

PURPOSE AND ORGANIZATION OF KEY LEARNINGS

PURPOSE

The goal of Adventist education is to prepare young people to become Christian leaders in their communities and to prepare them for Heaven. In *Education*, page 21, Ellen G. White states, "True teachers aim to inspire...teachers are not satisfied with second-rate work. They are not satisfied with directing their students to a **standard** lower than it is possible for them to reach." Our Adventist educational goal has remained constant: Show children the love of Christ and teach to a higher standard!

This document is a compilation of curriculum standards for grades K-8 named: *Key Learnings*. They were written in a succinct and friendly format for educators, students and parents. The *Key Learnings* provide an overview of the content that students should know and be able to do in each subject area and grade. They were aligned with the North American Division curriculum guides, national standards, McRel Database (Mid-Continental Regional Educational Laboratory) and Ten Sigma (a compilation of standards for 38 states)

Teachers designed this *Key Learnings* project for teachers across North America. The results will assist teachers in planning lessons and curriculum for the year by:

- Providing teachers with a single easy-to-use guide for instruction
- Creating friendly curriculum outlines
- Helping teachers design their curriculum maps using National and NAD standards
- Eliminating, extending or overlapping from each grade level
- Providing ideas for material in creating cross-curricular units
- Informing parents/students on curriculum content

Teachers may also add enrichment material to help meet the needs of their students and classrooms beyond these standards. Above all our Christian content and the preparation of our students should continue to be our priority as we meet the challenges of the 21st Century. May this document contribute to that goal.

ORGANIZATION

The content of *Key Learnings* is organized as follows:

- Subject area, alphabetically
- Grade level, K-8
- Charts, for each subject with grade specific content
- Brochure, by grade, intended for communication or marketing purposes
Copy double sided, and fold to create a tri-fold brochure.

Each page of the document is labeled with the date 2003-2005 which alerts the reader to a revision which will occur after 2005. It is anticipated that the NAD Social Studies Curriculum Guide will be reviewed in the next couple of years. The next version of *Key Learnings* will reflect changes made in Social Studies and any other content area.

Key Learnings is available from the local conference in printed form and on CD-ROM. The CD-ROMs are formatted in pdf file which preserves the layout and content regardless of program platform or type of printer used. Schools wanting to personalize the brochures are to contact the local conference for a Word or WordPerfect disk.

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ADDITIONAL NOTES & COMMENTS

The *Key Learnings* project was designed to assist teachers in planning the school year. Teachers need to keep the following information in mind when outlining academic maps each year.

Kindergarten

Most kindergarten programs are designed to engage the students through developmentally appropriate activities, hands on learning and exploring their world through thematic units, etc. Not all schools have kindergarten programs and not all children attend kindergarten prior to entering first grade. With this in mind, the majority of the *Key Learnings* outlined in the kindergarten section are repeated somewhere in the first – fourth grades. There will be an overlapping of some concepts, but they can be presented in different ways or schools can make the necessary adjustments to fit their individual needs.

Canada & Bermuda Curriculum Concerns

Key Learnings were written based on the NAD curriculum guides, McRel and Ten Sigma. These documents were based on the national standards outlined for the United States. Conferences in the Seventh-day Adventist Church in Canada and Bermuda will need to adjust the standards where necessary to fit their regional standards.

Social Studies Outline

There is not an official set of national standard for social studies. However, there is a commonly accepted outline that the majority of states tend to follow. The *Key Learnings* in social studies are based on the outline set forth in the NAD curriculum guide. An alternative outline has also been included that the North Pacific Union adopted several years ago. The NPUC plan splits United States history in half. The fifth grade content stops prior to the Civil War. The 8th grade history begins at the Civil War and continues through the 20th Century with the study of the U.S. constitution included at this grade level. Then, the 6th & 7th grades divide up world history by time and/or civilizations. The 6th grade studies the ancient civilizations and the 7th grade begins with the Middle Ages. Geography is blended into the study of each civilization and time period. By dividing up the content between these four grades, teachers can cover the content in greater detail.

Science Outline

The science scope and sequence has been altered in several minor ways. These alterations will enable teachers to eliminate overlap between the grade levels and teach in greater detail. Two charts reflect the changes and show teachers where additional units can be included. The Science Chart outlines the topics covered in the K – 8 *Key Learnings*. The *Extended Key Learnings* Chart shows where various topics can be taught as alternative or extended unit. Most of the major topics are covered twice in 1st – 8th grades.

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Key Learnings K-8



Introduction

- Purpose and Organization



Key Learnings by Subject

- Bible
- Fine Arts
- Language Arts
- Mathematics
- Physical Education
- Science
- Social Studies
- Technology



Key Learnings by Grade

- a Kindergarten
- b First Grade
- c Second Grade
- d Third Grade
- e Fourth Grade
- f Fifth Grade
- g Sixth Grade
- h Seventh Grade
- I Eighth Grade



Key Learnings Charts by Subject

- Bible
- Fine Arts
- Language Arts
- Mathematics
- Etc.



Key Learnings Brochure

- a Kindergarten
- b First Grade
- c Second Grade
- d Third Grade
- e Fourth Grade
- Etc.

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KEY LEARNINGS: BIBLE

2003-2005

KINDERGARTEN

Learn about the Life of Jesus and how to be like Jesus

- Understand studying the Bible can lead to knowing God and learning to be like Him
- Understand that the God family – “God the Father, God the Son and God the Holy Spirit” - work in perfect unity, yet are separate and unique beings
- Know that God is the Creator of the Universe and that He is everywhere at once and all-knowing
- Learn the story of the origin of sin and God’s plan of salvation
- Realize the benefit from following Christ’s example in one’s daily life
- Understand that God depends on individuals to spread the Good News of salvation
- Understand how to show one’s commitment to God
- Know that people have similar spiritual gifts found in the Bible characters
- Understand the freedom to choose good or evil
- Explain the importance of prayer and praise
- Develop a spirit of thankfulness
- Know that Jesus is coming back

FIRST GRADE

Belonging to His Family: The Heavenly Family, Families of the Bible and the Church

- Understand that studying the Bible leads to understanding God
- Begin to be familiar with the way the Bible is organized
- Identify the “three-in-one” members of the God family, and their individual ministry
- Understand that God is worthy of adoration and trust
- Know that God is the creator, and still loves and cares for individuals
- Understand that before the Fall, Adam and Eve lived in the perfect light of God’s presence
- Know that eternal death is the consequence of sin
- Identify spiritual gifts given to Old Testament Bible characters
- Know the story of how the Seventh-day Adventist church began
- Understand the importance of being an active witness for Jesus
- Understand Jesus will reunite all families who love Him

SECOND GRADE

Exploring His Power: Through Creation, the Israelites, Jesus and the Early Church

- Identify Bible organization (book, chapters and verses)
- Know that Bible lessons can be used to help in everyday life
- Know that God is everywhere, all-powerful and all-knowing
- Understand that the “God Family” created the world, one way God reveals Himself to humanity
- Understand that Adam and Eve were created to have a perfect relationship with God
- Know the story of Jesus’ birth, death and resurrection
- Realize that salvation is a free gift when accepting Jesus as Savior
- Understand that although sins are forgiven, there are still consequences to choices
- Identify one’s spiritual gifts and acknowledge those given to others
- Understand that a consistent prayer life brings peace, protection and answers
- Know that God wants people to trust Him to provide all needs
- Understand that worship and obedience is a natural response to Christ’s work in one’s life
- Understand the importance of preparing for Christ’s return
- Know that God has forgiven and has the power to resurrect

THIRD GRADE

Accepting His Plan: The Plan of Redemption, God’s plan for the church and for the individual

- Understand the importance of studying scripture in daily life
- Know who the “three-in-one” members of the God-family are and their individual roles
- Understand that God and the angels He created lived in heaven in perfect harmony before sin
- Understand that sin and its effects are the result of the universal conflict between God and Satan

- Know that death is a consequence of sin, but God has power to raise the dead from their graves
- Explain Jesus' role as Messiah, Savior and Redeemer in the plan of salvation
- Know that Christians are part of God's family and have a responsibility to witness/serve others
- Understand that all people are equal in God's sight and are accepted into the Family of God
- Know how God has worked in history to preserve the Christian church
- Understand that each person has spiritual gifts and talents
- Know that the power to make right choices is provided by grace
- Understand that Jesus is coming for all who have chosen to follow Him and will live with Him through eternity

FOURTH GRADE

Following in His Way: God the Creator, Sustainer and Friend

- Understand that the Bible contains a powerful message for humanity
- Know the structure and divisions of the Bible
- Understand that the "Fruit of the Spirit" portrays God's character
- Understand and accept the free gift of salvation
- Know the importance of developing and exercising faith in Jesus as the Messiah and Savior
- Realize the importance of preparing for a mission and service for God
- Identify specific spiritual gifts given to important New Testament characters
- Understand that God has a plan for everyone's life and will lead people to develop a Christ-like character
- Understand that expressions of adoration are an important part of worship
- Understand the importance of examining and accepting God's unconditional love and forgiveness
- Know that worship and obedience are a natural response to God's gift of salvation

FIFTH GRADE

Exploring God: Through the Stories of the Old Testament

- Understand that God continues to offer the gift of salvation despite humanity's rejection of Him
- Know that God's character of love is revealed through His laws and interaction with His people
- Understand that God created humanity with the power of choice
- Understand the covenant relationship God initiated with His people and the role of faith, repentance and forgiveness
- Understand the importance of daily commitment to God - relying on His power for a victorious life
- Understand that God has always had a remnant of people that have remained a faithful witness for Him
- Know that each person has been given unique talents and spiritual gifts by God
- Understand the value of prayer, praise and reverence in communicating with God
- Identify the sanctuary as a symbol of God's love, acceptance and restoration through the Gospel

SIXTH GRADE

Exploring Jesus' Life: His Teaching, Death, Resurrection and the Early Church

- Identify the Bible as God's way of communicating who He is to humanity
- Demonstrate how to use aides for greater understanding when studying the Bible
- Understand that God is omnipotent, omniscient and infinite, yet is affected by one's response to Him
- Explain the relationship of God, heaven and the angels to Jesus and His life on earth
- Know what the great controversy is and how the plan of salvation relates to it
- Know the gospel story and why it is important to accept Jesus as Savior and model one's life after His
- Understand the importance of baptism and becoming a part of God's family
- Explain the mission of the church and the importance of using one's spiritual gifts to share the Gospel
- Understand the early development of the Christian Church

SEVENTH GRADE

Exploring God: Through Creation, Sin, the Plan of Salvation, the Life of Christ and History of the Seventh-day Adventist church

- Understand the nature of God as taught in the scriptures
- Know what the Bible teaches about the origin of sin and God's plan of salvation
- Explain the biblical account of creation and God's relationship to man as his Creator
- Understand the causes and results of the flood
- Understand why pain and suffering exist from an universal viewpoint
- Explain why God established a chosen people through Abraham and his family
- Understand the need for a written law and the role of the desert sanctuary as a teaching device for the Israelites
- Describe how God continued to pursue His people through Israel's experience as a nation and their repeated rejection of God as their leader
- Know the major events in the life of Jesus and the basic values and tenants of His teaching
- Understand the history and spread of Christianity from the early church through the Reformation
- Explain the development of the Seventh-day Adventist doctrines concerning the sanctuary and the second coming of Jesus

EIGHTH GRADE

Exploring Christian Living: Through the Trinity, Personal Relationship with Jesus and Practical Christianity

- Explain the role of inspiration in the formation of the Bible as it was written and preserved
- Describe the concept of the Trinity and identify the characteristic of each member
- Understand the importance of faith, commitment and a dynamic relationship with Jesus
- Know the fundamental Seventh-day Adventist beliefs
- Explain the importance of developing relationships with others based on Christian values
- Know how to apply Christian principles to one's daily life

KEY LEARNINGS: FINE ARTS

2003-2005

KINDERGARTEN

Art - Consult the *NAD Fine Arts Curriculum Guide* for suggested activities to meet these objectives.

- Use different media, techniques and processes to communicate ideas, experiences and stories
- Know the differences among visual characteristics and purposes of art in order to convey ideas
- Select and use subject matter, symbols and ideas to communicate meaning
- Know that the visual arts have both history and specific relationships to various cultures
- Identify specific works of art as belonging to particular cultures, times and places
- Describe how people's experiences influence the development of specific artworks
- Identify connections between the visual arts and other disciplines in the curriculum

Music

- Initiate a steady beat
- Recognize quarter notes
- Begin echo singing
- Sing with instrumental accompaniment
- Discern when a verse has ended and a chorus has begun
- Listen to band and orchestra music
- Sing scripture songs and children's hymns

FIRST GRADE

Art - Consult the *NAD Fine Arts Curriculum Guide* for suggested activities to meet these objectives.

- Use different media, techniques and processes to communicate ideas, experiences and stories
- Know the differences among visual characteristics and purposes of art in order to convey ideas
- Select and use subject matter, symbols and ideas to communicate meaning
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- Describe how people's experiences influence the development of specific artworks
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Music

- Maintain a steady beat
- Understand the value of half and quarter notes
- Write note heads around a line and in a space
- Identify and play pitched and un-pitched classroom instruments
- Sing songs with simple accompaniment patterns
- Recognize the AB pattern
- Recognize difference in tones of human voices
- Identify band instruments by family (brass, woodwind, percussion) and their sounds
- Learn hymns of praise

SECOND GRADE

Art - Consult the *NAD Fine Arts Curriculum Guide* for suggested activities to meet these objectives.

- Use different media, techniques and processes to communicate ideas, experiences and stories
- Know the differences among visual characteristics and purposes of art in order to convey ideas
- Select and use subject matter, symbols and ideas to communicate meaning
- Know that the visual arts have both history and specific relationships to various cultures
- Identify specific works of art as belonging to particular cultures, times and places
- Describe how people's experiences influence the development of specific artworks
- Identify connections between the visual arts and other disciplines in the curriculum

Music

- Write whole, half, dotted half, quarter notes and rests
- Demonstrate correct posture and breathing
- Recognize the ABA pattern
- Recognize sudden or gradual changes in tempo
- Recognize sudden or gradual changes in dynamics

- Identify stringed instruments and their sounds
- Listen to classical music
- Learn to locate hymns by page numbers

THIRD GRADE

Art - Consult the *NAD Fine Arts Curriculum Guide* for suggested activities to meet these objectives.

- Use different media, techniques and processes to communicate ideas, experiences and stories
- Know the differences among visual characteristics and purposes of art in order to convey ideas
- Select and use subject matter, symbols and ideas to communicate meaning
- Know that the visual arts have both history and specific relationships to various cultures
- Identify specific works of art as belonging to particular cultures, times and places
- Describe how people's experiences influence the development of specific artworks
- Identify connections between the visual arts and other disciplines in the curriculum

Music

- Recognize and write eighth notes and rests
- Recognize major and minor tonality (sounds)
- Use introduction, interludes, codas
- Recognize AABB and AABA patterns
- Know meaning of signs *p*, *mp*, *mf* and *f*
- Identify different solo voices
- Identify music styles from different countries
- Learn to use the hymnal index

FOURTH GRADE

Art - Consult the *NAD Fine Arts Curriculum Guide* for suggested activities to meet these objectives.

- Use different media, techniques and processes to communicate ideas, experiences and stories
- Know the differences among visual characteristics and purposes of art in order to convey ideas
- Select and use subject matter, symbols and ideas to communicate meaning
- Know that the visual arts have both history and specific relationships to various cultures
- Identify specific works of art as belonging to particular cultures, times and places
- Describe how people's experiences influence the development of specific artworks
- Identify connections between the visual arts and other disciplines in the curriculum

Music

- Read meter signatures (2/4, 3/4, 4/4)
- Identify staff, treble clef and measure
- Know names of lines and spaces of treble clef
- Distinguish between secular and sacred music
- Recognize rondo form (ABACA pattern)
- Recognize terms: ritardando, accelerando, allegro and andante
- Recognize how legato and staccato affect the way music is performed
- Experience nationalistic and patriotic music
- Recognize an overture
- Identify parts of the hymnal page

FIFTH GRADE

Art - Consult the *NAD Fine Arts Curriculum Guide* for suggested activities to meet these objectives.

- Select media, techniques and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices
- Employ organizational structures and analyze their effectiveness in the communication of ideas
- Use subjects, themes and symbols that demonstrate knowledge of contexts, values and aesthetics that communicate intended meaning in artwork
- Describe and place a variety of art objects in historical and cultural context

- Analyze, describe and demonstrate how factors of time and place influence visual characteristics that give meaning and value to a work of art
- Describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures
- Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts

Music

- Know names of lines and spaces of bass clef
- Identify and write symbols for sharp, flat and natural
- Sight-read a musical phrase
- Use *D.C. al fine*
- Know symbols and meanings for ritardando and accelerando
- Know symbols and meanings for crescendo, decrescendo and diminuendo
- Listen to music of the baroque period
- Learn names of some hymn writers

SIXTH GRADE

Art - Consult the *NAD Fine Arts Curriculum Guide* for suggested activities to meet these objectives.

- Select media, techniques and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices
- Employ organizational structures and analyze their effectiveness in the communication of ideas
- Use subjects, themes and symbols that demonstrate knowledge of contexts, values and aesthetics that communicate intended meaning in artwork
- Describe and place a variety of art objects in historical and cultural context
- Analyze, describe and demonstrate how factors of time and place influence visual characteristics that give meaning and value to a work of art
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- Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts

Music

- Recognize and write the C major scale
- Recognize the sound of a major scale
- Sight-read a simple song
- Identify and sing cadence
- Demonstrate and use first and second endings
- Identify canon form (liturgy)
- Know symbols and meanings for fermata and tenuto
- Compare the tone qualities of orchestral music from different cultures
- Identify and sing early Advent hymns

SEVENTH GRADE

Art - Consult the *NAD Fine Arts Curriculum Guide* for suggested activities to meet these objectives.

- Select media, techniques and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices
- Employ organizational structures and analyze their effectiveness in the communication of ideas
- Use subjects, themes and symbols that demonstrate knowledge of contexts, values and aesthetics that communicate intended meaning in artwork
- Describe and place a variety of art objects in historical and cultural context
- Analyze, describe and demonstrate how factors of time and place influence visual characteristics that give meaning and value to a work of art
- Describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures

- Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts

Music

- Identify meter changes
- Learn the history of notation
- Recognize the sound of a minor scale
- Sight-read a two-part song
- Recognize a bridge between two music selections
- Know the meaning of rubato
- Recognize music of Eastern cultures
- Identify hymns of Adventist heritage
- Learn the historical development of the SDA hymnal

EIGHTH GRADE

Art - Consult the *NAD Fine Arts Curriculum Guide* for suggested activities to meet these objectives.

- Select media, techniques and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices
- Employ organizational structures and analyze their effectiveness in the communication of ideas
- Use subjects, themes and symbols that demonstrate knowledge of contexts, values and aesthetics that communicate intended meaning in artwork
- Describe and place a variety of art objects in historical and cultural context
- Analyze, describe and demonstrate how factors of time and place influence visual characteristics that give meaning and value to a work of art
- Describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures
- Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts

Music

- Identify irregular meter patterns (5/4, 7/4)
- Learn all major key signatures
- Sing a more complex two-part song
- Recognize modulation
- Recognize symphonic form
- Describe how a computer can enhance music
- Listen to music of the Renaissance period
- Learn how to use the various indexes in the SDA hymnal

KEY LEARNINGS: LANGUAGE ARTS

2003-2005

Receptive and Expressive Languages: Reading, Writing, Viewing, Visually Representing, Listening, and Speaking

KINDERGARTEN

Viewing

- View pictures to gain meaning
- Predict unknown words from picture clues
- Answer questions as a means to understanding content
- Share thoughts and feelings after viewing visual media
- Sequence story events using pictures

Listening

- Make eye contact
- Listen and follow one and two step directions
- Listen to others while waiting for turn to speak
- Listen to a variety of media

Reading

- Phonemic awareness
- Explicit systematic phonics
- Pre-reading concepts
- Follow print from left to right
- Make connections between words and pictures
- Know that print tells the story

Speaking

- Learn simple rules for conversation
- Share information and ideas clearly

Visually Representing

- Experiment with visual forms of communication
- Design visual media to model what makes presentations appealing

Writing

- Print from left to right
- Use invented spelling
- Correctly spell CVC/CVCC words
- Dictate or write a personal experience in sequential order
- Begin to use ending punctuation
- Begin to use capitalization

FIRST GRADE

Viewing

- Use picture clues to predict content
- Compare and contrast works read and viewed
- Understand that media messages are created by people
- Distinguish characteristics between fantasy and reality

Listening

- Listen and stay on the topic when participating in a conversation
- Listen attentively and respectfully to others while waiting for turn to speak
- Summarize auditory information

Reading

- Phonemic awareness
- Explicit systematic phonics
- Share what is read
- Recognize sight words
- Use correct clues to predict new words

Speaking

- Retell familiar stories
- Deliver brief recitations

Visually Representing

- Develop informational visual media
- Connect information with personal experiences

Writing

- Leave proper spacing between words and sentences
- Spell word family patterns
- Write complete sentences
- Begin the writing process
- Use ending punctuation

SECOND GRADE

Viewing

- State the main idea or message in visual media
- Explain personal thoughts and feelings after viewing media
- Use picture clues to predict content

Listening

- Use appropriate posture facing the speaker
- Provide immediate feedback
- Ask and answer relevant questions briefly and politely
- Determine purpose for listening

Reading

- Apply phonics elements in reading and writing
- Decode words in isolation and in connected text
- Know story elements
- Apply a variety of strategies to learn word meanings
- Use comprehension strategies to improve comprehension
- Increase speed of reading while maintaining accuracy

Speaking

- Convey clear and focused main idea with supporting details
- Ask questions to clarify information

Visually Representing

- Produce visual media to differentiate real and imaginary information
- Create visual media to demonstrate understanding

Writing

- Form letters and words so they can be easily read by others
- Correctly spell high-frequency sight words
- Practice the writing process
- Begin using characteristics of good writing
- Evaluate one's own writing
- Develop paragraphs with one topic and at least four supporting details
- Write for various purposes
- Use basic rules of punctuation

THIRD GRADE

Viewing

- Analyze information learned from media
- Summarize and sequence events and ideas
- Identify the main format of visual media

Listening

- Listen without interrupting
- Identify how literature uses the sounds of language

Reading

- Apply phonics elements in reading and writing
- Use dictionary and glossary to learn word meanings
- Read both narrative and expository text
- Read fiction and nonfiction
- Read aloud, speaking clearly and with expression

Speaking

- Speak clearly, using correct grammar and words
- Express ideas in a logical manner
- Use facial expressions and gestures

Visually Representing

- Develop visual media to organize and group specific information
- Create visual media to show main idea and supporting details

Writing

- Transition to cursive writing
- Practice the writing process
- Begin using characteristics of good writing
- Introduce and use parts-of-speech
- Write friendly letters
- Indent the beginning of a paragraph
- Expand the use of correct punctuation
- Proofread

FOURTH GRADE

Viewing

- View visual media for a specific learning purpose
- Ask questions for clarification of visual media
- Recognize how impressions of visual media can influence understanding

Listening

- Listen to and show respect for ideas of others
- Identify false or misleading information
- Connect learning to all subjects from what is heard
- Identify persuasive messages

Reading

- Decode unfamiliar words
- Use punctuation clues to help read aloud
- Understand author's purpose
- Read aloud, adjust speed of reading to suit purpose and difficulty of material
- Identify figurative language
- Use word origins and derivations to understand word meanings
- Use the thesaurus to learn word meanings

Speaking

- Use notes and memory aids to assist in speaking effectively
- Convey clearly focused main idea and details, making connection and transition among ideas and elements

Visually Representing

- Generate visual media to communicate topic, context, and purpose
- Construct visual media to demonstrate specific information

Writing

- Write legibly in cursive with proper size and form
- Practice the writing process
- Use characteristics of good writing
- Select an organizational structure to fit purpose
- Identify and use declarative, interrogative, imperative, and exclamatory sentences
- Write business letters, invitations, and thank-you notes

FIFTH GRADE**Viewing**

- Interpret impressions from visual media that influence understanding
- Understand similarities and differences among a variety of media
- Determine correct word meaning from visual context using electronic devices

Listening

- Interpret a speaker's topic, purpose, and perspective
- Use listening skills in group settings
- Take brief notes to identify main points and key information
- Draw inferences and reach conclusions

Reading

- Read independently, selecting appropriate reading strategies
- Use dictionary, glossary, thesaurus, encyclopedia, card catalog, and electronic devices
- Use abstract vocabulary to extend reading vocabulary
- Use skim for overview and scan for specific information to improve comprehension
- Use compare and contrast to improve comprehension

Speaking

- Use oral language skills in a variety of settings
- Participate in group discussions, refine and use cooperative group processes
- Identify persuasive messages

Visually Representing

- Develop visual media to model responsible decision-making skills
- Demonstrate how visual media techniques establish mood
- Develop visual media to show similarities and differences

Writing

- Practice the writing process
- Use characteristics of good writing
- Use figurative language to describe characters

SIXTH GRADE**Viewing**

- Scan for a specific purpose using visual media
- Define and interpret examples of literary forms from visual media

Listening

- Adapt listening strategies to fit various situations
- Analyze presentations using established criteria
- Follow multi-step instructions

Reading

- Adapt pace and reading techniques
- Understand specific devices an author uses to accomplish purpose
- Recognize and determine meaning of non-standard usage – images, slang, dialects
- Read for comprehension and application

Speaking

- Use effective speaking skills in varied situations

- Use appropriate verbal and non-verbal techniques for oral presentations

Visually Representing

- Produce visual media to support an opinion
- Generate visual media to compare and contrast information
- Design visual media to conduct an interview
- Demonstrate how media effects the coverage of events or issues

Writing

- Begin word processing in all subject areas
- Practice the writing process
- Use characteristics of good writing
- Write entertaining and complete stories
- Check for effective transitions between sentences to unify ideas
- Write clear, coherent, and focused essays and reports including footnotes and italics

SEVENTH GRADE**Viewing**

- Understand how the type of media affects coverage of events or issues
- Draw conclusions from details in visual media to answer specific questions
- Scan, infer, and summarize for a specific purpose using visual media

Listening

- Listen with an open mind
- Analyze the accuracy and validity of spoken information

Reading

- Increase word knowledge through vocabulary development across the curriculum
- Use reading for communication
- Consult other sources to clarify meaning
- Choose appropriate word meaning

Speaking

- Identify strategies used by speakers in oral presentations
- Ask questions to elaborate and clarify ideas
- Use correct vocabulary in speech

Visually Representing

- Develop visual media for taking, keeping, and reviewing notes
- Create visual media to clarify ideas
- Construct visual media to support a presentation

Writing

- Practice the writing process
- Use characteristics of good writing
- Write simple, compound, and complex sentences
- Vary persuasive words
- Expand uses of punctuation
- Use technical terms correctly
- Cite information in appropriate ways; e.g. footnote, bibliography, endnote
- Write essays within a given timeframe

EIGHTH GRADE**Viewing**

- Locate and interpret examples of literary forms from visual media
- Define aspects of media production and distribution
- Determine the cause and effect of detailed answers to extend the understanding of visual media
- Use figurative language from visual media and answer specific questions to demonstrate understanding

Listening

- Analyze presentations by purpose
- Analyze propaganda and argumentation

Reading

- Develop study skills
- Use specific strategies to understand confusing parts of text; e.g. predict, clarify, question, and summarize
- Read for comprehension and application

Speaking

- Analyze the impact of media on consumers
- Participate in group discussions; refine and use cooperative group processes

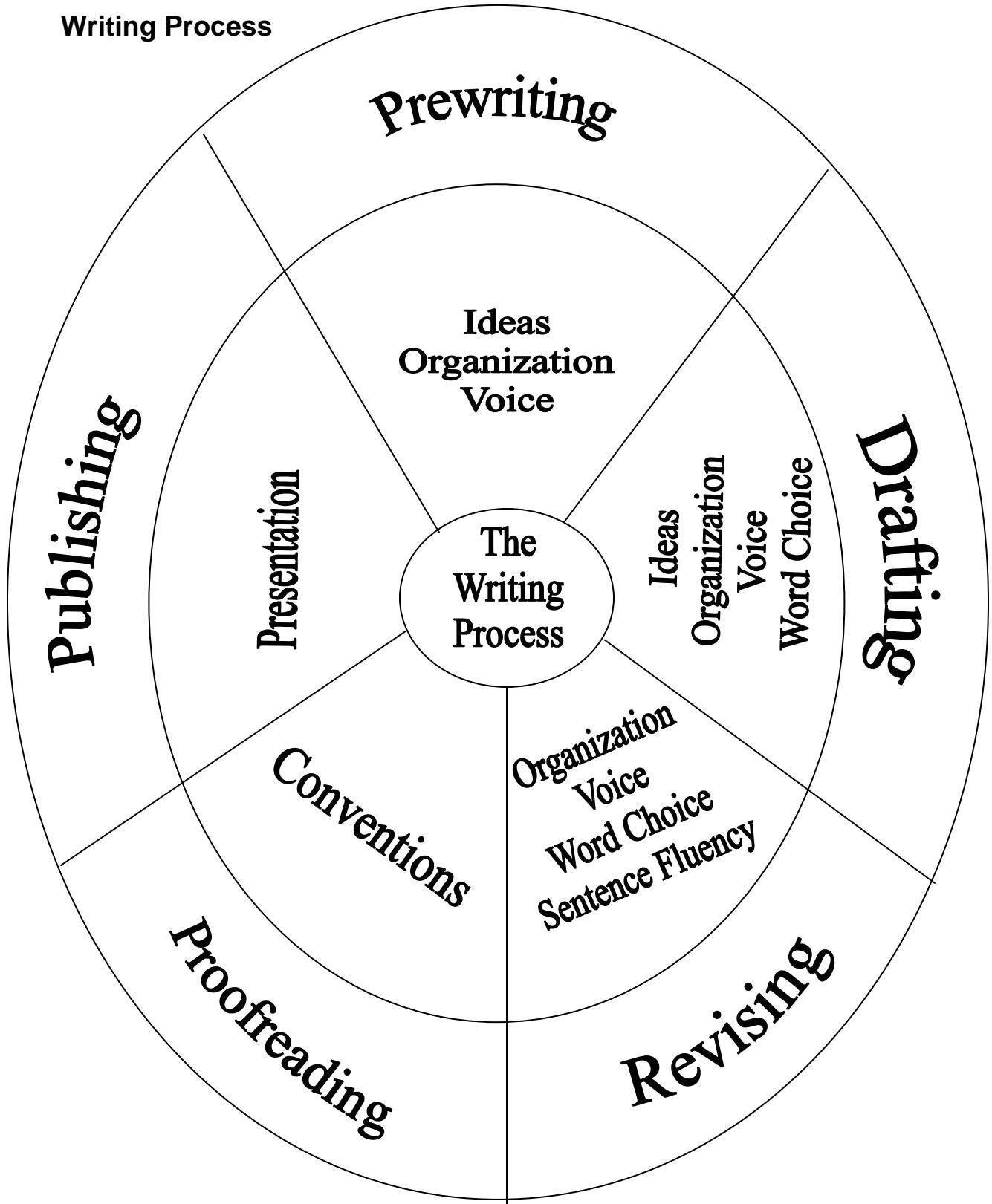
Visually Representing

- Create visual media to support a presentation
- Model visual media techniques to show the impact on a particular audience

Writing

- Practice the writing process
- Begin using characteristics of good writing
- Continue enhancing the writing modes
- Narrow the topic to achieve an appropriate focus
- State main idea clearly in a cohesive one sentence thesis
- Write documents related to career development

Writing Process



KEY LEARNINGS: MATH

2003-2005

Standards of problem solving, reasoning, communications and representation are embedded in teaching the standards listed below.

KINDERGARTEN

Number and Operations

- Count and understand numbers to 20
- Write numbers 0 to 10
- Use one-to-one correspondence with numbers and objects
- Understand and represent adding two numbers with sums to ten
- Add and subtract two numbers using objects to ten

Algebra

- Recognize and explain how objects can be classified
- Sort, classify and order objects by time, size, number and other properties
- Compare and contrast objects
- Identify, create, copy, describe and extend sequences e.g. sounds, shapes, motions, numbers
- Model a mathematical problem situation using manipulatives

Geometry

- Compare, sort and arrange similar and different objects by size, color and shape
- Identify triangles, squares and circles
- Describe relative position of objects in space
- Identify and fit pieces of puzzles or shapes that go together
- Construct 3-dimensional objects

Measurement

- Compare the weight of two objects and the capacity of two containers
- Compare and describe length, size, distance, temperature e.g. long, longer, longest, same length
- Measure length by counting non-standard units
- Recognize how a thermometer denotes hot, cold and medium temperatures
- Measure area using concrete objects
- Order events by time e.g. before, after
- Identify that clocks, watches and calendars are used to measure time
- Tell time to the hour
- Know and name the seven days of the week in order (relate to Sabbath)

Data Analysis and Probability

- Discuss events as likely or unlikely
- Pose questions and gather data about themselves and their surroundings

FIRST GRADE

Number and Operations

- Count, write and understand numbers 0 to 100
- Count by twos, fives, tens and twenty-fives to 100
- Skip count by tens e.g. 17, 27, 37 ...
- Connect numbers to the qualities they represent using various models and representations
- Understand place value of tens and ones
- Explore the concept of zero
- Compare numbers using symbols $>$, $<$ and $=$
- Understand the meaning of addition and subtraction and relate to appropriate symbols
- Understand basic addition and subtraction fact families
- Develop a counting strategy for addition and subtraction facts to 20
- Memorize addition with sums to 12 and related subtraction facts
- Add and subtract 1- and 2-digit numbers, with no renaming
- Understand basic fractions, e.g. halves, thirds and fourths
- Read number words to ten
- Understand and use a number line

Algebra

- Recognize and express expanding and repeating math patterns - orally and with manipulatives
- Identify properties of patterns; create and describe using letters and symbols
- Use variables and open sentences to express relationships e.g. missing numbers in number sentences using symbols to represent missing numbers
- Use the commutative property and solve number sentences with numbers and symbols

Geometry

- Describe attributes and parts of 2- and 3-dimensional objects
- Describe shapes from different perspectives, e.g. front, back, top, bottom and side
- Apply ideas about direction and space
- Recognize and apply slides, flips and turns
- Recognize rectangles and spheres
- Recognize sides and corners of shapes
- Recognize geometric shapes and structures in the environment
- Recognize and draw a line of symmetry in objects
- Copy figures and draw simple 2-dimensional shapes from memory

Measurement

- Identify and recognize various measurable attributes of an object
- Estimate and measure length, weight, volume and mass using nonstandard and standard units
- Compare objects in terms of length, area, capacity and weight
- Recognize and explain the need for measuring tools and fixed units
- Order sequence of events with respect to time, e.g. seasons; morning, afternoon, night; o'clock
- Know the number of minutes in an hour
- Tell time to the hour and half hour using both digital and analog clocks
- Identify pennies, nickels, dimes, quarters, half-dollars and dollars
- Determine the value of a set of coins to \$1.00
- Determine the equivalent value of coins to \$1.00 e.g. 10 dimes, 4 quarters, etc.
- Know and name the twelve months of the year

Data Analysis and Probability

- Use whole number units to construct graphic representations
- Understand information represented in simple bar graphs, line graphs and pictographs
- Collect first-hand information by conducting surveys, measuring and performing simple experiments
- Collect and organize data into charts using tally marks

SECOND GRADE**Number and Operations**

- Count and understand numbers with 3-digits
- Skip count by two, e.g. 23, 25, 27...
- Understand and use ordinals 1-20
- Understand even and odd numbers
- Understand the place value of hundreds, tens, ones
- Given a math fact, construct the other three in the fact family
- Know addition and subtraction facts through 20 by recall
- Add and subtract 2-digit numbers with renaming
- Add and subtract 3-digit numbers with no renaming
- Add a series of three numbers
- Using a number line, explain rounding to the nearest ten
- Write, add and subtract money using appropriate symbols
- Understand situations that entail multiplication and division, i.e. equal groupings of objects and sharing equally

Algebra

- Use patterns to make generalizations and predictions
- Analyze patterns in tables and graphs
- Describe qualitative and quantitative changes involving addition and subtraction
- Understand equivalence concepts using symbols

Geometry

- Investigate and predict results of assembling and disassembling 2- and 3- dimensional shapes
- Find locations using simple coordinates
- Recognize prisms, pyramids, cylinders and cones
- Relate ideas in geometry to number and measurement

Measurement

- Select and use appropriate measuring tools
- Select and use appropriate units of measurement
- Use different units to measure the same thing
- Use nonstandard units to compare weight of real objects and capacity of real containers
- Estimate the weight of an object
- Apply and use measurements in problems and “real life” situations
- Tell time to the nearest minute (digital) and the nearest 5 minutes (analog)
- Use and compare A.M. and P.M. time designations
- Count coins and dollars to \$5.00
- Determine correct change to \$1.00 by counting
- Estimate to the nearest dollar
- Use correct symbols in writing money amounts
- Understand one hour of elapsed time
- Identify days and dates on a calendar and one week before and after a certain date on a calendar

Data Analysis and Probability

- Construct and interpret data using a simple bar graph
- Interpret data as represented in a simple table or chart
- Make predictions, test validity and do a probability study with a 50/50 chance

THIRD GRADE**Number and Operations**

- Understand and describe place value to the ten-thousands place
- Design and label number lines appropriate to the situation
- Compare and order numbers through 10,000
- Skip count by threes, e.g. 1, 18, 21, 24...
- Understand the commutative property of addition and multiplication
- Understand the zero property of multiplication
- Understand the meaning of the decimal point
- Understand the concept of tenths written as a decimal
- Understand the meaning of multiplication and division
- Know the multiplication and division fact families
- Know multiplication and corresponding division facts
- Add and subtract numbers up to four digits with and without renaming
- Multiply mentally by 10 and 100
- Multiply and divide 2-digit number by a 1-digit number
- Divide a 2-digit number by a 1-digit number with remainder
- Understand the meaning and structure of fractions between zero and one
- Understand and write simple mixed numbers
- Compare fractions with like denominators
- Add and subtract fractions with like denominators
- Add and subtract money
- Use strategies to estimate the results of whole number computations

Algebra

- Analyze mathematical sequences with and without a calculator
- Use patterns to make predictions, solve problems and identify relationships
- Understand and explain mathematical relationships in equations and inequalities
- Solve equations and inequalities
- Identify such properties as commutative, and associative - use to compute with whole numbers
- Understand and use grouping symbols e.g. $8 + 6 = 8 + (2 + 4)$

Geometry

- Explore congruence and similarity
- Add to find perimeter
- Count squares to find area
- Count cubes to determine volume
- Create models of 2-dimensional objects
- Investigate simple nets
- Analyze/describe 2- and 3-dimensional objects using terms: vertex, edge, angle, side, face
- Find and name locations on a labeled grid or coordinate system
- Identify shapes that can be put together to make a given shape, e.g. tangrams

Measurement

- Use correct measurement vocabulary
- Explain and measure temperature using Celsius and Fahrenheit scales
- Read and understand a simple time line
- Measure length, weight, volume using metric and US customary units to nearest $\frac{1}{2}$ unit as appropriate
- Using appropriate tools, draw a line or shape with specified measurements
- Count money up to \$10.00
- Understand attributes of second, minute, hour
- Tell time to the minute, before or after the hour, using analog and digital clocks
- Measure elapsed time using a calendar or clock
- Read and understand a calendar using day, week, month and year
- Count weeks before and after certain dates on the calendar

Data Analysis and Probability

- Organize and interpret data using line graphs
- Construct graphs using data from a table
- Discover patterns in tables and graphs by creating, organizing, recording and analyzing data
- Formulate questions and categories for data collection and actively collect first-hand information
- Describe the shape and important features of a set of data and compare related data sets, with an emphasis on how the data are distributed

FOURTH GRADE**Number and Operations**

- Understand place value through millions
- Understand concept and representation of numbers between zero - one, i.e. fractions - decimals
- Recognize representations for equivalent numbers
- Read, write and compare decimals to the hundredths
- Know equivalents in counting money, e.g. 5 nickels equal 1 quarter
- Know how to count up to make change
- Understand how multiplication and division relate to each other to solve problems
- Interpret the meaning of a remainder in a division problem
- Memorize multiplication and division facts through 12
- Multiply a 3- and 4-digit number by a 1-digit number
- Divide using 1-digit divisor and 1- 2- or 3-digit dividend
- Multiply two 2-digit numbers
- Understand simple equivalent fractions

- Convert improper fractions to mixed numbers and vice versa
- Add and subtract fractions and mixed numbers with common denominators
- Estimate solutions involving whole number, fraction and decimal computations
- Understand basic concepts of least common multiple (LCM) and greatest common factor (GCF)
- Reduce simple fractions to lowest terms
- Explore numbers less than zero by extending the number line and through familiar applications

Algebra

- Construct a table of values to solve problems in a mathematical relationship
- Understand how a change in one variable affects the value of another variable
- Use distributive properties to simplify and perform computations
- Make and justify predictions using numerical and non-numerical patterns

Geometry

- Describe points, lines and planes
- Use columns and rows to determine position on a grid
- Use coordinate systems to specify locations
- Identify line symmetry in 3-dimensional shapes
- Create models of 3-dimensional objects
- Multiply to find area of rectangles
- Make and test conjectures about geometric properties and relationships, then develop logical arguments to justify conclusions
- Compare similarities and differences of quadrilaterals

Measurement

- Measure length to the nearest $\frac{1}{4}$ inch
- Use measures less than one unit
- Solve multi-step problems involving measurement
- Estimate and measure the perimeter of irregular shapes
- Compare the number of units to the size of units, e.g. number of feet compared to number of yards in a given length, estimating/determining cups in a 2-liter container
- Draw a simple time line
- Determine elapsed time by the hour and half-hour
- Understand time zones and read timetables
- Read a Celsius thermometer knowing the significance of 0 and 100 degrees; and read a Fahrenheit thermometer knowing the significance of 32 and 212 degrees
- Know equivalent measures for simple metric and customary units of length, capacity, weight/mass and time e.g. inches to feet, meters to kilometers
- Convert simple metric and customary units of length, capacity, weight/mass, and time, e.g. inches to feet, kilograms to grams, quarts to gallons

Data Analysis and Probability

- Collect and organize data into tables and graphs using different scales
- Read and interpret data presented in circle graphs
- Conduct simple probability experiments
- Interpret and construct Venn diagrams
- Evaluate the process of data collection

FIFTH GRADE**Number and Operations**

- Understand place value through billions
- Be proficient in counting money and making change
- Develop and use number sense for whole numbers, fractions and decimals
- Develop and apply number theory concepts, e.g. multiples, primes and factors in real world and mathematical situations
- Determine pairs of numbers given a relation or rule, and determine the relation or rule of given pairs of numbers

- Understand how basic mathematical operations are related
- Develop, analyze and explain procedures for computation and techniques for estimation
- Select appropriate methods and tools for computing with whole numbers, fractions and decimals from among mental computation, estimation, calculator and paper/pencil
- Round whole numbers to the designated place value
- Identify and generate equivalent forms of fractions, decimals and percents
- Recognize, model and describe multiples, factors, composites and primes
- Determine the greatest common factor (GCF) and least common multiple (LCM) of two numbers
- Convert fractions to the least common denominator (LCD)
- Reduce fractions to simplest form (lowest terms)
- Add and subtract time using renaming

Algebra

- Graph linear equations with one variable
- Use calculators, computers, tables and graphs to develop and interpret patterns
- Understand and use formulas
- Develop skill in solving and writing linear equations using informal and formal methods
- Investigate inequalities and nonlinear equations
- Apply order of operation rules

Geometry

- Learn the relationship between radius and diameter
- Classify angles according to the measure
- Identify and select appropriate units to measure angles (degrees)
- Understand and use linear, square and cubic units
- Count faces, vertices and edges
- Create perspective drawings
- Describe ray, segment, interior and exterior of an angle
- Recognize and create patterns with tessellations

Measurement

- Identify the paths between points on a grid or coordinate plane and compare the lengths of the paths, e.g. shortest path, paths of equal lengths
- Demonstrate and describe the difference between covering the faces (surface area), and filling the interior (volume), of 3-dimensional objects
- Use standard angles (45° , 90° , 120°) to estimate the measure of angles and use a protractor to measure and draw angles
- Convert one metric unit to one customary unit and one customary unit to one metric unit
- Understand that measurement is not exact, e.g. when measured multiple times, measurements may give slightly different numbers
- Understand and explain how differences in units affect precision
- Measure length to the nearest cm and $\frac{1}{8}$ of an inch

Data Analysis and Probability

- Collect and organize data, then determine appropriate method and scale to display data
- Find the mean, median, mode and range of a given set of data and use these measures to describe the set of data
- Use calculators to simplify computations and use computers to assist in generating and analyzing information
- Sample and analyze data, making predictions and conjectures based on samples
- Distinguish between a population and a sample
- Discuss the reasonableness of the data and the results
- List all possible outcomes of an event
- Read, construct and interpret frequency tables
- Make predictions based on experimental and theoretical probabilities

SIXTH GRADE**Number and Operations**

- Understand the meaning and use of exponents
- Understand the associative property of addition and multiplication
- Extend understanding of whole number operations to fractions, decimals, percents and mixed numbers
- Understand and apply divisibility rules
- Round decimals to the nearest thousandths
- Understand the concepts of ratio, percent and percentage
- Compare and order improper fractions, mixed numbers and decimal fractions to thousandths
- Develop meaning for integers and use integers to represent and compare quantities
- Add, subtract, multiply and divide integers
- Give the prime factorization of a number
- Use factor trees to give the prime factorization of a number
- Convert fractions to decimals to percents and vice versa
- Convert fractions to terminating, repeating or rounded decimals
- Solve proportions with an unknown
- Understand and use mathematical vocabulary appropriately
- Write a remainder as a fraction or decimal
- Find the percent of a number
- Find the percent one number is of another and find the original number when the percent is given
- Use percents to determine sales tax, commission, discount and simple interest

Algebra

- Write, solve and graph linear equations
- Use two-step operations to solve linear equations
- Write and solve inequalities
- Infer and use a rule to determine a missing number
- Use appropriate mathematical vocabulary and properties
- Compare integers on a number line

Geometry

- Define and use appropriate geometrical vocabulary
- Use strategies to develop formulas for determining perimeter and area of triangles, rectangles and parallelograms and volume of rectangular prisms
- Find the area of parallelograms and triangles
- Find the circumference and area of circles
- Find the volume and surface area of prisms
- Classify triangles according to the angles and sides
- Understand parallel, intersecting, and perpendicular lines
- Measure an angle using a protractor
- Draw similar figures that model proportional relations
- Explore fractal patterns
- Do geometric construction, e.g. bisect a segment

Measurement

- Describe how perimeter, area and volume are affected when dimensions of a figure are changed
- Use strategies to develop formulas for finding circumference and area of circles, and area of sectors ($\frac{1}{2}$ circle, $\frac{2}{3}$ circle, $\frac{1}{3}$ circle, $\frac{1}{4}$ circle)
- Express solutions to the nearest unit
- Estimate length, area, volume, perimeter, circumference, area of a circle, various shapes and surfaces using everyday objects, e.g. string, arms, etc.
- Make conversions within the same measurement system while performing computations
- Use indirect measurement such as similar triangles to solve problems

Data Analysis and Probability

- Calculate the probability of independent and dependent events

- Construct a multiple line graph
- Make logical inferences from statistical data
- Calculate the odds
- Design an experiment to test a theoretical probability and explain how the results may vary
- Construct a scatter plot
- Make organized lists and tree diagrams

SEVENTH GRADE**Number and Operations**

- Understand and use scientific notation
- Evaluate powers that have negative and zero exponents
- Use integers to express quantities that occur naturally in problem situations, e.g. representing direction, loss, gain, etc.
- Develop and use number sense for integers, rational and irrational numbers
- Understand and use the additive inverse property
- Understand the principles of the distributive property
- Apply properties of operations with whole numbers, fractions and decimals
- Use proportions to solve problems
- Compute with rational numbers using a calculator to perform difficult computations
- Understand squares and square roots
- Estimate the square root of a number less than 100
- Find the percent of increase and/or decrease

Algebra

- Use and apply ratios, proportions, averages and percentage
- Graph inequalities
- Choose a formula to use in problem solving
- Demonstrate proficiency in using the laws of exponents
- Use the Pythagorean Theorem
- Manipulate simple polynomials

Geometry

- Find the area of a trapezoid
- Find the surface area of a cylinder
- Find the volume of various geometric solids, e.g. pyramids and cones
- Use transformations to explore congruence and create designs
- Explore the angle measures in a triangle
- Understand complementary, supplementary and vertical angles
- Draw and interpret scale diagrams

Measurement

- Use graphs, charts and formulas to convert between a variety of standard/metric measures
- Apply ratios to solve measurement problems
- Use scale models to represent measures of real-life objects
- Relate ancient monetary values to current values, e.g. shekel, denari, mite
- Develop a proportionately correct time line using complex concepts
- Use strategies to develop formulas for finding volume and surface areas of solids
- Explain how time zones are determined

Data Analysis and Probability

- Understand the number of possible permutations
- Predict the number of times an event will occur
- Construct a multiple bar graph
- Construct a circle graph
- Make a histogram
- Make a stem and leaf plot

EIGHTH GRADE**Number and Operations**

- Use appropriate significant digits in calculations
- Extend understanding of number operations to irrational numbers
- Know the definition of real numbers, set notation and set operations

Algebra

- Add and subtract matrices
- Recognize slope and intercept relationships
- Use information to determine whether situations are functions
- Recognize minimum and maximum values
- Understand the properties of arithmetic and geometric sequences
- Develop an initial conceptual understanding of different uses of variables
- Identify functions as linear or nonlinear and contrast their properties from tables, graphs or equations

Geometry

- Find the surface area of various geometric shapes, e.g. pyramids and cones
- Find the volume of spheres using formula
- Define objects by geometric properties
- Recognize sine, cosine and tangent relationships with respect to the right triangle

Measurement

- Draw picture to assist in solving measurement problems
- Find the size of interior and exterior angles of convex polygons using formula and protractor
- Use appropriate significant digits in calculations
- Convert temperature between Fahrenheit and Celsius

Data Analysis and Probability

- Determine the number of combinations from a given set
- Make a box and whisker plot

KEY LEARNINGS: PHYSICAL EDUCATION

2003-2005

KINDERGARTEN

Spiritual Emphasis

- Recognize that God's ideal for quality living includes a healthy lifestyle
- Incorporate into one's lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God
- Avoid at-risk behaviors
- Apply Christian principles in recreation and sports
- Achieve a balance in work and leisure; balancing physical, mental, social and spiritual activities
- Recognize the interaction of physical, mental and spiritual health with emotional and social well-being

Movement and Motor Skills

- Demonstrate progress toward the mature form of selected manipulative, locomotor and non-locomotor skills
- Demonstrate mature form in walking and running
- Identify fundamental movement patterns (skip, strike)
- Establish a beginning movement vocabulary, e.g. personal space, high/low levels, fast/slow speeds, light/heavy weight, balance, twist
- Apply appropriate concepts to performance, e.g. change direction while running

Lifestyle and Fitness

- Participate daily in moderate to vigorous physical activity
- Select and participate in activities that require some physical exertion during free time
- Identify likes and dislikes connected with participation in physical activity
- Sustain moderate to vigorous physical activity in accordance with an approved fitness test
- Identify the physiological signs of moderate physical activity, e.g. fast heart rate, heavy breathing
- Understand the value of engaging in physical activities as play and recreation
- Associate positive feelings with participation in physical activity and play
- Try new movement activities and skills

Sportsmanship and Appropriate Behaviors

- Learn and apply concepts of grace and forgiveness
- Apply, with teacher reinforcement, class room rules and procedures and safe practices
- Share space and equipment with others
- Recognize the joy of shared play
- Interact positively with students in class regardless of personal differences e.g. race, gender, disability, religion

FIRST AND SECOND GRADE

Spiritual Emphasis

- Recognize that God's ideal for quality living includes a healthy lifestyle
- Incorporate into one's lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God
- Avoid at-risk behaviors
- Apply Christian principles in recreation and sports
- Achieve a balance in work and leisure; balancing physical, mental, social and spiritual activities
- Recognize the interaction of physical, mental and spiritual health with emotional and social well-being

Movement and Motor Skills

- Demonstrate mature form in skipping, hopping, galloping and sliding
- Demonstrate mature motor patterns in simple combinations, e.g. dribbling a ball while running
- Demonstrate smooth transitions between sequential motor skills, e.g. running into a jump

- Exhibit the ability to adapt and adjust movement skills to uncomplicated, yet changing, environmental conditions and expectations, e.g. tossing a ball to a moving partner, rising and sinking while twisting, using different rhythms
- Demonstrate control in traveling activities (e.g. skipping, hopping, running) and weight bearing and balance activities on a variety of body parts
- Identify the critical element/s (technique/s) of basic movement patterns
- Apply movement concepts to a variety of basic skills
- Use feedback to improve performance

Lifestyle and Fitness

- Experience and express pleasure from participation in physical activity
- Identify at least one activity associated with each component of health-related physical activity, e.g. flexibility, muscular endurance, muscular strength, cardio-vascular endurance and body composition
- Engage in sustained physical activity that causes an increased heart rate and heavy breathing
- Recognize the physiological indicators that accompany moderate to vigorous physical activity, e.g. sweating, increased heart rate, heavy breathing
- Know how to measure heart rate
- Identify the components of health-related physical fitness
- Gain competence which will provide increased enjoyment in movement
- Try new activities
- Express feelings about and during physical activity
- Enjoy interaction with friends through physical activity

Sportsmanship and Appropriate Behaviors

- Apply rules, procedures and safe practices with little or no reinforcement
- Follow directions
- Work cooperatively with others to complete an assigned task
- Play and cooperate with others regardless of personal differences, e.g. gender, ethnicity, disability
- Treat others with respect during play
- Resolve conflicts in socially acceptable ways
- Practice Christ-like principles in interactions with others

THIRD AND FOURTH GRADE**Spiritual Emphasis**

- Recognize that God's ideal for quality living includes a healthy lifestyle
- Incorporate into one's lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God
- Avoid at-risk behaviors
- Apply Christian principles in recreation and sports
- Achieve a balance in work and leisure; balancing physical, mental, social and spiritual activities
- Recognize the interaction of physical, mental and spiritual health with emotional and social well-being

Movement and Motor Skills

- Demonstrate mature form in all locomotor patterns and selected manipulative and non-locomotor skills
- Adapt a skill to the demands of a dynamic, unpredictable environment
- Acquire beginning skills of a few specialized movement forms
- Combine movement skills in applied settings
- Apply critical elements to improve personal performance in fundamental and selected specialized motor skills

- Use critical elements of fundamental and specialized movement skills to provide feedback to others
- Recognize and apply concepts that impact the quality of increasingly complex movement performance

Lifestyle and Fitness

- Select and participate regularly in physical activities for the purpose of improving skill and health
- Identify the benefits derived from regular physical activity
- Identify several moderate to vigorous physical activities that provide personal pleasure
- Identify several activities related to each component of physical fitness
- Associate results of fitness testing to personal health status and ability to perform various activities
- Meet the health-related fitness standards as defined by a fitness testing program
- Experience enjoyment while participating in physical activity
- Enjoy practicing activities to increase skill competence
- Interact with friends while participating in group activities
- Use physical activity as a means of self-expression

Sportsmanship and Appropriate Behaviors

- Follow, with few reminders, activity-specific rules, procedures and etiquette
- Utilize safety principles in activity situations
- Work cooperatively and productively with a partner or small group
- Work independently and on-task for a specified period of time
- Explore cultural/ethnic self-awareness through participation in physical activity
- Recognize the attributes that individuals with difference can bring to group activities
- Experience differences and similarities among people of different backgrounds by participating in activities of national, cultural and ethnic origins

FIFTH AND SIXTH GRADE

Spiritual Emphasis

- Recognize that God's ideal for quality living includes a healthy lifestyle
- Incorporate into one's lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God
- Avoid at-risk behaviors
- Apply Christian principles in recreation and sports
- Achieve a balance in work and leisure; balancing physical, mental, social and spiritual activities
- Recognize the interaction of physical, mental and spiritual health with emotional and social well-being

Movement and Motor Skills

- Demonstrate mature form for all basic manipulative, locomotor and non-locomotor skills
- Demonstrate increasing competence in more advanced specialized skills
- Adapt and combine skills to the demands of increasingly complex situations of selected movement forms
- Demonstrate beginning strategies for net and invasion games
- Apply previously learned knowledge, or use instruction to improve performance
- Apply information from a variety of internal and external sources to improve performance
- Identify and apply principles of practice and conditioning that enhance performance
- Recognize sport specific movement patterns that can be applied to games, e.g. similarity of the ready position in striking movement forms
- Understand terms that describe basic movement
- Use basic offensive and defensive strategies in non-complex settings

Lifestyle and Fitness

- Identify opportunities in the school and community for regular participation in physical activity
- Participate daily in some form of health-enhancing physical activity

- Discover personal interests and capabilities in regard to one's exercise behavior
- Identify the critical aspects of a healthy lifestyle
- Participate in moderate to vigorous physical activity in a variety of settings
- Monitor intensity of exercise
- Understand the reason for proper cool-down and warm-up techniques
- Begin to develop a strategy for the improvement of selected fitness components
- Work somewhat independently with minimal supervision in pursuit of personal fitness goals
- Meet the health-related fitness standards as defined by a standard physical fitness test, e.g. AAHPERD Physical Best, Fitnessgram, President's Challenge
- Recognize physical activity as a positive opportunity for social and group interaction
- Experience enjoyment from participation in physical activities
- Use physical activity to express feelings and relieve stress
- Seek personally challenging experiences in physically active opportunities

Sportsmanship and Appropriate Behaviors

- Participate in establishing rules, procedures and etiquette that are safe and effective for specific activity situations
- Work cooperatively and productively in a group to accomplish a set goal in cooperative and competitive activities
- Make conscious Christ-like decisions about applying rules, procedures and etiquette
- Utilize time effectively to complete assigned tasks
- Acknowledge differences in the behaviors of people of different gender, culture, ethnicity, development and disability by learning more about both similarities and differences
- Cooperate with disabled peers and those of different gender, race, ethnicity and religion
- Work cooperatively with both more and less skilled peers

SEVENTH AND EIGHTH GRADE

Spiritual Emphasis

- Recognize that God's ideal for quality living includes a healthy lifestyle
- Incorporate into one's lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God
- Avoid at-risk behaviors
- Apply Christian principles in recreation and sports
- Achieve a balance in work and leisure; balancing physical, mental, social and spiritual activities
- Recognize the interaction of physical, mental and spiritual health with emotional and social well-being

Movement and Motor Skills

- Demonstrate competence in modified versions of a variety of movement forms
- Understand and apply more advanced movement and game strategies
- Identify the techniques of intermediate and advanced sport specific skills
- Identify the steps needed to achieve a high performance level in individual, dual and team sports
- Learn, apply and share advanced sport skill knowledge

Lifestyle and Fitness

- Establish personal physical activity goals
- Participate regularly in health-enhancing physical activities in and out of the physical education class
- Explore a variety of new physical activities for personal interest in and out of the physical education class
- Describe the relationships between a healthy lifestyle and "feeling good"
- Participate in a variety of health-related fitness activities in both school and non-school settings
- Assess physiological indicators of exercise during and after physical activity
- Learn and apply basic principles of training to improve physical fitness
- Begin to develop personal fitness goals independently

- Meet the health-related fitness standards as defined by available fitness tests, e.g. AAPHERD Physical Best, Fitnessgram, President's Challenge
- Enjoy participation in physical activity
- Recognize the social benefits of participation in physical activity
- Try new and challenging activities
- Recognize physical activity as a vehicle for self-expression

Sportsmanship and Appropriate Behaviors

- Apply God's help in resisting the influence of peer pressure
- Solve problems by analyzing causes and potential solutions
- Analyze potential consequences when confronted with true competition
- Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings
- Recognize the role of sport, games and recreation
- Identify behaviors that are supportive and inclusive as well as behaviors that are exclusionary in physical activity settings
- Willingly join others of diverse cultures, religions, ethnicity, physical abilities and races during physical activity

KEY LEARNINGS: SCIENCE

2003-2005

KINDERGARTEN

Physical: Simple Measurement, Observation, Light/Colors

- Perform simple comparative measurements
- Describe objects according to their physical properties e.g. color, texture, size
- Describe various sources of light
- Identify sunlight as a composite of all colors
- Identify primary colors
- Describe the composition of secondary colors
- Identify the fixed order of color as found in a rainbow

Life: Worms, Insects, Spiders

- Recognize characteristics that are similar and different between organisms
- Describe the basic needs of living things
- Describe how related animals have similar characteristics
- Identify how animals gather and store food, defend themselves, find shelter and adapt
- Understand the beneficial effects of earthworms
- Explain how insects are both harmful and helpful
- Know the dangers of poisonous spiders

Earth: Air, Land, Water, Ecology, Seasons

- Describe air as a substance that takes up space and moves around us
- Recognize that the Earth is made up of land, water and the gases of the atmosphere
- Recognize and describe appropriate ways to care for our Earth
- Identify God's role in the creation of the Universe
- Understand how Earth's position in relation to the sun accounts for days, seasons and years
- Identify seasonal changes in weather patterns

Health: Home/School Safety

- Identify common hazards and practice safety rules
- Demonstrate appropriate work and play behaviors

Scientific Inquiry

- Make observations
- Ask questions or form hypotheses based on these observations
- Plan a simple investigation
- Collect data from the investigation
- Use the data collected from the investigation to explain the results
- Safely use and store tools and equipment

Service and Career Options

- Explore ways to use Physical, Life, Health, and/or Earth Science to serve the community
- Identify careers in areas of science

FIRST GRADE

Physical: Electricity/Magnetism, Force/Motion, Energy/Work

- Define electricity and describe electrical fields of force
- Recognize that electricity in circuits produces light, heat, sounds and magnetic effects
- Compare the force of various magnets
- Investigate how magnets interact with each other
- Define force and gravity
- Describe how physical forces affect an object's movement
- Define energy and identify common types and uses
- Define work
- Identify simple and compound machines and their relationships

Life: Plants/Animals (Biomes/Habitats, Life Cycles, Characteristics, Classification); The Senses

- Identify various ecosystems (grasslands, forests, wetlands, desert, etc.) and the organisms that live there

- Understand God made living things to grow and change
- Understand growth processes and life cycles of plants
- Describe the basic needs of living things
- Describe how animals gather and store food, defend themselves and find shelter
- Recognize characteristics that are similar and different between related and unrelated organisms
- Identify the senses and their functions and describe how they contribute to learning

Earth: Solar System (Sun, Earth, Moon, Seasons)

- Identify the sun as the source of heat and light to Earth and explain why the sun is necessary for life on Earth
- Identify Earth as one of the sun's planets
- Understand that Earth revolves around the sun and the moon is earth's satellite
- Identify and trace the movement of objects in the sky, including the orbits of the earth and moon
- Recognize how Earth's orbit influences the seasons
- Compare and contrast the seasons

Health: Care and Basic Structures of Teeth, Eyes, Ears, Skin

- Describe structures, functions and personal hygiene of the sense organs
- Describe structure, function and personal hygiene of teeth

Scientific Inquiry

- Make observations
- Ask questions or form hypotheses based on these observations
- Plan a simple investigation
- Collect data from the investigation
- Use the data collected from the investigation to explain the results
- Safely use and store tools and equipment

Service and Career Options

- Explore ways to use Physical, Life, Health, and/or Earth Science to serve the community
- Identify careers in areas of science

SECOND GRADE**Physical: States and Changes of Matter, Energy Waves: Heat**

- Identify the states of matter and their characteristics
- Describe physical changes that occur in matter
- Define heat and describe how it affects matter

Life: Amphibians/Reptiles, Insects, Human Body Systems

- Describe the basic needs of living things
- Recognize characteristics that are similar and different between organisms
- Describe how related plants and animals have similar characteristics
- Describe how animals gather and store food, defend themselves, find shelter and adapt
- Recognize the organization of the body's systems and organs

Earth: Geology (Earth's Structure, Dinosaurs/Fossils); Natural Resources

- Recognize physical differences in Earth materials
- Describe Earth's basic structure and habitats
- Understand God created a perfect Earth for human habitation
- Identify examples of common dinosaurs
- Explain fossils as the remains or evidence of formally living organisms
- Identify Earth's basic natural resources found and the wise use of these resources

Health: Home/Community Safety, Emotions

- Identify common hazards at home
- Observe rules for public safety and recall appropriate precautions that should be taken in special conditions
- Identify emotions and share feelings in appropriate ways
- Know ways to seek assistance if worried, abused or threatened

Scientific Inquiry

- Make observations
- Ask questions or form hypotheses based on these observations
- Plan a simple investigation
- Collect data from the investigation
- Use the data collected from the investigation to explain the results
- Safely use and store tools and equipment

Service and Career Options

- Explore ways to use Physical, Life, Health, and/or Earth Science to serve the community
- Identify careers in areas of science

THIRD GRADE**Physical:** Electricity/Magnetism, Force/Motion: Friction, Gravity, Inertia

- Identify the basic nature of current and static electricity
- Define force and friction and explain how they affect movement
- Define gravity and describe how it affects matter
- Compare the gravitational attraction of objects of varying mass
- Define inertia and describe its effects
- Describe how forces affect the motion of objects

Life: Birds, Mammals, Classification

- Describe the basic needs of living things
- Describe how animals gather and store food, defend themselves, find shelter and adapt to their environments
- Describe how related animals have similar characteristics
- Explain food chains and food webs and identify producers and consumers in an ecosystem
- Classify organisms according to characteristics that are similar and different

Earth: Meteorology (Atmosphere, Water Cycle, Seasons, Weather Elements); Space Exploration

- Describe the composition of the atmosphere
- Describe the water cycle including precipitation, condensation, and cloud formation
- Explain the change of seasons and why Earth is unequally heated
- Identify the elements of weather including air pressure, temperature, wind, and humidity
- Identify and trace the movement of objects in the sky
- Describe Earth's place in the solar system and movement patterns of objects within solar system
- Recognize the contributions of space exploration, past and present
- Understand God as the Creator and Sustainer of the Universe

Health: Nutrition, Family Health Habits, Consumer Health

- Describe healthy dietary guidelines
- Categorize foods in the food pyramid
- Explain how the body utilizes basic nutrients
- Understand that God has provided guidelines (natural laws) to keep us healthy
- Understand how the family influences personal health and how health-related problems impact the whole family
- Identify proper consumer health care habits e.g. regular visits to dentist, doctor

Scientific Inquiry

- Make observations
- Ask questions or form hypotheses based on these observations
- Plan a simple investigation
- Collect data from the investigation
- Use the data collected from the investigation to explain the results
- Safely use and store tools and equipment

Service and Career Options

- Explore ways to use Physical, Life, Health, and/or Earth Science to serve the community
- Identify careers in areas of science

FOURTH GRADE**Physical:** Atomic Structure/Matter

- Explain the structure of atoms and how they are the building blocks of matter
- Identify substances as they exist in different states of matter and how they may be changed
- Distinguish between chemical and physical changes in matter

Life: Plants (Classification, Growth, Photosynthesis, Reproduction, Structure/Function)

- Group and classify plants based on a variety of characteristics e.g. seed, non-seed
- Identify conditions necessary for plant survival and growth
- Describe the steps of photosynthesis and sequence them
- Describe the life cycle of a plant including the process of pollination
- Describe basic plant structures and systems and identify their functions
- Understand ecosystems and communities and how plants adapt to survive

Earth: Environmental Use (Conservation/Ecology, Pollution)

- Identify properties, uses and misuses of Earth materials
- Identify renewable and nonrenewable resources
- Understand that God created natural resources for human use
- Explain how human activity affects the balance of nature
- Recognize that Earth materials are limited and explore strategies for addressing this problem

Health: Disease Prevention, First Aid, Community Health

- Identify sources of diseases and how they may be prevented
- Identify the appropriate first aid procedures to follow in case of emergency
- Identify important community health care resources

Scientific Inquiry

- Make observations
- Ask questions or form hypotheses based on these observations
- Plan a simple investigation
- Collect data from the investigation
- Use the data collected from the investigation to explain the results
- Safely use and store tools and equipment

Service and Career Options

- Explore ways to use Physical, Life, Health, and/or Earth Science to serve the community
- Identify careers in areas of science

FIFTH GRADE**Physical:** Energy Waves (Electromagnetic Spectrum, Heat, Light, Mirrors/Lenses, Sound, Waves)

- Identify, describe and compare different types of wave energy
- Describe the organization of the electromagnetic spectrum and the uses/applications of each type of electromagnetic wave
- Compare electromagnetic (heat, light, radio) waves and mechanical (sound, water) waves
- Explore characteristics of heat, light, and sound
- Compare and contrast types of mirrors and lenses
- Define a wave and describe characteristics and features of waves

Life: Cells, Classification/Behavior, Fish

- Describe, explain and compare the structure and function of cells
- Identify the characteristics of living things
- Use the standard classification system to group animals based on their characteristics
- Identify features of fish that distinguish them from other classes of animals

Earth: Oceanography, Meteorology: Air Pressure, Climate, Earth's Atmosphere, Water Cycle, etc.

- Describe the physical structures of and ecosystems present in the ocean
- Study currents, tides and waves
- Explain air pressure and local/global winds, how they are measured and their effects on weather
- Distinguish between climate and weather and identify factors that affect climate

- Describe Earth's atmospheric layers and the "greenhouse" effect
- Explain the water cycle and its relationship to weather and climatic patterns
- Health: Reproductive System, Mental/Emotional Health**
- Explain human reproduction and development
- Identify the physical, emotional, intellectual and social changes that occur at puberty
- Describe God's plan for human sexual behavior
- Know ways to seek assistance if worried, abused or threatened
- Recognize how mood changes and strong feelings affect thoughts and behavior, and how they can be managed successfully
- Describe how personality, relationships and self-concept affect mental and emotional health.
- Scientific Inquiry**
- Make observations
- Ask questions or form hypotheses based on these observations
- Plan a simple investigation
- Collect data from the investigation
- Use the data collected from the investigation to explain the results
- Safely use and store tools and equipment
- Service/Career Options**
- Explore ways to use Physical, Life, Health, and/or Earth Science to serve the community
- Identify careers in areas of science

SIXTH GRADE**Physical: Electricity, Magnetism**

- Compare and describe static and current electricity
- Identify the difference between conductors and insulators.
- Differentiate between open and closed circuits and parallel and series circuits.
- Identify characteristics of magnets and what causes magnetism
- Describe the relationship between electricity and magnetism
- Identify uses of electromagnets

Life: Human Body Systems

- Describe and explain the structure and functions of the human body in terms of cells, tissues and organs
- Describe the functions of each major organ system in the human body
- Describe and explain the relationship and interaction of the organ systems in the human body

Earth: Geology

- Describe Earth's structure and features
- Explain how Earth changes/has changed over time e.g. erosion, weathering, earthquakes
- Explore and interpret evidences for the Genesis Flood and the Ice Age
- Describe the components and relationships of Earth's land forms and geological features
- Describe the processes by which rocks and soils are formed
- Classify rocks, minerals and soils based on their origin and their chemical and physical properties
- Identify how successive layers of sedimentary rock and the fossils contained within them can be used to confirm the age, history and changing life forms of the Earth

Health: Drug Effects, Decision Making, Nutrition

- Define drug and identify helpful and harmful drugs
- Explain the short- and long-term physical and emotional consequences of drug use
- Identify personal and community resources for drug abuse education and treatment
- Describe the steps in decision-making, how values develop and how these apply to healthy choices
- Explain healthy eating practices and design nutritional goals based on national dietary guidelines and individual needs
- Identify eating disorders and explain how they adversely affect health

Scientific Inquiry

- Make observations
- Ask questions or form hypotheses based on these observations
- Plan a simple investigation
- Collect data from the investigation
- Use the data collected from the investigation to explain the results
- Safely use and store tools and equipment

Service and Career Options

- Explore ways to use Physical, Life, Health, and/or Earth Science to serve the community
- Identify careers in areas of science

SEVENTH GRADE**Physical:** Force/Motion, Energy/ Work

- Describe and compare types of force and types of friction
- Define and extend understanding of gravity, mass and weight
- Describe Newton's laws of motion
- Define and describe motion-related terms such as balanced/unbalanced forces, distance/displacement, speed/velocity, acceleration and momentum
- Identify forms of energy and how energy can change from one form to another
- Distinguish between work and power
- Define simple machines and identify characteristics of various types
- Describe the relationship between simple and compound machines
- Distinguish between potential and kinetic energy and explain mechanical advantage

Life: Cell Theory, Genetics, Simple Animals

- Describe and explain the structure, function and theory of cells
- Describe how the traits of an organism are passed from generation to generation
- Explain genetic engineering and its impact
- Categorize simple animals into groups according to how they accomplish life processes and by similarities and differences in external and internal structures

Earth: Astronomy

- Describe characteristics and movement patterns of objects in the universe
- Describe the relationships of the Earth to the sun, the moon and other interplanetary objects and how they account for the day, year, phases of the moon, eclipses, seasons and ocean tides
- Describe the life cycle and classification of stars and the instruments for study

Health: Transmission of Diseases, Sexuality

- Describe how lifestyle, pathogens, family history and other risk factors are related to the cause or prevention of disease
- Identify the structure and function of bacteria and viruses and explain how they transmit diseases
- Describe God's plan for sexual relationships
- Explain the adverse physical, emotional, and economic consequences of premarital sex and ways to support a decision for abstinence

Scientific Inquiry

- Make observations
- Ask questions or form hypotheses based on these observations
- Plan a simple investigation
- Collect data from the investigation
- Use the data collected from the investigation to explain the results
- Safely use and store tools and equipment

Service and Career Options

- Explore ways to use Physical, Life, Health, and/or Earth Science to serve the community
- Identify careers in areas of science

EIGHTH GRADE**Physical: Chemistry**

- Explain the structure of matter and how different forms can be combined to create new substances
- Explain conservation of matter
- Describe how elements are organized on the periodic table
- Compare the properties of acids and bases
- Identify and compare physical and chemical change
- Identify methods used to separate mixtures into their component parts

Life: Ecology (Natural Resources); Plant Processes

- Explain how use of natural resources affects quality of life and the health of ecosystems
- Recognize that Earth's materials are limited and explore strategies for addressing this problem
- Describe how water, carbon dioxide, oxygen, and nitrogen are recycled through the environment
- Describe the life processes of a plant including photosynthesis and reproduction

Earth: Creation/Evolution

- Distinguish between the basic ideas of and evidence for naturalistic evolution and special creation

Health: Health Risks, Community Health

- Describe personal and community health care practices that result in prevention, detection and treatment of communicable diseases
- Know how to locate and use community health resources that provide valid health information
- Identify community health organizations and agencies such as The American Cancer Society and the advocacy services they provide

Scientific Inquiry

- Make observations
- Ask questions or form hypotheses based on these observations
- Plan a simple investigation
- Collect data from the investigation
- Use the data collected from the investigation to explain the results
- Safely use and store tools and equipment

Service and Career Options

- Explore ways to use Physical, Life, Health and/or Earth Science to serve the community
- Identify careers in areas of science

KEY LEARNINGS: SOCIAL STUDIES

NPUC Adaptation for 5-8

2003-2005

OVERRIDING STATEMENTS: Civics, geography and economics should be studied within the context of the history for each grade.

INTEGRATION OF FAITH & LEARNING: Although individual religious concepts are not explicitly stated, the idea of God's leading in the affairs of history and human relationships should be embedded in all of the social studies lessons.

KINDERGARTEN

History: Yourself (Time, Families, Holidays)

- Introduce calendar time: days, weeks, months, birthdays, holidays
- Develop a personal picture time line
- Understand that God has a plan for each person
- Understand one's role in one's family
- Explore the contributions of the lives of people in past and present

Civics: Ideas about Civic Life, Politics and Government

- Understand basic safety rules
- Understand individual roles in groups and government
- Understand the relationship between home, school and the community
- Appreciate and respect diversity
- Know the importance of Christian citizenship
- Develop responsibility through good decision making

Geography: Geographic Features and Patterns of the Environment

- Know where each lives
- Know what it is like where each lives e.g. weather, topography

Economics: Role of Community Helpers

- Understand that community helpers are paid for the services provided
- Explore basic information about transportation and communication
- Know that a price is the amount a person pays when goods or services are bought
- Know the major services provided by the community
- Know that some of the goods and services received are provided by the government

FIRST GRADE

History: Families (Time, Families: Past and Present, Holidays)

- Identify calendar time: days, weeks, months, birthdays, holidays
- Understand that God has a plan for each persons family
- Develop a personal picture timeline of one's family history
- Know family history through two generations
- Discuss family traditions
- Explore families in history e.g. early settlers, Native people, national leaders, SDA pioneers, missionaries
- Understand why national, cultural and religious holidays are celebrated
- Know the history of American symbols e.g. the eagle, the Liberty Bell, flag

Civics: Ideas about Civic Life, Politics and Government

- Understand basic safety rules
- Understand individual roles in groups and government
- Understand the relationship between home, school and the community
- Appreciate diversity in people
- Know current local and national leaders
- Know the importance of Christian citizenship
- Develop responsibility through good decision making

Geography: Understand Geographic Features and Patterns of the Environment

- Read and identify simple maps and globes

- Locate where one's family lives on maps of neighborhood, community, state, country and world
- Understand the climate of the community in which one lives
- Recognize the importance and distribution of and changes in natural resources

Economics

- Understand responsibilities of Christian stewardship (tithing, spending, saving, giving)
- Identify how community helpers provide services for one's family
- Know the major services provided by the community
- Know how families earn and spend money

SECOND GRADE**History:** Neighborhoods (Time, Holidays, Neighborhoods: Past and Present)

- Begin using time lines and time words: now, later, before, then, etc.
- Recognize the significance of cultural holidays
- Understand that God is present in one's neighborhood
- Explore one's neighborhood
- Explore neighborhoods in history e.g. early settlers, Native American
- Recognize the significance of cultural holidays
- Understand how the Adventist church helps in one's neighborhood

Civics: Ideas about Civic Life, Politics and Government

- Understand the purposes of laws and know how they protect individual rights
- Know current local, national and global leaders
- Know the importance of Christian citizenship
- Develop responsibility through good decision making
- Understand individual roles in groups and government

Geography: Geographic Features and Patterns of the Environment

- Classify areas according to climate, vegetation and landform
- Locate where one's family lives on maps of neighborhood, community, state, country and world
- Construct a simple map of one's neighborhood
- Understand the interrelationship between people and the environment
- Know how a neighborhood is part of a community, state and country

Economics

- Understand responsibilities of Christian stewardship
- Know the ways people earn a living in the neighborhood
- Identify the basic needs of individuals, families and communities

THIRD GRADE**History:** Communities (Time, Communities: Past and Present)

- Understand time: years, decades, centuries
- Understand time lines and history of one's community
- Understand how God works through people to help make the community a better place
- Know how the Adventist church helps communities
- Understand the community through traditions and local holidays
- Understand the contributions and significance of historical figures in one's community
- Know the development of communities e.g. pioneers/explorers, Native People, ethnic groups

Civics: Ideas about Civic Life, Politics and Government

- Follow the rules (laws and expectations) of the community
- Respect the rights and property of others
- Understand the role of diversity and the importance of shared values in the United States
- Understand the components of rural and urban government
- Know the importance of Christian citizenship
- Develop responsibility through good decision making
- Understand the roles of volunteerism and organized groups in American social and political life

Geography: Geographic Features and Patterns of the Environment

- Know the basic elements of maps and globes and construct maps of one's community
- Identify how the characteristics of places are shaped by physical and human processes
- Understand how climate and weather help to shape features on the earth's surface

Economics: Interaction of Supply and Demand in a Market Economy

- Understand responsibilities of Christian stewardship
- Understand the needs of one's community
- Know about the finances of a community
- Learn about the goods, services and government in a community
- Know the importance of business and services in a community
- Identify means of transportation and communication within the community

FOURTH GRADE**History:** Earth's Regions and Its People (Time, Technology, Native People, Early Settlers, National Leaders, Transportation, Holidays)

- Recognize the importance of God's global mission and the work of the Adventist church
- Understand time measurements: dates in terms of centuries, BC-AD, time lines
- Understand current events and the history, traditions and holidays of one's state, provinces and other regions of the world
- Know the influence of early settlers and native people in one's region and state
- Recognize the impact of cultural influences in different regions of the world

Civics: Ideas about Civic Life, Politics and Government

- Know the difference between power and authority
- Know the characteristics of an effective law and understand the consequences of the absence of government and laws
- Understand the role of diversity and the importance of shared values in the United States
- Understand the components of state government and the constitution
- Know the importance of Christian citizenship
- Develop responsibility through good decision making
- Understand the roles of volunteerism and organized groups in American social and political life

Geography: Geographic Features and Patterns of the Environment

- Know the basic elements of maps, globes, graphs
- Use a globe to clarify knowledge of the earth
- Use charts and maps to show the physical and human characteristics of one's state
- Know characteristics of other regions of the United States
- Know how the characteristics of places are shaped by physical and human processes
- Understand how climate and weather help to shape features on the earth's surface

Economics

- Understand responsibilities of Christian stewardship in a global economy
- Know which goods and services are produced, delivered and shared in various regions; know why people produce them
- Know how the production of goods and services affects the environment
- Understand that limited resources make economic choices necessary
- Learn how technology impacts the world through inventors/inventions

FIFTH GRADE

American History: Native People – 1860 (Native People, Exploration/Colonization, Pre-Independence Movement, American Revolution, Territorial Expansion – 1801-1861, Westward Expansion, Current Events)

- Understand God's ultimate control and protection over human affairs
- Describe the relationships between key people/groups, events and cultures in U S History
- Know causes and effects of key influences/events and be able to place them on a time line
- Understand and interpret key events and issues in United States history around commonality and diversity, continuity and change, conflict and cooperation, individualism and interdependence, interaction within different environments
- Interpret major events, issues and developments involved in making a new nation within the following topical areas: Land and people before Columbus, Age of Exploration, Settling the Colonies, War of Independence and Westward Expansion
- Understand the role and work of the Adventist Church in North America

Civics

- Understand how participation in government affects citizen life e.g. check and balances
- Understand the constitution of the United States and how it affects one's life
- Know how the constitution protects the rights of individuals
- Know the importance of Christian citizenship and cultural diversity
- Understand socially acceptable ways of participation in activities to achieve group goals

Geography

- Prepare, examine and interpret charts and maps that show key geographic information such as population, climate, natural resources, movement
- Locate and identify the continents of the world, the fifty states and the major cities of the United States and major physical features of North America
- Identify patterns of migrations and cultural interactions in the United States
- Understand the effects of weather/climate on migration patterns
- Understand how physical and human activity (e.g. pollution, deforestation, flood plains) has impacted changes in physical environment

Economics

- Understand responsibilities of Christian stewardship in a global economy
- Understand that all economic choices have costs and benefits
- Know the differences between needs and wants and their relationship to economic tradeoffs
- Understand how supply/demand and price increase/decrease influence consumers and the economy
- Identify economic systems and terms e.g. capitalism, inflation, free enterprise

SIXTH GRADE

World History: Creation – Middle Ages (Ancient Civilizations: Mesopotamia, India, Sub-Saharan Africa, Egypt, Greece, Rome, China; Americas: Incas, Mayas, Aztecs; Current Events)

- Recognize God's involvement in the world's history through the prophetic fulfillment of the rise and fall of nations
- Describe the relationships between people/groups, events and cultures in World History
- Understand the major characteristics and historical influence of ancient civilizations on world development – past and present, and be able to place them on a timeline
- Understand the democratic legacy of Greek ideas and government
- Describe the relationships between people/groups, events and cultures in World History
- Understand the democratic legacy of Greek ideas and government
- Understand the global role and work of the Adventist church in North America

Civics

- Compare and contrast the various forms of government in the world's history and identify their effect on the modern world
- Understand how politics helps people with different ideas to reach agreements
- Understand competing ideas about the purposes government should serve

- Know that the world is divided into nations that claim sovereignty over a defined territory and jurisdiction over everyone within it
- Know the rights and responsibilities of citizenship
- Know the importance of Christian citizenship and cultural diversity

Geography

- Interpret maps and charts of the world and organize information about people, places and environments
- Construct charts and maps to show information
- Identify the characteristics of ecosystems on the Earth's surface

Economics

- Understand the broader defining characteristics of the term stewardship
- Understand the concept of prices and the interaction of supply and demand in a market economy
- Know the impact of trade on the development of countries
- Identify and understand the changes in people's lives as a result of technology
- Understand economic systems

SEVENTH GRADE

World History: Middle Ages – Present (Middle Ages: Europe and Japan; Exploration and Colonization [Africa, Asia]; Renaissance and Reformation, Rise of Islam and Catholicism, Age of Enlightenment, Revolutions, Imperialism, Nationalism, 20th Century; Current Events)

- Recognize God's involvement in the world's history through the prophetic fulfillment of the rise and fall of nations
- Describe the relationships between people/groups, events and cultures in World History
- Understand the major characteristics and historical influence of ancient civilizations on world development, past and present, and be able to place them on a time line
- Understand the major characteristics and impact of events from Middle Ages to the present, and be able to place them on a time line
- Understand the role of the Catholic Church in the Middle Ages
- Understand the causes for change socially and historically in Europe
- Understand the rise of religions: Islam, Catholicism, Protestantism
- Understand the rise of the Mongol Empire and the consequences of Eurasian people
- Identify the key aspects of the Renaissance thinking through inquiry and research
- Identify how the exploratory and commercial expeditions between 1450 – 1600 led to global transformation
- Understand how innovations in agriculture, industry and transportation led to the industrial revolution in and capitalism
- Represent and interpret data and chronological relationships from history using time lines and narratives
- Interpret, use and document information from multiple source
- Define alternatives, select and support alternatives
- Understand the global role and work of the Adventist church
- Understand how current events have been influenced by events of the past

Civics

- Identify and compare political systems of the world: feudalism, monarchy, democracy, etc.
- Understand the sources, purposes and functions of law
- Outline and critique the evolution of democratic ideas and the impact on Western Civilization
- Know the importance of Christian citizenship and cultural diversity

Geography

- Identify the location of key mountain ranges, desserts, rivers, political boundaries and cultural features on maps and globes
- Understand the interdependency between people and the environment
- Compare physical and cultural characteristics of the regions of the world

Economics

- Identify the principles of Christian stewardship: management of time, talent, property
- Describe how transportation and communication networks affect people, goods and ideas e.g. the silk road, the crusades
- Explain how the interaction of supply and demand determines prices
- Identify the impact of the technology revolution on society

EIGHTH GRADE

United States History: 1861 – Present (Civil War and Reconstruction, Industrial Revolution, Social and Economic Reform, Global Conflicts, United States as World Power, Depression, Modern America, Current Events; United States Government – Constitution)

- Understand God's ultimate control and protection over human affairs
- Understand the basic precepts of the Constitution and the Bill of Rights
- Describe the relationships between key people/groups, events and cultures in United States history
- Explain the role of laws in the United States and the process through which they are made, applied and enforced
- Know the causes and effects of key influences/events and be able to place them on a time line
- Interpret events using time lines and narratives
- Use primary and secondary documents and artifacts to interpret historical events
- Understand the daily life and social history of people who lived in early United States history
- Recognize how forces from different spheres of life can cause or shape events
- Understand the role and work of the Adventist church in North America

Civics

- Understand the roles of the Christian citizen in government
- Understand the checks and balance function of the three branches of government
- Trace the development of the American political system and government based on the United States constitution and the Bill of Rights
- Identify citizen rights and how the constitution protects those rights
- Understand the purposes of government as stated in the constitution
- Explain the role of laws in the United States and the process through which they are made, applied and enforced
- Identify how actions of the United States government affect its own citizens as well a citizens of other countries
- Know the importance of Christian citizenship and cultural diversity

Geography

- Understand the nature, distribution and migration of human population on the earth's surface
- Understand how human actions modify the environment
- Understand the patterns of human settlement and their causes
- Identify the geographic role of the United States in international relationships
- Identify geographic regions and major places of the United States

Economics

- Identify the principles of Christian stewardship
- Understand the meaning of Gross National Product
- Understand the role of the United States and free enterprise in a global economy
- Understand the concept of prices and the interaction of supply and demand in a market economy
- Identify how changes in technology affect the economy
- Understand that every job opportunity is related to economics
- Recognize how the influence of the development of technology, immigration of peoples and changes in the world market effect career opportunities

KEY LEARNINGS: SOCIAL STUDIES

NAD based on sequence of Curriculum Guide

2003-2005

FIFTH GRADE

History: Understanding the World (Native People, Exploration/Colonization, Pre-Independence Movement, American Revolution, Territorial Expansion – 1801-1861, Sectionalism, Civil War, Reconstruction, Industrial Revolution, Social and Economic Reform, Global Conflicts, United States as World Power, Depression, Modern American, Current Events)

- Understand God's ultimate control and protection over human affairs
- Describe the relationships between key people/groups, events and cultures in US history
- Know causes and effects of key influences/events and be able to place them on a time line
- Understand and interpret key events and issues in US history around commonality-diversity, continuity-change, conflict-cooperation, individualism-interdependence, interaction within different environments
- Interpret major events, issues and developments involved in making a new nation within the following topical areas: Land and people before Columbus, Age of Exploration, Setting the Colonies, War of Independence and Westward Expansion
- Understand the role and work of the Adventist Church in North America

Civics

- Understand how participation in government affects citizen life e.g. check and balances
- Understand the constitution of the United States and how it affects one's life
- Know how the constitution protects the rights of individuals
- Know the importance of Christian citizenship
- Understand socially acceptable ways of participation in activities to achieve group goals

Geography

- Prepare, examine and interpret charts and maps that show key geographic information such as population, climate, natural resources, movement
- Locate and identify the continents of the world, the fifty states and the major cities of the United States and major physical features of North America
- Identify patterns of migrations and cultural interactions in the United States
- Understand the effects of weather/climate on migration patterns
- Understand how physical and human activity (e.g. pollution, deforestation, flood plains) has impacted changes in physical environment

Economics

- Understand responsibilities of Christian stewardship in a global economy
- Understand that all economic choices have costs and benefits
- Know the differences between needs and wants and their relationship to economic tradeoffs
- Understand how supply/demand and price increase/decrease influence consumers and the economy
- Identify economic systems and terms e.g. capitalism, inflation, free enterprise

SIXTH GRADE

History: Understanding the World (Ancient Civilizations: Mesopotamia, Egypt, India, China; Classical Civilizations: Greece, Roman Empire and Republic; Middle Ages, Renaissance, Exploration/Colonization, Revolutions, Independence, Nationalism, Canada, Latin America, 20th Century, Current Events)

- Recognize God's involvement in the world's history through the prophetic fulfillment of the rise and fall of nations
- Understand how current events have been influenced by events of the past
- Describe the relationships between people/groups, events and cultures in World History
- Understand the major characteristics and historical influence of ancient civilizations on world development, past and present, and be able to place them on a time line
- Understand the democratic legacy of Greek ideas and government
- Understand the global role and work of the Adventist church

Civics

- Compare and contrast the various forms of government in the world's history and identify their effect on the modern world
- Understand how politics helps people with different ideas to reach agreements
- Understand competing ideas about the purposes government should serve
- Know that the world is divided into nations that claim sovereignty over a defined territory and jurisdiction over everyone within it
- Know the rights and responsibilities of citizenship

Geography

- Interpret maps and charts of the world and organize information about people, places and environments
- Construct charts and maps to show information
- Identify the characteristics of ecosystems on the Earth's surface

Economics

- Understand the broader defining characteristics of the term stewardship
- Understand the concept of prices and the interaction of supply and demand in a market economy
- Know the impact of trade on the development of countries
- Identify and understand the changes in people's lives as a result of technology
- Understand economic systems

SEVENTH GRADE

History: Understanding the World (Early Civilizations, Classical Civilizations, Middle Ages, Renaissance, Reformation, Exploration, Colonization, Revolutions, Nationalism, 20th Century, Current Events)

- Recognize God's involvement in the world's history through the prophetic fulfillment of the rise and fall of nations
- Locate the Early and Classical Civilizations and identify their political, economic and cultural contribution to the world mosaic
- Describe the relationships between key people/groups, events and cultures in World History
- Identify and give examples of the political economic and social characteristics of the Roman Empire and Republic; and understand how they are reflected in the laws, government and societies of Western Civilization
- Delineate the importance of the rise of Islam and its interaction with Europe
- Understand the role of the Catholic Church in the Middle Ages
- Understand the rise of the Mongol Empire and the consequences of Eurasian people
- Identify the key aspects of the Renaissance and the Reformation
- Identify how the exploratory and commercial expeditions between 1450 – 1600 led to global transformation
- Understand how innovations in agriculture, industry and transportation led to the industrial revolution and capitalism
- Represent and interpret data and chronological relationships from history using time lines and narratives
- Interpret, use and document information from multiple sources
- Define, select and support alternatives
- Understand the causes for socially and historically change in Europe
- Understand the rise of religions: Islam, Catholicism, Protestantism
- Understand the global role and work of the Adventist church
- Understand how current events have been influenced by events of the past

Civics

- Identify and compare political systems of the world: feudalism, monarchy, democracy, etc.
- Understand the sources, purposes and functions of law
- Outline and critique the evolution of democratic ideas and the impact on Western Civilization

Geography

- Identify the location of key mountain ranges, desserts, rivers, political boundaries and cultural features on maps and globes
- Understand the interdependency between people and the environment
- Compare physical and cultural characteristics of the regions of the world

Economics

- Identify the principles of Christian stewardship: management of time, talent, property
- Describe how transportation and communication networks affect people, goods and ideas e.g. the silk road, the crusades
- Explain how the interaction of supply and demand determines prices
- Identify the impact of the technology revolution on society

EIGHTH GRADE

History: United States History (United States Government & Constitution, Native People, Exploration/Colonization, Pre-Independence Movement, American Revolution, Western Expansion, Sectionalism, Civil War & Reconstruction, Industrial Revolution, Global Conflicts, United States as World Power, Depression, Modern America, Current Events)

- Recognize God's ultimate control and protection over human affairs
- Understand the basic precepts of the Constitution and the Bill of Rights
- Describe the relationships between key people/groups, events and cultures in U S history
- Explain the causes and effects of major events in American history
- Know causes and effects of key influences/events and place them on a time line
- Interpret events using time lines and narratives
- Use primary and secondary documents and artifacts to interpret historical events
- Understand the daily life and social history of people who lived in the early United States
- Recognize how forces from different spheres of life can cause or shape events
- Understand the role and work of the Adventist church in North America

Civics

- Understand the roles of the Christian citizen in government
- Understand the checks and balance function of the three branches of government
- Trace the development of the American political system and government based on the United States constitution and the Bill of Rights
- Identify citizen rights and how the constitution protects those rights
- Understand the purposes of government as stated in the constitution
- Explain the role of laws in the United States and the process through which they are made, applied and enforced
- Identify how actions of the United States government affect its own citizens as well a citizens of other countries

Geography

- Understand the nature, distribution and migration of human population on the earth's surface
- Understand how human actions modify the environment
- Understand the patterns of human settlement and their causes
- Identify the geographic role of the United States in international relationships
- Identify geographic regions and major places of the United States

Economics

- Identify the principles of Christian stewardship
- Understand the meaning of Gross National Product
- Understand the role of the United States and free enterprise in a global economy
- Understand the concept of prices and the interaction of supply and demand in a market economy
- Identify how changes in technology affect the economy
- Understand that every job opportunity is related to economics
- Recognize how the influence of the development of technology, immigration of peoples and changes in the world market effect career opportunities

KEY LEARNINGS: TECHNOLOGY

2003-2005

KINDERGARTEN

- Demonstrate proper use and care of computers
- Begin learning basic keyboarding
- Use computers to express ideas with drawing and word processing software
- Begin learning correct use of computer terms
- Learn about technology related occupations
- Practice courtesy and sharing of computer time

FIRST AND SECOND GRADE

- Demonstrate proper use and care of computers
- Begin learning basic keyboarding and computer terms
- Use computers to express ideas with drawing and word processing software
- Learn about the role of technology in business and the home
- Learn about technology related occupations
- Practice courtesy and sharing of computer time

THIRD AND FOURTH GRADE

- Demonstrate proper use and care of computers and other audio-visual equipment
- Practice using the keyboard
- Become familiar with proper computer terms
- Use computers to express ideas with drawing, multi-media and word processing software
- Learn file management
- Learn about technology related occupations and use in everyday life
- Use appropriate input/output devices
- Begin troubleshooting for basic malfunctions
- Become aware of copyright issues
- Practice courtesy and respecting of computer time

FIFTH AND SIXTH GRADE

- Demonstrate proper use and care of computers and input/output devices
- Learn to troubleshoot basic malfunctions
- Practice keyboarding, using correct hand position and posture
- Use word processing, editing and file management skills
- Begin using presentation software
- Use a variety of electronic resources to enhance and access information
- Know proper technology terms
- Understand consumer issues regarding technology in every aspect of our lives
- Investigate technology-related occupations
- Use courtesy while sharing computer time
- Become aware of legal issues when using software
- Identify computer abuse including use of Internet

SEVENTH AND EIGHTH GRADE

- Integrate advanced word processing skills into daily assignments
- Continue to advance in keyboarding skills
- Troubleshoot basic malfunctions
- Know proper technology terms
- Understand the equipment to access, process, retrieve and communicate information
- Incorporate database and spreadsheet components into presentations
- Integrate advanced use of electronic resources into class assignments and presentations
- Investigate technology-related occupations
- Demonstrate a responsible, ethical use of technology
- Understand the legal issues for using/accessing software, music, etc.

KEY LEARNINGS: KINDERGARTEN

2003-2005

BIBLE

Learn about the Life of Jesus and how to be like Jesus

- Understand studying the Bible can lead to knowing God and learning to be like Him
- Understand that the God family – “God the Father, God the Son and God the Holy Spirit” work in perfect unity, yet are separate and unique beings
- Know that God is the Creator of the Universe and that He is everywhere at once and all-knowing
- Learn the story of the origin of sin and God’s plan of salvation
- Realize the benefit from following Christ’s example in one’s daily life
- Understand that God depends on individuals to spread the Good News of salvation
- Understand how to show one’s commitment to God
- Know that people have similar spiritual gifts found in the Bible characters
- Understand the freedom to choose good or evil
- Explain the importance of prayer and praise
- Develop a spirit of thankfulness
- Know that Jesus is coming back

FINE ARTS

Art - Consult the *NAD Fine Arts Curriculum Guide* for suggested activities to meet these objectives.

- Use different media, techniques and processes to communicate ideas, experiences and stories
- Know the differences among visual characteristics and purposes of art in order to convey ideas
- Select and use subject matter, symbols and ideas to communicate meaning
- Know that the visual arts have both history and specific relationships to various cultures
- Identify specific works of art as belonging to particular cultures, times and places
- Describe how people’s experiences influence the development of specific artworks
- Identify connections between the visual arts and other disciplines in the curriculum

Music

- Initiate a steady beat
- Recognize quarter notes
- Begin echo singing
- Sing with instrumental accompaniment
- Discern when a verse has ended and a chorus has begun
- Listen to band and orchestra music
- Sing scripture songs and children’s hymns

LANGUAGE ARTS

Viewing

- View pictures to gain meaning
- Predict unknown words from picture clues
- Answer questions as a means to understanding content
- Share thoughts and feelings after viewing visual media
- Sequence story events using pictures

Listening

- Make eye contact
- Listen and follow one and two step directions
- Listen to others while waiting for turn to speak
- Listen to a variety of media

Reading

- Phonemic awareness
- Explicit systematic phonics
- Pre-reading concepts
- Follow print from left to right
- Make connections between words and pictures
- Know that print tells the story

Speaking

- Learn simple rules for conversation
- Share information and ideas clearly

Visually Representing

- Experiment with visual forms of communication
- Design visual media to model what makes presentations appealing

Writing

- Print from left to right
- Use invented spelling
- Correctly spell CVC/CVCC words
- Dictate or write a personal experience in sequential order
- Begin to use ending punctuation
- Begin to use capitalization

MATH**Number and Operations**

- Count and understand numbers to 20
- Write numbers 0 to 10
- Use one-to-one correspondence with numbers and objects
- Understand and represent adding two numbers with sums to ten
- Add and subtract two numbers using objects to ten

Algebra

- Recognize and explain how objects can be classified
- Sort, classify and order objects by time, size, number and other properties
- Compare and contrast objects
- Identify, create, copy, describe and extend sequences e.g. sounds, shapes, motions, numbers
- Model a mathematical problem situation using manipulatives

Geometry

- Compare, sort and arrange similar and different objects by size, color and shape
- Identify triangles, squares and circles
- Describe relative position of objects in space
- Identify and fit pieces of puzzles or shapes that go together
- Construct 3-dimensional objects

Measurement

- Compare the weight of two objects and the capacity of two containers
- Compare and describe length, size, distance, temperature e.g. long, longer, longest, same length
- Measure length by counting non-standard units
- Recognize how a thermometer denotes hot, cold and medium temperatures
- Measure area using concrete objects
- Order events by time e.g. before, after
- Identify that clocks, watches and calendars are used to measure time
- Tell time to the hour
- Know and name the seven days of the week in order (relate to Sabbath)

Data Analysis and Probability

- Discuss events as likely or unlikely
- Pose questions and gather data about themselves and their surroundings

PHYSICAL EDUCATION**Spiritual Emphasis**

- Recognize that God's ideal for quality living includes a healthy lifestyle
- Incorporate into one's lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God
- Avoid at-risk behaviors

- Apply Christian principles in recreation and sports
- Achieve a balance in work and leisure; balancing physical, mental, social and spiritual activities
- Recognize the interaction of physical, mental and spiritual health with emotional and social well-being

Movement and Motor Skills

- Demonstrate progress toward the mature form of selected manipulative, locomotor and non-locomotor skills
- Demonstrate mature form in walking and running
- Identify fundamental movement patterns (skip, strike)
- Establish a beginning movement vocabulary, e.g. personal space, high/low levels, fast/slow speeds, light/heavy weight, balance, twist
- Apply appropriate concepts to performance, e.g. change direction while running

Lifestyle and Fitness

- Participate daily in moderate to vigorous physical activity
- Select and participate in activities that require some physical exertion during free time
- Identify likes and dislikes connected with participation in physical activity
- Sustain moderate to vigorous physical activity in accordance with an approved fitness test
- Identify the physiological signs of moderate physical activity, e.g. fast heart rate, heavy breathing
- Understand the value of engaging in physical activities as play and recreation
- Associate positive feelings with participation in physical activity and play
- Try new movement activities and skills

Sportsmanship and Appropriate Behaviors

- Learn and apply concepts of grace and forgiveness
- Apply, with teacher reinforcement, class room rules and procedures and safe practices
- Share space and equipment with others
- Recognize the joy of shared play
- Interact positively with students in class regardless of personal differences e.g. race, gender, disability, religion

SCIENCE

Physical: Simple Measurement, Observation, Light/Colors

- Perform simple comparative measurements
- Describe objects according to their physical properties (e.g., color, texture, size)
- Describe various sources of light
- Identify sunlight as a composite of all colors
- Identify primary colors
- Describe the composition of secondary colors
- Identify the fixed order of color as found in a rainbow

Life: Worms, Insects, Spiders

- Recognize characteristics that are similar and different between organisms
- Describe the basic needs of living things
- Describe how related animals have similar characteristics
- Identify how animals gather and store food, defend themselves, find shelter and adapt
- Understand the beneficial effects of earthworms
- Explain how insects are both harmful and helpful
- Know the dangers of poisonous spiders

Earth: Air, Land, Water, Ecology, Seasons

- Describe air as a substance that takes up space and moves around us
- Recognize that the earth is made up of land, water and the gases of the atmosphere
- Recognize and describe appropriate ways to care for our earth
- Identify God's role in the creation of the Universe
- Understand how Earth's position in relation to the Sun accounts for days, seasons and years
- Identify seasonal changes in weather patterns

Health: Home/School Safety

- Identify common hazards and practice safety rules
- Demonstrate appropriate work and play behaviors

Scientific Inquiry

- Make observations
- Ask questions or form hypotheses based on these observations
- Plan a simple investigation
- Collect data from the investigation
- Use the data collected from the investigation to explain the results
- Safely use and store tools and equipment

Service and Career Options

- Explore ways to use Physical, Life, Health, and/or Earth Science to serve the community
- Identify careers in areas of Science

SOCIAL STUDIES

OVERRIDING STATEMENTS: Civics, geography and economics should be studied within the context of the history for each grade.

INTEGRATION OF FAITH & LEARNING: Although individual religious concepts are not explicitly stated, the idea of God's leading in the affairs of history and human relationships should be embedded in all of the social studies lessons.

History: Yourself (Time, Families, Holidays)

- Introduce calendar time: days, weeks, months, birthdays, holidays
- Develop a personal picture time line
- Understand that God has a plan for each person
- Understand one's role in one's family
- Explore the contributions of the lives of people in past and present

Civics: Ideas about Civic Life, Politics and Government

- Understand basic safety rules
- Understand individual roles in groups and government
- Understand the relationship between home, school and the community
- Appreciate and respect diversity
- Know the importance of Christian citizenship
- Develop responsibility through good decision making

Geography: Geographic Features and Patterns of the Environment

- Know where each lives
- Know what it is like where each lives (e.g., weather, topography)

Economics: Role of Community Helpers

- Understand that community helpers are paid for the services provided
- Explore basic information about transportation and communication
- Know that a price is the amount a person pays when goods or services are bought
- Know the major services provided by the community
- Know that some of the goods and services received are provided by the government

TECHNOLOGY

- Demonstrate proper use and care of computer
- Begin learning basic keyboarding
- Use computers to express ideas with drawing and word processing software
- Begin learning correct use of computer terms
- Learn about technology related occupations
- Practice courtesy and sharing of computer time

KEY LEARNINGS: FIRST GRADE

2003-2005

BIBLE

Belonging to His Family: The Heavenly Family, Families of the Bible and the Church

- Understand that studying the Bible leads to understanding God
- Begin to be familiar with the way the Bible is organized
- Identify the “three-in-one” members of the God family, and their individual ministry
- Understand that God is worthy of adoration and trust
- Know that God is the creator, and still loves and cares for individuals
- Understand that before the Fall, Adam and Eve lived in the perfect light of God’s presence
- Know that eternal death is the consequence of sin
- Identify spiritual gifts given to Old Testament Bible characters
- Know the story of how the Seventh-day Adventist church began
- Understand the importance of being an active witness for Jesus
- Understand Jesus will reunite all families who love Him

FINE ARTS

Art - Consult the *NAD Fine Arts Curriculum Guide* for suggested activities to meet these objectives.

- Use different media, techniques and processes to communicate ideas, experiences and stories
- Know the differences among visual characteristics and purposes of art in order to convey ideas
- Select and use subject matter, symbols and ideas to communicate meaning
- Know that the visual arts have both history and specific relationships to various cultures
- Identify specific works of art as belonging to particular cultures, times and places
- Describe how people’s experiences influence the development of specific artworks
- Identify connections between the visual arts and other disciplines in the curriculum

Music

- Maintain a steady beat
- Understand the value of half and quarter notes
- Write note heads around a line and in a space
- Identify and play pitched and un-pitched classroom instruments
- Sing songs with simple accompaniment patterns
- Recognize the AB pattern
- Recognize difference in tones of human voices
- Identify band instruments by family (brass, woodwind, percussion) and their sounds
- Learn hymns of praise

LANGUAGE ARTS

Viewing

- Use picture clues to predict content
- Compare and contrast works read and viewed
- Understand that media messages are created by people
- Distinguish characteristics between fantasy and reality

Listening

- Listen and stay on the topic when participating in a conversation
- Listen attentively and respectfully to others while waiting for turn to speak
- Summarize auditory information

Reading

- Phonemic awareness
- Explicit systematic phonics
- Share what is read
- Recognize sight words
- Use correct clues to predict new words

Speaking

- Retell familiar stories
- Deliver brief recitations

Visually Representing

- Develop informational visual media
- Connect information with personal experiences

Writing

- Leave proper spacing between words and sentences
- Spell word family patterns
- Write complete sentences
- Begin the writing process
- Use ending punctuation

MATH**Number and Operations**

- Count, write and understand numbers 0 to 100
- Count by twos, fives, tens and twenty-fives to 100
- Skip count by tens e.g. 17, 27, 37 ...
- Connect numbers to the qualities they represent using various models and representations
- Understand place value of tens and ones
- Explore the concept of zero
- Compare numbers using symbols $>$, $<$ and $=$
- Understand the meaning of addition and subtraction and relate to appropriate symbols
- Understand basic addition and subtraction fact families
- Develop a counting strategy for addition and subtraction facts to 20
- Memorize addition with sums to 12 and related subtraction facts
- Add and subtract 1- and 2-digit numbers, with no renaming
- Understand basic fractions, e.g. halves, thirds and fourths
- Read number words to ten
- Understand and use a number line

Algebra

- Recognize and express expanding and repeating math patterns - orally and with manipulatives
- Identify properties of patterns; create and describe using letters and symbols
- Use variables and open sentences to express relationships e.g. missing numbers in number sentences using symbols to represent missing numbers
- Use the commutative property and solve number sentences with numbers and symbols

Geometry

- Describe attributes and parts of 2- and 3-dimensional objects
- Describe shapes from different perspectives, e.g. front, back, top, bottom and side
- Apply ideas about direction and space
- Recognize and apply slides, flips and turns
- Recognize rectangles and spheres
- Recognize sides and corners of shapes
- Recognize geometric shapes and structures in the environment
- Recognize and draw a line of symmetry in objects
- Copy figures and draw simple 2-dimensional shapes from memory

Measurement

- Identify and recognize various measurable attributes of an object
- Estimate and measure length, weight, volume and mass using nonstandard and standard units
- Compare objects in terms of length, area, capacity and weight
- Recognize and explain the need for measuring tools and fixed units
- Order sequence of events with respect to time, e.g. seasons; morning, afternoon, night; o'clock
- Know the number of minutes in an hour

- Tell time to the hour and half hour using both digital and analog clocks
- Identify pennies, nickels, dimes, quarters, half-dollars and dollars
- Determine the value of a set of coins to \$1.00
- Determine the equivalent value of coins to \$1.00 e.g. 10 dimes, 4 quarters, etc.
- Know and name the twelve months of the year

Data Analysis and Probability

- Use whole number units to construct graphic representations
- Understand information represented in simple bar graphs, line graphs and pictographs
- Collect first-hand information by conducting surveys, measuring and performing simple experiments
- Collect and organize data into charts using tally marks

PHYSICAL EDUCATION

Spiritual Emphasis

- Recognize that God's ideal for quality living includes a healthy lifestyle
- Incorporate into one's lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God
- Avoid at-risk behaviors
- Apply Christian principles in recreation and sports
- Achieve a balance in work and leisure; balancing physical, mental, social and spiritual activities
- Recognize the interaction of physical, mental and spiritual health with emotional and social well-being

Movement and Motor Skills

- Demonstrate mature form in skipping, hopping, galloping and sliding
- Demonstrate mature patterns in simple combinations, e.g. dribbling a ball while running
- Demonstrate smooth transitions between sequential motor skills, e.g. running into a jump
- Exhibit the ability to adapt and adjust movement skills to uncomplicated, yet changing, environmental conditions and expectations, e.g. tossing a ball to a moving partner, rising and sinking while twisting, using different rhythms
- Demonstrate control in traveling activities (e.g. skipping, hopping, running) and weight bearing and balance activities on a variety of body parts
- Identify the critical element/s (technique/s) of basic movement patterns
- Apply movement concepts to a variety of basic skills
- Use feedback to improve performance

Lifestyle and Fitness

- Experience and express pleasure from participation in physical activity
- Identify at least one activity associated with each component of health-related physical activity, e.g. flexibility, muscular endurance, muscular strength, cardio-vascular endurance and body composition
- Engage in sustained physical activity that causes an increased heart rate and heavy breathing
- Recognize the physiological indicators that accompany moderate to vigorous physical activity, e.g. sweating, increased heart rate, heavy breathing
- Know how to measure heart rate
- Identify the components of health-related physical fitness
- Gain competence which will provide increased enjoyment in movement
- Try new activities
- Express feelings about and during physical activity
- Enjoy interaction with friends through physical activity

Sportsmanship and Appropriate Behaviors

- Apply rules, procedures and safe practices with little or no reinforcement
- Follow directions
- Work cooperatively with others to complete an assigned task
- Play and cooperate with others regardless of personal differences, e.g. gender, ethnicity, disability

- Treat others with respect during play
- Resolve conflicts in socially acceptable ways
- Practice Christ-like principles in interactions with others

SCIENCE

Physical: Electricity/Magnetism, Force/Motion, Energy/Work

- Define electricity and describe electrical fields of force
- Recognize that electricity in circuits produces light, heat, sounds and magnetic effects
- Compare the force of various magnets
- Investigate how magnets interact with each other
- Define force and gravity
- Describe how physical forces affect an object's movement
- Define energy and identify common types and uses
- Define work
- Identify simple and compound machines and their relationships

Life: Plants/Animals (Biomes/Habitats, Life Cycles, Characteristics, Classification); The Senses

- Identify various ecosystems (grasslands, forests, wetlands, desert, etc.) and the organisms that live there
- Understand God made living things to grow and change
- Understand growth processes and life cycles of plants
- Describe the basic needs of living things
- Describe how animals gather and store food, defend themselves and find shelter
- Recognize characteristics that are similar and different between related and unrelated organisms
- Identify the senses and their functions and describe how they contribute to learning

Earth: Solar System (Sun, Earth, Moon, Seasons)

- Identify the sun as the source of heat and light to Earth and explain why the sun is necessary for life on Earth
- Identify Earth as one of the sun's planets
- Understand that Earth revolves around the sun and the moon is earth's satellite
- Identify and trace the movement of objects in the sky, including the orbits of the earth and moon
- Recognize how Earth's orbit influences the seasons
- Compare and contrast the seasons

Health: Care and Basic Structures of Teeth, Eyes, Ears, Skin

- Describe structures, functions and personal hygiene of the sense organs
- Describe structure, function and personal hygiene of teeth

Scientific Inquiry

- Make observations
- Ask questions or form hypotheses based on these observations
- Plan a simple investigation
- Collect data from the investigation
- Use the data collected from the investigation to explain the results
- Safely use and store tools and equipment

Service and Career Options

- Explore ways to use Physical, Life, Health, and/or Earth Science to serve the community
- Identify careers in areas of science

SOCIAL STUDIES

OVERRIDING STATEMENTS: Civics, geography and economics should be studied within the context of the history for each grade.

INTEGRATION OF FAITH & LEARNING: Although individual religious concepts are not explicitly stated, the idea of God's leading in the affairs of history and human relationships should be embedded in all of the social studies lessons.

History: Families (Time, Families: Past and Present, Holidays)

- Identify calendar time: days, weeks, months, birthdays, holidays
- Understand that God has a plan for each persons family
- Develop a personal picture timeline of one's family history
- Know family history through two generations
- Discuss family traditions
- Explore families in history e.g. early settlers, Native people, national leaders, SDA pioneers, missionaries
- Understand why national, cultural and religious holidays are celebrated
- Know the history of American symbols e.g. the eagle, the Liberty Bell, flag

Civics: Ideas about Civic Life, Politics and Government

- Understand basic safety rules
- Understand individual roles in groups and government
- Understand the relationship between home, school and the community
- Appreciate diversity in people
- Know current local and national leaders
- Know the importance of Christian citizenship
- Develop responsibility through good decision making

Geography: Understand Geographic Features and Patterns of the Environment

- Read and identify simple maps and globes
- Locate where one's family lives on maps of neighborhood, community, state, country and world
- Understand the climate of the community in which one lives
- Recognize the importance and distribution of and changes in natural resources

Economics

- Understand responsibilities of Christian stewardship (tithing, spending, saving, giving)
- Identify how community helpers provide services for one's family
- Know the major services provided by the community
- Know how families earn and spend money

TECHNOLOGY

- Demonstrate proper use and care of computers
- Begin learning basic keyboarding and computer terms
- Use computers to express ideas with drawing and word processing software
- Learn about the role of technology in business and the home
- Learn about technology related occupations
- Practice courtesy and sharing of computer time

KEY LEARNINGS: SECOND GRADE

2003-2005

BIBLE

Exploring His Power: Through Creation, the Israelites, Jesus and the Early Church

- Identify Bible organization (book, chapters and verses)
- Know that Bible lessons can be used to help in everyday life
- Know that God is everywhere, all-powerful and all-knowing
- Understand that the “God Family” created the world, one way God reveals Himself to humanity
- Understand that Adam and Eve were created to have a perfect relationship with God
- Know the story of Jesus’ birth, death and resurrection
- Realize that salvation is a free gift when accepting Jesus as Savior
- Understand that although sins are forgiven, there are still consequences to choices
- Identify one’s spiritual gifts and acknowledge those given to others
- Understand that a consistent prayer life brings peace, protection and answers
- Know that God wants people to trust Him to provide all needs
- Understand that worship and obedience is a natural response to Christ’s work in one’s life
- Understand the importance of preparing for Christ’s return
- Know that God has forgiven and has the power to resurrect

FINE ARTS

Art - Consult the *NAD Fine Arts Curriculum Guide* for suggested activities to meet these objectives.

- Use different media, techniques and processes to communicate ideas, experiences and stories
- Know the differences among visual characteristics and purposes of art in order to convey ideas
- Select and use subject matter, symbols and ideas to communicate meaning
- Know that the visual arts have both history and specific relationships to various cultures
- Identify specific works of art as belonging to particular cultures, times and places
- Describe how people’s experiences influence the development of specific artworks
- Identify connections between the visual arts and other disciplines in the curriculum

Music

- Write whole, half, dotted half, quarter notes and rests
- Demonstrate correct posture and breathing
- Recognize the ABA pattern
- Recognize sudden or gradual changes in tempo
- Recognize sudden or gradual changes in dynamics
- Identify stringed instruments and their sounds
- Listen to classical music
- Learn to locate hymns by page numbers

LANGUAGE ARTS

Viewing

- State the main idea or message in visual media
- Explain personal thoughts and feelings after viewing media
- Use picture clues to predict content

Listening

- Use appropriate posture facing the speaker
- Provide immediate feedback
- Ask and answer relevant questions briefly and politely
- Determine purpose for listening

Reading

- Apply phonics elements in reading and writing
- Decode words in isolation and in connected text
- Know story elements
- Apply a variety of strategies to learn word meanings
- Use comprehension strategies to improve comprehension
- Increase speed of reading while maintaining accuracy

Speaking

- Convey clear and focused main idea with supporting details
- Ask questions to clarify information

Visually Representing

- Produce visual media to differentiate real and imaginary information
- Create visual media to demonstrate understanding

Writing

- Form letters and words so they can be easily read by others
- Correctly spell high-frequency sight words
- Practice the writing process
- Begin using characteristics of good writing
- Evaluate one's own writing
- Develop paragraphs with one topic and at least four supporting details
- Write for various purposes
- Use basic rules of punctuation

MATH**Number and Operations**

- Count and understand numbers with 3-digits
- Skip count by two, e.g. 23, 25, 27...
- Understand and use ordinals 1-20
- Understand even and odd numbers
- Understand the place value of hundreds, tens, ones
- Given a math fact, construct the other three in the fact family
- Know addition and subtraction facts through 20 by recall
- Add and subtract 2-digit numbers with renaming
- Add and subtract 3-digit numbers with no renaming
- Add a series of three numbers
- Using a number line, explain rounding to the nearest ten
- Write, add and subtract money using appropriate symbols
- Understand situations that entail multiplication and division, i.e. equal groupings of objects and sharing equally

Algebra

- Use patterns to make generalizations and predictions
- Analyze patterns in tables and graphs
- Describe qualitative and quantitative changes involving addition and subtraction
- Understand equivalence concepts using symbols

Geometry

- Investigate and predict results of assembling and disassembling 2- and 3- dimensional shapes
- Find locations using simple coordinates
- Recognize prisms, pyramids, cylinders and cones
- Relate ideas in geometry to number and measurement

Measurement

- Select and use appropriate measuring tools
- Select and use appropriate units of measurement
- Use different units to measure the same thing
- Use nonstandard units to compare weight of real objects and capacity of real containers
- Estimate the weight of an object
- Apply and use measurements in problems and "real life" situations
- Tell time to the nearest minute (digital) and the nearest 5 minutes (analog)
- Use and compare A.M. and P.M. time designations
- Count coins and dollars to \$5.00
- Determine correct change to \$1.00 by counting

- Estimate to the nearest dollar
- Use correct symbols in writing money amounts
- Understand one hour of elapsed time
- Identify days and dates on a calendar and one week before and after a certain date on a calendar

Data Analysis and Probability

- Construct and interpret data using a simple bar graph
- Interpret data as represented in a simple table or chart
- Make predictions, test validity and do a probability study with a 50/50 chance

PHYSICAL EDUCATION

Spiritual Emphasis

- Recognize that God's ideal for quality living includes a healthy lifestyle
- Incorporate into one's lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God
- Avoid at-risk behaviors
- Apply Christian principles in recreation and sports
- Achieve a balance in work and leisure; balancing physical, mental, social and spiritual activities
- Recognize the interaction of physical, mental and spiritual health with emotional and social well-being

Movement and Motor Skills

- Demonstrate mature form in skipping, hopping, galloping and sliding
- Demonstrate mature patterns in simple combinations, e.g. dribbling a ball while running
- Demonstrate smooth transitions between sequential motor skills, e.g. running into a jump
- Exhibit the ability to adapt and adjust movement skills to uncomplicated, yet changing, environmental conditions and expectations, e.g. tossing a ball to a moving partner, rising and sinking while twisting, using different rhythms
- Demonstrate control in traveling activities (e.g. skipping, hopping, running) and weight bearing and balance activities on a variety of body parts
- Identify the critical element/s (technique/s) of basic movement patterns
- Apply movement concepts to a variety of basic skills
- Use feedback to improve performance

Lifestyle and Fitness

- Experience and express pleasure from participation in physical activity
- Identify at least one activity associated with each component of health-related physical activity, e.g. flexibility, muscular endurance, muscular strength, cardio-vascular endurance and body composition
- Engage in sustained physical activity that causes an increased heart rate and heavy breathing
- Recognize the physiological indicators that accompany moderate to vigorous physical activity, e.g. sweating, increased heart rate, heavy breathing
- Know how to measure heart rate
- Identify the components of health-related physical fitness
- Gain competence which will provide increased enjoyment in movement
- Try new activities
- Express feelings about and during physical activity
- Enjoy interaction with friends through physical activity

Sportsmanship and Appropriate Behaviors

- Apply rules, procedures and safe practices with little or no reinforcement
- Follow directions
- Work cooperatively with others to complete an assigned task
- Play and cooperate with others regardless of personal differences, e.g. gender, ethnicity, disability
- Treat others with respect during play
- Resolve conflicts in socially acceptable ways
- Practice Christ-like principles in interactions with others

SCIENCE

Physical: States and Changes of Matter, Energy Waves: Heat

- Identify the states of matter and their characteristics
- Describe physical changes that occur in matter
- Define heat and describe how it affects matter

Life: Amphibians/Reptiles, Insects, Human Body Systems

- Describe the basic needs of living things
- Recognize characteristics that are similar and different between organisms
- Describe how related plants and animals have similar characteristics
- Describe how animals gather and store food, defend themselves, find shelter and adapt
- Recognize the organization of the body's systems and organs

Earth: Geology (Earth's Structure, Dinosaurs/Fossils); Natural Resources

- Recognize physical differences in Earth materials
- Describe Earth's basic structure and habitats
- Understand God created a perfect Earth for human habitation
- Identify examples of common dinosaurs
- Explain fossils as the remains or evidence of formally living organisms
- Identify Earth's basic natural resources found and the wise use of these resources

Health: Home/Community Safety, Emotions

- Identify common hazards at home
- Observe rules for public safety and recall appropriate precautions that should be taken in special conditions
- Identify emotions and share feelings in appropriate ways
- Know ways to seek assistance if worried, abused or threatened

Scientific Inquiry

- Make observations
- Ask questions or form hypotheses based on these observations
- Plan a simple investigation
- Collect data from the investigation
- Use the data collected from the investigation to explain the results
- Safely use and store tools and equipment

Service and Career Options

- Explore ways to use Physical, Life, Health, and/or Earth Science to serve the community
- Identify careers in areas of science

SOCIAL STUDIES

OVERRIDING STATEMENTS: Civics, geography and economics should be studied within the context of the history for each grade.

INTEGRATION OF FAITH & LEARNING: Although individual religious concepts are not explicitly stated, the idea of God's leading in the affairs of history and human relationships should be embedded in all of the social studies lessons.

History: Neighborhoods (Time, Holidays, Neighborhoods: Past and Present)

- Begin using time lines and time words: now, later, before, then, etc.
- Recognize the significance of cultural holidays
- Understand that God is present in one's neighborhood
- Explore one's neighborhood
- Explore neighborhoods in history e.g. early settlers, Native American
- Recognize the significance of cultural holidays
- Understand how the Adventist church helps in one's neighborhood

Civics: Ideas about Civic Life, Politics and Government

- Understand the purposes of laws and know how they protect individual rights

- Know current local, national and global leaders
- Know the importance of Christian citizenship
- Develop responsibility through good decision making
- Understand individual roles in groups and government

Geography: Geographic Features and Patterns of the Environment

- Classify areas according to climate, vegetation and landform
- Locate where one's family lives on maps of neighborhood, community, state, country and world
- Construct a simple map of one's neighborhood
- Understand the interrelationship between people and the environment
- Know how a neighborhood is part of a community, state and country

Economics

- Understand responsibilities of Christian stewardship
- Know the ways people earn a living in the neighborhood
- Identify the basic needs of individuals, families and communities

TECHNOLOGY

- Demonstrate proper use and care of computers
- Begin learning basic keyboarding and computer terms
- Use computers to express ideas with drawing and word processing software
- Learn about the role of technology in business and the home
- Learn about technology related occupations
- Practice courtesy and sharing of computer time

KEY LEARNINGS: THIRD GRADE

2003-2005

BIBLE

Accepting His Plan: The Plan of Redemption, God's plan for the Church and for the individual

- Understand the importance of studying scripture in daily life
- Know who the "three-in-one" members of the God-family are and their individual roles
- Understand that God and the angels He created lived in heaven in perfect harmony before sin
- Understand that sin and its effects are the result of the universal conflict between God and Satan
- Know that death is a consequence of sin, but God has the power to raise the dead from their graves
- Explain Jesus' role as Messiah, Savior and Redeemer in the plan of salvation
- Know that Christians are part of God's family and have a responsibility to witness/serve others
- Understand that all people are equal in God's sight and are accepted into the Family of God
- Know how God has worked in history to preserve the Christian church
- Understand that each person has spiritual gifts and talents
- Know that the power to make right choices is provided by grace
- Understand that Jesus is coming back for all who have chosen to follow Him and will live with Him through eternity

FINE ARTS

Art - Consult the *NAD Fine Arts Curriculum Guide* for suggested activities to meet these objectives.

- Use different media, techniques and processes to communicate ideas, experiences and stories
- Know the differences among visual characteristics and purposes of art in order to convey ideas
- Select and use subject matter, symbols and ideas to communicate meaning
- Know that the visual arts have both history and specific relationships to various cultures
- Identify specific works of art as belonging to particular cultures, times and places
- Describe how people's experiences influence the development of specific artworks
- Identify connections between the visual arts and other disciplines in the curriculum

Music

- Recognize and write eighth notes and rests
- Recognize major and minor tonality (sounds)
- Use introduction, interludes, codas
- Recognize AABB and AABA patterns
- Know meaning of signs *p*, *mp*, *mf* and *f*
- Identify different solo voices
- Identify music styles from different countries
- Learn to use the hymnal index

LANGUAGE ARTS

Viewing

- Analyze information learned from media
- Summarize and sequence events and ideas
- Identify the main format of visual media

Listening

- Listen without interrupting
- Identify how literature uses the sounds of language

Reading

- Apply phonics elements in reading and writing
- Use dictionary and glossary to learn word meanings
- Read both narrative and expository text
- Read fiction and nonfiction
- Read aloud, speaking clearly and with expression

Speaking

- Speak clearly, using correct grammar and words
- Express ideas in a logical manner

- Use facial expressions and gestures

Visually Representing

- Develop visual media to organize and group specific information
- Create visual media to show main idea and supporting details

Writing

- Transition to cursive writing
- Practice the writing process
- Begin using characteristics of good writing
- Introduce and use parts-of-speech
- Write friendly letters
- Indent the beginning of a paragraph
- Expand the use of correct punctuation
- Proofread

MATH**Number and Operations**

- Understand and describe place value to the ten-thousands place
- Design and label number lines appropriate to the situation
- Compare and order numbers through 10,000
- Skip count by threes, e.g. 1, 18, 21, 24...
- Understand the commutative property of addition and multiplication
- Understand the zero property of multiplication
- Understand the meaning of the decimal point
- Understand the concept of tenths written as a decimal
- Understand the meaning of multiplication and division
- Know the multiplication and division fact families
- Know multiplication and corresponding division facts
- Add and subtract numbers up to four digits with and without renaming
- Multiply mentally by 10 and 100
- Multiply and divide 2-digit number by a 1-digit number
- Divide a 2-digit number by a 1-digit number with remainder
- Understand the meaning and structure of fractions between zero and one
- Understand and write simple mixed numbers
- Compare fractions with like denominators
- Add and subtract fractions with like denominators
- Add and subtract money
- Use strategies to estimate the results of whole number computations

Algebra

- Analyze mathematical sequences with and without a calculator
- Use patterns to make predictions, solve problems and identify relationships
- Understand and explain mathematical relationships in equations and inequalities
- Solve equations and inequalities
- Identify such properties as commutative, and associative - use to compute with whole numbers
- Understand and use grouping symbols e.g. $8 + 6 = 8 + (2 + 4)$

Geometry

- Explore congruence and similarity
- Add to find perimeter
- Count squares to find area
- Count cubes to determine volume
- Create models of 2-dimensional objects
- Investigate simple nets
- Analyze/describe 2- and 3-dimensional objects using terms: vertex, edge, angle, side, face
- Find and name locations on a labeled grid or coordinate system

- Identify shapes that can be put together to make a given shape, e.g. tangrams

Measurement

- Use correct measurement vocabulary
- Explain and measure temperature using Celsius and Fahrenheit scales
- Read and understand a simple time line
- Measure length, weight, volume using metric and US customary units to nearest $\frac{1}{2}$ unit as appropriate
- Using appropriate tools, draw a line or shape with specified measurements
- Count money up to \$10.00
- Understand attributes of second, minute, hour
- Tell time to the minute, before or after the hour, using analog and digital clocks
- Measure elapsed time using a calendar or clock
- Read and understand a calendar using day, week, month and year
- Count weeks before and after certain dates on the calendar

Data Analysis and Probability

- Organize and interpret data using line graphs
- Construct graphs using data from a table
- Discover patterns in tables and graphs by creating, organizing, recording and analyzing data
- Formulate questions and categories for data collection and actively collect first-hand information
- Describe the shape and important features of a set of data and compare related data sets, with an emphasis on how the data are distributed

PHYSICAL EDUCATION

Spiritual Emphasis

- Recognize that God's ideal for quality living includes a healthy lifestyle
- Incorporate into one's lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God
- Avoid at-risk behaviors
- Apply Christian principles in recreation and sports
- Achieve a balance in work and leisure; balancing physical, mental, social and spiritual activities
- Recognize the interaction of physical, mental and spiritual health with emotional and social well-being

Movement and Motor Skills

- Demonstrate mature form in all locomotor patterns and selected manipulative and non-locomotor skills
- Adapt a skill to the demands of a dynamic, unpredictable environment
- Acquire beginning skills of a few specialized movement forms
- Combine movement skills in applied settings
- Apply critical elements to improve personal performance in fundamental and selected specialized motor skills
- Use critical elements of fundamental and specialized movement skills to provide feedback to others
- Recognize and apply concepts that impact the quality of increasingly complex movement performance

Lifestyle and Fitness

- Select and participate regularly in physical activities for the purpose of improving skill and health
- Identify the benefits derived from regular physical activity
- Identify several moderate to vigorous physical activities that provide personal pleasure
- Identify several activities related to each component of physical fitness
- Associate results of fitness testing to personal health status and ability to perform various activities
- Meet the health-related fitness standards as defined by a fitness testing program
- Experience enjoyment while participating in physical activity
- Enjoy practicing activities to increase skill competence

- Interact with friends while participating in group activities
- Use physical activity as a means of self-expression

Sportsmanship and Appropriate Behaviors

- Follow, with few reminders, activity-specific rules, procedures and etiquette
- Utilize safety principles in activity situations
- Work cooperatively and productively with a partner or small group
- Work independently and on-task for a specified period of time
- Explore cultural/ethnic self-awareness through participation in physical activity
- Recognize the attributes that individuals with difference can bring to group activities
- Experience differences and similarities among people of different backgrounds by participating in activities of national, cultural and ethnic origins

SCIENCE

Physical: Electricity/Magnetism, Force/Motion: Friction, Gravity, Inertia

- Identify the basic nature of current and static electricity
- Define force and friction and explain how they affect movement
- Define gravity and describe how it affects matter
- Compare the gravitational attraction of objects of varying mass
- Define inertia and describe its effects
- Describe how forces affect the motion of objects

Life: Birds, Mammals, Classification

- Describe the basic needs of living things
- Describe how animals gather and store food, defend themselves, find shelter and adapt to their environments
- Describe how related animals have similar characteristics
- Explain food chains and food webs and identify producers and consumers in an ecosystem
- Classify organisms according to characteristics that are similar and different

Earth: Meteorology (Atmosphere, Water Cycle, Seasons, Weather Elements); Space Exploration

- Describe the composition of the atmosphere
- Describe the water cycle including precipitation, condensation, and cloud formation
- Explain the change of seasons and why Earth is unequally heated
- Identify the elements of weather including air pressure, temperature, wind, and humidity
- Identify and trace the movement of objects in the sky
- Describe Earth's place in the solar system and movement patterns of objects within solar system
- Recognize the contributions of space exploration, past and present
- Understand God as the Creator and Sustainer of the Universe

Health: Nutrition, Family Health Habits, Consumer Health

- Describe healthy dietary guidelines
- Categorize foods in the food pyramid
- Explain how the body utilizes basic nutrients
- Understand that God has provided guidelines (natural laws) to keep us healthy
- Understand how the family influences personal health and how health-related problems impact the whole family
- Identify proper consumer health care habits e.g. regular visits to dentist, doctor

Scientific Inquiry

- Make observations
- Ask questions or form hypotheses based on these observations
- Plan a simple investigation
- Collect data from the investigation
- Use the data collected from the investigation to explain the results
- Safely use and store tools and equipment

Service and Career Options

- Explore ways to use Physical, Life, Health, and/or Earth Science to serve the community

- Identify careers in areas of science

SOCIAL STUDIES

OVERRIDING STATEMENTS: Civics, geography and economics should be studied within the context of the history for each grade.

INTEGRATION OF FAITH & LEARNING: Although individual religious concepts are not explicitly stated, the idea of God's leading in the affairs of history and human relationships should be embedded in all of the social studies lessons.

History: Communities (Time, Communities: Past and Present)

- Understand time: years, decades, centuries
- Understand time lines and history of one's community
- Understand how God works through people to help make the community a better place
- Know how the Adventist church helps communities
- Understand the community through traditions and local holidays
- Understand the contributions and significance of historical figures in one's community
- Know the development of communities e.g. pioneers/explorers, Native People, ethnic groups

Civics: Ideas about Civic Life, Politics and Government

- Follow the rules (laws and expectations) of the community
- Respect the rights and property of others
- Understand the role of diversity and the importance of shared values in the United States
- Understand the components of rural and urban government
- Know the importance of Christian citizenship
- Develop responsibility through good decision making
- Understand the roles of volunteerism and organized groups in American social and political life

Geography: Geographic Features and Patterns of the Environment

- Know the basic elements of maps and globes and construct maps of one's community
- Identify how the characteristics of places are shaped by physical and human processes
- Understand how climate and weather help to shape features on the earth's surface

Economics: Interaction of Supply and Demand in a Market Economy

- Understand responsibilities of Christian stewardship
- Understand the needs of one's community
- Know about the finances of a community
- Learn about the goods, services and government in a community
- Know the importance of business and services in a community
- Identify means of transportation and communication within the community

TECHNOLOGY

- Demonstrate proper use and care of computers and other audio-visual equipment
- Practice using the keyboard
- Become familiar with proper computer terms
- Use computers to express ideas with drawing, multi-media and word processing software
- Learn file management
- Learn about technology related occupations and use in everyday life
- Use appropriate input/output devices
- Begin troubleshooting for basic malfunctions
- Become aware of copyright issues
- Practice courtesy and respecting of computer time

KEY LEARNINGS: FOURTH GRADE

2003-2005

BIBLE

Following in His Way: God the Creator, Sustainer and Friend

- Understand that the Bible contains a powerful message for humanity
- Know the structure and divisions of the Bible
- Understand that the "Fruit of the Spirit" portrays God's character
- Understand and accept the free gift of salvation
- Know the importance of developing and exercising faith in Jesus as the Messiah and Savior
- Realize the importance of preparing for a mission and service for God
- Identify specific spiritual gifts given to important New Testament characters
- Understand that God has a plan for everyone's life and will lead people to develop a Christ-like character
- Understand that expressions of adoration are an important part of worship
- Understand the importance of examining and accepting God's unconditional love and forgiveness
- Know that worship and obedience are a natural response to God's gift of salvation

FINE ARTS

Art - Consult the *NAD Fine Arts Curriculum Guide* for suggested activities to meet these objectives.

- Use different media, techniques and processes to communicate ideas, experiences and stories
- Know the differences among visual characteristics and purposes of art in order to convey ideas
- Select and use subject matter, symbols and ideas to communicate meaning
- Know that the visual arts have both history and specific relationships to various cultures
- Identify specific works of art as belonging to particular cultures, times and places
- Describe how people's experiences influence the development of specific artworks
- Identify connections between the visual arts and other disciplines in the curriculum

Music

- Read meter signatures (2/4, 3/4, 4/4)
- Identify staff, treble clef and measure
- Know names of lines and spaces of treble clef
- Distinguish between secular and sacred music
- Recognize rondo form (ABACA pattern)
- Recognize terms: ritardando, accelerando, allegro and andante
- Recognize how legato and staccato affect the way music is performed
- Experience nationalistic and patriotic music
- Recognize an overture
- Identify parts of the hymnal page

LANGUAGE ARTS

Viewing

- View visual media for a specific learning purpose
- Ask questions for clarification of visual media
- Recognize how impressions of visual media can influence understanding

Listening

- Listen to and show respect for ideas of others
- Identify false or misleading information
- Connect learning to all subjects from what is heard
- Identify persuasive messages

Reading

- Decode unfamiliar words
- Use punctuation clues to help read aloud
- Understand author's purpose
- Read aloud, adjust speed of reading to suit purpose and difficulty of material
- Identify figurative language
- Use word origins and derivations to understand word meanings

- Use the thesaurus to learn word meanings

Speaking

- Use notes and memory aids to assist in speaking effectively
- Convey clearly focused main idea and details, making connection and transition among ideas and elements

Visually Representing

- Generate visual media to communicate topic, context, and purpose
- Construct visual media to demonstrate specific information

Writing

- Write legibly in cursive with proper size and form
- Practice the writing process
- Use characteristics of good writing
- Select an organizational structure to fit purpose
- Identify and use declarative, interrogative, imperative, and exclamatory sentences
- Write business letters, invitations, and thank-you notes

MATH**Number and Operations**

- Understand place value through millions
- Understand concept and representation of numbers between zero - one, i.e. fractions - decimals
- Recognize representations for equivalent numbers
- Read, write and compare decimals to the hundredths
- Know equivalents in counting money, e.g. 5 nickels equal 1 quarter
- Know how to count up to make change
- Understand how multiplication and division relate to each other to solve problems
- Interpret the meaning of a remainder in a division problem
- Memorize multiplication and division facts through 12
- Multiply a 3- and 4-digit number by a 1-digit number
- Divide using 1-digit divisor and 1- 2- or 3-digit dividend
- Multiply two 2-digit numbers
- Understand simple equivalent fractions
- Convert improper fractions to mixed numbers and vice versa
- Add and subtract fractions and mixed numbers with common denominators
- Estimate solutions involving whole number, fraction and decimal computations
- Understand basic concepts of least common multiple (LCM) and greatest common factor (GCF)
- Reduce simple fractions to lowest terms
- Explore numbers less than zero by extending the number line and through familiar applications

Algebra

- Construct a table of values to solve problems in a mathematical relationship
- Understand how a change in one variable affects the value of another variable
- Use distributive properties to simplify and perform computations
- Make and justify predictions using numerical and non-numerical patterns

Geometry

- Describe points, lines and planes
- Use columns and rows to determine position on a grid
- Use coordinate systems to specify locations
- Identify line symmetry in 3-dimensional shapes
- Create models of 3-dimensional objects
- Multiply to find area of rectangles
- Make and test conjectures about geometric properties and relationships, then develop logical arguments to justify conclusions
- Compare similarities and differences of quadrilaterals

Measurement

- Measure length to the nearest $\frac{1}{4}$ inch
- Use measures less than one unit
- Solve multi-step problems involving measurement
- Estimate and measure the perimeter of irregular shapes
- Compare the number of units to the size of units, e.g. number of feet compared to number of yards in a given length, estimating/determining cups in a 2-liter container
- Draw a simple time line
- Determine elapsed time by the hour and half-hour
- Understand time zones and read timetables
- Read a Celsius thermometer knowing the significance of 0 and 100 degrees; and read a Fahrenheit thermometer knowing the significance of 32 and 212 degrees
- Know equivalent measures for simple metric and customary units of length, capacity, weight/mass and time e.g. inches to feet, meters to kilometers
- Convert simple metric and customary units of length, capacity, weight/mass, and time, e.g. inches to feet, kilograms to grams, quarts to gallons

Data Analysis and Probability

- Collect and organize data into tables and graphs using different scales
- Read and interpret data presented in circle graphs
- Conduct simple probability experiments
- Interpret and construct Venn diagrams
- Evaluate the process of data collection

PHYSICAL EDUCATION**Spiritual Emphasis**

- Recognize that God's ideal for quality living includes a healthy lifestyle
- Incorporate into one's lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God
- Avoid at-risk behaviors
- Apply Christian principles in recreation and sports
- Achieve a balance in work and leisure; balancing physical, mental, social and spiritual activities
- Recognize the interaction of physical, mental and spiritual health with emotional and social well-being

Movement and Motor Skills

- Demonstrate mature form in all locomotor patterns and selected manipulative and non-locomotor skills
- Adapt a skill to the demands of a dynamic, unpredictable environment
- Acquire beginning skills of a few specialized movement forms
- Combine movement skills in applied settings
- Apply critical elements to improve personal performance in fundamental and selected specialized motor skills
- Use critical elements of fundamental and specialized movement skills to provide feedback to others
- Recognize and apply concepts that impact the quality of increasingly complex movement performance

Lifestyle and Fitness

- Select and participate regularly in physical activities for the purpose of improving skill and health
- Identify the benefits derived from regular physical activity
- Identify several moderate to vigorous physical activities that provide personal pleasure
- Identify several activities related to each component of physical fitness
- Associate results of fitness testing to personal health status and ability to perform various activities
- Meet the health-related fitness standards as defined by a fitness testing program
- Experience enjoyment while participating in physical activity

- Enjoy practicing activities to increase skill competence
- Interact with friends while participating in group activities
- Use physical activity as a means of self-expression

Sportsmanship and Appropriate Behaviors

- Follow, with few reminders, activity-specific rules, procedures and etiquette
- Utilize safety principles in activity situations
- Work cooperatively and productively with a partner or small group
- Work independently and on-task for a specified period of time
- Explore cultural/ethnic self-awareness through participation in physical activity
- Recognize the attributes that individuals with difference can bring to group activities
- Experience differences and similarities among people of different backgrounds by participating in activities of national, cultural and ethnic origins

SCIENCE**Physical:** Atomic Structure/Matter

- Explain the structure of atoms and how they are the building blocks of matter
- Identify substances as they exist in different states of matter and how they may be changed
- Distinguish between chemical and physical changes in matter

Life: Plants (Classification, Growth, Photosynthesis, Reproduction, Structure/Function)

- Group and classify plants based on a variety of characteristics e.g. seed, non-seed
- Identify conditions necessary for plant survival and growth
- Describe the steps of photosynthesis and sequence them
- Describe the life cycle of a plant including the process of pollination
- Describe basic plant structures and systems and identify their functions
- Understand ecosystems and communities and how plants adapt to survive

Earth: Environmental Use (Conservation/Ecology, Pollution)

- Identify properties, uses and misuses of Earth materials
- Identify renewable and nonrenewable resources
- Understand that God created natural resources for human use
- Explain how human activity affects the balance of nature
- Recognize that Earth materials are limited and explore strategies for addressing this problem

Health: Disease Prevention, First Aid, Community Health

- Identify sources of diseases and how they may be prevented
- Identify the appropriate first aid procedures to follow in case of emergency
- Identify important community health care resources

Scientific Inquiry

- Make observations
- Ask questions or form hypotheses based on these observations
- Plan a simple investigation
- Collect data from the investigation
- Use the data collected from the investigation to explain the results
- Safely use and store tools and equipment

Service and Career Options

- Explore ways to use Physical, Life, Health, and/or Earth Science to serve the community
- Identify careers in areas of science

SOCIAL STUDIES

OVERRIDING STATEMENTS: Civics, geography and economics should be studied within the context of the history for each grade.

INTEGRATION OF FAITH & LEARNING: Although individual religious concepts are not explicitly stated, the idea of God's leading in the affairs of history and human relationships should be embedded in all of the social studies lessons.

History: Earth's Regions and Its People (Time, Technology, Native People, Early Settlers, National Leaders, Transportation, Holidays)

- Recognize the importance of God's global mission and the work of the Adventist church
- Understand time measurements: dates in terms of centuries, BC-AD, time lines
- Understand current events and the history, traditions and holidays of one's state, provinces and other regions of the world
- Know the influence of early settlers and native people in one's region and state
- Recognize the impact of cultural influences in different regions of the world

Civics: Ideas about Civic Life, Politics and Government

- Know the difference between power and authority
- Know the characteristics of an effective law and understand the consequences of the absence of government and laws
- Understand the role of diversity and the importance of shared values in the United States
- Understand the components of state government and the constitution
- Know the importance of Christian citizenship
- Develop responsibility through good decision making
- Understand the roles of volunteerism and organized groups in American social and political life

Geography: Geographic Features and Patterns of the Environment

- Know the basic elements of maps, globes, graphs
- Use a globe to clarify knowledge of the earth
- Use charts and maps to show the physical and human characteristics of one's state
- Know characteristics of other regions of the United States
- Know how the characteristics of places are shaped by physical and human processes
- Understand how climate and weather help to shape features on the earth's surface

Economics

- Understand responsibilities of Christian stewardship in a global economy
- Know which goods and services are produced, delivered and shared in various regions; know why people produce them
- Know how the production of goods and services affects the environment
- Understand that limited resources make economic choices necessary
- Learn how technology impacts the world through inventors/inventions

TECHNOLOGY

- Demonstrate proper use and care of computers and other audio-visual equipment
- Practice using the keyboard
- Become familiar with proper computer terms
- Use computers to express ideas with drawing, multi-media and word processing software
- Learn file management
- Learn about technology related occupations and use in everyday life
- Use appropriate input/output devices
- Begin troubleshooting for basic malfunctions
- Become aware of copyright issues
- Practice courtesy and respecting of computer time

KEY LEARNINGS: FIFTH GRADE

2003-2005

BIBLE

Exploring God: Through the Stories of the Old Testament

- Understand that God continues to offer the gift of salvation despite humanity's rejection of Him
- Know that God's character of love is revealed through His laws and interaction with His people
- Understand that God created humanity with the power of choice
- Understand the covenant relationship God initiated with His people and the role of faith, repentance and forgiveness
- Understand the importance of daily commitment to God - relying on His power for a victorious life
- Understand that God has always had a remnant of people that have remained a faithful witness for Him
- Know that each person has been given unique talents and spiritual gifts by God
- Understand the value of prayer, praise and reverence in communicating with God
- Identify the sanctuary as a symbol of God's love, acceptance and restoration through the Gospel

FINE ARTS

Art - Consult the *NAD Fine Arts Curriculum Guide* for suggested activities to meet these objectives.

- Select media, techniques and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices
- Employ organizational structures and analyze their effectiveness in the communication of ideas
- Use subjects, themes and symbols that demonstrate knowledge of contexts, values and aesthetics that communicate intended meaning in artwork
- Describe and place a variety of art objects in historical and cultural context
- Analyze, describe and demonstrate how factors of time and place influence visual characteristics that give meaning and value to a work of art
- Describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures
- Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts

Music

- Know names of lines and spaces of bass clef
- Identify and write symbols for sharp, flat and natural
- Sight-read a musical phrase
- Use *D.C. al fine*
- Know symbols and meanings for ritardando and accelerando
- Know symbols and meanings for crescendo, decrescendo and diminuendo
- Listen to music of the baroque period
- Learn names of some hymn writers

LANGUAGE ARTS

Viewing

- Interpret impressions from visual media that influence understanding
- Understand similarities and differences among a variety of media
- Determine correct word meaning from visual context using electronic devices

Listening

- Interpret a speaker's topic, purpose, and perspective
- Use listening skills in group settings
- Take brief notes to identify main points and key information
- Draw inferences and reach conclusions

Reading

- Read independently, selecting appropriate reading strategies
- Use dictionary, glossary, thesaurus, encyclopedia, card catalog, and electronic devices
- Use abstract vocabulary to extend reading vocabulary
- Use skim for overview and scan for specific information to improve comprehension

- Use compare and contrast to improve comprehension

Speaking

- Use oral language skills in a variety of settings
- Participate in group discussions, refine and use cooperative group processes
- Identify persuasive messages

Visually Representing

- Develop visual media to model responsible decision-making skills
- Demonstrate how visual media techniques establish mood
- Develop visual media to show similarities and differences

Writing

- Practice the writing process
- Use characteristics of good writing
- Use figurative language to describe characters

MATH**Number and Operations**

- Understand place value through billions
- Be proficient in counting money and making change
- Develop and use number sense for whole numbers, fractions and decimals
- Develop and apply number theory concepts, e.g. multiples, primes and factors in real world and mathematical situations
- Determine pairs of numbers given a relation or rule, and determine the relation or rule of given pairs of numbers
- Understand how basic mathematical operations are related
- Develop, analyze and explain procedures for computation and techniques for estimation
- Select appropriate methods and tools for computing with whole numbers, fractions and decimals from among mental computation, estimation, calculator and paper/pencil
- Round whole numbers to the designated place value
- Identify and generate equivalent forms of fractions, decimals and percents
- Recognize, model and describe multiples, factors, composites and primes
- Determine the greatest common factor (GCF) and least common multiple (LCM) of two numbers
- Convert fractions to the least common denominator (LCD)
- Reduce fractions to simplest form (lowest terms)
- Add and subtract time using renaming

Algebra

- Graph linear equations with one variable
- Use calculators, computers, tables and graphs to develop and interpret patterns
- Understand and use formulas
- Develop skill in solving and writing linear equations using informal and formal methods
- Investigate inequalities and nonlinear equations
- Apply order of operation rules

Geometry

- Learn the relationship between radius and diameter
- Classify angles according to the measure
- Identify and select appropriate units to measure angles (degrees)
- Understand and use linear, square and cubic units
- Count faces, vertices and edges
- Create perspective drawings
- Describe ray, segment, interior and exterior of an angle
- Recognize and create patterns with tessellations

Measurement

- Identify the paths between points on a grid or coordinate plane and compare the lengths of the paths, e.g. shortest path, paths of equal lengths

- Demonstrate and describe the difference between covering the faces (surface area), and filling the interior (volume), of 3-dimensional objects
- Use standard angles (45° , 90° , 120°) to estimate the measure of angles and use a protractor to measure and draw angles
- Convert one metric unit to one customary unit and one customary unit to one metric unit
- Understand that measurement is not exact, e.g. when measured multiple times, measurements may give slightly different numbers
- Understand and explain how differences in units affect precision
- Measure length to the nearest cm and $\frac{1}{8}$ of an inch

Data Analysis and Probability

- Collect and organize data, then determine appropriate method and scale to display data
- Find the mean, median, mode and range of a given set of data and use these measures to describe the set of data
- Use calculators to simplify computations and use computers to assist in generating and analyzing information
- Sample and analyze data, making predictions and conjectures based on samples
- Distinguish between a population and a sample
- Discuss the reasonableness of the data and the results
- List all possible outcomes of an event
- Read, construct and interpret frequency tables
- Make predictions based on experimental and theoretical probabilities

PHYSICAL EDUCATION

Spiritual Emphasis

- Recognize that God's ideal for quality living includes a health lifestyle
- Incorporate into one's lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God
- Avoid at-risk behaviors
- Apply Christian principles in recreation and sports
- Achieve a balance in work and leisure; balancing physical, mental, social and spiritual activities
- Recognize the interaction of physical, mental and spiritual health with emotional and social well-being

Movement and Motor Skills

- Demonstrate mature form for all basic manipulative, locomotor and non-locomotor skills
- Demonstrate increasing competence in more advanced specialized skills
- Adapt and combine skills to the demands of increasingly complex situations of selected movement forms
- Demonstrate beginning strategies for net and invasion games
- Apply previously learned knowledge, or use instruction to improve performance
- Apply information from a variety of internal and external sources to improve performance
- Identify and apply principles of practice and conditioning that enhance performance
- Recognize sport specific movement patterns that can be applied to games, e.g. similarity of the ready position in striking movement forms
- Understand terms that describe basic movement
- Use basic offensive and defensive strategies in non-complex settings

Lifestyle and Fitness

- Identify opportunities in the school and community for regular participation in physical activity
- Participate daily in some form of health-enhancing physical activity
- Discover personal interests and capabilities in regard to one's exercise behavior
- Identify the critical aspects of a healthy lifestyle
- Participate in moderate to vigorous physical activity in a variety of settings
- Monitor intensity of exercise
- Understand the reason for proper cool-down and warm-up techniques

- Begin to develop a strategy for the improvement of selected fitness components
- Work somewhat independently with minimal supervision in pursuit of personal fitness goals
- Meet the health-related fitness standards as defined by a standard physical fitness test, e.g. AAHPERD Physical Best, Fitnessgram, President's Challenge
- Recognize physical activity as a positive opportunity for social and group interaction
- Experience enjoyment from participation in physical activities
- Use physical activity to express feelings and relieve stress
- Seek personally challenging experiences in physically active opportunities

Sportsmanship and Appropriate Behaviors

- Participate in establishing rules, procedures and etiquette that are safe and effective for specific activity situations
- Work cooperatively and productively in a group to accomplish a set goal in cooperative and competitive activities
- Make conscious Christ-like decisions about applying rules, procedures and etiquette
- Utilize time effectively to complete assigned tasks
- Acknowledge differences in the behaviors of people of different gender, culture, ethnicity, development and disability by learning more about both similarities and differences
- Cooperate with disabled peers and those of different gender, race, ethnicity and religion
- Work cooperatively with both more and less skilled peers

SCIENCE

Physical: Energy Waves (Electromagnetic Spectrum, Heat, Light, Mirrors/Lenses, Sound, Waves)

- Identify, describe and compare different types of wave energy
- Describe the organization of the electromagnetic spectrum and the uses/applications of each type of electromagnetic wave
- Compare electromagnetic (heat, light, radio) waves and mechanical (sound, water) waves
- Explore characteristics of heat, light, and sound
- Compare and contrast types of mirrors and lenses
- Define a wave and describe characteristics and features of waves

Life: Cells, Classification/Behavior, Fish

- Describe, explain and compare the structure and function of cells
- Identify the characteristics of living things
- Use the standard classification system to group animals based on their characteristics
- Identify features of fish that distinguish them from other classes of animals

Earth: Oceanography, Meteorology: Air Pressure, Climate, Earth's Atmosphere, Water Cycle, etc.

- Describe the physical structures of and ecosystems present in the ocean
- Study currents, tides and waves
- Explain air pressure and local/global winds, how they are measured and their effects on weather
- Distinguish between climate and weather and identify factors that affect climate
- Describe Earth's atmospheric layers and the "greenhouse" effect
- Explain the water cycle and its relationship to weather and climatic patterns

Health: Reproductive System, Mental/Emotional Health

- Explain human reproduction and development
- Identify the physical, emotional, intellectual and social changes that occur at puberty
- Describe God's plan for human sexual behavior
- Know ways to seek assistance if worried, abused or threatened
- Recognize how mood changes and strong feelings affect thoughts and behavior, and how they can be managed successfully
- Describe how personality, relationships and self-concept affect mental and emotional health.

Scientific Inquiry

- Make observations
- Ask questions or form hypotheses based on these observations
- Plan a simple investigation
- Collect data from the investigation
- Use the data collected from the investigation to explain the results

- Safely use and store tools and equipment

Service/Career Options

- Explore ways to use Physical, Life, Health, and/or Earth Science to serve the community
- Identify careers in areas of science

SOCIAL STUDIES - NPUC

OVERRIDING STATEMENTS: Civics, geography and economics should be studied within the context of the history for each grade.

INTEGRATION OF FAITH & LEARNING: Although individual religious concepts are not explicitly stated, the idea of God's leading in the affairs of history and human relationships should be embedded in all of the social studies lessons.

American History: Native People – 1860 (Native People, Exploration/Colonization, Pre-Independence Movement, American Revolution, Territorial Expansion – 1801-1861, Westward Expansion, Current Events)

- Understand God's ultimate control and protection over human affairs
- Describe the relationships between key people/groups, events and cultures in U S History
- Know causes and effects of key influences/events and be able to place them on a time line
- Understand and interpret key events and issues in United States history around commonality and diversity, continuity and change, conflict and cooperation, individualism and interdependence, interaction within different environments
- Interpret major events, issues and developments involved in making a new nation within the following topical areas: Land and people before Columbus, Age of Exploration, Settling the Colonies, War of Independence and Westward Expansion
- Understand the role and work of the Adventist Church in North America

Civics

- Understand how participation in government affects citizen life e.g. check and balances
- Understand the constitution of the United States and how it affects one's life
- Know how the constitution protects the rights of individuals
- Know the importance of Christian citizenship and cultural diversity
- Understand socially acceptable ways of participation in activities to achieve group goals

Geography

- Prepare, examine and interpret charts and maps that show key geographic information such as population, climate, natural resources, movement
- Locate and identify the continents of the world, the fifty states and the major cities of the United States and major physical features of North America
- Identify patterns of migrations and cultural interactions in the United States
- Understand the effects of weather/climate on migration patterns
- Understand how physical and human activity (e.g. pollution, deforestation, flood plains) has impacted changes in physical environment

Economics

- Understand responsibilities of Christian stewardship in a global economy
- Understand that all economic choices have costs and benefits
- Know the differences between needs and wants and their relationship to economic tradeoffs
- Understand how supply/demand and price increase/decrease influence consumers and the economy
- Identify economic systems and terms e.g. capitalism, inflation, free enterprise

TECHNOLOGY

- Demonstrate proper use and care of computers and input/output devices
- Learn to troubleshoot basic malfunctions
- Practice keyboarding, using correct hand position and posture

FIFTH GRADE, TECHNOLOGY continued

2003-2005

- Use word processing, editing and file management skills
- Begin using presentation software
- Use a variety of electronic resources to enhance and access information
- Know proper technology terms
- Understand consumer issues regarding technology in every aspect of our lives
- Investigate technology-related occupations
- Use courtesy while sharing computer time
- Become aware of legal issues when using software
- Identify computer abuse including use of Internet

KEY LEARNINGS: SIXTH GRADE

2003-2005

BIBLE

Exploring Jesus' Life: His Teaching, Death, Resurrection and the Early Church

- Identify the Bible as God's way of communicating who He is to humanity
- Demonstrate how to use aides for greater understanding when studying the Bible
- Understand that God is omnipotent, omniscient and infinite, yet is affected by one's response to Him
- Explain the relationship of God, heaven and the angels to Jesus and His life on earth
- Know what the great controversy is and how the plan of salvation relates to it
- Know the gospel story and why it is important to accept Jesus as Savior and model one's life after His
- Understand the importance of baptism and becoming a part of God's family
- Explain the mission of the church and the importance of using one's spiritual gifts to share the Gospel
- Understand the early development of the Christian church

FINE ARTS

Art - Consult the *NAD Fine Arts Curriculum Guide* for suggested activities to meet these objectives.

- Select media, techniques and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices
- Employ organizational structures and analyze their effectiveness in the communication of ideas
- Use subjects, themes and symbols that demonstrate knowledge of contexts, values and aesthetics that communicate intended meaning in artwork
- Describe and place a variety of art objects in historical and cultural context
- Analyze, describe and demonstrate how factors of time and place influence visual characteristics that give meaning and value to a work of art
- Describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures
- Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts

Music

- Recognize and write the C major scale
- Recognize the sound of a major scale
- Sight-read a simple song
- Identify and sing cadence
- Demonstrate and use first and second endings
- Identify canon form (liturgy)
- Know symbols and meanings for fermata and tenuto
- Compare the tone qualities of orchestral music from different cultures
- Identify and sing early Advent hymns

LANGUAGE ARTS

Viewing

- Scan for a specific purpose using visual media
- Define and interpret examples of literary forms from visual media

Listening

- Adapt listening strategies to fit various situations
- Analyze presentations using established criteria
- Follow multi-step instructions

Reading

- Adapt pace and reading techniques
- Understand specific devices an author uses to accomplish purpose
- Recognize and determine meaning of non-standard usage – images, slang, dialects
- Read for comprehension and application

Speaking

- Use effective speaking skills in varied situations
- Use appropriate verbal and non-verbal techniques for oral presentations

Visually Representing

- Produce visual media to support an opinion
- Generate visual media to compare and contrast information
- Design visual media to conduct an interview
- Demonstrate how media effects the coverage of events or issues

Writing

- Begin word processing in all subject areas
- Practice the writing process
- Use characteristics of good writing
- Write entertaining and complete stories
- Check for effective transitions between sentences to unify ideas
- Write clear, coherent, and focused essays and reports including footnotes and italics

MATH**Number and Operations**

- Understand the meaning and use of exponents
- Understand the associative property of addition and multiplication
- Extend understanding of whole number operations to fractions, decimals, percents and mixed numbers
- Understand and apply divisibility rules
- Round decimals to the nearest thousandths
- Understand the concepts of ratio, percent and percentage
- Compare and order improper fractions, mixed numbers and decimal fractions to thousandths
- Develop meaning for integers and use integers to represent and compare quantities
- Add, subtract, multiply and divide integers
- Give the prime factorization of a number
- Use factor trees to give the prime factorization of a number
- Convert fractions to decimals to percents and vice versa
- Convert fractions to terminating, repeating or rounded decimals
- Solve proportions with an unknown
- Understand and use mathematical vocabulary appropriately
- Write a remainder as a fraction or decimal
- Find the percent of a number
- Find the percent one number is of another and find the original number when the percent is given
- Use percents to determine sales tax, commission, discount and simple interest

Algebra

- Write, solve and graph linear equations
- Use two-step operations to solve linear equations
- Write and solve inequalities
- Infer and use a rule to determine a missing number
- Use appropriate mathematical vocabulary and properties
- Compare integers on a number line

Geometry

- Define and use appropriate geometrical vocabulary
- Use strategies to develop formulas for determining perimeter and area of triangles, rectangles and parallelograms and volume of rectangular prisms
- Find the area of parallelograms and triangles
- Find the circumference and area of circles
- Find the volume and surface area of prisms
- Classify triangles according to the angles and sides

- Understand parallel, intersecting, and perpendicular lines
- Measure an angle using a protractor
- Draw similar figures that model proportional relations
- Explore fractal patterns
- Do geometric construction, e.g. bisect a segment

Measurement

- Describe how perimeter, area and volume are affected when dimensions of a figure are changed
- Use strategies to develop formulas for finding circumference and area of circles, and area of sectors ($\frac{1}{2}$ circle, $\frac{2}{3}$ circle, $\frac{1}{3}$ circle, $\frac{1}{4}$ circle)
- Express solutions to the nearest unit
- Estimate length, area, volume, perimeter, circumference, area of a circle, various shapes and surfaces using everyday objects, e.g. string, arms, etc.
- Make conversions within the same measurement system while performing computations
- Use indirect measurement such as similar triangles to solve problems

Data Analysis and Probability

- Calculate the probability of independent and dependent events
- Construct a multiple line graph
- Make logical inferences from statistical data
- Calculate the odds
- Design an experiment to test a theoretical probability and explain how the results may vary
- Construct a scatter plot
- Make organized lists and tree diagrams

PHYSICAL EDUCATION**Spiritual Emphasis**

- Recognize that God's ideal for quality living includes a health lifestyle
- Incorporate into one's lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God
- Avoid at-risk behaviors
- Apply Christian principles in recreation and sports
- Achieve a balance in work and leisure; balancing physical, mental, social and spiritual activities
- Recognize the interaction of physical, mental and spiritual health with emotional and social well-being

Movement and Motor Skills

- Demonstrate mature form for all basic manipulative, locomotor and non-locomotor skills
- Demonstrate increasing competence in more advanced specialized skills
- Adapt and combine skills to the demands of increasingly complex situations of selected movement forms
- Demonstrate beginning strategies for net and invasion games
- Apply previously learned knowledge, or use instruction to improve performance
- Apply information from a variety of internal and external sources to improve performance
- Identify and apply principles of practice and conditioning that enhance performance
- Recognize sport specific movement patterns that can be applied to games, e.g. similarity of the ready position in striking movement forms
- Understand terms that describe basic movement
- Use basic offensive and defensive strategies in non-complex settings

Lifestyle and Fitness

- Identify opportunities in the school and community for regular participation in physical activity
- Participate daily in some form of health-enhancing physical activity
- Discover personal interests and capabilities in regard to one's exercise behavior
- Identify the critical aspects of a healthy lifestyle
- Participate in moderate to vigorous physical activity in a variety of settings
- Monitor intensity of exercise

- Understand the reason for proper cool-down and warm-up techniques
- Begin to develop a strategy for the improvement of selected fitness components
- Work somewhat independently with minimal supervision in pursuit of personal fitness goals
- Meet the health-related fitness standards as defined by a standard physical fitness test, e.g. AAHPERD Physical Best, Fitnessgram, President's Challenge
- Recognize physical activity as a positive opportunity for social and group interaction
- Experience enjoyment from participation in physical activities
- Use physical activity to express feelings and relieve stress
- Seek personally challenging experiences in physically active opportunities

Sportsmanship and Appropriate Behaviors

- Participate in establishing rules, procedures and etiquette that are safe and effective for specific activity situations
- Work cooperatively and productively in a group to accomplish a set goal in cooperative and competitive activities
- Make conscious Christ-like decisions about applying rules, procedures and etiquette
- Utilize time effectively to complete assigned tasks
- Acknowledge differences in the behaviors of people of different gender, culture, ethnicity, development and disability by learning more about both similarities and differences
- Cooperate with disabled peers and those of different gender, race, ethnicity and religion
- Work cooperatively with both more and less skilled peers

SCIENCE

Physical: Electricity, Magnetism

- Compare and describe static and current electricity
- Identify the difference between conductors and insulators.
- Differentiate between open and closed circuits and parallel and series circuits.
- Identify characteristics of magnets and what causes magnetism
- Describe the relationship between electricity and magnetism
- Identify uses of electromagnets

Life: Human Body Systems

- Describe and explain the structure and functions of the human body in terms of cells, tissues and organs
- Describe the functions of each major organ system in the human body
- Describe and explain the relationship and interaction of the organ systems in the human body

Earth: Geology

- Describe Earth's structure and features
- Explain how Earth changes/has changed over time e.g. erosion, weathering, earthquakes
- Explore and interpret evidences for the Genesis Flood and the Ice Age
- Describe the components and relationships of Earth's land forms and geological features
- Describe the processes by which rocks and soils are formed
- Classify rocks, minerals and soils based on their origin and their chemical and physical properties
- Identify how successive layers of sedimentary rock and the fossils contained within them can be used to confirm the age, history and changing life forms of the Earth

Health: Drug Effects, Decision Making, Nutrition

- Define drug and identify helpful and harmful drugs
- Explain the short- and long-term physical and emotional consequences of drug use
- Identify personal and community resources for drug abuse education and treatment
- Describe the steps in decision-making, how values develop and how these apply to healthy choices
- Explain healthy eating practices and design nutritional goals based on national dietary guidelines and individual needs
- Identify eating disorders and explain how they adversely affect health

Scientific Inquiry

- Make observations
- Ask questions or form hypotheses based on these observations
- Plan a simple investigation
- Collect data from the investigation
- Use the data collected from the investigation to explain the results
- Safely use and store tools and equipment

Service and Career Options

- Explore ways to use Physical, Life, Health, and/or Earth Science to serve the community
- Identify careers in areas of science

SOCIAL STUDIES - NPUC

OVERRIDING STATEMENTS: Civics, geography and economics should be studied within the context of the history for each grade.

INTEGRATION OF FAITH & LEARNING: Although individual religious concepts are not explicitly stated, the idea of God's leading in the affairs of history and human relationships should be embedded in all of the social studies lessons.

World History: Creation – Middle Ages (Ancient Civilizations: Mesopotamia, India, Sub-Saharan Africa, Egypt, Greece, Rome, China; Americas: Incas, Mayas, Aztecs; Current Events)

- Recognize God's involvement in the world's history through the prophetic fulfillment of the rise and fall of nations
- Describe the relationships between people/groups, events and cultures in World History
- Understand the major characteristics and historical influence of ancient civilizations on world development – past and present, and be able to place them on a timeline
- Understand the democratic legacy of Greek ideas and government
- Describe the relationships between people/groups, events and cultures in World History
- Understand the democratic legacy of Greek ideas and government
- Understand the global role and work of the Adventist church in North America

Civics

- Compare and contrast the various forms of government in the world's history and identify their effect on the modern world
- Understand how politics helps people with different ideas to reach agreements
- Understand competing ideas about the purposes government should serve
- Know that the world is divided into nations that claim sovereignty over a defined territory and jurisdiction over everyone within it
- Know the rights and responsibilities of citizenship
- Know the importance of Christian citizenship and cultural diversity

Geography

- Interpret maps and charts of the world and organize information about people, places and environments
- Construct charts and maps to show information
- Identify the characteristics of ecosystems on the Earth's surface

Economics

- Understand the broader defining characteristics of the term stewardship
- Understand the concept of prices and the interaction of supply and demand in a market economy
- Know the impact of trade on the development of countries
- Identify and understand the changes in people's lives as a result of technology
- Understand economic systems

TECHNOLOGY

- Demonstrate proper use and care of computers and input/output devices
- Learn to troubleshoot basic malfunctions
- Practice keyboarding, using correct hand position and posture
- Use word processing, editing and file management skills
- Begin using presentation software
- Use a variety of electronic resources to enhance and access information
- Know proper technology terms
- Understand consumer issues regarding technology in every aspect of our lives
- Investigate technology-related occupations
- Use courtesy while sharing computer time
- Become aware of legal issues when using software
- Identify computer abuse including use of Internet

KEY LEARNINGS: SEVENTH GRADE

2003-2005

BIBLE

Exploring God: Through Creation, Sin, the Plan of Salvation, the Life of Christ and History of the Seventh-day Adventist church

- Understand the nature of God as taught in the scriptures
- Know what the Bible teaches about the origin of sin and God's plan of salvation
- Explain the biblical account of creation and God's relationship to man as his Creator
- Understand the causes and results of the flood
- Understand why pain and suffering exist from an universal viewpoint
- Explain why God established a chosen people through Abraham and his family
- Understand the need for a written law and the role of the desert sanctuary as a teaching device for the Israelites
- Describe how God continued to pursue His people through Israel's experience as a nation and their repeated rejection of God as their leader
- Know the major events in the life of Jesus and the basic values and tenants of His teaching
- Understand the history and spread of Christianity from the early church through the Reformation
- Explain the development of the Seventh-day Adventist doctrines concerning the sanctuary and the second coming of Jesus

FINE ARTS

Art - Consult the *NAD Fine Arts Curriculum Guide* for suggested activities to meet these objectives.

- Select media, techniques and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices
- Employ organizational structures and analyze their effectiveness in the communication of ideas
- Use subjects, themes and symbols that demonstrate knowledge of contexts, values and aesthetics that communicate intended meaning in artwork
- Describe and place a variety of art objects in historical and cultural context
- Analyze, describe and demonstrate how factors of time and place influence visual characteristics that give meaning and value to a work of art
- Describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures
- Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts

Music

- Identify meter changes
- Learn the history of notation
- Recognize the sound of a minor scale
- Sight-read a two-part song
- Recognize a bridge between two music selections
- Know the meaning of rubato
- Recognize music of Eastern cultures
- Identify hymns of Adventist heritage
- Learn the historical development of the SDA hymnal

LANGUAGE ARTS

Viewing

- Understand how the type of media affects coverage of events or issues
- Draw conclusions from details in visual media to answer specific questions
- Scan, infer, and summarize for a specific purpose using visual media

Listening

- Listen with an open mind
- Analyze the accuracy and validity of spoken information

Reading

- Increase word knowledge through vocabulary development across the curriculum

- Use reading for communication
- Consult other sources to clarify meaning
- Choose appropriate word meaning

Speaking

- Identify strategies used by speakers in oral presentations
- Ask questions to elaborate and clarify ideas
- Use correct vocabulary in speech

Visually Representing

- Develop visual media for taking, keeping, and reviewing notes
- Create visual media to clarify ideas
- Construct visual media to support a presentation

Writing

- Practice the writing process
- Use characteristics of good writing
- Write simple, compound, and complex sentences
- Vary persuasive words
- Expand uses of punctuation
- Use technical terms correctly
- Cite information in appropriate ways; e.g. footnote, bibliography, endnote
- Write essays within a given timeframe

MATH**Number and Operations**

- Understand and use scientific notation
- Evaluate powers that have negative and zero exponents
- Use integers to express quantities that occur naturally in problem situations, e.g. representing direction, loss, gain, etc.
- Develop and use number sense for integers, rational and irrational numbers
- Understand and use the additive inverse property
- Understand the principles of the distributive property
- Apply properties of operations with whole numbers, fractions and decimals
- Use proportions to solve problems
- Compute with rational numbers using a calculator to perform difficult computations
- Understand squares and square roots
- Estimate the square root of a number less than 100
- Find the percent of increase and/or decrease

Algebra

- Use and apply ratios, proportions, averages and percentage
- Graph inequalities
- Choose a formula to use in problem solving
- Demonstrate proficiency in using the laws of exponents
- Use the Pythagorean Theorem
- Manipulate simple polynomials

Geometry

- Find the area of a trapezoid
- Find the surface area of a cylinder
- Find the volume of various geometric solids, e.g. pyramids and cones
- Use transformations to explore congruence and create designs
- Explore the angle measures in a triangle
- Understand complementary, supplementary and vertical angles
- Draw and interpret scale diagrams

Measurement

- Use graphs, charts and formulas to convert between a variety of standard/metric measures

- Apply ratios to solve measurement problems
- Use scale models to represent measures of real-life objects
- Relate ancient monetary values to current values, e.g. shekel, denari, mite
- Develop a proportionately correct time line using complex concepts
- Use strategies to develop formulas for finding volume and surface areas of solids
- Explain how time zones are determined

Data Analysis and Probability

- Understand the number of possible permutations
- Predict the number of times an event will occur
- Construct a multiple bar graph
- Construct a circle graph
- Make a histogram
- Make a stem and leaf plot

PHYSICAL EDUCATION

Spiritual Emphasis

- Recognize that God's ideal for quality living includes a healthy lifestyle
- Incorporate into one's lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God
- Avoid at-risk behaviors
- Apply Christian principles in recreation and sports
- Achieve a balance in work and leisure; balancing physical, mental, social and spiritual activities
- Recognize the interaction of physical, mental and spiritual health with emotional and social well-being

Movement and Motor Skills

- Demonstrate competence in modified versions of a variety of movement forms
- Understand and apply more advanced movement and game strategies
- Identify the techniques of intermediate and advanced sport specific skills
- Identify the steps needed to achieve a high performance level in individual, dual and team sports
- Learn, apply and share advanced sport skill knowledge

Lifestyle and Fitness

- Establish personal physical activity goals
- Participate regularly in health-enhancing physical activities in and out of the physical education class
- Explore a variety of new physical activities for personal interest in and out of the physical education class
- Describe the relationships between a healthy lifestyle and "feeling good"
- Participate in a variety of health-related fitness activities in both school and non-school settings
- Assess physiological indicators of exercise during and after physical activity
- Learn and apply basic principles of training to improve physical fitness
- Begin to develop personal fitness goals independently
- Meet the health-related fitness standards as defined by available fitness tests, e.g. AAPHERD Physical Best, Fitnessgram, President's Challenge
- Enjoy participation in physical activity
- Recognize the social benefits of participation in physical activity
- Try new and challenging activities
- Recognize physical activity as a vehicle for self-expression

Sportsmanship and Appropriate Behaviors

- Apply God's help in resisting the influence of peer pressure
- Solve problems by analyzing causes and potential solutions
- Analyze potential consequences when confronted with true competition
- Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings

- Recognize the role of sport, games and recreation
- Identify behaviors that are supportive and inclusive as well as behaviors that are exclusionary in physical activity settings
- Willingly join others of diverse cultures, religions, ethnicity, physical abilities and races during physical activity

SCIENCE

Physical: Force/Motion, Energy/ Work

- Describe and compare types of force and types of friction
- Define and extend understanding of gravity, mass and weight
- Describe Newton's laws of motion
- Define and describe motion-related terms such as balanced/unbalanced forces, distance/displacement, speed/velocity, acceleration and momentum
- Identify forms of energy and how energy can change from one form to another
- Distinguish between work and power
- Define simple machines and identify characteristics of various types
- Describe the relationship between simple and compound machines
- Distinguish between potential and kinetic energy and explain mechanical advantage

Life: Cell Theory, Genetics, Simple Animals

- Describe and explain the structure, function and theory of cells
- Describe how the traits of an organism are passed from generation to generation
- Explain genetic engineering and its impact
- Categorize simple animals into groups according to how they accomplish life processes and by similarities and differences in external and internal structures

Earth: Astronomy

- Describe characteristics and movement patterns of objects in the universe
- Describe the relationships of the Earth to the sun, the moon and other interplanetary objects and how they account for the day, year, phases of the moon, eclipses, seasons and ocean tides
- Describe the life cycle and classification of stars and the instruments for study

Health: Transmission of Diseases, Sexuality

- Describe how lifestyle, pathogens, family history and other risk factors are related to the cause or prevention of disease
- Identify the structure and function of bacteria and viruses and explain how they transmit diseases
- Describe God's plan for sexual relationships
- Explain the adverse physical, emotional, and economic consequences of premarital sex and ways to support a decision for abstinence

Scientific Inquiry

- Make observations
- Ask questions or form hypotheses based on these observations
- Plan a simple investigation
- Collect data from the investigation
- Use the data collected from the investigation to explain the results
- Safely use and store tools and equipment

Service and Career Options

- Explore ways to use Physical, Life, Health, and/or Earth Science to serve the community
- Identify careers in areas of science

SOCIAL STUDIES - NPUC

OVERRIDING STATEMENTS: Civics, geography and economics should be studied within the context of the history for each grade.

INTEGRATION OF FAITH & LEARNING: Although individual religious concepts are not explicitly stated, the idea of God's leading in the affairs of history and human relationships should be embedded in all of the social studies lessons.

World History: Middle Ages – Present (Middle Ages: Europe and Japan; Exploration and Colonization [Africa, Asia]; Renaissance and Reformation, Rise of Islam and Catholicism, Age of Enlightenment, Revolutions, Imperialism, Nationalism, 20th Century; Current Events)

- Recognize God's involvement in the world's history through the prophetic fulfillment of the rise and fall of nations
- Describe the relationships between people/groups, events and cultures in World History
- Understand the major characteristics and historical influence of ancient civilizations on world development, past and present, and be able to place them on a time line
- Understand the major characteristics and impact of events from Middle Ages to the present, and be able to place them on a time line
- Understand the role of the Catholic Church in the Middle Ages
- Understand the causes for change socially and historically in Europe
- Understand the rise of religions: Islam, Catholicism, Protestantism
- Understand the rise of the Mongol Empire and the consequences of Eurasian people
- Identify the key aspects of the Renaissance thinking through inquiry and research
- Identify how the exploratory and commercial expeditions between 1450 – 1600 led to global transformation
- Understand how innovations in agriculture, industry and transportation led to the industrial revolution in and capitalism
- Represent and interpret data and chronological relationships from history using time lines and narratives
- Interpret, use and document information from multiple source
- Define alternatives, select and support alternatives
- Understand the global role and work of the Adventist church
- Understand how current events have been influenced by events of the past

Civics

- Identify and compare political systems of the world: feudalism, monarchy, democracy, etc.
- Understand the sources, purposes and functions of law
- Outline and critique the evolution of democratic ideas and the impact on Western Civilization
- Know the importance of Christian citizenship and cultural diversity

Geography

- Identify the location of key mountain ranges, desserts, rivers, political boundaries and cultural features on maps and globes
- Understand the interdependency between people and the environment
- Compare physical and cultural characteristics of the regions of the world

Economics

- Identify the principles of Christian stewardship: management of time, talent, property
- Describe how transportation and communication networks affect people, goods and ideas e.g. the silk road, the crusades
- Explain how the interaction of supply and demand determines prices
- Identify the impact of the technology revolution on society

TECHNOLOGY

- Integrate advanced word processing skills into daily assignments
- Continue to advance in keyboarding skills
- Troubleshoot basic malfunctions
- Know proper technology terms
- Understand the equipment to access, process, retrieve and communicate information
- Incorporate database and spreadsheet components into presentations
- Integrate advanced use of electronic resources into class assignments and presentations

SEVENTH GRADE, TECHNOLOGY continued

2003-2005

- Investigate technology-related occupations
- Demonstrate a responsible, ethical use of technology
- Understand the legal issues for using/accessing software, music, etc.

KEY LEARNINGS: EIGHTH GRADE

2003-2005

BIBLE

Explore Origins of the Bible: Through the Trinity, Personal Relationship with Jesus and Practical Christianity

- Explain the role of inspiration in the formation of the Bible as it was written and preserved
- Describe the concept of the Trinity and identify the characteristic of each member
- Understand the importance of faith, commitment and a dynamic relationship with Jesus
- Know the fundamental Seventh-day Adventist beliefs
- Explain the importance of developing relationships with others based on Christian values
- Know how to apply Christian principles to one's daily life

FINE ARTS

Art - Consult the *NAD Fine Arts Curriculum Guide* for suggested activities to meet these objectives.

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- Employ organizational structures and analyze their effectiveness in the communication of ideas
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- Describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures
- Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts

Music

- Identify irregular meter patterns (5/4, 7/4)
- Learn all major key signatures
- Sing a more complex two-part song
- Recognize modulation
- Recognize symphonic form
- Describe how a computer can enhance music
- Listen to music of the Renaissance period
- Learn how to use the various indexes in the SDA hymnal

LANGUAGE ARTS

Viewing

- Locate and interpret examples of literary forms from visual media
- Define aspects of media production and distribution
- Determine the cause and effect of detailed answers to extend the understanding of visual media
- Use figurative language from visual media and answer specific questions to demonstrate understanding

Listening

- Analyze presentations by purpose
- Analyze propaganda and argumentation

Reading

- Develop study skills
- Use specific strategies to understand confusing parts of text; e.g. predict, clarify, question, and summarize
- Read for comprehension and application

Speaking

- Analyze the impact of media on consumers
- Participate in group discussions; refine and use cooperative group processes

Visually Representing

- Create visual media to support a presentation
- Model visual media techniques to show the impact on a particular audience

Writing

- Practice the writing process
- Begin using characteristics of good writing
- Continue enhancing the writing modes
- Narrow the topic to achieve an appropriate focus
- State main idea clearly in a cohesive one sentence thesis
- Write documents related to career development

MATH**Number and Operations**

- Use appropriate significant digits in calculations
- Extend understanding of number operations to irrational numbers
- Know the definition of real numbers, set notation and set operations

Algebra

- Add and subtract matrices
- Recognize slope and intercept relationships
- Use information to determine whether situations are functions
- Recognize minimum and maximum values
- Understand the properties of arithmetic and geometric sequences
- Develop an initial conceptual understanding of different uses of variables
- Identify functions as linear or nonlinear and contrast their properties from tables, graphs or equations

Geometry

- Find the surface area of various geometric shapes, e.g. pyramids and cones
- Find the volume of spheres using formula
- Define objects by geometric properties
- Recognize sine, cosine and tangent relationships with respect to the right triangle

Measurement

- Draw picture to assist in solving measurement problems
- Find the size of interior and exterior angles of convex polygons using formula and protractor
- Use appropriate significant digits in calculations
- Convert temperature between Fahrenheit and Celsius

Data Analysis and Probability

- Determine the number of combinations from a given set
- Make a box and whisker plot

PHYSICAL EDUCATION**Spiritual Emphasis**

- Recognize that God's ideal for quality living includes a healthy lifestyle
- Incorporate into one's lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God
- Avoid at-risk behaviors
- Apply Christian principles in recreation and sports
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- Recognize the role of sport, games and recreation
- Identify behaviors that are supportive and inclusive as well as behaviors that are exclusionary in physical activity settings
- Willingly join others of diverse cultures, religions, ethnicity, physical abilities and races during physical activity

SCIENCE

Physical: Chemistry

- Explain the structure of matter and how different forms can be combined to create new substances
- Explain conservation of matter
- Describe how elements are organized on the periodic table
- Compare the properties of acids and bases
- Identify and compare physical and chemical change
- Identify methods used to separate mixtures into their component parts

Life: Ecology (Natural Resources); Plant Processes

- Explain how use of natural resources affects quality of life and the health of ecosystems
- Recognize that Earth’s materials are limited and explore strategies for addressing this problem
- Describe how water, carbon dioxide, oxygen, and nitrogen are recycled through the environment
- Describe the life processes of a plant including photosynthesis and reproduction

Earth: Creation/Evolution

- Distinguish between the basic ideas of and evidence for naturalistic evolution and special creation

Health: Health Risks, Community Health

- Describe personal and community health care practices that result in prevention, detection and treatment of communicable diseases
- Know how to locate and use community health resources that provide valid health information
- Identify community health organizations and agencies such as The American Cancer Society and the advocacy services they provide

Scientific Inquiry

- Make observations

- Ask questions or form hypotheses based on these observations
- Plan a simple investigation
- Collect data from the investigation
- Use the data collected from the investigation to explain the results
- Safely use and store tools and equipment

Service and Career Options

- Explore ways to use Physical, Life, Health and/or Earth Science to serve the community
- Identify careers in areas of science

SOCIAL STUDIES

OVERRIDING STATEMENTS: Civics, geography and economics should be studied within the context of the history for each grade.

INTEGRATION OF FAITH & LEARNING: Although individual religious concepts are not explicitly stated, the idea of God's leading in the affairs of history and human relationships should be embedded in all of the social studies lessons.

United States History: 1861 – Present (Civil War and Reconstruction, Industrial Revolution, Social and Economic Reform, Global Conflicts, United States as World Power, Depression, Modern America, Current Events; United States Government – Constitution)

- Understand God's ultimate control and protection over human affairs
- Understand the basic precepts of the Constitution and the Bill of Rights
- Describe the relationships between key people/groups, events and cultures in United States history
- Explain the role of laws in the United States and the process through which they are made, applied and enforced
- Know the causes and effects of key influences/events and be able to place them on a time line
- Interpret events using time lines and narratives
- Use primary and secondary documents and artifacts to interpret historical events
- Understand the daily life and social history of people who lived in early United States history
- Recognize how forces from different spheres of life can cause or shape events
- Understand the role and work of the Adventist church in North America

Civics

- Understand the roles of the Christian citizen in government
- Understand the checks and balance function of the three branches of government
- Trace the development of the American political system and government based on the United States constitution and the Bill of Rights
- Identify citizen rights and how the constitution protects those rights
- Understand the purposes of government as stated in the constitution
- Explain the role of laws in the United States and the process through which they are made, applied and enforced
- Identify how actions of the United States government affect its own citizens as well a citizens of other countries
- Know the importance of Christian citizenship and cultural diversity

Geography

- Understand the nature, distribution and migration of human population on the earth's surface
- Understand how human actions modify the environment
- Understand the patterns of human settlement and their causes
- Identify the geographic role of the United States in international relationships
- Identify geographic regions and major places of the United States

Economics

- Identify the principles of Christian stewardship
- Understand the meaning of Gross National Product

- Understand the role of the United States and free enterprise in a global economy
- Understand the concept of prices and the interaction of supply and demand in a market economy
- Identify how changes in technology affect the economy
- Understand that every job opportunity is related to economics
- Recognize how the influence of the development of technology, immigration of peoples and changes in the world market effect career opportunities

TECHNOLOGY

- Integrate advanced word processing skills into daily assignments
- Continue to advance in keyboarding skills
- Troubleshoot basic malfunctions
- Know proper technology terms
- Understand the equipment to access, process, retrieve and communicate information
- Incorporate database and spreadsheet components into presentations
- Integrate advanced use of electronic resources into class assignments and presentations
- Investigate technology-related occupations
- Demonstrate a responsible, ethical use of technology
- Understand the legal issues for using/accessing software, music, etc.