



**ST. PAUL'S**  
LUTHERAN SCHOOL

# Curriculum Guide

## Our Mission Statement

St. Paul's Lutheran School exists to assist our congregation and the community by partnering with parents for the gospel growth of their children - spiritually, academically, socially, emotionally, and physically - all through the Life-saving gospel of Jesus Christ.

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## **Statement of Purpose**

St. Paul's Lutheran Church has established, maintains, and fosters a Christian Elementary School in its midst with the thought of carrying out a program of unified Christian education. This school is set up to aid parents in any possible way to carry out their personal obligation in the Christian training of their children.

This Christian training aims to build up the individual child in the Christian faith and thereby purposes also to motivate him to live as a Christian in all of his present and future activities of life.

The members of St. Paul's Lutheran Church carry out such Christian education with the conviction that in the Holy Scripture, as God's inspired and errorless Word, we have a faultless standard and guide for everything that pertains to Christian faith and life.

## **Vision Statements**

The following vision statements were approved by the Board of Christian Education on December 10, 2013, to guide the future ministry plans for our congregation's school. The school's curriculum guide is reviewed and revised according to the guidelines laid out in these vision statements.

We seek to help parents grow children up to be life-long, servant-minded disciples of Jesus Christ.

St. Paul's will provide to parents a high-expectations and 21<sup>st</sup> century curriculum to enable our students to excel and grow spiritually, academically, socially, emotionally, and physically in preparation for their future lives of service to their Lord.

We believe that the God-given vision for St. Paul's Lutheran School is to be the most appreciated leader in gospel-centered Christian education serving our congregation and community.

Our congregation boldly commits to offer over \$180,000 in financial aid every year to allow more and more parents the chance to have their children in our Lutheran school.

This high quality, affordable education will continue to be provided in a Christian family atmosphere, in a fully-equipped facility, founded upon and guided by the Word of God.

St. Paul's Lutheran School's vision includes:

- Enroll over 100 K-8 students every year
- Maintain a staff to student ratio of 1:15 in K-4, and 1:28 in 5-8
- Annually enroll 40+ students in our Little Lambs Preschool
- Annually review curriculum and programs

- Have 1/2 of our WELS 8<sup>th</sup> grade graduates continue onto Nebraska Evangelical Lutheran High School or Luther Preparatory School.

St. Paul's Lutheran School is and will continue to be a school where 1000's of children come to learn more about their Savior's life, death, and resurrection for the forgiveness of sins and eternal life in heaven, while also learning the knowledge and skills needed for success in high school, college, and beyond.

## AIMS

In teaching the children entrusted to our care, our school has the following aims:

1. We teach that God is the Creator and Preserver of the universe and man.
2. We give students a Christ-centered education. We want them to know and believe in Jesus Christ, their Savior, who came to suffer and die for their sins.
3. We guide students in Christian living out of love for their Savior. We also encourage stewardship of time, talents, and treasures.
4. We teach all subjects in the light of God's Word. Subjects such as language arts, science, math, music, art, and social studies are taught in a way which always keeps in mind the all-directing influence of God in the ways of the world.
5. We teach children that all men are God's creation. Thus, they should be led to respect the rights and welfare of others—at home, in the classroom, on the playground, or wherever they may be.
6. We train citizens who recognize God as the Source of all government; who will use their talents in His service; and who finds it a joy and necessity to obey the laws of our land, and participate in the affairs of the community.
7. We give aid to the Christian home by helping train the children in the virtues of Christian obedience and proper church life, and to assist the parents in meeting the challenge of properly guiding their children.

## CURRICULUM OVERVIEW

- I. The Word of God is taught daily and permeates all the subject areas so that the child is led to:
  - A. THE STRENGTHENING OF FAITH
    1. Confess his faith in the Triune God.
    2. Confess his sins and lost condition as shown to him by the law.
    3. Confess that Christ died for all men including him.
    4. Hear the Word of God often so that the Holy Spirit may thereby strengthen his faith.
    5. Participate actively in private and home devotions.
    6. Learn the basic Christian doctrines and all other fields of study within the framework of these doctrines.
    7. Seek Christian companionship.
  - B. THE EXERCISING OF FAITH
    1. Recognize that all he has is a gift from God.

2. Strive out of love and thankfulness to God to lead a God-pleasing life by using his time, talents, and goods to the glory of God.
3. Show his Christian joy by wanting to share the Gospel with others such as by bringing friends to church and giving to missions.
4. Be an active member of his congregation.
5. Treat his body and his neighbors as the temple of God.
6. Display a Christian attitude toward his neighbor.
7. Seek Christian companionship.

C. THE ACCEPTANCE OF AUTHORITY

1. Regard God as a Friend and Father to whom he can take any trouble and who is always ready to help in the way He knows best for us.
2. Respect and obey God's representatives in the home, church, school, and state, as well as any other authority; and willingly accept their discipline.

D. THE APPRECIATION OF GOD'S GOODNESS

1. Recognize the world as God's creation.
2. Lead this life as a child of God who has been redeemed by Jesus Christ and sanctified by the Holy Spirit.

II. All subjects are taught so that the child:

- A. Meets all requirements of a basic elementary education.
- B. Is prepared to enter a Lutheran or public high school.
- C. Becomes a useful Christian to his society.
- D. Develops his full potential.

## Subject: RELIGION

### Introduction

Through God's Word each individual child is brought to realize:

#### **I. *The sinfulness of man***

- A. Man was created in the image of God: perfect and holy.
- B. Man became a sinner deserving eternal damnation.
- C. Man, in no way, can save himself.

#### **II. *The Grace of God***

- A. God has established salvation for all.
  1. God loves the undeserving sinner and wants all to be saved.
  2. He accomplished man's salvation by sending His Son Jesus Christ to atone for man's sins.
  3. By His obedient life and innocent death in man's stead, Christ redeemed the world from sin, death, and hell.
  4. God makes this redemption man's own by the working of the Holy Spirit through the Means of Grace.
- B. Man's life in his time of grace.
  1. God preserves man by providing all he needs for body and life.
  2. God protects man from all harm and danger.
  3. God causes all things to work together for the believer's good.

#### **III. *The Response of a Christian***

- A. The Christian recognizes himself as a child of God.
- B. The Christian matures in faith through the regular use of the Word and Sacrament.
- C. The Christian gives his life gladly in service to Christ and to his church.
- D. The Christian conforms his life to the law of God out of faith and love towards Christ.
- E. The Christian turns daily to God in prayer.
- F. The Christian witnesses for Christ in his daily life.

### **I. CATECHISM**

#### **A. GENERAL OBJECTIVES**

1. To impart knowledge of the chief truths of God's Word.
2. To reinforce the students in their Christian convictions and attitudes.
3. To lead the students to live a God-pleasing life, which is the fruit of faith.
4. To strengthen and keep them in this faith until their end.

#### **B. SPECIFIC OBJECTIVES**

1. To study systematically the basic Christian Doctrines as outlined in Luther's Small Catechism.
2. To memorize and understand the six chief parts of Luther's Small Catechism.
3. To learn and understand the table of duties.
4. To memorize and understand selected Bible passages.

5. To know the meaning of a selected vocabulary considered for understanding Christian Doctrine.
6. To be able to apply this knowledge of Christian truths and doctrines in everyday life.

## **II. BIBLE HISTORY**

### **A. GENERAL OBJECTIVES**

1. To lead the child to know his God as He reveals Himself as Creator, Redeemer, and Sanctifier.
2. To lead the child to know the Law, which shows him that by nature he is a sinner deserving eternal damnation.
3. To lead the child to know the Gospel, which shows him that Jesus is his only Savior.
4. To lead the child to live a God-pleasing life, which is a fruit of faith.

### **B. SPECIFIC OBJECTIVES**

1. To make the Bible account a living experience for the pupil, applicable to life.
2. To show the guiding hand of God in the lives of individuals and nations.
3. To facilitate the teachings of doctrines of the Bible as they are set forth in Luther's Small Catechism.
4. To introduce the chronological order of the plan of salvation from creation through the establishment of the New Testament church.
5. To acquaint the pupils with the external arrangement of the Bible.
6. To acquaint the pupils with the life and customs of the people of Bible times.
7. To familiarize the pupils with the geography of the Bible lands.
8. To lead the pupils into the language of the Bible.

### **Course of Study (Christ-Light as purchased through NPH)**

PreK - "Jesus Loves Me" curriculum ©1985 by CPH & NT & OT 48 Lesson Books - Selected Bible Accounts

Kind. - NT & OT 48 Lesson Books - Selected Bible Accounts

Grade 1 - NT & OT Lessons – Level II (alternating OT one year and NT the next)

Grade 2 - NT & OT Lessons – Level IV (alternating OT one year and NT the next)

Grade 3 - NT & OT Lessons – Level IV (alternating OT one year and NT the next)

Grade 4 - NT & OT Lessons – Level IV (alternating OT one year and NT the next)

Grade 5 - NT & OT Lessons – Level VI (alternating OT one year and NT the next)

- "Foundations of Faith" Catechism Lessons

Grade 6 - NT & OT Lessons – Level VI (alternating OT one year and NT the next)

- "Faith Foundations" Catechism Lessons

Grade 7 – Personal Bible Study Class (with Principal) & Confirmation Instruction Class with Pastor (alternating John & Acts are studied in one year and Romans in the next)

Grade 8 – Personal Bible Study Class (with Principal) & Confirmation Instruction Class with Pastor (alternating John & Acts are studied in one year and Romans in the next)

## **III. HYMNOLOGY**

### **A. GENERAL OBJECTIVES**

To learn that hymns and chorales from Christian Worship, Christian Worship Supplement, and Let All the People Praise You are an expression of God's Word.

## **B. SPECIFIC OBJECTIVES**

1. To familiarize the child with the historical background of hymns.
2. To lead the child to understand the Scriptural truths expressed in the hymns.
3. To foster an appreciation for a more meaningful use of the musical heritage of our Lutheran church.
4. To have the child memorize selected hymns.
5. To help the child sing hymns with confidence and conviction.
6. To afford a ready source of comfort, hope, and strength to the child in the trials of life, especially in the hour of death.
7. To familiarize the child with the melody so that he can sing with joy as ease.

## **IV. CONFIRMATION INSTRUCTION CLASS**

### **A. GENERAL OBJECTIVES**

1. To give students knowledge of the basic teachings of Christianity, as they are clearly taught and presented, as God reveals them, in the Holy Scriptures.
2. To teach students the Lutheran faith, using Luther's Small Catechism as a study guide.
3. To prepare students for reception of the Lord's Supper and responsible church membership.
4. To give students an overview of church history, emphasizing how God's plan of salvation unfolded to the person of Jesus Christ and how the church through the age has proclaimed the good news and shared its faith.
5. To help students apply their faith to real life situations.
6. To develop in students skills to study and learn the Holy Scriptures in order to make them a part of their daily lives.

### **B. SPECIFIC OBJECTIVES**

To achieve the purpose described above, we will make use of:

1. Encouraging "hands on" investigation and application of the truths of Scripture.
2. Memorization of key Bible passages and the six chief parts of the Catechism in order to develop a storehouse of knowledge for the student.
3. Supplemental materials and Bible studies to guide the students in their learning and retention, as well as application of Scriptural truths to everyday life.

## **Subject: MATHEMATICS**

### **Philosophy**

We believe mathematics is the exploration of God's creation through the world of numbers. Knowledge of mathematics builds a foundation for the understanding of numbers, operations, measurement, geometry, algebra, statistics, problem solving, and mathematical reasoning. A good understanding of mathematics also equips students to better understand many science and technology concepts since science, mathematics, and technology are inter-related.

### **Scripture**

"We take captive every thought to make it obedient to Christ" (2 Corinthians 10:5b).

### **Curriculum Resource**

St. Paul's Lutheran School uses *Saxon Math* textbooks and curriculum supplements.

### **General Objectives**

All students will...

- A. recognize the order of God's creation through the theories of mathematics.
- B. become problem solvers and develop concepts through the use of manipulatives, visuals, and print.
- C. gain a broad perspective of mathematics content structure and the inter-relationships among the various instruction branches of math.
- D. become competent in the use of technological tools for thinking and learning.
- E. develop the concepts of order, neatness, exactness, honesty and self-discipline.

### **By the end of Kindergarten, students will be able to:**

- A. Identify positions (front, behind, under, beside, before, after, top, middle, and bottom)
- B. Sort objects by color, size, shape
- C. Recognize patterns in the world around them, including numbers, and create patterns up to three places
- D. Recognize and reproduce triangle, square, rectangle, circle, both in plane and space shapes
- E. Using nonstandard units of measure, the students will recognize shorter, longer, heaviest, lightest, more capacity, and less capacity
- F. Sequence 3 events
- G. Tell time to the hour on analog and digital clocks
- H. Become familiar with the use of money, recognizing penny, nickel and dime, and being able to count coins up to 10 cents
- I. Read and write numeral through 20
- J. Count up to 100 by ones and tens
- K. Compare relative quantities (fewer, same, more)
- L. Understand ordinals up to tenth
- M. Collect data and make pictographs, real graphs and bar graphs of the data
- N. Write and solve addition sentences up to 10 with the use of pictures or manipulatives
- O. Write and solve subtraction sentences up to 6 with the use of pictures or manipulatives

## Classroom Resources for Kindergarten

Pattern, sorting and counting manipulatives, Balance scale, Variety of containers for capacity, Units for measurement, Clocks, Coins, Shapes

### **By the end of grade 1, students will be able to:**

- A. Demonstrate an understanding of the concept of place value using various models.
- B. Read and write numerals through 100.
- C. Order any set of numbers between 1 and 100.
- D. Count up to 100 by ones and skip count by twos, fives, and tens.
- E. Use models to visualize addition and subtraction.
- F. Write an addition or subtraction sentence that describes a modeled situation.
- G. Demonstrate the commutative, the associative, and the identity properties for addition.
- H. Find the sum of three one-digit numbers.
- I. Work two-digit addition and subtraction problems.
- J. Perform two-digit addition and subtraction calculations.
- K. Make estimates before making measurements, performing computations, and solving word problems.
- L. Identify coins and determine the value of a given set of coins.
- M. Identify two-dimensional (plane shapes) and three-dimensional figures (space shapes) and describe similarities and differences between figures.
- N. Identify congruent figures and lines of symmetry.
- O. Measure length, height, weight, and capacity of objects using both nonstandard and standard units (English and metric units).
- P. Order a set of objects given some measurable attribute.
- Q. Determine time to the half hour and hour using both a traditional and digital clock.
- R. Collect data and make pictographs and bar graphs of the data.
- S. Draw conclusions and make informal predictions based on experience or graphed data.
- T. Identify some events that are sure to happen and some that are not sure to happen (probability).
- U. Orally identify halves, thirds, and fourths of regions.
- V. Duplicate, continue, and reverse a pattern of concrete objects.
- W. Identify and describe patterns that occur in real-life situations (ordering of events).
- X. Routinely use the skills learned in math class at other times during the school day.
- Y. Appreciate and use their knowledge of numbers in situations outside the classroom.

### **By the end of grade 2, students will be able to:**

- A. Demonstrate an understanding of the concept of place value using various models.
- B. Read, write, and order any set of numerals between 1 and 1,000.
- C. Write a number sentence that describes the relationship between any pair of whole numbers.
- D. Count by ones to any whole number, and skip count by twos, threes, fours, fives, and tens.
- E. Identify whether a number is even or odd.
- F. Find the sum of three single-digit addends.
- G. Estimate and find the sum or difference of two-digit and three-digit numbers.
- H. Round two-digit numbers to the nearest ten, and round three-digit numbers to the nearest ten and to the nearest hundred.
- I. Write number sentences that describe modeled multiplication sentences.

- J. Use a calculator to make mathematical discoveries and to do up to three-digit addition and subtraction problems.
- K. Identify coins and bills and determine the value of a given set of coins and bills.
- L. Identify, describe, and compare two- and three- dimensional figures.
- M. Identify congruent and symmetrical figures.
- N. Estimate and measure length, perimeter, capacity, weight (mass), temperature, and area by using various nonstandard, metric, and English units.
- O. Tell time on a traditional (analog) clock to the nearest hour, half-hour, quarter-hour, and five minutes.
- P. Collect data and make pictographs and bar graphs of the data.
- Q. Describe data displayed on a graph and make predictions and draw conclusions based on the graphed data.
- R. Determine the likelihood that an event will occur.
- S. Explore division by dividing objects into equal groups.
- T. Recognize different physical representations for the same fraction.
- U. Give the appropriate fraction symbol and name for a fraction model.
- V. Use different strategies to determine basic facts.
- W. Identify and extend patterns of objects and symbols.
- X. Make estimates before making measurements, performing computations, and solving word problems.
- Y. Use the information learned in math class to solve problems in other school subjects and in daily life.

### **Classroom Resources for Grades 1-2**

Various types of counters, graph paper, 100 chart, calendars and schedules, number line, classroom clocks, 2-dimensional shapes, 3-dimensional shape blocks, play money and real money, base ten blocks, measuring cups, rulers and yardsticks, scale, thermometer

### **By the end of grade 3, students will be able to:**

- A. Know addition, subtraction, multiplication, and division facts through 9
- B. Count by ones to any whole number needed and skip count by twos, threes, fives, and tens.
- C. Read, write, order, and use numerals through 999,000 and decimals to the hundredths.
- D. Write a number sentence that describes the relationship between any pair of whole numbers.
- E. Identify the place value of any numeral up to 6 spaces to the left of the decimal point and two spaces to the right of the decimal point.
- F. Round a number to the nearest ten, hundred, or thousand.
- G. Estimate and find the sum of three or more whole numbers and the sum or difference of two-, three-, and four-digit numbers.
- H. Write number sentences that describe modeled multiplication or division sentences.
- I. Do mental calculations by using various properties of addition and subtraction.
- J. Demonstrate the relationship between addition and multiplication, subtraction and division, and multiplication and division.
- K. Find the product of two one-digit whole numbers and a one-digit number multiplied by a two-digit number.
- L. Find the quotient when the dividend is a two-digit whole number and the divisor is a one-digit whole number.
- M. Use a calculator to make mathematical discoveries.

- N. Compare, order, and round money amounts; make change for dollar amounts.
- O. Add and subtract money.
- P. Identify, describe, and compare two- and three-dimensional figures.
- Q. Identify congruent and symmetrical figures.
- R. Find the area and the perimeter of two-dimensional figures by using both nonstandard units and standard units.
- S. Tell time to quarter hours and minutes.
- T. Understand elapsed time.
- U. Choose the appropriate metric or English unit for making a measurement.
- V. Convert linear measurements from centimeters to meters, inches to feet, and vice versa.
- W. Collect and display data in the form of tables, bar graphs, and pictographs. Formulate questions and make predictions based on organized data.
- X. Locate or name ordered pairs on a coordinate grid.
- Y. Compare and order fractions and mixed numbers using concrete models. (To be able to do these students will need to be able to model several different equivalent fractions for a given fraction.)
- Z. Use different strategies to determine basic multiplication and division facts.
- AA. Determine the relationship that exists between each pair of elements in a given set of ordered pairs and then use this relationship (rule) to generate additional ordered pairs.
- BB. Understand fractions as parts of regions and sets.
- CC. Compare greater and lesser fractions.
- DD. Understand decimals greater than 1.
- EE. Add and subtract simple fractions and decimals.

**By the end of grade 4, students will be able to:**

- A. Know addition, subtraction, multiplication and division facts through 9.
- B. Read, write, order, and use numerals through 1,000,000,000 and decimals to the hundredth, and mixed numbers.
- C. Write a number sentence that describes the relationship between any pair of whole numbers.
- D. Round a number to the nearest ten, hundred, thousand, ten thousand, or hundred thousand and round money amounts to the nearest \$.10, \$1.00, or \$00.
- E. Estimate and find the sum or difference of two-, three-, and four-digit numbers.
- F. Illustrate how the distributive property of multiplication over addition can be used to find the product of a one-digit number and a two- or three-digit number.
- G. Estimate and find the product of any two-digit number multiplied by a one- or two-digit number.
- H. Estimate and find the quotient of a two-digit whole number dividend and a one-digit whole number divisor.
- I. Do mental calculations by using various properties of addition, subtraction, and multiplication.
- J. Add several numbers, and subtract or multiply a given pair of whole numbers.
- K. Estimate and find the sum, difference, or product of decimals to the nearest hundredth.
- L. Make change for dollar amounts and add and subtract money.
- M. Identify and construct models of a line; a line segment; an angle, including its sides; a right angle; two parallel lines; two intersecting lines; and two perpendicular lines.
- N. Identify congruent, similar, and symmetrical figures.
- O. Transform plane figures, i.e., be able to illustrate the reflection, the rotation, and the translation of a geometric figure using concrete models.
- P. Estimate and measure length, perimeter, capacity, weight (mass), temperature, and area by using various nonstandard, metric, and English units.

- Q. Convert linear measurements in centimeters, decimeters, or meters from one unit to another or in inches, feet, or yards from one unit to another.
- R. Collect, record, and organize data into tables, charts, bar graphs, line graphs, and pictographs.
- S. Formulate questions and make predictions based on organized data.
- T. Find the likelihood (probability) of an event and make predictions.
- U. Find the mean (average), median, and range for a set of data.
- V. Understand, and construct stem and leaf plots.
- W. Locate or name ordered pairs on a coordinate grid.
- X. Find factors and multiples of numbers and identify prime and composite numbers.
- Y. Order fractions, mixed numbers, and decimals.
- Z. Find equivalent fractions and simplify fractions.
- AA. Find the sum of any two fractions or mixed numbers, which have a common denominator.
- BB. Relate fractions to decimals and mixed numbers.
- CC. Add and subtract decimals.

**By the end of grade 5, students will be able to:**

- A. Know addition, subtraction, multiplication, and division facts through 9.
- B. Read, write, round, order, and use numerals through billions, decimals to thousandths, fractions, and mixed numbers.
- C. Estimate and find the sum or difference of two digit whole numbers, the product of a one-, two-, or a three-digit whole number by a one-, two-, or a three-digit whole number, and to find the quotient for division problems that have one- or two-digit divisors.
- D. Estimate and find the sum or difference of any two decimals to the thousandths.
- E. Multiply and divide decimals by whole numbers.
- F. Use a calculator to find the sum or difference of any two decimal numerals, the product of any decimal and whole number, and the quotient of a decimal divided by a whole number.
- G. Understand the difference between prime and composite numbers.
- H. Determine the prime factorization of a number. (Finding the prime factorization is easier if students know the tests for divisibility by 2, 3, 4, 5, and )
- I. Find the greatest common factor and the least common multiple of two or more numbers.
- J. Develop the ability to find equivalent fractions for a given fraction and to reduce fractions.
- K. Add and subtract fractions and mixed numbers with like and unlike denominators.
- L. Multiply a whole number by a fraction, a fraction by a whole number, and a fraction by a fraction.
- M. Convert a common fraction or mixed numeral to a decimal and a decimal to a common fraction or mixed numeral. Simplify an expression, including symbols of inclusion.
- N. Use formulas to compute the circumference of a circle, and the area of a square, a rectangle, a triangle, and a parallelogram.
- O. Describe the relationships that exist between various units of volume and between volume and capacity for the metric system.
- P. Convert from one unit of measure to another unit of measure within the same measurement system.
- Q. Express a relationship as a ratio; determine if two ratios are equal.
- R. Represent situations and number patterns with tables, graphs, verbal rules, and equations that include variables.
- S. Analyze tables and graphs to identify properties and relationships.

- T. Systematically collect, organize, and summarize data in a table or a pictograph. Construct, read, and interpret tables, charts, and graphs. Compute measures of central tendency (mean, median, mode and range).
- U. Determine the probability of a simple event by conducting experiments.
- V. Determine all possible outcomes from given sets.
- W. Identify by name polygons with 4, 5, 6, 8, or 10 sides and classify plane figures, angles, and space figures.
- X. Construct circles and identify the radius, diameter, chord, center, and circumference of circles.
- Y. Measure and draw angles using a protractor.

### **Classroom Resources for Grades 3-5**

100 Counting Chart, Various counters, Math Charts, Flashcards, Place Value Chart, Judy Clocks (Big and Small), Calculators, Math Games, Rulers, Yardstick, Meter Stick, Spinners, Fraction Pieces, iPad apps

### **By the end of grade 6 (Saxon Course 1), students will be able to:**

- A. Know addition, subtraction, multiplication, and division facts through 9
- B. Read, write, round, compare, order, and use whole numbers, decimals, fractions, and mixed numbers.
- C. Estimate and find the sum, difference, or product of any two whole numbers or decimals.
- D. Estimate and find the quotient of a decimal divided by a whole number or by a decimal with two digits.
- E. Express a number which has repeated factors in exponential form and evaluate expressions written in exponential form.
- F. Find the greatest common factor and the least common multiple of two or more numbers.
- G. Estimate and find sums and differences of fractions and mixed numbers.
- H. Find the products of mixed numbers and fractions.
- I. Demonstrate the meaning of percent with concrete models and express a given percent as a decimal fraction or decimal and vice versa.
- J. Use the concepts of ratio, proportion, and percent to solve application problems.
- K. Express large numbers in scientific notation and rewrite numbers written in scientific notation in regular decimal notation.
- L. Use a calculator to find a given power of a given number and a given percent of a given number.
- M. Simplify expressions that include symbols of inclusion.
- N. Approximate the area of irregular figures; compute the area of common polygons (triangle, parallelogram, square, and rectangle) by using formulas; and compute the circumference and the area of a circle of a given radius and vice versa.
- O. Determine and describe the effect changing the linear dimensions of a figure has on the area of the figure.
- P. Convert from one unit of measure to another unit of measure within the same measurement system.
- Q. Find the sum of any two integers using various models.
- R. Represent situations and number patterns with tables, graphs, verbal rules, and equations.
- S. Analyze tables and graphs to identify properties and relationships.
- T. Plot integers on a number line and solve simple linear equations.

- U. Systematically collect, organize, and summarize data; construct, read, and interpret tables, charts, and graphs; and compute measures of central tendency (mean, median, and mode) and the range.
- V. Express probability as a fraction, a ratio, a decimal, or a percent.
- W. Make and refine predictions by determining probabilities for different sample sizes.
- X. Classify angles, pairs of lines, triangles, quadrilateral, and polygons.
- Y. Identify congruent, similar, or symmetric figures.
- Z. Identify transformations of given figures.

**By the end of grade 7 (Saxon Course 2), students will be able to:**

- A. Know addition, subtraction, multiplication, and division facts through 9
- B. Read, write, round, compare and order, and use whole numbers, decimals, fractions, and mixed numbers.
- C. Estimate and find the sum, difference, or product of any two whole numbers and decimals on paper.
- D. Estimate and find the quotient of any two whole numbers or of a decimal divided by a whole number or a decimal with two digits on paper.
- E. Convert between whole numbers, fractions, decimals, and percents mentally, on paper.
- F. Estimate and find sums, differences, products, and quotients of fractions and mixed numbers on paper, and with a calculator.
- G. Use the concepts of ratio, proportion, and percent to solve application problems.
- H. Evaluate expressions written in exponential form which have integral exponents and find the product of two powers which have the same base.
- I. Multiply large numbers and small numbers, using scientific notation.
- J. Use a calculator to find the square root and the square of a given number.
- K. Find the missing terms and the sum of a sequence of numbers.
- L. Find the area of a trapezoid and the surface area of three-dimensional figures.
- M. Find and use formulas for finding volume of prisms, cylinders, cones, and pyramids.
- N. Determine and describe the effect changing the linear dimensions of a figure has on its volume.
- O. Convert from one unit of measure to another unit of measure within the same measurement system and between metric and standard unit systems.
- P. Interpret and use scale drawings.
- Q. Represent situations and number patterns with tables, graphs, verbal rules, and equations.
- R. Analyze tables and graphs to identify properties and relationships.
- S. Graph ordered pairs on a four-quadrant grid.
- T. Find the sum, difference, product, or quotient of any two integers and the absolute value of any integer.
- U. Solve simple linear equations and solve simple linear inequalities. (Students should also be able to graph the solution on a number line.)
- V. Translate word phrases and sentences into algebraic expressions and evaluate algebraic expressions.
- W. Systematically collect, organize, and summarize data (students should be able to use box and whisker graphs, stem and leaf plots, and histograms to display information); construct, read, and interpret tables, charts, and graphs; and compute measures of central tendency (mean, median, and mode) and the range.

- X. Determine the empirical probability of simple events by conducting experiments and the theoretical probability of simple events by constructing a sample space for the set of all possible outcomes and the set of all favorable outcomes.
- Y. Make and refine predictions by determining probabilities for different sample sizes.
- Z. Identify and classify angles, pairs of lines, triangles, quadrilaterals, and polygons.
- AA. Identify congruent, similar, or symmetric figures and identify transformations of given figures.
- BB. Use compass and straightedge to construct the perpendicular bisector of a line segment, perpendicular lines, parallel lines, congruent angles, angle bisectors, and triangles.

**By the end of Grade 8 (Saxon Course 3), students will be able to:**

- A. Know addition, subtraction, multiplication, and division facts through 9
- B. Read, write, round, compare and order, and use whole numbers, decimals, fractions, and mixed numbers.
- C. Estimate and find the sum, difference, product, or quotient of any two decimals.
- D. Convert between whole numbers, fractions, decimals, and percents mentally, and on paper.
- E. Estimate and find sums, differences, products, and quotients of fractions and mixed numbers.
- F. Use the concepts of ratio, proportion, and percent to solve application problems.
- G. Use a calculator to perform all arithmetic operations, including work with percents, square roots, powers, and use of calculator memory.
- H. Identify a real number as rational or irrational and find a real number that lies between any two distinct real numbers.
- I. Describe some properties of rational, irrational, and real numbers.
- J. Use radical notation and fractional notation to write square and cube roots.
- K. Find the  $n$ th term in an arithmetic or geometric sequence.
- L. Find the product or quotient of two powers that have the same base.
- M. Multiply and divide large numbers and small numbers using scientific notation.
- N. Find the perimeter and the area of two-dimensional figures and find the volume and surface area of prisms, pyramids, cones, cylinders, and spheres.
- O. Convert from one unit of measure to another unit of measure within the same measurement system and between metric and standard unit systems.
- P. Construct congruent line segments, congruent angles, the perpendicular bisector of a line segment, an angle bisector, the perpendicular from a point to a line, and the perpendicular to a point on a line.
- Q. Construct a geometric figure congruent to a given geometric figure.
- R. Construct a model of a three-dimensional figure shown from different perspectives.
- S. Identify similar triangles and find the missing parts of similar triangles.
- T. Graph similar figures, reflections, and translations in a coordinate plane.
- U. Identify transformations of given figures.
- V. Solve a formula for any given variable.
- W. Translate word phrases and sentences into algebraic expressions and evaluate algebraic expressions.
- X. Use the Pythagorean Theorem to determine the measure of one side of a triangle, given the measure of the other two sides, and to determine whether a triangle is a right triangle.

**By the end of Algebra 1, students will be able to:**

- A. Know addition, subtraction, multiplication, and division facts through 9

- B. Identify a chord of a circle and complementary or supplementary angles.
- C. Discover and describe the relationships between angles formed by two lines and a transversal.
- D. Find the slope, the x-intercept, and the y-intercept of a linear equation in two variables.
- E. Graph relations of real numbers in order to determine whether the relation represents a function.
- F. Add and subtract polynomial expressions.
- G. Solve a system of two equations in two unknowns using elimination, substitution, and graphing.
- H. Solve a system polynomial equation by factoring, completing the square, and using the quadratic formula.
- I. Solve word problems involving direct or inverse variation or applications of the Pythagorean Theorem or which require writing and solving a simple linear equation or inequality.
- J. Find horizontal, vertical, and diagonal lengths in the coordinate plane.
- K. Systematically collect, organize, and summarize data; construct, read, and interpret tables, charts, and graphs.
- L. Find the mean, median, and mode of a given set of numbers.
- M. interpret and display data from frequency tables, bar graphs, line graphs, circle graphs, histograms, scattergrams, stem-and-leaf plots, and box-and-whisker plots.
- N. Determine the probability of independent and dependent events.
- O. Determine the empirical probability of simple events and compound events by conducting experiments and determine the theoretical probability of simple and compound events by constructing sample spaces for the sets of all possible outcomes and the sets of all favorable outcomes.

### **Classroom Resources for Grades 6-8**

Graphing Calculators, Scientific Calculators, Math Games, Rulers, Yardstick, Meter Stick, Spinners  
Fraction Pieces, Polygon Cutouts, 3-D Prisms, Dice, Compasses, Protractors

## **SUBJECT: Language Arts**

### **Philosophy**

We believe the ability to communicate clearly – to listen, to read, to write, and to speak serves as a vital core to productive Christian living. God’s gifts of listening, reading, writing, and speaking are essential for studying God’s Word, sharing the gospel, learning, being successful in the workplace, enriching and expanding our lives, and living as responsible citizens.

### **Purpose**

Our language arts curriculum prepares our students to become proficient listeners, readers, writers, and speakers.

### **Scripture**

May these words of my mouth and the meditation of my heart be pleasing in your sight, Lord, my Rock and my Redeemer” (Psalm 19:14)

### **GENERAL OBJECTIVES**

Through Christ-centered language arts instruction, teacher strive to lead each child to:

- 1) Work to the best of their God-given abilities to communicate well, both orally and with written words
- 2) Understand how the English language is spoken and written
- 3) Write concisely and expressively
- 4) Communicate to spread God’s Word and serve others
- 5) Create original writings
- 6) Recognize reading and writing as necessary for success in future careers
- 7) Observe patterns and rules of the English language
- 8) Discover the art of proficient writing
- 9) Appreciate God’s gift of language and all that we are capable of doing through it.
- 10) Use phonics to help them figure out unknown words.
- 11) Read for enjoyment and to gain knowledge
- 12) Develop skills and strategies to comprehend and retain information from various texts
- 13) Read fluently out loud
- 14) Experience all the different types of literature
- 15) Regularly read God’s Word for inspiration, edification, and instruction.
- 16) Communicate to spread God’s Word and serve others.
- 17) Evaluate what is communicated in the world according to God’s Word.
- 18) Express ideas or persuade others through oral communication

# Objectives: Kindergarten

## Listening Skills

By the end of kindergarten, students are expected to:

1. listen critically to interpret and evaluate with a Christian viewpoint
2. determine the purposes for listening such as to get information, to solve problems, and to enjoy and appreciate
3. respond appropriately and courteously to directions and questions
4. participate in rhymes, songs, conversations, and discussions
5. listen critically to interpret and evaluate with a Christian viewpoint
6. listen responsively to stories and other texts aloud, including selections from classic and contemporary works
7. identify the musical elements of literary language such as its rhymes or repeated sounds
8. predict and draw conclusions about stories
9. demonstrate active listening behaviors such as facing the speaker, making eye contact, and maintaining attention
10. listen to literature presented using a variety of media, including teacher reading, computer, or recording
11. identify the topic or main idea of a selection

## Reading Skills

By the end of kindergarten, students are expected to:

12. distinguish fiction from nonfiction, including fact and fantasy, and understand that the Bible is the true words of God himself
13. demonstrate knowledge that print moves from left to right and top to bottom
14. demonstrate understanding that words are made up of letters and sentences are made up of words
15. state the names of all the letters of the alphabet and state the sound that each letter represents
16. identify punctuation (e.g., period, exclamation mark, question mark)
17. identify variations in text (e.g. font, size, bold, italic, upper/lowercase)
18. explain that the purpose of print is to carry information (e.g. environmental print, nametags, street signs)
19. demonstrate voice to print match (e.g., student points to print while reading or as someone reads)
20. identify the parts of a book (e.g., cover, pages, title)
21. segment spoken sentences into individual words
22. blend and segment phonemes in spoken words (e.g., initial, medial, and final sounds [phonemes]; recognize same sounds in different words)
23. identify, blend, and segment syllable sounds in spoken words
24. identify and produce oral rhymes
25. blend and segment spoken onsets and rimes to form simple words (e.g., v-an, gr-ab)
26. learn and apply letter-sound correspondences of a set of consonants and vowels to to read grade-level (phonetic and non-phonetic) words in text
27. develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud from the Bible or other books
28. build background knowledge and activate prior knowledge to identify text-to-self, text-to text, and text-to-world connections

29. examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds)
30. identify words that name people, places, or things and words that name actions
31. establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained
32. retell major events and key details from a literary text
33. listen to text of increasing length and/or complexity to develop stamina
34. identify the basic characteristics of literary and informational text
35. state the roles of the author and illustrator of a book
36. identify elements of literary text (e.g. characters, setting, events)
37. make predictions about a text using prior knowledge, pictures, illustrations, and titles
38. draw conclusions from information gathered
39. construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text
40. respond to text (e.g., verbally, in writing, or artistically)

### **Writing Skills**

By the end of kindergarten, students are expected to:

41. respond by writing or drawing pictures to stories read aloud from the Bible or other books
42. write one's own name and other important words
43. write each letter of the alphabet, both capital and lowercase using D'Nealian handwriting
44. use phonological knowledge to map sounds to letters to write messages
45. write messages that move left-to-right and top-to-bottom on the page
46. gain increasing control of penmanship such as pencil grip, paper position, and beginning stroke
47. record or dictate questions for investigating
48. record or dictate is/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas
49. participate in teacher-led prewriting activities to develop an understanding of the writing process
50. write brief personal narratives and simple informational text daily (i.e., journal writing, etc.)
51. read and explain own writings and drawings

### **Speaking Skills**

By the end of kindergarten, students are expected to:

52. present dramatic interpretations of experiences, (Bible) stories, poems or plays
53. choose and adapt spoken language appropriate to the audience, purpose, and occasion, including the use of appropriate volume and rate
54. verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions
55. ask and answer relevant questions and make contributions in small or large group discussions
56. gain increasing control of grammar when speaking such as using subject-verb
57. agreement, complete sentences, and correct tense
58. name or describe people, places, things, locations, sizes, numbers, shapes, colors, & actions
59. use vocabulary to describe clearly ideas, feelings, and personal experiences
60. clarify and support spoken messages using appropriate props such as objects, pictures, or charts
61. retell a spoken message by summarizing or clarifying

62. connect experiences and ideas with those of others through speaking and listening
63. compare language and oral traditions (family stories) that reflect customs, regions, & cultures
64. focus on an audience
65. use pictures to orally retell a story with a beginning, middle, and end, with or without prompts
66. accept contributions of teacher to improve speaking performance

## **Objectives: 1<sup>st</sup> Grade**

### **Listening Skills**

By the end of grade one, students are expected to:

- 1) demonstrate active listening behaviors such as taking turns to speak
- 2) Identify topics
- 3) follow two-step oral directions
- 4) listen responsively to stories out of the Bible and other texts read aloud
- 5) listen for specific information in order to respond with appropriate feedback on Bible stories and other texts
- 6) listen to and identify the musical elements of literary language such as its rhymes or repeated sounds, especially to lyrics in songs in choir

### **Reading Skills**

By the end of grade one, students are expected to:

- 1) recognize that print represents spoken language and conveys meaning
- 2) know that print moves left-to-right across the page and top-to-bottom
- 3) understand that written words are separated by spaces and composed of letters that represent sounds
- 4) know the difference between individual letters and printed words
- 5) know the order of alphabet and be able to identify each letter
- 6) know the difference between capital and lowercase letters
- 7) know how readers use capitalization and punctuation to comprehend
- 8) understand that spoken words are represented in written language by specific sequence of letters
- 9) identify and isolate initial and final sounds of a spoken word
- 10) learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read
- 11) learn and apply the most common letter-sound correspondences, including the sounds represented by single letters consonant blends such as bl, tr, st; consonant; diagraphs such as th, sh, ck; and vowel diagraphs and diphthongs such as ca, ye, ee
- 12) blend initial letter-sounds with common vowel spelling patterns to read words
- 13) decode by using all letter-sound correspondences within a word
- 14) recognize that there are correct spellings for words
- 15) use common spelling patterns to read words
- 16) use structural cues to recognize words such as compounds, base words and inflections such as s, es, ed, ing
- 17) recognize high frequency irregular words such as said, was, where, and is
- 18) read both regular and irregular words automatically through multiple opportunities to read and reread
- 19) recognize that different parts of book such as cover, title page, and table of contents offer information
- 20) recognize the distinguishing features of a paragraph
- 21) be able to demonstrate the concept of words by dividing spoken sentences into individual words

- 22) be able to identify segment and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words
- 23) produce rhyming words and distinguish them from non-rhyming words
- 24) read regularly in independent-level materials
- 25) read regularly in instructional-level materials that are challenging yet manageable
- 26) read orally from familiar texts with fluency (accuracy, expression appropriate
- 27) phrasing and attention to punctuation) and self-select independent level reading
- 28) read the Bible, fiction, nonfiction, and poetry, including classic and contemporary works for pleasure and / or information
- 29) understand simple story structure
- 30) understand the importance of a setting to the story's meaning, especially in Bible stories
- 31) recognize a story's plot or problem
- 32) to connect one's own experiences with life experiences, languages, customs and culture of others
- 33) retell or act out the order of important events in stories
- 34) draw and discuss visual images based on text descriptions
- 35) identify similarities and differences across texts such as topics, characters and problems

### **Writing Skills**

By the end of grade one, students are expected to:

- 1) write one's own name
- 2) write each letter of the alphabet, both capital and lowercase, using correct D'Nealian formation, appropriate size and spacing
- 3) write messages that are more left-to-right and top-to-bottom on the page
- 4) gain an increasing control of penmanship such as pencil grip, paper position, stroke and posture
- 5) use basic capitalization in proper names such as the names of God, personal and pet names
- 6) use basic punctuation such as periods, question marks, and exclamation points
- 7) use paragraph frame to organize writing
- 8) focus on one topic
- 9) elaborate message when prompted
- 10) share writing with others
- 11) use basic sentence structure for simple sentences
- 12) use subject and verb agreement in simple sentences
- 13) spell basic high frequency words correctly
- 14) use phonetic strategies to spell unknown words

### **Speaking Skills**

By the end of grade one, students are expected to:

- 1) respond appropriately and courteously to directions and questions
- 2) participate in rhymes, songs, conversations and discussions
- 3) interpret and evaluate stories from the Bible and other texts responsively
- 4) connect experiences and ideas with those of others through speaking
- 5) choose and adapt spoken language appropriate to the audience, purpose and occasion, including use of appropriate volume and rate
- 6) ask and answer relevant questions and make contributions in small and large group discussions
- 7) present dramatic interpretations of experiences, stories, poems or plays

- 8) gain increasing control of grammar when speaking such as subject-verb agreement, complete sentences, and complete tense
- 9) use the vocabulary of school such as numbers, shapes, colors, directions and categories
- 10) use vocabulary to describe clearly ideas, feelings, and experiences
- 11) clarify and support spoken messages using appropriate props such as objects, pictures and charts
- 12) retell a spoken message by summarizing or clarifying

## **Objectives: grade 2**

### **Listening Skills**

By the end of grade two, students are expected to:

- 1) demonstrate active listening behaviors (i.e. asking relevant questions)
- 2) listen and identify details that support the topic
- 3) follow oral directions with three or four steps
- 4) listen responsively to stories out of the Bible and other texts read aloud, including selections from classic and contemporary works
- 5) listen for specific information in order to respond with appropriate feedback on Bible stories and other texts
- 6) identify the content of verbal communication and nonverbal cues

### **Reading Skills**

By the end of grade two, students are expected to:

- 1) decode by using all letter-sound correspondences within a word
- 2) blend initial letter-sounds with common vowel spelling patterns to read words
- 3) use structural cues such as prefixes and suffixes to recognize words such as un, and ly
- 4) read regularly in independent-level materials where no more than 1 in 20 words is difficult for reader
- 5) read regularly in instructional-level materials that are challenging yet manageable
- 6) read orally from familiar texts for fluency (accuracy, expression appropriate phrasing and attention to punctuation)
- 7) self-select independent-level reading by drawing on personal interests, by relying on knowledge of authors and different types of texts and text difficulty
- 8) read silently for increasing periods of time
- 9) read classic and contemporary works such as Bible stories and poetry
- 10) read from a variety of genres for pleasure and to acquire information
- 11) read to accomplish various purposes, both assigned and self-selected
- 12) discuss meanings of words and develop vocabulary through meaningful concrete experiences
- 13) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud
- 14) develop vocabulary through reading
- 15) use resources, and references such as beginners' dictionaries, glossaries, available technology and context to build word meanings and to confirm punctuation of words
- 16) make and explain inferences from texts such as determining important ideas, and causes and effects, making predictions, and drawing conclusions
- 17) identify similarities and differences across texts such as in topics, characters, and problems

- 18) produce summaries of text selections
- 19) represent text information in different ways, including story maps, graphs, and charts
- 20) respond to stories and poems in ways that reflect understanding and interpretation in discussion, in writing, and through movement, music, art and drama
- 21) demonstrate an understanding of informational text through writing, illustrating, developing demonstrations, and using available technology
- 22) support interpretations or conclusions with examples drawn from text
- 23) connect ideas and themes across texts
- 24) distinguish different forms of text such as lists, newsletters, and signs
- 25) understand the different functions of text
- 26) identify text as written for entertainment or for information
- 27) understand and identify simple literary terms such as title, author, and illustrator
- 28) analyze characters, including their traits, relationships, and changes
- 29) recognize and use parts of book to locate information, including table of contents, chapter titles, guide words, and indices
- 30) use multiple sources, such as encyclopedia, technology, and experts to locate information that addresses questions, interpret and use graphic sources of information such as maps, charts, graphs, and diagrams
- 31) locate and use important areas of the library
- 32) demonstrate learning through productions and displays such as murals, written and oral reports and dramatizations
- 33) draw conclusions from information gathered

### **Writing Skills**

By the end of grade two, students are expected to:

- 1) gain increasing control of aspects of penmanship such as pencil grip, paper position, stroke and posture, and using correct letter formation, appropriate size and spacing
- 2) use basic capitalization and punctuation correctly such as names and first letters in capitalizing sentences, using periods, and question marks
- 3) use more complex capitalization and punctuation with increasing accuracy such as proper nouns (i.e. names of God, personal, and pet names), abbreviations, commas, apostrophes, and question marks
- 4) use singular and plural forms of regular nouns
- 5) use a variety of single sentences
- 6) use singular and plural pronouns correctly
- 7) combine sentences correctly
- 8) use phonetic strategies and common visual patterns to spell unfamiliar words
- 9) spell a growing number of high frequency words correctly
- 10) begin learning cursive writing at the beginning of second semester using D'Nealian formation

### **Speaking Skills**

By the end of grade two, students are expected to:

- 1) respond appropriately and courteously to directions and questions
- 2) participate in rhymes, songs, conversations and discussions
- 3) interpret and evaluate stories from the Bible and other information and texts critically
- 4) identify verbally the musical elements of literary language such as rhymes, repeated sounds, or instances of onomatopoeia, especially to lyrics to songs sung in the choir

- 5) verbally connect experiences and ideas with others
- 6) verbally compare language and oral traditions (family stories) that reflect customs, regions, and cultures
- 7) speak appropriately to audience, purpose, and occasion
- 8) make announcements, give directions, and make introductions
- 9) ask and answer relevant questions
- 10) make complete sentences and have increasing control of grammar using subject-verb agreement and correct tense
- 11) describe clearly ideas, feelings, and experiences
- 12) clarify spoken messages by using appropriate objects, pictures, or charts

## **Objectives: grade 3**

### **Listening Skills**

By the end of grade three, students are expected to:

- 1) demonstrate active listening behaviors (i.e. appropriate feedback and contributions of relevant information)
- 2) listen to and summarize information
- 3) listen to acquire new vocabulary
- 4) follow oral directions and monitor for clarity
- 5) listen responsively to Bible stories and other texts read aloud, including selections from classic and contemporary works
- 6) use listening to define and solve problems
- 7) evaluate oral presentations

### **Reading Skills**

By the end of grade three, students are expected to:

- 1) use a variety of word identification strategies
- 2) read with fluency and understanding at appropriate difficulty levels
- 3) develop vocabulary through reading by using resources and references such as dictionaries, glossaries, available technology, and context
- 4) use prior knowledge to determine a purpose for reading
- 5) make connections from text to world during reading
- 6) form mental pictures to organize and visualize the content of text
- 7) ask questions and support answers by connecting prior knowledge with literal and inferential information found in the text
- 8) draw inferences, such as conclusions or generalizations, and support them with text evidence and/ or personal experiences
- 9) organize information and events logically
- 10) analyze the characteristics of various types of text
- 11) summarize a story
- 12) describe in own words new information gained from texts, relate it to prior knowledge, and compare this information to God's plan and purpose for our lives

## **Writing Skills**

By the end of grade three, students are expected to:

- 1) recognize and implement the 6+1 Trait Writing model: ideas, organization, voice, word choice, sentence fluency, conventions, and presentation
- 2) focus on a central idea
- 3) create well-developed introductory and concluding paragraphs include descriptive details that elaborate the central idea
- 4) revise writing for organization, precise vocabulary, and purposefully selected information, edit for spelling of appropriate words, usage, punctuation, capitalization, and sentence structure
- 5) utilize available resources to edit personal writing (i.e. Dictionary, thesaurus, available technology, etc)
- 6) write for a specific purpose and audience
- 7) write informational pieces with at least two paragraphs
- 8) write on demand to a specified prompt within a give time frame
- 9) use capitalization and punctuation such as commas, apostrophes, quotation marks, proper nouns, and abbreviations with increasing accuracy
- 10) write with more proficient spelling
- 11) students should, as in all things, give God glory through their writing

## **Speaking Skills**

By the end of grade three, students are expected to

- 1) Use pronouns and adjectives appropriately in speech
- 2) clarify and explain words and ideas orally
- 3) respond appropriately when being introduced
- 4) adapt spoken language to the audience, purpose and occasion
- 5) support spoken ideas and opinions with examples, evidence and elaboration
- 6) provide supportive verbal and non verbal cues to participants in a discussion to encourage an exchange of ideas and opinions
- 7) express opinions and solve problems
- 8) gain increasing control of grammar when speaking such as subject – verb agreement, complete sentences and correct tense
- 9) use vocabulary to describe clearly ideas, feelings and experiences
- 10) use God pleasing vocabulary to clearly describe ideas, feelings, and experiences

## **Objectives: 4<sup>th</sup> Grade**

### **Listening Skills**

By the end of grade four, students are expected to:

- 1) demonstrate active listening behaviors (i.e. beginning note taking)
- 2) listen and evaluate information
- 3) listen to understand, organize, and remember directions for doing tasks and assignments
- 4) listen and respond to Bible stories, along with other literature readings, including inferring underlying themes and messages

- 5) identify or infer the purpose, content, organization, and delivery of verbal communication and non-verbal cues
- 6) evaluate oral presentations
- 7) use listening to define and solve problems

### **Reading Skills**

By the end of grade four, students are expected to:

- 1) read a variety of texts, including the Bible, brochures, newspapers, magazine articles, poetry, mysteries, or realistic fiction
- 2) read critically to compare information from two or more sources
- 3) respond to texts by keeping a reading journal and using graphic organizers
- 4) compare and contrast fiction and non-fiction
- 5) determine author's purpose
- 6) use inferences to expand understanding of content knowledge
- 7) sort relevant and irrelevant information, based on the purpose of reading
- 8) generate questions that reflect active engagement in the text
- 9) use additional resources to support answers to questions formulated before, during, and after reading
- 10) make connections that demonstrate a deeper understanding of text related to self, text, and /or world
- 11) form mental pictures reflecting vivid details and personal connections with the text

### **Writing Skills**

By the end of grade four, students are expected to:

- 1) focus on one aspect of a topic
- 2) create an introduction that hooks the reader
- 3) write several related paragraphs on the same topic
- 4) develop strong closure
- 5) revise writing to utilize elements of style, including word choice and sentence variation
- 6) edit for spelling of appropriate words, usage, punctuation, capitalization, and sentence structure without the aid of a checklist
- 7) use available technology for publishing
- 8) write for a general audience (i.e. newspaper and website, etc.)
- 9) write to define, clarify, develop ideas, and express creativity
- 10) write on demand to a specific prompt within a given time frame
- 11) write summaries based on the main idea of a reading selection
- 12) write complex narrative, descriptive, expository, and persuasive compositions that have topic sentences, concrete sensory supporting details, a context to allow the reader to imagine the event, and a logical conclusion
- 13) write with more proficient spelling
- 14) use capitalization and punctuation, such as apostrophes, quotation marks, and commas
- 15) use descriptive language such as action verbs, specific nouns, vivid adjectives, and adverbs to add interest to writing
- 16) describe characters and setting
- 17) format writing appropriately according to audience, purpose, and form
- 18) indicate paragraphs using indentation
- 19) students should, as in all things, give God glory through their writing

## **Speaking Skills**

By the end of grade four, students are expected to:

- 1) use subject-related information and vocabulary
- 2) adjust language and vocabulary to fit an audience, topic, or purpose
- 3) make proper introductions and respond courteously
- 4) adapt spoken language, including word choice
- 5) give precise directions and instructions for more complex activities and tasks
- 6) participate in formal and informal discussions about a variety of topics
- 7) encourage others to participate in discussions
- 8) ask and answer relevant questions and make contributions in small or large group discussions
- 9) gain increasing control of grammar, such as subject/verb agreement, verb tense, adverb forms, and complete sentences
- 10) use God pleasing vocabulary to clearly describe ideas, feelings, & experiences

## **Objectives: 5<sup>th</sup> Grade**

### **Listening Skills**

By the end of grade five, students are expected to:

- 1) listen to God's Word and respond to it
- 2) be active listeners involved in gaining information and solving problems
- 3) eliminate barriers to effective listening
- 4) interpret speakers' messages and recognize their point of view
- 5) distinguish between a speaker's opinion and verifiable facts
- 6) compare oral traditions through different cultures
- 7) listen to oral reading of classical and contemporary works
- 8) demonstrate listening skills by responding to a spoken message
- 9) locate the main idea of a spoken message
- 10) tell the difference between fact and opinion in the media

### **Reading Skills**

By the end of grade five, students are expected to:

- 1) read the Bible independently
- 2) read Bible texts and locate evidence of the Law and Gospel
- 3) read from a variety of sources like folk tales, myths, legends, biographies, autobiographies, fiction, poems, non-fiction, and content areas
- 4) identify alliteration, assonance, rhyming patterns, and mental imagery within poetry
- 5) read assigned and self-selected texts
- 6) read texts that reflect a variety of cultures
- 7) read aloud
- 8) adjust reading rate depending on purpose
- 9) read silently with comfort for a sustained amount of time

- 10) compare different time periods as they read different U.S. literature
- 11) select varied sources for information gathering
- 12) analyze root words with suffixes
- 13) locate the meanings of unknown words using a dictionary or glossary
- 14) locate information to support opinions, make predictions, and conclusions
- 15) connect own background knowledge and personal experiences to make inferences and respond to the text
- 16) make inferences based on a character's thoughts, words and actions
- 17) analyze literary elements such as setting, character, plot, climax, and resolution
- 18) compare and contrast the actions and motives of characters within a text
- 19) identify main ideas and supporting evidence while reading short passages
- 20) scan passages to develop a general idea
- 21) scan passages to locate specific information
- 22) summarize information
- 23) retell stories with detail

### **Writing Skills**

By the end grade five, students are expected to:

- 1) understand and regularly use the 6+1 Trait Writing model: ideas, organization, voice, word choice, sentence fluency, conventions, and presentation.
- 2) write passages from the Bible
- 3) summarize Bible stories
- 4) write letters, stories, poems, and non-fiction reports
- 5) use figures of speech
- 6) respond to written or oral presentations
- 7) write in content areas
- 8) use correct capitalization and punctuation
- 9) use correct pronouns, subject/verb agreement, and verb tenses
- 10) use simple, compound, and complex sentences in their writing
- 11) apply direct quotations correctly to their writing
- 12) write in response to literature
- 13) use literary terminology such as plot, character, setting, climax, problem, and solution
- 14) use D'Nealian handwriting in manuscript and cursive that is legible
- 15) plan, write, revise, and edit written work
- 16) write lists, outlines, cause/effect relationships, problem/solutions
- 17) recognize the eight parts of speech
- 18) identify the simple and complete subjects and the simple and complete predicates within sentences
- 19) use compound subjects and predicates to enhance their writing style
- 20) identify the four kinds of sentences: declarative, imperative, interrogative, and exclamatory
- 21) identify and use simple, compound, and complex sentences
- 22) identify and correct fragments and run-on sentences
- 23) identify and use natural and inverted sentences
- 24) be able to identify the following sentence patterns such as S-V, S-Vt-DO, S-Vt-IO-DO, S-LV-PN, and S-LV-PA
- 25) generate ideas using brainstorming, reading, and discussing
- 26) demonstrate an awareness of the purpose and audience of expository writing
- 27) demonstrate an awareness of the purpose and audience of persuasive writing

- 28) demonstrate an awareness of the purpose and audience of descriptive writing
- 29) be able to select a form of writing that addresses the intended audiences
- 30) use available technology to access information using the Internet and school library
- 31) organize ideas using graphic organizers such as webbing, mapping, charts, graphs, and outlines
- 32) use writing checklist to improve written work
- 33) edit work featuring sentence structure, word order, spelling, subject/verb agreement, correct capitalization, correct punctuation, and spelling
- 34) maintain a writing journal throughout the year
- 35) write poems that use a variety of forms such as sonnet, haiku, limerick, or ballad
- 36) write to reflect on multicultural themes
- 37) develop notes to paraphrase main ideas from text

### **Speaking Skills**

By the end of grade five, students are expected to:

- 1) recite Bible passages from memory
- 2) present a psalm, hymn, of Christian poem
- 3) present dramatic readings of poems, stories, and narratives
- 4) give oral presentations
- 5) give precise directions for an assignment
- 6) develop vocabulary from personal reading and context area texts
- 7) use appropriate eye contact, posture, and volume for dramatic readings
- 8) contribute in classroom discussions
- 9) give verbal evaluations and critiques of peer projects

### **5<sup>th</sup> Grade Instructional Collection**

St. Paul's Lutheran School uses a variety of literary works for the reading curriculum at the middle school level. Through them, students become acquainted with names of authors, genres, other cultures, writing styles, and unfamiliar words. Students also gain a deeper appreciation for good writing and the ability to use language with power and grace.

- 1) *Name this American*
- 2) *Bud, Not Buddy*
- 3) *We'll Never Forget You, Roberto Clemente*
- 4) *Iditarod Dream*
- 5) *My Side of the Mountain*
- 6) *Rosa Parks*

## **Objectives: grade 6**

### **Listening Skills**

By the end of grade six, students are expected to:

- 1) listen to God's Word and respond to it

- 2) be active listeners involved in gaining information and solving problems
- 3) eliminate barriers to effective listening
- 4) interpret speakers' messages and recognize their point of view
- 5) distinguish between a speaker's opinion and verifiable facts
- 6) compare oral traditions through different cultures
- 7) listen to oral reading of classical and contemporary works
- 8) demonstrate listening skills by responding to a spoken message
- 9) locate the main idea of a spoken message
- 10) tell the difference between fact and opinion in the media

### **Reading Skills**

By the end of grade six, students are expected to:

- 1) read the Bible independently
- 2) read Bible texts and locate evidence of the Law and Gospel
- 3) read from a variety of sources like folk tales, myths, legends, biographies, autobiographies, fiction, poems, non-fiction, and content areas
- 4) identify alliteration, assonance, rhyming patterns, and mental imagery within poetry
- 5) read assigned and self-selected texts
- 6) read texts that reflect a variety of cultures
- 7) read aloud with increasing fluency
- 8) adjust reading rate depending on purpose
- 9) read silently with comfort for a sustained amount of time
- 10) compare different time periods as they read different U.S. literature
- 11) select varied sources for information gathering
- 12) analyze root words with suffixes
- 13) locate the meanings of unknown words using a dictionary or glossary
- 14) locate information to support opinions, make predictions, and conclusions
- 15) connect own background knowledge and personal experiences to make inferences and respond to the text
- 16) make inferences based on a character's thoughts, words and actions
- 17) analyze literary elements such as setting, character, plot, climax, and resolution
- 18) compare and contrast the actions and motives of characters within a text
- 19) identify main ideas and supporting evidence while reading short passages
- 20) scan passages to develop a general idea
- 21) scan passages to locate specific information
- 22) summarize information
- 23) retell stories with detail

### **Writing Skills**

By the end grade six, students are expected to:

- 1) write passages from the Bible
- 2) summarize Bible stories
- 3) write letters, stories, poems, and non-fiction reports
- 4) use figures of speech
- 5) respond to written or oral presentations

- 6) write in content areas
- 7) use correct capitalization and punctuation
- 8) use correct pronouns, subject/verb agreement, and verb tenses
- 9) use simple, compound, and complex sentences in their writing
- 10) apply direct quotations correctly to their writing
- 11) write in response to literature
- 12) use literary terminology such as plot, character, setting, climax, problem, and solution
- 13) use D'Nealian hand writing in manuscript and cursive that is legible
- 14) plan, write, revise, and edit written work
- 15) write lists, outlines, cause/effect relationships, problem/solutions
- 16) recognize the eight parts of speech
- 17) identify the simple and complete subjects and the simple and complete predicates within sentences
- 18) use compound subjects and predicates to enhance their writing style
- 19) identify the four kinds of sentences: declarative, imperative, interrogative, and exclamatory
- 20) identify and use simple, compound, and complex sentences
- 21) identify and correct fragments and run-on sentences
- 22) identify and use natural and inverted sentences
- 23) be able to identify the following sentence patterns such as S-V, S-Vt-DO, S-Vt-IO-DO, S-LV-PN, and S-LV-PA
- 24) generate ideas using brainstorming, reading, and discussing
- 25) demonstrate an awareness of the purpose and audience of expository writing
- 26) demonstrate an awareness of the purpose and audience of persuasive writing
- 27) demonstrate an awareness of the purpose and audience of descriptive writing
- 28) be able to select a form of writing that addresses the intended audiences
- 29) use available technology to access information using the Internet and school library
- 30) organize ideas using graphic organizers such as webbing, mapping, charts, graphs, and outlines
- 31) use writing checklist to improve written work
- 32) edit work featuring sentence structure, word order, spelling, subject/verb agreement, correct capitalization, correct punctuation, and spelling
- 33) maintain a writing journal throughout the year
- 34) write poems that use a variety of forms such as sonnet, haiku, limerick, or ballad
- 35) write to reflect on multicultural themes
- 36) develop notes to paraphrase main ideas from text

### **Speaking Skills**

By the end of grade six, students are expected to:

- 1) recite Bible passages aloud
- 2) recite a Bible story aloud
- 3) present dramatic readings of poems, stories, and narratives
- 4) give oral presentations
- 5) give precise directions for an assignment
- 6) develop vocabulary from personal reading and context area texts
- 7) use appropriate eye contact, posture, and volume for dramatic readings
- 8) contribute in classroom discussions
- 9) give verbal evaluations and critiques of peer projects

St. Paul's Lutheran School uses a variety of literary works for the reading curriculum at the middle school level. Through them, students become acquainted with names of authors, genres, other cultures, writing styles, and unfamiliar words. Students also gain a deeper appreciation for good writing and the ability to use language with power and grace.

- 1) *Number the Stars*
- 2) *Cowboys: Roundup on an American Ranch*
- 3) *The Westing Game*
- 4) *Louis Braille – Out of the Darkness*
- 5) *Anne of Green Gables*
- 6) *Old Yeller*
- 7) *Tuck Everlasting*

## **Objectives: 7<sup>th</sup> Grade**

### **Listening Skills**

By the end of grade seven, students are expected to:

- 1) evaluate presented material from a Christian viewpoint
- 2) establish purpose for listening such as to gain information, to solve problems, or to enjoy and appreciate
- 3) listen attentively for main ideas, details, and organization
- 4) demonstrate attentive listening skills to respond to and interpret speaker's message
- 5) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
- 6) distinguish between the speaker's opinion and verifiable fact
- 7) evaluate presentations using established criteria
- 8) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
- 9) identify how language use reflects regions and cultures
- 10) develop vocabulary by listening to selections read aloud

### **Reading Skills**

By the end of grade seven, students are expected to:

- 1) automatically decode words to ensure focus on comprehension
- 2) continue to develop and maintain an adequate body of sight words
- 3) use knowledge of root words and affixes to determine meaning
- 4) use context to determine meaning of words
- 5) identify and explain similes, metaphors, personification, hyperboles, and analogies to infer the literal and figurative meanings of phrases
- 6) identify how words from other cultures have been incorporated into English vocabulary usage
- 7) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources
- 8) use reading strategies such as previewing, predicting, and formulating questions, to activate prior knowledge and establish a purpose for reading
- 9) identify the purposes of different types of texts such as to inform, influence, express, or entertain

- 10) recognize the distinguishing different literary genres such as historical fiction, non-fiction, poetry, plays, fantasy, realistic fiction, and biography
- 11) analyze literary elements of fiction with emphasis on plot development, including conflict, rising action, climax, falling action, and resolution
- 12) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo
- 13) recognize and interpret literary devices such as flashback, foreshadowing, and symbolism
- 14) identify the use of poetic devices such as comparison, alliteration, repetition, onomatopoeia, and rhyme
- 15) examine the effect of imagery on the mood or meaning of the poem
- 16) distinguish fact and opinion in various texts recognize the difference between first person and third person point of view.
- 17) identify main ideas and supporting evidence
- 18) use his/her own knowledge and experience to comprehend
- 19) use reading strategies such as rereading, skimming, reading aloud, asking questions, searching for clues, and studying graphics to help comprehension and recall information
- 20) use paraphrasing, summarizing, outlining, and note-taking of text to recall, inform, or organize ideas
- 21) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts
- 22) use Christian discernment when reading a text to determine if it is God-pleasing
- 23) read regularly in independent-level materials
- 24) read regularly in instructional-level materials that are challenging yet manageable
- 25) adjust reading rate based on purpose for reading
- 26) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners
- 27) read silently with increasing ease for longer periods of time
- 28) read a variety of literature including short stories, poetry, plays, legends, cross-cultural works, classics, and contemporary works
- 29) determine distinctive and common characteristics of cultures through reading

### **Writing Skills**

By the end grade seven, students are expected to:

- 1) generate ideas by selecting and applying appropriate pre-writing strategies such as brainstorming, graphic organizers, and notes
- 2) develop drafts by categorizing ideas and organizing them into paragraphs
- 3) revise selected drafts by organizing, adding, elaborating, deleting, combining, and rearranging text
- 4) edit drafts to ensure standard usage, mechanics, varied sentence structure, and appropriate word choice
- 5) develop a bibliography page to cite authoritative sources
- 6) proofread own writing and that of others
- 7) using available technology, publish written works for a final written product
- 8) evaluate own and other's writing using established criteria
- 9) analyze published examples as models for writing
- 10) frame questions to direct research
- 11) organize prior knowledge about a topic in a variety of ways such as using a graphic organizer
- 12) take notes from relevant and authoritative sources
- 13) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines
- 14) write legibly by selecting D'Nealian cursive or manuscript as appropriate
- 15) correct fragments and run-ons
- 16) use proper capitalization

- 17) punctuate correctly to clarify and enhance by using quotations, hyphens, semicolons, colons, possessives, and sentence punctuation
- 18) spell frequently misspelled words correctly such as their, they're, and there
- 19) use available resources to find correct spellings
- 20) understand the influence of other languages and cultures on the spelling of English words
- 21) vary sentence structure by using simple, compound, complex, and compound-complex sentences and different kinds of sentences: declarative, interrogative, imperative, exclamatory
- 22) employ standard English usage in writing including subject-verb agreement, pronoun antecedents, and parts of speech
- 23) be able to identify the following sentence patterns such as S-V, S-Vt-DO, S-Vt-IO-DO, S-LV-PN, and S-LV-PA
- 24) use conjunctions to connect ideas meaningfully
- 25) use adjectives and adverbs appropriately to make writing vivid
- 26) use prepositional phrases to elaborate written ideas
- 27) use verb tenses appropriately and consistently such as present, past, and future
- 28) write with increasing accuracy when using apostrophes for contractions and possessives
- 29) write across the curriculum

### **Speaking Skills**

By the end of grade seven, students are expected to:

- 1) contribute appropriately to class discussion
- 2) retell a story or main idea of a story
- 3) use vocabulary from content area texts and personal reading
- 4) use standard English in classroom discussion and presentations
- 5) recite Bible verses, hymns, and parts of the Lutheran Catechism
- 6) share their faith through classroom discussion and personal conversation
- 7) delivery oral presentations, both secular and religious, to an audience
- 8) demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting, and providing information
- 9) present a variety of oral presentations including research, personal experiences, stories, poems, or plays
- 10) use effective rate, volume, pitch, tone, and eye contact when speaking before an audience
- 11) clarify and support spoken ideas with evidence, elaborations, and examples
- 12) evaluate own oral presentations and the presentations of others based on preset criteria

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- 1) *The Outsiders*
- 2) *The Bronze Bow*
- 3) *The True Confessions of Charlotte Doyle*

## **Objectives: 8<sup>th</sup> Grade**

### **Listening Skills**

By the end of grade eight, students are expected to:

- 1) establish purpose for listening such as to gain information, to solve problems, or to enjoy and appreciate
- 2) listen attentively for main ideas, details, and organization
- 3) demonstrate attentive listening skills to respond to and interpret speaker's message
- 4) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
- 5) distinguish between the speaker's opinion and verifiable fact
- 6) evaluate presentations using established criteria
- 7) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
- 8) evaluate presented material from a Christian viewpoint
- 9) identify how language use reflects regions and cultures
- 10) develop vocabulary by listening to selections read aloud

### **Reading Skills**

By the end of grade eight, students are expected to:

- 1) automatically decode words to ensure focus on comprehension
- 2) continue to develop an expanding vocabulary of challenging words
- 3) use knowledge of root words and affixes to determine meaning
- 4) use context to determine meaning of words
- 5) identify and explain similes, metaphors, personification, hyperboles, and analogies to infer the literal and figurative meanings of phrases
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- 15) correct fragments and run-ons
- 16) use proper capitalization
- 17) punctuate correctly to clarify and enhance by using quotations, hyphens, semicolons, colons, possessives, and sentence punctuation
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- 29) write across the curriculum

## **Speaking Skills**

By the end of grade eight, students are expected to:

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- 2) retell a story or main idea of a story
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- 4) use standard English in classroom discussion and presentations
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- 6) share their faith through classroom discussion and personal conversation
- 7) delivery oral presentations, both secular and religious, to an audience
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- 9) present a variety of oral presentations including research, personal experiences, stories, poems, or plays
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- 1) *The Giver*
- 2) *Witch of Blackbird Pond*
- 3) *Where the Red Fern Grows*
- 4) *Johnny Tremain*

## **SUBJECT: SOCIAL STUDIES**

### **Scripture: Psalm 139:13-16**

For you formed my inward parts; you knitted me together in my mother's womb. I praise you, for I am fearfully and wonderfully made. Wonderful are your works; my soul knows it very well. My frame was not hidden from you, when I was being made in secret, intricately woven in the depths of the earth. Your eyes saw my unformed substance; in your book were written, every one of them, the days that were formed for me, when as yet there was none of them.

### **Philosophy**

We believe social studies is an integrated study of God's created world and humanity and the events that connect them.

## **Purpose**

Our social studies curriculum provides students with the necessary tools to be active citizens in God's created world through the study of World, United States, and Nebraska History. Additional emphasis is given to geography, government, citizenship, economics, and culture to complete a well rounded curriculum.

## **Category Definitions**

History is really the telling of **His story**: learning how our heavenly Father created the world and all in it, how He sustains the world and has preserved it to the present day. In a study of world and American history we learn how we as God's children fit into the world and the opportunities that exist in spreading the story of God's love to all people.

Geography shows the wide variety of climates, land forms, and peoples the Lord has created. Here we learn of the factors that affect history and shape the world in which we live. Geography helps us understand our place in the vast number of different cultures that exist and reminds us of our calling to preach the Gospel to all nations.

Civics is taught to prepare our children for their future role as Christian leaders in the world. As Christians we understand the gift of government that the Lord has established through the Fourth Commandment. Our children need to be trained as responsible citizens who can take active leadership and participator roles, and in doing so serve their Lord and their country.

Current Events leads us to a better understanding of the world and its events as they take place around us. Not only do we need to know how these events will affect us now and in the future, but how the events came about and the relationship of these events to the factors of history, geography, and civics.

Economics is taught to foster the practice of good stewardship. By learning to making reasoned judgments about personal economic questions, students develop understanding of how resources are used to serve God and family. As students study larger economic questions that involve community, country, and world, they develop an understanding of basic economic principles.

## **General Attitudes for Student to Develop in Social Studies**

Through Christ-centered social studies instruction, teachers strive to lead each child to:

- Grow to be a productive citizen with a positive influence in the community--the "salt of the earth" and the "light of the world." (Matthew 5:13-16)
- Respect our government and be thankful for our country's blessings.
- Identify a "world-view," that he or she may better understand God's guiding hand in the world, and better function in the home, community, and the nation.
- Analyze the blessings showered on the world by the overwhelming grace of God and therefore be filled with a greater desire to thank and praise, serve and obey our God.
- Evaluate other cultures in our society and throughout the world by the standards of God's Word.
- Realize the need to spread the Gospel to the whole world.

## **Kindergarten Objectives**

By the end of Kindergarten the students will:

1. recite the Pledge of Allegiance.
2. recognize national symbols.
  - flag
  - bald eagle
  - Statue of Liberty
  - Lincoln Memorial
  - Washington Monument
  - White House
3. use words related to chronology and time to show an understanding of how things change.
  - now, long ago
  - before, after
  - morning, afternoon, night
  - today, tomorrow, yesterday
  - first, next, last
  - day, week, month, year
  - past, present, future
4. recognize some important historical characters and events.
  - Christopher Columbus
  - the first Thanksgiving
  - Martin Luther King Jr.
  - George Washington
  - Abraham Lincoln
  - Rosa Parks
  - Harriet Tubman
5. recognize a globe as a model of the Earth.
6. understand the use of maps.
7. label the conditions of each season
8. recognize different geographic areas such as desert, rainforest, mountains.
9. demonstrate an understanding of good citizenship and character.
  - Follow rules such as sharing and taking turns.
  - Recall acts of honest, patriotism, loyalty by historical characters.
  - Understand the benefits of recycling.
10. describe the work of people in various occupations.
11. recognize the way people work together in a family, neighborhood, and community.
12. label their own emotions and deal with them appropriately.
13. show and understanding and tolerance for diverse cultures, customs, and mental and physical abilities.

### **Grades 1 and 2 Objectives**

By the end of grade 2 the students will:

1. understand that every community has a history.
2. understand that we learn about the past in many different ways.
3. understand that people from many lands have made our nation culturally rich.
4. understand that we take pride in preserving traditions.
5. understand that celebrations link us to the past.
6. understand that all cultures are similar in many ways.

7. understand that people around the world communicate in many different ways.
8. understand that friends work, share, and play together.
9. understand that people work together and care for each other at home, at school, and in the community.
10. understand that people can work together to solve a problem.
11. understand that older and younger people can work together.
12. understand that some rules help us work and play together.
13. create an American flag.
14. understand the meaning of the Pledge of Allegiance.
15. learn the rules of respect for the American flag.
16. write a report on a president of the United States.
17. design their own map.
18. evaluate a real map.
19. color on a map the different regions of the United States.
20. recognize the different landforms.

**Grades 3-4 (Year 1) By the end of year 1 the students will:**

1. Understand how to read and use the map key and parts of a map.
2. Understand how globes help us study the earth.
3. Understand and name the continents and oceans.
4. Identify different kinds of land and water.
5. Understand what it means to belong to a community.
6. Demonstrate an understanding of the reasons for community rules for a specific community.
7. Identify the location of the Mississippi River and its importance to the U.S.
8. Identify the geography and locations of the United States mountain ranges, desert communities, and the Great Plains.
9. Describe the natural resources of the above communities.
10. Understand how location affects farming in an area.
11. Recognize that Native Americans were the first people to inhabit the different areas of North America.
12. Understand the different ways of living of the Native Americans Groups:
  - a. Northwest Coast, Southwest People, Plains Indians
13. Make a Teepee
14. Make a live size buffalo
15. Identify how the Plains Indians used all different parts of the Buffalo
16. Understand who the Pilgrims were and why they came to America.
17. Understand how the Native Americans were a help to the Pilgrims' survival.
18. Recognize the Spanish as the first Europeans to come to America.
19. Describe how urban and rural areas are different
20. Describe how cities and suburbs are related
21. Infer the importance of transportation on the development of suburbs
22. Understand why many Americans made the move westward.
23. Understand how the coming of the railroad changed life, travel, and transportation in America.
24. Recognize there are three levels of government in the United States
25. Begin to understand the different jobs related to the levels of government.
26. Know where our state and nation governments are located.
27. Understand the relationship of our state and national governments with our lawmaking.

28. Recognize Washington D.C. as a city for all Americans.
29. Identify famous Americans and their deeds throughout its history.

**Grades 3-4 (Year 2) By the end of year 2 the students will:**

1. Be introduced to history and geography of the U.S.A. based on regions.
2. Identify capitals that correspond with states.
3. Identify important facts that correspond with each state.
4. Work to make a booklet of states from various regions across the U.S.
5. Know cardinal directions and identify locations by using cardinal directions.
6. Uses a scale to estimate distance.
7. Read special purpose maps (political, physical, product, historical, resources, etc.)
8. Understands latitude and longitude are ways to identify places on our globe
9. Identify basic locations using latitude and longitude
10. Understand the five themes of geography and how they relate to our study of the world
11. Has knowledge and application of geographical terms (plateau, isthmus, peninsula, delta, etc.)
12. Describe the role of rivers in the development of the U.S.
13. Describe how the effect of climate on the economy and ways of life in the U.S.
14. Describe how slavery divided our nation.
15. Understand the major events of the Civil War and its aftermath.
16. Explain how African Americans were denied civil rights after the Civil War.
17. Identify Causes of the American Revolution.
18. Understand where and why immigrants came to live in our country.
19. Use a timeline to select, organize, and sequence information describing eras of history.
20. Explain the significance of national holidays.
21. Identify national landmarks, parks, and symbols.
22. Use various reference resources to gather information about a local community, Nebraska, the U.S., and the world.
23. Reads U.S. road maps
24. Locate information from a variety of sources.

**Grades 5-6 (Year 1) By the end of year 1 the students will:**

1. Recognize that geography is the study of earth and everything in it
2. Explain the five themes of geography
3. Identify and locate all world oceans and other major water bodies
4. Identify and locate all world continents
5. Understand our world has numerous climate regions that influence weather
6. Read latitude and longitude coordinates and identify them on maps
7. Examine both the Asian and European motivation to explore the world around them
8. Comprehend the impact of both Asian and European exploration
9. Assess the impact of the new cultures upon indigenous populations
10. Measure how global interaction affected inventions and innovations
11. Judge the effect of new diseases upon indigenous populations
12. Trace the movement of people, ideas, and goods around the world
13. Determine the economic impact of exploration on modern societies
14. Apply knowledge of the past to analyze present-day issues and events from multiple perspectives.
15. Discuss and describe the effects and the development of the Industrial Revolution.

16. Identify and match the invention to their inventor.
17. Analyze and evaluate how transportation improved during the Industrial Revolution for the rapid movement of goods.
18. Relate the daily life of children and families during the Industrial Revolution.
19. Identify and locate European countries, landmarks, important cities, capitals, and physical features
20. Describe the natural resources of European regions
21. Create a hand-drawn political map of Europe
22. Identify and locate African countries, landmarks, important cities, capitals, and physical features
23. Identify and locate Asian countries, landmarks, important cities, capitals, and physical features
24. Recognize how different cultures around the world celebrate Christmas
25. Understand key inventions, social vernacular, people, places, and events of each 20<sup>th</sup> Century decade.

**Grades 5-6 (Year 2) By the end of year 2 the students will:**

1. understand all kinds of maps and the terminologies involved with them.
2. identify features of geography.
3. explain physical and cultural regions.
4. identify the elements that make up people's culture.
5. identify tools historians use to study and record history.
6. understand steps needed in decision making.
7. recognize the role of archaeology in learning about history.
8. explain how Egyptians used the Nile's flooding to enrich their crops.
9. understand the role of a pharaoh and the importance of hieroglyphics in learning Egyptian culture.
10. identify the achievements of Egypt in areas such as trade, culture and expansion.
11. analyze the social pyramid of Ancient Egypt from slave up to pharaoh.
12. explain how Mesopotamian farmers controlled flooding of the Tigris and Euphrates rivers.
13. understand the importance of Mesopotamian cultural values to the way they lived their lives.
14. explain the cause and effect relationship as it relates to history.
15. describe how Judaism influenced others because it was a monotheistic religion among polytheistic people.
16. tell how the Indus River contributed to Indian civilization.
17. expand on the achievements of Harappan civilization and how geography contributed to its demise.
18. identify the major beliefs of Hinduism and Buddhism.
19. explain why the Huang River was both feast and famine for the people of China.
20. tell how the Shang Dynasty shaped China's cultural legacy.
21. describe the events that built the Chinese empire and the government it developed.
22. explain why Confucius was considered a great teacher and what impact he had on China.
23. analyze how the rough land of Greece led many of them to become seafarers.
24. compare and contrast the cultures of Sparta and Athens.
25. identify the achievements and thinkers of Athens' Golden Age.
26. analyze how Alexander spread Greek culture with his expanding empire.
27. describe how Italy's fertile plains helped develop a major civilization.
28. define republic and describe how Rome's republic worked.

29. understand how great Rome's empire was and what contributions they gave the world that still exist today.
30. explain how Christianity developed and that it happened during the time of the Caesars.
31. identify what contributed to the decline of the Roman Empire and what we as Americans can learn from it.
32. tell how people of Arabia adapted to their harsh environment.
33. identify the major beliefs of Islam, how it developed and spread, and how dangerous the extremists in this faith can be.
34. describe the contributions of Islamic civilization to the world.
35. explain how people first reached the Americas.
36. compare and contrast other religions of the world with Christianity.
37. analyze the achievements of the Olmec and Maya civilizations in agriculture, crafts, math and trade.
38. evaluate the achievements of the Aztec empire.
39. describe Europe's main geographic features and how they have contributed to the growth of civilization there.
40. explain feudalism in the Middle Ages and life under it.
41. analyze the role of religion in society using the Crusades in Europe as an example.
42. identify the roots of the Renaissance and what achievements occurred at this period of time.
43. describe Martin Luther's protests, the aftermath and his importance to the religion we practice in our church.
44. tell how early Africans adapted to and changed their environment.
45. describe the role that trade played in the kingdoms of Ethiopia.
46. classify economies of three important empires of West Africa.
47. explain why Swahili trading cities emerged to interact with other parts of Africa.
48. locate and describe Zimbabwe and how its economy operated.
49. locate and describe major physical features of Asia.
50. describe the achievements of the Ottoman and Mogul empires, the Khmer kingdom and the Yuan and Ming Dynasties.
51. understand how to make generalizations.
52. explain how the Tokugawa shoguns managed Japan's development in isolation from the rest of the world.
53. write an extensive country report using many varying resources.
54. appreciate the vast differences in the varying cultures of God's great creation.
55. identify major world religions and compare them with Christianity.

**Grades 7-8 (Year 1) By the end of year 1 the students will:**

1. Explain how people arrived in the Americas.
2. Describe the cultural contributions of the Native Americans.
3. Classify the explorers and their areas of exploration.
4. Evaluate the impact of European exploration on Native American culture.
5. Describe the founding of the European colonies in America.
6. Discuss economic and cultural aspects of colonial life.
7. Explain the causes of the French and Indian War.
8. Explain how British changes in policy in North America caused dissatisfaction among the colonists.
9. Describe the outbreak of hostilities between Patriot and British forces.

10. Discuss the preparation of and key points in the Declaration of Independence and the Constitution.
11. List highlights of the new government.
12. Identify and discuss the importance of various aspects of the Jefferson era.
13. Discuss the Industrial Revolution and its effects.
14. Explain how sectionalism developed.
15. Explain the Monroe Doctrine.
16. Describe key political and social events of the Jackson era.
17. Explain the concept of Manifest Destiny.
18. Compare and contrast the economy and people of the North with those of the South.
19. Discuss the social history of the early to mid-1800s.
20. Explain how differences between the North and the South led to Civil War.
21. Detail the major campaigns and strategies of the Civil War.

**Grades 7-8 (Year 2) By the end of year 2 the students will:**

1. Explain how differences between the North and the South led to Civil War.
2. Detail the major campaigns and strategies of the Civil War.
3. Describe the Reconstruction policies and their effects on the former Confederacy.
4. Discuss the development of the West.
5. Explain the role of railroad barons, inventions, corporations, and labor in America in the late 1800s and early 1900s.
6. Describe the social history of the late 1800s and the early 1900s.
7. Discuss the need for and attempts at governmental and social reform during the late 1800s and early 1900s.
8. Explain how and why the United States expanded its influence in the Pacific and in Latin America.
9. Describe the causes, course, and outcome of World War I.
10. Evaluate the Effects of the 1920s on American culture.
11. Analyze the causes and effects of the Great Depression.
12. Investigate the causes of World War II.
13. Summarize the role of the United States in World War II.
14. Describe the origins and effects of the Cold War.
15. Discuss the origins, battles, and effects, of the Korean War.
16. Trace the history of the civil rights movement.
17. Describe American involvement in the Vietnam War.
18. Describe the main policy objectives and accomplishments that characterized each of the presidential administrations during the 1970s, 1980s, and 1990s.
19. Evaluate the impact of the Nixon, Ford, Carter, Reagan, George H.W. Bush, Clinton, and George W. Bush administrations on American politics.

## **SUBJECT: SCIENCE**

### **Philosophy & Purpose**

We believe science is discovery and investigation within God's creation. Our science curriculum teaches that God created the heavens and the earth including mankind as the crown of His creation as stated in Genesis. Furthermore, our science curriculum teaches scientific processes and concepts through discovery and investigation in the areas of earth/space, physical, and life sciences.

### **Scripture**

Genesis 1:1 In the beginning, God created the heavens and the earth.

### **Kindergarten Objectives**

By the end of kindergarten the students will:

1. develop an appreciation for the wonders and beauty of God's creation.

2. know that they have a responsibility to care for God's world.
3. learn the life cycle of certain plants and animals.
4. recognize the different habitats around the world.
5. identify animals and plants that live in these different habitats.
6. see God's hand of protection on the animal world with camouflage.
7. understand and appreciate how wonderfully our bodies are created.
8. learn to take care of our bodies by proper diet, exercise, hygiene and dental health.
9. recognize different types of weather and seasons.

### **1<sup>st</sup>-2<sup>nd</sup> Grade Objectives**

By the end of 2<sup>nd</sup> grade, the students will:

1. Know that all living and nonliving organisms were placed on this earth by our Creator to identify, observe, compare, and learn.
2. Know that organisms, objects, and events have properties and patterns.
3. Sort objects and events based on properties and patterns.
4. Be able to identify, predict, and create patterns as those seen in charts, graphs, and numbers.
5. Know that systems have parts and are composed of organisms and objects.
6. Be able to sort organisms and objects according to their parts and characteristics.
7. Observe and describe parts of plants and animals.
8. Manipulate objects such as toys, vehicles, or construction sets so that the parts that are separated from the whole will result in the whole not working.
9. Be able to identify parts that, when put together, can do things they cannot do by themselves, such as a working camera with film, or an airplane flying with fuel.
10. Know that many types of change occur and are able to observe, measure, and record those changes in size, mass, color, position, quantity, sound, and movement.
11. Be able to distinguish between living organisms and nonliving objects by grouping and comparing.
12. To identify characteristics of living organisms that allow basic needs to be met.
13. Compare and give examples of the ways living organisms depend on each other for their basic needs.
14. Identify and describe a variety of natural sources of water including streams, lakes, and oceans.
15. Know that all living and nonliving organisms were placed on this earth by our Creator to identify, observe, compare, and learn.
16. Manipulate, predict, and identify parts that, when separated from the whole, may result in the part or the whole not working, such as flashlights without batteries and plants without leaves.
17. See that the reverse is also true. Parts only work as a whole such as guitar strings and a guitar.
18. Observe and record the functions of plant parts and animal parts.
19. Observe, measure, record, analyze, predict, and illustrate changes in size, mass, temperature, color, position, quantity, sound, and movement including melting and evaporating, movement of an object, seasonal, daylight and weather changes.
20. Compare the ways living organisms depend on each other and on their environments.
21. Describe and illustrate the water cycle.
1. Identify uses of natural resources understanding that God has placed us at the head of His creation as the stewards of these resources to use them wisely and to His glory.

### **3<sup>rd</sup>-4<sup>th</sup> Grade Objectives**

By the end of 4<sup>th</sup> grade the students will:

1. see the wonder of God in our world of living things
2. identify reasons why scientists classify living things
3. identify the five kingdoms of living things
4. recognize how scientists name living things
5. identify the two main groups of animals
6. describe how vertebrates and invertebrates differ
7. give examples of vertebrates and invertebrates
8. describe the two main groups of plants
9. give examples of vascular and nonvascular plants
10. recognize that all animals have five basic needs: food, water, oxygen, shelter, climate
11. conclude that animals meet their needs in different ways
12. identify three adaptations birds have to help them meet their needs
13. describe animal body part adaptations that enable them to meet their needs
14. identify ways animals behave to enable them to meet their needs
15. distinguish between instinctual behavior and learned behavior in animals
16. identify the four basic needs of plants
17. explain how plants make food
18. give examples of plant adaptations
19. explain how plant adaptations enable plants to survive in different environments
20. identify ways that leaves, stems and roots help plants live
21. give examples of unusual plant adaptations
22. describe the ways plants reproduce
23. give examples of ways seeds are spread
24. identify the basic parts that make up the body explain how the skeletal and muscular systems work
25. describe what breathing does for the body
26. identify why blood is important to the body's cells\
27. describe how the nervous system controls all the body's systems
28. analyze what the digestive system does for the body
29. understand how God has a plan for all living things
30. describe what makes up a system
31. identify ways that a system gains stability
32. describe the basic parts of an ecosystem
33. explain how the living things in ecosystems are organized
34. give examples of habitats and niches in ecosystems
35. explain how plants and animals interact and change their environments
36. explain how tropical rain forests and coral reefs are alike
37. describe the resources of rain forests and coral reefs
38. explain why the resources are important
39. understand how God formed the earth to bring glory to him, how he permits us to see into its past, and how he continues to maintain it
40. recognize and describe the layers of Earth
41. describe how slabs of Earth's crust and upper mantle move
42. explain what causes an earthquake
43. describe where earthquakes occur
44. explain various ways to measure earthquakes
45. describe how volcanoes form
46. identify three types of volcanoes
47. give examples of how volcano eruptions can be harmful and how they have good effects on land around them

48. collect information about minerals using observational skills
49. describe properties of minerals
50. explain how minerals form and how they are used
51. differentiate among different kinds of rocks
52. describe the relationship between rocks and minerals
53. explain how different rocks form
54. give examples of sedimentary, igneous, and metamorphic rocks
55. observe patterns of change in earth's rocks
56. describe processes involved in the rock cycle
57. identify the effects of erosion, dissolving, and weathering, which take place over time
58. analyze the scientific explanation of how fossils form, using scientific evidence
59. describe the steps involved in fossil formation
60. compare and contrast various methods of fossil preservation
61. analyze and interpret sets of footprints in order to communicate valid conclusions based on direct evidence
62. conclude why fossils are important to both the present and the past
63. recognize how the hand of God is in control of our weather, waters, and outer space
64. review and analyze theories about processes that take place in Earth's atmosphere as to their strengths and weaknesses using scientific evidence and information
65. describe the composition of Earth's atmosphere
66. explain what is meant by air pressure
67. compare and contrast the layers of the atmosphere
68. identify the sun as the major source of energy for Earth and recognize that this star provides the energy needed to generate wind and weather
69. compare and contrast air masses, and explain what happens when they pass over an area
70. construct a device to measure and observe changes in air pressure
71. explain how different weather conditions are measured
72. recognize symbols used on weather maps
73. recognize the hand of God in all aspects of science
74. conclude that matter has three forms: solid, liquid, and gas
75. recognize that heat can cause a change in the state of matter
76. conduct tests to compare data and draw conclusions about states of matter
77. use numerical data to measure, describe and compare physical property of matter
78. conduct tests, compare data, and draw conclusions about mass, volume, and density
79. identify buoyancy as a physical property of matter
80. conduct tests, compare data and draw conclusions about the buoyancy of different materials
81. recognize that some materials combine to form solutions
82. thank God for the fun in science
83. identify ways to describe motion
84. define *frame of reference* and *relative motion*
85. calculate speed using data of distance and time
86. define *force*
87. demonstrate how forces are added and subtracted
88. measure forces using a spring scale
89. recognize the relationship between gravity and weight
90. identify and describe the parts of an atom
91. give examples of different kinds of natural forces

## 5<sup>th</sup>-6<sup>th</sup> Grade Objectives

By the end of 6<sup>th</sup> Grade Students will:

1. distinguish between erosion and deposition.
2. explain how Earth's crust is broken down into soil.
3. describe how water, wind, and ice change landforms.
4. describe the three layers of earth.
5. explain how mountains form.
6. describe what causes volcanoes and earthquakes.
7. explain the theory of continental drift.
8. understand how fossils help scientists to learn about plants and animals of the past.
9. define natural resources.
10. distinguish between renewable and nonrenewable resources.
11. identify why some natural resources might get used up.
12. compare the three types of fossil fuels.
13. describe the formation of coal.
14. explain where petroleum and natural gas are found.
15. describe how people use natural resources and tell how people can conserve them.
16. identify careers related to science.
17. specify where most weather occurs.
18. describe how weather conditions are measured.
19. explain how clouds form and tell about the different types.
20. identify the causes of wind and describe their patterns.
21. explain what determines a climate and identify the five climate zones.
22. describe how waves move.
23. explain what causes currents and tides.
24. explain how waves, currents and human activities shape and affect the shore.
25. describe how scientists have explored the oceans and tell how people use ocean resources.
26. recognize the time-and-space relationships of the sun-earth-moon system.
27. describe lunar and solar eclipses.
28. identify telescopes, satellites, and space probes as instruments scientists use to study the solar system.
29. connect science concepts with the contributions of scientists.
30. evaluate information to construct reasonable explanations from direct evidence.
31. describe the structure and cycles of the sun.
32. classify stars based on their physical properties.
33. identify star formation.
34. recognize how scientists use telescopes to collect information about stars.
35. describe the four basic types of galaxies.
36. compare galactic clusters to nebulae.
37. recognize that matter is anything that has mass and takes up space.
38. conclude that an object's physical properties remain constant and can be used to identify it.
39. compare and classify matter according to its physical state.
40. recognize that heat is responsible for changes in the state of matter.
41. identify melting and boiling points as constant temperatures at which substances change state.
42. compare a physical change and a chemical change.
43. conclude that physical and chemical properties can be used to identify substances and to separate mixtures.
44. identify an atom and its major parts.
45. describe an element.

46. describe and compare the properties of metals.
47. recognize how the elements are grouped in the periodic table.
48. identify a compound as a combination of two or more elements.
49. describe what a chemical formula reveals about a molecule.
50. connect science concepts with the history of science.
51. describe potential and kinetic energy.
52. list the various forms of energy.
53. explain what electric energy is.
54. tell what an electric current is.
55. describe how electromagnets work.
56. describe the characteristics of light and sound energy.
57. identify and compare the characteristics of light waves and sound waves.
58. describe thermal energy.
59. explain how thermal energy moves.
60. describe chemical energy.
61. explain how fossil fuels form.
62. list some ways that people use fossil fuels.
63. explain why fossil fuels are nonrenewable resources.
64. explain how electric energy is produced from the mechanical energy of moving water.
65. explain how tidal energy stations work.
66. describe other energy sources that are used in the United States.
67. tell about the energy sources that we might rely on in the future.
68. understand that God our maker is in control of all things scientific.
69. describe structures that are found in cells.
70. analyze processes that take place in cells.
71. describe interactions that take place in cells.
72. recognize that many-celled organisms have specialized structures.
73. describe how the blood, heart, and lungs work together to help the body take in oxygen and give off carbon dioxide.
74. analyze how the parts of the digestive system function.
75. explain the role of the excretory system, and identify its organs.
76. describe the structures that make up the skeletal system.
77. identify and describe the structures that make up the muscular system.
78. explain how the parts of the nervous system work to carry messages through the body.
79. connect science concepts with the history of science.
80. connect science concepts with the contributions of scientists.
81. describe the role of mitosis in the growth of an organism.
82. identify meiosis as a process of sexual reproduction.
83. distinguish between mitosis and meiosis.
84. compare the life cycles of different animals.
85. identify actions that require time for changes to be measurable, including growth.
86. identify traits that animal young inherit from their parents.
87. identify traits that young plants inherit from their parents.
88. evaluate careers that are related to science.
89. compare characteristics of plants that improve their ability to survive in a specific environment.
90. describe how food is transported in plants.
91. describe the function of plant leaves.
92. compare the adaptive characteristics of species that improve their ability to survive and reproduce in an ecosystem.

93. compare life cycles of plants and animals.
94. identify the role of plants in the daily diet.
95. describe how people use plants in their daily lives.
96. describe the structures and processes involved in the food-making process of plants.
97. recognize photosynthesis as an adaptive characteristic of plants that improves their ability to survive in an ecosystem.
98. Understand photosynthesis is how plants use carbon dioxide and energy from sunlight to build molecules of sugar for growth and maintenance, and that plants release oxygen into the air.
99. recognize that tropisms are adaptive characteristics of plants that improve their ability to survive in an ecosystem.
100. compare plant responses to light and gravity.
101. predict how plants will respond in order to get the light they need to survive in their ecosystem.
102. compare the adaptive characteristics of plants that result in their ability to reproduce.
103. identify traits in plants that are passed on from parents to offspring.
104. describe some structures that make up the reproductive systems of flowering plants.
105. describe structures that are found in a simple system such as a sprouting seed.
106. describe life cycles of plants.
107. compare the adaptive characteristics of species that improve their ability to survive or reproduce in an ecosystem.
108. identify the significance of the carbon dioxide-oxygen and nitrogen cycles.
109. describe processes responsible for the formation of coal and petroleum.
110. describe the importance of the water cycle.
111. describe the main processes in the water cycle.
112. recognize that water is a limited resource that needs to be protected.
113. describe interactions that occur within an ecosystem.
114. analyze adaptive characteristics that result in an organism's unique niche in an ecosystem.
115. identify factors that limit the number and type of organisms in an ecosystem.
116. identify the roles of producers, consumers, and decomposers in an ecosystem.
117. describe how energy flows from one organism to another in food chains and in food webs.
118. recognize that because energy is lost as heat at each level of consumption, ecosystems must have more producers than consumers.
119. identify ways in which organisms are adapted to compete for resources.
120. describe some mutually beneficial interactions that occur within ecosystems.
121. compare instinctive behaviors with learned ones.
122. describe some natural and human causes of extinction.
123. identify ways humans can work to prevent the extinction of endangered species.
124. recognize that the climate of an area determines which biome will develop there.
125. identify characteristics of each of the six major land biomes in North America.
126. compare the adaptive characteristics of species that improve their ability to survive in a particular biome.
127. observe pond organisms and classify them as producers and consumers.
128. identify three types of water ecosystems.
129. describe adaptations that allow organisms to survive in saltwater environments.
130. understand what it takes to live a healthy lifestyle
131. identify the food groups and know the breakdown of how much to consume from each one.
132. value the sanctity of life.
133. understand that God our maker is in control of all things scientific

## 7<sup>th</sup>-8<sup>th</sup> Grade Objectives

By the end of 8<sup>th</sup> Grade the students will:

1. Appreciate orderliness of God's created world.C
2. Conduct field and laboratory investigations using safe, orderly, and appropriate practices.
3. Use the scientific inquiry methods of observing, asking questions, formulating hypotheses, collecting data, evaluating data through the use of graphs, tables, maps, and charts, accepting or rejecting hypotheses, and forming conclusions.
4. Know how to use tools such as beakers, graduated cylinders, microscopes, computers, dissecting equipment, calculators, and thermometers to conduct science inquiry activities.
5. Communicate results of their investigations through written reports, graphic displays, or oral presentations.
6. Know that "In the beginning God created the heavens and the earth." (Genesis 1:1)
7. Know that God created the world in six normal, natural, consecutive 24 hour days and created mankind as the crown of His creation.
8. Understand that classification schemes can be used to understand the structure of organisms.
9. Know that living organisms have physical and/or behavioral responses to external stimuli (i.e.- hibernation, migration, plant growth)
10. Know that living organisms strive to maintain a constant internal environment called homeostasis.
11. Identify the different human body systems and their specific functions (i.e.- circulatory, respiratory, skeletal, and nervous)
12. Recognize that all living organisms are composed of cells, from one to many trillions, whose details usually are visible only through a microscope.
13. Know that different types of cells have basic structures, components, and functions (i.e.- differences between plant cell and animal and human cell, the function of the cell membrane, nucleus, cytoplasm, chloroplast)
14. Understand that there is a differentiation among levels of organization (cells, tissues, and organs) and their roles within the whole organism.
15. Distinguish the difference between photosynthesis and cellular respiration.
16. Understand that a typical cell of any organism contains genetic instructions that specify its traits.
17. Understand that reproduction is the process by which organisms give rise to offspring and heredity is the passing of traits to offspring.
18. Distinguish the differences between the life cycles and reproduction methods of sexual and asexual organisms.
19. Know that DNA (deoxyribonucleic acid) is the genetic material of living organisms and is located in the chromosomes of each cell.
20. Understand that chromosomes and genes play a role in heredity (i.e.- genes control traits, while chromosomes are made up of many genes)
21. Identify the components of an ecosystem.
22. Understand that there is a flow of energy and matter in an ecosystem.
23. Recognize that biologists organize living organisms based on internal and external structure (i.e.- vertebrates and invertebrates)
24. Appreciate the adaptations that God gives to living organisms.
25. Recognize the theory of biological evolution developed by Charles Darwin and reject it based on God's errorless word.
26. Identify and understand the characteristics of each layer of the atmosphere.
27. Understand the difference between global winds and local winds.\
28. Identify the major types of clouds: stratus, cumulus, cumulonimbus, cirrus.
29. Compare and contrast different air masses and fronts.

30. Explain the characteristics of severe weather such as thunderstorms, tornadoes, and hurricanes.
31. Identify different tools that meteorologists use to forecast weather.
32. Explain the difference between climate and weather.
33. Identify different climate zones of the earth.
34. Recognize that galaxies are clusters of billions of stars and have different shapes
35. Know how to use astronomical units and light years as measures of distances between the Sun, stars, and Earth.
36. Know that the Sun is one of many stars in the Milky Way galaxy and that stars differ in size temperature, and color.
37. Identify the components of our solar system located in the Milky Way.
38. Understand that stars are the source of light for all bright objects in outer space and that the Moon and planets shine by reflected sunlight, not by their own.
39. Know the appearance, general composition, relative position and size, and motion of objects in the solar system, including planets, planetary satellites, comets, and asteroids.
40. Know that gravity is the force that governs the motion of the solar system and holds us to the earth's surface\
41. Understand that landforms result from constructive forces such as crustal deformation, volcanic eruption, and deposition of sediment and destructive forces such as weathering and erosion
42. Explain the difference between renewable and nonrenewable resources.
43. Know the different types of fossil fuels and their method of extraction.
44. Identify the advantages and disadvantages of various alternative energy resources.
45. Recognize that rocks are comprised of minerals.
46. Know the formation, weathering, sedimentation, and reformation of rockconstitute a continuing rock cycle in which the total amount of material stays the same as its form
47. Understand the differences between sedimentary, metamorphic, and igneous rock.

## **SUBJECT: HEALTH & PHYSICAL EDUCATION**

### **Philosophy**

We want to maintain the thought that our bodies are temples of the Holy Spirit. It is our goal to educate students how to treat and use their bodies as such through physical activity. We instruct our students to continue an active lifestyle not only at St. Paul's but throughout their lives. We wish to promote sportsmanship, teamwork, respect for others, cooperation, and a healthy lifestyle.

The curriculum that St. Paul's uses is SPARK. This curriculum offers a variety of units that enable students to complete physical fitness and skills benchmarks.

### **Scripture**

"Do you not know that your bodies are temples of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore honor God with your bodies" (1 Corinthians 6:19-20).

### **General Objectives**

Through Christ-centered physical education instruction, the students will:

- A. Be aware of the fact that his body is the temple of the Holy Spirit and, therefore, should be used to glorify God.
- B. Realize that her physical health and abilities (skills) are a gift from God and should be preserved and developed to the fullest extent through instruction in a knowledge of and proper application of certain physical activities and sports.
- C. Participate regularly in physical activity.
- D. Develop competency in motor skills and movement needed to perform a variety of physical activities.
- E. Utilize good sportsmanship and fair play.
- F. Exhibit responsible personal behavior that respects self and others in physical activity settings.
- G. Use and care for all physical education equipment and facilities.
- H. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
- I. Teach the child to suppress interests and goals and foster an understanding of cooperation with others. (teamwork)

J. Provide equal opportunity for both boys and girls.

## **Objectives: grades K-4**

### **Cognitive Development**

By completion of 4th grade students are expected to:

- A. realize their bodies are temples of the Holy Spirit
- B. learn and identify the basic parts of the basketball court: side line, baseline, lane, free throw, 3 point arc
- C. understand the basic rules of basketball: double dribble, traveling, illegal use of the body
- D. understand basic terminology of basketball: offense, defense, foul, out-of-bounds
- E. learn and identify the basic parts of a soccer field: sideline/end-line, corner arc, penalty box, goal
- F. understand the basic rules of soccer: handball, tripping
- G. understand basic terms of soccer: goalie, offense, defense, free kick, save, penalty, out-of-bounds
- H. learn basic track terminology: events, fault, shuttle run, hand offs and dash/sprint vs. run
- I. learn basic volleyball terminology: bump, set/overhand pass, rotation, serve (overhand/underhand), volley and side out
- J. identify basic parts of the volleyball court: end line, side line, center line and 10 ft. line
- K. learn basic volleyball rules: double hits, 3 hits per side, six players on the court, rally scoring (must win by two points) and matches consists of best 2 out of 3 sets (first two to 25, final to 15)

### **Physical Skills Development**

By completion of 4th grade students are expected to:

- A. understand our bodies are temples of the Holy Spirit and developing our physical skills builds up the temple
- B. learn basic track skills: sprinting (short distances), running (long distances), jumping rope, tug-o-war, softball throw, standing long jump and running long jump
- C. learn basic volleyball skills: underhand serve, setting, passing and rotation
- D. master locomotor movements such as walking, running, leaping, hopping, jumping, galloping, sliding, skipping, and pivoting
- E. master non-locomotor movements such as bending, stretching, turning, shaking, pushing, pulling, and swaying
- F. demonstrate progress towards the mature forms of throwing, catching, kicking, trapping, rolling, dribbling, striking
- G. acquire beginning skills in a few specialized movement forms such as dribbling and passing a basketball to a moving teammate
- H. recognize and apply concepts that affect the quality of complex movement performance such as using an appropriate grip to strike a ball with a bat
- I. develop patterns and combinations of movement into repeatable sequences
- J. demonstrate the ability to change directions (dodge), transfer weight (feet to hands) and fall with control
- K. recognize proper form and provide feedback to his/her partner (i.e.- throwing, striking, dribbling)

- L. learn to enjoy practicing activities to increase skill competence
- M. develop fundamental basketball skills: shooting, passing, dribbling, rebounding, defensive positioning
- N. develop fundamental volleyball skills: serving, setting, bumping, and passing
- O. develop fundamental soccer skills: passing, dribbling, shooting, trapping, throw-ins
- P. develop fundamental track and field skills: short and long distance running, running and standing long jump, baton exchanges, and shot put
- Q. learn and develop basic basketball skills: dribbling, passing, shooting
- R. learn and develop basic soccer skills: dribbling, stop ball, passing, throw-in, shooting

## **Social Development**

By completion of 4th grade students are expected to:

- A. follow Jesus' example by treating others with love and respect
- B. follow activity-specific rules, procedures, and etiquette with little or no reinforcement
- C. distinguish between compliance and noncompliance with rules and regulations
- D. use equipment and space safely and properly
- E. develop positive self-management and social skills needed to work independently and with others in physical activity settings
- F. respond to winning and losing with dignity and understanding
- G. demonstrate effective communication, consideration and respect for the feelings of others during physical activities such as encourage others, allow others equal turns, and invite others to participate
- H. accept the teacher's decision regarding a personal rule infraction without displaying negative reactions towards others
- I. demonstrate acceptance of the skill and ability of others through verbal and nonverbal behavior
- J. learn that it is teamwork that wins a game
- K. learn the benefits of practice

## **Physical Fitness and Well Being**

By completion of 4th grade students are expected to:

- A. understand physical fitness is an important component to caring for our God-given bodies
- B. celebrate personal successes and achievements as well as those of others
- C. identify several moderate to vigorous physical activities that provide personal pleasure
- D. participate in physical activities that provide for enjoyment and challenge
- E. identify activities that promote the physical fitness components of strength, endurance, and flexibility
- F. describe healthful benefits that result from regular physical activity
- G. select and participate regularly in physical activities for the purpose of improving skill and maintaining good health
- H. learn and practice basic stretching skills to increase flexibility and range of motion and correct form
- I. learn and practice building muscle strength and stability through simple exercise. ie. squats, lunges, push-ups and sit ups

- J. learn and practice basic stretching skills to increase flexibility and range of motion and correct form
- K. learn and practice building muscle strength and stability through simple exercise. ie. squats, lunges, push-ups and sit ups

## **Objectives: grades 5-8**

### **Cognitive Development**

By the completion of 8th grade, students are expected to:

- A. believe our bodies are temples of the Holy Spirit
- B. understand the basic history of volleyball, including the game's inventor, William G. Morgan
- C. learn the basic parts of a volleyball court, including the baselines and center line
- D. understand the basic terminology of volleyball, including bump, set, spike, and rotation
- E. learn the basic rules of volleyball, including carrying and foot faults
- F. understand the basic history of basketball, including the game's inventor, Dr. James Naismith
- G. learn the basic parts of a basketball court, including free throw lane and three point line
- H. understand the basic terminology of basketball, including boxing out, fast break, and officials
- I. understand the basic rules of basketball, including double dribble and lane violations
- J. understand the basic history of soccer, including many early civilizations once played various forms of soccer
- K. learn the basic parts of a soccer field including penalty box and center circle
- L. understand the basic terminology of soccer, including free kicks and yellow and red cards
- M. understand the basic rules of soccer, including handball, tripping, throw-ins
- N. understand the benefits of stretching, including body preparation for exercising and preventing injuries
- O. learn the benefits of cool downs, including slowing your heart rate to a normal speed, return breathing to regular pace, avoid muscle stiffness and soreness, and reduce risk of dizziness and lightheadedness

### **Physical Skill Development**

By the completion of 8th grade, students are expected to:

- A. understand our bodies are temples of the Holy Spirit and developing our physical skills builds up the temple
- B. demonstrate increasing competence in more advanced specialized physical skills
- C. develop and understand strategies for competitive and noncompetitive games
- D. identify the characteristics of highly skilled performance in movement forms such as describing the characteristics that enable success in passing and spiking after observing a team of skillful volleyball players
- E. identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support
- F. demonstrate appropriate relationships to an opponent in dynamic game situations such as staying between opponent and goal and moving between opponent and the ball
- G. demonstrate appropriate speed and generation of force such as running sprints, running distance, throwing a disc, jumping, kicking

- H. identify and apply principles of practice and conditioning to enhance performance (i.e.- conditioning allows one to play for longer periods of time without fatigue)
- I. detect, analyze, and correct errors in personal performance
- J. detect and correct errors in his/her or partner's skill performance

## **Social Development**

By the completion of 8th grade, students are expected to:

- A. follow Jesus' example by treating others with love and respect
- B. demonstrate a knowledge of games, rules, and sportsmanship
- C. demonstrate a knowledge of the roles of team members and officials
- D. recognize the social benefits of participation in physical activity such as the joy of participating with a team and sensing team fulfillment
- E. identify positive and negative peer influence
- F. make choices based on the safety of self and others
- G. consider the consequences when confronted with behavior choice
- H. work cooperatively with a group to achieve group goals in competitive as well as cooperative settings
- I. respect the physical and performance limitations of self and others

## **Physical Fitness and Well Being**

By the completion of 8th grade, students are expected to:

- A. understand physical fitness is an important component to caring for our God-given bodies
- B. enjoy learning new activities
- C. demonstrate correct techniques for warming up and cooling down prior to and following aerobic and anaerobic exercise
- D. participate in a variety of aerobic and anaerobic activities to attain cardiovascular endurance
- E. demonstrate correct techniques for increasing and maintaining flexibility
- F. participate in a variety of strength building activities
- G. establish personal physical activity goals
- H. participate at least three times a week in physical activities that contribute to the attainment of and maintenance of physical fitness
- I. explore personal interests in a variety of new physical activities both in and out of physical education class
- J. explain how people can enjoy an activity even if they are not gifted athletes
- K. feel satisfaction when engaging in physical activity
- L. acquire stretching skills, including an increase of flexibility and joint range of motion, correct exercise posture, and better athletic coordination
- M. acquire the ability to cool down and stretch after workouts

## **SUBJECT: MUSIC**

### **Philosophy**

Music and the ability to produce music are precious gifts of our God. Not only does music exert cultural influences and provide enjoyment and recreation, but above all, it is a wonderful way for us to praise and glorify God. Music speaks to every person in unique ways: emotionally, intellectually, and spiritually. Repeatedly Scripture calls upon us to sing to the Lord.

The Christian teacher has many opportunities to develop the gift of music in the children at St. Paul's Lutheran School. Music embraces, enhances, and supports all other subject areas and still maintains its own integrity as a very special gift of God. Not only should it be the concern of the Christian teacher to develop beautiful singing, but also to develop a knowledge of and an appreciation for all styles of music including a love for the great heritage that our Lutheran Church has in its treasury of Christian hymns.

### **Purpose**

Our music curriculum encourages children to become involved in making music, develop performance skills, increase their understanding and appreciation of God's gift of music.

#### ***We Teach Music***

Not because we expect you to major in music,  
Not because we expect you to sing or play all your life,  
Not just so you can relax, Not just so you can have fun,

But ---

So you will grow in your faith,  
So you can witness to that faith,  
So you can praise your Lord in song.

### **Scripture**

Psalm 57:7 "My heart, O God, is steadfast, my heart is steadfast; I will sing and make music."

Psalm 147:7 "Sing to the Lord with thanksgiving; make music to our God on the harp."

Psalm 96:1 "Sing to the Lord a new song: sing unto the Lord, all the earth."

## **GENERAL OBJECTIVES**

The child will:

1. Recognize that music and the ability to make music are gifts from God.
2. Use music as a means to praise and glorify God.
3. Respect and appreciate all types of music in the light of God's Word.
4. Understand and use music in worship settings.
5. Know and value the heritage of Lutheran church music.
6. Sing independently and with others, to the best of their abilities.
7. Sing melodies
8. Use music vocabulary.
9. Develop God-given talents to express thoughts, feelings, and faith through music.
10. Develop a basic repertoire of religious and non-religious music.
11. Develop a basic knowledge of music fundamentals including: pitch, rhythm, harmony, form, tempo, etc.
12. Become a perceptive listener.
13. Become acquainted with different instruments and the orchestra.

## **SPECIFIC OBJECTIVES**

### **Grades K-2**

By the end of 2<sup>nd</sup> grade, students will...

1. Sing a large variety of songs and hymns in pitch.
2. Develop singing mechanics.
3. Practice keeping specific rhythm while singing.
4. Sing the major scale in any key-within their vocal range.
5. Follow words when written with music.
6. Become acquainted with staff lines and notation.
7. Know the value of the four basic notes: whole, half, quarter, and eighth
8. Know the names of notes in the Treble Clef.
9. Be introduced to instruments of the orchestra.
10. Listen to various types of music for appreciation.

### **Grades 3-5**

By the end of 5th grade, students will...

1. Recognize music and the ability to make music as gifts from God.
2. recognize, read, and perform music having the following note values: half note and rest, quarter note and rest, eighth note and rest, sixteenth note and rest.
3. recognize, read, and perform music having syncopated patterns, triplets, dotted notes, and compound meters
4. interpret time signatures
5. recognize the tonal relationship between the do-re-mi syllables and will be able to read and use symbols that represent them
6. recognize rounds and ostinato patterns and will be able to sing and play them

7. improve the ability to sing in the following areas: respiration (posture and breathing), phonation (voice production in lower and upper registers), and pitch accuracy
8. recognize that music has different volumes, and be loud, moderately loud, soft, and moderately soft
9. recognize that music has crescendo and decrescendo, and gradually become louder or softer
10. know and apply some Italian terms and symbols that relate to dynamics
11. recognize phrases in music
12. recognize that there are many tempos in music
13. gain greater proficiency in singing harmony
14. recognize the tonal relationships between do-re-mi-so and di-mi-so-la
15. be able to read tonal relationships in music
16. distinguish keyboard instruments – their shapes, methods of sound production, and timbres
17. gain competence in reading and playing a score made for rhythm band instruments
18. become aware of and respond to phrases and sections of a musical composition
19. gain a better understanding of Christian worship in these areas: music for worship, orders of worship, the church year, musical instruments for worship, and the church building and its appointments
20. Use dance to practice rhythm and beat.
21. Express musical ideas by playing common classroom instruments, by moving to music, and by creating music.
22. Sing parts other than melody.
23. Sing with correct vocal techniques.
24. Distinguish between pitches that are higher, lower, or the same.
25. Identify melody movement: up, down, same, step, skip, pattern, scale, and chord notes.
26. Differentiate beat accent, and meter.
27. Recognize note values and rhythm patterns.
28. Identify instrumental and vocal timbres.
29. Identify dynamic levels and changes.
30. Be able to perform learned music in church or in other public forums.
31. Be able to identify musical instruments by hearing them played.

In grades 3-5, the students will experience these units and complete them all by the end of fifth grade:

- Non-hymnal Singing
  - Patriotic/America Songs Singing
  - Favorite, Children's, and Folk Songs
  - Religious VBS type songs
  - Round Singing, 2-3 part singing
  - Pitch relationship identification (high, lower, same)
  - Pitch movement identification ( up, down, same, step, skip, pattern)
- Spring Musical
  - Song, lines, choreography, sequencing memorization
- Hymnal Studies
  - Singing Hymns of the Week
  - Koine accompaniments
  - Lent, Holy Week, and Easter hymn singing
  - Psalms

- Exploring Christian Worship hymnal
- Shake it up rhythm/percussion instrument Unit
- Orchestration
  - Strings
  - Brass
  - Percussion
  - Woodwinds
- Recorders
  - Note identification, reading, and finger to note memorizations
- Basic Music Theory
  - (staves, clef, notes, rhythms, accidentals, time signatures, rests, pitch & note names, Italian symbols and terms, dynamics)
- Action Songs/Folk Dancing/Line Dancing Unit
  - Father Abraham
  - Bunny Hop
  - Chicken Dance
  - YMCA
  - Macarena
  - Square dancing
  - Electric slide
  - Etc...

## **Grades 6-8**

By the end of 8th grade, students will...

1. Listen to music with understanding.
2. Become familiar with many types of music.
3. Appreciate music of all different types from varying ethnic backgrounds around the world.
4. Understand the difference between religious and secular music.
5. Recognize triads and chords, chord changes and progressions, major and minor modes.
6. Identify repetitions, alterations, and contrasts.
7. Recognize song forms.
8. Identify texture.
9. Identify tempos and changes.
10. Know the difference among soprano, alto, tenor, and bass parts.
11. Review the treble and bass clef signs.
12. review the names of the lines and spaces on the staves.
13. learn to use ledger lines, the alto clef, and octave transposition signs.
14. identify the location of the syllable *do* on the staff through an analysis of the key signature.
15. use information on vocal tone production to improve singing ability. review the syllables, intervals, and notation of the major scale and understand and use key signatures.

16. review the syllables of the major scale and the concepts of raised and lowered syllables and be able to use *fi*, *si*, and *te* in theoretical and melodic settings.
17. understand the structure and use of minor scale.
18. become more proficient at sight-reading melodies in major and minor scales.
19. understand the concept of triads and write them.
20. identify the I, IV, and V chords.
21. identify the terms and symbols for many musical facts and concepts.
22. gain further insights about meters and syncopated patterns and skill in using them.
23. know how to name and classify intervals.
24. become aware of the characteristics of music in the Baroque, Classical, Romantic, Impressionism, Modernism, American, Jazz, Blues, and Rock Eras by studying a composer and one of his compositions.
25. gain a better understanding of Christian worship as it relates to the following:
  - a. music in the worship of Bible times
  - b. liturgical songs
  - c. order of worship
  - d. types of hymns
  - e. the church year- calendar and symbols for the seasons
  - f. the history of church architecture.
26. Use note-reading abilities to play music on the recorder instrument.
27. Understand the role of Martin Luther in the Reformation of the Church.
28. Gain further insight about how the Christian Church has developed and diverged from Reformation times to today.
29. Review the basic families of instruments in orchestras.
30. Become aware of how instruments developed in history.

In grades 6-8, the students will complete these units by the end of the first year of the three year curriculum rotation (Year 1 of 3)

- Impressionism (Semester 1)
- Modernism (Semester 1)
- American Composers (Semester 1)
- Jazz, Blues, Rock (Semester 2)
- Scales and Music Theory, basic music composition (Semester 2)
- Brass (Semester 2)
- Percussion (Semester 2)

In grades 6-8, the students will complete these units by the end of the second year of the three year curriculum rotation (Year 2 of 3)

- Martin Luther & Reformation (Semester 1)
- Worship & Liturgy (Semester 1)
- Church Year & Symbols (Semester 2)
- Church History from Reformation to today (Semester 2)
- World Missions (Semester 2)
- World Music styles (Semester 2)

In grades 6-8, the students will complete these units by the end of the third year of the three year curriculum rotation (Year 3 of 3)

- Baroque Period (Semester 1)
- Classical Period (Semester 1)
- Romantic Period (Semester 1)
- Strings (Semester 2)
- Woodwinds (Semester 2)
- Recorder Playing (Semester 2)

## **SUBJECT: ART**

### **Philosophy**

We believe that art is a visual form of communication where students can translate God’s creation around them into self-expression of ideas all the while developing flexible, original, and imaginative thinking.

### **Purpose**

Our art curriculum helps students learn that art is a personal way God has given them to express themselves. It teaches about time and places, and connects in important ways to other areas of learning. Students understand that their works of art are unique and valuable as self-expression

### **Scripture**

Isaiah 64:8 “But now, O Lord, you are our Father; we are the clay, and you are our potter; we are all the work of your hand.”

## **A. GENERAL OBJECTIVES**

The child will:

1. Learn to observe and appreciate the beauty of God’s creation.
2. Learn to best express his observations and feeling.
3. Become acquainted with and appreciate the work of famous artists.
4. Experience the use and technique of different media in art.
5. Recognize that the Lord has blessed all people with varied artistic abilities.
6. Be instilled with the desire to put forth a God-pleasing effort.
7. Realize that art plays a role in his everyday life.
8. Realize that art is ongoing and reflects the life and times of its people.
10. The following concepts will be taught: color, shape and form, composition, texture, rhythm, pattern and repetition, balance, variety and contrast, perspective, and line.

## **COURSE OF STUDY**

### **Lower Grades (K-2)**

By the end of 2<sup>nd</sup> grade, students will...

1. Discover and use primary, secondary, warm, cool, and complimentary colors.
2. Learn simple painting techniques by completing individual projects.
3. Learn simple crayon and chalk techniques.
4. Learn to use colored construction paper for weaving, linear designs, posters, etc.
5. Use different chalk types
6. Use ordinary shapes to make a composition.
7. Experience portrait drawing techniques.
8. Gain experience in drawing realistically
9. Become aware of size relationships to show perspective in objects.
10. Create two-dimensional and three dimensional objects.
11. Depict a three-dimensional object on a two-dimensional surface.
12. Create landscapes

### **Upper Grades (3-8)**

By the end of 8th grade, students will...

1. Experiment with more colors on the color wheel.
2. Refine painting techniques adding brush, ink, and water color wash to previous learned skills.
3. Refine crayon techniques.
4. More experiences with colored paper; mosaics, paper sculptures, murals, and mobiles.
5. More experience with printing techniques using; sponge, vegetables, stencils, and spatter printing.
6. Learn sculpturing techniques: soap carving, toothpick sculptures.
7. Create replicas of masterpieces.
8. Identify a wide-variety of major (important & popular) pieces of art.
9. Understand how artistic styles evolve and influence people.
10. Understand that people have different responses to visual arts.
11. Yearly field trips to observe critique, and be inspired by different art. Locations include: Norfolk, Omaha, Sioux City.
12. Understand the following ideas:
  - a. Color – choices affect the final tone of art.
  - b. Shape – it is a basic part of art.
  - c. Proportion – are we using size realistically?
  - d. Neatness – are we striving to concentrate on careful work?
  - e. Creativity – are we striving to add our own ideas?
  - f. Medium – using a variety of mediums creates different effects (such as paint, water colors, marker, chalk, pastels, crayons, pencil, paper).
  - g. Perspective – rather than just a flat surface, strive to create depth (near & far).
13. Items specific to our 6<sup>th</sup>-8<sup>th</sup> grade curriculum include:
  - a. Art journals are used to interact with “famous” art work.
  - b. Students complete a written report on an artist.
  - c. Sewing is learned.
  - d. Studying a rotation of various artists including:

- i. Women
  1. Dorothea Lange
  2. Mary Cassatt
  3. Georgia O'Keefe
- ii. American
  1. Frank Lloyd Wright
  2. Norman Rockwell
  3. Jackson Pollack
- iii. European
  1. DaVinci
  2. Picasso
  3. Rembrandt
  4. Botticelli
  5. VanGogh
  6. Georges Seurat
- iv. Other
  1. Jacob Lawrence (African-American)
  2. Diego Rivera (Mexican)
  3. Native American Thunderbirds
  4. Church Art – Stained-glass

**SUBJECT: TECHNOLOGY**

**Philosophy**

Technology is included in the curriculum of St. Paul's Lutheran School because knowledge of it is essential in today's society for our students to utilize their God-given abilities to their fullest, out of glory to Him. Through the Holy Spirit, by using technology our students will be able to most effectively follow through with the mission of our school and our Lord's command to "go and make disciples of all nations" (Matthew 28:19). Technology is considered a tool that facilitates and enhances instruction of the other content areas while also exposing students to real-world skills that will be used in higher education and the work place. We will offer technology education in order to give our students an excellent, applicable, and thorough education.

**Purpose**

Our technology curriculum equips students with the knowledge, skills, and ability to use God's gift of technology in their educational and personal lives. Technology can be used to gather information, demonstrate knowledge, and complement learning. As Christians, students will learn how to use technology in God-pleasing manner.

**General Attitudes for Student to Develop in Technology**

Through Christ-centered technology instruction, teachers strive to lead each child to:

- Appreciate technology as another way of sharing their faith and spreading God's Word.
- Learn about the many resources that the internet has to offer.
- Understand how to use technology for furthering their Christ-centered education.
- Utilize technology as another tool to use.
- Appreciate the good in technology while discerning from the bad and avoiding it.

- Enjoy learning more about the world God has given them through the wealth of information available through technology.
- Desire to practice their skills in a variety of formats.
- Understand how technology improves communities worldwide.
- Appreciate the benefits technology gives to their academic, social, and religious lives.

## **Graduation Standards**

By the time the students graduate from St. Paul's Lutheran School, the students will:

- List ways that technology can be used to further Christ's kingdom by making disciples of all nations.
- Navigate through the internet and be able to locate needed information.
- Produce organized and aesthetically pleasing documents in various programs.
- Demonstrate a sound understanding of technology concepts, systems, and operations.
- Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

## **A. SPECIFIC OBJECTIVES**

### **Kindergarten-Second Grade**

By the end of 2<sup>nd</sup> grade, students will...

1. Open, use and exit a variety of software programs (not just close file)
2. Insert, remove, and care for media
3. Point & left-click
4. Turn on/off computer
5. Identify and name parts of a computer
6. Know that software runs computers
7. Use terminology related to software being used
8. Left-click & drag to move
9. Left-click & drag to highlight
10. Log into Accelerated Reader and take tests
11. Double click
12. Log on/off network
13. Create, name, save, retrieve files (from icons) in various locations (file menu, button, shortcut keys)

### **Third-Fourth Grade**

By the end of 4<sup>th</sup> grade, students will...

1. Discuss and use networks effectively
2. Choose appropriate printer
3. Type in word processor Microsoft Office
4. Print documents (file menu, right-click, shortcut keys)
5. Navigate internet search engines to find basic informatin

6. Use multiple programs simultaneously
7. Copy, cut, paste, undo (edit menu, right-click, shortcut keys)
8. Choose page set-up features
9. Save a document with a different name (file menu > save as)
10. Choose print properties/options
11. Introduction to typing with proper finger placement on QWERTY keyboard

### **Fifth-Sixth Grade**

By the end of 6<sup>th</sup> grade, students will...

1. Choose formatting in Microsoft Office to enhance word processing
2. Create basic Powerpoint Presentations
3. Select appropriate tool for a task
4. Create, name, save, retrieve folders in various locations (file menu, shortcut keys)
5. Use good naming conventions for files and folders
6. Rename files and folders (right-click, file menu)
7. Type 15 words per minute with 90% accuracy without looking at the keys.

### **Seventh-Eighth Grade**

By the end of 8<sup>th</sup> grade, students will...

1. Uses Google online software as an alternative Microsoft Office products
2. Creates a Google Gmail email account and knows how to collaborate and share with online documents
3. Identify possible keyboard shortcuts to save time on routine tasks
4. Create a basic web page using Google Pages
5. Uses Microsoft Excel and Publisher to create basic spreadsheets, graphs, and publications
6. Copy and transfer files and folders to other locations (edit menu, right-click, shortcut keys)
7. Mastery of QWERTY keyboard and typing technique
8. Identify possible sources of problem when encountering technical difficulty
9. Uses fundamental computer/networking vocabulary
10. Knows what a computer can and cannot do regarding: speed, formats, operating systems, memory
11. Manipulate file windows (minimize, maximize, restore, resize multiple windows)
12. Choose and manipulate/edit toolbars and menus
13. Type 30 words per minute with 90% accuracy without looking at the keys.

