate Rhyme, Initial Sound Substitution, Identify Syllables
Phonics Spelling: Silent Letters, wr, kn, gn, mb, sc, r-controlled vowels /ur/, er, ir, ur, or, ore, oar, /ar/, /ir/ eer, ere, ear, /ar/ are, air
Structural Analysis: Prefixes/Suffixes, Inflectional Endings, Plurals (Irregular), Abbreviations, r-Controlled Vowel Syllables
b. Comprehension
   Strategies: Reread, Visualize
   Skill: Connections Within Text: Compare and Contrast, Cause and Effect, Theme, Plot: Compare and Contrast

c. Fluency
   Pronunciation, Phrasing, Expression

d. Grammar
   Linking Verbs, Helping Verbs, Irregular Verbs, Contractions
   Mechanics: Capitalization of Proper Nouns, Quotation Marks, Book Titles, Letter Punctuation, Apostrophes with Contractions

5. Unit 5: *Let’s Make a Difference*
   a. Word Work
      Phonemic Awareness: Phoneme Reversal; Initial and Final Sound Substitution; Blending, Substitution, Deletion, Categorization, Addition, Segmentation, Identity Syllables
      Phonics Spelling: Diphthongs: *ou, ow, oy, oi*, Variant Vowels /ui/ oo, u, /u_e, ey, ou, ou, /oi/, a, aw, au, augh, al, ough, Short Vowel Digraphs: /e/, ea; /u/ou; /i/ y
      Structural Analysis: Plurals (Irregular), Consonant + *le (el, al)* Syllables, Contractions with *not*, Vowel Team Syllables, Alphabetical Order (Two Letters)
   b. Comprehension:
      Strategies: Summarize, Make, Confirm, Revise Predictions
      Skill: Point of View, Connections Within Text: Sequence, Cause and Effect, Plot: Problem and Solution
   c. Fluency
      Intonation, Expression, Phrasing, Pronunciation
   d. Grammar
      Pronouns *I* and *Me*, *We* and *Us*, Possessive Pronouns, Contractions, Pronoun-Verb Agreement
      Mechanics: Quotation Marks, Capitalizing the Pronoun *I*, Capitalization of Proper Nouns, Contractions/Possessive Pronouns, Book Titles

6. Unit 6: *How on Earth?*
   a. Word Work
      Phonemic Awareness: Identify and Make Oral Rhymes, Identify Syllables, Phoneme Addition, Blending, Deletion, Segmentation, Initial Phoneme Substitution, Segmentation, Reversal
      Phonics Spelling: Closed Syllables & Open Syllables, CVCe Syllables, Consonant + *le (el, al)* Syllables, Vowel Team Syllables, r-Controlled Vowel Syllables
      Structural Analysis: Compound Words, Prefixes/Suffixes, Contractions and Possessives, Comparative Endings –*er* and –*est*, Three (or more) Syllable Words
   b. Comprehension
      Strategies: Reread, Summarize
      Skill: Theme, Author’s Purpose, Main Idea and Key Details, Connections Within Text Problem and Solution, Point of View
c. Fluency
   Expression, Intonation, Pronunciation

d. Grammar
   Adjectives, Articles and *This, That, These, and Those*, Adjectives that Compare, Adverbs and Prepositional Phrases, Adjectives and Adverbs
   Mechanics: Commas in a Series, Names and Titles, Apostrophes with Possessive Nouns, Capitalization, Sentence Punctuation

D. Course Outline
   1. Unit 1: Friends and Family
   2. Unit 2: Animal Discoveries
   3. Unit 3: Live and Learn
   4. Unit 4: Our Life Our World
   5. Unit 5: Let's Make a Difference
   6. Unit 6: How on Earth?

III. Mathematics


B. Educational Goals
   The math curriculum, utilizing the Saxon program, is a success oriented program based on prior knowledge, that enables all students to develop a solid foundation in the language and basic concepts of all areas of mathematics. It is strongly founded in content required by new state curriculum guidelines. Students will develop strategies for thinking mathematically and analytically.

C. Educational Objectives
   1. Number and Operation
      a. The student will read, write, and represent whole numbers using standard and expanded form.
      b. The student will demonstrate skip counting.
      c. The student will identify place value for each digit in numbers to 100,000,000.
      d. The student will determine even and odd numbers.
      e. The student will demonstrate quick recall of addition, subtraction, multiplication, and division facts.
      f. The student will solve word problems utilizing addition, subtraction, multiplication, and division.
      g. The student will compare fractions represented by drawing and making models to show equivalency.
      h. The student will understand the equivalency relationship between fractions and decimals.
      i. The student will represent mixed numbers.
      j. The student will represent monetary amounts using correct notation and symbols.
      k. The student will use money to make a purchase and change accurately.
2. Patterns, Algebra, and Functions
   a. The student will solve simple missing digit problems for addition, subtraction, multiplication, and division.
   b. The student will construct and use a number line to show addition, subtraction, multiplication, positive numbers, and negative numbers.
   c. The student will identify and describe patterns.
   d. The student will describe numbers according to equality or inequality.
   e. The student will solve problems using parentheses.
   f. The student will specify locations on a coordinate grid by using horizontal and vertical movements.

3. Geometry
   a. The student will identify attributes for classifying polygons, triangles, and quadrilaterals.
   b. The student will explain plane and solid shapes according to their parts (angles, line segments, vertices, edges, and faces).
   c. The student will distinguish linear relationships (line segment, intersecting, parallel, perpendicular).
   d. The student will classify angles as right, obtuse, and acute.
   e. The student will describe shapes according to concepts of symmetry and congruence.
   f. The student will demonstrate the effect of reflections, translations, and rotations.

4. Measurement
   a. The student will tell time to the hour, half hour, quarter hour, 5 minutes, and minute using a 12 hour clock.
   b. The student will determine elapsed time to the day with calendars and to the hour with a clock.
   c. The student will tell temperature using Celsius and Fahrenheit scales.
   d. The student will understand and use non-standard and standard measures (customary and metric).
   e. The student will select and use appropriate tools and units to estimate and measure length, weight, capacity, time, and perimeter.

5. Date Analysis, Statistics, and Probability
   a. The student will identify and construct appropriate ways to display data (bar graph, line graph, and pictograph).
   b. The student will predict, record, and identify whether outcomes are certain, likely, unlikely, or impossible.

6. Problem Solving
   a. The student will use a variety of methods to facilitate computation (e.g. estimation, mental math strategies, dry-erase, and paper/pencil)
   b. The student will use a variety of problems such as drawing a diagram, making a chart, etc.).

D. Course Outline
   1. Numbers and Operations
      a. Number Sense and Numeration
         1. Count by 2’s, 3’s, 4’s, 5’s, 6’s, 7’s, 8’s, 9’s, 10’s, 12’s, 100’s, ½’s and ¼’s
         2. Count backward
         3. Reads, writes, and compares whole numbers from 1-10,000
         4. Recognizes and identifies numbers on a hundred number chart
         5. Understands and identifies place value in numbers to 100,000,000
6. Writes numbers in expanded notation
7. Estimates and counts large collections of concrete objects.
8. Read and writes money amounts to $999,999.99
9. Represents three- and four-digit numbers using concrete objects and pictures
10. Renames numbers using regrouping.
11. Identifies ordinal position
12. Identifies dozen and half dozen
13. Writes numbers using words
14. Identifies factors as a number
15. Identifies multiples of a number
16. Identifies prime numbers
17. Identifies rational numbers from pictures and draws pictures to show rational numbers
18. Locates rational numbers on a number line
19. Square numbers
20. Finds square roots of perfect squares
21. Reads and writes Roman numerals

b. Concepts of Whole Number Operations
1. Acts out, draws pictures, and writes number sentences to show addition and subtraction situations
2. Shows the meaning of addition
3. Shows the meaning of subtraction
4. Identifies addends and sums
5. Writes addition and subtraction fact families
6. Acts out, draws pictures, and writes number sentences to show multiplication situations
7. Shows the meaning of multiplication
8. Makes, labels, and writes number sentences for an array
9. Identifies factors and products
10. Identifies and uses the commutative and associative properties
11. Identifies the special properties of 0 and 1 in multiplication and division
12. Writes multiplication and division fact families
13. Acts out, draws pictures, and writes number sentences to show division situations
14. Shows the meaning of division
15. Identifies quotients, dividends, and divisors
16. Writes division problems in three ways
17. Square numbers
18. Finds square roots of perfect squares
19. Reads and writes Roman numerals

c. Whole Number Computation
1. Masters addition facts to 18
2. Identifies ten more than a number
3. Identifies missing addends
4. Identifies a missing digit in an addition problem
5. Uses rounding and place value to estimate a sum
6. Adds using mental computation
7. Adds three or more single-digit numbers
8. Adds three or more multi-digit numbers
9. Adds two- and three-digit numbers, with and without regrouping
10. Uses estimation to check the reasonableness of calculated results
11. Adds money amounts to $99,999.99
12. Solves story problems involving addition
13. Writes story problems for addition number sentences
14. Masters subtraction facts to 18
15. Identifies ten less than a number
16. Estimates a difference
17. Subtracts using mental computation
18. Subtracts two- and three-digit numbers
19. Subtracts money amounts
20. Checks differences using addition
21. Solves story problems involving subtraction
22. Writes story problems for subtraction number sentences
23. Masters multiplication facts
24. Makes and uses a multiplication table
25. Multiplies by 10, 100, and 1,000
26. Multiplies using mental computation
27. Multiplies using the multiplication algorithm
28. Solves story problems involving multiplication
29. Multiplies a two- or three-digit number by one-digit number
30. Masters division facts
31. Divides by 10
32. Divides using mental computation
33. Divides a two- or three-digit multiple of 10 by a one-digit number
34. Divides a two-, three-, or four-digit number by a one-digit number
35. Uses the inverse relationship between multiplication and division to check answers
36. Solves story problems involving division
d. Fractions and Decimals
1. Identifies fractional parts of a whole
2. Writes fractions to show parts of a whole
3. Identifies fractional parts of sets
4. Writes fractions to show parts of sets
5. Compares fractions
6. Orders fractions
7. Identifies fractions equivalent to ½
8. Finds half a set of objects
9. Represents and writes mixed numbers
10. Writes tenths using common and decimal fractions
11. Writes hundredths using common and decimal fractions
12. Writes fractions number sentences that equal 1
13. Adds and subtracts fractions
14. Adds and subtracts money amounts
e. Money
1. Counts money
2. Compares the values of sets of coins
3. Writes money amounts using dollar and cent symbols
4. Selects coins for a given amount
5. Determines unit cost
6. Makes change from $1.00, $5.00, and $10.00
7. Writes checks
2. Patterns, Algebra, and Functions
   a. Patterns
      1. Identifies and extends whole-number and geometric patterns to make predictions and solve problems
      2. Identifies the missing number sequence
      3. Identifies the missing shape or design in a repeating pattern
      4. Identifies the missing shape or number in a matrix
   b. Algebra and Functions
      1. Finds the length of a side of a square given the area
      2. Represents an unknown using a symbol
      3. Constructs a number line and locates points on a number line
      4. Shows addition, subtraction, and multiplication on a number line
      5. Adds positive and negative numbers
      6. Identifies and writes a function rule
      7. Simplifies expressions containing parenthesis
      8. Uses the order of operations to simplify expressions containing addition, subtraction, multiplication, and division
      9. Uses comparison symbols
      10. Locates and graphs points on a coordinate graph
      11. Uses a function rule to complete a table
      12. Creates problems for addition and subtraction number sentences
      13. Writes and solves number sentences for problems involving multiplication and division

3. Geometry
   a. Shapes and Spatial Relationships
      1. Identifies, describes, sorts, and classifies two-dimensional geometric figures by attribute
      2. Identifies, describes, sorts, and classifies three-dimensional geometric figures by attribute
      3. Identifies faces, vertices, and edges of geometric solids
      4. Identifies and creates congruent shapes and line segments
      5. Names line segments
      6. Identifies horizontal, vertical, and oblique line segments
      7. Identifies parallel lines and line segments
      8. Identifies intersecting lines
      9. Identifies perpendicular lines and line segments
      10. Identifies right, cute, and obtuse angles
      11. Names triangles by angle size
      12. Identifies and makes scalene, isosceles, and equilateral triangles
      13. Identifies and draws line of symmetry
      14. Identifies and shows transformations: translations, rotations, and reflections

4. Measurement
   a. Time and Calendar
      1. Identifies dates on a calendar
      2. Estimates time to the nearest half hour
      3. Tells and shows time to the hour, half hour, quarter hour, 5 minutes, and minute
      4. Identifies yesterday, today, and tomorrow
      5. Identifies morning, afternoon, evening, and night
      6. Finds elapsed time
      7. Identifies a.m. and p.m., noon and midnight
8. Identifies days of the week and months of the year
9. Identifies weekdays and days of the weekend
10. Writes the date using digits
11. Solves problems using a calendar

b. Temperature
1. Estimates temperature
2. Reads a Fahrenheit and Celsius thermometer
3. Identifies common temperatures

c. Linear Measure
1. Estimates length and distance
2. Compares the length or height of objects
3. Measures length using nonstandard units
4. Measures length and draws line segments using customary units
5. Measures length using metric units
6. Identifies equivalent units of linear measure
7. Uses a scale to find distance on a map

d. Weight (Mass)
1. Identifies units of mass
2. Estimates mass
3. Weighs objects using customary or metric units
4. Compares and order objects by weight (mass)

e. Capacity (Volume)
1. Identifies customary or metric units of capacity
2. Estimates capacity
3. Measures capacity using conventional units
4. Orders containers by capacity
5. Identifies equivalent units of capacity

e. Perimeter, Area, and Volume
1. Estimates area
2. Finds area using nonstandard units
3. Finds area of a rectangle
4. Finds perimeter of a polygon
5. Finds volume of a rectangular prism
6. Compares and orders objects by size

5. Data Analysis, Statistics, and Probability
a. Data Analysis and Statistics
1. Graphs data on a bar graph
2. Draws and reads a bar graph, line graph, and pictograph
3. Identifies most, fewest, and same on a graph

b. Probability
1. Describes the likelihood of an event
2. Predicts the outcome of a probability experiment

6. Problem Solving
a. Developing Skills for Problem Solving
1. Classifies and categorizes information
2. Identifies important/unimportant information
3. Makes predictions

b. Strategies of Problem Solving
1. Guesses, checks, revises
2. Makes an organized list
3. Looks for a pattern
4. Makes a table or chart  
5. Works backward to solve a problem  
6. Writes a number sentence  
7. Simplifies problems

IV. Science

A. Textbook:


B. Educational Goals:

1. To apply knowledge through hands-on experiences using the scientific process stimulating curiosity in all aspects of Science.  
2. To recognize and comprehend vocabulary and communicate scientific ideas and activities clearly.  
3. To compute, estimate, and analyze scientific data and demonstrate an understanding of the important features in the process of scientific inquiry.  
4. To develop and demonstrate an understanding of scientific tools and instruments used for observing, measuring, and manipulating objects in scientific activities.  
5. To apply and integrate a Biblical Christian worldview into all elements of informational texts.

C. Educational Objectives

1. Unit A - Life Science  (Plants and Animals)  
   Chapter 1:  
   Lesson 1 - The student will identify living and nonliving things and explain why plants are living things and describe their parts.  
   Lesson 2 - The student will describe seeds and their origins and identify the stages in a plant’s life cycle.  
   Lesson 3 - The student will recognize that plants look and act like their parent plants and describe ways that plants change to meet their needs.  
   Explore Activities (Labs) - The student will observe plant parts that help plants grow and how roots change the direction of growth based on gravity.  
   Chapter 2:  
   Lesson 1 - The student will describe, classify, and compare animals and explain how animal parts help animals meet their needs.  
   Lesson 2 - The student will explain that every animal has a life cycle and describe and compare the life cycles of animals.  
   Lesson 3 - The student will identify how camouflage helps animals stay safe and explain how animals protect themselves.  
   Explore Activities (Labs) - The student will compare/contrast the differences between animals and how adults and babies are alike and different.  

2. Unit B - Life Science  (Habitats)  
   Chapter 3:  
   Lesson 1 - The student will describe different habitats and explain how plants and animals use their habitats.  
   Lesson 2 - The student will describe a food chain and describe a food web.
Lesson 3 - The student will explain why habitats change and describe what happens when habitats change.

Explore Activities (Labs) - The student will learn that animals and plants depend on each other for survival.

Chapter 4:
Lesson 1 - The student will compare and contrast woodland forests and rain forests and explain how different animals live in forest habitats.
Lesson 2 - The student will describe desert habitats and explain how plants and animals survive in a dry habitat.
Lesson 3 - The student will describe oceans and ponds and explain how plants and animals live in oceans and ponds.
Explore Activities (Labs) - The student will observe that different animals can only survive in certain environments and observe how the size of leaves help a plant hold water.

3. Unit C - Earth Science (Our Earth)
Chapter 5:
Lesson 1 - The student will compare the different landforms on Earth’s surface and identify Earth’s layers.
Lesson 2 - The student will identify sources of Earth’s water and classify how people use water.
Lesson 3 - The student will explain slow and fast changes on Earth and describe how wind and water can change rocks.
Explore Activities (Labs) - The student will compare various landforms, observe different ways people use water, observe the factors that cause rocks to change shape.

Chapter 6:
Lesson 1 - The student will explain what rocks are and how they are used and explain what materials are and how they are used.
Lesson 2 - The student will describe what things make up soil and explain how soil is formed.
Lesson 3 - The student will describe how people use natural resources and explain why people should take care of Earth’s resources.
Explore Activities (Labs) - The student will observe rocks and classify them by their physical attributes and observe the properties of soil.

4. Unit D - Earth Science (Weather and Sky)
Chapter 7:
Lesson 1 - The student will describe temperature, wind, precipitation, and identify tools to measure weather.
Lesson 2 - The student will identify the different stages of the water cycle and describe and illustrate the water cycle.
Lesson 3 - The student will predict weather by observing clouds and identify different types of clouds and storms.
Explore Activities (Labs) - The student will observe evaporation and predict how water levels change over time and observe clouds to predict weather.

Chapter 8:
Lesson 1 - The student will identify how Earth rotates to make day and night and explain how shadows change as Earth moves.
Lesson 2 - The student will describe seasonal and annual patterns on Earth and relate seasonal patterns to Earth’s orbit around the sun.
Lesson 3 - The student will observe the Moon and its phases as it orbits Earth and recognize that the Sun is the closest star to the Earth.

Lesson 4 - The student will explain the relationship between the planets and the Sun and describe the planets in the solar system.

Explore Activities (Labs) - The student will identify what causes day and night and compare/contrast the characteristics of various seasons.

5. Unit E- Physical Science (Matter)

Chapter 9:
Lesson 1 - The student will identify matter as anything that has mass and takes up space and compare and contrast different properties of matter.

Lesson 2 - The student will compare and contrast the properties of solids and use different ways to measure solids.

Lesson 3 - The student will describe the properties of liquids and gases and compare and contrast liquids and gases.

Explore Activities (Labs) - The student will classify objects based on their characteristics, identify properties of solids, and measure volume of a liquid.

Chapter 10:
Lesson 1 - The student will identify chemical and physical changes.

Lesson 2 - The student will observe how heat can change matter.

Lesson 3 - The student will observe how solids, liquids, and gases mix.

Explore Activities (Labs) - The student will observe mass of an object may remain constant or change and compare a solution to a non-solution.

6. Unit F- Physical Science (Motion and Energy)

Chapter 11:
Lesson 1 - The student will describe an object’s position in relation to another object and measure and record changes in an object’s position.

Lesson 2 - The student will identify a force as a push or a pull and describe the forces of gravity and friction.

Lesson 3 - The student will identify simple tools and discover that simple machines change force to make work easier.

Lesson 4 - The student will observe magnets attract and repel objects and identify magnet poles and explain how they function.

Explore Activities (Labs) - The student will describe the position of objects, explain how force applied to an object determines speed, and observe simple machines.

Chapter 12:
Lesson 1 - The student will recognize that the Sun supplies heat and energy to Earth.

Lesson 2 - The student will discover how different sounds are produced and describe the volume of pitch and sounds.

Lesson 3 - The students will identify the composition and properties of light.

Lesson 4 - The student will identify forms of electricity and their uses.

Explore Activities (Labs) - The student will observe how ice melts, how vibrations create sounds, and compare how different materials allow light to pass through them.
D. Course Outline:
1. Unit A: Life Science (Plants and Animals)
2. Unit B: Life Science (Habitats)
3. Unit C: Earth Science (Our Earth)
4. Unit D: Earth Science (Weather and Sky)
5. Unit E: Physical Science (Matter)
6. Unit F: Physical Science (Motion and Energy)

V. Social Studies

A. Textbook:

B. Educational Goals:
   1. To demonstrate the need to explore the world and become active, involved, informed citizens.
   2. To develop map skills and understand directional terms.
   3. To research and integrate information from multiple sources including media and technology in order to write or speak about topics knowledgeably.
   4. To apply and integrate a Biblical Christian worldview into all elements of informational texts.

C. Educational Objectives
   1. Unit 1: Where We Live
      Lesson 1 - Living in a Neighborhood
      The student will identify ways people can work together in the classroom and community by obeying rules and laws.
      Lesson 2 - A Walk Through a Community
      The student will use symbols, find locations, and determine directions on maps.
      Lesson 3 - Comparing Communities
      The student will compare rural, urban, and suburban communities and identify contributions of historical figures.
      Lesson 4 - Our State and Our Country
      The student will locate communities, states, and countries on maps and identify state and national symbols.
      Lesson 5 - Our Country is Part of Our World.
      The student will obtain information from visual sources – photographs and maps.
   2. Unit 2: Our Earth
      Lesson 1 - Interview with a Geographer
      The student will determine the meanings of words and identify cause and effect relationships.
      Lesson 2 - Where People Live
      The student will understand how physical characteristics of places and regions affect people's activities and settlement patterns.
      Lesson 3 - From My Orchard to You
The student will distinguish between producing and consuming and trace the development of a product—natural resource/finished product.

Lesson 4 - Our Earth’s Resources
The student will learn how people depend on the physical environment and its resources to meet their needs, interpret and construct graphs.

Lesson 5 - Caring for Our Resource
The student will identify ways people can conserve and replenish natural resources and identify characteristics of good citizenship.

3. Unit 3: Working Together
Lesson 1 - Choosing Goods and Services
The student will determine the meanings of words and interpret print material by predicting.

Lesson 2 - Services in Our Community
The student will explain how work provides income to purchase goods and services.

Lesson 3 - Goods From the Factory to You
The student will identify figures who have exemplified good citizenship and obtain information from visual materials—diagram.

Lesson 4 - A Trip to the Bank
The student will construct and obtain information from a pie chart.

Lesson 5 - Countries Trade and Move Goods
The student will explain how countries are linked by trade and transportation.

4. Unit 4: Our Country Today
Lesson 1 - Local Government
The student will interpret print material by identifying the main idea and details.

Lesson 2 - State Government
The student will describe how governments establish order, provide security, and manage conflict.

Lesson 3 - Federal Government
The student will identify the functions of government.

Lesson 4 - Voting for Leaders
The student will identify ways that public officials are selected, including election and appointment to office.

Lesson 5 - The Land of Freedom
The student will identify patriotic songs, symbols, mottoes, and find locations on a map.

5. Unit 5: Our Country Long Ago
Lesson 1 - The First Americans
The student will sequence information and obtain information about a topic using visual sources, such as pictures.

Lesson 2 - Colonies
The student will describe how weather patterns, natural resources, seasonal patterns, and natural hazards affect settlement patterns.

Lesson 3 - Thirteen Colonies, One Country
The student will identify historic figures that exemplified good citizenship and explain the significance of national celebrations.

Lesson 4 - Our Country Grows
The student will name several sources of information given about a period or event and create/interpret a timeline.

Lesson 5 - We Remember Americans
The student will identify contributions of historical figures that have influenced the nation.

6. Unit 6: People and Places in History
Lesson 1 - Family History
The student will summarize by recalling and retelling information in a logical sequence.

Lesson 2 - People Celebrate
The student will name several sources of information about a given time period or event.

Lesson 3 - Landmarks in our Country
The student will identify and explain the significance of various community, state, and national landmarks.

Lesson 4 - A Step Back in Time
The student will obtain information about a topic using a diagram.

Lesson 5 - Linking Our World
The student will describe how science and technology have changed communication and transportation.

D. Course Outline
1. Unit 1: Where We Live
2. Unit 2: Our Earth
3. Unit 3: Working Together
4. Unit 4: Our Country Today
5. Unit 5: Our Country Long Ago
6. Unit 6: People and Places in History
THIRD GRADE CURRICULUM GUIDE

I. Bible


B. Educational Goals
Building on the Rock is a correlated worldview and Bible survey curriculum that takes a look at the major events and truths of the Bible. The program is designed to assist students in interpreting knowledge and building foundational beliefs and values from a Christian perspective.

C. Educational Objectives
1. The student will describe and defend a Christian worldview utilizing the Biblical Truths.
2. The student will recognize and explain a personal relationship with Jesus Christ.
3. The student will interpret biblical knowledge and build foundational beliefs and values from a Christian perspective.
4. The student will understand the biblical story through the framework of creation, fall, and redemption.
5. The student will identify and participate in heartfelt service opportunities to express the love of Jesus.
6. The student will build a Scriptural foundation through memorizing and applying God’s Word to daily life.
7. The student will understand and examine the biblical story from Genesis through the life and ministry of Jesus.
8. The student will continually respond biblically in thoughts and actions throughout daily life.
9. The student will discuss and discover ways to apply biblical principles in every aspect of life.
10. The student will apply and integrate a working knowledge and use of the Holy Bible.

D. Course Outline
1. Wisdom: Building the foundation of my life on God, my rock, by knowing, loving, and obeying Him.
   a. God is truth and always tells us what is right and true.
   b. God is the only true and almighty God.
   c. God is God the Father, God the Son, and God the Holy Spirit.
   d. God is the creator.
2. Fellowship: Building a relationship of harmony with God when I believe that Jesus is God’s Son and my Savior.
   a. God created people to be his children and to praise his glory.
   b. God created people to need him for everything.
   c. Sin causes separation and disharmony between people and God.
   d. Jesus died to restore fellowship and harmony between people and God.
3. Image-Bearing: Building a relationship of harmony with myself as I become more like Jesus.
   a. God created people in His image.
   b. God placed a crown of glory and honor on each of his image-bearers.
c. Sin causes disharmony within each of God’s image-bearers.
d. Jesus died to restore harmony within each of God’s image-bearers.

4. Servanthood: Building a relationship of harmony with others by serving them in love.
   a. God created his image-bearers to love and serve one another.
   b. God made the family and nation in which his image-bearers are to live and serve each other.
   c. Sin causes disharmony among God’s image-bearers.
   d. Jesus died to bring his image-bearers into a new family and nation of harmony called God’s church.

5. Stewardship: Building a relationship of harmony with creation as I appreciate it and care for it.
   a. God holds his creation together by his power.
   b. God put his image-bearers in charge of caring for the earth.
   c. Sin causes disharmony between God’s image-bearers and the earth.
   d. Jesus died to restore harmony between God’s image-bearers and the earth.

6. God’s Chosen Kings: The Kings of the United Hebrew Nation
   a. God’s Good Plan
   b. God’s Special People
   c. Samuel and King Saul
   d. King Saul and David
   e. King David
   f. King Solomon

II. Handwriting

B. Blackline Masters: *Handwriting; Zaner-Bloser Incorporated, 2008.*

C. Educational Goals
   The handwriting curriculum enables students to refine their manuscript writing and to learn the mechanics of cursive writing. Repetitive practice will be required to learn and correctly form each cursive letter.

D. Educational Objectives
   1. The student will learn to write legibly.
   2. The student will learn to apply the four keys of legibility – shape, size, spacing, and slant.
   3. The student will learn to demonstrate the correct formation of letters in manuscript and cursive.
   4. The student will learn to evaluate writing and discover techniques to improve and refine skills.
   5. The student will learn to utilize cursive writing in other subject areas by the end of the school year.
   6. The student will learn to develop skills to become a more effective communicator.

D. Course Outline
   1. Cursive review
   2. Transition to cursive writing
   3. Using Cursive writing
III. Language Arts (Reading, Language, Spelling)

A. Textbook:

B. Educational Goals
1. To demonstrate phonemic awareness and use structural analysis techniques in order to recognize and decode unfamiliar words and build a meaningful vocabulary.
2. To demonstrate the ability to read grade level material with accuracy, proper pacing, intonation, expression, and fluency.
3. To apply reading strategies such as self monitoring, rereading, examining context clues, predicting, and reflection, as well as, respond to a wide variety of literature.
4. To identify different genres (fiction, nonfiction, poetry, folk tales, fairy tales, expository texts) and how the author develops a theme by including details from the text.
5. To analyze the author’s use of language, style, purpose, and perspective in informational and literary text and how they impact the meaning of the text.
6. To research and integrate information from multiple sources, including media and technology, in order to write or speak about subjects knowledgeably.
7. To apply and integrate a Biblical Christian worldview into all elements of literature and informational texts.
8. To develop a life-long love for reading.

C. Educational Objectives
1. Unit 1: *Growing and Learning*
   a. Comprehension
      Strategies: Visualize, Ask and Answer Questions
      Skill: Character, Setting, Plot: Character, Sequence; Text Structure:
      Sequence, Cause and Effect; Main Idea and Key Details
   b. Spelling/Phonics: Short Vowels a and I, Word Families, Short Vowels, e, o, and u, Inflectional Endings, Final e, Drop Final e, Long a, Plurals –s and –es, Long o, Compound Words
   c. Fluency: Expression, Phrasing and Intonation, Rate, Accuracy and Phrasing
   d. Grammar: Sentences and Fragments, Commands and Exclamations, Subjects, Predicates, Simple and Compound Sentences

2. Unit 2: *Figure It Out*
   a. Comprehension:
      Strategies: Make, Confirm, and Revise Predictions, Reread
      Skill: Theme, Author’s Point of View, Point of View
      Literary Elements: Alliteration and Rhyme
   c. Fluency: Intonation and Phrasing, Rate, Accuracy and Phrasing, Rate and Phrasing,
3. Unit 3: *One of a Kind*
   a. Comprehension:
      Strategies: Visualize, Summarize
      Skill: Problem and Solution, Character, Setting, Pot: Cause and Effect;
      Main Idea and Key Details, Sequence
   b. Spelling/Phonics: r-controlled Vowels, Contractions, r-Controlled Vowels /ä/ and /ö/, Prefixes un-, re-, and pre-, r-controlled Vowels /ä/ and /ö/, Suffixes –y and –ly, Prefixes pre-, dis-, mis-, Final e Syllables, Diphthongs /oi/ and /ou/, Prefixes un-, non-, dis-
   c. Fluency: Expression, Phrasing, Accuracy and Phrasing, Phrasing and Rate, Accuracy and Phrasing
   d. Grammar: Action Verbs, Present-Tense Verbs and Subject-Verb Agreement, Past-Tense Verbs, Future-Tense Verbs, Combining Sentences with Verbs

4. Unit 4: *Meet the Challenge*
   a. Comprehension
      Strategies: Ask and Answer Questions, Reread
      Literary Elements: Repetition and Rhyme
      Skill: Point of View, Test Structure: Compare and Contrast, Cause and Effect; Theme
   b. Spelling/Phonics: /ü/ and /u/, Roots in Related Words, Plural Words, Vowel Team Syllables, Variant Vowel /ö/, Greek and Latin Roots, Homophones, r-controlled Vowel Syllables, Soft c and g, Words with –er and –est
   c. Fluency: Expression, Phrasing, Intonation, Accuracy
   d. Grammar: Linking Verbs, Contractions with Not, Main and Helping Verbs, Complex Sentences, Irregular Verbs

5. Unit 5: *Take Action*
   a. Comprehension
      Strategies: Summarize, Ask and Answer Questions,
      Skill: Point of View, Author’s Point of View, Cause and Effect
   b. Spelling/Phonics: Compound Words, Consonant +le Syllables, Inflectional Endings, Suffixes, Closed Syllables, Roots in Related Words, inflectional Endings y to i, Suffixes –ful, -less, -ly, Open Syllables
   c. Fluency: Intonation, Phrasing, Rate
   d. Grammar: Singular and Plural Pronouns, Subject and Object Pronouns, Pronoun-Verb Agreement, Possessive Pronouns, Pronoun-Verb Contractions

6. Unit 6: *Think It Over*
   a. Comprehension
      Strategies: Make, Confirm, and Revise: Predictions, Reread
      Literary Elements: Rhythm and Rhyme
      Skill: Theme, Text Structure: Problem and Solution, Compare and Contrast, Point of View
   b. Spelling/Phonics: Prefixes, Roots in Words, Consonant +le Syllable, Latin Suffixes, Vowel-Team Syllables, Greek and Latin Roots, r-controlled Vowel Syllables, Suffixes –ful, -less, -ly, Frequently Misspelled Words
   c. Fluency: Expression, Phrasing, Accuracy
   d. Grammar: Adjectives and Articles, Adverbs, Prepositions
D. Course Outline
   1. Growing and Learning
   2. Figure It Out
   3. One of a Kind
   4. Meet the Challenge
   5. Take Action
   6. Think It Over

IV. Mathematics


B. Educational Goals
   The mathematics curriculum places an emphasis on the student’s ability to think logically. This type of thinking is the result of mastery of computation skills and the use of estimation and mental arithmetic. Included are various problem-solving techniques which are applicable to real life situations.

C. Educational Objectives
   Educational Objectives
   1. Numbers and Operations
      a. Numeration – The student will:
         1. Count digits
         2. Read and write whole numbers, decimals, fractions, and mixed numbers
         3. Identify place value to hundred millions
         4. Understand number line (whole numbers, fractions, and mixed numbers)
         5. Write in expanded form
         6. Identify comparison symbols (=, <, >)
         7. Compare and order whole numbers, decimals, and fractions
      b. Basic operations – The student will:
         1. Add, subtract, multiply, and divide whole numbers
         2. Add, subtract, multiply, and divide decimal numbers
         3. Add, subtract, multiply, and divide fractions and mixed numbers
         4. Identify mental math strategies
         5. Understand regroup in addition, subtraction, and multiplication
         6. Understand multiplication as repeated addition
         7. Understand division notations: division box, division sign, and division bar
         8. Understand division with remainders
      c. Properties of numbers and operations – The student will:
         1. Count by even and odd numbers
         2. Understand factors, multiples, and divisibility
         3. Recognize prime and composite numbers
         4. Identify least common denominator (LCD)
         5. Understand divisibility rules
         6. Identify positive exponents of whole numbers
         7. Understand square roots
         8. Understand order of operations
         9. Understand inverse operations (fact families)
        10. Recognize how to convert between improper fractions and mixed numbers
11. Understand how to simplify fractions

d. Estimation – The student will:
   1. Understand round whole numbers, decimals, and mixed numbers
   2. Understand how to estimate sums, differences, products, and quotients

2. Algebra
   a. Ratio and proportional reasoning – The student will:
      1. Identify the fractional part of a whole, group, set, or number
      2. Identify equivalent fractions
      3. Understand how to convert between fractions, decimals, and percents
      4. Identify/find percent of a whole, group, or set
      5. Understand how to find rates and ratios
   b. Patterns, relations, and functions – The student will:
      1. Understand how to use, describe, and extend an arithmetic sequence
      2. Understand how to multiply and divide by multiples of 10 and 100
      3. Understand function tables
      4. Understand how to analyze a pattern or sequence to name a rule
   c. Variables, expressions, and equations – The student will:
      1. Understand how to solve equations using concrete and pictorial models
      2. Understand how to formulate equations with unknown variables to solve a word problem
      3. Identify how to choose an appropriate formula to solve a problem
      4. Identify how to solve one-step equations with whole numbers
      5. Identify how to solve two-step equations with whole numbers

3. Geometry
   a. Describe basic terms – The student will:
      1. Define segment
      2. Define ray
      3. Define line
      4. Define angle
   b. Describe properties and relationships of lines – The student will:
      1. Understand parallel, perpendicular, and intersecting lines
      2. Understand horizontal, vertical, and oblique lines
   c. Identify/describe angles – The student will:
      1. Identify acute, obtuse, right, or straight lines
   d. 2-Dimensional figures – The student will:
      1. Identify/describe polygons by number of sides and angles
      2. Identify parts of a circle
      3. Understand similarity and congruence
      4. Understand how to classify triangles
      5. Understand how to classify quadrilaterals
   e. 3-Dimensional figures – The student will:
      1. Identify/describe by faces, edges, vertices
      2. Identify congruent parts
   f. Coordinate geometry – The student will:
      1. Name and graph ordered pairs
      2. Identify reflections, translations, and rotations
      3. Identify symmetry
   g. Measuring physical attributes – The student will:
      1. How to use customary units of length, area, volume, weight, and capacity
      2. How to use metric units of length, area, volume, mass, and capacity
      3. How to use temperature scales: Fahrenheit, Celsius
4. How to measure time and elapsed time
5. How to choose the appropriate unit of measurement

h. Systems of measurement – The student will:
   1. Understand how to convert in the U.S. Customary System
   2. Understand how to convert in the metric system

i. Solving measurement problems – The student will:
   1. Identify perimeter of polygons and complex figures
   2. Understand how to estimate perimeter
   3. Identify area of rectangles and squares
   4. Identify area of complex figures
   5. Understand how to estimate area
   6. Understand how to find volume of rectangular prisms
   7. Understand how to estimate volume

j. Use appropriate measurement instruments – The student will:
   1. Measure length using a ruler (U.S. customary and metric)
   2. Measure using a compass
   3. Understand how to read a thermometer
   4. Understand how to balance scale
   5. Read a clock with gears
   6. Read a stopwatch

4. Data Analysis and Probability
a. Data collection, interpretation, and representation – The student will:
   1. Identify how to collect data
   2. Understand how to display data
   3. Make a table and chart
   4. Understand frequency tables
   5. Draw pictographs
   6. Understand line graphs
   7. Understand bar graphs
   8. Understand circle graphs
   9. Understand line plots
   10. Identify how to choose the appropriate graph
   11. Identify all possible combinations of a set of data

D. Course Outline:
   1. Review of Addition
   2. Missing Addends
   3. Sequences, digits
   4. Place Value
   5. Ordinal Numbers, Months of the Year
   6. Review of Subtraction
   7. Writing Numbers Through 999
   8. Adding Money
   9. Adding with Regrouping
   10. Even and Odd Numbers
   11. Addition Word Problems with Missing Addends
   12. Missing Numbers in Subtraction
   13. Adding Three-Digit Numbers
   14. Subtracting Two-Digit and Three-Digit Numbers, Missing Two-Digit Addends
   15. Subtracting Two-Digit Numbers with Regrouping
   16. Expanded Form, More on Missing Numbers in Subtraction
17. Adding Columns of Numbers with Regrouping
18. Temperature
19. Elapsed-Time Problems
20. Rounding
21. Triangles, Rectangles, Squares, and Circles
22. Naming Fractions, Adding Dollars and Cents
23. Lines, Segments, Rays, and Angles
24. Inverse Operations
25. Subtraction Word Problems
26. Drawing Pictures of Fractions
27. Multiplication as Repeated Addition, More Elapsed-Time Problems
28. Multiplication Table
29. Multiplication Facts: 0s, 1s, 2s, 5s
30. Subtracting Three-Digit Numbers with Regrouping
31. Word Problems About Comparing
32. Multiplication Facts: 9s, 10s, 11s, 12s
33. Writing Numbers Through Hundred Thousands
34. Writing Numbers Through Hundred Millions
35. Naming Mixed Numbers and Money
36. Fractions of a Dollar
37. Reading Fractions and Mixed Numbers from a Number Line
38. Multiplication Facts (Memory Group)
39. Reading an Inch Scale to the Nearest Fourth
40. Capacity
41. Subtracting Across Zero
42. Rounding Numbers to Estimate
43. Adding and Subtracting Decimal Numbers, Part 1
44. Multiplying Two-Digit Numbers, Part 1
45. Parentheses and the Associative Property, Naming Lines and Segments
46. Relating Multiplication and Division, Part 2
47. Relating Multiplication and Division, Part 2
48. Multiplying Two-Digit Numbers, Part 2
49. Word Problems About Equal Groups, Part 1
50. Adding and Subtracting Decimal Numbers, Part 2
51. Adding Numbers with More Than Three Digits, Checking One-Digit Division
52. Subtracting Numbers with More Than Three Digits
53. One-Digit Division with a Remainder
54. The Calendar, Rounding Numbers to the Nearest Thousand
55. Prime and Composite Numbers
56. Using Models and Pictures to Compare Fractions
57. Rate Word Problems
58. Multiplying Three-Digit Numbers
59. Estimating Arithmetic Answers
60. Rate Problems with a Given Total
61. Remaining Fraction, Two-Step Equations
62. Multiplying Three or More Factors, Exponents
63. Polygons
64. Division with Two-Digit Answers, Part 1
65. Division with Two-Digit Answers, Part 2
66. Similar and Congruent Figures
67. Multiplying by Multiples of 10
68. Division with Two-Digit Answers and a Remainder
69. Millimeters
70. Word Problems About a Fraction of a Group
71. Division Answers Ending with Zero
72. Finding Information to Solve Problems
73. Geometric Transformations
74. Fraction of a Set
75. Measuring Turns
76. Division with Three-Digit Answers
77. Mass and Weight
78. Classifying Triangles
79. Symmetry
80. Division with Zeros in Three-Digit Answers
81. Angle Measures
82. Tessellations
83. Sales Tax
84. Decimal Numbers to Thousandths
85. Multiplying by 10, by 100, and by 1000
86. Multiplying Multiples of 10 and 100
87. Multiplying Two Two-Digit Numbers, Part 1
88. Remainders in Word Problems About Equal Groups
89. Mixed Numbers and Improper Fractions
90. Multiplying Two Two-Digit Numbers, Part 2
91. Decimal Place Value
92. Classifying Quadrilaterals
93. Estimating Multiplication and Division Answers
94. Two-Step Word Problems
95. Two-Step Problems About a Fraction of a Group
96. Average
97. Mean, Median, Range, and Mode
98. Geometric Solids
99. Constructing Prisms
100. Constructing Pyramids
101. Tables and Schedules
102. Tenths and Hundredths on a Number Line
103. Fractions Equal to 1 and Fractions Equal to \( \frac{1}{2} \)
104. Changing Improper Fractions to Whole or Mixed Numbers
105. Dividing by 10
106. Evaluating Expressions
107. Adding and Subtracting Fractions with Common Denominators
108. Formulas, Distributive Property
109. Equivalent Fractions
110. Dividing by Multiples of 10
111. Estimating Perimeter, Area, and Volume
112. Reducing Fractions
113. Multiplying a Three-Digit Number by a Two-Digit Number
114. Simplifying Fraction Answers
115. Renaming Fractions
116. Common Denominators
117. Rounding Whole Numbers Through Hundred Millions
118. Dividing by Two-Digit Numbers
V. Science


B. Educational Goals
The curriculum consists of covering Life Science, Earth Science, and Physical Science. The students will see the evidence of God’s love, wisdom, power, and majesty as they investigate all that He has created.

C. Educational Objectives
1. Inquiry Process
   a. The student will discover steps of scientific process.
   b. The student will plan and implement experimental investigations.
   c. The student will use graphs to record data.
   d. The student will effectively use data to draw conclusions.
   e. The student will collect information by observing and measuring.
   f. The student will analyze and interpret information.

2. Living Things
   a. The student will identify the basic needs of living organisms.
   b. The student will understand that plants and animals have different structures that serve different functions.
   c. The student will recognize the life cycles of different types of plants and animals.
   d. The student will distinguish between inherited traits and learned traits.

3. Ecosystems
   a. The student will identify and describe different types of ecosystems.
   b. The student will understand how energy moves through a food chain.
   c. The student will identify the roles of different organisms in a food web.
   d. The student will recognize adaptations that allow organisms to survive in a certain environment.
   e. The student will explain how environmental changes affect living things.
   f. The student will infer how scientists learn about plants and animals of the past.

4. Earth and Its Resources
   a. The student will identify landforms.
   b. The student will describe the layers of Earth.
   c. The student will identify the effects of sudden earth changes.
   d. The student will analyze how people change the land.
   e. The student will compare and contrast properties of minerals.
   f. The student will describe how the three kinds of rocks form.
   g. The student will compare and contrast different kinds of soil.

5. Weather and Space
   a. The student will describe characteristics of weather.
   b. The student will describe the water cycle and relate it to weather.
   c. The student will summarize how seasons differ from place to place.
   d. The student will explain what causes day and night and the seasons.
   e. The student will understand the features of the moon.
   f. The student will identify the planets in the solar system.

6. Matter
a. The student will define matter as anything that takes up space.
b. The student will understand that properties can be used to identify matter.
c. The student will measure matter using tools.
d. The student will identify and explain the properties of the three states of matter.
e. The student will create examples of physical and chemical changes.
f.

VI. Forces and Motion
a. The student will understand that an object is in motion when its position changes.
b. The student will define common forces, such as friction, gravity, and magnetism.
c. The student will conclude that work is done when a force changes an object’s motion.
d. The student will apply uses of simple machines to real-world tasks.
e. The student will understand that energy takes many forms, including heat, sound, light, and electricity.

D. Course Outline
1. Living Things
   a. A Look at Living Things
   b. Living Things Grow and Change
2. Ecosystems
   a. Living Things in Ecosystems
   b. Changes in Ecosystems
3. Earth and Its Resources
   a. Earth Changes
   b. Using Earth’s Resources
4. Weather and Space
   a. Changes in Weather
   b. Planets, Moons, and Stars
5. Matter
   a. Observing Matter
   b. Changes in Matter
6. Forces and Energy
   a. Forces of Motion
   b. Forces of Energy

VI. Social Studies

A. Textbook: Communities; Scott Foresman, 2011.

B. Educational Goals
   The Scott Foresman Social Studies program provides students with the opportunity to engage in active discussions of what they already know about a topic, but also encourages them to think further. Students are provided with a variety of ways to think critically about key concepts—through reading, hands-on activities, and technology—so they actively experience the world they live in. The students are challenged to take what they’ve learned and transfer that knowledge to new content, situations, ideas, and to their own lives.

C. Educational Objectives
   1. Our Community
a. The student will define the concept of community.
b. The student will compare and contrast communities across the United States.
c. The student will define the concept of culture.
d. The student will assess similarities and differences among communities in different times.
e. The student will explain what is meant by the terms rural community, suburban community, and urban community.
f. The student will compare the ways people in a community meet their needs for recreation and transportation.
g. The student will identify reasons people form communities.
h. The student will use a map scale to determine distance between places.

2. People in Communities
   a. The student will explain that Americans are a people of diverse ethnic origins, customs, and traditions.
   b. The student will identify the importance of voting, a civic responsibility.
   c. The student will understand the significance of selected ethnic and/or cultural celebrations.
   d. The student will use cardinal and intermediate directions to locate places on maps.
   e. The student will locate places on maps by using the equator and prime meridian to identify four hemispheres.

3. Where Are Communities?
   a. The student will distinguish variations in the physical environment, including climate, landforms, and natural resources.
   b. The student will identify how people in a community adapt to or modify the physical environment.
   c. The student will point out ways they can conserve resources.
   d. The student will describe how individuals contribute to the expansion or creation of new communities.

4. History of Communities
   a. The student will describe the exploration of the Americas by describing the accomplishments of Christopher Columbus, Hernando de Soto, Juan Ponce de Leon, Jacques Cartier, and Samuel de Champlain.
   b. The student will identify the impact of new technology on transportation, inventions, and medicine in communities around the world.
   c. The student will identify and use symbols to locate places on a map.
   d. The student will develop a simple time line of events that have occurred.

5. Communities at Work
   a. The student will identify ways of earning, spending, and saving money.
   b. The student will explain how people make economic choices.
   c. The student will distinguish the difference between goods and services.
   d. The student will understand how producers use natural resources, human resources, and capital resources to produce goods.
   e. The student will define and identify examples of scarcity.

6. Governments
   a. The student will compare ways that people in communities around the world meet their needs for government.
   b. The student will explain the importance of the Declaration of Independence, United States Constitution, and the Bill of Rights.
c. The student will identify characteristics and responsibilities of a good citizen.
d. The student will conclude services commonly provided by local government.
e. The student will identify the governmental bodies that perform functions at the local, state, and national levels.
f. The student will use latitude and longitude to locate places on maps and globes.

D. Course Outline
1. Unit 1: Our Community
   a. A community is a place where people live, work, and have fun together.
   b. There are many kinds of communities in the United States.
   c. Communities around the world are alike and different.
   d. Rural communities are in the countryside and can be surrounded by farms and open land.
   e. Suburban communities have grown and changed over the years.
   f. Urban communities are in cities where many people live and work.
   g. Map scales are used to analyze and interpret maps.
2. Unit 2: People in Communities
   a. People in a community may come from different places.
   b. When people move to a new country, they blend parts of their old culture with parts of their new culture.
   c. People came from all over the world to the United States.
   d. Immigrants to the United States had to start a new way of life.
   e. Celebrations bring people of a community together.
   f. Communities have special celebrations to honor the work they do and their history.
   g. National holidays are celebrated in communities across the country.
   h. Cardinal and intermediate directions are used to interpret maps.
   i. Hemispheres are used to locate places on a map or globe.
3. Unit 3: Where are communities?
   a. Communities are started in areas with different physical environments.
   b. Communities in the United States have many different climates.
   c. The natural resources in an area help people live and communities grow.
   d. Some communities develop in mountains because of their natural resources.
   e. Towns grew along bodies of water because of their resources.
   f. Communities sometimes are built where many roads, railroads, and air routes come together in one place.
4. Unit 4: History of Communities
   a. Native Americans and European explorers built the first communities in North America.
   b. Spanish explorers came to present-day Florida and established communities.
   c. French explorers came to present-day Canada and built communities.
   d. English explorers came to present-day Virginia and built communities.
   e. New forms of transportation allowed people to move across the United States and around the world.
   f. New forms of communication help people keep in touch with one another.
   g. Inventors and their inventions made the lives of people in communities easier.
   h. New medicines and ways to fight diseases have improved the health of people around the world.
   i. A locator map helps to see the “big picture” of a place and indicates the area to be shown in detail on a larger map.
j. Time lines show when things happened in history and help compare events happening in different places at the same time.

5. Unit 5: Communities at Work
   a. People make choices about how money is earned, spent, and saved.
   b. To make a decision about what to buy, people must make economic choices.
   c. Business owners work hard to provide goods and services to the people in the community.
   d. Factories use natural resources, people, and machines to make products.
   e. People must make choices about how to use resources.
   f. People in communities around the world depend on each other for goods and services.

6. Unit 6: Governments
   a. Governments of the past influenced the founders of our country.
   b. The government of the United States protects the rights of the people.
   c. Citizens have rights and responsibilities to their community, state, and country.
   d. Local governments provide community services.
   e. Community leaders help a government meet its needs.
   f. Laws are made, carried out, and enforced by the three branches of state government.
   g. Lines of latitude and longitude are used to find locations on a map.

VII. Spelling (Refer to: III. Language Arts)
FOURTH GRADE CURRICULUM GUIDE

I. Bible


B. Educational Goal

Building on the Rock is a correlated worldview and Bible survey curriculum that takes a look at the major events and truths of the Bible. The program is designed to assist students in interpreting knowledge and building foundational beliefs and values from a Christian perspective.

C. Educational Objectives

1. The student will describe and defend a Christian worldview utilizing the Biblical Truths.
2. The student will recognize and explain a personal relationship with Jesus Christ.
3. The student will interpret biblical knowledge and build foundational beliefs and values from a Christian perspective.
4. The student will understand the biblical story through the framework of creation, fall, and redemption.
5. The student will identify and participate in heartfelt service opportunities to express the love of Jesus.
6. The student will build a Scriptural foundation through memorizing and applying God’s Word to daily life.
7. The student will understand and examine the biblical story from Genesis through the life and ministry of Jesus.
8. The student will continually respond biblically in thoughts and actions throughout daily life.
9. The student will discuss and discover ways to apply biblical principles in every aspect of life.
10. The student will apply and integrate a working knowledge and use of the Holy Bible.

D. Course Outline

1. Wisdom: Building the foundation of my life on God, my rock, by knowing, loving, and obeying Him.
   a. God is truth and always tells us what is right and true.
   b. God is the only true and almighty God.
   c. God is God the Father, God the Son, and God the Holy Spirit.
   d. God is the creator.
2. Fellowship: Building a relationship of harmony with God when I believe that Jesus is God’s Son and my Savior.
   a. God created people to be his children and to praise his glory.
   b. God created people to need him for everything.
   c. Sin causes separation and disharmony between people and God.
   d. Jesus died to restore fellowship and harmony between people and God.
3. Image-Bearing: Building a relationship of harmony with myself as I become more like Jesus.
   a. God created people in His image.
   b. God placed a crown of glory and honor on each of his image-bearers.
   c. Sin causes disharmony within each of God’s image-bearers.
   d. Jesus died to restore harmony within each of God’s image-bearers.
4. Servant hood: Building a relationship of harmony with others by serving them in love.
   a. God created his image-bearers to love and serve one another.
   b. God made the family and nation in which his image-bearers are to live and serve each other.
   c. Sin causes disharmony among God’s image-bearers.
   d. Jesus died to bring his image-bearers into a new family and nation of harmony called God’s church.
5. Stewardship: Building a relationship of harmony with creation as I appreciate it and care for it.
   a. God holds his creation together by his power.
   b. God put his image-bearers in charge of caring for the earth.
   c. Sin causes disharmony between God’s image-bearers and the earth.
   d. Jesus died to restore harmony between God’s image-bearers and the earth.
6. God’s Brave Messengers: The Prophet’s Messages to the Divided Hebrew Nation
   a. Review of the Bible survey focus of levels 1, 2, and 3.
   b. The Kings and Prophets of the Northern Kingdom
   c. The Kings and Prophets of the Southern Kingdom
   d. Life in Captivity and the Return to Judah

II. Handwriting

A. Educational Goal
   Although handwriting is formally taught at earlier grade levels, maintenance is still important at fourth grade level. Skills are reviewed and maintained on a regular basis. Students adhere to “Cursive Letter Formation Guidelines,” which are distributed at the beginning of the year.

B. Educational Objectives
   1. The student will write legibly.
   2. The student will apply the four keys of legibility – shape, size, spacing, and slant to their writing.
   3. The student will form the letters in manuscript and cursive correctly.
   4. The student will use consistent size when writing on papers.
   5. The student will demonstrate proper writing on a line.

III. Language Arts

A. Textbook: *Shurley English: Shurley Instructional Materials 2007*

B. *Shurley English* was designed to help students master the key fundamentals such as vocabulary, mechanics, usage, editing, and sentence work. With *Shurley English*, students learn many skills to help them master language concepts. They are given specific techniques to learn not only the concept, but also the entire thought process.
necessary to apply the concept. Aligned with national standards and the learning phases as described by Bloom’s Taxonomy and Webb’s Depth of Knowledge, Shurley English helps promote comprehension, application, retention, and critical-thinking skills.

C. Educational Objectives
1. The student will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. The student will use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
3. The student will form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
4. The student will use modal auxiliaries (e.g., can, may, must) to convey various conditions.
5. The student will order adjectives within sentences according to conventional patterns.
6. The student will form and use prepositional phrases.
7. The student will produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
8. The student will correctly use frequently confused words (e.g., to, too, two; there, their).
9. The student will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
10. The student will use correct capitalization.
11. The student will use commas and quotation marks to mark direct speech and quotations from a text.
12. The student will use a comma before a coordinating conjunction in a compound sentence.
13. The student will spell grade-appropriate words correctly, consulting references as needed.
14. The student will use knowledge of language and its conventions when writing, speaking, reading, or listening.
15. The student will choose words and phrases to convey ideas precisely.
16. The student will choose punctuation for effect.
17. The student will differentiate between contexts that call for formal English e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
18. The student will determine or clarify the meaning of unknown and multiple-containing words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
19. The student will explain the meaning of simple similes and metaphors in context.
20. The student will demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

D. Course Outline
1. Capitalization and punctuation rules
2. Synonyms/antonyms
3. Analogies
4. Nouns/Verbs
   Classifying sentences with five parts of a complete sentence (Adjective, subject, noun, verb, articles, and adverbs.)
5. Article adjectives
6. Prepositions/preposition flow
7. Pronouns
8. Homonyms
9. Conjunctions
10. Helping Verbs
11. Comma splices, run-on sentences, and using compound sentences.
12. Subject/Predicate
13. Clauses, subordinate conjunctions, and complex sentences
14. Quotation rules
15. Plural nouns
16. Direct/Indirect Objects
17. Double Negatives
18. Action verbs and linking verbs
19. Friendly letter
20. Business letter
21. Writing Process
22. Expository paragraphs
23. Revising, Editing and Writing
24. Different writing forms
25. Three paragraph expository essay
26. Five paragraph persuasive essay

IV. Mathematics


B. Educational Goals
   The Mathematics curriculum places an emphasis on the student's ability to think logically. The Saxon Math philosophy stresses that incremental and integrated instruction and opportunity to practice and internalize concepts, leads to successful mathematics understanding. Students will be instructed to mastery in specified math concepts that serve as a basis for future learning. Having established this solid foundation, the students will have the necessary tools (speed, accuracy, and confidence in their ability) to tackle increasingly complex problem solving. Students are asked to share ideas and to think critically, to look for patterns, and to make connections in mathematical reasoning.

C. Educational Objectives
   1. Mathematical Practices
      a. The student will make sense of problems and persevere in solving them.
      b. The student will reason abstractly and quantitatively.
      c. The student will model with mathematics.
      d. The student will use appropriate tools strategically.
      e. The student will look for and make sure of structure.
      f. The student will look for and express regularity in repeated addition.
   2. Operations and Algebraic Thinking
      a. Write and Interpret numerical expressions
         1. The student will use parentheses, brackets, or braces in numerical
expressions, and evaluate expressions with these symbols.

2. The student will write simple expressions that record calculations with numbers.

b. Analyze Patterns and Relationships
   1. The student will generate two numerical patterns using two given rules.
   2. The student will identify apparent relationships between corresponding terms.
   3. The student will form ordered pairs consisting of corresponding terms from two patterns, and graph the ordered pairs on a coordinate plane.

3. Number and Operations in Base Ten - Understanding the Place Value System
   a. The student will recognize that in a multi-digit number, a digit in the ones place represents ten times as much as it represents in the place to its right and one tenth of what it represents in the place to its left.
   b. The student will explain patterns in the number of zeros of the product when multiplying a number by powers of ten, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of ten, and use whole-number exponents to denote powers of ten.
   c. The student will read, write, and compare decimals to thousandths.
      1. The student will read and write decimals to thousandths using base-ten numerals, number names, and expanded form.
      2. The student will compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
      3. The student will use place value understanding to round decimals to any place.
   d. The student will perform operations with multi-digit whole numbers and with decimals to the hundredths.
      1. The student will fluently multiply multi-digit whole numbers using the standard algorithm.
      2. The student will find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors. The student will illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
      3. The student will add, subtract, multiply, and divide decimals to hundredths.

4. Number and Operations - Fractions
   a. The student will use equivalent fractions as a strategy to add and subtract fractions.
      1. The student will add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions.
      2. The student will solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators.
      3. The student will use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of their answers.
   b. The student will apply and extend previous understandings of multiplication and division to multiply and divide fractions.
      1. The student will interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b).
      2. The student will solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers.
3. The student will apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
4. The student will solve real world problems involving multiplication of fractions and mixed numbers.
5. The student will apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.
   a. The student will interpret division of a unit fraction by a non-zero whole number, and compute such quotients.
   b. The student will interpret division of a whole number by a unit fraction, and compute such quotients.
   c. The student will solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions.
5. Measurement and Data
   a. The student will convert like measurement units within a given measurement system.
      1. The student will convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step, real world problems.
   b. The student will represent and interpret data.
   c. Geometric Measurement: The student understand concepts of volume and relate volume to multiplication and to addition.
      1. The student will recognize volume as an attribute of solid figures and understand concepts of volume measurement.
      2. The student will measure volumes by counting unit cubes, using cubic cm, cubic, in, cubic ft, and improvised units.
      3. The student will relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
6. Geometry
   a. The student will be able to graph points on the coordinate plane to solve real-world and mathematical problems.
      1. The student will use a pair of perpendicular number lines, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called the coordinates.
      2. The student will understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis.
      3. The student will represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
   b. The student will classify two-dimensional figures into categories based on their properties.

D. Course Outline
   1. Sequences
   2. Even and Odd Numbers
   3. Using Money to Illustrate Place Value
   4. Comparing Whole Numbers
5. Naming Whole Numbers and Money
6. Adding Whole Numbers
7. Writing and Comparing Numbers Through Hundred Thousands
8. Relationship between Addition and Subtraction
9. Practicing the Subtraction Algorithm
10. Missing Addends
11. Word Problems About Combining
12. Lines and Numbers Lines
13. Multiplication as Repeated Addition
14. Missing Numbers in Subtraction
15. Making a Multiplication Table
16. Word Problems About Separating
17. Multiplying by One-Digit Numbers
18. Multiplying Three Factors and Missing Factors
19. Relationship between Multiplication and Division
20. Three Ways to Show Division
21. Word Problems About Equal Groups
22. Division With and Without Remainders
23. Recognizing Halves
24. Parentheses and the Associative Property
25. Listing the Factors of Whole Numbers
26. Division Algorithm
27. Reading Scales
28. Measuring Time and Elapsed Time
29. Multiplying by Multiples of 10 and 100
30. Interpreting Pictures of Fractions, Decimals, and Percents
31. Pairs of Lines and Angles
32. Polygons
33. Rounding Numbers and Estimating
34. Division with Zeros in the Quotient
35. Word Problems About Comparing and Elapsed Time
36. Classifying Triangles
37. Drawing Pictures of Fractions
38. Fractions and Numbers on a Number Line
39. Comparing Fractions by Drawing Pictures
40. Writing Quotients with Mixed Numbers
41. Adding and Subtracting Fractions with Common Denominators
42. Short Division Divisibility
43. More Arithmetic with Mixed Numbers
44. Measuring Lengths with a Ruler
45. Classifying Quadrilaterals
46. Word Problems About a Fraction of a Group
47. Simplifying Mixed Measures
48. Reading and Writing Whole Numbers in Expanded Notation
49. Solving Multiple-Step Word Problems
50. Finding an Average
51. Multiplying by Two-Digit Numbers
52. Naming Numbers Through Hundred Billions
53. Perimeter and Measures of a Circle
54. Dividing by Multiples of 10
55. Multiplying by Three-Digit Numbers
56. Multiplying by Three-Digit Numbers that Include Zero
57. Probability
58. Writing Quotients with Mixed Numbers
59. Subtracting a Fraction
60. Finding a Fraction to Complete a Whole
61. Using Letters to Identify Geometric Figures
62. Estimating Arithmetic Answers with Rounded and Compatible Numbers
63. Subtracting a Fraction from a Whole Number Greater Than One
64. Using Money to Model Decimal Numbers
65. Decimal Parts of a Meter
66. Reading a Centimeter Scale
67. Writing Tenths and Hundredths as Decimal Numbers
68. Naming Decimal Numbers
69. Comparing and Ordering Decimal Numbers
70. Writing Equivalent Decimal Numbers
71. Fractions, Decimals, and Percents
72. Area, Part 1
73. Adding and Subtracting Decimal Numbers
74. Units of Length
75. Changing Improper Fractions to Whole or Mixed Numbers
76. Multiplying Fractions, Finding Area of a Rectangle
77. Converting Units of Weight and Mass
78. Exponents and Square Roots
79. Finding Equivalent Fractions by Multiplying by 1
80. Prime and Composite Numbers
81. Reducing Fractions, Part 1
82. Greatest Common Factor (GCF)
83. Properties of Geometric Solids
84. Mean, Median, Mode, and Range
85. Units of Capacity
86. Multiplying Fractions and Whole Numbers
87. Using Manipulatives and Sketches to Divide Fractions, and Dividing a Fraction by a Whole Number and Dividing a Whole Number by a Fraction
88. Transformations
89. Analyzing Prisms
90. Reducing Fractions, Part 2
91. Simplifying Improper Fractions
92. Dividing by Two-Digit Numbers
93. Comparative Graphs
94. Using Estimation When Dividing by Two-Digit Numbers
95. Reciprocals
96. Using Reciprocals to Divide Fractions
97. Ratios
98. Temperature
99. Adding and Subtracting Whole Numbers and Decimal Numbers
100. Simplifying Decimal Numbers
101. Rounding Mixed Numbers
102. Subtracting Decimal Numbers Using Zeros
103. Volume, Volume of Prisms and Composed Figures
104. Rounding Decimal Numbers to the Nearest Whole Number
105. Symmetry and Transformations
106. Reading and Ordering Decimal Numbers Through Ten-Thousandths
107. Using Percent to Name Part of a Group
108. Schedules
109. Multiplying Decimal Numbers
110. Multiplying Decimal Numbers: Using Zeros as Placeholders
111. Multiplying Decimal Numbers by 10, by 100, and by 1000
112. Finding the Least Common Multiple of Two Numbers
113. Writing Mixed Numbers as Improper Fractions
114. Using Formulas
115. Area, Part 2
116. Finding Common Denominators to Add, Subtract, and Compare Fractions
117. Dividing a Decimal Number by a Whole Number
118. Dividing by a Decimal Number
119. Comparing Fraction Factors and Products
120. Multiplying Mixed Numbers

V. Reading and Spelling

A. Textbook:

B. Educational Goals
1. To demonstrate phonemic awareness and use structural analysis techniques in order to recognize and decode unfamiliar words and build a meaningful vocabulary.
2. To demonstrate the ability to read grade level material with accuracy, proper pacing, intonation, expression, and fluency.
3. To apply reading strategies such as self monitoring, rereading, examining context clues, predicting, and reflection, as well as, respond to a wide variety of literature.
4. To identify different genres (fiction, nonfiction, poetry, folk tales, fairy tales, expository texts) and how the author develops a theme by including details from the text.
5. To analyze the author’s use of language, style, purpose, and perspective in informational and literary text and how they impact the meaning of the text.
6. To research and integrate information from multiple sources, including media and technology, in order to write or speak about subjects knowledgeably.
7. To set individual goals and self-evaluate progress to continually expand the core foundation of literacy.
8. To apply and integrate a Biblical Christian worldview into all elements of literature and informational texts.
9. To develop a life-long love for reading.

C. Educational Objectives:
1. Unit 1: *Think It Through*
   a. Comprehension:
      Strategy: Make Predictions, Reread
      Skill: Sequence, Problem and Solution, Compare and Contrast, Cause and Effect, Main Idea and Key Details
   b. Spelling/Phonics: Short Vowels, Inflectional Endings, Long a, Long e, Plurals, Long I, Long o, Compound Words,
c. Fluency: Intonation, Expression and Rate, Accuracy, Phrasing and Rate
d. Grammar: Sentences, Subjects and Predicates, Compound Sentences, Clauses and Complex Sentences, Run-on Sentences

2. Unit 2: Amazing Animals
   a. Comprehension
      Strategies: Ask and Answer Questions, Summarize
      Literary Elements: Meter and Rhyme
      Skill: Theme, Main Idea and Key Details, Point of View
   c. Fluency: Expression, Intonation, Accuracy, Rate, Expression and Phrasing

3. Unit 3: That’s The Spirit
   a. Comprehension
      Strategies: Visualize, Reread
      Skill: Point of View, Author’s Point of View
   b. Spelling/Phonics: r-controlled Vowels er, ir, and ur, Closed Syllables, Words with Silent Letters, Open Syllables, Soft c and g, Final e Syllables, Plurals, Suffixes –ment, -ness, -age, -ance, -ence, Compound Words, Roots and Related Words
   c. Fluency: Expression, Accuracy, Rate
   d. Grammar: Action Verbs, Verb Tenses, Main and Helping Verbs, Linking Verbs, Irregular Verbs

4. Unit 4: Fact or Fiction?
   a. Comprehension
      Strategies: Ask and Answer Questions, Make Predictions
      Literary Elements: Stanzas and Repetition
      Skill: Cause and Effect, Point of View, Theme
   b. Spelling/Phonics: Inflectional Endings, Vowel Team Syllables, Changing y to i, r-controlled Vowel Syllables, Words with /ʊɪ/, /ʊː/, and /uː/, Consonant +le Syllables, Diphthongs /ɔɪ/ and /ou/, Greek and Latin Roots, Varient Vowel /ø/, Frequently Confused Words
   c. Fluency: Phrasing and Rate, Phrasing and Expression, Accuracy, Rate
   d. Grammar: Pronouns and Antecedents, Types of Pronouns, Pronoun-Verb Agreement, Possessive Pronouns, Pronouns and Homophones

5. Unit 5: Figure It Out
   a. Comprehension
      Strategies: Visualize, Summarize
      Skill: Problem and Solution, Cause and Effect, Sequence
   b. Spelling/Phonics: Closed Syllables, Latin Prefixes, Open Syllables, Irregular Plurals, Vowel Teams, Greek and Latin Roots, r-controlled Vowel Syllables, Frequently Misspelled Words, Consonant + le Syllables, Latin Suffixes
   c. Fluency: Expression, Intonation and Phrasing, Rate and Accuracy, Rate and Expression
   d. Grammar: Adjectives, Articles, Comparing with More and Most and with Good and Bad
6. Unit 6: *Past, Present, and Future*
   a. Comprehension
      Strategies: Reread, Ask and Answer Questions
      Literary Elements: Imagery and Personification
      Skill: Theme, Main Idea and Key Details
   b. Spelling/Phonics: Words with /en/, Number Prefixes, Homophones, Latin Suffixes, Prefixes, Words from Mythology, Suffixes, Greek and Latin Roots, Words from Around the World
   c. Fluency: Rate and Accuracy, Intonation, Expression, Phrasing
   d. Grammar: Adverbs, Comparing with Adverbs, Negatives, Prepositions, Sentences Using Prepositions

D. Course Outline
   1. *Think It Through*
   2. *Amazing Animals*
   3. *That’s The Spirit*
   4. *Fact or Fiction?*
   5. *Figure It Out*
   6. *Past, Present, and Future*

VI. Science


B. Educational Goals
   This curriculum is designed to provide students with a solid, well-balanced foundation of science concepts. The curriculum is divided into six units: Living Things, Ecosystems, Earth and Its Resources, Weather and Space, Matter, and Forces and Energy.

C. Educational Objectives
   1. Chapter 1: Kingdoms of Life
      a. The student will summarize five functions of living things.
      b. The student will compare plant and animal cells.
      c. The student will define and compare the kingdoms of living thing.
      d. The student will describe different types of microorganisms.
      e. The student will describe the functions of roots, stems, and leaves.
      f. The student will explain the processes of photosynthesis and respiration.
      g. The student will describe pollination in flowering plants.
      h. The student will explain the life cycle of a flowering plant.
   2. Chapter 2: The Animal Kingdom
      a. The student will define *animal* and list the basic needs and characteristics of animals.
      b. The student will summarize the characteristics of groups of invertebrates.
      c. The student will define vertebrates and describe their characteristics.
      d. The student will describe the seven groups of vertebrates.
      e. The student will identify seven organ systems of animals.
      f. The student will summarize the structures and functions of the seven organ systems.
3. Chapter 3: Exploring Ecosystems
   a. The student will identify abiotic and biotic factors in an ecosystem.
   b. The student will describe ecosystems, communities, and populations.
   c. The student will define a biome.
   d. The student will describe Earth's six main biomes.
   e. The student will explain how energy is cycled through an ecosystem.
   f. The student will describe food webs and give examples of predator-and-prey relationships.

4. Chapter 4: Surviving in Ecosystems
   a. The student will define adaptation and give examples of how adaptations help animals to survive in their habitats.
   b. The student will define and describe the types of symbiotic relationships.
   c. The student will describe ways in which plants respond to their environments.
   d. The student will describe plant adaptations.
   e. The student will describe how living and nonliving things cause ecosystems to change.
   f. The student will understand that changes to ecosystems affect living organisms.

5. Chapter 5: Shaping Earth
   a. The student will identify Earth's landforms and the features of the ocean floor.
   b. The student will describe the layers of Earth.
   c. The student will describe how the movement of plates builds mountains and causes earthquakes and volcanoes.
   d. The student will explain how scientists use seismic waves to study earthquakes.
   e. The student will define and give examples of physical and chemical weathering.
   f. The student will explain how erosion helps to break down and build up Earth's land.
   g. The student will describe the effects of floods, fires, tornadoes, and hurricanes.
   h. The student will explain the causes and effects of landslides and avalanches.

6. Chapter 6: Saving Earth's Resources
   a. The student will describe the properties used to identify and classify minerals.
   b. The student will compare the three types of rocks.
   c. The student will describe the different layers of soil and how they form.
   d. The student will define the texture, porosity, and permeability of soil.
   e. The student will describe the different kind of fossils, the ways they form, and how they provide evidence of Earth's past.
   f. The student will explain why fossil fuels are a valuable and nonrenewable resource.
   g. The student will explain how the water cycle renews Earth's fresh water.
   h. The student will describe ways people use and obtain fresh water.
   i. The student will identify the effects of pollution to land, water, and air.
   j. The student will describe ways to reduce pollution and conserve resources.

7. Chapter 7: Weather and Climate
   a. The student will define the atmosphere as a mixture of different gases.
b. The student will describe four properties of weather that can be measured and the tools used to measure them.
c. The student will sequence the steps of the water cycle.
d. The student will identify and describe types of clouds and precipitation.
e. The student will explain how air masses form and identify the types of weather they cause.
f. The student will forecast the weather by interpreting data on a weather map.
g. The student will define and give examples of climate.
h. The student will explain the main factors that determine climate.

8. Chapter 8: The Solar System and Beyond
   a. The student will explain how Earth’s rotation causes the cycle of day and night.
   b. The student will explain why the Sun’s apparent motion in the sky differs from season to season.
   c. The student will explain why the Moon is covered with craters.
   d. The student will identify the causes of the Moon’s phases, solar eclipses, and lunar eclipses.
   e. The student will define and describe the solar system.
   f. The student will discuss the properties of the inner and outer planets.
   g. The student will explore stars, including their composition, appearance, and distance from the Earth.
   h. The student will identify the characteristics of the Sun and its importance to life on Earth.

   a. The student will define and describe the three states of matter.
   b. The student will compare and contrast properties of matter.
   c. The student will describe some properties of matter that can be measured.
   d. The student will measure properties of matter using correct units.
   e. The student will explore how matter is classified.
   f. The student will explain how elements are organized in the periodic table.

10. Chapter 10: Matter and Its Changes
    a. The student will comprehend that a change of state is a physical change.
    b. The student will differentiate between physical change and chemical change.
    c. The student will explain that mixtures are combinations of matter.
    d. The student will describe ways of separating mixtures.
    e. The student will describe how compounds form and their physical properties.
    f. The student will compare and contrast acids and bases.

11. Chapter 11: Forces
    a. The student will explain how motion, speed, velocity, and acceleration are related.
    b. The student will summarize the forces that act on a moving object, including friction and gravity.
    c. The student will demonstrate a basic understanding of how forces affect motion.
    d. The student will explain how friction affects motion.
    e. The student will define work and energy.
    f. The student will compare and contrast potential and kinetic energy.
    g. The student will identify the different kinds of simple machines.
    h. The student will explain how simple machines work together to make compound machines.
12. Chapter 12: Energy
   a. The student will explain that heat flows from warmer materials to cooler materials.
   b. The student will describe and define conduction, convection, and radiation.
   c. The student will explain how sound is produced and how it travels through a medium.
   d. The student will identify the characteristics of sound, including frequency, pitch, volume, and echoes.
   e. The student will demonstrate that light travels in a straight line.
   f. The student will describe ways light can be absorbed, reflected, or refracted by objects.
   g. The student will describe the characteristics of electrically charged objects.
   h. The student will explain the different between static and current electricity.
   i. The student will describe a magnetic field and the effect of distance on magnetic forces.
   j. The student will understand how an electromagnet, an electric motor, and a generator work.

D. Course Outline
   1. Unit A – Living Things
      a. Chapter 1 Kingdoms of Life
      b. Chapter 2 Animal Kingdom
   2. Unit B – Ecosystems
      a. Chapter 3 Exploring Ecosystems
      b. Chapter 4 Surviving in Ecosystems
   3. Unit C – Earth and Its Resources
      a. Chapter 5 Shaping Earth
      b. Chapter 6 Saving Earth's Resources
   4. Unit D – Weather and Space
      a. Chapter 7 Weather and Climate
      b. Chapter 8 The Solar System and Beyond
   5. Unit E – Matter
      a. Chapter 9 Properties of Matter
      b. Chapter 10 Matter and Its Changes
   6. Unit F – Forces and Energy
      a. Chapter 11 Forces
      b. Chapter 12 Energy

VII. Social Studies

A. Textbook

B. Educational Goals
   The goal in studying Florida History is to familiarize the students with the state in which they live. Students study Florida's history, regions, founders, explorers, challenges, as well as the government of Florida. A trip to St. Augustine and Kennedy Space Center enriches student learning.

C. Educational Objectives
1. The student will examine Florida’s state symbols and their origins.
2. The student will define a constitution and examine some examples from the U.S. Constitution.
3. The student will be able to identify the bicameral congress, the three branches of government, and the system of checks and balances.
4. The student will compare the state government to the national government.
5. The student will identify various government functions and the jobs that make our way of life possible.
6. The student will be able to discuss Florida’s geology, climate, and sea levels.
7. The student will be able to define the six great regions of Florida.
8. The student will define flora and fauna and will examine various related terms for describing plant and animal life.
9. The student will know about Florida’s endangered species and other species native to the state.
10. The student will know about the first humans and animals that lived in Florida.
11. The student will examine the cultures of the various tribes that inhabited Florida.
12. The student will recognize the explorers who discovered Florida, with an emphasis on Ponce de Leon.
13. The student will know other Spanish explorers, in addition to Ponce de Leon, who sought treasure in Florida.
14. The student will read about the sea battle between the French and the Spanish over the land that is now Florida.
15. The student will know about conflicts and motives of the first Florida settlements, including battles and the search for religious freedom.
16. The student will know about Spanish missionaries who came to Florida seeking to bring their religion to the natives.
17. The student will know about the construction of the Castillo de San Marcos.
18. The student will read about settlers who played important roles in the conflict between the French and the Spanish.
19. The student will know about the invasion of the British, the French and Indian War, and the historic geography of Florida.
20. The student will know about the hardships of early settlers in British Florida.
21. The student will identify the role of Florida in the American Revolution.
22. The student will know significant points of the American Revolution and its outcome.
23. The student will identify the role of pirates in Florida’s history.
24. The student will be able to discuss Spain’s neglect, which led to Florida becoming a pirate filled state.
25. The student will know how Florida became a territory of the United States.
26. The student will be introduced to Florida’s Seminole Indians and read about their conflicts with the settlers.
27. The student will identify how Florida became a state.
28. The student will know about the issue of slavery in Florida.
29. The student will know about the Emancipation Proclamation.
30. The student will know about the Reconstruction Period.
31. The student will know about groups like the carpetbaggers and scalawags that are associated with Reconstruction.
32. The student will learn the reasons for the Spanish-American War and why it is called the Splendid Little War.
33. The student will identify various types of transportation used in Florida, as well as be able to identify inventors who are important in the transportation industry.
34. The student will know about the importance of new technology, such as e-mail, and will identify some of the major inventors in the history of communication.
35. The student will know about World War I, the Great Depression, and Florida’s role in these events.
36. The student will know about World War II and how it brought many people to Florida.
37. The student will be able to discuss factors that helped Florida’s population growth.
38. The student will know about conflicts that the United States is involved in to defend our freedom.
39. The student will read about important men and women from Florida who have affected the world in positive ways.
40. The student will know about the variety of cultures found in Florida and their influences.
41. The student will know about industries that create jobs for Floridians.
42. The student will be able to identify Florida’s natural resources.
43. The student will read about Florida’s space program and the importance of Cape Canaveral.
44. The student will know about the importance of tourism as an industry in Florida.
45. The student will design an itinerary for the tourists they have learned about.

D. Course Outline

1. Welcome to Florida Studies Weekly
2. Three Branches of Government
3. Government Functions
4. Florida’s Physical Features
5. Flora & Fauna of Florida
6. Natives of Florida
7. Spanish Explorers
8. Saint Augustine: French vs. Spanish
9. Spanish Missions
10. History of Castillo de San Marco
11. English Florida
12. American Revolution and Florida
13. Florida Pirates & the Spanish Return
14. Territorial Years
15. The Seminole Wars
16. Florida Statehood
17. Civil War
18. Reconstruction
19. Spanish American War
20. Modern Transportation
21. Modern Communication
22. WWI
23. WWII
24. Florida’s Population
25. Florida Cities
26. Contemporary Wars
27. Contemporary Florida Men and Women
28. Floridian Multi-Cultural Society
29. Florida Industries
FIFTH GRADE CURRICULUM GUIDE

I. Bible


B. Educational Goals

Building on the Rock is a correlated worldview and Bible survey curriculum that takes a look at the major events and truths of the Bible. The program is designed to assist students in interpreting knowledge and building foundational beliefs and values from a Christian perspective.

C. Educational Objectives

The student will:
1. Describe and defend a Christian worldview utilizing the Biblical Truths.
2. Recognize and explain a personal relationship with Jesus Christ.
3. Interpret biblical knowledge and build foundational beliefs and values from a Christian perspective.
4. Understand the biblical story through the framework of creation, fall, and redemption.
5. Identify and participate in heartfelt service opportunities to express the love of Jesus.
6. Build a Scriptural foundation through memorizing and applying God’s Word to daily life.
7. Understand and examine the biblical story from Genesis through the life and ministry of Jesus.
8. Continually respond biblically in thoughts and actions throughout daily life.
9. Discuss and discover ways to apply biblical principles in every aspect of life.
10. Apply and integrate a working knowledge and use of the Holy Bible.

D. Course Outline

1. Wisdom: Building the foundation of my life on God, my rock, by knowing, loving, and obeying Him.
   a. God is truth and always tells us what is right and true.
   b. God is the only true and almighty God.
   c. God is God the Father, God the Son, and God the Holy Spirit.
   d. God is the creator.
2. Fellowship: Building a relationship of harmony with God when I believe that Jesus is God’s Son and my Savior.
   a. God created people to be his children and to praise his glory.
b. God created people to need him for everything.
c. Sin causes separation and disharmony between people and God.
d. Jesus died to restore fellowship and harmony between people and God.

3. Image-Bearing: Building a relationship of harmony with myself as I become more like Jesus.
   a. God created people in His image.
   b. God placed a crown of glory and honor on each of his image-bearers.
   c. Sin causes disharmony within each of God's image-bearers.
   d. Jesus died to restore harmony within each of God's image-bearers.

4. Servanthood: Building a relationship of harmony with others by serving them in love.
   a. God created his image-bearers to love and serve one another.
   b. God made the family and nation in which his image-bearers are to live and serve each other.
   c. Sin causes disharmony among God's image-bearers.
   d. Jesus died to bring his image-bearers into a new family and nation of harmony called God's church.

5. Stewardship: Building a relationship of harmony with creation as I appreciate it and care for it.
   a. God holds his creation together by his power.
   b. God put his image-bearers in charge of caring for the earth.
   c. Sin causes disharmony between God's image-bearers and the earth.
   d. Jesus died to restore harmony between God's image-bearers and the earth.

6. God's Greatest Gift: The Lie and Ministry of Jesus
   a. Review of the Bible survey focus of levels 1, 2, 3, and 4.
   b. Jesus’ Birth and Childhood
   c. Jesus’ Ministry
   d. Jesus’ Suffering and Death
   e. Jesus’ Resurrection and Ascension

II. Handwriting

A. Educational Goals and Objectives:
   1. The student will write legibly.
   2. The student will demonstrate the correct formation of letters in manuscript and cursive.
   3. The student will evaluate writing and discover techniques to improve and refine skills.
   4. The student will use consistent size when writing on papers.
   5. The students will demonstrate proper writing on a line.

III. Language Arts

A. Textbook

B. Educational Goals
The Shurley Method teaches the solid foundation of grammar in a multi-sensory way. Students use rhythm and a set of specific questions to classify sentences orally, identifying each sentence part as well as the overall sentence structure. They learn how all sentence parts fit together to make sense and express an idea and always have a clear picture of how to write complete sentences. The students learn how to express their own ideas through formal and creative writing.

C. Educational Objectives
1. Chapter 1
   a. The student will identify capitalization and punctuation rules.
   b. The student will rewrite incorrect selections using editing skills.
   c. The student will compare and identify synonyms and antonyms.
   d. The student will recognize and use vocabulary and analogy words.
2. Chapter 2
   a. The student will classify Pattern 1 sentences using nouns and verbs.
   b. The student will recognize the five parts of a complete sentence.
   c. The student will classify sentences including adjectives, article adjectives, and adverbs.
   d. The student will analyze the four kinds of sentences and the End Mark Flow.
   e. The student will distinguish between the complete subject and complete predicate in a sentence.
   f. The student will verify four parts of speech.
   g. The student will construct a three-point expository paragraph.
3. Chapter 3
   a. The student will classify sentences, labeling prepositions, objects of the prepositions, and prepositional phrases.
   b. The student will identify 5 of the 8 parts of speech.
   c. The student will construct a Noun Job Chart.
   d. The student will assemble sentences with correct subject-verb agreement.
   e. The student will model use of transition words.
   f. The student will write an expository paragraph.
   g. The student will write in first and third person point of view.
4. Chapter 4
   a. The student will classify sentences containing pronouns, subject pronouns, and understood subject pronouns.
   b. The student will use end marks to identify kinds of sentences.
   c. The student will identify the possessive pronoun adjective while classifying sentences.
   d. The student will identify conjunctions and compound parts.
   e. The student will review 7 of the 8 parts of speech.
   f. The student will reorganize simple sentences, fragments, run-on sentences, and sentences with compound parts.
   g. The student will edit paragraph with homonyms.
   h. The student will write a three-paragraph expository essay.
5. Chapter 5
   a. The student will classify sentences including helping verbs, the NOT adverb, natural and inverted order.
   b. The student will contrast coordinating conjunctions and connective adverbs.
   c. The student will explain compound sentences, comma splices, and run-on sentences.
   d. The student will decode contractions.
e. The student will decide between a/an choices.
f. The student will write an expository essay.
6. Chapter 6
   a. The student will classify sentences identifying interjections and possessive nouns.
   b. The student will review the 8 parts of speech
   c. The student will identify clauses, subordinate conjunctions, and complex sentences.
   d. The student will compare persuasive paragraph writing with the three-paragraph persuasive writing essay.
   e. The student will write a three-paragraph persuasive essay.
7. Chapter 7
   a. The student will classify sentences identifying direct objects, verb-transitive, and Pattern 2 sentences.
   b. The student will explain simple verb tenses.
   c. The student will explain regular and irregular verbs.
   d. The student will identify tenses of helping verbs.
   e. The student will write a five-paragraph persuasive essay.
8. Chapter 8
   a. The student will classify sentences identifying object pronouns and Mixed Patterns 1-2.
   b. The student will change verbs to different tenses in paragraphs.
   c. The student will change mixed tenses to one tense in paragraphs.
   d. The student will portray principal parts of verbs.
   e. The student will write a descriptive paragraph.
9. Chapter 9
   a. The student will classify sentences identifying indirect objects and Pattern 3.
   b. The student will formulate sentences correctly using quotations (beginning, ending, and split)
   c. The student will identify other quotation rules.
   d. The student will write a narrative with dialogue.
10. Chapter 10
    a. The student will practice classifying Mixed Pattern sentences - Patterns 1-3.
    b. The student will verify ten spelling rules for the plurals of nouns.
    c. The student will discriminate between fiction, nonfiction, autobiography, and biography.
    d. The student will study the card catalog and how to find fiction books in the library.
    e. The student will participate in writing a book review for a fiction book.
    f. The student will write a narrative without dialogue.
11. Chapter 11
    a. The student will classify sentences using predicate noun, linking verb and Pattern 4.
    b. The student will demonstrate how to make nouns possessive.
    c. The student will identify pronoun cases.
    d. The student will identify noun jobs.
    e. The student will determine the parts of a nonfiction book.
    f. The student will generate a nonfiction book review.
    g. The student will write a comparison/contrast essay.
12. Chapter 12
a. The student will classify sentences with Mixed Patterns 1-4.
b. The student will make sentences with pronoun and antecedent agreement.
c. The student will identify indefinite pronouns.
d. The student will write a tall tale narrative.

13. Chapter 13
   a. The student will classify sentences with predicate adjectives and Pattern 5.
   b. The student will perceive degrees of comparison of adjectives.
   c. The student will recognize and revise double negatives.

14. Chapter 14
   a. The student will classify Mixed Patterns 1-5.
   b. The student will organize the parts of a friendly letter.
   c. The student will inspect the parts of an envelope.
   d. The student will differentiate between commonly used abbreviations.
   e. The student will edit a friendly letter using rule numbers.
   f. The student will write a thank-you note.
   g. The student will write a friendly letter, including correctly addressing the envelope.

15. Chapter 15
   a. The student will evaluate the four types of business letters.
   b. The student will evaluate the six parts of a business letter.
   c. The student will evaluate the parts of a business envelope.
   d. The student will edit a business letter using rule numbers.
   e. The student will write an independent business letter for WA 35.
   f. The student will address an envelope for a business letter.

16. Chapter 16
   a. The student will discriminate between fact and opinion and propaganda.
   b. The student will evaluate propaganda techniques in the media.
   c. The student will complete an activity on media advertisement.
   d. The student will explore reasons for reading and reading speeds.
   e. The student will sort ways to learn through subject-matter reading (skim, question, read, scan)

17. Chapter 17
   a. The student will write a final creative writing paper.
   b. The student will share their selected writing.

18. Chapter 18
   a. The student will analyze the genre of poetry and the variety of types.
   b. The student will analyze a selected poem
   c. The student will write a poem. Introduce and discuss a parts-of-speech poem, a couplet, a triplet
   d. The student will select and narrow a topic. (Step 1)
   e. The student will select the main points. (Step 2)
   f. The student will select sources by skimming. (Step 3)

D. Course Outline
   Chapter 1 - Capitalization & Punctuation
   Chapter 2 - Pattern 1, Nouns, Verbs, Adjectives & Adverbs, Expository Paragraph
   Chapter 3 - Prepositions, Objects of Prepositions, Expository Paragraph
   Chapter 4 - Pronouns & Conjunctions, Three Paragraph Expository Essay
   Chapter 5 - Helping Verbs, NOT Adverb, and Natural & Inverted Sentences, Five Paragraph Expository Essay
IV. Mathematics

A. Textbook: *Saxon Math, Course 1*, Harcourt-Achieve Inc. and Stephen Hake, 2007

B. Educational Goals
The Mathematics curriculum places an emphasis on the student's ability to think logically. This type of thinking is the result of mastery of computation skills and the use of estimation and mental arithmetic. Included are various problem-solving techniques which are applicable to real life situations.

Following a review of basic mathematical skills, units are designed to enable the student:
- to master computational skills involving whole numbers, decimals, and fractions
- to be able to solve various types of word problems
- to learn foundational topics from geometry, measurement, algebra, number theory, and graph reading
- to be introduced to percent, exponents, negative numbers, ratio problems, and basic graphing.

C. Educational Objectives
1. Numbers and Operations
   The student will define numeration and demonstrate how to perform basic operations, properties of numbers and operations, and estimation

2. Algebra
   a. The student will identify ratio and proportional reasoning.
   b. The student will demonstrate how patterns, relations, and functions work together.
   c. Student will compute problems using variables and expressions.

3. Geometry
a. The student will describe basic terms, properties, relationships in lines, and properties and relationships of polygons.
b. The student will identify and describe 3-Dimensional figures.
c. The student will describe and apply techniques such as reflection across the horizontal and vertical access.

4. Measurement
   a. The student will label and identify how to use customary units of measure, metric units of measure, temperature scales, and units of time.
   b. The student will demonstrate how to find the areas of circles, rectangles, triangles, parallelograms.
   c. The student will interpret how to use ruler, compass, protractor, and thermometer to solve problems with scale factor and scale drawings (2-D)

5. Data Analysis and Probability
   a. The student will collect and interpret data and display it in the forms of tables and charts, frequency tables, pictographs, bar graphs, circle graphs, line plots, stem-and-leaf graphs.
   b. The student will calculate the mean, median, mode, and range of a list of numbers.
   c. The student will demonstrate how to use probability through experimental probability, theoretical, simple, compound events, independent events, complement, and making predictions.

6. Problem Solving
   The student will develop the four steps to problem solving process and implement those strategies.

D. Course Outline
   1. Numbers and Operations
      a. Numeration
      b. Basic Operations
      c. Properties of numbers and Operations
      d. Estimation
   2. Algebra
      a. Ratio and proportional reasoning
      b. Patterns, relations, and functions
      c. Variables, expressions, and equations
   3. Geometry
      a. Describe basic terms
      b. Describe properties and relationships in lines
      c. Describe properties and relationships of polygons
      d. 3-Dimensional figures
      e. Coordinate geometry
   4. Measurement
      a. Measuring the physical attributes
      b. Systems of measurement
      c. Solving measurement problems
      d. Solving problems of similarity
      e. Use appropriate measurement instruments
   5. Data Analysis and Probability
      a. Data collection and representation
b. Data set characteristics

c. Probability

6. Problem Solving


V. Reading and Spelling

A. Textbook:

1. Reading Wonders; McGraw-Hill, 2017

B. Educational Goals

1. To demonstrate phonemic awareness and use structural analysis techniques in order to recognize and decode unfamiliar words and build a meaningful vocabulary.
2. To develop, through practice, the ability to read grade level material with accuracy, proper pacing, intonation, expression, and fluency.
3. To apply reading strategies such as self monitoring, rereading, examining context clues, predicting, and reflection, as well as, respond to a wide variety of literature.
4. To identify different genres (fiction, nonfiction, poetry, folk tales, fairy tales, expository texts) and how the author develops a theme by including details from the text.
5. To analyze the author’s use of language, style, purpose, and perspective in informational and literary text and how they impact the meaning of the text.
6. To research and integrate information from multiple sources, including media and technology, in order to write or speak about subjects knowledgeably.
7. To set individual goals and self-evaluate progress to continually expand the core foundation of literacy.
8. To apply and integrate a Biblical Christian worldview into all elements of literature and informational texts.
9. To develop a life-long love for reading.

C. Educational Objectives

1. Unit 1: Eureka! I've Got It!

   a. Comprehension

      Strategies: Reread, Ask and Answer Questions

      Skill: Character, Setting, Plot: Sequence, Problem and Solution, Text

      Structure: Cause and Effect, Sequence, Author’s Point of View

   b. Spelling/Phonics: Short Vowels, Long Vowels, Words with /ʊ/, /u/, and /ʊ/, r-controlled Vowels /ār/, /âr/, /ôr/, r-controlled vowel /ûr/

   c. Fluency: Expression and Accuracy, Intonation, Expression and Phrasing, Phrasing

   d. Grammar: Sentences, Subjects and Predicates, Compound Sentences, Complex Sentences, Run-on Sentences

2. Unit 2: Taking the Next Step

   a. Comprehension

      Strategies: Reread, Make Predictions, Repetition and Rhyme

      Skill: Text Structure: Problem and Solution, Sequence; Character Setting Plot: Compare and Contrast; Theme

   b. Spelling/Phonics: Variant Vowel /ō/, Diphthongs /oi/, /ou/, Plurals, Inflectional Endings, Contractions, Closed Syllables
c. Fluency: Rate and Accuracy, Expression and Accuracy, Expression and Phrasing, Rate
d. Grammar: Kinds of Nouns, Singular and Plural Nouns, Possessive Nouns, Prepositional Phrases

3. Unit 3: *Getting From Here to There*
   a. Comprehension
      Strategies: Summarize, Ask and Answer Questions
      Skill: Theme, Main Idea and Key Details, Author's Point of View
   b. Phonics: Open Syllables, Open Syllables (V/V), Vowel Team Syllables, Consonant + le Syllables, r-controlled Vowel Syllables
   c. Fluency: Intonation, Expression and Phrasing, Rate and Accuracy, Expression and Phrasing
   d. Grammar: Action Verbs, Verb Tenses, Main and Helping Verbs, Linking Verbs, Irregular Verbs

4. Unit 4: *It's Up to You*
   a. Comprehension:
      Strategies: Visualize, Summarize
      Literary Elements: Stanza and Meter
      Skill: Point of View, Author's Point of View, Theme
   b. Phonics: Words with Final /el/ and /en/
   c. Word Study: Prefixes, Homographs, Words with /cher/ and /zher/ Suffixes –ance and –ence
   d. Grammar: Pronouns and Antecedents, Kinds of Pronouns, Pronoun-Verb Agreement, Possessive Pronouns, Pronouns and Homophones

5. Unit 5: *What's Next*
   a. Comprehension
      Strategies: Make Predictions, Ask and Answer Questions
      Skill: Character, Setting, Plot: Compare and Contrast; Text Structure: Compare and Contrast, Cause and Effect; Author's Point of View
   b. Word Study: Suffixes, Homophones, Prefixes, Suffixes –less, –ness, and –ion
   c. Fluency: Expression, Expression and Phrasing, Rate, Accuracy
   d. Grammar: Clauses, Complex Sentences, Adjectives, Comparing with Good and Bad

6. Unit 6: *Linked In*
   a. Comprehension
      Strategies: Summarize, Ask and Answer Questions
      Literary Elements: Assonance and Consonance
      Skill: Theme, Text structure: Cause and Effect, Problem and Solution, Point of View
   b. Word Study: Words with Greek Roots, Words with Latin Roots, Words from Mythology, Number prefixes uni-, bi-, tri-, cent-, Suffixes –ible, and –able

D. Course Outline:
Unit 1: *Eureka! I've Got It!*
Unit 2: *Taking the Next Step*
VI. Science


B. Educational Goals
This curriculum is designed to provide students with a solid, well-balanced foundation of science concepts. The curriculum is divided into six units: Living Things, Ecosystems, Earth and Its Resources, Weather and Space, Matter, and Forces and Energy.

C. Educational Objectives
1. Unit A – Diversity of Life
   Chapter 1: Cells and Kingdoms
   a. The student will describe cells, explain how they are in all living things, compare & contrast structures of plant & animal cells.
   b. The student will describe kingdom & species, and organisms in animal, plant & fungi kingdoms.
   c. The student will describe process of photosynthesis and diagram structure & function of roots, stems & leaves.
   d. The student will define invertebrates and vertebrates, and point out invertebrate and the four vertebrate groups.
   e. The student will summarize the functions of animal systems and also correlate how the skeletal & muscular system work together to produce movement.

   Chapter 2: Parents and Offspring
   a. The student will explain and compare/contrast sexual and asexual reproduction.
   b. The student will analyze life cycles of mosses & ferns, learn about angiosperm and conifer life cycle.
   c. The student will assess and discuss complete & incomplete metamorphosis, fertilization, and deduce how the processes of internal & external fertilization work.
   d. The student will outline how traits are passed from one generation to the next and summarize dominant & recessive genes.

2. Unit B – Ecosystems
   Chapter 3: Interactions in Ecosystems
   a. The student will compose a summary explaining ecosystems, communities and populations; and consider how food chains, webs and energy pyramids work.
   b. The student will explain how populations compete and are limited by the resources they need; and define habitat, niche, symbiosis, commensalism, mutualism, and parasitism.
   c. The student will explain structural & behavioral adaptations, and describe plant and animal adaptations, including camouflage and mimicry.
   Chapter 4: Ecosystems and Biomes
a. The student will list steps in the water, carbon, and nitrogen cycles and explain their importance; as well as appreciating how recycling and composting benefit the ecosystem.
b. The student will analyze how changes in ecosystems cause extinction and describe the natural and human-caused changes in ecosystems.
c. The student will formulate a clear picture of harsh climate biomes, such as Deserts, tundra, and taiga, forests and grasslands.
d. The student will portray how oceans get salty and describe freshwater, ocean, and estuary ecosystems.

3. Unit C - Earth and Its Resources
   Chapter 5: Our Dynamic Earth
   a. The student will classify Earth’s physical features incl. landforms and features of the ocean floor, as well as defining Earth’s layers.
   b. The student will discuss theory of plate tectonics explaining continental drift, and identify processes that produce different kinds of mountains.
   c. The student will explain why a volcano erupts and how it builds land.
   d. The student will explain causes of earthquakes and describe how they are detected.
   e. The student will describe weathering and make the correlation between erosion and deposition.
   Chapter 6: Protecting Earth’s Resources
   a. The student will compare and contrast igneous, sedimentary, and metamorphic rock and trace the pathways of the rock cycle.
   b. The student will deduce how soil is formed, sort the kinds of soil, and understand how soil is used and polluted.
   c. The student will identify and compare types of soil, as well as discuss and identify renewable and nonrenewable energy resources, such as fossil fuel.
   d. The student will explain why air and water are resources, and describe important ideas about the pollution and conservation of air and water.

4. Unit D – Weather and Space
   Chapter 7: Weather Patterns
   a. The student will relate how Earth’s shape and tilt affect temperatures and winds; and explain how global and local winds form.
   b. The student will assess how clouds and precipitation form, and summarize how air masses and fronts affect the weather.
   c. The student will relate the different kinds of severe storms and explain how they form.
   d. The student will summarize explain what factors determine an area’s climate.
   Chapter 8: The Universe
   a. The student will outline the movements of the Earth and Sun and explain how Earth’s movements cause seasons, as well as night and day.
   b. The student will describe the features of the Moon, identify the relative Positions of the Moon, Earth, and Sun that produce each of the Moon’s phases, and explain how eclipses and tides occur.

5. Unit E – Matter
   Chapter 9: Comparing Kinds of Matter
   a. The student will describe matter and the three states: solid, liquid, & gas; and measure and calculate density as mass divided by volume.
   b. The student will explain the structure of matter, elements, and atoms,
naming the parts of an atom; and compose descriptions of elements and their properties.
c. The student will determine what the properties are of metals, nonmetals, and metalloids, and determine which one of those three things an element is.

Chapter 10: Physical and Chemical Changes
a. The student will learn that changes of state occur at distinct temperatures or points, and predict whether an object will expand or contract based on a change in temperature.
b. The student will identify kinds of mixtures, their parts, and different methods of separating mixtures.
c. The student will infer that compounds are made of two or more elements and have different properties than their component elements; and learn common signs of chemical change.
d. The student will relate the properties of acids and bases, find out how indicators work with them, and learn how salts are formed.

6. Unit F – Forces and Energy
Chapter 11: Using Forces
a. The student will categorize the relationship between position, motion, velocity, and acceleration; and calculate velocity and acceleration.
b. The student will appraise balanced and unbalanced forces, consider how gravity and friction affect motion, and apply Newton’s three laws of gravity.
c. The student will correlate work and energy, understanding how they are related.
d. The student will identify six types of simple machines, and then calculate the output force and output distance for a given effort force and effort distance.

Chapter 12: Energy
a. The student will sort out the difference between heat and temperature, and find out how heat is transferred by conduction, convection, and radiation.
b. The student will explore how a sound wave travels, how echolocation works, and learn the parts of a wave: frequency, pitch, and volume.
c. The student will observe that light is a wave and a particle, and recognize that light can be reflected and bent, and has wavelengths and colors.
d. The student will assess static electricity and the attraction between charged objects, and describe the different types of electric circuits.
e. The student will explain how magnetism works, how electromagnets work and are used, and how generators work and are used.

**Inquiry Process** Used in ALL chapters for labs & experiments
a. The student will discover steps of scientific process.
b. The student will plan and implement experimental investigations.
c. The student will use graphs to record data.
d. The student will effectively use data to draw conclusions.
e. The student will collect information by observing and measuring.
f. The student will analyze and interpret information.

D. Course Outline
1. Unit A – Diversity of Life
   a. Chapter 1 Cells and Kingdoms
   b. Chapter 2 Parents and Offspring
2. Unit B – Ecosystems
VII. Social Studies

A. Curriculum: USA Studies Weekly, American Legacy Publishing Publications

B. Educational Goals

The student will demonstrate proficiency in map and globe skills, reading for literal and inferential comprehension, reasoning societal skills. The student should demonstrate an understanding of the history of our nation, and how these events have helped shape the world that we live in today. Students will learn about leadership and their duties as citizens.

C. Educational Objectives

1. The student will memorize and be able to identify the location of all 50 states on a map.
2. The student will memorize and list the capitals of all 50 states.
3. The student will examine the purpose of maps and the tools used to measure in geography.
4. The student will categorize and analyze the seven main regions in the United States.
5. The student will compare native American cultures.
6. The student will establish motivations and timelines of early explorers.
7. The student will gather information on the settlers in the original 13 colonies.
8. The student will summarize the original origins of the United States government.
9. The student will inspect and explain events that led to the American Revolution, and then relate events of the Revolution, including the concluding events and the effects.
10. The student will review the structure, function, and purposes of government at each level, as defined in the Constitution.
11. The student will identify factors that influenced Westward expansion and examine key events of that time.
12. The student will detect causes of the Civil War and identify key event and people of that time, as well as examining effects of Reconstruction.
13. The student will collect information on how the United States went from a rural, agricultural focus, to a more urban, industrial nation.
14. The student will summarize why immigrants cam, and continue to come to American, and write effects of that influx.
15. The student will consider the causes of American’s decision to expand its influence overseas and the inherent effects of that decision.
16. The student will analyze the causes and effects of World War I.
17. The student will frame out the event of the Roaring 20’s and the Great Depression.
18. The student will analyze the causes and effects of World War II.
19. The student will contrast communism and democracy.
20. The student will summarize the Atomic Age.
21. The student will organize the key events in black history.
22. The student will explain space exploration and the computer age.
23. The student will determine reasons for contemporary wars.
24. The student will imagine our role in the future of America.

D. Course Outline

AUGUST - SEPTEMBER:
Week 1: World Hemispheres, Geography
Week 2: USA Seven Natural Regions, Geography
Week 3: American Indian Tribes
Week 4: Age of Exploration Dawns
Week 5: Spanish Exploration
Week 6: English and French Explorers
Week 7: Roanoke and Jamestown Colonies
Week 8: Thanksgiving, New England Colonies
Week 9: Middle Colonies

OCTOBER - DECEMBER:
Week 10: Southern Colonies
Week 11: French-Indian War, Pre-Revolution Events
Week 12: Events of the Revolutionary War
Week 13: Shay’s Rebellion, Constitutional Convention / 3 Branches of Government
Week 14: Ratification, Bill of Rights
Week 15: Daniel Boone, Northwest Territory, Whiskey Rebellion
Week 16: Louisiana Purchase, Lewis & Clark, Zebulon Pike
Week 17: America’s Immigrant Flood, Trail of Tears, War of 1812
Week 18: Western Territories, Expansion

JANUARY - FEBRUARY:
Week 19: Slavery, Northern and Southern Tension
Week 20: Civil War, Grant and Lee
Week 21: Lincoln Assassination, Reconstruction
Week 22: Industrial Revolution, Railroad, Robber Barons
Week 23: Immigrants Flock to American Industry, Western Expansion
Week 24: Rural America Becomes Urban America
Week 25: Expanding Overseas—War with Spain, Boxer Rebellion

MARCH - MAY:
Week 26: The Square Deal, Teddy Roosevelt, Taft, Wilson
Week 27: World War I
Week 28: Roaring Twenties, Prohibition, and Women’s Suffrage
Week 29: The Great Depression, FDR, The New Deal
Week 30: World War II, Pearl Harbor, Atomic Bomb

5-14
Week 31: Cold War Begins, Communism, Berlin Wall, Truman’s Fair Deal
Week 32: American People in the Fabulous Fifties, The Atomic Age
Week 33: 1960s, the Cold War, Black History
Week 34: Space Exploration—The Computer Age
Week 35: Contemporary Wars—Vietnam, Persian Gulf, Iraq, War on Terrorism
Week 36: USA in Review

VIII. Spelling (Refer to: V. Reading and Spelling)
ELEMENTARY ART CURRICULUM GUIDE


B. Educational Goals

1. Early Childhood (3 year olds, 4 year olds, and Kindergarten)
   Early Childhood art is very experimental. For many of these children, fine motor skills are still developing, along with attention spans. This may be the first year that they are exposed to the many different kinds of art medium. In the process of introducing these mediums, different principles and elements of design are presented. For this age group, art is purely a time of exploring and experimenting. All projects for all age groups are designed to stimulate individual creativity in each child in a fun and exciting learning environment.

2. Elementary (1st through 5th grade)
   Elementary art projects are assigned to show individuality on different levels of ability. All art projects incorporate the principles and elements of design, line, shape, form, texture, color, balance, and unity.

A. Educational Objectives

1. Early Childhood (3 year olds, 4 year olds, and Kindergarten)
   1. The student will learn the proper use and care of art supplies, such as scissors, paints, glue, etc.
   2. The student will practice basic cutting exercises.
   3. The student will work on coloring exercises.
   4. The student will perform basic drawing, using the basic geometric shapes.
   5. The student will experiment with different medium, including but not limited to crayons, markers, watercolors, and tempura paints.

2. Elementary
   a. Basic
      1. The student will learn the proper use and care of art supplies, such as scissors, paints, glue, etc.
      2. The student will practice basic cutting exercises.
      3. The student will work on coloring exercises.
      4. The student will perform basic drawing, using the basic geometric shapes.
   b. Aesthetic Perception of Art
      1. The student will be introduced to aesthetics as the study of the nature of beauty and art.
      2. The student will understand that the purpose of art is to create beauty or beautifully organized arrangements of the elements of art.
      3. The student will recognize that art can imitate reality.
      4. The student will understand that art is a strong means to communicate ideas and emotions.
   c. Art Criticism
      1. The student will focus each lesson on a work of Art created by artist from many cultures and time periods.
      2. The student will objectively study their own art projects.
3. The student will use a higher-level method of thinking about concepts to
   students expand their perceptive, analytical, interpretive, and aesthetic
   valuing abilities.
4. The student will study a work of Art using a four step sequential method
to evaluate and express an aesthetic judgment as students describe,
analyze, interpret, and decide about given questions and conversations
regarding works of Art.
d. Art History and Culture
   1. The student will learn about the history of world Art and the people who
      created it as they are given information about featured works of Art in
each lesson.
   2. The student will be shown masterpieces from many countries and
cultures.
e. Art Production or “Creative Expression”
   1. The student will experience hands-on Art productive activity.
   2. The student will explore the Art concepts that are presented in each
      lesson.
   3. The student will integrate the verbal and visual concepts during the
      creative manipulation of Art materials.
   4. The student will be provided with ample time to complete each “Creative
      Expression”.
   5. The student will assess their own work and the Art work of their
      classmates.
f. “Glasses of Scripture”
   1. The student will be led to integrate Scriptural truth into all disciplines of
      the Art Curriculum.
   2. The student will know that Scripture is the foundation of all
      knowledge.
   3. The student will be encouraged to come to Jesus as their Lord
      and Savior, and to live according to the teachings of Scripture.
g. Educational and Service Projects
   1. The student will be encouraged to support the faculty and staff in
      Art related projects which enhance particular units of study.
   2. The student will demonstrate Christian service with a servant’s
      heart to faculty and staff.
h. Seasonal Art Projects
   1. The student will complete art projects which integrate the
      traditional seasons of celebration throughout the school year.
   2. The student will learn the Christian Heritage and historical facts
      about Thanksgiving, Christmas, and Easter.

A. Course Outline
   1. Early Childhood (3 year olds, 4 year olds, and Kindergarten)
      a. Line
      b. Shape
      c. Color
      d. Space and Form
      e. Texture
      f. Principles of Art
2. First Grade
   a. Line
   b. Shape
   c. Color
   d. Form and Space
   e. Texture, Pattern, and Rhythm
   f. Balance, Emphasis, and Unity
3. Second Grade
   a. Line and Shape
   b. Space and Form
   c. Color and Value
   d. Pattern, Rhythm, and Movement
   e. Balance, Emphasis, and Texture
   f. Harmony, Variety, and Unity
4. Third Grade
   a. Line and Shape
   b. Space and Form
   c. Color and Value
   d. Texture and Balance
   e. Pattern, Rhythm, and Movement
   f. Harmony, Variety, Emphasis, and Unity
5. Fourth Grade
   a. Line
   b. Shape, Pattern, Rhythm, and Movement
   c. Color and Value
   d. Form, Texture, and Emphasis
   e. Space, Proportion, and Distortion
   f. Balance, Harmony, Variety, and Unity
6. Fifth Grade
   a. Line, Shape, and Value
   b. Space, Shape, and Form
   c. Color and Pattern
   d. Proportion and Distortion
   e. Texture, Rhythm, Movement, and Balance
   f. Harmony, Variety, Emphasis, and Unity
BAND CURRICULUM GUIDE

General Overview:
5th Grade Band is offered to all 5th Grade students that would like to play a band instrument. It provides the foundational building blocks for our middle school band program. 5th Grade Band meets once a week in sectionals and twice a week in full band rehearsals and participates in a minimum of two public performances.

5th Grade Band

A. Textbook: Standard of Excellence, Book 1 by Bruce Pearson
   Various pieces of elementary band music

B. Educational Objectives -The student will:
   1. Demonstrate proficiency in handling and caring for their instrument.
   2. Demonstrate mastery of weekly assignments.
   3. Demonstrate an understanding of practice, rehearsal, and performance skills and procedures.
   4. Demonstrate mastery of breathing technique.
   5. Demonstrate mastery for counting whole, dotted-half, half, quarter, and eighth notes and rests.
   6. Demonstrate an understanding of musical performance including, pitch, intonation, phrasing, dynamics, and tonguing.
   7. Understand the privilege and responsibility of being a member of a group that works, accomplishes significant things, and performs together.
   8. Articulate that musical talent is a gift from God and is to be used for His honor and glory.

C. Course Outline:
   1. Basic Skills
      a. Instrument: assembling, maintaining, cleaning, and un-assembling
      b. Sound production: breathing, posture, embouchure, tonguing, and arm, hand, and finger position
   2. Tone Production
      a. Tone Quality: clear, strong, round sound
      b. Pitch: matching the proper pitch with the written note and fingering
      c. Intonation: matching pitch by adjusting tuning mechanism and embouchure
   3. Musical Concepts
      a. Names of notes
      b. Rhythm
      c. Time signatures
      d. Key signatures
      e. Treble and bass clef
      f. Symbols & Terms
      g. Phrasing
      h. Balance
      i. Following a conductor
      j. Performance etiquette and techniques
ELEMENTARY COMPUTER CURRICULUM GUIDE

The Elementary Computer Curriculum is designed to meet National Educational Technology Standards. Upon completion of the curriculum, the students should have mastered the computing skills necessary to successfully use the computer to do their work in Middle School. The curriculum contains developmentally appropriate instruction in the following areas:

- Keyboarding
- Word Processing
- Desktop Publishing
- Computer Drawing
- Web Literacy & Internet Safety
- Ethical Use of Technology
- Hardware Literacy
- Basic Visual Coding

I. Kindergarten

A. Software
   1. Broderbund, Kid Pix 3D, (Drawing Tools and Slide Shows)
   2. The Learning Company, Read, Write, and Type!

B. Educational Goals
   Kindergarten students will learn the basics of using a computer.

C. Educational Objectives
   1. The student will learn to perform simple computer input operations with the mouse and keyboard, without assistance.
   2. The student will learn to start, control, and interact with developmentally appropriate educational software, with minimal assistance.
   3. The student will state correctly the names for the major, visible computer parts.
   4. The student will become aware of keyboard key positions and attempt proper keyboard hand position.

D. Course Outline
   1. Learn basic computer skills and terminology.
   2. Use developmentally appropriate computer software to practice the eye-hand coordination needed to select and manipulate items with the mouse.
   3. Introduce proper two-handed keyboarding skills to practice the finger coordination necessary for touch-typing.
   4. Type short phrases and sentences to practice basic keyboarding skills.
   5. Complete small computer assignments on a subject related to topics being studied in the classroom.
   6. Illustrate projects with computer drawings.
   7. Play “Simon Says” to learn to identify and name the major hardware components of the computer.
II. First Grade

A. Software
   1. Broderbund, Kid Pix 3D, (Drawing Tools and Slide Shows)
   2. The Learning Company, Read, Write, and Type!
   3. Microsoft Word 2013
   4. Google Suite/Google Chrome

B. Educational Goals
   First Grade students will learn the basics of using a computer.

C. Educational Objectives
   1. The student will learn to start and close programs, and perform computer input
      operations with the mouse and keyboard, without assistance.
   2. The student will know the names and basic functions of the major external hardware
      components.
   3. The student will practice proper keyboard hand position when typing.

D. Course Outline
   1. Learn basic computer skills, terminology, and functions.
   2. Use computer drawing software to practice mouse operations.
   3. Practice proper two-handed keyboarding position.
   4. Use the computer to type sentences and short paragraphs to practice basic
      keyboarding skills.
   5. Learn to type punctuation and use proper spacing.
   6. Complete computer assignments related to classroom curriculum.
   7. Illustrate projects with computer drawings.
   8. Play “Simon Says” to learn to identify and name the major hardware components
      and functions of the computer.

III. Second Grade

A. Software
   1. Broderbund, Kid Pix 3D, (Drawing Tools and Slide Shows)
   2. Second Nature Learning, QwertyTown Typing Software
   3. Microsoft Word 2013
   4. Google Chrome
   5. Tynker Coding
   6. Google Suite

B. Educational Goals
   1. The students will learn the basics of using a computer and computer files.
   2. Students will get introduced to basic visual programming as they create interactive
      stories, design animations, and make mini-games in Tynker’s game-like interface.

C. Educational Objectives
   1. The student will learn to open, name, and save files.
   2. The student will learn the concept of files and file names.
   3. The student will practice proper keyboard hand position when typing.
   4. The student will learn key positions and attempt touch-typing (without looking).
5. The student will learn sequencing, repetition, events, conditional logic, animation, storytelling, problem solving and debugging, pen drawing, drawing shapes and patterns through basic visual programming.

D. Course Outline
   1. Learn basic word processing skills
   2. Use the computer to type short paragraphs to practice keyboarding and word processing skills.
   3. Practice typing punctuation and using proper spacing.
   4. Use automatic spell checking tools to identify errors.
   5. Use computer drawing software to practice mouse operations.
   6. Attempt proper two-handed keyboarding position without looking.
   7. Complete computer assignments related to classroom curriculum.
   8. Illustrate projects with computer drawings.
   9. Experiment with voice recordings and slide shows to introduce the concept of multimedia presentation software.
  10. Progress through interactive coding tutorials, solve coding puzzles, follow along to build their own coding project, and take interactive coding quizzes.

IV. Third Grade

   A. Software
      1. Broderbund, Kid Pix 3D, (Drawing Tools and Slide Shows)
      2. Second Nature Learning, QwertyTown Typing Software
      3. Microsoft Word 2013
      4. Google Chrome
      5. Microsoft Publisher
      6. Tynker Coding
      7. Google Suite

   B. Educational Goals
      1. The students will learn the basics of using a computer, computer files, word processing software, and desktop publishing software.
      2. Students will get introduced to basic visual programming as they create interactive stories, design animations, and make mini-games in Tynker's game-like interface.

   C. Educational Objectives
      1. The student will know how to locate, retrieve, and save files.
      2. The student will practice proper keyboard hand position and practice touch-typing (without looking).
      3. The student will type at or above 8 words per minute (WPM) with over 70% accuracy by the completion of the school year.
      4. The student will know how to create simple word processing documents.
      5. The student will know how to change the font type, size, orientation, and color of text.
      6. The student will know how to insert and format clipart into a document.
7. The student will know how to enter text and clipart into a desktop publishing program (using templates).
8. The student will learn sequencing, repetition, events, conditional logic, animation, storytelling, problem solving and debugging, pen drawing, drawing shapes and patterns through basic visual programming.

D. Course Outline
   1. Know basic word processing skills.
   2. Create headers & footers.
   3. Change font size, color, and type.
   4. Format text with bold, italicize, underline, center, and left align.
   5. Type paragraphs to practice keyboarding and word processing skills with a variety of formatting changes.
   6. Practice typing punctuation and using proper spacing.
   7. Use automatic spell checking tools to correct errors.
   8. Create numbered lists.
   9. Illustrate work with computer drawings.
   10. Insert and format clipart in word processing and desktop publishing documents.
   11. Practice proper two-handed touch-typing (without looking) to gain speed and accuracy.
   12. Complete computer assignments related to classroom curriculum.
   13. Use desktop publishing tools to create text and clipart.
   14. Use a specific web site to find information (directed - no searching).
   15. Progress through interactive coding tutorials, solve coding puzzles, follow along to build their own coding project, and take interactive coding quizzes.

V. Fourth Grade

A. Software
   1. Broderbund, Kid Pix 3D, (Drawing Tools and Slide Shows)
   2. Second Nature Learning, QwertyTown Typing Software
   3. Microsoft Word 2013
   4. Google Chrome
   5. Microsoft Publisher 2013
   6. Tynker Coding
   7. Google Suite

B. Educational Goals
   1. The students will learn the basics of using a computer, computer files, word processing software, desktop publishing software, and using the Internet safely.
   2. Students will get introduced to basic visual programming as they create interactive stories, design animations, and make mini-games in Tynker's game-like interface.

C. Educational Objectives
   1. The student will practice saving and retrieving files on the hard drive.
   2. The student will practice proper keyboard hand position and perform touch-typing (without looking).
3. The student will type at or above 8 words per minute (WPM) with over 80% accuracy.
4. The student will know how to type and format word processing documents, using proper spacing, indentation, and paragraph alignment.
5. The student will know how to copy and paste images into a word processing document.
6. The student will understand the rules for Internet Safety.
7. The student will know how to search the Internet to find specific information.
8. The student will learn sequencing, repetition, events, conditional logic, animation, storytelling, problem solving and debugging, pen drawing, drawing shapes and patterns through basic visual programming.

D. Course Outline
1. Practice more advanced word processing skills.
2. Use the computer to type paragraphs to practice keyboarding and word-processing skills with a variety of formatting changes.
3. Practice typing punctuation and using proper spacing.
4. Use automatic spell checking and grammar tools to correct errors.
5. Learn to cut and paste images into a word processing document.
6. Practice proper two-handed touch-typing (without looking) to continue gaining speed and accuracy.
7. Complete assignments related to classroom curriculum.
9. Create an Internet Safety poster using desktop publishing tools.
10. Practice using desktop publishing tools to create text, images, backgrounds, shapes, rotated objects, and special effects.
11. Progress through interactive coding tutorials, solve coding puzzles, follow along to build their own coding project, and take interactive coding quizzes.

VI. Fifth Grade

A. Software
1. Broderbund, Kid Pix 3D, (Drawing Tools and Slide Shows)
2. Second Nature Learning, QwertyTown Typing Software
3. Microsoft Word 2013
4. Google Chrome
5. Microsoft Power Point 2013
6. Tynker Coding
7. Google Suite
8. Tinker CAD
9. UP Mini 3D Software

B. Educational Goals
1. The students will learn the basics of using a computer, computer files, word processing software, desktop publishing software, using the Internet safely, and how to create Power Point presentations.
2. The student will become familiar with some of the latest innovations related to computer technology such as 3D Printing. Students will use CAD software for designing 3D objects and Slicer software for printing the 3D objects.

3. Students will get introduced to basic visual programming as they create interactive stories, design animations, and make mini-games in Tynker’s game-like interface.

C. Educational Objectives
   1. The student will learn to save and retrieve files on the network, without assistance.
   2. The student will practice proper keyboard hand position and perform touch-typing (without looking).
   3. The student will type at or above 10 words per minute (WPM) with over 94% accuracy.
   4. The student will know how to type and format word processing documents, including inserted or pasted images, header and footer information, using proper spacing, indentation, and paragraph alignment.
   5. The student will learn how to cut, copy, and paste text from one document to another.
   6. The student will learn how to create Power Point presentations.
   7. The student will know how to effectively search the web for information.
   8. The student will know how to identify and format website addresses (URLs).
   9. The student will practice evaluating the credibility of information in a website.
  10. The student will learn sequencing, repetition, events, conditional logic, animation, storytelling, problem solving and debugging, pen drawing, drawing shapes and patterns through basic visual programming.

D. Course Outline
   1. Practice more advanced word processing skills.
   2. Use the computer to type multi-page documents in order to practice keyboarding and word processing skills with a variety of formatting changes.
   3. Type punctuation and use proper spacing.
   4. Use automatic spell-checking and grammar tools to correct errors.
   5. Illustrate work with images from the Internet.
   6. Copy and paste images or text into a word processing document.
   7. Practice proper two-handed touch-typing to continue gaining speed and accuracy.
   8. Complete computer assignments related to classroom curriculum.
   9. Practice searching the Internet for research information.
  10. Evaluate websites for credibility.
  11. Locate websites by typing the web address (URL).
  12. Learn to use presentation software to create slide shows that include text, images, and animation.
  13. Progress through interactive coding tutorials, solve coding puzzles, follow along to build their own coding project, and take interactive coding quizzes.
SCHOOL-WIDE MEDIA CENTER CURRICULUM GUIDE

General Overview: The media center is open to all SRCS students; preschool, elementary and middle school students. The media center card catalog is on-line through a software program called Destiny. The Destiny program will allow students to access the SRCS card catalog on-line. Preschool and Elementary classes have scheduled time in the media center each week. Middle school students can use the media center whenever their subject level teachers schedule time for them. The library is also open before and after school for SRCS families. The purpose of the media center is for students (and their families) to develop an appreciation for various types of literature, and to grow in their ability and love of reading. To that extent, SRCS incorporates the Accelerated Reading Program from first grade through fifth grade. Students (and their classes) can earn rewards for success and accomplishment in the Accelerated Reading Program. SRCS has an annual school-wide reading challenge and students are encouraged to read books throughout the year. Every year, students are encouraged to read more books school-wide than they read the previous year. In addition, SRCS pays for all students, Kindergarten through 8th grade, to be able to use the eLibrary research and reference website by ProQuest. The eLibrary delivers one of the largest general reference collections of periodical and digital media content designed to support every range of use. The eLibrary’s features make research easy. Titles available in the eLibrary cover a wide range of subjects including business, education, general interest, health, language arts, sciences, social sciences, and many other curriculum-specific subject areas. Researchers who use the eLibrary will find quality information from eight different media types: Magazines, Newspapers, Books, Maps, Pictures, TV & Radio Transcripts, Audio/Video, and Weblinks.

I. Kindergarten
   A. Educational Goal
      The Kindergarten student will learn basic book care and participate in storytelling time.
   B. Educational Objectives
      1. The student will participate in a basic orientation to the media center.
      2. The student will know the basics of taking good care of a book.
      3. The student will identify the parts of a book.
      4. The student will be introduced to the concepts of author and illustrator.
      5. The student will demonstrate good listening skills during story-time.

II. First Grade
   A. Educational Goal
      The First Grade student will become familiar with media center resources and how to access them. Objectives introduced in Kindergarten will be reinforced.
   B. Educational Objectives
      1. The student will know the proper check-out and check-in procedures for books.
      2. The student will learn about various authors and illustrators.
      3. The student will know the difference between fiction and non-fiction literature.
      4. The student will participate in story-time.
      5. The student will participate in the Accelerated Reader Program.

III. Second Grade
   A. Educational Goal
      The Second Grade student will expand their exposure to literature to include chapter books, poetry, and non-fiction.
B. Educational Objectives
   1. The student will know the proper check-out and check-in procedures for books.
   2. The student will identify the parts of a book.
   3. The student will learn about various authors and illustrators.
   4. The student will know the difference between fiction and non-fiction literature.
   5. The student will participate in story-time.
   6. The student will participate in the Accelerated Reading Program.

IV. Third Grade
A. Educational Goal
   The Third Grade student will continue to build on the foundation started in Kindergarten through Second Grade. Reference books will be introduced and students will be taught how and when to use each source. Independent reading will continue to be strongly encouraged. Objectives introduced in Kindergarten through Second Grade will be reinforced.

B. Educational Objectives
   1. The student will know where to find fiction, biography, and non-fiction books in the media center.
   2. The student will be able to search for a specific book on the computerized card catalog system.
   3. The student will learn beginning research skills.
   4. The student will know basic dictionary skills.
   5. The student will participate in the Accelerated Reading Program.

V. Fourth Grade
A. Educational Goal
   The Fourth Grade student will continue to build on the foundation started in Kindergarten through Third Grade. The Dewey Decimal Classification System will be taught and students will be given the opportunity to improve their research skills in an effort to foster independent research. Objectives introduced in Kindergarten through Third Grade will be reinforced.

B. Educational Objectives
   1. The student will demonstrate familiarity with the location of materials in the media center.
   2. The student will know about the Dewey Decimal Classification System.
   3. The student will be introduced to age appropriate authors and illustrators.
   4. The student will participate in the Accelerated Reading Program.

VI. Fifth Grade
A. Educational Goal
   The Fifth Grade student will continue to build on the foundation started in Kindergarten through Fourth Grade. The entire research process, from brainstorming and locating resources to organizing and recording facts, will be covered. Objectives introduced in Kindergarten through Fourth Grade will be reinforced.

B. Educational Objectives
   1. The student will demonstrate familiarity with the location of materials in the media center.
   2. The student will know how to research a topic, using the media center.
   3. The student will be introduced to age appropriate authors and illustrators.
   4. The student will participate in the Accelerated Reading Program.
VII. Middle School
   A. Educational Goal
      The Middle School student will be able to effectively use the Media Center in conjunction with projects assigned by individual subject teachers. Middle School students are given the opportunity to volunteer once a week (through the Middle School Teacher Assistant Program) as a Media Center Assistant.
   B. Educational Objectives
      1. The Middle School student will effectively use the media center in conjunction with projects assigned by individual subject teachers.
      2. The Middle School student will have access to the media center and age appropriate reading materials.
I. **Textbooks**

*Spotlight on Music*, Macmillan/McGraw-Hill, 2008 (Grades K, 1, 3, & 4)


II. **Educational Goals:**

The basic concepts and skills of music are taught at each grade level. Students are taught how to read music through a diverse collection of songs including multi-cultural music. It is my desire not only to teach basic learning concepts and skills, but to create a love of music in all students. The Christian worldview philosophy is infused into daily lessons plans.

III. **Educational Objectives:**

A. Kindergarten

1. Unit 1
   a. The student will move to show the beat of a song.
   b. The student will move to show faster and slower tempos.

2. Unit 2
   a. The student will show aural recognition of a high pitch.
   b. The student will signal to differentiate between beat and rhythm.

3. Unit 3
   a. The student will sing songs from diverse cultures.
   b. The student will use a system to read pitch notation.

4. Unit 4
   a. The student will read icons for one and two sounds to a beat.
   b. The student will play and sing softer and louder.

5. Unit 5
   a. The student will gesture to indentify beats of silence in a song.
   b. The student will play a rhythm pattern with a poem.

B. First Grade

1. Unit 1
   a. The student will perform sounds and movements to show the difference between steady beat and no steady beat.
   b. The student will create upward and downward melodic patterns.

2. Unit 2
   a. The student will move to show aural identification of long and short sounds.
   b. The student will indentify higher and lower instrument sounds.

3. Unit 3
   a. The student will recognize unpitched instruments by families.
   b. The student will read and perform rhythms using quarter and eighth notes.

4. Unit 4
   a. The student will move to show faster and slower tempos.
   b. The student will sing and use hand signs to read so-mi from notation.

5. Unit 5
a. The student will read a quarter rest as no sound to a beat.
b. The student will read and sing pitches mi, so, and la.

C. Second Grade
1. Unit 1
   a. The student will move to show the difference between beat and rhythm of
      the words.
   b. The student will read a rhythm pattern consisting of quarter notes, eighth
      notes, and quarter rests.
2. Unit 2
   a. The student will signal to identify sounds lasting two beats.
   b. The student will read and sing a melodic pattern including half notes.
3. Unit 3
   a. The student will read and perform rhythm patterns that include equal and
      unequal beat divisions.
   b. The student will sing phrases including low so and low la using pitch
      syllables.
4. Unit 4
   a. The student will signal to show identical and similar phrases in a melody.
   b. The student will read rhythms containing sixteenth notes.
5. Christmas Musical
   The student will learn songs and hand choreography and demonstrate
   their knowledge through performance of Angel Alert! during December.

D. Third Grade
1. Unit 5
   a. The student will show a meter of three by creating and performing body
      percussion.
   b. The student will perform a song containing dotted half notes.
2. Unit 6
   a. The student will complete a melody by singing the tonal center.
   b. The student will indentify three sounds on one beat in a song.
3. Flutophone
   The student will learn how to play a flutophone (recorder-like instrument)
   and demonstrate their accomplishments by performing at Chapel.
4. Christmas Musical
   The student will learn songs and hand choreography and demonstrate
   their knowledge through performance of Angel Alert! during December.

E. Fourth Grade
1. Unit 1
   a. The student will point to visual representations of melodic contour to
      match them to musical examples.
   b. The student will read and sing a pentatonic melody using pitch syllable
      names do re mi so la.
2. Unit 2
   a. The student will perform rhythms containing three and four sounds to a
      beat.
   b. The student will identify the tonal center of a melody containing pitches
      below do.
3. Unit 3
   a. The student will signal to show hearing a phrase with three equal sounds
      to a beat.
   b. The student will aurally identify rhythmic notation in six-eight meter.
4. **Unit 4**
   a. The student will signal to show hearing octave leaps.
   b. The student will sing a pentatonic phrase including high do with pitch syllables.
5. **Christmas Musical**
   The student will learn songs and hand choreography and demonstrate their knowledge through performance of *Angel Alert!* during December.
6. **Flutophone**
   The student will expand their knowledge of notes on the instrument and demonstrate their knowledge through performance.

**IV. Course Outline:**

A. **Kindergarten:**
   1. Unit 1: Music Moves Me
   2. Unit 2: Music Helps Me Learn
   3. Unit 3: Friends and Fun
   4. Unit 4: Around the Town
   5. Unit 5: The Sounds Around Us

B. **First Grade**
   1. Unit 1: Say Hello with a Song
   2. Unit 2: All About You and Me
   3. Unit 3: Making Friends
   4. Unit 4: Hear and See
   5. Unit 5: We Are a Community

C. **Second Grade**
   1. Unit 1: Music for the Fun of It!
   2. Unit 2: The World Around You
   3. Unit 3: Tunes, Tales, and Traditions
   4. Unit 4: Music on the Go!

D. **Third Grade**
   1. Unit 5: Sing a Wish, Dance a Dream
   2. Unit 6: Express Yourself!

E. **Fourth Grade**
   1. Unit 1: Music for Everyone
   2. Unit 2: Musical Messages, Musical Journeys
   3. Unit 3: Happy Go Lucky!
   4. Unit 4: Musical Discoveries
FIFTH GRADE MUSIC CURRICULUM

A. Resources


B. Educational Goals
The 5th grade music curriculum is designed to bring glory to God and foster a knowledge of and enjoyment for music. Students will be taught and exposed to various musical concepts, music composition, musical instruments, music of other cultures, and the history of music.

C. Educational Objectives

**Big Idea: CRITICAL THINKING AND REFLECTION**

**Enduring Understanding 1:** Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
   - Benchmark: 1. Discuss and apply listening strategies to support appreciation of musical works.
   - Benchmark: 2. Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.
   - Benchmark: 3. Identify, aurally, selected instruments of the band and orchestra.
   - Benchmark: 4. Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir.

**Enduring Understanding 2:** assessing our own and other's artistic work, using critical-thinking, problem solving, and decision-making skills, is central to artistic growth.
   - Benchmark: 1. Define criteria, using correct music vocabulary, to critique one's own and other's performance.
   - Benchmark: 2. Describe changes, using correct music vocabulary, in one's own and/or other's performance over time.

**Big Idea: SKILLS, TECHNIQUES, AND PROCESSES**

**Enduring Understanding 1:** The arts are inherently experimental and actively engage learners in the processes of creating, interpreting, and responding to art.
   - Benchmark: 1. Compose short vocal or instrumental pieces using a variety of sound sources.
   - Benchmark: 2. Arrange a familiar song by manipulating specified aspects of the music.

**Enduring Understanding 2:** Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
   - Benchmark: 1. Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.
   - Benchmark: 2. Apply performance techniques to familiar music.

**Enduring Understanding 3:** Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
Benchmark: 1. Play melodies and accompaniments on pitched and unpitched instruments.

Big Idea: ORGANIZATIONAL STRUCTURE

Enduring Understanding 1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
   Benchmark: 1. Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.

Enduring Understanding 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.
   Benchmark: 1. Create a new melody from two or more melodic motifs.

Enduring Understanding 3. Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.
   Benchmark: 1. Examine and explain how expressive elements, when used in a selected musical work, affect personal response.
   Benchmark: 2. Perform expressive elements in a vocal or instrumental piece as indicated by the score and or conductor.

Big Idea: GLOBAL CONNECTIONS

Enduring Understanding:1: Through study in the arts, we learn about and honor others and the worlds in which they lived.
   Benchmark: 1. Identify the purposes for which music is used within various cultures.

Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE

Enduring Understanding 1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.
   Benchmark: 1. Create a performance using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements
PHYSICAL EDUCATION CURRICULUM GUIDE

I. Physical Education Grades K-2

A. Textbook

B. Educational Goals
   1. Relating to others
      a. Cooperation
      b. Tagging vs. grabbing
      c. Partners
   2. Creative
      a. Motor proficiency
      b. Play
      c. Cooperative challenges
   3. Intellectual
      a. Knowledge
      b. Understanding
   4. Decisional
      a. Choices
      b. Commitments
   5. Physical fitness
      a. Importance of fitness for good health

C. Educational Objectives
   1. Building a Foundation
      a. The student will develop an understanding of body and spatial awareness, locomotor and non-locomotor skills, directionality, pathways, levels and tempos.
      b. The student will develop social and personal skills learning to share, cooperate, take turns, and experience personal success through movement.
   2. ASAP
      a. The student will participate in brief, enjoyable, warm-up activities played prior to the main activity of the day.
   3. Parachute
      a. The student will participate cooperatively combining stretching movements, non-locomotor and locomotor skills, and rhythmic activities.
   4. Manipulatives
      a. The student will manipulate objects of different shapes, sizes, weights, and textures.
      b. The student will practice a variety of movement skills such as balancing, rolling small and large objects, moving wands through space, and tossing and catching while stationary and moving.
      c. The student will acquire and improve basic skills that may later be applied to individual and group sports activities.
   5. Balance, Stunts and Tumbling
      a. The student will practice stunts designed to increase abilities such as balance,
coordination, flexibility, agility and strength.

6. Catching and Throwing
   a. The student will develop the ability to roll, throw, and catch balls, throw for
      accuracy and distance, at both stationary and moving targets, and catch from a
      bounce in the air, with hands and scoops.

7. Jumping
   a. The student will develop general coordination, rhythm and timing, muscular
      strength and cardiovascular endurance.

8. Kicking and Trapping
   a. The student will develop the ability of foot-striking skills such as dribbling, passing,
      and kicking a ball through exploration, experimentation, and enjoyment.

9. Dance
   a. The student will participate in dance and rhythm activities fostering creative
      movement which promotes and improves basic body concepts, spatial awareness,
      and motor control.

10. Dribbling, Volleying, and Striking
    a. The students will apply fundamental skills previously taught such as bouncing,
       catching, and dribbling balls of different sizes; striking objects with a hand, then
       progressing to short – and long-handed implements (lollipop paddles and bats); and
       volleying skills practicing with balloons and beach balls.

11. Games
    a. The students will follow directions, develop and practice movement skills, strategies,
       and cooperation.

D. Course Outline
   1. Building a Foundation
   2. ASAP
   3. Parachute
   4. Manipulatives
   5. Balance, Stunts, and Tumbling
   6. Catching and Throwing
   7. Jumping
   8. Kicking and Trapping
   9. Dance
   10. Dribbling, Volleying, and Striking
   11. Games

I. Physical Education Grades 3-5

A. Textbook
   1. Spark-Physical Education Program 3-6, The Spark Programs, 2008

B. Educational Goals
   1. Relating to others
      a. Cooperation
      b. Tagging vs. grabbing
      c. Partners
   2. Creative
      a. Motor proficiency
      b. Play
      c. Cooperative challenges
3. Intellectual
   a. Knowledge
   b. Understanding
4. Decisional
   a. Choices
   b. Commitments
5. Physical fitness
   a. Importance of fitness for good health

C. Educational Objectives
1. Focus on Fitness
   a. The student will develop and demonstrate an understanding of the importance of
      physical fitness.
   b. The student will develop and demonstrate social and personal skills learning to
      share, cooperate, take turns, and experience personal success through movement.
2. ASAP
   a. The student will participate in brief, enjoyable, warm-up activities played prior
      to the main activity of the day.
3. Aerobic Games
   a. The student will participate in games practicing basic motor skills,
      movement concepts, principles and strategies in a high-activity format.
   b. The student will develop in aerobic capacity, strength, endurance, and flexibility.
4. Chasing and Fleeing
   a. The student will develop and demonstrate chasing, fleeing, and special awareness
      skills while promoting health-related fitness in enjoyable ways.
5. Fitness Challenges
   a. The student will participate in a variety of fun and challenging activities that
      promote all 5 components of health-related fitness: aerobic capacity, muscular
      strength, muscular endurance, flexibility and body composition.
6. Fitness Circuits
   a. The student will participate in and practice physically challenging activities that
      promote the 5 components of health-related fitness: aerobic capacity, muscular
      strength, muscular endurance, flexibility and body composition.
7. Group Fitness
   a. The student will participate in a variety of fun-filled and challenging fitness activities
      (power, speed, agility, and balance) in a group setting.
8. Jump Rope
   a. The student will demonstrate practice the ability to jump rope.
   b. The student will develop their aerobic capacity, muscular endurance and body
      composition in a fun and social atmosphere.
9. Map Challenges
   a. The student will determine a route to “travel” to a final destination by walking,
      jogging, or running.
   b. The student will participate in the activity integrating geography and math skills
      experiencing enjoyment and motivation for movement.
10. Movement Bands
    a. The student will learn and practice a variety of tricks developing aerobic
        capacity, rhythm, muscular endurance and eye-foot coordination.
11. Walk/Jog/Run
    a. The students will follow directions and practice walking, jogging, and
running movement skills while practicing with partners and in groups.

12. Basketball
   a. The student will practice and develop fundamental skills required for successful game play.

13. Cooperatives
   a. The student will participate in cooperative games to build relationships, enhance communication skills, and provide opportunities to work together and solve challenges.

14. Dance
   a. The student will develop and enhance rhythmic and movement skills along with social and personal skills including cooperation and teamwork.

15. Flying Disc
   a. The student will practice and develop the fundamental skills of throwing (for accuracy and distance), catching, offense and defense.

16. Football
   a. The student will practice and develop the fundamental skills required for successful game play.

17. Hockey
   a. The student will practice and develop fundamental skills required for successful game play such as dribbling, shooting, passing with a partner or in a group.

18. Soccer
   a. The student will practice and develop fundamental skills such as ball-handling, dribbling, passing and receiving, shooting, and defending required for successful game play.

19. Softball
   a. The student will practice and develop fundamental skills such as throwing and catching, fielding, base running, underhand pitching and batting.

20. Stunts and Tumbling
   a. The student will practice and develop in fundamental skills required to successfully perform a variety of individual and partner stunts and tumbling skills.

21. Volleyball
   a. The student will practice and develop the fundamental skills required for successful game play such as forearm pass, overhead pass, and underhand service with a partner or in groups.

D. Course Outline
1. Focus on Fitness
2. ASAP
3. Aerobic Games
4. Chasing and Fleeing
5. Fitness Challenges
6. Fitness Circuits
7. Group Fitness
8. Jump Rope
9. Map Challenges
10. Movement Bands
11. Walk/Jog/Run
12. Basketball
13. Cooperatives
14. Dance
15. Flying Disc
16. Football
17. Hockey
18. Soccer
19. Softball
20. Stunts and Tumbl
21. Volleyball
A. Textbooks
Various grade appropriate instructional materials

B. Educational Goals Grades K-2nd: The overall objective of the Spanish language program for grades Kindergarten – Second Grade is to introduce English-speaking students to a variety of lessons that will make Spanish relevant and exciting to their immediate world. These lessons are developed and designed individually for each grade and incorporate a program that will meet the listening, speaking and writing skills of each student. Students will participate in a 30 minute session per week. Students learn basic vocabulary and expressions and will begin to respond to simple questions, statements and commands. Through these lessons, students will broaden their awareness, acceptance and understanding of the Hispanic culture.

C. Educational Objectives: Upon completion and demonstrating competence in meeting the following learning objectives designed for their grade level, Students will be able to use Spanish to:

Grades K- 2nd
1. Respond to greetings
2. Identify Colors
3. Sequence numbers
4. Name the days of the week
5. Label parts of the face
6. Identify Shapes
7. Point out different means of transportation
8. Associate different season with their temperature
9. Choose different articles of clothing
10. Detail their family tree
11. Group fruits and vegetables
12. Classify different types of animals

D. Course Outline
A. Kindergarten
1. Greetings
2. Colors
3. Numbers
4. Days of the week
5. Face and body parts
6. Zoo Animals
7. Opposites
8. The house
9. Holiday words
10. Alphabet

B. First Grade
1. Greetings
2. Colors
3. Numbers
4. Shapes
5. Opposites
6. Food
7. The Very Hungry Caterpillar/La Oruga Muy Hambrienta
8. Weather
9. Transportation
10. Classroom objects
11. Alphabet
12. Family

C. Second Grade
1. Greetings with several responses
2. Classroom vocabulary and commands
3. Family
4. Colors
5. Numbers
6. Days of the week
7. Months of the year
8. Face and body parts
9. Farm Animals
10. My school (People and Places)
11. Right and Left
12. Alphabet
13. Fruits and Vegetables
14. Breakfast, Lunch, Dinner
15. Spanish Speaking Countries
I. Textbook:

Risas y Sonrisas, 2016
Risas y Sonrisas Student Workbook, 2016

II. Educational Goals

The Spanish program for grades 3rd-5th is mainly centered around the Risas y Sonrisas Program. This award-winning comprehensive curriculum covers approximately 96 hours of elementary Spanish instruction with a focus on vocabulary acquisition and practical conversation. Students will receive Spanish instruction once a week for 30 minutes.

III. Educational Objectives

In this curriculum the student will demonstrate competence in meeting the following learning objectives:

1. Learn basic Spanish grammar and grammar rules
2. Ask or answer simple questions in Spanish
3. Describe themselves or someone else in Spanish
4. Read Spanish and become familiar with literature written in Spanish on Hispanic cultural themes
5. Learn to tell time in Spanish
6. Write in Spanish
7. Identify and describe school supplies and clothing
8. Develop a base of Spanish vocabulary
9. Practice correct Spanish phonetics
10. Observe and listen to native speakers through the video program

IV. Course Outline

1. Language Basics
   - Nouns and Gender, Greetings and Farewells
   - Singular, Plural, Present Tense, and Articles
   - Pronouns
   - Personal Pronouns, Dropping Subject Pronouns
   - Direct Objects
   - Engage the World of People and Animals
   - Definite and Indefinite Articles, The Verb ser
   - Colors
   - Sizes, Pronouns, and Professions
   - Questions and Answers
- Latin American Cultural Activities – Describing Art
- Journal Activity – Answering Questions
- Noun-Adjective Agreement, Questions and Answers
- Numbers 1-6
- Clothing and Quantities
- Journal Activity – Writing About Home

2. Greetings and Instructions
- Compound Subjects, Family Relationships
- Family Relationships – Part 1
- Family Relationships – Part 2
- Numbers 7-12 and Ages
- Journal Activity – My Family
- Direct Objects, Interrogative Terms
- In, On, and Under
- Family at Home
- Location and Ownership
- Journal Activity – On the Air
- Prepositions, Syllables and Stress
- Where are you from?
- Greetings and Introductions
- Landmarks and Geography
- Flags and Clothing
- Journal Activity – Where am I from?
- Asking and Answering Questions, Descriptive Adjectives
- Clothing, Colors, and Physical Attributes
- Physical States
- Conversational Dialogue
- Journal Activity – Dressing for the Weather

3. Work and School
- Coordinating Conjunctions, Simple Present Tense
- Locations and Times of Day
- When, But, Before, and After
- Time-of-Day Greetings
- Journal Activity – All in a Day’s Play
- Subject-Verb Agreement, The Verb estar
- Calendar Terms
- Polite Conversation
- Senses and Seasons
- Journal Activity – My Visit
- Polite Phrases, Titles of Address
- Speaking Languages
- Numbers to 69
- Teaching and Studying Languages
- Country Report
- Journal Activity – My Class
- Reflexive Verbs, Days of the Week
- Waking Up and Washing Up
- Why and Because
• Grooming Habits
• Journal Activity – My Morning Routine
• A Day in the Life of a Colombian Student

4. Shopping
• Vocabulary Usage, Transitive Verbs
• Have and Need
• Buying, Selling, and Shopping
• Using Landmarks to Provide Directions
• Wants and Needs
• The Terms que’ and que, the Verb gustar
• Leisure and Preferred Activities
• Quantity Comparisons and Differentiation
• Currency and Cost
• Journal Activity – Leisure Time
• Terms for Payment Options, Comparative and Superlative Terms
• Materials and Merchandise
• Weight and Speed
• Young and Old
• Journal Activity – Super Superlatives
• Architecture Through the Ages
• Vacation Exchange
• Naming a Category and an Aspect, Demonstrative Adjectives
• Comparing and Contrasting
• Size
• Preference
• Journal Activity – More or Less
• Comparing Countries
• Enrichment Activity - Monologue
Spanish River Christian School Middle School Curriculum Guide

Christian Philosophy

God’s written word is the starting point for the study of every subject. Dedicated Christian educators integrate Christian truth into all disciplines of study. Our ultimate purpose is to instill in every student a Christian world-life perspective. The goal of Christian education is to enable the child to integrate and apply God’s truth to all areas of study and life. Each teacher endeavors to weave the wisdom and truth of God’s word into the classroom experience in such a way that the child sees the relevance of Scripture, applying it to every area of his or her life.

Bible
Bible is taught from a distinctly Christian viewpoint by using the Holy Bible as the textbook. Students gain a deeper understanding of God’s word and its relevancy to their personal faith and Christian walk.

Language Arts and Literature
English is taught from a distinctly Christian viewpoint through the various components of the subject matter. Literature and poetry reflect the revelation of God through a created world of beauty. They also show the different ways that man reacts to the events of life which are ordained by our sovereign God. The student should be able to evaluate whether these actions glorify God or whether they are sinful, and be able to evaluate his or her own actions in the same way. Grammar reflects God’s oneness through an unchanging world of universals. English composition and creative writing are gifts from God which enable every student to glorify God from the depths of the soul.

Mathematics
God created order in the world, and the study of mathematical concepts is an effort to explain numerical relationships and establish equations and rules which follow from these relationships.

Science
The science curriculum is taught from a distinctly Christian viewpoint by emphasizing the understanding and appreciation of God’s creations and abilities to mastermind the universe.

Social Studies
The social studies curriculum is taught from a distinctly Christian viewpoint by having students study different ways man reacts to the events of life which are ordained by our sovereign God. Students should be able to evaluate whether these actions glorify God or whether they are sinful. In the same way, each student should be able to evaluate his or her own actions. Geography takes on a greater significance when Jesus Christ, by whom all things came into being, is perceived as their author.
Art
Students are encouraged to express their Christian faith and ideals through art. The beauty of God’s creations, as seen in nature in God’s world is emphasized.

Computer
In the computer curriculum, ethical principles, honesty, and moral responsibility are emphasized. This includes such concepts as illegal pirating of software, responsible use of the Internet, etc. Good stewardship of time, abilities, and equipment is stressed.

Music (Including Band and Chorus)
Music classes refer to the Bible quote, “Do all to the glory of God,” and students locate places in the Bible where we give praise to God through singing and playing instruments. We refer to our God-given talents, giving God the glory for them. The nature of the music performed includes sacred as well as secular music.

Physical Education
The physical education courses are taught from a distinctly Christian viewpoint by starting each class with prayer. The students are encouraged to do each activity to the glory of God, realizing their bodies are the temple of the Holy Spirit.

Spanish
In Spanish, there is an emphasis on the importance of knowing modern languages to take the Gospel to different parts of the world. Students are exposed to other cultures in accordance with God’s respect and love for the whole world. Students are taught different Spanish prayers and Bible verses throughout the school year. Personal Christian virtues such as kindness, truthfulness, and respect for others are expected and reinforced in Spanish class.
Program Objectives of the Middle School Program

The Middle School Curriculum is designed to develop in each child the following objectives:

- A deeper understanding of God, His Word, and its relevancy to personal faith and Christian walk
- An appreciation of various kinds of literature and literary styles
- Competency in written communication
- Confidence in expressing thoughts and opinions through oral communication and listening skills
- Competency in mathematics, abstract thinking, reasoning, and problem-solving skills.
- A greater understanding of scientific principles through inquiry, exploration, and experimentation
- A greater understanding of computer technology and its application, as well as skill in computer use
- Physical conditioning and wholesome health habits
- An appreciation for the creative arts, along with developing talent in artistic expression
- An appreciation for other cultures
- The ability to think, act, and research independently
- Opportunities for the development of personal interests or talents
- Opportunities for Christian service
- Opportunities for interpersonal relationships and social interactions
- A fuller understanding of being created in the image of God
- Guidance and counsel for spiritual, academic, and emotional needs
Middle School Instructional Methods and Strategies

Instructional methods and strategies are designed to meet the educational objectives and programs. Such strategies include, but are not limited to the following:

**Bible**
Cooperative learning groups; independent study; memory work; Christian service requirement; journals, large group instruction; small group instruction; individualized instruction; student presentations; discussions

**English**
Multi-sensory approaches; cooperative learning groups; independent study; authentic assessment; lecture; discussion; practice and repetition; study skills techniques, such as SQ3R; hands-on approaches with regard to the writing process (drafting, revising, publishing, etc.) hands-on approaches with regard to research skills; multi-media presentations incorporating technology

**Mathematics**
Teacher-directed instruction; cooperative learning groups; hands-on instruction with manipulatives, calculators, protractors, etc.; peer coaching; large group, small group, and individualized instruction; group projects such as Pi Day; multi-media projects such as the Step Book Project

**Science**
Small group instruction; lecture; projects; cooperative learning; laboratory experimentation; computerized instruction; independent study; peer coaching

**Social Studies**
Multi-sensory approaches; cooperative learning groups; independent study assignments; lecture; hands-on work with skills development; instruction in study techniques such as note-taking; multi-media presentations incorporating technology; writing skills, especially with regard to expository essay writing

**Spanish**
Oral exercises designed to provide students with a variety of opportunities that will allow them to express themselves in Spanish; dialogues in small groups; games; multi-media presentations regarding life and culture in the Spanish-speaking world; writing skills, especially in Academic Spanish

**Art, Band, Chorus, Computer, Physical Education, Reading and Writing Skills, Student Assistant, and Video Productions**
utilize a hands-on approach to develop skills consistent with curriculum objectives
SIXTH GRADE CURRICULUM GUIDE

I. Bible

A. Textbook
   *Student Study Bible*, ESV

B. Educational Goals
   The 6th grade Bible curriculum examines what the Bible is, its basic teachings, the Old Testament in general, and the book of Genesis specifically. The purpose of the curriculum is to help each student gain a better understanding of the Bible and the God of the Bible and to provide a foundation for future Bible learning and study. Furthermore, the curriculum is put in place to help each student grow in a love for God and others and to better equip him or her to serve God in a lifetime of ministry. Each unit and lesson will reinforce these goals.

C. Educational Objectives
   1. The student will memorize the names of the sixty six books of the Bible.
   2. The student will learn what the Bible is and why we believe it is God’s Word.
   3. The student will identify and explain key truths about the Bible (i.e. that it is inspired by God).
   4. The student will identify and explain key attributes of God.
   5. The student will gain knowledge of the basic teachings of the Bible.
   6. The student will identify key geographical locations of the Bible on a map.
   7. The student will learn basic apologetic arguments for defending Christianity.
   8. The student will gain knowledge of the historical and cultural backgrounds of the book of Genesis.
   9. The student will comprehend the gospel message of Jesus Christ and how He is revealed in the Old Testament.
   10. The student will know what was created on each day of creation.
   11. The student will outline the book of Genesis.
   12. The student will gain knowledge of the content and storyline of Genesis.
   13. The student will explain theological concepts from the book of Genesis.
   14. The student will learn how to interpret and apply key passages of Scripture.
   15. The student will memorize the Ten Commandments a new Bible verse each week.
   16. The student will model servant leadership by completing quarterly Christian service hours.

D. Course Outline

Unit 1: What is the Bible?
Unit 2: Basic Teachings of the Bible
Unit 3: Biblical Geography
Unit 4: Introduction to Genesis and Lesson 1
   - Introduction to Genesis
   - Lesson 1: Creation
Unit 5: Genesis Lessons 2-4
- Lesson 2: The Fall
- Lesson 3: Cain and Abel
- Lesson 4: The Flood

Unit 6: Genesis Lessons 5-7
- Lesson 5: God’s Covenant with Noah
- Lesson 6: The Tower of Babel
- Lesson 7: The Call of Abram

Unit 7: Genesis Lessons 8-10
- Lesson 8: Abram and Lot
- Lesson 9: God’s Covenant with Abram
- Lesson 10: Sarai, Hagar, and Ishmael

Unit 8: Genesis Lessons 11-12
- Lesson 11: The Sign of the Covenant with Abram
- Lesson 12: Sodom and Gomorrah

Unit 9: Genesis Lessons 13-15
- Lesson 13: Abraham’s Sin
- Lesson 14: The Birth of Isaac
- Lesson 15: God Tests Abraham

Unit 10: Genesis Lessons 16-18
- Lesson 16: Isaac Meets Rebekah
- Lesson 17: The Death of Abraham
- Lesson 18: The Birth of Jacob and Esau

Unit 11: Genesis Lessons 19-20
- Lesson 19: Jacob’s Deception
- Lesson 20: Jacob’s Dream

Unit 12: Genesis Lesson 21
- Lesson 21: Jacob, Leah, and Rachel

Unit 13: Genesis Lessons 22-23
- Lesson 22: Jacob’s Encounter with God and Reunion with Esau
- Lesson 23: God’s Blessing on Jacob

Unit 14: Genesis Lessons 24-25
- Lesson 24: Joseph, the Dreamer
- Lesson 25: Joseph and Potiphar’s Wife

Unit 15: Genesis Lessons 26-27
- Lesson 26: Joseph, the Interpreter
- Lesson 27: Judah’s Pledge

Unit 16: Genesis Lessons 28-30
- Lesson 28: Joseph Tests His Brothers
- Lesson 29: Joseph Reveals His Identity
- Lesson 30: Joseph’s Family Moves to Egypt

Unit 17: Genesis Lesson 31
- Lesson 31: Joseph’s Family Settles in Goshen

Unit 18: Genesis Lessons 32-33
- Lesson 32: Jacob’s Blessings
- Lesson 33: The Death of Jacob and Joseph
II. English

A. Textbooks:
   Literature: Reading with a Purpose, Course 1, Glencoe/McGraw-Hill, 2007

B. Educational Goals for Shurley Component
   The Shurley Method teaches the solid foundation of grammar in a multi-sensory way. Students use rhythm and a set of specific questions to classify sentences orally, identifying each sentence part as well as the overall sentence structure. They learn how all sentence parts fit together to make sense and express an idea and always have a clear picture of how to write complete sentences. The students learn how to express their own ideas through formal and creative writing.

   The Shurley curriculum utilizes all learning styles. Students are constantly exposed to “see it, hear it, say it, do it" activities that meet the visual, auditory, and kinesthetic learning styles of students. Students learn to merge a strong skill foundation with the writing process. Students use their grammar and writing skills automatically, which leads to higher-level thinking skills to solve difficult language problems.

   In the writing process, students learn to write for different purposes: to persuade, to explain, to describe, to narrate, and to write letters and social notes. Students will then organize their writing according to its purpose, to keep focused on the topic, to revise and edit their rough drafts, and to write a final paper. These different types of writing include: expository, persuasive, narrative, descriptive, research reports, creative writing, letters, and journals. Students consistently engage in creating and revising sentences, classifying sentences, and editing.

   Students study vocabulary words, definitions, synonyms, antonyms, sentence context, and analogies in various units of study. Specific activities include: direct vocabulary instruction; word analogies; sentence revision, using synonyms and antonyms; and oral skill builder checks, which include intense vocabulary review.

   The presentation of the Shurley Curriculum is definitively established in the teacher’s manual and Textbook for each grade level. Each chapter has five lessons, and each lesson is designed to cover one class period. These lessons are flexible, in that if more time is needed for a particular concept, the teacher may make the necessary adjustments.

   The teacher’s manual provides a planning box that begins each lesson. The planning box contains lesson objectives and preparation instructions. Step-by-step directions for teaching the lesson are located under the planning box. These steps provide detailed instructions to follow for each lesson. Scripted lessons provide the exact words for the Question and Answer Flows, questioning strategies, and teaching techniques that make the program consistent for all grade levels.

   The educational objectives that follow provide a scope and sequence for specific concepts in the Shurley Curriculum. The teacher follows the directions and script as detailed in the teacher’s manual.
C. Educational Objectives for Shurley English Component
   The student will demonstrate competence in meeting the following learning objectives:
   1. Analyze synonyms/antonyms
   2. Learn how to classify a sentence
   3. Identify the five parts of a sentence
   4. Identify adverbs and adjectives
   5. Identify complete subject and complete predicate
   6. Identify prepositions, objects of the preposition, and prepositional phrases
   7. Identify/compare adverbs and prepositions
   8. Identify subject-verb agreement
   9. Write an independent expository paragraph
  10. Identify pronouns, subject pronouns, understood subject pronouns, and possessive pronoun adjectives
  11. Identify conjunctions and compound parts
  12. Identify helping verbs
  13. Identify compound sentences, run-on sentences, coordinating conjunctions, and connective adverbs
  14. Read and discuss a five-paragraph essay
  15. Identify interjections and possessive nouns
  16. Identify clauses, subordinate conjunctions, and complex sentences
  17. Read and discuss a persuasive paragraph and three-paragraph essay
  18. Identify verb tenses and regular/irregular verbs
  19. Identify principal parts of verbs
  20. Identify indirect objects
  21. Identify and punctuate quotations
  22. Write an independent narrative with dialogue
  23. Identify predicate noun and linking verbs
  24. Identify how to make nouns possessive
  25. Classify Practice Sentences
  26. Identify pronoun and antecedent agreement
  27. Identify indefinite pronouns
  28. Identify double negatives

D. Course Outline for Shurley Component
   1. Sentence Structure
      a. Complete Sentence
      b. Simple Sentence
      c. Word Order in Sentences
      d. Practice/Improved Sentences
      e. Simple Sentence with Compound Parts
      f. Compound Sentences
      g. Fragments
      h. Run-on Sentences
      i. Natural/Inverted Order
      j. Adverb Exception
      k. Complex Sentence
2. Quotations
   a. Beginning
   b. Ending
   c. Split
3. Reference
   a. Dictionary
   b. Parts of a Library
   c. Card Catalog
   d. Parts of a Book
   e. Outlining
   f. Table of Contents
   g. Index
4. Usage
   a. A, An
   b. Irregular Verbs
   c. Subject/Object Pronouns
   d. Pronouns/Contractions
   e. Subject-Verb Agreement
   f. Double Negatives
   g. Homonyms
   h. Pronoun-Antecedent Agreement
5. Mechanics and Capitalization
   a. First Word of Sentence
   b. Pronoun I
   c. Names of People
   d. Names of Family Relationships
   e. Titles and Initials
   f. Days of the Week and Months of the Year
   g. Names of Cities, States, and Countries
   h. Names of Holidays
   i. Letter Parts
   j. Abbreviations
   k. Proper Adjectives
   l. First Word of Direct Quotation
   m. Outline Parts
6. Punctuation: Period
   a. End of Declarative Sentence
   b. End of Imperative Sentence
   c. After Abbreviations
   d. In Outline Form
7. Punctuation: Question Mark at the End of Interrogative Sentences
8. Punctuation: Exclamation Mark
   a. For Exclamatory Sentences
   b. With Interjections
9. Punctuation: Comma
   a. With City and State
   b. In Dates
   c. In Addresses
   d. In Letter Parts
   e. In Series
   f. In Compound Sentences
g. With Direct Quotations
h. With Direct Address
i. With Appositives
10. Punctuation: Apostrophe
   a. Contractions
   b. Possessive Nouns
11. Punctuation: Quotation Marks
   a. Direct Quotations
   b. Titles of Written Works
12. Other Punctuation Marks
   a. Colon
   b. Semicolon
   c. Italics/Underlining
   d. Punctuation in Bibliographic References
13. Kinds of Writing – Expository
   a. Three-Point Paragraph
   b. Topic Sentence
   c. Changing Plural Categories to Singular Points
   d. Standard Order
   e. Time Order
   f. Essays
   g. Editing Rough Drafts/Final Papers
14. Kinds of Writing – Persuasive
   a. Paragraphs
   b. Editing Rough Drafts/Final Papers
   c. Essays
15. Kinds of Writing – Descriptive
   a. Paragraphs
   b. Editing Rough Drafts/Final Papers
16. Kinds of Writing – Narrative
   a. Story Elements in Outline
   b. Stories
   c. Dialogue
   d. Editing Rough Drafts/Final Papers
17. Kinds of Writing – Creative Writing
18. Tall Tales
   a. Definition
   b. Elements
19. Figures of Speech
   a. Similes
   b. Metaphors
20. Letters
   a. Friendly Letters/Envelopes
   b. Business Letters/Envelopes
   c. Thank-you Notes
   d. Invitations
21. Poetry
22. Autobiography
   a. Definition
   b. Writing Autobiographies
23. Research Report
   a. Taking Notes
   b. Making an Outline
   c. Making Bibliography Cards
   d. Writing Rough Drafts
   e. Editing Rough Drafts
   f. Writing Final Report
24. Journal
   a. Definition
   b. Writing in Journals
25. Speaking and Listening
   a. Following Directions
   b. Share Time

E. Educational Goals for Literature Component:
   - To reinforce and enhance reading and literacy skills by utilizing direct, explicit comprehension instruction
   - To promote the student’s enjoyment of literature
   - To promote the joy of reading as a life-long activity
   - To engage students in analysis of basic literary elements
   - To motivate students to master self-directed learning
   - To reinforce writing skills within diverse genres

The curriculum focuses on reinforcing reading skills and on direct instruction in literature appreciation and analysis. Students continue to expand their writing skills with an emphasis on paragraph organization and unity. The Literature Component consists of diverse texts including the following literary genres:
   - Fiction
   - Poetry
   - Drama
   - Folktales
   - Graphic Stories and Cartoons
   - Personal Essays
   - Biography, Autobiography, Memoirs, and Letters
   - Informational Texts
   - Historical Documents
   - Functional Documents

The text is organized thematically; however, teachers may utilize a genre approach if they so desire. Each unit incorporates the following:
   - Warm-up
   - Four-part Reading Workshop
   - Two-part Writing Workshop
   - Wrap-up--Skills Application and Assessment

F. Educational Objectives for Literature Component
   The student will demonstrate competence in meeting the following learning objectives:
   1. Reinforce and enhance reading and literacy skills by utilizing direct, explicit comprehension strategies
   2. Establish and/or maintain an enjoyment of literature so that reading becomes a life-long activity
   3. Demonstrate the ability to recognize and analyze literary elements
4. Demonstrate the ability to direct his/her own learning
5. Demonstrate writing skills within diverse genres
6. Demonstrate the ability to activate prior knowledge when reading
7. Demonstrate the ability to identify the author’s purpose when reading various genres
8. Demonstrate the ability to distinguish fact from opinion
9. Demonstrate the ability to identify main ideas and supporting details
10. Demonstrate the ability to paraphrase and summarize a variety of genres
11. Demonstrate the ability to set a purpose for reading
12. Demonstrate the ability to understand cause and effect
13. Demonstrate the ability to use text features
14. Demonstrate the ability to identify various literary elements, such as:
   - Act, scene, and stage directions
   - Characterization
   - Conflict
   - Foreshadowing
   - Imagery
   - Mood and Tone
   - Plot
   - Point of View
   - Protagonist and Antagonist
   - Rhyme, Rhythm, and Meter
   - Sequence
   - Setting
   - Style
   - Symbolism
   - Theme
15. Demonstrate the ability to identify literary genres:
   - Biography and Autobiography
   - Drama
   - Historical Documents
   - Informational Media
   - Personal Essays
   - Poetry
   - Short Story
   - Novel

G. Course Outline for Literature Component
1. Fiction
   - “The Goodness of Matt Kaizer” Avi
   - “Eleven” Sandra Cisneros
   - “Greyling” Jane Yolen
   - “All Summer in a Day” Ray Bradbury
   - “Priscilla and the Wimps” Richard Peck
   - “Dragon, Dragon” John Gardner
   - “The King of Mazy May” Jack London
   - “The Bracelet” Yoshiko Uchida
   - “President Cleveland, Where are You?” Robert Cormier
   - “Zlateh the Goat” Isaac Bashevis Singer
2. Poetry
   - “To Young Readers”       Gwendolyn Brooks
   - “The World is Not a Pleasant Place to Be”  Nikki Giovanni
   - “Whatif”                 Shel Silverstein
   - “A Minor Bird”           Robert Frost
   - “Life Doesn’t Frighten Me”  Maya Angelou
   - “maggie and milly and molly and may”  e.e.cummings
   - “The Walrus and the Carpenter”  Lewis Carroll
   - “The New Kid on the Block”    Jack Prelutsky
   - “A Time to Talk”           Robert Frost

3. Drama
   - “Damon and Pythias”       Fan Kissen
   - “The Bully of Barksdale Street”  Eric Alter

4. Folktales
   - “Persephone”              Alice Low
   - “All Stories are Anansi’s”  Harold Courlander
   - “Pecos Bill”              Mary Pope Osborne
   - “Doc Rabbit, Bruh Fox, and Tar Baby”  Virginia Hamilton

   - “The Jacket”              Gary Soto
   - “Satchel Paige”            Bill Littlefield
   - “Eleanor Roosevelt”       William Jay Jacobs
   - From “The Pigman and Me”  Paul Zindel

6. Informational Texts
   - “What Kids Say about bullying”  Ritu Upadhyay and Andrea DeSimone
   - “Let the Bullies Beware”     Jon Swartz

7. Historical Documents
   - “And Ain’t I Woman”        Sojourner Truth

8. The Novel – Bridge to Terabithia  Katherine Patterson

9. Outside Reading Requirement
   - One book per quarter
   - Accelerated Reader participation—optional
   - Summer Reading Requirement

H. Educational Goals for Vocabulary Component
   The student will be exposed to word lists of 300 main entries selected to help students expand their vocabularies, improve their vocabulary skills, and prepare for the vocabulary strands of standardized tests. Reinforcement is provided through in depth study, periodic reviews, cumulative reviews, and a final mastery test.
Words are selected on the following criteria:
   - Currency in and usefulness for present-day American oral or written communication
   - Frequency on recognized vocabulary lists
   - Applicability to standardized tests, especially the SAT
   - Current grade-placement research
   - Appearance in traditional, classic, and contemporary literature
   - Appearance in current subject-area textbooks, glossaries, and ancillary materials
I. Educational Objectives for Vocabulary Component
The student will demonstrate competence in meeting the following learning objectives:

1. Students will learn the complete definition, pronunciation, synonyms, antonyms, part(s) of speech, and illustrative sentences for each part of speech for every taught word.
2. Students will understand how Unit words are used in more fully developed contexts than simple sentences.
3. Students will demonstrate proficiency in key vocabulary strategies such as using context and using word structure, for decoding word meanings.
4. Students will demonstrate proficiency in understanding Latin and Greek roots and in finding the meaning of words derived from these roots.
5. Students will demonstrate proficiency in understanding the relationships, history, and origins of words that make up the English language.
6. Students will demonstrate a thorough understanding of the range of a word.
7. Students will begin to demonstrate an understanding of how each word can be used effectively in their own writing.

J. Course Outline for Vocabulary Component Level A
1. Unit One
2. Unit Two
3. Unit Three
4. Review Units One-Three
   - Vocabulary for Comprehension
   - Grammar in Context
   - Two-Word Completions
   - Choosing the Right Meaning
   - Antonyms
   - Word Families
   - Word Associations
   - Building with Classical Roots
5. Unit Four
6. Unit Five
7. Unit Six
8. Review Units Four-Six
   - Vocabulary for Comprehension
   - Grammar in Context
   - Two-Word Completions
   - Choosing the Right Meaning
   - Antonyms
   - Word Families
   - Word Associations
   - Building with Classical Roots
9. Cumulative Review I (Units One-Six)
   - Analogies
   - Choosing the Right Meaning
   - Two-Word Completions
   - Enriching Your Vocabulary
10. Unit Seven
11. Unit Eight
12. Unit Nine
13. Review Units Seven-Nine
   - Vocabulary for Comprehension
   - Grammar in Context
   - Two-Word Completions
   - Choosing the Right Meaning
   - Antonyms
   - Word Families
   - Word Associations
   - Building with Classical Roots

14. Cumulative Review II (Units One-Nine)
   - Analogies
   - Choosing the Right Meaning
   - Two-Word Completions
   - Enriching Your Vocabulary

15. Unit Ten
16. Unit Eleven
17. Unit Twelve

18. Review Units Ten-Twelve
   - Vocabulary for Comprehension
   - Grammar in Context
   - Two-Word Completions
   - Choosing the Right Meaning
   - Antonyms
   - Word Families
   - Word Associations
   - Building with Classical Roots

19. Cumulative Review III (Units One-Twelve)
   - Analogies
   - Choosing the Right Meaning
   - Two-Word Completions
   - Enriching Your Vocabulary

20. Unit Thirteen
21. Unit Fourteen
22. Unit Fifteen

23. Review Units Thirteen-Fifteen
   - Vocabulary for Comprehension
   - Grammar in Context
   - Two-Word Completions
   - Choosing the Right Meaning
   - Antonyms
   - Word Families
   - Word Associations
   - Building with Classical Roots

24. Cumulative Review IV (Units One-Fifteen)
   - Analogies
   - Choosing the Right Meaning
   - Two-Word Completions
   - Enriching Your Vocabulary

25. Final Mastery Test
III. Mathematics


B. Educational Goals
The Mathematics curriculum places an emphasis on the student’s ability to think logically. This type of thinking is the result of mastery of computation skills and the use of estimation and mental arithmetic. Included are various problem solving techniques which are applicable to real life situations. Following a review of basic mathematical skills, units are designed to enable the student:
- To master computational skills involving whole numbers, decimals, and fractions.
- To be able to solve various types of word problems; to learn foundational topics from geometry, measurement, algebra, number theory, and graph reading.
- To be introduced to percent, exponents, negative numbers, ratio problems, and basic graphing.

C. Educational Objectives
The student will:
1. Use scientific notation to express small and large numbers.
2. Use exponents to show repeated multiplication.
3. Find the square root of a perfect square.
4. Use fractions, percents, and mixed numbers to name a part of a whole.
5. Multiply algebraic terms to simplify algebraic expressions.
6. Solve and write word problems about combining, separating, comparing, elapsed time, and equal groups.
7. Use symbols to name and identify points, lines, rays, segments, angles, and planes.
8. Identify intersecting, parallel, perpendicular, oblique, and skew lines.
9. Identify special angle relationships.
10. Find the areas of complex figures.
11. Calculate the mean, median, mode, and range of a list of numbers.
12. Convert between units of measure within the metric system.
13. Create a histogram, double line graph, and circle graph based on given data.
14. Determine chance, odds, and probability of compound independent and dependent events.
15. Use the Pythagorean Theorem to find the unknown length of a side of a right triangle.

D. Course Outline
1. Section 1 – Number & Operations; Algebra
   a. Arithmetic with Whole Numbers and Money
   b. Properties of Operations
   c. Unknown Numbers in Addition, Subtraction, Multiplication, and Division
   d. Number Line; Sequences
   e. Place Value through Hundred Trillions; Reading and Writing Whole Numbers
   f. Factors; Divisibility
   g. Lines, Angles and Planes
   h. Fractions and Percents; Inch Ruler
   i. Adding, Subtracting, and Multiplying Fractions; Reciprocals
   j. Writing Division Answers as Mixed Numbers; Improper Fractions
k. Investing Fractions and Percents with Manipulatives

2. Section 2 – Number & Operations; Problem Solving
   a. Problems about Combining; Problems about Separating
   b. Problems about Comparing; Elapsed-Time Problems
   c. Problems about Equal Groups
   d. Problems about Parts of a Whole; Simple Probability
   e. Equivalent Fractions; Reducing Fractions, Part 1
   f. U.S. Customary System; Function Tables
   g. Measuring Angles with a Protractor
   h. Polygons; Similar and Congruent
   i. Perimeter
   j. Exponents; Rectangular Area, Part 1; Square Root
   k. Using a Compass and Straightedge, Part 1

3. Section 3 – Number & Operations; Problem Solving
   a. Prime and Composite Numbers; Prime Factorization
   b. Problems about a Fraction of a Group
   c. Subtracting Mixed Numbers with Regrouping
   d. Reducing Fractions, Part 2
   e. Dividing Fractions
   f. Multiplying and Dividing Mixed Numbers
   g. Multiples; Least Common Multiple; Equivalent Division Problems
   h. Two-Step Word Problems; Average, Part 1
   i. Rounding Whole Numbers; Rounding Mixed Numbers; Estimating Answers
   j. Common Denominators; Adding and Subtracting Fractions with Different Denominators
   k. Coordinate Plane

4. Section 4 – Number & Operations; Data Analysis & Probability
   a. Reading and Writing Decimal Numbers
   b. Metric System
   c. Comparing Decimals; Rounding Decimals
   d. Decimal Numbers on the Number Line
   e. Adding, Subtracting, Multiplying, and Dividing Decimal Numbers
   f. Ratio; Sample Space
   g. Area of a Triangle; Rectangular Area, Part 2
   h. Interpreting Graphs
   i. Proportions
   j. Sum of the Angle Measures of a Triangle; Angle Pairs
   k. Stem-and-Leaf Plots; Box-and-Whisker Plots

5. Section 5 – Number & Operations
   a. Using Formulas; Distributive Property
   b. Repeating Decimals
   c. Converting Decimals to Fractions; Converting Fractions to Decimals; Converting Percents to Decimals
   d. Division Answers
   e. Dividing by a Decimal Number
   f. Rates
   g. Powers of 10
   h. Fraction-Decimal-Percent Equivalents
   i. Adding and Subtracting Mixed Measures
   j. Unit Multipliers and Unit Conversion
   k. Creating Graphs
6. Section 6 – Number & Operations; Problem Solving
   a. Scientific Notation for Large Numbers
   b. Order of Operations
   c. Ratio Word Problems
   d. Rate Word Problems
   e. Average and Rate Problems with Multiple Steps
   f. Plotting Functions
   g. Negative Exponents; Scientific Notation for Small Numbers
   h. Symmetry
   i. Adding Integers on the Number Line
   j. Fractional Part of a Number, Part 1; Percent of a Number, Part 1
   k. Classifying Quadrilaterals
7. Section 7 – Number & Operations; Geometry
   a. Area of a Parallelogram; Angles of a Parallelogram
   b. Classifying Triangles
   c. Symbols of Inclusion
   d. Adding Positive and Negative Numbers
   e. Circumference and P
   f. Ratio Problems Involving Totals
   g. Geometric Solids
   h. Algebraic Addition
   i. Proper Form of Scientific Notation
   j. Volume
   k. Balanced Equations
8. Section 8 – Number & Operations; Algebra
   a. Finding the Whole Group When a Fraction is Known
   b. Implied Ratios
   c. Multiplying and Dividing Positive and Negative Numbers
   d. Fractional Part of a Number, Part 2
   e. Area of a Complex Figure; Area of a Trapezoid
   f. Complex Fractions
   g. Percent of a Number, Part 2
   h. Graphing Inequalities
   i. Estimating Areas
   j. Transformations
   k. Probability and Odds; Compound Events; Experimental Probability
9. Section 9 - Algebra
   a. Using Proportions to Solve Percent Problems
   b. Area of a Circle
   c. Multiplying Numbers in Scientific Notation
   d. Algebraic Terms
   e. Order of Operations with Positive and Negative Numbers
   f. Number Families
   g. Multiplying Algebraic Terms
   h. Multiple Unit Multipliers
   i. Diagonals; Interior Angles; Exterior Angles
   j. Mixed Number Coefficients; Negative Coefficients
   k. Graphing Functions
10. Section 10 – Algebra; Geometry
    a. Evaluations with Positive and Negative Numbers
    b. Percent of Change
c. Two-Step Equations and Inequalities
d. Probability of Dependent Events
e. Volume of a Right Solid
f. Estimating Angle Measures; Distributive Property with Algebraic Terms
g. Similar Triangles; Indirect Measure
h. Scale; Scale Factor
i. Pythagorean Theorem
j. Estimating Square Roots; Irrational Numbers
k. Using a Compass and Straightedge, Part 2

11. Section 11 -- Algebra
a. Translating Expressions into Equations
b. Transversals; Simplifying Equations
c. Powers of Negative Numbers; Dividing Terms; Square Roots of Monomials
d. Semicircles, Arcs, and Sectors
e. Surface Area of a Right Solid; Surface Area of a Sphere
f. Solving Literal Equations; Transforming Formulas; More on Roots
g. Slope
h. Formulas and Substitution
i. Equations with Exponents
j. Simple Interest and Compound Interest; Successive Discounts
k. Scale Factor in Surface Area and Volume

12. Section 12 – Algebra; Measurement; Problem Solving
a. Dividing in Scientific Notation
b. Applications of the Pythagorean Theorem
c. Volume of Pyramids, Cones, and Spheres
d. Volume, Capacity, and Mass in the Metric System
e. Factoring Algebraic Expressions
f. Slope-Intercept Form of Linear Equations
g. Copying Geometric Figures
h. Division by Zero
i. Graphing Area and Volume Formulas
j. Graphing Nonlinear Equations
k. Platonic Solids

IV. Science
A. Textbooks/Curriculum:

B. Educational Goals
Amplify Science: Florida Edition is a blended science curriculum for grades 6–8 built specifically to meet 100 percent of the Next Generation Sunshine State Standards for Science. A blend of digital learning tools and physical materials, the multimodal program includes: hands-on activities, scientific texts, robust simulations, engaging media, and physical and digital models. With Amplify Science: Florida Edition, students learn to talk, read, write, think, and argue like real scientists and engineers through investigations of real-world problems and scientific phenomena, gaining the skills needed to master the NGSSS for Science.

Sixth grade students participate in the annual Spanish River Christian School Science Fair where they are asked to conduct a scientific experiment and report
their results via a display board, a brief oral presentation to judges, and a formal research paper. Sixth grade students also embark on a three-day field trip to Busch Gardens to participate in the Zoo Journeys educational program. The Zoo Journeys program is a wonderfully immersive educational experience filled with investigations into the mysteries of the animal world and its habitats. Students have the incredible opportunity, over the course of two days, to meet giant tortoises and offer nectar to lorikeets, hand-feed giraffes and meet a baby rhino, encounter reptiles including alligators, a giant python, and native snakes, and embark on an interactive scavenger hunt through the edge of Africa.

C. Educational Objectives
In each Amplify Science: Florida Edition unit, students:
1. Are asked to inhabit the role of a scientist or engineer in order to investigate a real-world question or problem. These real-world problems provide relevant, 21st-century contexts through which students will investigate different scientific phenomena.
2. Students work to define the problem and collect evidence from multiple sources and through a variety of modalities, ensuring that students have multiple vehicles through which to develop and articulate their understanding of science concepts.
3. Over the course of the unit, students move back and forth between firsthand investigation to secondhand analysis and synthesis, developing an increasingly complex understanding and gaining the ability to give increasingly sophisticated explanations of the problem at hand.
4. Finally, at the end of the unit, students are presented with a brand-new problem, giving them an opportunity to take what they've learned over the course of the unit thus far and apply it to this new context.

D. Course Outline
Earth/Space Science
1. Launch Unit:
   a. Geology on Mars: Evidence that water was once present on a planet is evidence that the planet may once have had living organisms. In their role as student planetary geologists working to investigate the planet Mars, students investigate whether a particular channel on Mars was caused by flowing water or flowing lava. Along the way, students engage in the practices and ways of thinking particular to planetary geologists, and learn to consider a planet as a system of interacting sub-systems.

2. Core Units:
   a. Plate Motion: Students play the role of geologists working for the fictional Museum of West Namibia to investigate Mesosaurus fossils found both in southern Africa and in South America. They learn that the surface of the Earth has changed dramatically over the Earth’s history, with continents and ocean basins changing shape and arrangement due to the motion of tectonic plates. As the Earth’s surface changes, fossils that formed together may be split apart.
b. *Rock Transformations*: Taking on the role of student geologists, students investigate a geologic puzzle: Two rock samples, one from the Great Plains and one from the Rocky Mountains, look very different but are composed of a surprisingly similar mix of minerals. Did the rocks form together and somehow get split apart? Or did one rock form first, and then the other rock form from the materials of the first rock? To solve the mystery, students learn about how rock forms and transforms, driven by different energy sources.

c. *Earth, Moon, and Sun*: Students take on the role of student astronomers, advising an astrophotographer who needs to take photographs of the Moon. In order to provide this advice, students investigate where the Moon’s light comes from, what causes the characteristic changes in the appearance of the Moon that we observe, and what conditions are required to view phenomena such as particular moon phases and lunar eclipses.

d. *Weather Patterns*: Weather is a complex system that affects our daily lives. Understanding how weather events, such as severe rainstorms, take place is important for students to conceptualize weather events in their own community. Students play the role of student forensic meteorologists as they discover how water vapor, temperature, energy transfer, and wind influence local weather patterns in a fictional town called Galetown. They use what they have learned to explain what may have caused rainstorms in Galetown to be unusually severe in recent years.

e. *Ocean, Atmosphere, and Climate*: Students act as student climatologists helping a group of farmers near Christchurch, New Zealand figure out the cause of significantly colder air temperatures in New Zealand during the El Niño climate event. To solve the puzzle, students investigate what causes regional climates. They learn about energy from the sun and energy transfer between Earth’s surface and atmosphere, ocean currents, and prevailing winds.

3. Engineering Internship Unit:

a. *Plate Motion Engineering Internship*: Students act as mechanical engineering interns to design a tsunami warning system for the Indian Ocean region. These warning systems must meet three design criteria: 1) giving people as much warning time as possible to move to safety; 2) causing as few false alarms as possible; and 3) minimizing cost as much as possible. Students communicate like engineers and scientists do as they use their understanding of plate motion and patterns in data to create and justify their designs.

V. Social Studies

A. Textbooks:


B. Educational Goals for United States and Canada Component
The Social Studies curriculum explores the United States and Canada through integrating content and skills. The first part of the program focuses on the United States and Canada, with emphasis on the geography. The program emphasizes historical content through the integration of literature, primary sources, music, art, and research skills training. Integrated history/geography lessons directly apply the five fundamental themes of geography.

C. Educational Objectives for United States and Canada Component
The student will:
1. Learn where the United States and Canada are located.
2. Find out about the major landforms of the United States and Canada.
3. Explore major bodies of water that are important to the United States and Canada.
4. Learn what climate zones the United States and Canada have.
5. Identify the natural vegetation zones of the United States and Canada.
6. Learn about the major resources of the United States.
7. Find out about the major resources of Canada.
8. Read about the seat of the Canadian government in Ontario.
9. Learn about the French cultural influence in Quebec.
10. Learn why many immigrants came to the Prairie Provinces in the 1800s.
11. Read about how Canadians celebrate their cultural traditions.
12. Find out about the people and cultures of the Canadian West.
13. Learn what the economy and culture of British Columbia are like.
14. Learn what life is like on the Atlantic coast.
15. Discover how maritime industries affect the provinces.
16. Discover what life is like for people in Canada’s far north.
17. Find out about the remote region of the Yukon Territory.

D. Course Outline for United States and Canada Component
1. Introduction to the Americas
   a. The Geography of the Western Hemisphere
      1. The changing Earth
      2. Land and Water
      3. Understanding Latitude and Longitude
      4. Climate
      5. Resources
   b. People and Culture
      1. The First Americans
      2. Different Cultures
      3. Decision Making
2. Learning About Canada
   a. The Geography of Canada
      1. A Varied Land
      2. Climate and Resources
   b. The First Canadians
      1. People of the Arctic
      2. People of the Forests
3. People of the Plains  
4. Asking Questions  
5. People of the Northwest Coast  

E. Educational Goals for Latin America Component  
The Social Studies curriculum explores the nations of Latin America through integrating content and skills. The core emphasis is on physical geography. The program emphasizes historical content through the integration of literature, primary sources, music, art, and research skills training. Integrated history/geography lessons directly apply the five fundamental themes of geography.  

F. Educational Objectives for Latin America Component  
The student will:  
1. Learn where Latin America is located.  
2. Discover the important landforms of Latin America.  
3. Find out how Latin America’s waterways have affected the region.  
4. Find out what kinds of climate Latin America has.  
5. Learn what factors influence climate in Latin America.  
6. Understand how climate and vegetation influence the way people live.  
7. Find out what Latin America’s most important natural resources are.  
8. Learn why depending on a one-resource economy has been a problem for Latin American nations.  
9. Find out how Cuba’s history led to thousands of Cubans leaving their homeland.  
10. Discover how Cuban exiles feel about their lives in the United States and about their homeland.  
11. Learn what changes have recently come to Cuba.  
12. Find out how democracy has been threatened in Haiti.  
13. Learn what life is like for the people of Haiti, both in the countryside and in the cities.  
14. Learn how the people of Puerto Rico are both American and Puerto Rican.  
15. Find out what life is like on the island of Puerto Rico.  
16. Learn about the three kinds of political status Puerto Ricans are considering for their future.  

G. Course Outline for Latin America Component  
1. Latin America  
   a. Learning about Latin America  
      1. The Geography of Latin America  
      2. Reading Climographs  
      3. People of Many Cultures  
   b. Mexico  
      a. The Geography of Mexico  
         1. The Land of Mexico  
         2. Understanding Great-Circle Routes  
         3. Climate and Resources  
   c. Central America  
      a. The Geography of Central America  
         1. The Land of Central America  
         2. Climate and Resources  
         3. Reading Contour Maps  
2. The Caribbean
a. The Geography of the Caribbean
   1. The Islands of the Caribbean
   2. Using Maps at Different Scales
   3. Climate and Resources
b. The History of the Caribbean
   1. From Slavery to Freedom
   2. The Road to Independence
   3. Writing a Summary
c. The Caribbean Today
   1. People
   2. Living and Working
   3. Drawing Conclusions
   4. Cuba and Puerto Rico

5. The Geography of South America
a. The Land
b. Climate and Resources
c. Reading Time Zone Maps

H. Educational Goals for Civics Component
The Civics curriculum follows the “Civics National Content Standards” by addressing the following issues:
  1. What are civic Life, Politics, and Government?
  2. What are the foundations of the American Political System?
  3. How does the government established by the Constitution embody the purposes, values, and principles of American democracy?
  4. What are the roles of the citizen in American Democracy?
Through analysis and debate students examine primary sources to understand different points of view about issues of historical, sociological, and environmental importance, helping students to form the ideas, values, and habits necessary to become good citizens in a democracy. The use of thinking skills activities provides students with the opportunity to develop skills essential for effective civic participation. An emphasis is placed on decision making, asking meaningful questions, processing, and thinking critically about a wide range of information.

I. Educational Objectives for Civics Component
The student will:
  1. Explain the role of government in everyday life.
  2. Learn the history of our country’s government.
  3. Describe the principles in the Constitution.
  4. Discuss the freedoms guaranteed by the Bill of Rights.
  5. Know the difference between the duties and responsibilities of citizens.

J. Course Outline For Civics Component
   1. Foundations of American Citizenship
      a. Citizenship and Government in a Democracy
      b. Roots of American Democracy
      c. The Constitution
      d. The Bill of Rights
      e. The Citizen and the Community
   2. The National Government
      a. Congress
b. The President and the Executive Branch

c. The Judicial Branch

3. State and Local Government

a. State Government

b. Local Government
SEVENTH CURRICULUM GUIDE

I. Bible

A. Textbook
   Student Study Bible, ESV

B. Educational Goals
   The Bible curriculum examines material from the New Testament, focusing on the life of Christ. The purpose is to challenge young people to develop a Christ-like character. It is our foremost purpose that students will see their own sinful state, thereby acknowledging their personal need for Christ as Savior. It is our intent to provide pertinent applications from the Gospel study to the lives of students. Each unit of the curriculum treats a different aspect from the life of Christ.

C. Educational Objectives
   - The student will model servant leadership by completing quarterly Christian Service Hours.
   - The student will memorize weekly key passages of Scripture.
   - The student will learn how to interpret key passages of Scripture.
   - The student will learn how to apply key passages of Scripture to their life.
   - The student will outline through the Gospel of Matthew.
   - The student will learn basic apologetic arguments for defending Christianity.
   - The student will gain knowledge of historical and cultural backgrounds to the gospel accounts.
   - The student will learn how to properly take notes for lesson retention and studying.
   - The student will develop and practice writing expository essays for course tests.
   - The student will learn key theological concepts related to the life of Christ.

D. Course Outline
   1. Christ-like Character
      a. Why Develop Christ-likeness?
      b. How to Develop Christ-like Character
      c. Where Do I Start?
   2. Christ’s Example
      a. Christ’s Meekness
      b. Christ’s Zeal
      c. Christ’s Compassion
      d. Christ’s Holiness
   3. Christ’s Major Experiences
      a. Christ’s Birth
      b. Respecting Christ’s Authority
      c. Resisting Sin
      d. Keeping Christ First
      e. Christ’s Death for Us
      f. Living for the Living Christ
   4. Christ’s Sermon on the Mount
      a. Joy
      b. The Law
c. Spiritual Maturity
d. Private Devotion
e. Spiritual Priorities
f. Fairness
g. Discernment

5. Christ’s Other Sermons
   a. The New Birth
   b. The World
   c. Eternal Punishment
d. Materialism
e. Conduct Reveals Character
f. Christ’s Care
g. Prayer
h. The Spirit’s Ministry
i. Faithfulness to Christ
j. Discipleship
k. Repentance

6. Christ’s Friends and Enemies
   a. Leading by Serving
   b. Boldness
c. Worship
d. Impartiality
e. Hypocrisy
f. Cruelty
g. Double-Mindedness
h. Pride
i. Compromising

7. Christ’s Miracles
   a. The Deity of Christ
   b. Living by Faith
c. Right Relationships
d. Gratitude
e. Spiritual Deliverance
f. Relying on the Life-Giver

8. Christ’s Parables
   a. Responding to the Word of God
   b. The Growth of the Kingdom
c. Managing Money
d. Covetousness
e. Seeking the Lost
f. Loving Others
g. Forgiving Others
h. Humility
i. Being Ready for His Coming
j. Expecting a Reward
k. Faithfulness Until He Comes

D. Enrichment Resources

*More Than a Carpenter* by Josh McDowell
II. English

A. Textbooks:

E. Educational Goals for Shurley Component
   The Shurley Method teaches the solid foundation of grammar in a multi-sensory way. Students use rhythm and a set of specific questions to classify sentences orally, identifying each sentence part as well as the overall sentence structure. They learn how all sentence parts fit together to make sense and express an idea and always have a clear picture of how to write complete sentences. The students learn how to express their own ideas through formal and creative writing.

   The Shurley curriculum utilizes all learning styles. Students are constantly exposed to "see it, hear it, say it, do it" activities that meet the visual, auditory, and kinesthetic learning styles of students. Students learn to merge a strong skill foundation with the writing process. Students use their grammar and writing skills automatically, which leads to higher-level thinking skills to solve difficult language problems.

   In the writing process, students learn to write for different purposes: to persuade, to explain, to describe, to narrate, and to write letters and social notes. Students will then organize their writing according to its purpose, to keep focused on the topic, to revise and edit their rough drafts, and to write a final paper. These different types of writing include: expository, persuasive, narrative, descriptive, research reports, creative writing, letters, and journals. Students consistently engage in creating and revising sentences, classifying sentences, and editing.

   Students study vocabulary words, definitions, synonyms, antonyms, sentence context, and analogies in various units of study. Specific activities include: direct vocabulary instruction; word analogies; sentence revision, using synonyms and antonyms; and oral skill builder checks, which include intense vocabulary review.

   The presentation of the Shurley Curriculum is definitively established in the teacher’s manual and Textbook for each grade level. Each chapter has five lessons, and each lesson is designed to cover one class period. These lessons are flexible, in that if more time is needed for a particular concept, the teacher may make the necessary adjustments.

   The teacher’s manual provides a planning box that begins each lesson. The planning box contains lesson objectives and preparation instructions. Step-by-step directions for teaching the lesson are located under the planning box. These steps provide detailed instructions to follow for each lesson. Scripted lessons provide the exact words for the Question and Answer Flows, questioning strategies, and teaching techniques that make the program consistent for all grade levels.

   The educational objectives that follow provide a scope and sequence for specific concepts in the Shurley Curriculum. The teacher follows the directions and script as detailed in the teacher’s manual.
C. Educational Objectives for Shurley English Component
The student will demonstrate competence in meeting the following learning objectives:
1. Analyze synonyms/antonyms
2. Learn how to classify a sentence
3. Identify the five parts of a sentence
4. Identify adverbs and adjectives
5. Identify complete subject and complete predicate
6. Identify prepositions, objects of the preposition, and prepositional phrases
7. Identify/compare adverbs and prepositions
8. Identify subject-verb agreement
9. Write an independent expository paragraph
10. Identify pronouns, subject pronouns, understood subject pronouns, and possessive pronoun adjectives
11. Identify conjunctions and compound parts
12. Identify helping verbs
13. Identify compound sentences, run-on sentences, coordinating conjunctions, and connective adverbs
14. Read and discuss a five-paragraph essay
15. Identify interjections and possessive nouns
16. Identify clauses, subordinate conjunctions, and complex sentences
17. Read and discuss a persuasive paragraph and three-paragraph essay
18. Identify verb tenses and regular/irregular verbs
19. Identify principal parts of verbs
20. Identify indirect objects
21. Identify and punctuate quotations
22. Write an independent narrative with dialogue
23. Identify predicate noun and linking verbs
24. Identify how to make nouns possessive
25. Classify Practice Sentences
26. Identify pronoun and antecedent agreement
27. Identify indefinite pronouns
28. Identify double negatives

D. Course Outline for Shurley Component
1. Sentence Structure
   a. Complete Sentence
   b. Simple Sentence
   c. Word Order in Sentences
   d. Practice/Improved Sentences
   e. Simple Sentence with Compound Parts
   f. Compound Sentences
   g. Fragments
   h. Run-on Sentences
   i. Natural/Inverted Order
   j. Adverb Exception
   k. Complex Sentence

1. Quotations
   a. Beginning
   b. Ending
   c. Split
3. Reference
   a. Dictionary
   b. Parts of a Library
   c. Card Catalog
   d. Parts of a Book
   e. Outlining
   f. Table of Contents
   g. Index

4. Usage
   a. A, An
   b. Irregular Verbs
   c. Subject/Object Pronouns
   d. Pronouns/Contractions
   e. Subject-Verb Agreement
   f. Double Negatives
   g. Homonyms
   h. Pronoun-Antecedent Agreement

5. Mechanics and Capitalization
   a. First Word of Sentence
   b. Pronoun I
   c. Names of People
   d. Names of Family Relationships
   e. Titles and Initials
   f. Days of the Week and Months of the Year
   g. Names of Cities, States, and Countries
   h. Names of Holidays
   i. Letter Parts
   j. Abbreviations
   k. Proper Adjectives
   l. First Word of Direct Quotation
   m. Outline Parts

6. Punctuation: Period
   a. End of Declarative Sentence
   b. End of Imperative Sentence
   c. After Abbreviations
   d. In Outline Form

7. Punctuation: Question Mark at the End of Interrogative Sentences

8. Punctuation: Exclamation Mark
   a. For Exclamatory Sentences
   b. With Interjections

9. Punctuation: Comma
   a. With City and State
   b. In Dates
   c. In Addresses
   d. In Letter Parts
   e. In Series
   f. In Compound Sentences
   g. With Direct Quotations
   h. With Direct Address
   i. With Appositives
10. Punctuation: Apostrophe
   a. Contractions
   b. Possessive Nouns
11. Punctuation: Quotation Marks
   a. Direct Quotations
   b. Titles of Written Works
12. Other Punctuation Marks
   a. Colon
   b. Semicolon
   c. Italics/Underlining
   d. Punctuation in Bibliographic References
13. Kinds of Writing – Expository
   a. Three-Point Paragraph
   b. Changing Plural Categories to Singular Points
   c. Standard Order
   d. Time Order
   e. Essays
   f. Editing Rough Drafts/Final Papers
14. Kinds of Writing - Persuasive
   a. Paragraphs
   b. Editing Rough Drafts/Final Papers
   c. Essays
15. Kinds of Writing - Descriptive
   a. Paragraphs
   b. Editing Rough Drafts/Final Papers
16. Kinds of Writing - Narrative
   a. Story Elements in Outline
   b. Stories
   c. Dialogue
   d. Editing Rough Drafts/Final Papers
17. Kinds of Writing - Creative Writing
18. Tall Tales
   a. Definition
   b. Elements
19. Figures of Speech
   a. Similes
   b. Metaphors
20. Letters
   a. Friendly Letters/Envelopes
   b. Business Letters/Envelopes
   c. Thank-you Notes
   d. Invitations
21. Poetry
22. Autobiography
   a. Definition
   b. Writing Autobiographies
23. Research Report
   a. Taking Notes
   b. Making an Outline
   c. Making Bibliography Cards
   d. Writing Rough Drafts
e. Editing Rough Drafts  

f. Writing Final Report

24. Journal
   a. Definition
   b. Writing in Journals

25. Speaking and Listening
   a. Following Directions
   b. Share Time

E. Educational Goals for Literature Component:
   • To reinforce and enhance reading and literacy skills by utilizing direct, explicit  
     comprehension instruction
   • To promote the student’s enjoyment of literature  
   • To promote the joy of reading as a life-long activity  
   • To engage students in analysis of basic literary elements  
   • To motivate students to master self-directed learning  
   • To reinforce writing skills within diverse genres

The curriculum focuses on reinforcing reading skills and on direct instruction in literature  
appreciation and analysis. Students continue to expand their writing skills with an  
emphasis on paragraph organization and unity. The Literature Component consists of  
diverse texts including the following literary genres:

   • Fiction
   • Poetry
   • Drama
   • Folktales
   • Graphic Stories and Cartoons
   • Personal Essays
   • Biography, Autobiography, Memoirs, and Letters
   • Informational Texts
   • Historical Documents
   • Functional Documents

The text is organized thematically; however, teachers may utilize a genre approach if  
they so desire. Each unit incorporates the following:

   • Warm-up  
   • Four-part Reading Workshop
   • Two-part Writing Workshop
   • Wrap-up--Skills Application and Assessment

F. Educational Objectives for Literature Component
The student will demonstrate competence in meeting the following learning objectives:
1. Reinforce and enhance reading and literacy skills by utilizing direct, explicit  
   comprehension strategies
2. Establish and/or maintain an enjoyment of literature so that reading becomes a life-
   long activity
3. Demonstrate the ability to recognize and analyze literary elements
4. Demonstrate the ability to direct his/her own learning
5. Demonstrate writing skills within diverse genres
6. Demonstrate the ability to activate prior knowledge when reading
7. Demonstrate the ability to identify the author’s purpose when reading various  
genres
8. Demonstrate the ability to distinguish fact from opinion
9. Demonstrate the ability to identify main ideas and supporting details
10. Demonstrate the ability to paraphrase and summarize a variety of genres
11. Demonstrate the ability to set a purpose for reading
12. Demonstrate the ability to understand cause and effect
13. Demonstrate the ability to use text features
14. Demonstrate the ability to identify various literary elements, such as:
   - Act, scene, and stage directions
   - Characterization
   - Conflict
   - Foreshadowing
   - Imagery
   - Mood and Tone
   - Plot
   - Point of View
   - Protagonist and Antagonist
   - Rhyme, Rhythm, and Meter
   - Sequence
   - Setting
   - Style
   - Symbolism
   - Theme
15. Demonstrate the ability to identify literary genres:
   - Biography and Autobiography
   - Drama
   - Historical Documents
   - Informational Media
   - Personal Essays
   - Poetry
   - Short Story
   - Novel

G. Course Outline for Literature Component

1. Fiction
   - “Suzy and Leah” Jane Yolen
   - “Broken Chain” Gary Soto
   - “After Twenty Years” O. Henry
   - “Thank You, M’am” Langston Hughes
   - “There Will Come Soft Rains” Ray Bradbury
   - “Key Item” Isaac Asimov
   - “Charles” Shirley Jackson
   - “Jeremiah’s Song” Walter Dean Myers

2. Poetry
   - “The Highwayman” Alfred Noyes
   - “The Courage That My Mother Had” Edna St. Vincent Millay
   - “The Cremation of Sam McGee” Robert Service
   - “Big Yellow Taxi” Joni Mitchell
   - “Aunt Sue’s Stories” Langston Hughes
   - “One” James Berry
“Annabel Lee” Edgar Allan Poe
“Miracles” Walt Whitman
“The Pasture” Robert Frost
“The Carcajou and the Kincajou” Ogden Nash
“The Termite” Ogden Nash

3. Drama
   “The Monsters Are Due on Maple Street” Rod Serling

4. Folktales
   “Brer Rabbit and Brer Lion” Julius Lester
   “We Are All One” Laurence Yep
   “The Bunyans” Audrey Wood

   “Tony Hawk: Chairman of the Board” Steve Pittman
   “Rosa Parks: My Story”
   “New Directions” Maya Angelou

6. Informational Texts
   “Oprah Winfrey” Sidney Poitier
   “The Giggle Prescription” Tracy Eberhart and Robert A. Barnett
   “Teacher Hero: Erin Gruwell” Jerrilyn Jacobs

7. The Novel – The Outsiders – S.E. Hinton

8. Outside Reading Requirement
   One book per quarter
   Accelerated Reader participation—optional
   Summer Reading Requirement

H. Educational Goals for Vocabulary Component
The student will be exposed to word lists of 300 main entries selected to help students expand their vocabularies, improve their vocabulary skills, and prepare for the vocabulary strands of standardized tests. Reinforcement is provided through in depth study, periodic reviews, cumulative reviews, and a final mastery test.

Words are selected on the following criteria:
- Currency in and usefulness for present-day American oral or written communication
- Frequency on recognized vocabulary lists
- Applicability to standardized tests, especially the SAT
- Current grade-placement research
- Appearance in traditional, classic, and contemporary literature
- Appearance in current subject-area textbooks, glossaries, and ancillary materials

I. Educational Objectives for Vocabulary Component
The student will demonstrate competence in meeting the following learning objectives:
1. Students will learn the complete definition, pronunciation, synonyms, antonyms, part(s) of speech, and illustrative sentences for each part of speech for every taught word.
2. Students will understand how Unit words are used in more fully developed contexts than simple sentences.
3. Students will demonstrate proficiency in key vocabulary strategies such as using context and using word structure, for decoding word meanings.
4. Students will demonstrate proficiency in understanding Latin and Greek roots and in finding the meaning of words derived from these roots.
5. Students will demonstrate proficiency in understanding the relationships, history, and origins of words that make up the English language.
6. Students will demonstrate a thorough understanding of the range of a word.
7. Students will begin to demonstrate an understanding of how each word can be used effectively in their own writing.

J. Course Outline for Vocabulary Component Level B
1. Unit One
2. Unit Two
3. Unit Three
4. Review Units One-Three
   - Vocabulary for Comprehension
   - Grammar in Context
   - Two-Word Completions
   - Choosing the Right Meaning
   - Antonyms
   - Word Families
   - Word Associations
   - Building with Classical Roots
5. Unit Four
6. Unit Five
7. Unit Six
8. Review Units Four-Six
   - Vocabulary for Comprehension
   - Grammar in Context
   - Two-Word Completions
   - Choosing the Right Meaning
   - Antonyms
   - Word Families
   - Word Associations
   - Building with Classical Roots
9. Cumulative Review I (Units One-Six)
   - Analogies
   - Choosing the Right Meaning
   - Two-Word Completions
   - Enriching Your Vocabulary
10. Unit Seven
11. Unit Eight
12. Unit Nine
13. Review Units Seven-Nine
   - Vocabulary for Comprehension
   - Grammar in Context
   - Two-Word Completions
   - Choosing the Right Meaning
   - Antonyms
   - Word Families
   - Word Associations
   - Building with Classical Roots
III. Mathematics A – Pre-Algebra


B. Educational Goals
   The Mathematics curriculum places an emphasis on the student’s ability to think logically. This type of thinking is the result of mastery of computation skills and the use of
estimation and mental arithmetic. Included are various problem solving techniques which are applicable to real life situations

C. Educational Objectives
The student will:
1. Master computational skills involving whole numbers, decimals, and fractions
2. Be able to solve various types of word problems; to learn foundational topics from geometry, measurement, algebra, and number theory
3. Be introduced to percent, exponents, negative numbers, ratio problems, and basic graphing
4. Use scientific notation to express small and large numbers.
5. Use exponents to show repeated multiplication.
6. Find the square root of a perfect square.
7. Use fractions, percents, and mixed numbers to name a part of a whole.
8. Multiply algebraic terms to simplify algebraic expressions.
9. Solve and write word problems about combining, separating, comparing, elapsed time, and equal groups.
10. Use symbols to name and identify points, lines, rays, segments, angles, and planes.
11. Identify intersecting, parallel, perpendicular, oblique, and skew lines.
12. Identify special angle relationships.
13. Find the areas of complex figures.
14. Calculate the mean, median, mode, and range of a list of numbers.
15. Convert units of measure within the metric system.
16. Create a histogram, double line graph, and circle graph based on given data.
17. Determine chance, odds, simple probability, and the probability of compound independent and dependent events.
18. Use the Pythagorean Theorem to find the unknown length of a side of a right triangle.

D. Course Outline
1. Section 1 – Numbers and Operations; Measurement
   a. Number Line
   b. Operations of Arithmetic
   c. Addition and Subtraction Word Problems
   d. Multiplication and Division Word Problems
   e. Fractional Parts
   f. Converting Measures
   g. Rates and Average; Measures of Central Tendency
   h. Perimeter and Area
   i. Prime Numbers
   j. Rational Numbers; Equivalent Fractions
   k. The Coordinate Plane
2. Section 2 – Number and Operations; Geometry
   a. Percents
   b. Decimal Numbers
   c. Adding and Subtracting Fractions and Mixed Numbers
   d. Evaluation; Solving Equations by Inspection
   e. Powers and Roots
   f. Irrational Numbers
   g. Rounding and Estimating
   h. Lines and Angles
   i. Polygons
j. Triangles
h. Pythagorean Theorem

3. Section 3 – Number and Operations
   a. Distributive Property; Order of Operations
   b. Multiplying and Dividing Fractions
   c. Multiplying and Dividing Mixed Numbers
   d. Adding and Subtracting Decimal Numbers
   e. Multiplying and Dividing Decimal Numbers
   f. Transformations
   g. Laws of Exponents
   h. Scientific Notation for Large Numbers
   i. Ratio
   j. Repeating Decimals
   k. Classifying Quadrilaterals

4. Section 4 – Algebra and Measurement
   a. Adding Integers; Collecting Like Terms
   b. Probability
   c. Subtracting Integers
   d. Proportions; Ratio Word Problems
   e. Similar and Congruent Polygons
   f. Multiplying and Dividing Integers; Multiplying and Dividing Terms
   g. Areas of Combined Polygons
   h. Using Properties of Equality to Solve Equations
   i. Circumference of a Circle
   j. Area of a Circle
   k. Drawing Geometric Solids

5. Section 5 – Number and Operations; Algebra
   a. Functions
   b. Volume
   c. Surface Area
   d. Solving Proportions Using Cross Products; Slope of a Line
   e. Ratio Problems Involving Totals
   f. Solving Problems Using Scientific Notation
   g. Graphing Functions
   h. Percent of a Whole
   i. Solving Rate Problems with Proportions and Equations
   j. Solving Multi-Step Equations
   k. Graphing Transformations

6. Section 6 – Number and Operations; Data Analysis & Probability
   a. Negative Exponents; Scientific Notation for Small Numbers
   b. Using Unit Multipliers to Convert Measures; Converting Mixed-Unit to Single-Unit
      Measures
   c. Solving Problems Using Measures of Central Tendency
   d. Angle Relationships
   e. Nets of Prisms, Cylinders, Pyramids, and Cones
   f. The Slope-Intercept Equation of a Line
   g. Operations with Small Numbers in Scientific Notation
   h. Solving Percent Problems with Equations
   i. Experimental Probability
   j. Area of a Parallelogram
   k. Collect, Display, and Interpret Data
7. Section 7 – Algebra
   a. Sequences
   b. Graphing Solutions to Inequalities on a Number Line
   c. Rational Numbers, Non-Terminating Decimals, and Percents; Fractions with Negative Exponents
   d. Using a Unit Multiplier to Convert a Rate
   e. Applications Using Similar Triangles
   f. Special Right Triangles
   g. Percent of Change
   h. Probability Multiplication Rule
   i. Direct Variation
   j. Solving Direct Variation Problems
   k. Probability Simulation

8. Section 8 - Algebra; Measurement
   a. Percent Change of Dimensions
   b. Multiple Unit Multipliers
   c. Formulas for Sequences
   d. Simplifying Square Roots
   e. Area of a Trapezoid
   f. Volumes of Prisms and Cylinders
   g. Inequalities with Negative Coefficients
   h. Products of Square Roots
   i. Transforming Formulas
   j. Adding and Subtracting Mixed Measures; Polynomials
   k. Scatterplots

9. Section 9 - Algebra; Measurement
   a. Central Angles and Arcs
   b. Graphing Equations Using Intercepts
   c. Probability of Dependent Events
   d. Selecting an Appropriate Rational Number
   e. Surface Area of Cylinders and Prisms
   f. Volume of Pyramids and Cones
   g. Scale Drawing Word Problems
   h. Review of Proportional and Non-Proportional Relationships
   i. Solving Problems with Two Unknowns by Graphing
   j. Sets
   k. Sampling Methods

10. Section 10 – Algebra; Measurement
    a. Effect of Scaling on Perimeter, Area, and Volume
    b. Areas of Rectangles with Variable Dimensions; Products of Binomials
    c. Equations with Exponents
    d. Graphing Pairs of Inequalities on a Number Line
    e. Slant Heights of Pyramids and Cones
    f. Geometric Measures with Radicals
    g. Recursive Rules for Sequences
    h. Relations and Functions
    i. Inverse Variation
    j. Surface Areas of Right Pyramids and Cones
    k. Compound Interest

11. Section 11 – Algebra; Data Analysis & Probability
a. Geometric Probability
b. Growth and Decay
c. Line Plots; Box-and-Whisker Plots
d. Volume, Capacity, and Mass in the Metric System
e. Compound Average and Rate Problems
f. Reviewing the Effects of Scaling on Volume
g. Volume and Surface Area of Compound Solids
h. Similar Solids
i. Consumer Interest
j. Converting Repeating Decimals to Fractions
k. Non-Linear Functions

12. Section 12 – Geometry; Algebra
   a. Volume and Surface Area of a Sphere
   b. Ratios of Side Lengths of Right Triangles
   c. Using Scatterplots to Make Predictions
   d. Calculating Area as a Sweep
   e. Relative Sizes of Sides and Angles of a Triangle
   f. Division by Zero
   g. Significant Digits
   h. Sine, Cosine, Tangent
   i. Complex Fractions
   j. Rationalizing a Denominator
   k. Proof of the Pythagorean Theorem

III. Mathematics B – Algebra I


B. Educational Goals
   This high-school level class builds on prior mathematical knowledge and extends concepts toward more advanced mathematical thinking. The algebra curriculum encompasses patterns, relations, and functions; problem-solving; the representation and analysis of mathematical situations and structures using algebraic symbols; the use of mathematical models to represent and understand quantitative relationships; real-world applications of algebraic concepts; technology; and geometry. Classroom activities and writing assignments will emphasize the importance of effectively communicating mathematical concepts and the proper use of key vocabulary terms.

C. Educational Objectives
   1. The student will learn to classify real numbers, simplify and evaluate expressions involving real numbers using the order of operations and the properties of real numbers, and simplify and evaluate variable expressions and rational expressions.
   2. The student will learn to identify and graph relations, linear functions, quadratic functions, cubic functions, absolute-value functions, exponential functions, systems of equations, and square-root functions on a coordinate plane.
   3. The student will learn to solve one-step and multi-step equations including ratio and proportion, percent of change, trigonometric ratios, and literal equations.
   4. The student will learn to solve linear equations, quadratic equations, absolute-value equations, systems of equations, and radical equations.
   5. The student will be able to calculate the midpoint and length of a segment.
6. The student will learn to solve and graph inequalities, systems of inequalities, and absolute-value inequalities.
7. The student will learn to classify, simplify, add, subtract, multiply, divide, and factor polynomials.
8. The student will learn to simplify, add, subtract, multiply, and divide radical expressions.
9. The student will learn to determine the probability of independent and dependent events, display data in a variety of ways, interpret data, analyze and compare statistical graphs, and find measures of central tendency.
10. The student will learn to identify, write, and graph direct and inverse variations.
11. The student will learn to solve problems involving permutations and combinations.

D. Course Outline
1. Chapter 1 – Foundations for Algebra
   a. Variables and Expressions
   b. Order of Operations and Evaluating Expressions
   c. Real Numbers and the Number Line
   d. Properties of Real Numbers
   e. Adding and Subtracting Real Numbers
   f. Multiplying and Dividing Real Numbers
   g. The Distributive Property
   h. An Introduction to Equations
   i. Patterns, Equations, and Graphs
2. Chapter 2 - Solving Equations
   a. Solving One-Step Equations
   b. Solving Two-Step Equations
   c. Solving Multi-Step Equations
   d. Solving Equations With Variables on Both Sides
   e. Literal Equations and Formulas
   f. Ratios, Rates, and Conversions
   g. Solving Proportions
   h. Proportions and Similar Figures
   i. Percents
   j. Change Expressed as a Percent
3. Chapter 3 – Solving Inequalities
   a. Inequalities and Their Graphs
   b. Solving Inequalities Using Addition or Subtraction
   c. Solving Inequalities Using Multiplication or Division
   d. Solving Multi-Step Inequalities
   e. Working with Sets
   f. Compound Inequalities
   g. Absolute Value Equations and Inequalities
   h. Unions and Intersections of Sets
4. Chapter 4 – An Introduction to Functions
   a. Using Graphs to Relate Two Quantities
   b. Patterns and Linear Functions
   c. Patterns and Nonlinear Functions
   d. Graphing a Function Rule
   e. Writing a Function Rule
   f. Formalizing Relations and Functions
   g. Arithmetic Sequences
5. Chapter 5 – Linear Functions
   a. Rate of Change and Slope
   b. Direct Variation
   c. Slope-Intercept
   d. Point-Slope Form
   e. Standard Form
   f. Parallel and Perpendicular
   g. Scatter Plots and Trend Lines
   h. Graphing Absolute Value Functions

6. Chapter 6 – Systems of Equations and Inequalities
   a. Solving Systems by Graphing
   b. Solving Systems Using Substitution
   c. Solving Systems Using Elimination
   d. Applications of Linear Systems
   e. Linear Inequalities
   f. Systems of Linear Inequalities

7. Chapter 7 – Exponents and Exponential Functions
   a. Zero and negative Exponents
   b. Multiplying Powers With the Same Base
   c. More Multiplication Properties of Exponents
   d. Division Properties of Exponents
   e. Rational Exponents and Radicals
   f. Exponential Functions
   g. Exponential Growth and Decay
   h. Geometric Sequences

8. Chapter 8 – Polynomials and Factoring
   a. Adding and Subtracting Polynomials
   b. Multiplying and Factoring
   c. Multiplying Binomials
   d. Multiplying Special Cases
   e. Factoring \( x^2 + bx + c \)
   f. Factoring \( ax^2 + bx + c \)
   g. Factoring Special Cases
   h. Factoring by Grouping

9. Chapter 9 – Quadratic Functions and Equations
   a. Quadratic Graphs and Their Properties
   b. Quadratic Functions
   c. Solving Quadratic Equations
   d. Factoring to Solve Quadratic Equations
   e. Completing the Square
   f. The Quadratic Formula and the Discriminant
   g. Linear, Quadratic, and Exponential Models
   h. Systems of Linear and Quadratic Equations

10. Chapter 10 – Radical Expressions and Equations
    a. The Pythagorean Theorem
    b. Simplifying Radicals
    c. Operations with Radical Expressions
    d. Solving Radical Equations
    e. Graphing Square Root Functions
    f. Trigonometric Ratios

11. Chapter 11 – Rational Expressions and Functions
a. Simplifying Rational Expressions
b. Multiplying and Dividing Rational Expressions
c. Dividing Polynomials
d. Adding and Subtracting Rational Expressions
e. Solving Rational Equations
f. Inverse Variation
g. Graphing Rational Functions

12. Chapter 12 – Data Analysis and Probability
a. Organizing Data Using Matrices
b. Frequency and Histograms
c. Measures of Central Tendency and Dispersion
d. Box-and-Whisker Plots
e. Samples and Surveys
f. Permutations and Combinations
g. Theoretical and Experimental Probability
h. Probability of Compound Events.

IV. Science
A. Textbooks/Curriculum:

B. Educational Goals
Amplify Science: Florida Edition is a blended science curriculum for grades 6–8 built specifically to meet 100 percent of the Next Generation Sunshine State Standards for Science. A blend of digital learning tools and physical materials, the multimodal program includes: hands-on activities, scientific texts, robust simulations, engaging media, and physical and digital models. With Amplify Science: Florida Edition, students learn to talk, read, write, think, and argue like real scientists and engineers through investigations of real-world problems and scientific phenomena, gaining the skills needed to master the NGSSS for Science.

C. Educational Objectives
In each Amplify Science: Florida Edition unit, students:
1. Are asked to inhabit the role of a scientist or engineer in order to investigate a real-world question or problem. These real-world problems provide relevant, 21st-century contexts through which students will investigate different scientific phenomena.
2. Students work to define the problem and collect evidence from multiple sources and through a variety of modalities, ensuring that students have multiple vehicles through which to develop and articulate their understanding of science concepts.
3. Over the course of the unit, students move back and forth between firsthand investigation to secondhand analysis and synthesis, developing an increasingly complex understanding and gaining the ability to give increasingly sophisticated explanations of the problem at hand.
4. Finally, at the end of the unit, students are presented with a brand-new problem, giving them an opportunity to take what they’ve learned over the course of the unit thus far and apply it to this new context.
D. Course Outline
Life Science

1. Launch Unit:
   a. **Microbiome**: There is evidence to suggest that the approximately 100 trillion bacteria living on and in the human body may correlate to many different health conditions. Further, altering one’s microbiome can result in altering one’s health for better or worse. Most notably, a treatment known as a fecal transplant—a transplant that involves using microorganisms from one person’s healthy gut microbiome to cure another person who is suffering from a potentially deadly infection—has been under review. Students take on the role of student researchers as they work to figure out why a fecal transplant cured a patient suffering from a C. difficile infection.

2. Core Units:
   a. **Metabolism**: Through inhabiting the role of medical students in a hospital, students are able to draw the connections between the large-scale, macro-level experiences of the body and the micro-level processes that make the body function as they first diagnose a patient and then analyze the metabolism of world-class athletes. They uncover how body systems work together to bring molecules from food and air to the trillions of cells in the human body.
   b. **Traits and Reproduction**: Scientists and engineers are investigating possible ways spider silk can be used for medical purposes, such as for artificial tendons. Students act as student geneticists to investigate what causes variation in spider silk traits. Specifically, they explain why parent spiders have offspring with widely varied silk flexibility traits. They uncover the roles of proteins and genes and the way that genes are inherited.
   c. **Populations and Resources**: Glacier Sea has seen an alarming increase in the moon jelly population. In the role of student ecologists, students investigate reproduction, predation, food webs, and indirect effects to discover the cause. Jellyfish population blooms have become common in recent years and offer an intriguing context to learn about populations and resources.
   d. **Matter and Energy in Ecosystems**: Students examine the case of a failed biodome, an enclosed ecosystem that was meant to be self-sustaining but which ran into problems. In the role of ecologists, students discover how all the organisms in an ecosystem get the resources they need to release energy. Carbon cycles through an ecosystem due to organisms’ production and use of energy storage molecules. Students build an understanding of this cycling—including the role of photosynthesis—as they solve the mystery of the biodome collapse.
   e. **Natural Selection**: According to local legend around Oregon State Park, three unfortunate campers were found dead at their campsite and investigators found only one clue—a rough-skinned newt inside the coffeepot that the campers used to make their morning coffee.
Student biologists investigate what caused the rough-skinned newts of Oregon State Park to become so poisonous. They uncover the mechanisms of natural selection, investigating variation in populations, survival and reproduction, and mutation.

3. Engineering Internship Unit:
   a. Metabolism Engineering Internship: Students act as food engineering interns to design a health bar to feed people involved in natural disasters, with a particular emphasis on two populations who have health needs beyond what can be provided by emergency meals: patients and rescue workers. These plans must meet three design criteria: 1) addressing the metabolic needs of a target population; 2) tasting as good as possible; and 3) minimizing costs so as many people can be served as possible. Students focus on the practice of considering trade-offs while designing solutions to deepen their understanding of metabolism; students also learn about questions of scale, proportion, and quantity involved as different proportions of types of molecules affect a body’s health and metabolism.

V. Social Studies

A. Textbooks:
   World Studies: Medieval Times to Now, Prentice-Hall, 2008

B. Educational Goals – Ancient World
   The Social Studies curriculum explores ancient world history and ancient world cultures by using text, photographs, maps and charts to answer these guiding questions.
   - Geography: How did physical geography affect the growth of ancient civilizations?
   - History: What historical accomplishments is each civilization known for?
   - Culture: What were the beliefs and values of ancient peoples?
   - Government: How did ancient peoples develop governments?
   - Economics: How did ancient peoples develop economic systems?

F. Educational Objectives – Ancient World
   1. The student will learn about the relationship between geography and history.
   2. The student will describe how the Tigris and Euphrates rivers have influenced life in the region.
   3. The student will explain the geographical features of the Fertile Crescent which have helped civilization to grow and ideas to spread between cultures.
   4. The student will explain how agriculture changed human lives in many ways.
   5. The student will know about the important achievements of Mesopotamian civilization.
   6. The student will determine the impact of key figures from ancient Mesopotamian civilizations. (e.g. Abraham, Hammurabi, Nebuchadnezzar, Cyrus)
   7. The student will describe the origins of Judaism.
   8. The student will explain the basic beliefs of Judaism.
   9. The student will know about major events in the history of the Israelites.
10. The student will explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. (e.g., Egypt, Rome, Greece, China)
11. The student will describe the types of governments and social structures that were created by early civilizations.
12. The student will know about the importance of religion in Ancient Egypt.
13. The student will identify how and why pyramids were built.
14. The student will explain key contributions of the ancient Egyptians in science and art.
15. The student will locate the Indus and Ganges Rivers on a map.
16. The student will describe the origins, beliefs, and development of Hinduism.
17. The student will explain the teachings of Buddha and how Buddhism spread in India, Ceylon, and other parts of Asia.
18. The student will recognize the political and cultural achievements of the Empires of Ancient India.
19. The student will explain the effects of geography on cultural development in China.
20. The student will summarize Confucian ideas about the family and society.
21. The student will describe why the Great Wall of China was built.
22. The student will explain why Tang rulers fought to expand China’s borders.
23. The student will explain the geography of Greece, the development of Greek city-states, and the birth of democracy in Greece.
24. The student will know about the achievements of the Greek culture.
25. The student will summarize the major philosophies and artistic styles of the Hellenistic period.
26. The student will explain how classical Greece influenced the United States government.
27. The student will describe how Christianity became the official religion of Rome under Constantine.
28. The student will explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.
29. The student will identify the reasons for the rise of Christianity.
30. The student will know key figures and the basic beliefs of early Christianity, and how these beliefs impacted the Roman Empire.
31. The student will describe the key achievements and contributions of Roman civilization.
32. The student will explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.
33. The student will compare life in the Roman Republic for patricians, plebians, women, children, and slaves.

G. Course Outline – Ancient World
   1. The Beginnings of Human Society
      a. Geography and History
      b. Prehistory
      c. The Beginnings of Civilization
   2. The Fertile Crescent
      a. Land Between Two Rivers
      b. Fertile Crescent Empires
      c. The Legacy of Mesopotamia
      d. Mediterranean Civilizations
      e. Judaism
3. Ancient Egypt and Nubia
   a. Geography of the Nile
   b. The Rulers of Egypt
   c. Egyptian Culture
   d. The Cultures of Nubia
4. Ancient India
   a. The Indus and Ganges River Valleys
   b. Hinduism in Ancient India
   c. The Beginnings of Buddhism
   d. Empires of Ancient India
5. Ancient China
   a. The Geography of China’s River Valleys
   b. Confucius and His Teachings
   c. Warring Kingdoms Unite
   d. Achievements of Ancient China
6. Ancient Greece
   a. Early Greek Civilization
   b. Religion, Philosophy, and the Arts
   c. Daily Life in Athens
   d. Sparta and Athens
   e. The Spread of Greek Culture
7. Ancient Rome
   a. The Roman Republic
   b. The Roman Empire
   c. Roman Daily Life
   d. Christianity and the Roman Empire
   e. The Fall of Rome

E. Educational Goals – Medieval Times to Now
   The Social Studies curriculum explores world history from medieval times to today by using text, photographs, maps and charts to answer these guiding questions.
   - Geography: How did physical geography affect the development of societies around the world?
   - History: How have societies around the world been shaped by their history?
   - Culture: What were the belief systems and patterns of daily life in those societies?
   - Government: What types of government were formed in those societies?
   - Economics: How did each society organize its economic activities?

F. Educational Objectives – Medieval Times to Now
   1. The student will know about the Byzantine Empire.
   2. The student will know about the Byzantine Empire.
   3. The student will explain the beginnings of Islam.
   4. The student will learn about the geography of Africa.
   5. The student will know important aspects about East African civilizations.
   6. The student will describe the geography of South America.
   7. The student will know about the cultures of the Mayan and Aztec empires.
   8. The student will explain the Golden Age of China.
   9. The student will learn about the geography of Japan.
   10. The student will know major facts about medieval Japan.
11. The student will describe details about the great Mughal Empire in India.
12. The student will explain feudalism in the Middle Ages.
13. The student will learn about the Roman Catholic Church and the effect it had on life during the Middle Ages.
14. The student will know the major causes of the Crusades and the effects that the Crusades had on life in Europe.
15. The student will describe the Renaissance and the Reformation period.
16. The student will learn about the exploration of the world by Europeans.
17. The student will explain why the reign of Queen Elizabeth I was a golden age in England.
18. The student will know the major aspects of the Age of Enlightenment, the Political Revolution, and the Industrial Revolution.
19. The student will list the causes and effects of World War I and World War II.
20. The student will learn about the Cold War.

G. Course Outline - Medieval Times To Now
1. Byzantine and Muslim Civilizations
   a. The Byzantine Empire
   b. The Beginnings of Islam
   c. The golden Age of Muslim Civilization
2. Civilizations of Africa
   a. Africa and the Bantu
   b. Kingdoms of West Africa
   c. East Africa's Great Trading Centers
3. Early Civilizations of the Americas
   a. South America and the Incas
   b. Cultures of Middle America
   c. Cultures of North America
4. Civilizations of Asia
   a. Golden Ages of China
   b. Medieval Japan
   c. The Great Mughal Empire in India
5. Europe in the Middle Ages
   a. Feudalism and the Manor System
   b. The Church and the Rise of Cities
   c. The Crusades
   d. The Power of Kings
6. A New Age in Europe
   a. The Renaissance and Reformation
   b. The Age of Exploration
   c. The Age of Powerful Monarchs
   d. Conquests in the Americas and Africa
7. Changes in the Western World
   a. The Enlightenment
   b. Political Revolutions
   c. The Industrial Revolution
   d. Nationalism and Imperialism
8. Modern Times
   a. War and Revolution
   b. The Postwar World
   c. The World Today
EIGHTH GRADE CURRICULUM GUIDE

I. Bible

In addition to studying the book of Acts and Paul's Epistles, the “Life Skills” component is included as part of Bible and is taught in weekly gender-segregated modules throughout the year beginning in October. Please refer to the Life Skills curriculum for specific content.

A. Textbooks

Student Study Bible, ESV

B. Educational Goals

The purpose of the eighth grade Bible curriculum is to provide an accurate and comprehensive study of the early Christian church. Students will be taught through the book of Acts along with Paul’s epistles. The goals of this course are designed so that students:

- Identify the historical people, places, and events of early Christianity
- Understand biblical and theological concepts laid forth by Paul in his epistles.
- Develop a biblical Christian worldview as taught by Scripture.

Weekly memory work is required. In addition, students must fulfill a Christian Service requirement for each marking period.

C. Educational Objectives

1. The student will identify biblical figures of the early Christian church.
2. The student will know the events and activities of the biblical figures of early Christianity.
3. The student will locate geographical locations of places and events.
4. The student will discover the importance of the Holy Spirit’s work in the lives of the believers in the early church as well as the importance of His work in their personal lives.
5. The student will know the person and life of Paul of Tarsus.
6. The student will comprehend the missional aspect of the church through the book of Acts.
7. The student will be acquainted with the four missionary journeys made by the apostle Paul.
8. The student will identify the churches visited by Paul on his missionary journeys.
9. The student will decipher between the Christian worldview and other worldviews.
10. The student learn theological truths presented by Paul in his letters.

D. Course Outline

1. Acts
   - You will be my witnesses
   - Pentecost
   - Peter’s ministry
   - Stephen’s martyr
   - Saul’s conversion
   - Paul’s first missionary journey
   - Paul’s second missionary journey
   - Paul’s third missionary journey
- Paul’s fourth missionary journey
2. II Timothy
  - End of Paul’s life
3. Romans
  - General Revelation: Without excuse
  - Bondage to the Law: All people are sinners
  - Freedom from the Law: Believers are free in Christ
  - Life in the Spirit
4. Philippians
  - Unity
  - Humility
5. Colossians
  - Christ is Supreme
  - Living the New Life
6. James
  - Faith Without Works is Dead

II. English

A. Textbooks

Grammar for Writing Yellow Level, William Sadlier, Inc., 2009
Literature: Reading with a Purpose, Course 3, Glencoe/McGraw-Hill, 2007

B. Educational Goals for Grammar and Writing Component

The Grammar for Writing curriculum provides students with a transition from the components of Shurley English to a more traditional approach to grammar, usage, and writing. This transition is necessary because high schools do not use the Shurley method. Although our students learn grammatical concepts, develop usage skills, and meet learner objectives in writing at a high level through this method, they need formal instruction to understand that the “Question and Answer Flow” and “Sentence Patterns” reflect Shurley’s approach to mastering what most grammar textbooks refer to as “Subjects and Predicates, Direct Objects, etc.”

Grammar for Writing emphasizes the application of grammar, usage, and mechanics within students’ own writing. Students not only learn grammar but also practice applying it while working on their own writing. Grammar, usage, and mechanics are reinforced through a variety of features infused throughout the curriculum.

In addition, the writing objectives in this curriculum prepare students for the more sophisticated and complex types of writing that high school classes demand. By incorporating grammar and usage with constant writing practice, students have abundant writing practice. Increased writing opportunities combined with targeting specific skills and grammatical concepts give students important feedback as they continue to write frequently.

C. Educational Objectives for Grammar and Writing Component

The student will demonstrate competence in meeting the following learning objectives:
1. Use the general skills and strategies of the writing process
Components of the Writing Process include the following:

- Prewriting: Uses a variety of prewriting strategies (e.g., makes outlines, uses published pieces as writing models, constructs critical standards, brainstorms, builds background knowledge)

- Drafting and Revising: Uses a variety of strategies to draft and revise written work (e.g., analyzes and clarifies meaning, makes structural and syntactical changes, uses an organizational scheme, uses sensory words and figurative language, rethinks and rewrites for different audiences and purposes, checks for a consistent point of view and for transitions between paragraphs, uses direct feedback to revise compositions)

- Editing and Publishing: Uses a variety of strategies to edit and publish written work (e.g., eliminates slang; edits for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level; proofreads using reference materials, word processor, and other resources; edits for clarity, word choice, and language usage; uses a word processor or other technology to publish written work)

- Evaluates own and others’ writing (e.g., applies criteria generated by self and others, uses self-assessment to set and achieve goals as a writer, participates in peer response groups)

- Uses content, style, and structure (e.g., formal or informal language, genre, organization) appropriate for specific audiences (e.g., public, private) and purposes (e.g., to entertain, to influence, to inform)

- Writes expository compositions (e.g., states a thesis or purpose; presents information that reflects knowledge about the topic of the report; organizes and presents information in a logical manner, including an introduction and conclusion; uses own words to develop ideas; uses common expository structures and features, such as compare-contrast or problem-solution)

- Writes narrative accounts, such as short stories (e.g., engages the reader by establishing a context and otherwise developing reader interest; establishes a situation, plot, persona, point of view, setting, conflict, and resolution; develops complex characters; creates an organizational structure that uses appropriate pacing, transitions to sequence events, and balances and unifies all narrative aspects of the story; uses a range of strategies and literary devices such as dialogue, tension, suspense, figurative language, and specific narrative action such as movement, gestures, and expressions; reveals a specific theme)

- Writes compositions about autobiographical incidents (e.g., explores the significance and personal importance of the incident; uses details to provide a context for the incident; reveals personal attitude towards the incident; presents details in a logical manner)

- Writes biographical sketches (e.g., illustrates the subject’s character using narrative and descriptive strategies such as relevant dialogue, specific action, physical description, background description, and comparison or contrast to other people; reveals the significance of the subject to the writer; presents details in a logical manner)

- Writes persuasive compositions (e.g., engages the reader by establishing a context, creating a persona, and otherwise developing reader interest; develops a controlling idea that conveys a judgment; creates and organizes a structure appropriate to the needs and interests of a specific audience; arranges details, reasons, examples, and/or anecdotes persuasively; excludes information and arguments that are...
irrelevant; anticipates and addresses reader concerns and counter arguments; supports arguments with detailed evidence, citing sources of information as appropriate)

- Writes compositions that address problems/solutions (e.g., identifies and defines a problem in a way appropriate to the intended audience, describes at least one solution, presents logical and well-supported reasons)
- Writes in response to literature (e.g., responds to significant issues in a log or journal, answers discussion questions, anticipates and answers a reader’s questions, writes a summary of a book, describes an initial impression of a text, connects knowledge from a text with personal knowledge, states an interpretive, evaluative, or reflective position; draws inferences about the effects of the work on an audience)
- Writes business letters and letters of request and response (e.g., uses business letter format; states purpose of the letter; relates opinions, problems, requests, or compliments; uses precise vocabulary)

2. Uses the stylistic and rhetorical aspects of writing

- Uses descriptive language that clarifies and enhances ideas (e.g., establishes tone and mood, uses figurative language, uses sensory images and comparisons, uses a thesaurus to choose effective wording)
- Uses paragraph form in writing (e.g., arranges sentences in sequential order, uses supporting and follow-up sentences, establishes coherence within and among paragraphs)
- Uses a variety of sentence structures to expand and embed ideas (e.g., simple, compound, and complex sentences; parallel structure, such as similar grammatical forms or juxtaposed items)
- Uses explicit transitional devices

3. Uses grammatical and mechanical conventions in written compositions

- Uses pronouns in written compositions (e.g., uses relative, demonstrative, personal [i.e., possessive, subject, object] pronouns; uses pronouns that agree with their antecedent)
- Uses nouns in written compositions (e.g., forms possessives of nouns; forms irregular plural nouns)
- Uses verbs in written compositions (e.g., uses linking and auxiliary verbs, verb phrases, active and passive voice, appropriate mood [e.g., indicative, conditional, subjunctive], and correct forms of regular and irregular verbs)
- Uses adjectives in written compositions (e.g., pronominal, positive, comparative, superlative)
- Uses adverbs in written compositions (e.g., chooses between forms of adverbs such as positive, comparative, superlative degrees)
- Uses prepositions and coordinating conjunctions in written compositions (e.g., uses prepositional phrases, combines and embeds ideas using conjunctions)
- Uses interjections in written compositions
- Uses conventions of spelling in written compositions (e.g., spells high frequency, commonly misspelled words from appropriate grade-level list; uses a dictionary and other resources to spell words; uses common prefixes, suffixes, and root words as aids to spelling; applies rules for irregular structural changes)
- Uses conventions of capitalization in written compositions (e.g., titles [books, stories, poems, magazines, newspapers, songs, works of art], proper nouns [team names, companies, schools and institutions, departments of government, religions, school subjects], proper adjectives, nationalities, brand names of products)
• Uses conventions of punctuation in written compositions (e.g., uses colons, quotation marks, and dashes; uses apostrophes in contractions and possessives, commas with introductory phrases and dependent clauses, semi-colons or a comma and conjunction in compound sentences, commas in a series, and ellipsis to indicate a pause, break, or omission)
• Uses appropriate format in written compositions (e.g., uses italics [for titles of books, magazines, plays, movies])

4. Gathers and uses information for research purposes
• Gathers data for research topics from interviews (e.g., prepares and asks relevant questions, makes notes of responses, compiles responses)
• Uses a variety of resource materials to gather information for research topics (e.g., magazines, newspapers, dictionaries, schedules, journals, surveys, globes, atlases, almanacs, websites, databases, podcasts)
• Organizes information and ideas from multiple sources in systematic ways (e.g., timelines, outlines, notes, graphic representations)
• Writes research papers (e.g., asks research questions, defines a topic, organizes information into major components and examines relationships among these components, addresses different perspectives on a topic, achieves balance between research information and original ideas, integrates a variety of information into a whole, draws conclusions)
• Uses appropriate methods to cite and document reference sources (e.g., footnotes, bibliography)

D. Course Outline for Grammar and Writing Component
1. The Writing Process
   • Prewriting
   • Drafting
   • Revising
   • Editing and Proofreading
   • Publishing and Presenting
   • Writer’s Workshop: Personal Narrative

2. Effective Sentences and Word Choice
   • Sentence Fragments
   • Run-on Sentences
   • Parallel Structure
   • Stringy Sentences
   • Wordy Sentences
   • Colorful Language
   • Denotation and Connotation
   • Figurative Language
   • Writing Application: Character Sketch

3. Sentence Variety and Structure
   • Varying Sentence Length
   • Varying Sentence Beginnings
   • Independent and Subordinate Clauses
   • Types of Sentence Structure
   • Using Phrases
   • Combining Sentences – Coordinating Conjunctions
   • Combining Sentences – Key Words and Phrases
• Combining Sentences – Subordinate Clauses
• Writing Workshop: Compare-Contrast Essay

4. Effective Paragraphs
• Main Ideas and Topic Sentences
• Methods of Elaboration
• Improving Paragraph Unity
• Patterns of Organization
• Improving Paragraph Coherence
• Descriptive and Narrative Paragraphs
• Expository and Persuasive Paragraphs
• Writing Application: Summary

5. Writing an Essay
• Parts of an Essay
• Developing the Thesis
• Writing an Introduction
• Body Paragraphs
• Writing a Conclusion
• Writing Workshop: Persuasive Essay

6. Parts of a Sentence
• Complete Sentences
• Subjects and Predicates
• Identifying the Subject
• Compound Subjects and Verbs
• Direct and Indirect Objects
• Subject Complements
• Writing Application: Business Letter

7. Nouns and Pronouns
• Using Nouns
• Compound and Collective Nouns
• Using Pronouns
• Subject and Object Pronouns
• Who or Whom?
• Possessive Nouns and Pronouns
• Pronoun-Antecedent Agreement
• Clear Pronoun Reference
• Writing Workshop: Literary Analysis

8. Verbs
• Using Verbs
• Regular and Irregular Verbs
• More Irregular Verbs
• Simple and Perfect Tenses
• Shifts in Tense
• Active and Passive Voice
• Participles and Participial Phrases
• Gerunds and Gerund Phrases
• Infinitives and Infinitive Phrases
• Writing Application: Poem

9. Adjectives, Adverbs, and Other Parts of Speech
Using Adjectives and Adverbs
Comparing Adjectives and Adverbs
Avoiding Comparison Problems
Double Negatives
Misplaced and Dangling Modifiers
Using Prepositions and Prepositional Phrases
Using Conjunctions and Interjections
Writing Workshop: Cause-Effect Essay

10. Subject-Verb Agreement
Agreement of Subject and Verb
Compound Subjects
Indefinite Pronouns and Inverted Sentences
Special Nouns
Other Agreement Problems
Writing Application: Review

11. Punctuation
End Marks and Abbreviations
Commas
Semicolons and Colons
Quotation Marks and Italics
Punctuating Dialogue
Apostrophes
Other Marks of Punctuation
Writer’s Workshop: Research Paper

12. Capitalization and Spelling
Names and Titles of People
Geographical Names
Quotations, Organizations, and Titles
Other Capitalization Rules
Spelling Rules
Adding Prefixes and Suffixes
Forming Plurals
Writing Application: Timed Essay

E. Educational Goals for Literature Component
The curriculum focuses on reinforcing reading skills and on direct instruction in literature appreciation and analysis. Students continue to expand their writing skills with an emphasis on paragraph organization and unity. The Literature Component consists of diverse texts including the following literary genres:

- Fiction
- Poetry
- Drama
- Folktales
- Graphic Stories and Cartoons
- Personal Essays
- Biography, Autobiography, Memoirs, and Letters
- Informational Texts
- Historical Documents
• Functional Documents
The text is organized thematically; however, teachers may utilize a genre approach if they so desire. Each unit incorporates the following:
• Warm-up
• Four-part Reading Workshop
• Two-part Writing Workshop
• Wrap-up--Skills Application and Assessment

F. Educational Objectives for Literature Component
The student will demonstrate competence in meeting the following learning objectives:
1. Reinforce and enhance reading and literacy skills by utilizing direct, explicit comprehension strategies
2. Establish and/or maintain an enjoyment of literature so that reading becomes a life-long activity
3. Demonstrate the ability to recognize and analyze literary elements
4. Demonstrate the ability to direct his/her own learning
5. Demonstrate writing skills within diverse genres
6. Demonstrate the ability to activate prior knowledge when reading
7. Demonstrate the ability to identify the author’s purpose when reading various genres
8. Demonstrate the ability to distinguish fact from opinion
9. Demonstrate the ability to identify main ideas and supporting details
10. Demonstrate the ability to paraphrase and summarize a variety of genres
11. Demonstrate the ability to set a purpose for reading
12. Demonstrate the ability to understand cause and effect
13. Demonstrate the ability to use text features
14. Demonstrate the ability to identify various literary elements, such as:
   • Act, scene, and stage directions
   • Characterization
   • Conflict
   • Foreshadowing
   • Imagery
   • Mood and Tone
   • Plot
   • Point of View
   • Protagonist and Antagonist
   • Rhyme, Rhythm, and Meter
   • Sequence
   • Setting
   • Style
   • Symbolism
   • Theme
15. Demonstrate the ability to identify literary genres:
   • Biography and Autobiography
   • Drama
   • Historical Documents
   • Informational Media
   • Personal Essays
   • Poetry
   • Short Story
G. Course Outline for Literature Component

1. Biography and Autobiography
   - From *I Know Why the Caged Bird Sings* by Maya Angelou
   - “From *A Family Thing*” by Jerry Spinelli
   - From *Harriet Tubman: Conductor on the Underground Railroad* by Ann Petry
   - From *Zoya’s Story* by Zoya with John Follain and Rita Cristofari
   - From *Thura’s Diary* by Thura Al-Windawi
   - “Being Japanese American” by Yoshiko Uchida

2. Drama – *The Diary of Ann Frank* by Francis Goodrich and Albert Hackett

3. Historical Documents
   - “I Have a Dream” by Martin Luther King, Jr.
   - “Gettysburg Address” by Abraham Lincoln

4. Informational Media
   - “Gymnasts in Pain” by Scott M. Reid
   - “The Games Kids Play” (magazine excerpt)
   - “Wearing Hijab: Veil of Valor” by Emilia Askari
   - “The Question of Popularity” by Tamara Eberlein
   - “Teen Curfews” by J. Todd Foster
   - “Lottery Winners Who Lost Their Millions” by Ellen Goodstein
   - “Coming to America” by Mariane Szedgedy-Maszak

5. Personal Essays
   - “Escaping” by Zdenko Slobogdnick
   - “The Trouble with Television” by Robert MacNeil

6. Poetry
   - “Paul Revere’s Ride” by Robert Frost
   - “We Real Cool” by Gwendolyn Brooks
   - “The Road Not Taken” by Langston Hughes
   - “Mother to Son” by Langston Hughes
   - “Harlem” by Langston Hughes
   - “O Captain! My Captain” by Walt Whitman
   - “an african american” by Meri Nana-Ama Danquah
   - “Alone” by Maya Angelou
   - “Flinn, on the Bus” by Naomi Shihab Nye
   - “I, Too” by Langston Hughes
   - “Knoxville, Tennessee” by Nikki Giovanni

7. Short Stories
   - “The Tell-Tale Heart” by Edgar Allen Poe
   - “Flowers for Algernon” by Daniel Keyes
   - “Born Worker” by Gary Soto
   - “A Retrieved Reformation” by O. Henry
   - “Stop the Sun” by Gary Paulsen
   - “The Treasure of Lemon Brown” by Walter Dean Myers
   - “The Electric Summer” by Richard Peck
   - From “Dandelion Wine” by Ray Bradbury

8. The Novel – *To Kill a Mockingbird* by Harper Lee

9. Outside Reading Requirement
• One book per month
• Accelerated Reader participation--optional
• Summer Reading Requirement

H. Educational Goals for Vocabulary Component
The student will be exposed to word lists of 300 main entries selected to help students expand their vocabularies, improve their vocabulary skills, and prepare for the vocabulary strands of standardized tests. Reinforcement is provided through in depth study, periodic reviews, cumulative reviews, and a final mastery test.

Words are selected on the following criteria:
• Currency in and usefulness for present-day American oral or written communication
• Frequency on recognized vocabulary lists
• Applicability to standardized tests, especially the SAT
• Current grade-placement research
• Appearance in traditional, classic, and contemporary literature
• Appearance in current subject-area textbooks, glossaries, and ancillary materials

I. Educational Objectives for Vocabulary Component
The student will demonstrate competence in meeting the following learning objectives:
1. Students will learn the complete definition, pronunciation, synonyms, antonyms, part(s) of speech, and illustrative sentences for each part of speech for every taught word.
2. Students will understand how Unit words are used in more fully developed contexts than simple sentences.
3. Students will demonstrate proficiency in key vocabulary strategies such as using context and using word structure, for decoding word meanings.
4. Students will demonstrate proficiency in understanding Latin and Greek roots and in finding the meaning of words derived from these roots.
5. Students will demonstrate proficiency in understanding the relationships, history, and origins of words that make up the English language.
6. Students will demonstrate a thorough understanding of the range of a word.
7. Students will begin to demonstrate an understanding of how each word can be used effectively in their own writing.

J. Course Outline for Vocabulary Component Level C
1. Unit One
2. Unit Two
3. Unit Three
4. Review Units One-Three
   • Vocabulary for Comprehension
   • Grammar in Context
   • Two-Word Completions
   • Choosing the Right Meaning
   • Antonyms
   • Word Families
   • Word Associations
   • Building with Classical Roots
5. Unit Four
6. Unit Five
7. Unit Six
8. Review Units Four-Six
- Vocabulary for Comprehension
- Grammar in Context
- Two-Word Completions
- Choosing the Right Meaning
- Antonyms
- Word Families
- Word Associations
- Building with Classical Roots

8. Cumulative Review I (Units One-Six)
- Analogies
- Choosing the Right Meaning
- Two-Word Completions
- Enriching Your Vocabulary

9. Unit Seven
10. Unit Eight
11. Unit Nine

12. Review Units Seven-Nine
- Vocabulary for Comprehension
- Grammar in Context
- Two-Word Completions
- Choosing the Right Meaning
- Antonyms
- Word Families
- Word Associations
- Building with Classical Roots

13. Cumulative Review II (Units One-Nine)
- Analogies
- Choosing the Right Meaning
- Two-Word Completions
- Enriching Your Vocabulary

14. Unit Ten
15. Unit Eleven
16. Unit Twelve

17. Review Units Ten-Twelve
- Vocabulary for Comprehension
- Grammar in Context
- Two-Word Completions
- Choosing the Right Meaning
- Antonyms
- Word Families
- Word Associations
- Building with Classical Roots

18. Cumulative Review III (Units One-Twelve)
- Analogies
- Choosing the Right Meaning
- Two-Word Completions
- Enriching Your Vocabulary

19. Unit Thirteen
20. Unit Fourteen
21. Unit Fifteen
22. Review Units Thirteen-Fifteen
   • Vocabulary for Comprehension
   • Grammar in Context
   • Two-Word Completions
   • Choosing the Right Meaning
   • Antonyms
   • Word Families
   • Word Associations
   • Building with Classical Roots
23. Cumulative Review IV (Units One-Fifteen)
   • Analogies
   • Choosing the Right Meaning
   • Two-Word Completions
   • Enriching Your Vocabulary
25. Final Mastery Test

III. Mathematics (Algebra I)


C. Educational Goals
This high-school level class builds on prior mathematical knowledge and extends concepts toward more advanced mathematical thinking. The algebra curriculum encompasses patterns, relations, and functions; problem-solving; the representation and analysis of mathematical situations and structures using algebraic symbols; the use of mathematical models to represent and understand quantitative relationships; real-world applications of algebraic concepts; technology; and geometry. Classroom activities and writing assignments will emphasize the importance of effectively communicating mathematical concepts and the proper use of key vocabulary terms.

C. Educational Objectives
13. The student will learn to classify real numbers, simplify and evaluate expressions involving real numbers using the order of operations and the properties of real numbers, and simplify and evaluate variable expressions and rational expressions.
14. The student will learn to identify and graph relations, linear functions, quadratic functions, cubic functions, absolute-value functions, exponential functions, systems of equations, and square-root functions on a coordinate plane.
15. The student will learn to solve one-step and multi-step equations including ratio and proportion, percent of change, trigonometric ratios, and literal equations.
16. The student will learn to solve linear equations, quadratic equations, absolute-value equations, systems of equations, and radical equations.
17. The student will be able to calculate the midpoint and length of a segment.
18. The student will learn to solve and graph inequalities, systems of inequalities, and absolute-value inequalities.
19. The student will learn to classify, simplify, add, subtract, multiply, divide, and factor polynomials.
20. The student will learn to simplify, add, subtract, multiply, and divide radical expressions.
21. The student will learn to determine the probability of independent and dependent events, display data in a variety of ways, interpret data, analyze and compare statistical graphs, and find measures of central tendency.

22. The student will learn to identify, write, and graph direct and inverse variations.

23. The student will learn to solve problems involving permutations and combinations.

D. Course Outline

1. Chapter 1 – Foundations for Algebra
   a. Variables and Expressions
   b. Order of Operations and Evaluating Expressions
   c. Real Numbers and the Number Line
   d. Properties of Real Numbers
   e. Adding and Subtracting Real Numbers
   f. Multiplying and Dividing Real Numbers
   g. The Distributive Property
   h. An Introduction to Equations
   i. Patterns, Equations, and Graphs

2. Chapter 2 - Solving Equations
   a. Solving One-Step Equations
   b. Solving Two-Step Equations
   c. Solving Multi-Step Equations
   d. Solving Equations With Variables on Both Sides
   e. Literal Equations and Formulas
   f. Ratios, Rates, and Conversions
   g. Solving Proportions
   h. Proportions and Similar Figures
   i. Percents
   j. Change Expressed as a Percent

3. Chapter 3 – Solving Inequalities
   a. Inequalities and Their Graphs
   b. Solving Inequalities Using Addition or Subtraction
   c. Solving Inequalities Using Multiplication or Division
   d. Solving Multi-Step Inequalities
   e. Working with Sets
   f. Compound Inequalities
   g. Absolute Value Equations and Inequalities
   h. Unions and Intersections of Sets

4. Chapter 4 – An Introduction to Functions
   a. Using Graphs to Relate Two Quantities
   b. Patterns and Linear Functions
   c. Patterns and Nonlinear Functions
   d. Graphing a Function Rule
   e. Writing a Function Rule
   f. Formalizing Relations and Functions
   g. Arithmetic Sequences

5. Chapter 5 – Linear Functions
   a. Rate of Change and Slope
   b. Direct Variation
   c. Slope-Intercept
   d. Point-Slope Form
   e. Standard Form
f. Parallel and Perpendicular

6. Chapter 6 – Systems of Equations and Inequalities
   a. Solving Systems by Graphing
   b. Solving Systems Using Substitution
   c. Solving Systems Using Elimination
   d. Applications of Linear Systems
   e. Linear Inequalities
   f. Systems of Linear Inequalities

7. Chapter 7 – Exponents and Exponential Functions
   a. Zero and negative Exponents
   b. Multiplying Powers With the Same Base
   c. More Multiplication Properties of Exponents
   d. Division Properties of Exponents
   e. Rational Exponents and Radicals
   f. Exponential Functions
   g. Exponential Growth and Decay
   h. Geometric Sequences

8. Chapter 8 – Polynomials and Factoring
   a. Adding and Subtracting Polynomials
   b. Multiplying and Factoring
   c. Multiplying Binomials
   d. Multiplying Special Cases
   e. Factoring \( x^2 + bx + c \)
   f. Factoring \( ax^2 + bx + c \)
   g. Factoring Special Cases
   h. Factoring by Grouping

9. Chapter 9 – Quadratic Functions and Equations
   a. Quadratic Graphs and Their Properties
   b. Quadratic Functions
   c. Solving Quadratic Equations
   d. Factoring to Solve Quadratic Equations
   e. Completing the Square
   f. The Quadratic Formula and the Discriminant
   g. Linear, Quadratic, and Exponential Models
   h. Systems of Linear and Quadratic Equations

10. Chapter 10 – Radical Expressions and Equations
    a. The Pythagorean Theorem
    b. Simplifying Radicals
    c. Operations with Radical Expressions
    d. Solving Radical Equations
    e. Graphing Square Root Functions
    f. Trigonometric Ratios

11. Chapter 11 – Rational Expressions and Functions
    a. Simplifying Rational Expressions
    b. Multiplying and Dividing Rational Expressions
    c. Dividing Polynomials
    d. Adding and Subtracting Rational Expressions
    e. Solving Rational Equations
    f. Inverse Variation
g. Graphing Rational Functions
24. Chapter 12 – Data Analysis and Probability
   a. Organizing Data Using Matrices
   b. Frequency and Histograms
   c. Measures of Central Tendency and Dispersion
   d. Box-and-Whisker Plots
   e. Samples and Surveys
   f. Permutations and Combinations
   g. Theoretical and Experimental Probability
   h. Probability of Compound Events.

IV. Mathematics (Geometry)


B. Educational Goals
   In this challenging comprehensive study of geometry, students will understand and apply
   the fundamental building blocks of geometry, represent three-dimensional figures with
   two-dimensional drawings, and write formal proofs using theorems, postulates,
   definitions, reasoning, and logic. The geometry curriculum emphasizes visual learning,
   "big ideas" for organizing information, problem-solving, written communication, and
   valuable practice for standardized tests. Algebra I is a prerequisite for this high-school
   honors-level class. Algebra skills are used and reinforced throughout the lessons.

C. Educational Objectives
   1. Tools of Geometry
      The student will:
      a. Describe and make regular, non-regular, and oblique polyhedral, and sketch the net
         for a given polyhedron and vice versa.
      b. Analyze the structure of Euclidean geometry as an axiomatic system. Distinguish
         between undefined terms, definitions, postulates, and theorems.
      c. Find the lengths and midpoints of line segments in two-dimensional coordinate
         systems.
      d. Identify and use the relationships between special pairs of angles formed by parallel
         lines and transversals.
      e. Determine the measures of interior and exterior angles of polygons, justifying the
         method used.
      f. Define, identify, and construct altitudes, medians angle bisectors, perpendicular
         bisectors, orthocenter, centroid, incenter, and circumcenter.
      g. Perform basic constructions using straightedge and compass, and/or drawing
         programs describing and justifying the procedures used.
      h. Distinguish between sketching, constructing, and drawing geometric figures.
      i. Construct congruent segments and angles, angle bisectors, and parallel and
         perpendicular lines using a straightedge and compass or a drawing program,
         explaining and justifying the process used.
      j. Classify, construct, and describe triangles that are right, acute, obtuse, scalene,
         isosceles, equilateral, and equiangular.
      k. Identify and describe convex, concave, regular, and irregular polygons.
      l. Explain the derivation and apply formulas for perimeter and area of polygons
         (triangles, quadrilaterals, pentagons, etc.).
m. Solve real-world problems using measures of circumference, arc length, and areas of circles and sectors.

n. Determine how changes in dimensions affect the perimeter and area of common geometric figures.

2. Reasoning & Proof
The student will:
   a. Make conjectures with justifications about geometric ideas.
   b. Distinguish between information that supports a conjecture and the proof of a conjecture.
   c. Find the converse, inverse, and contrapositive of a statement.
   d. Determine whether two propositions are logically equivalent.
   e. Use truth tables to determine truth values of propositional statements.
   f. Determine and use measures of arcs and related angles (central, inscribed, and intersections of secants and tangents).
   g. Write geometric proofs, including proofs by contradiction and proofs involving coordinate geometry.
   h. Use methods of direct and indirect proof and determine whether a short proof is logically valid.
   i. Use and compare a variety of ways to present deductive proofs, such as flow charges, paragraphs, two-column, and indirect proofs.

3. Parallel and Perpendicular Lines
The student will:
   a. Describe the relationships between the faces, edges, and vertices of polyhedra.
   b. Identify chords, tangents, radii, and great circles of spheres.
   c. Use coordinate geometry to prove properties of congruent, regular, and similar polygons, and to perform transformations in the plane.

4. Congruent Triangles
The student will:
   a. Create and verify tessellations of the plane using polygons.
   b. Prove that triangles are congruent or similar and use the concept of corresponding parts of congruent triangles.
   c. Construct triangles congruent to given triangles.
   d. Use properties of congruent and similar polygons to solve mathematical or real-world problems.
   e. Use properties of congruent and similar triangles to solve problems involving lengths and areas.
   f. Solve real-world problems involving right triangles.

5. Relationships Within Triangles
The student will:
   a. Apply theorems involving segments divided proportionally.
   b. Determine the center of a given circle. Given three points not on a line, construct the circle that passes through them. Construct tangents to circles. Circumscribe and inscribe circles about and within triangles and regular polygons.
   c. Apply the inequality theorems; triangle inequality, inequality in one triangle, and the Hinge Theorem.

6. Polygons and Quadrilaterals
The student will:
   a. Describe, classify, and compare relationships among quadrilaterals including the square, rectangle, rhombus, parallelogram, trapezoid, and kite.
b. Prove theorems involving quadrilaterals.
c. Compare and contrast special quadrilaterals on the basis of their properties.
d. Use coordinate geometry to prove properties of congruent, regular, and similar quadrilaterals.

7. Similarity
The student will:
a. Use coordinate geometry to prove properties of congruent, regular, and similar triangles.
b. State and apply the relationships that exist when the altitude is drawn to the hypotenuse of a right triangle.
c. Determine whether a solution is reasonable in the context of the original situation.
d. Explore and use other sequences found in nature such as the Fibonacci sequence and the golden ratio.

8. Right Triangles and Trigonometry
The student will:
a. Prove and apply the Pythagorean Theorem and its converse.
b. Use special right triangles (30°-60°-90° and 45°-45°-90°) to solve problems.
c. Define and use the trigonometric ratios (sine, cosine, tangent, cotangent, secant, cosecant) in terms of angles of right triangles.
d. Uses vectors to model and solve application problems.

9. Transformations
The student will:
a. Apply transformations (translations, reflections, rotations, dilations, and scale factors) to polygons to determine congruence, similarity, and symmetry.
b. Know that images formed by translations, reflections, and rotations are congruent to the original shape.
c. Create and verify tessellations of the plane using polygons.

10. Area
The student will:
a. Explain the derivation and apply formulas for perimeter and area of polygons (triangles, quadrilaterals, pentagons, etc.).
b. Determine how changes in dimensions affect the perimeter and area of common geometric figures.

11. Surface Area and Volume
The student will:
a. Identify, sketch, find areas and/or perimeters of cross sections of solid objects.
b. Explain and use formulas for lateral area, surface area, and volume of solids.
c. Determine how changes in dimensions affect the surface area and volume of common geometric solids.
d. Identify and use properties of congruent and similar solids.

12. Circles
The student will:
a. Determine the center of a given circle. Given three points not on a line, construct the circle that passes through them. Construct tangents to circles. Circumscribe and inscribe circles about and within triangles and regular polygons.
b. Define and identify: circumference, radius, diameter, arc, arc length, chord, secant, tangent, and concentric circles.
c. Prove theorems related to circles, including related angles, chords, tangents, and secants.
d. Given the center and the radius, find the equation of a circle in the coordinate plane or given the equation of a circle in center-radius form, state the center and the radius of the circle.
e. Given the equation of a circle in center-radius form or given the center and the radius of a circle, sketch the graph of the circle.

C. Course Outline
1. Tools of Geometry
   a. Nets and Drawings for Visualizing Geometry
   b. Points, Lines, and Planes
   c. Measuring Segments
   d. Measuring Angles
   e. Exploring Angle Pairs
   f. Basic Constructions
   g. Midpoint and Distance in the Coordinate Plane
   h. Perimeter, Circumference, and Area
2. Reasoning and Proof
   a. Patterns and Inductive Reasoning
   b. Conditional Statements
   c. Biconditionals and Definitions
   d. Deductive Reasoning
   e. Reasoning in Algebra and Geometry
   f. Proving Angles Congruent
3. Parallel and Perpendicular Lines
   a. Lines and Angles
   b. Properties of Parallel Lines
   c. Proving Lines Parallel
   d. Parallel and perpendicular Lines
   e. Parallel Lines and Triangles
   f. Constructing Parallel and Perpendicular Lines
   g. Equations of Lines in the Coordinate Plane
   h. Slopes of Parallel and Perpendicular Lines
4. Congruent Triangles
   a. Congruent Figures
   b. Triangle Congruence by SSS and SAS
   c. Triangle Congruence by ASA and AAS
   d. Using Corresponding Parts of Congruent Triangles
   e. Isosceles and Equilateral Triangles
   f. Congruence in Right Triangles
   g. Congruence in Overlapping Triangles
5. Relationships Within Triangles
   a. Midsegments of Triangles
   b. Perpendicular and Angle Bisectors
   c. Bisectors in Triangles
   d. Medians and Altitudes
   e. Indirect Proof
   f. Inequalities in One Triangle
   g. Inequalities in Two Triangles
6. Polygons and Quadrilaterals
   a. The Polygon-Angle Sum Theorems
   b. Properties of Parallelograms
c. Proving that a Quadrilateral Is a Parallelogram
d. Properties of Rhombuses, Rectangles, and Squares
e. Conditions for Rhombuses, Rectangles, and Squares
f. Trapezoids and Kites
g. Polygons in the Coordinate Plane
h. Applying Coordinate Geometry
i. Proofs Using Coordinate Geometry

7. Similarity
   a. Ratios and Proportions
   b. Similar Polygons
   c. Proving Triangles Similar
d. Similarity in Right Triangles
   e. Proportions in Triangles

8. Right Triangles and Trigonometry
   a. The Pythagorean Theorem and Its Converse
   b. Special Right Triangles
c. Trigonometry
d. Angles of Elevation and Depression
   e. Vectors

9. Transformations
   a. Translations
   b. Reflections
c. Rotations
d. Symmetry
e. Dilations
f. Compositions of Reflections
g. Tessellations

10. Area
    a. Areas of Parallelograms and Triangles
    b. Areas of Trapezoids, Rhombuses, and Kites
c. Areas of Regular Polygons
d. Perimeters and Areas of Similar Figures
e. Trigonometry and Area
f. Circles and Arcs
g. Areas of Circles and Sectors
   h. Geometric Probability

11. Surface Area and Volume
    a. Space Figures and Cross Sections
    b. Surface Areas of Prisms and Cylinders
c. Surface Areas of Pyramids and Cones
d. Volumes of Prisms and Cylinders
e. Volumes of Pyramids and Cones
    f. Surface Areas and Volumes of Spheres
g. Areas and Volumes of Similar Solids

12. Circles
    a. Tangent Lines
    b. Chords and Arcs
c. Inscribed Angles
d. Angle Measures and Segment Lengths
e. Circles in the Coordinate Plane
f. Locus: A Set of Points
V. Science
A. Textbooks/Curriculum:
B. Educational Goals
   Amplify Science: Florida Edition is a blended science curriculum for grades 6–8 built specifically to meet 100 percent of the Next Generation Sunshine State Standards for Science. A blend of digital learning tools and physical materials, the multimodal program includes: hands-on activities, scientific texts, robust simulations, engaging media, and physical and digital models. With Amplify Science: Florida Edition, students learn to talk, read, write, think, and argue like real scientists and engineers through investigations of real-world problems and scientific phenomena, gaining the skills needed to master the NGSSS for Science.
   Eighth grade students participate in the annual Spanish River Christian School Science Fair where they are asked to conduct a scientific experiment and report their results via a display board, a brief oral presentation to judges, and a formal research paper.
C. Educational Objectives
   In each Amplify Science: Florida Edition unit, students:
   1. Are asked to inhabit the role of a scientist or engineer in order to investigate a real-world question or problem. These real-world problems provide relevant, 21st-century contexts through which students will investigate different scientific phenomena.
   2. Students work to define the problem and collect evidence from multiple sources and through a variety of modalities, ensuring that students have multiple vehicles through which to develop and articulate their understanding of science concepts.
   3. Over the course of the unit, students move back and forth between firsthand investigation to secondhand analysis and synthesis, developing an increasingly complex understanding and gaining the ability to give increasingly sophisticated explanations of the problem at hand.
   4. Finally, at the end of the unit, students are presented with a brand-new problem, giving them an opportunity to take what they've learned over the course of the unit thus far and apply it to this new context.
D. Course Outline
   Physical Science
   1. Launch Unit:
      a. Harnessing Human Energy: Energy-harvesting backpacks, rocking chairs, and knee braces are just a few of the devices that have been created to capture human energy and use it to power electrical devices. Students assume the role of student energy scientists in order to help a team of rescue workers find a way to get energy to the batteries in their equipment during rescue missions. To do so, students learn about potential and kinetic energy, energy conversions, and energy transformations.
a. **Force and Motion:** In the role of student physicists, students help solve a physics mystery from outer space. A pod returning with asteroid samples should have stopped and docked at the space station. Instead it is now moving back away from the station, and the video feed showing what happened in the seconds during which it reversed direction has been lost. Did the pod reverse before it got to the space station or hit the station and bounce off? Students explore principles of force, motion, mass, and collisions as they solve this mystery.

b. **Magnetic Fields:** As student physicists consulting for the fictional Universal Space Agency, students work to understand the function of a magnetic spacecraft launcher (a simplified version of real technology currently under development). In particular, they seek to explain why a particular test launched the spacecraft much faster than expected. To do this, they investigate how magnets move some objects at a distance, the source of the energy for that movement, and what causes differences in energy and forces involved.

c. **Thermal Energy:** In their role as student thermal scientists, students work with the principal of a fictional school, Riverdale School, in order to help the school choose a new heating system. They compare a system that heats a small amount of water with one that uses a larger amount of cooler groundwater. Students discover that observed temperature changes can be explained by the movement of molecules, which facilitates the transfer of kinetic energy from one place to another. As they analyze the two heating system options, students learn to distinguish between temperature and energy, and to explain how energy will transfer from a warmer object to a colder object until the temperature of the two objects reaches equilibrium.

d. **Phase Change:** Taking on the role of student chemists working for the fictional Universal Space Agency, students investigate the mystery of a disappearing methane lake on Titan. One team of scientists at the Universal Space Agency claims that the lake evaporated while the other team of scientists claims that the lake froze. The students’ assignment is to determine what happened to the lake. They discover what causes phase changes, including the role of energy transfer and attraction between molecules.

e. **Chemical Reactions:** In the role of student chemists, students explore how new substances are formed as they investigate a problem with the water supply in the fictional town of Westfield. They analyze a brown substance that is in the water, the iron that the town’s pipes are made of, and a substance from fertilizer found to have contaminated the wells that are the source of the town’s water, and use their findings to explain the source of the contaminating substance.

f. **Light Waves:** Australia has one of the highest skin cancer rates in the world: More than half of the people who live there will be diagnosed with skin cancer in their lifetime. In their role as student spectroscopists, students gain a deeper understanding of how light interacts with materials and how these interactions affect our
world, from the colors we see to changes caused by light from the sun, such as warmth, growth, and damage. Students use what they learn about light to explain the causes of Australia’s skin cancer problem.

3. Engineering Internship Unit:
   a. **Phase Change Engineering Internship**: Students act as chemical engineering interns to design an incubator for low-birthweight babies. Phase change materials (PCMs) are substances that store and release large amounts of energy during the phase changes of melting and freezing. Since they can easily be reused, PCMs are useful for everyday situations that require temperature control. Students select a combination of PCMs and an insulating lining material, applying concepts about phase change and energy transfer. These plans must meet three design criteria: 1) keeping the baby’s average temperature as close as possible to 37 degrees Celsius; 2) minimizing the time the baby spends outside the healthy temperature range; and 3) minimizing costs so as many babies can be helped as possible. Students focus on the practice of using models while designing solutions to deepen their understanding of phase change; students also consider the flow of energy and how it affects the matter in their designs.

E. Dissection of Shark
   Students work with a partner dissecting a small dogshark. Students examine the following:
   - Circulatory System
   - Digestive System
   - Skeletal System

VI. Social Studies


B. Educational Goals
   The eighth grade social studies curriculum presents a chronological history of the United States, from its beginnings to the present. Important issues such as foraging a national identity from a multicultural population, strengthening democratic institutions, building our economy, managing and respecting the environment, and developing a global perspective are emphasized. Primary sources are utilized to help students grasp the larger patterns of history. Specific skills lessons are included throughout each unit. Interdisciplinary connections are made in conjunction with six subjects: the Arts, the Sciences, Geography, the World, Economics, and Civics.

D. Educational Objectives
   In this curriculum the student will:
   1. Compare similarities and differences in the way groups, societies, and cultures meet human needs and concerns.
   2. Explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
3. Explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture.

4. Explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs.

5. Articulate the implications of cultural diversity, as well as cohesion, within and across groups.

6. Demonstrate an understanding that different scholars may describe the same event or situation in different ways but must provide reasons or evidence for their views.

7. Identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.

8. Identify and describe selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems, and others.

9. Identify and use processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality.

10. Create, interpret, use, and distinguish various representations of the earth such as maps, globes, and photographs.

11. Use appropriate resources, data sources, and geographic tools such as aerial photographs, satellite images, geographic information systems (GIS), map projections, and cartography to generate, manipulate, and interpret information such as atlases, databases, grid systems, charts, graphs, and maps.

12. Describe ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, and national, and global settings.

13. Identify and describe ways regional, ethnic, and national cultures influence individuals’ daily lives.

14. Identify and interpret examples of stereotyping, conformity, and altruism.

15. Work independently and cooperatively to accomplish goals.

16. Demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups.

17. Apply knowledge of how groups and institutions work to meet individual needs and promote the common good.

18. Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.

19. Describe the purpose of government and how its powers are acquired, used, and justified.

20. Explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.

21. Describe and analyze the role of technology in communications, transportation, information processing, weapon development, or other areas as it contributes to or helps resolve conflict.

22. Explain and apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems.

23. Describe the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.

24. Explain the difference between private and public goods and services.
25. Describe examples in which values, beliefs, and attitudes have been influenced by new scientific and technological knowledge, such as the invention of the printing press, conceptions of the universe, applications of atomic energy, and genetic discoveries.

26. Explain the need for laws and policies to govern scientific and technological applications, such as the safety and well-being of workers and consumers and the regulation of utilities, radio, and television.

27. Analyze examples of conflict, cooperation, and interdependence among groups, societies, and nations.


29. Examine the origins and continuing influence of key ideals of the democratic republication form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.

30. Identify and interpret sources and examples of the rights and responsibilities of citizens.

D. Course Outline
1. Unit 1: The Americas: Worlds Meet
   • Colonial America
     a. Early English Settlements
     b. New England Colonies
     c. Middle Colonies
     d. Southern Colonies
   • Growth of the Thirteen Colonies
     a. Life in the Colonies
     b. Government, Religion, Culture
     c. France and Britain Clash
     d. The French and Indian War

2. Unit 2: Creating a Nation
   • The Spirit of Independence
     a. Taxation Without Representation
     b. Building Colonial Unity
     c. A Call to Arms
     d. Moving Toward Independence
   • The American Revolution
     a. The Early Years
     b. The War Continues
     c. The War Moves West and South
     d. The War is Won
   • A More Perfect Union
     a. The Articles of Confederation
     b. Convention and Compromise
     c. A New Plan of Government

3. Unit 3: Launching the Republic
   • The Federalist Era
     a. The First President
     b. Early Challenges
     c. The First Political Parties
   • The Jefferson Era
a. The Republications Take Power  
b. The Louisiana Purchase  
c. A Time of Conflict  
d. The War of 1812  
• Growth and Expansion  
a. Economic Growth  
b. Westward Bound  
c. Unity and Sectionalism  
4. Unit 4: Nationalism and Sectionalism  
• The Jackson Era  
a. Jacksonian Democracy  
b. Conflicts Over Land  
c. Jackson and the Bank  
• Manifest Destiny  
a. The Oregon Country  
b. Independence for Texas  
c. War with Mexico  
d. California and Utah  
• North and South  
a. The North’s Economy  
b. The North’s People  
c. Southern Cotton Kingdom  
d. The South’s People  
• The Age of Reform  
a. Social Reform  
b. The Abolitionists  
c. The Women’s Movement  

5. Unit 5: Civil War and Reconstruction  
• Toward Civil War  
a. Slavery and the West  
b. A Nation Dividing  
c. Challenges to Slavery  
d. Secession and War  
• The Civil War  
a. The Two Sides  
b. Early Stages of the War  
c. Life During the War  
d. The Strain of War  
e. The War’s Final Stages  
• Reconstruction and the New South  
a. Reconstruction Plans  
b. Radicals in Control  
c. The South During Reconstruction  
d. Change in the South  
6. Unit 6: Reshaping the Nation  
• Opening the West  
a. The Mining Booms  
b. Ranchers and Farmers
c. Native and American Struggles
d. Farmers in Protest

- The Industrial Age
  a. Railroads Lead the Way
  b. Inventions
  c. An Age of Big Business
  d. Industrial Workers

- An Urban Society
  a. The New Immigrants
  b. Moving to the City
  c. A Changing Culture

7. Unit 7: Reform and Empire
- The Progressive Era
  a. The Progressive Movement
  b. Women and Progressives
  c. Progressive Presidents
  d. Excluded From Reform

- Rise to World Power
  a. Expanding Horizons
  b. Imperialism in the Pacific
  c. Spanish-American War
  d. Latin American Policies

- World War I
  a. War in Europe
  b. America’s Road to War
  c. Americans Join the Allies
  d. The War at Home
  e. Searching for Peace

8. Unit 8: Change and Conflict
- The Jazz Age
  a. Time of Turmoil
  b. Desire of Normalcy
  c. A Booming Economy
  d. The Roaring Twenties

- The Depression and the New Deal
  a. The Great Depression
  b. Roosevelt’s New Deal
  c. Life During the Depression
  d. Effects of the New Deal

- America and World War II
  a. The Road to War
  b. War Begins
  c. On the Home Front
  d. War in Europe and Africa
  e. War in the Pacific

9. Unit 9: Challenges at Home and Abroad
- The Cold War Era
  a. Cold War Origins
  b. Postwar Politics
c. The Korean War
d. America in the 1950’s

- The Civil Rights Era
  a. The Civil Rights Movement
  b. Kennedy and Johnson
  c. The Struggle Continues
  d. Other Groups Seek Rights

- The Vietnam Era
  a. Kennedy’s Foreign Policy
  b. War in Vietnam
  c. The Vietnam Years at Home
  d. Nixon and Vietnam

10. Unit 10: America in a Modern Era
- America in the 1970’s
  a. Nixon’s Foreign Policy
  b. Nixon and Watergate
  c. The Carter Presidency

- New Challenges
  a. The Reagan Presidency
  b. The Bush Presidency
  c. A New Century
  d. The War on Terror
  e. Challenges Ahead
LIFE SKILLS CURRICULUM GUIDE

Grades 6, 7, and 8

A. Textbooks
   The Holy Bible, NIV Version
   Cook, Bruce, Choosing the Best Way, Choosing the Best LLC, 2008
   Cook, Bruce, Choosing the Best Path, Choosing the Best LLC, 2008
   Cook, Bruce, Choosing the Best Life, Choosing the Best LLC, 2008

Recommended Parent Resource
   Cook, Bruce, Parents, Teens, and Sex: The Big Talk Book Ten Steps to Empower Your Teen to Choose the Best—Abstinence Until Marriage, 2008.

B. Educational Goals
   The Life Skills curriculum is designed to equip middle school students to live their lives in the spiritual, social, and physical arenas in accordance with Godly biblical truths. We realize that some of this material is of a sensitive nature; however, we believe that it is our responsibility as Christian educators and parents to provide our children with a solid basis for making life choices. All content promotes abstinence, is taught from a biblical perspective, and has been approved by the SRCS School Board. Boys and girls are separated for these lessons, which are taught by teachers who exemplify a strong Christian walk. In addition, members of the Administrative Team, the Spanish River Church Pastoral Staff, and the School Nurse provide supplementary instruction.

   Prior to beginning any portion of the Life Skills Curriculum, a Parent Preparation Education Program is provided. As a result of this program, parents learn first-hand what their children are receiving and will be empowered to more actively participate in the process. The Parent Resource Book, Parents, Teens, and Sex: The Big Talk Book Ten Steps to Empower Your Teen to Choose the Best—Abstinence Until Marriage will be available for parents to purchase at this presentation. All curriculum materials will also be available for parents to preview. Parents must sign a permission slip in order for their child to participate in the Life Skills Modules.

   In sixth and seventh grades, two week-long Life Skills modules are included as part of the Physical Education curriculum. One module is offered during the first semester, with the second module taking place during the second semester. In eighth grade, beginning in October, the Life Skills Curriculum is included as a weekly part of the Bible Curriculum.

   The primary component of this curriculum is based on the “Choosing the Best” curriculum, which is a national leader in abstinence-focused sex and relationship education. This research-based, medical learning model motivates students through relationship education, refusal-skill coaching, biblical character education, and parent-teen interviews. Additional supplementary material is available and is implemented as the need arises. “Choosing the Best” uses a teaching approach that moves students from a cognitive understanding of the facts to a personal awareness that leads to changed behavior. Each lesson encourages students to think about critical issues that affect them, and helps them apply biblical insights in their own lives. Lessons include the following segments:
• Video or Case Study
• Discussion
• Presentation of Key Teaching Points
• Activities
• Personal Application

C. Educational Objectives (Including Course Outline) for Choosing the Best Curriculum – Grades 6, 7, and 8

Grade 6 – Choosing the Best Way
This curriculum gives students age-appropriate insight into what is happening to their changing bodies and emotions, explores their new interest in the opposite sex, and teaches abstinence as not only God’s way, but also the best way.

1. Unit 1 – Deciding on Your Future.
   b. Making the Best Decisions
   c. What Is a Goal?
   d. Building Christian Character: Determination
2. Unit 2 – Figuring Out Friendships and Relationships
   a. “Friends” Video Segment
   b. Qualities of a Good Friend
   c. Getting to Know Guys and Girls
   d. Are Relationships Crushes, Infatuation, or Live?
   e. Building Christian Character: Respect
3. Unit 3 – Avoiding Unhealthy Relationships
   a. “Four Teens Tell Their Stories” Video Segment
   b. Preventing Sexual Abuse
   c. Identifying Emotional Needs
   d. I AM a Totally Unique, One-of-a-kind Child of God
   e. Building Christian Character: Self-Respect
4. Unit 4 – Identifying the Risks
   a. “Identifying the Risks” Video Segment
   b. Risk # 1 Teen Pregnancy
   c. Risk # 2 Emotional Effects
   d. Risk # 3 Sexually Transmitted Diseases
   e. Building Christian Character: Compassion
5. Unit 5 – Choosing the Best Way
   a. “Choosing Abstinence Until Marriage” Video Segment
   b. Marriage – God’s Plan for Marriage
   c. Marriage—The Benefits of Waiting
   d. Being Abstinent Until Marriage
   e. Choosing Abstinence Pledge
   f. Building Christian Character: Making Healthy Choices
6. Unit 6 – Learning How to Say NO
   a. “Taking a Stand” Video Segment
   b. The Dangers of Alcohol
   c. Step 1 – Set It! The Need to Set Boundaries
   d. Step 2 – Say It! The Need to Speak Up
   e. Step 3 – Show It! The Need to Be Assertive
   f. Building Christian Character: Courage
Grade 7 – Choosing the Best Path
This curriculum captivates middle school students. After students are challenged to make a commitment to sexual purity, additional lessons help them learn how to stay committed to God’s path, the best path.

1. Unit 1 – Sex: Everybody’s Talking About It
   a. “What Teens Think About Sex” Video Segment
   b. “Why Do I Hurt Inside?” Video Segment
   c. The Emotional Consequences
   d. Christian Character Application: Self Respect
2. Unit 2 – The Risks of STDs and HIV/AIDS
   a. “It Couldn’t Happen to Me” Video Segment
   b. The Most Common STDs
   c. How STDs Are Spread
   d. Christian Character Application: Compassion
3. Unit 3 – Teen Pregnancy and “Safe Sex”?
   a. “Growing Up Too Quickly” Video Segment
   b. “What If We Get Pregnant?”
   c. God’s Plan for the Family
   d. What about “Safe or Safer Sex”?
   e. Christian Character Application: Responsibility
4. Unit 4 – Pressures to Be Sexually Active
   a. “Where’s the Pressure Coming From?” Video Segment
   b. The Big Four Pressures
   c. The Risks of Alcohol
   d. Christian Character Application: Respect
5. Unit 5 – Choosing the Best Path
   a. “Choosing Abstinence Until Marriage” Video Segment
   b. What Is Abstinence?
   c. Making the Choice to Be Abstinent
   d. Christian Character Application: Making Healthy Choices
6. Unit 6 – Set It! The Need for Boundaries
   a. “Developing the Best Relationships” Video Segment
   b. What Guys and Girls Are Looking For
   c. Infatuation or Love
   d. Setting Boundaries and God’s Commands
   e. Christian Character Application: Self-Discipline
7. Unit 7 – Say It! The Need to Speak Up
   a. “Learning How to Say NO” Video Segment
   b. Four Skills to Help You Say “NO”
   c. Christian Character Application: Courage
8. Unit 8 – Show It! The Need to Be Assertive
   a. “Being Assertive” Video Segment
   b. How to Be Assertive
   c. Assertiveness Role-plays
   d. Christian Character Application: Perseverance

Grade 8 – Choosing the Best Life
This high-impact curriculum for upper middle school students engages the heart as well as the head and teaches students that God’s Plan of abstinence is the best choice for life.

1. Unit 1 – Sex, Emotions and Self-Respect
a. “Guys vs. Girls” Video Segment
b. Guys and Girls Can View Sex Differently
c. Six Possible Emotional Consequences of Teen Sex
d. Christian Character Application: Sex and Self-Respect

2. Unit 2 – Sex, Alcohol and Respect
   a. “Sex and Alcohol Don’t Mix” Video Segment
   b. What Do You Know About “Date Rape’?”
   c. How Alcohol Affects a Young Person
   d. Christian Character Application: Sex and Respect

3. Unit 3 – Sex, STDs and Honesty
   a. “A Visit to a Microbiology Lab” Video Segment
   b. The Most Common STDs
   c. What About “Safe Sex”? 
   d. Christian Character Application: Sex and Honesty

4. Unit 4 – Sex, Pregnancy and Responsibility
   a. “Nicole and Raoul” Video Segment
   b. Reducing the Risk of Teen Pregnancy
   c. Choices and Consequences
   d. Christian Character Application: Sex and Responsibility

5. Unit 5 – Sex, HIV/AIDS and Compassion
   a. “A Life-Changing Visit to an AIDS Clinic” Video Segment
   b. What Happens If You Contract HIV
   c. Ten Common Myths
   d. Christian Character Application: Compassion

6. Unit 6 – Sex, Love and Choices
   a. “Choosing Abstinence” Video Segment
   b. Choosing the Best Life
   c. Infatuation or Love?
   d. Christian Character Application: Sex and Choices

7. Unit Seven – Sex, Limits and Self-Discipline
   a. “Dealing with Pressure” Video Segment
   b. Five Sources of Pressure
   c. Becoming Pressure-Proof
   d. Christian Character Application: Self-Discipline

8. Unit 8 – Sex, Saying “NO” and Courage
   a. “Taking A Stand” Video Segment
   b. Becoming Pressure-Proof
   c. Role-plays
   d. Christian Character Application: Sex and Courage

D. Additional 8th Grade Curriculum
Because the 8th Grade Life Skills Class meets weekly, additional resources are included.
In addition to supplementary materials, all 8th grade students utilize the ACSI curriculum,
How Far Can You Go?

This biblically-based curriculum offers principles for purity rather than rules for abstinence.
God is not just interested in what young people do, but in who they are. Purity requires
character development—becoming more like Christ—rather than behavior modification.
Students learn principles that can be applied to their lives regardless of the circumstances,
setting, or social climate and values. Units are as follows:
1. What Does God Think about Sex?
   a. Sex is good
   b. Sex is good in its proper place
   c. Sex is bad out of its proper place
2. What Should I Think about Sex?
   a. Sex begins in your mind
   b. Keeping your mental lines clean
3. How Far Is Too Far?
4. Why Should You Set Limits?
   a. Life—limits = destruction
   b. Flooding, fires, and other disasters
5. Miniskirts, Muscle-Shirts, and Skimpy Bikinis: Am I My Brother’s Keeper?
   a. Are boys different from girls?
   b. Respect and protect
6. Raising the Bar: What Standards Should I Set?
   a. Why should I set such high standards?
   b. How should I set and keep these standards?
7. What Should I Think about Myself?
   a. Representation
   b. Morality
   c. Protection
   d. Therefore, you are special
   e. If you are special, live like it
8. Is It Ever Too Late? Reclaiming Lost Ground
   a. Admit when you’re lost
   b. Have a goal
   c. Read the map
   d. Ask for help
   e. Start from where you are
   f. Let your mistakes help you
   g. Checkpoints for gaining a pure lifestyle
9. How Pure Is Pure? 99.5% Just Won’t Do!
   a. Just what is “purity”?
   b. Pushing the boundaries
10. Power for Purity
    a. He loves us
    b. He forgives us
    c. He empowers us
    d. New life in Christ

E. Additional Life Skills Resources for 8th Grade Boys
Morley, Patrick, The Young Man in the Mirror: A Rite of Passage into Manhood, B. & H. Publishing Group, 2003. (Used only with boys.)
This book, used only with boys, is written by a Christian author and relies on the Bible as ultimate truth. This book prepares young men to become the Christian men God intended for them to be. Units include:
1. Part 1: Becoming a Man
   a. You Are Not Alone
   b. Manhood: What Does It Mean to Be a Man?
2. Part 2: Direction
   a. Finding a "System" That Makes Sense of Your Life
   b. A Man's Identity
   c. A Man's Purpose
3. Part 3: Christianity
   a. The Story of Jesus
   b. Joining the Revolution
4. Part 4: Healthy Relationships
   a. Dating
   b. Sex
   c. Family Relationships
5. Part 5: Life Skills
   a. Becoming Independent
   b. How to Make Important Decisions
   c. Integrity and Other Values
   d. Your Secret Thought Life
   e. Suffering

F. Supplementary Resources and Units
   Adolescence: Growing and Changing, Glencoe
   Your Body Book, Macmillan/McGraw-Hill
   Your Relationships Book, Macmillan/McGraw-Hill

Reference Materials
Science Interactions, Course 3, Glencoe

Note: Charts specifying units and resources are on the following pages.
| I. The Secret of Self-Esteem | Glencoe, Adolescence: Growing and Changing, Lesson 1—You are Not Alone, pp. 1-6
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>A. How God made us</td>
<td>Dobson, Chapter 1, pp. 13-39</td>
</tr>
<tr>
<td>B. Body image</td>
<td>Genesis 1-2</td>
</tr>
<tr>
<td>C. Differences</td>
<td>1 Timothy 2:9</td>
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<tr>
<td>D. Dress</td>
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</table>

| II. Something Crazy Is Happening to My Body—Changes at Puberty | Glencoe, Adolescence: Growing and Changing, Lesson 3—Female Reproductive System, pp. 11-13
<table>
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<tbody>
<tr>
<td>A. Bodily changes</td>
<td>Glencoe, Adolescence: Growing and Changing, Lesson 4—Male Reproductive System, pp. 14-16</td>
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<tr>
<td>B. Hormonal changes</td>
<td>Glencoe, Adolescence: Growing and Changing, Lesson 2—Feeling Comfortable with Your Appearance, pp. 7-10</td>
</tr>
<tr>
<td>C. Menstruation</td>
<td>Meeks-Heit, Your Body Book, Female Body, pp. 18-35</td>
</tr>
<tr>
<td>D. Modesty</td>
<td>Meeks-Heit, Your Body Book, Male Body, pp. 36-53</td>
</tr>
<tr>
<td>E. God’s boundaries for our lives</td>
<td>Dobson, Chapter 3, pp. 63-72</td>
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<tr>
<td></td>
<td>Psalm 138:14</td>
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<tr>
<td></td>
<td>Genesis 1:26-31</td>
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<td></td>
<td>Genesis 2:4-9</td>
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<td>Genesis 2:25</td>
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<td>I Corinthians 6:15</td>
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<td>I Corinthians 6:18-20</td>
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<tr>
<td></td>
<td>Acts 10:14=15</td>
</tr>
<tr>
<td></td>
<td>Ezekiel 37</td>
</tr>
<tr>
<td></td>
<td>Human Biology and Health, pp. 182-184; pp. 174-176</td>
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<td>Science Interactions, Course 1, p. 290</td>
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<thead>
<tr>
<th>III. Decision Making</th>
<th>Meeks-Heit, Your Body Book, Chapter 5—Abstinence, pp. 72-80</th>
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</thead>
<tbody>
<tr>
<td>A. Ten Commandments</td>
<td>Meeks-Heit, Your Body Book, Chapter 4—Human Reproduction, pp. 54-71</td>
</tr>
<tr>
<td>B. Self-control</td>
<td>Dobson, Chapter 3, pp. 72-86</td>
</tr>
<tr>
<td>C. Dating</td>
<td>Exodus 20:1-17</td>
</tr>
<tr>
<td>D. Abstinence</td>
<td>Matthew 5:27-30</td>
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<tr>
<td>E. Intro to Human Reproduction</td>
<td>Exodus vv:14</td>
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<tr>
<th>Meeks-Heit, Your Body Book, Chapter 3, pp. 72-86</th>
<th>Exodus 20:1-17</th>
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<tr>
<td>Exodus vv:14</td>
<td>Leviticus 18:22</td>
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<tr>
<td>Genesis 19:1-11</td>
<td>I Corinthians 6:9-11</td>
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<tr>
<td>Galatians 5:22-26</td>
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# Grade 7
## Supplementary Units and Resources

<table>
<thead>
<tr>
<th>I. Decision Making</th>
<th>Meeks-Heit, <em>Your Relationships Book</em>, Chapters 1, 2, 3</th>
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<tbody>
<tr>
<td>A. Self-esteem</td>
<td>Dobson, Chapter 2, pp. 41-62</td>
</tr>
<tr>
<td>B. Modesty</td>
<td>1 Timothy 2:8</td>
</tr>
<tr>
<td>C. Dress</td>
<td>Matthew 5:27-30</td>
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<tr>
<td>D. Choices</td>
<td>Galatians 5:22-26</td>
</tr>
<tr>
<td>E. Ridicule</td>
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<tr>
<td>F. Eating disorders</td>
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<tr>
<td>G. Review male and female anatomy; puberty</td>
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<tr>
<td>D. Abstinence</td>
<td>Dobson, Chapter 4, pp. 87-114</td>
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<tr>
<td>D. Teen Pregnancy</td>
<td>Galatians 5:19-21</td>
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<td>Genesis 38:1-30</td>
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<td>Genesis 34:1-31</td>
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<td>Romans 13:113</td>
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<td>Acts 15:20</td>
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<td>2 Corinthians 10:8</td>
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<td><em>Science Interactions, Course 2</em>, p. 258</td>
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<tr>
<th>III. Reproduction</th>
<th>Meeks-Heit, <em>Your Relationships Book</em>, pp. 62-64; Abstinence and Marriage</th>
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</thead>
<tbody>
<tr>
<td>A. Abstinence</td>
<td>Meeks-Heit, <em>Your Relationships Book</em>, pp. 65-68; Teen Pregnancy</td>
</tr>
<tr>
<td>B. Marriage</td>
<td>Meeks-Heit, <em>Your Relationships Book</em>, Chapter 8; STD’s</td>
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<tr>
<td>C. Sexually Transmitted Diseases</td>
<td>Dobson, Chapter 4, pp. 87-18</td>
</tr>
<tr>
<td></td>
<td>Matthew 5:27-30</td>
</tr>
<tr>
<td></td>
<td>Exodus 20:14</td>
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<tr>
<td></td>
<td><em>Human Biology and Health</em>, pp. 168-173</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>IV. Tobacco, Drugs, Alcohol (Also included in the Health curriculum)</th>
<th>Romans 7:5</th>
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<tbody>
<tr>
<td>A. How God made us</td>
<td>1 Corinthians 15:33</td>
</tr>
<tr>
<td>B. Peer pressure</td>
<td>Proverbs 22:24-25</td>
</tr>
<tr>
<td>C. Avoidance of situations</td>
<td><em>Human Biology and Health</em>, p. 215</td>
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<td><em>Science Interactions Course 2</em>, pp. 240, 256, 258, 482, 501</td>
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</table>

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LS-8
# Grade 8

## Supplementary Units and Resources

| A. God’s Plan for Marriage | Dobson, Chapter 5, pp. 119-140  
|                           | Dobson, p. 109  
|                           | *Sex, Lies, and the Truth* (Film)  
|                           | Gospel Films – Film on STD’s  
|                           | Genesis 9:20-26  
|                           | I Corinthians 6:9-11  
|                           | Acts 10  
|                           | John 4  
|                           | 1 Timothy 2:9  
|                           | 1 Corinthians 7:1-11  
|                           | 1 Corinthians 6  
|                           | 1 Peter 3:1-7  
|                           | 1 Peter 3:1-7  
|                           | Ephesians 5:22=33  
|                           | Genesis 2:18-25  
|                           | Genesis 38:1-30  
|                           | Genesis 34:1-31  
|                           | Romans 13:13  
|                           | Acts 15:20  
|                           | Galatians 5:9-21  
|                           | *Science Interactions, Course 3*, pp. 392-393  
| 1. A Notion Called Emotion |  
| 2. Sexually Transmitted Diseases |  
| 3. Fallacies of safe sex |  
| 4. Sexual Sin |  
| 5. Modesty |  
| 6. Date Rape |  
| 7. Homosexuality |  
|                           |  
| B. Miracle of Life |  
| 1. Reproduction |  
| 2. Heredity |  
| 3. Pre-natal development |  
| 4. Abortion |  
|                           | Dobson, Chapters 6-7, pp. 141-187  
|                           | Isaiah 49:1  
|                           | Jeremiah 1:5  
|                           | Psalm 139:13  
|                           | Psalm 139:15-16  
|                           | *Human Biology and Health*, pp. 166-184  
|                           | *Science Interactions, Course 3*, Chapters 13 and 14 |
MIDDLE SCHOOL ENRICHMENT ROTATION

WRITING WORKSHOP – GRADE 6

A. Textbooks

Common Core Writing Companion Grade 6– Perfection Learning 2013

E-Library (online subscription available to all SRCS students)

B. Educational Goals for Writing

The content of the Common Core Writing Companion emphasizes the importance of drawing knowledge from sources and using such knowledge to express clear and concise ideas and opinions. The curriculum’s central focus is to build characteristics of good writing including development, organization, evidence, language and style, and proper grammar, spelling, and punctuation. The curriculum seeks to manifest the characteristics of good writing through five different types of writing: arguments, informative/explanatory texts, research reports, literary analyses, and narratives. The class is part of the middle school enrichment rotation for all sixth grade students.

C. Course Outline for Writing

Chapter 1. Characteristics of Good Writing
   Lesson 1. Development
   Lesson 2. Organization
   Lesson 3. Evidence
   Lesson 4. Language and Style
   Lesson 5. Conventions in Writing

Chapter 2. Writing an Argumentative Essay
   Lesson 1. Claims
   Lesson 2. Support for Claims
   Lesson 3. Interpreting a Source
   Lesson 4. How to Write an Argumentative Essay
   Lesson 5. You Try It

Chapter 3. Writing an Informative Essay
   Lesson 1. Thesis Statement
   Lesson 2. Support for the Thesis Statement
   Lesson 3. Analyzing Sources
   Lesson 4. How to Write an Informative Essay
   Lesson 5. You Try It

Chapter 4. Reporting on Research
   Lesson 1. Questions for Research
   Lesson 2. Relevant Information
   Lesson 3. Synthesis of Sources
   Lesson 4. How to Write a Research Report
   Lesson 5. You Try It

Chapter 5. Writing a Literary Analysis
   Lesson 1. Elements of a Literary Analysis
   Lesson 2. Evidence from Texts
   Lesson 3. How to Write a Literary Analysis
Lesson 4. You Try It
Chapter 6. Writing a Narrative
  Lesson 1. Engaging the Reader
  Lesson 2. Narrative Techniques
  Lesson 3. Sequence of Events
  Lesson 4. Descriptive Language
  Lesson 5. Conclusion
  Lesson 6. How to Write a Narrative
  Lesson 7. You try It
Chapter 7. Tips for Success
  Lesson 1. Ten Tips for Quick Revision
  Lesson 2. General Test-Taking Tips
  Lesson 3. Tips for Speaking and Listening
MIDDLE SCHOOL ENRICHMENT ROTATION

WRITING WORKSHOP – GRADE 7

A. Textbooks
   Common Core Writing Companion Grade 7 – Perfection Learning 2013
   E-Library (online subscription available to all SRCS students)

B. Educational Goals for Writing Workshop
The content of the Common Core Writing Companion emphasizes the importance of drawing knowledge from sources and using such knowledge to express clear and concise ideas and opinions. The curriculum’s central focus is to build characteristics of good writing including development, organization, evidence, language and style, and proper grammar, spelling, and punctuation. The curriculum seeks to manifest the characteristics of good writing through five different types of writing: arguments, informative/explanatory texts, research reports, literary analyses, and narratives. The class is part of the middle school enrichment rotation for all seventh grade students.

C. Course Outline for Writing
   Chapter 1. Characteristics of Good Writing
      Lesson 1. Development
      Lesson 2. Organization
      Lesson 3. Evidence
      Lesson 4. Language and Style
      Lesson 5. Conventions in Writing
   Chapter 2. Writing an Argumentative Essay
      Lesson 1. Claims
      Lesson 2. Support for Claims
      Lesson 3. Interpreting a Source
      Lesson 4. How to Write an Argumentative Essay
      Lesson 5. You Try It
   Chapter 3. Writing an Informative Essay
      Lesson 1. Thesis Statement
      Lesson 2. Support for the Thesis Statement
      Lesson 3. Analyzing Sources
      Lesson 4. How to Write an Informative Essay
      Lesson 5. You Try It
   Chapter 4. Reporting on Research
      Lesson 1. Questions for Research
      Lesson 2. Relevant Information
      Lesson 3. Synthesis of Sources
      Lesson 4. How to Write a Research Report
      Lesson 5. You Try It
   Chapter 5. Writing a Literary Analysis
      Lesson 1. Elements of a Literary Analysis
      Lesson 2. Evidence from Texts
      Lesson 3. How to Write a Literary Analysis
Lesson 4. You Try It

Chapter 6. Writing a Narrative
  Lesson 1. Engaging the Reader
  Lesson 2. Narrative Techniques
  Lesson 3. Sequence of Events
  Lesson 4. Descriptive Language
  Lesson 5. Conclusion
  Lesson 6. How to Write a Narrative
  Lesson 7. You try It

Chapter 7. Tips for Success
  Lesson 1. Ten Tips for Quick Revision
  Lesson 2. General Test-Taking Tips
MIDDLE SCHOOL ENRICHMENT ROTATION

COMPUTER CURRICULUM – GRADE 6

A. Software
   1. Microsoft Windows 7 Professional
   2. Microsoft Word 2013
   3. Google Chrome
   4. Microsoft PowerPoint 2013
   5. Second Nature Learning, QwertyTown Typing Software
   6. Tynker Coding
   7. Google Suite

B. Educational Goals
   1. The student will be comfortable using the basic functions of Microsoft Windows and Google, word processing, and presentation tools for school or home multi-media projects.
   2. The student will understand the rules and considerations for ethical use of computers.
   3. The student will have a basic understanding of how computers work, including the identification of major internal components.
   4. Students will learn the basics of building, programming, and running a Robot using Lego Educations software EVS kit.
   5. The student will have a basic knowledge of the structure and function of a network.
   6. The student will learn how to create and manage folders and files on the network.
   7. The student will understand the importance of not giving out personal information on the Internet.
   8. The student will know basic rules for safe use of the Internet.
   9. The student will be able to search the Internet for web research and be able to identify reliable sources.
   10. The student will have a basic understanding of the World Wide Web.
   11. The student will complete individualized, self-paced, keyboarding lessons to enhance their keyboarding proficiency.
   12. Students will get introduced to basic visual programming as they create interactive stories, design animations, and make mini-games in Tynker’s game-like interface.

C. Course Outline
   1. Provide a hands-on introduction to current computer productivity applications, technology, and concepts.
   2. Review and practice word processing
   3. Understand the terminology and functions of hardware
   4. Understand how computers work – basic parts and architecture
   5. Learn how to operate Microsoft Windows
   6. Manage files and folders
   8. Create presentations with Microsoft PowerPoint
   9. Understand computer ethics including copyrights, licenses, information privacy, security, and computer crimes
10. Learn Internet terms and concepts including URLs and search tools.
11. Learn World Wide Web terms and concepts
12. Learn to cite web references
13. Take digital photos
14. Modify digital photos using Paint
15. Learn to identify the danger signs of possible online predators
16. Learn the importance of never giving out personal information or pictures online
17. Practice keyboarding skills to enhance their keyboarding proficiency.
18. Progress through interactive coding tutorials, solve coding puzzles, follow along to build their own coding project, and take interactive coding quizzes.
MIDDLE SCHOOL ENRICHMENT ROTATION

COMPUTER CURRICULUM – GRADE 7

A. Software
- Microsoft Windows 7 Professional
- Microsoft Office 2013 (Word, PowerPoint, Excel, Publisher)
- Google Chrome
- Google Earth
- Microsoft Paint
- Tynker Coding
- Google Suite
- Tinker CAD
- UP Mini 3D Software

B. Educational Goals and Objectives
1. The student will be able to use word processing, spreadsheet, database, desktop publishing, and multimedia applications to complete various interdisciplinary projects and activities related to the central theme of this course, “creating the next great American theme park.”
2. The student will become familiar with some of the latest innovations related to computer technology such as 3D Printing. Students will use CAD software for designing 3D objects and Slicer software for printing the 3D objects
3. The student will be familiar with terminology associated with the applications mentioned in the previous goal.
4. The student will enhance their Internet research skills.
5. The student will have a basic knowledge of the structure and function of a network.
6. The student will learn how to create and manage folders and files on the network.
7. The student will understand the importance of not giving out personal information on the Internet.
8. The student will know basic rules for safe use of the Internet.
9. The student will be able to search the Internet for web research and be able to identify reliable sources.
10. The student will have a basic understanding of the World Wide Web and how web pages are constructed.
11. The student will be able to determine what Microsoft Office application to use for completing different tasks.
12. Students will get introduced to basic visual programming as they create interactive stories, design animations, and make mini-games in Tynker’s game-like interface.

C. Course Outline
1. Word Processing
   - Using tables to organize information
   - Block style letter using database fields
   - Mail Merge
2. Spreadsheet
   - Introduction to spreadsheets and related terminology

6/7 Enrichment-7
• Spreadsheet activities using calculations and functions
• Start-up cost spreadsheet to calculate cost of theme park
• Integrating word processor and spreadsheets using print merge

3. Database
• Introduction to databases and related terminology
• Creating, editing, and printing databases

4. Internet
• Research topic related to another subject area
• Web site reliability test
• Using an Internet site to locate plot of land via satellite images and aerial photographs

5. Multimedia Programs
• Introduction to multimedia programs and related terminology
• Creating, editing and printing PowerPoint presentations
• Presenting PowerPoint presentations to class

6. Desktop Publishing
• Editing and printing desktop publishing document

7. Website
• Introduction to websites and related terminology
• Creating website using desktop publishing software
• Editing and printing web pages
• Inserting navigation bars and hyperlinks on web pages
PHYSICAL EDUCATION CURRICULUM 6 AND 7

I. Physical Education Grades 6-7

A. Textbook
   1. Spark-Physical Education Program Middle School (Grades 6-8),
      The Spark Programs, 2008

B. Educational Goals
   1. Relating to others
      a. Cooperation
      b. Tagging vs. grabbing
      c. Partners
   2. Creative
      a. Motor proficiency
      b. Play
      c. Cooperative challenges
   3. Intellectual
      a. Knowledge
      b. Understanding
   4. Decisional
      a. Choices
      b. Commitments
   5. Physical fitness
      a. Importance of fitness for good health

C. Educational Objectives
   1. Introduction
      a. The student will develop and demonstrate an understanding of the importance of
         physical fitness.
      b. The student will develop and demonstrate social and personal skills learning to
         share, cooperate, take turns, and experience personal success through movement.
   2. ASAP
      a. The student will participate in brief, enjoyable, warm-up activities played prior
         to the main activity of the day.
   3. Fitness
      a. The student will participate in games practicing 5 important components of fitness
         developing aerobic capacity, muscular strength, muscular endurance, and
         flexibility.
   4. Basketball
      a. The students will practice, develop, and apply skills such as dribbling, passing,
         pivoting, and shooting as well as offensive and defensive strategies required for
         successful game play.
   5. Cooperatives
      a. The student will demonstrate the ability to move rigorously, work in pairs and
         and groups, and improve in physical skills and fitness levels.
   6. Dance
      a. The student will practice and participate in a variety of dances which will engage
the student mentally, physically, and socially.

b. The student will develop and enhance rhythm and timing, creative expression, and fitness.

7. Flying Disc
   a. The student will develop, practice, and apply skills such as backhand, forehand, and hammer throws, 1-handed catch and 2-handed catch, clap catch, as well as offensive and defensive strategies required for successful game play.

8. Football
   a. The student will practice, develop, and apply spot specific skills such as throwing receiving, pitching, ball carrying, punting and flag pulling; as well as offensive and defensive strategies required for successful game play

9. Golf
   a. The student will learn, practice, develop and apply skills used in golf.

10. Handball
    a. The student will practice, develop and apply skills such as the overhand, sidearm, and underhand strokes, the serve, and advanced shots like the kill, the tap, the fist, and the fly, as well as strategies used in singles and doubles play.

11. Hockey
    a. The student will practice develop, and apply skills such as dribbling, passing, trapping, shooting, faking, and using V-cuts; as well as offensive and defensive strategies required for successful game play.

12. Jump rope
    a. The student will practice and develop fundamental skills building aerobic capacity, bone density, muscular endurance, and body composition.

13. Racquets and Paddles
    a. The student will participate, develop, and apply striking skills such as the forehand stroke, backhand stroke, lob and serve, along with skills and strategies used in singles and doubles play.

14. Soccer
    a. The student will practice, develop, and apply skills such as ball-handling, dribbling, passing, trapping, and shooting; as well as offensive and defensive strategies required for successful game play.

15. Softball
    a. The student will practice, develop, and apply skills such as throwing, catching, pitching, batting and fielding.

16. Stunts and Tumbling
    a. The student will develop muscular coordination and overall body management practicing basic skills and positions, supports, basic balances, jumping, and landing.

17. Track and Field
    a. The student will practice and develop jumping, throwing, and running skills including long jump, triple jump, sprinting, relays, and middle distance running.

18. Volleyball
    a. The student will practice, develop, and apply volleyball specific skills such as the forearm pass, overhead pass, underhand and overhand serves, as well as offensive and defensive strategies required for successful game play.

19. World Games
    a. The student will learn and practice games and traditions from other cultures.
    b. The student will develop an appreciation for global diversity in a physical activity setting recognizing the diverse aspects of different communities and their unique contribution to society.
D. Course Outline
   1. Introduction
   2. ASAP
   3. Fitness
   4. Basketball
   5. Cooperatives
   6. Dance
   7. Flying Disc
   8. Football
   9. Golf
  10. Handball
  11. Hockey
  12. Jump Rope
  13. Racquets and Paddles
  14. Soccer
  15. Softball
  16. Stunts and Tumbling
  17. Track and Field
  18. Volleyball
  19. World Games
OVERVIEW OF EIGHTH GRADE ELECTIVES

Students in Eighth Grade have options for Enrichment Rotation; consequently these classes are referred to as “Eighth Grade Electives.” In addition, Eighth Grade students can avail themselves of the electives that are offered to the entire Middle School during Period 8.

At the conclusion of the Seventh Grade year, returning students select whether they wish to take Spanish I, Art, Physical Education, or Computer. Those students who elect to take Spanish I have no additional choices, as Spanish I meets five days per week for the entire school year. Students who develop proficiency in Spanish I are awarded a high school credit for the course.

Students who do not elect Spanish I can create a schedule that permits them to take all three of the remaining courses. Students can also choose to take either Art or Physical Education for the entire school year. Computer class is only offered for one marking period, but any student not enrolled in Spanish I is eligible to select Computer as part of his/her Eighth Grade Elective classes. By providing these options, Eighth Grade students have the opportunity to create a schedule that meets their individual needs and interests.
EIGHTH GRADE ELECTIVES

ART CURRICULUM – GRADE 8


II. Educational Goals

This course is available as an elective for students in eighth grade. The class meets five days per week/forty-five minutes per day. Students may enroll in this class for one or more marking periods.

Middle school class projects are given to show individuality on different levels of ability. All art projects incorporate the principles and elements of design, line, shape, form, texture, color, balance, and unity.

III. Educational Objectives

A. Aesthetic Perception of Art
   1. The student will understand that aesthetics is the study of the nature of beauty and art.
   2. The student will learn that the purpose of art is to create beauty or beautifully organized arrangements of the elements of art.
   3. The student will know that art can imitate reality.
   4. The student will understand that art is a strong means to communicate ideas and emotions.

B. Art Criticism
   1. The student will focus each lesson on a work of Art created by artist from many cultures and time periods.
   2. The student will learn to objectively study their own art projects.
   3. The student will use a higher-level method of thinking about concepts as they expand their perceptive, analytical, interpretive, and aesthetic valuing abilities.
   4. The student will be able to study a work of Art using a four step sequential method to evaluate and express an aesthetic judgment as students describe, analyze, interpret, and decide about given questions and conversations regarding works of Art.

C. Art History and Culture
   1. The student will learn about the history of world Art and the people who created it as they are given information about featured works of Art in each lesson.
   2. The student will observe masterpieces from many countries and cultures.

D. Art Production or “Creative Expression”
   1. The student will participate in hands-on Art productive activities.
   2. The student will review the Art concepts that are presented in each lesson.
3. The student will integrate the verbal and visual concepts during the creative manipulation of Art materials.
4. The student will be given ample time to complete each “Creative Expression”.
5. The student will learn to assess their own work and the Art work of their classmates.

E. “Glasses of Scripture”
   1. The student will integrate Scriptural truth into all disciplines of the Art Curriculum.
   2. The student will know that Scripture is the foundation of all knowledge.
   3. The student will be encouraged to come to Jesus as their Lord and Savior, and to live according to the teachings of Scripture.

F. Educational and Service Projects
   1. The student will support the faculty and staff in Art related projects that enhance particular units of study.
   2. The student will demonstrate Christian service with a servant's heart to faculty and staff.

G. Seasonal Art Projects
   1. The student will integrate the traditional seasons of celebration throughout the school year.
   2. The student will know the Christian Heritage and historical facts about Thanksgiving, Christmas, and Easter.

IV. Course Outline (incorporating the above objectives in each area)
   A. Line, Shape, Form, and Space
   B. Color and Texture
   C. Rhythm, Movement, and Pattern
   D. Balance and Emphasis
   E. Proportion, Distortion, and Scale
   F. Variety, Harmony, and Unity

V. Middle school students also help tremendously in decorating for various school functions with their finished art work. Occasionally, students are entered in various art contests, stimulating much interest and excitement about their artwork.
EIGHTH GRADE ELECTIVES

Computer

A. Software
   1. Windows 2007 Professional
   2. Microsoft Office 2013 (PowerPoint, Excel, Word, Publisher, Access)
   3. Google Suite (Docs, Sheets, Slides, Site)
   4. Google Chrome Browser
   5. Tinker CAD
   6. UP Mini 3D Software
   7. Slicer Software
   8. Adobe Photoshop
   9. Tynker Coding
   10. Second Nature Learning, QwertyTown Typing Software

B. Educational Goals and Objectives
   1. The student will enhance their word processing, spreadsheet, and collaboration skills.
   2. The student will become familiar with some of the latest innovations related to computer technology such as 3D Printing. Students will use CAD software for designing 3D objects and Slicer software for printing the 3D objects.
   3. Students will get introduced to basic visual programming as they create interactive stories, design animations, and make mini-games in Tynker’s game-like interface.

C. Course Outline
   1. Word Processing
   2. Spreadsheets
      - Use Google Sheets or MS Excel for listing and totaling items needed to print objects.
   3. Collaborating
      - Will collaborate their objects ideas with the class and teacher using Google Drive.
   4. Scanner
      - Will draw objects and use Scanner to get digital image of drawing.
   5. Adobe Photoshop
   6. 3D Slicer Software
   7. Tynker Coding Software
   8. Use Google Docs or MS Word for documenting ideas for 3D objects.
   9. Use Photoshop for modifying image for 3D printing.
   10. Use 3D Slicer for printing 3D objects
   11. Progress through interactive coding tutorials, solve coding puzzles, follow along to build their own coding project, and take interactive coding quizzes.
EIGHTH GRADE ELECTIVES

PHYSICAL EDUCATION CURRICULUM

I. Physical Education Grade 8

A. Textbook
   1. Spark-Physical Education Program Middle School (Grades 6-8),
      The Spark Programs, 2008

B. Educational Goals
   1. Relating to others
      a. Cooperation
      b. Tagging vs. grabbing
      c. Partners
   2. Creative
      a. Motor proficiency
      b. Play
      c. Cooperative challenges
   3. Intellectual
      a. Knowledge
      b. Understanding
   4. Decisional
      a. Choices
      b. Commitments
   5. Physical fitness
      a. Importance of fitness for good health

C. Educational Objectives
   1. Introduction
      a. The student will develop and demonstrate an understanding of the importance of
         physical fitness.
      b. The student will develop and demonstrate social and personal skills learning to
         share, cooperate, take turns, and experience personal success through movement.
   2. ASAP
      a. The student will participate in brief, enjoyable, warm-up activities played prior
         to the main activity of the day.
   3. Fitness
      a. The student will participate in games practicing 5 important components of fitness
         developing aerobic capacity, muscular strength, muscular endurance, and flexibility.
   4. Basketball
      a. The students will practice, develop, and apply skills such as dribbling, passing,
         pivoting, and shooting as well as offensive and defensive strategies required for
         successful game play.
   5. Cooperatives
      a. The student will demonstrate the ability to move rigorously, work in pairs and
         and groups, and improve in physical skills and fitness levels.
6. Dance
   a. The student will practice and participate in a variety of dances which will engage
      the student mentally, physically, and socially.
   b. The student will develop and enhance rhythm and timing, creative expression, and
      fitness.
7. Flying Disc
   a. The student will develop, practice, and apply skills such as backhand,
      forehand, and hammer throws, 1-handed catch and 2-handed catch, clap
      catch, as well as offensive and defensive strategies required for successful
      game play.
8. Football
   a. The student will develop, practice, and apply spot specific skills such as throwing
      receiving, pitching, ball carrying, punting and flag pulling; as well as offensive and
      defensive strategies required for successful game play.
9. Golf
   a. The student will learn, practice, develop and apply skills used in golf.
10. Handball
    a. The student will practice, develop and apply skills such as the overhand, sidearm,
       and underhand strokes, the serve, and advanced shots like the kill, the tap, the
       fist, and the fly, as well as strategies used in singles and doubles play.
11. Hockey
    a. The student will practice develop, and apply skills such as dribbling, passing,
       trapping, shooting, faking, and using V-cuts; as well as offensive and defensive
       strategies required for successful game play.
12. Jump rope
    a. The student will practice and develop fundamental skills building aerobic capacity,
       bone density, muscular endurance, and body composition.
13. Racquets and Paddles
    a. The student will participate, develop, and apply striking skills such as the forehand
       stroke, backhand stroke, lob and serve, along with skills and strategies used in
       singles and doubles play.
14. Soccer
    a. The student will practice, develop, and apply skills such as ball-handling, dribbling,
       passing, trapping, and shooting; as well as offensive and defensive strategies
       required for successful game play.
15. Softball
    a. The student will practice, develop, and apply skills such as throwing, catching,
       pitching, batting and fielding.
16. Stunts and Tumbling
    a. The student will develop muscular coordination and overall body management
       practicing basic skills and positions, supports, basic balances, jumping, and landing.
17. Track and Field
    a. The student will practice and develop jumping, throwing, and running skills including
       long jump, triple jump, sprinting, relays, and middle distance running.
18. Volleyball
    a. The student will practice, develop, and apply volleyball specific skills such as the
       forearm pass, overhead pass, underhand and overhand serves, as well as
       offensive and defensive strategies required for successful game play.
19. World Games
   a. The student will learn and practice games and traditions from other cultures.
   b. The student will develop an appreciation for global diversity in a physical activity setting recognizing the diverse aspects of different communities and their unique contribution to society.

D. Course Outline
   1. Introduction
   2. ASAP
   3. Fitness
   4. Basketball
   5. Cooperatives
   6. Dance
   7. Flying Disc
   8. Football
   9. Golf
   10. Handball
   11. Hockey
   12. Jump Rope
   13. Racquets and Paddles
   14. Soccer
   15. Softball
   16. Stunts and Tumbling
   17. Track and Field
   18. Volleyball
   19. World Games
EIGHTH GRADE ELECTIVES

SPANISH I CURRICULUM

I. Textbook:
Así se Dice, Glencoe, 2016

II. Educational Goals
The foreign language academic curriculum for middle school is designed to help students attain a degree of proficiency, equivalent to high school Spanish I, in the skills of listening, speaking, and writing. Students in Grade 8 will be introduced to Spanish as an academic subject. All language activities will be presented within the context of the contemporary Spanish-speaking world and its culture. Lessons and exercises are designed to provide a variety of opportunities that allow students to express themselves in Spanish. A variety of activities, homework assignments, quizzes and other assessments will determine individual progress. Information about contemporary life and customs in the Spanish speaking world will be presented with each unit. Students who demonstrate proficiency in Spanish I are awarded high school credit for this course.

III. Educational Objectives
In this curriculum the student will demonstrate competence in meeting the following learning objectives:
1. Obtain oral proficiency in Spanish with emphasis on pronunciation, speaking, and understanding.
2. Learn basic Spanish grammar and grammar rules.
3. Ask or answer simple questions in Spanish.
4. Describe themselves or someone else in Spanish.
5. Read Spanish and become familiar with literature written in Spanish on Hispanic cultural themes.
6. Learn to tell time in Spanish.
7. Write in Spanish.
8. Identify and describe school supplies and clothing.
9. Develop a base of Spanish vocabulary.
11. Observe and listen to native speakers through the video program.

IV. Course Outline
A. Preliminary Lessons
   • Greeting people
   • Saying good-bye
   • Speaking politely
   • Counting in Spanish
   • Finding out the price
   • Identifying days of the week and months of the year
   • Finding out and giving the date
   • Telling time
• Talking about the seasons
• Describing the weather
B. Chapter 1: How We Are
• Vocabulary
• Grammar structure
• Conversation
• Pronunciation
• Cultural lessons
• Connections
C. Chapter 2: The Family and the House
• Vocabulary
• Grammar structure
• Conversation
• Pronunciation
• Cultural lessons
• Connections
D. Chapter 3: In Class
• Vocabulary
• Grammar structure
• Conversation
• Pronunciation
• Cultural lessons
• Connections
E. Chapter 4: What We Eat and Where
• Vocabulary
• Grammar structure
• Conversation
• Pronunciation
• Cultural lessons
• Connections
F. Chapter 5: Sports
• Vocabulary
• Grammar structure
• Conversation
• Pronunciation
• Cultural lessons
• Connections
G. Chapter 6: The Welfare
• Vocabulary
• Grammar structure
• Conversation
• Pronunciation
• Cultural lessons
• Connections
H. Chapter 7: On Vacation
• Vocabulary
• Grammar structure
• Conversation
• Pronunciation
• Cultural lessons
• Connections
I. Chapter 8: In Your Free Time
• Vocabulary
• Grammar structure
• Conversation
• Pronunciation
• Cultural lessons
• Connections
J. Chapter 9: We’re Going Shopping
• Vocabulary
• Grammar structure
• Conversation
• Pronunciation
• Cultural lessons
• Connections
K. Chapter 10: The Airplane
• Vocabulary
• Grammar
• Conversation
• Pronunciation
• Cultural lessons
• Connections
L. Chapter 11: A Different Routine
• Vocabulary
• Grammar structure
• Conversation
• Pronunciation
• Cultural lessons
• Connections
M. Literary Companion
• Literature 1: El Cid
• Literature 2: Izaccihuatl y Popocatepetl
• Literature 3: La camisa de Margarita
N. Language Arts Practice
• Language Arts Practice 1: Simon Bolivar
• Language Arts Practice 2: La familia
• Language Arts Practice 3: La economia

8th Grade Electives -10
MIDDLE SCHOOL EIGHTH PERIOD ELECTIVES

Middle School students are at a unique time in their lives where exploration is an important part of personal development. Students who select electives for one or more nine-week periods have the opportunity to learn about various subjects in an informal environment. A hands-on approach is utilized, and each student is encouraged to participate. Students are given time to “explore” and to discover the gifts and talents with which God has blessed them. Grades are generally based on enthusiasm and participation in conjunction with specified measurable outcomes as delineated by the instructor. Availability of electives is determined by availability of instructors and student interest. Electives that have become an established part of the middle school program are offered every year and are described on the pages that follow.
MIDDLE SCHOOL EIGHTH PERIOD ELECTIVES

ARCHERY

A. Educational Goals

Students in this elective course are exposed to the sport of archery. This elective meets weekly to educate students on the importance of safety while teaching them various skills and methods to improve technique and accuracy. This elective is divided into two groups that meet for one semester due to high student interest.

B. Educational Objectives

1. The student will learn the components of a bow.
2. The student will learn the components of an arrow.
3. The student will learn safety measures when handling a bow and arrow.
4. The student will learn safety measures when firing an arrow.
5. The student will learn safety measures when others are firing an arrow.
6. The student will learn how to properly position their upper and lower body when firing an arrow.
7. The student will learn how to properly remove an arrow from a target.

ART ELECTIVE

A. Educational Goals

The purpose of the Art Elective is to provide an opportunity for students to express, develop and appreciate God’s beauty as expressed in the gift of the creative arts. All art projects incorporate the principles and elements of design, line, shape, form, texture, color, balance, and unity. Students may elect to enroll in this elective one or two days per week.

B. Educational Objectives

1. The student will learn the proper use and care of art supplies.
2. The student will create paintings with watercolors and tempera.
3. The student will design art with oil pastels and colored chalk.
4. The student will compose drawings and learn various drawing techniques.
5. The student will arrange and glue textures to make a collage.
6. The student will create tissue paper art.
7. The student will explore the use of clay, papier-mâché, and wax batik.
8. The student will study, evaluate and recreate a specific artwork using similar materials and techniques as the original artist.

C. Course Outline

1. Beginning classes: Proper use and care of art supplies, such as scissors, paints, glue, etc.
2. Introduction to painting with watercolors and tempera
3. Introduction to oil pastels and colored chalk
4. Origami sculptures and various paper sculptures
5. Drawing techniques including portrait and full figure drawing. Still life drawing is also introduced.
6. Collage: Students arrange and glue different pieces of texture in pleasing and creative ways.
7. Tissue paper art
8. Clay, papier-mâché, wax batik, and various 3-dimensional design is explored
9. Art History: Students study, evaluate, and recreate a specific artwork using similar materials and techniques as those used by the artist.

D. Middle school students also help tremendously in decorating for various school functions with their finished art work. Occasionally, students are entered in various art contests, stimulating much interest and excitement about their artwork.
MIDDLE SCHOOL EIGHTH PERIOD ELECTIVES

CHORUS


B. Educational Goals and Objectives
   1. Middle School Chorus meets two days per week during Period 8. This class is an elective available to all middle school students. Students receive a grade for Chorus.
   2. The Chorus curriculum is designed to bring glory to God and foster an enjoyment for singing while developing vocal techniques and musical concepts.

C. Course Outline
   1. Expectations for Chapel
      a. Middle School Chorus is expected to perform at least once per month in Chapel. If there is not a "required" Chapel performance during the month, the chorus is expected to perform in Middle School Chapel.
      b. Several members of Middle School Chorus are expected to lead the congregational songs during all Middle School Chapels. Their presence on stage provides strong motivation for the student in the congregation to participate in the praise and worship that is such an important part of Chapel. The Chorus Teacher is responsible for selecting the students who will lead each week. It is also the responsibility of the teacher to make sure that the student leaders are familiar with the songs so that their leadership is a positive experience for them as well as for the congregation. The teacher may provide the student leaders with CD's for home practice.
   2. Required Combined Chapel Performances
      There are four combined Chapels each year at which the Middle School Chorus is expected to perform as representatives of the entire Middle School. These include:
      a. Grandparents' Day Chapel (Thanksgiving)
      b. Christmas Chapel
      c. Volunteer Chapel (April)
      d. Easter Chapel
   3. Concerts
      a. The Fall Concert is held during the school day in November.
      b. The Spring Concert is held during the school day in May. The Chorus Teacher must work closely with Mrs. Rosenthal, our Band Director, in order to understand SRCS procedure regarding rehearsals, technical assistance for sound and light, etc.
   4. General Expectations
      a. We encourage all students who enjoy singing to participate in Chorus. It is extremely important that the students perform well and feel positive about using their talents to glorify God.
      b. Consequently, it is essential for the teacher to select music that will "match" the abilities of the Chorus members in order to accomplish this goal.
      c. All musical selections (Chapel, Concerts, etc.) must be approved by the Middle School Principal before they are presented to the students.
d. The teacher must have approval from the Middle School Principal any time students will wear clothing that is different from regulation school dress code. All decisions concerning Middle School Chorus attire must be approved by the Principal before being presented to the students.

e. We encourage the teacher to seek out additional opportunities for the Middle School Chorus to perform. In the past, the chorus has sung at Town Center Mall in December, at parent gatherings during the school day, etc. These types of activities benefit the students in many ways. Administrative approval is required for specific events.

f. There are occasions that will necessitate rehearsals held at times other than Period 8. Scheduling of these rehearsals should be arranged with the Middle School Principal. In addition, some events, such as Grandparents’ Day, involve the entire school, and specific rehearsal times will be assigned.
MIDDLE SCHOOL EIGHTH PERIOD ELECTIVES

CONCERT BAND

A. Educational Goals

Band arrangements covering different styles of music are studied. Band performs at Pep Rallies, Veterans Day Chapel, Grandparent’s Chapel, Christmas Program, Volunteer Appreciation Chapel, Fine Arts Chapel.

B. Educational Objectives

1. Musical Concepts
   a. Rhythmic Perception
      Meters: Common and Cut time, 6/8, 2/4, 3/4, 4/4
   b. Melodic Perception – phrasing, tuning, intonation
   c. Simple syncopation and quarter note triplet
   d. Pitch Perception – Keys, Scales: F, Bb, Eb, Ab, Db, minor scales
   e. Symbols & Terms

2. Special Techniques: articulations, dynamics for level 1 – 1 1/2.

3. Musical Context
   Styles --- March, Chorale, Overture, works with two themes, contemporary pieces, classical repertoire.
MIDDLE SCHOOL EIGHTH PERIOD ELECTIVES

DRAMA

A. Educational Goals

The Drama class is designed to offer all interested middle school students the opportunity to develop and use their God-given gifts to present dramas which support the teaching of Biblical truths. Students have the opportunity to nurture theatrical abilities, develop poise, self-confidence and good public speaking habits. Students also learn to work cooperatively with each other toward a common goal. Fostering student interest, talent, and ability is one of the main purposes for the drama class. Students use their gifts to perform, while other students are learning Biblical principles from the information that is presented. Students may enroll in Drama class one day per week.

B. Educational Objectives

1. The student will learn basic drama techniques and exercises.
2. The student will master memorization of lines.
3. The student will learn proper posture.
4. The student will learn voice modulation and inflection.
5. The student will work on the proper body language.
6. The student will learn the art of non-verbal communication.
7. The student will acquire stage presence.
8. The student will learn blocking.
9. The student will learn to follow stage directions.
10. The student will learn to present a specific scene.
11. The student will learn to write a scene.
12. The student will learn to prepare for a performance.
13. The student will perform a drama.
MIDDLE SCHOOL EIGHTH PERIOD ELECTIVES

MENTOR PROGRAM

Eighth grade students who are members of National Junior Honor Society have the opportunity to serve as Mentors. In addition to assisting new students, particularly sixth graders, adjust to Middle School, Mentors often volunteer to serve as greeters, ushers, and servers at various school-wide events such as Grandparents’ Day, Honor Roll Breakfasts, and Volunteer Appreciation Chapel. The most significant contribution that Mentors make occurs in Study Hall. Each Mentor is “on duty” during one Study Hall per week and is responsible for helping the students in that particular room with their homework.

Because we have had such a high level of enthusiastic response to this program, each of the five Study Halls has at least one Mentor every day of the week. The Study Hall Mentors are invaluable in many ways. They elevate the status of high-achievement, which has had a profound effect on the student body. Diligent studying and earning good grades are seen as positive, desirable goals, and the Mentors have been instrumental in bringing about this perspective. Adolescents often denigrate the idea of “being smart,” but because the Mentors are admired, both individually and as a group, younger students aspire to be part of this group when they are in eighth grade. Since it is necessary for students to meet the rigorous criteria of our NJHS Chapter in order to be selected as a Mentor, achieving good grades becomes a high priority for many students beginning on the first day of sixth grade.
MIDDLE SCHOOL EIGHTH PERIOD ELECTIVES

COMPETITIVE ROBOTICS TEAM

A. Educational Goals

- Middle School students will have the opportunity:
- To work as a team to build and program Lego robots to solve real-world problems
- To learn the value of cooperation in reaching a common goal
- To research a topic and create a project journal/report
- To travel with the team to another location for the FIRST (For Inspiration and Recognition of Science and Technology) Lego league Competition
- To gain experience in the “Interview” process of the competition

B. Educational Objectives and Course Overview

Students who choose the Competitive Robotics elective course will work in teams to prepare for the FIRST Lego League Competition during the first semester. Completion of the Robotics elective course (2 semesters) is a pre-requisite for participating in the Competitive Robotics elective course. Exceptions may be made at the discretion of the robotics teacher based on prior robotics experience.

The students will meet at least once a week during and after school in the computer lab. The team will meet more often as needed in the days leading up to the competition.

The robotics team will have to design and build Lego robots to solve specific problems using Lego parts and specially designed motors. The students will learn important engineering concepts that will be needed in the design of the robot.

The students will use computer software that allows them to program the robots to move. The students will work to program the robots to complete certain tasks or missions that are outlined in the FIRST Lego League Competition guidelines.

The students will write the programs and then download the information to the robots. When they put the robots in motion, they will see if they have completed the task accurately. The students will use problem-solving skills, cooperation, and creativity as they test and edit their programmed movements until they obtain the desired results.
MIDDLE SCHOOL EIGHTH PERIOD ELECTIVES

SPANISH ELECTIVE

A. Educational Goals
This is an elective that enhances our Spanish curriculum. Students meet weekly to learn basic vocabulary and conversation. Students are also immersed into various cultures in the Spanish-speaking world, studying cultural norms, geography, and climate. This elective seeks to introduce students to various foods associated with the cultures studied through tastings of popular dishes.

B. Educational Objectives
In this curriculum the student will demonstrate competence in meeting the following learning objectives:
1. Obtain basic oral proficiency in Spanish with emphasis on pronunciation, speaking, and understanding.
2. Learn basic Spanish grammar and grammar rules
3. Ask or answer simple questions in Spanish
4. Describe themselves or someone else in Spanish
5. Read Spanish and become familiar with literature written in Spanish on Hispanic cultural themes.
6. Learn to tell time in Spanish
7. Write in Spanish.
8. Identify and describe school supplies and clothing
9. Develop a base of Spanish vocabulary
10. Learn about cultural norms and food
MIDDLE SCHOOL EIGHTH PERIOD ELECTIVES

STUDENT ASSISTANT CURRICULUM

A. Educational Goals

Middle School students will have the opportunity:

- To interact with younger students.
- To learn the value of cooperation.
- To understand the learning process.
- To serve as role models.

B. Educational Objectives and Course Overview

Students who are selected for this elective course will be assigned to assist in the Media Center, or to a preschool or early elementary classroom for one (or more) periods per week. The Student Assistant will work with students under the direction of the classroom teacher in a variety of situations.

Student Assistants will follow the instructions of the Librarian or classroom teacher. In addition to providing extra attention in academic areas, Student Assistants serve as role models for younger students. In return, this interaction builds the confidence and self-esteem of the Student Assistants.

Student Assistants are offered the unique opportunity to model their faith through their words and actions for younger students, and are, in many respects, evangelists. This course is open to all middle school students.
MIDDLE SCHOOL EIGHTH PERIOD ELECTIVES

VIDEO PRODUCTIONS CURRICULUM

C. Educational Goals

Students in this elective course are involved in the presentation of weekly school-wide video announcements. Students are given particular news assignments and production responsibilities. This class, which is open to seventh and eighth grade students, meets two days per week.

D. Educational Objectives

1. The student will learn basic operation of video camera.
2. The student will begin to understand various news show roles and responsibilities.
3. The student will begin to understand how to produce a news show, along with hands-on experience.
4. The student will work with other students as a team.
5. The student will begin to understand major network news.
E. Educational Goals

Students in this elective course are involved in the creation of the annual yearbook to be distributed near the conclusion of the school year. Students are provided with the opportunity to design and publish various elements and sections of the yearbook. In preparation for publication, students meet weekly to discuss and implement design concepts, while also compiling pictures from various school events.

F. Educational Objectives

1. The student will learn basic design layout techniques.
2. The student will learn basic photography techniques.
3. The student will learn how to digitally upload photographs.
4. The student will learn importance of theme continuity, both visual and written.
5. The student will learn journalistic interviewing.
6. The student will learn how to format headlines, captions, and quotes.
7. The student will learn how to plan for deadlines.
8. The student will learn how to use the Jostens online yearbook software.