



## Curriculum Overview

God's truths are woven into every subject at NorthPointe Christian. NPC strives to create an educational environment that intentionally immerses students in a biblical worldview. The study of God's Word and Scripture memorization prepare students to impact the world for Jesus Christ. Students also worship together and learn more about God's Word in our weekly chapels.

## Language Arts

### **Kindergarten - 5th Grade**

*The Daily 5* is our school-wide framework for literacy time. Students learn through five authentic reading and writing activities. These activities include: Read to Self, Work on Writing, Word Work, Listen to Reading, and Read to Someone. Within this structure, we implement the *Rooted In Reading* curriculum, which uses mentor books to accomplish the instruction of our reading, grammar, and writing standards. Our literacy program is complemented by Fountas & Pinnell leveled reading assessments in all K-5th grade classrooms. Our leveled library meets the varied needs of individual reading levels for each student. Our K-5th grade teachers implement *Phonics First* Orton Gillingham instruction and intervention during the Language Arts block, which also incorporates our spelling instruction.

## Writing

### **Kindergarten - 2nd Grade**

Kindergarten through 2nd grade utilizes the Lucy Caulkins approach to the writing process by engaging students in journal and instructional writing.

### **3rd - 5th Grade**

The *Writing Workshop* approach, a cross-curricular writing process, is used in 3rd through 5th grade. The students learn and implement the writing process across all subjects while incorporating God's Word and our school mandates.

## Science

### **Kindergarten - 5th Grade**

*Cereal City Science* curriculum is used in K-5th grade classrooms, giving students an interactive, inquiry-based approach to studying God's world, including physical, earth, and life sciences.

## Bible

### **Preschool - 5th Grade**

*Purposeful Design* curriculum is taught in our Prek-5th grade. It allows students to look deeper into God's Word as Bible characters and stories are studied and discussed. Weekly Scripture memorization is also an essential part of our Bible curriculum. *The Bible* itself is our most essential text and is utilized in Bible class and in all of our subject areas.



## **Math**

### ***Kindergarten - 5th Grade***

*Guided Math* is used in K-5th grades. *Guided Math* is a structure for teaching math where the teacher can support each child's development of mathematical proficiency at different levels through small group instruction. This curriculum allows students to rehearse, rework, elaborate, summarize, and question new content to achieve deeper learning.

### ***Kindergarten - 2nd Grade***

K-2nd grade also implements Calendar Math daily to provide meaningful context for practical use of math skills.

## **Social Studies**

### ***Kindergarten - 1st Grade***

K-1st grade implements Social Studies standards through thematic units throughout the school year.

### ***2nd - 3rd Grade***

2nd-3rd grade uses *The Story of the World*, a rotating curriculum series that weaves in biblical history, covering the sweep of human history from ancient times until the present.

### ***4th-5th Grade***

*The Curious Historian* is implemented in our 4th-5th grade. This is a rotating curriculum series that presents the study of Biblical history and culture from the beginning of civilization through the Scientific and Industrial Revolutions of the modern world.

## **Computer Science**

### ***Kindergarten - 5th Grade***

Computer Science standards are implemented across K-5th grade levels. Technology is integrated into all subject areas to support our curriculum and provide innovative learning opportunities in the classroom. Each classroom has the technology available for learning programs and applications such as coding with *Tynker*, *Keyboarding Without Tears*, Google Docs/Slides, learning robotics with *Spheros*, and *Protect Young Eyes Digital Citizenship*.

## **Character Counts**

### ***Kindergarten - 5th Grade***

Our *Character Counts* curriculum uses godly character traits and Scripture to encourage and develop positive behavior and social interactions in the classroom. Each classroom utilizes this method of training and discipline, which in turn provides consistency in behavior expectations.

## **Curriculum Goals and Objectives**



- To provide a Christ-centered education where the Word of God is an integral part of the entire curriculum.
- To instill a moral code of behavior in the life of each student, based on God’s Word, that will guide them throughout their lives.
- To excel in academic standards with an educational program that will prepare students to reach their fullest potential for the glory of God.
- To train the whole child:
  - Spiritually: to know Christ personally and to yield to His will in every area of life. (Phil 3:10)
  - Mentally: to relate all truth to His truth, to discover and develop individual aptitudes, and to cultivate the power of critical thinking. (Prov.4:7)
  - Socially: to instill a loyalty to Christ in all areas; to develop an understanding and active interest within the family unit. To prepare children to live in the world and yet not be of the world. To teach loyalty to God, home, and country. (Matt 7:12)
  - Emotionally: to build a Christ-controlled personality, enabling the student to adjust to life’s situations in a God-honoring way. To develop self-discipline. (II Tim. 1:7)
  - Physically: to develop a respect for the body as the temple of the Holy Spirit, to teach intelligent care of the body, and encourage the yielding of the body as an instrument for God’s use. (I Cor. 6:19-20)

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## Art

### Elementary Art

#### Major Goals: First through Fifth Grades:

1. The learner will (TLW) that God is the Creator of order and beauty.
2. TLW understand and practice, at increasing complexity each year these specific elements of art: line, shape, space, color, value, form, and texture.
3. TLW learn four steps, at an elementary level, four steps in reviewing others' work: description, analysis, interpretation, and judgment.
4. TLW study artists in order understand each of the artistic elements.
5. TLW will memorize verses that embrace God as Creator and His pleasure in our creating art, e.g., Exodus 31:3-5, Rev.4:11, Colossians 1:17.

#### First and Second Grade Practices:

1. Line: vertical, horizontal, curvy, zig-zag, thick, thin etc.
2. Shape: basic shapes, shapes used in both 2D and 3D projects.
3. Space: the entire surface of the paper, making smaller image as it retreats
4. Color: mixing colors, creating mood, tints, shades.
5. Value: value scales in both grey and color.
6. Form: build models, 3-D forms, converging lines.
7. Texture: rubbings, manipulate media to create texture.
8. Motor Skills: using glue, cutting, painting, foam construction.

#### Testing:

Informal observation of students during art production, class discussion/critiques, as well as personal, formal review of completed artwork without student involvement.

#### Third and Fourth Grade Practices:

1. Line: contours, gestures, wire forms.
2. Shape: organic and geometric shapes; positive and negative space.
3. Space: foreground/background; middle ground.
4. Color: color and emotions; tints and shades.
5. Value: again, scales in grey and color.
6. Form: vantage points, converging line, create sculptures.
7. Texture: create patterns and designs in 3-D surfaces.
8. Motor Skills: ink, scissors, rulers, measurement, collage, paper mache, wire.

#### Testing:

Informal observation of students during art production, class discussion/critiques, as well as personal, formal review of completed artwork without student involvement.



**Fifth Grade Practices:**

1. Line: show movement, motion, contours, proportion.
2. Shape: combine for collages; negative/positive shapes.
3. Space: vantage points, illusion of space/distance, aerial view.
4. Color: complementary colors; uses in ad campaigns.
5. Value: vast range, light and color connection.
6. Form: add/subtract processes, sculpture works.
7. Texture: combine actual and implied textures; clay pots and animals.
8. Motor Skills: paper structures, found objects, printmaking/rubbing.

**Testing:**

Informal observation of students during art production, class discussion/critiques, as well as personal, formal review of completed artwork without student involvement.



## **Bible**

### **Kindergarten**

#### **Major Goals:**

1. The learner will (TLW) understand that the Bible is truth.
2. TLW share God's Word with those around them (Mission Mandate).
3. TLW understand God's transforming power in the lives of Biblical characters (Love Mandate).
4. TLW know that God's Word is applicable to their daily lives.

#### **Kindergarten Bible Memory Verses:**

|                   |                 |                |                |
|-------------------|-----------------|----------------|----------------|
| Proverbs 17:17    | Ephesians 4:32  | Psalm 51:10    | Psalm 34:14    |
| James 1:17        | Isaiah 41:10    | 1 John 4:8     | Proverbs 16:20 |
| 1 John 1:9        | Luke 18:16      | Psalm 34:13    | Matthew 5:16   |
| Psalm 100:1       | Luke 22:42      | Jeremiah 7:23  | James 5:16     |
| Psalm 119:107     | Philippians 4:4 | 2 Timothy 2:15 | Mark 5:19      |
| Luke 2:11         | Romans 12:19    | Matthew 7:12   | John 3:3       |
| 2 Chronicles 30:8 | Luke 19:5       | Psalm 23       |                |

#### **Skills** (taught all through the year):

1. Doctrine:
  - a. Know that God created the world just by His word as His demonstration of His power and love for us.
  - b. Know that they are precious to Jesus and He wants them to be His own.
  - c. Know who God is and that He is worthy of praise and worship.
2. Personal:
  - a. Recognize characters from Scripture
  - b. Associate Biblical character traits with specific people from the Bible.
  - c. Apply Biblical character traits to daily life.
  - d. Memorize scripture and understand how it applies to their lives.
3. Evangelism:
  - a. Understand that the way to share God's truth with others is by being kind, thoughtful and treating others the way they want to be treated.
  - b. Learn practical ways to be a faithful friend.
- c. Learn that their strength and help come from the Lord

#### **Projects:**

1. Memorize verses A-Z as well as the 23<sup>rd</sup> Psalm.
2. Sing Bible songs and apply the principles to their lives.
3. Discuss choices that biblical characters made and influence on their lives.
4. Tell others what the Lord has done for them.

**Testing:** Have students tell the teacher and the class what God has done for each of them during the year.



## **Bible**

### **First Grade**

#### **Major Goals:**

1. TLW understand that the Bible is truth.
2. TLW share God's Word with those around him (Mission Mandate).
3. TLW understand God's transforming power in the lives of Biblical characters (Love Mandate).
4. TLW know that God's Word is applicable to his/her daily life.

#### **First Grade Bible Memory Verses:**

|                      |               |                |              |
|----------------------|---------------|----------------|--------------|
| Genesis 1:1          | Psalms 119:30 | Proverbs 3:5-6 | Psalms 34:13 |
| 1 Thessalonians 5:24 | Psalms 50:15  | Psalms 27:1    | 1 John 5:3   |
| Marks 12:30          | Psalms 86:11  | Psalms 106:1   | Isaiah 9:6   |
| Philippians 2:4      | Psalms 25:4   | Psalms 119:18  | Luke 2:52    |
| Psalms 119:11        | John 15:5     | Psalms 51:10   | Hebrew       |
| 13:16                |               |                |              |
| Galatians 6:2        | Isaiah 63:7a  | Luke 6:38a     |              |
| Deuteronomy 31:8     |               |                |              |
| John 15:15b          | I John 1:9    | Romans 6:23    | Romans       |
| 12:10                |               |                |              |

#### **Skills:**

1. Recognize and name biblical character from stories in both Old and New Testaments.
2. Make a connection of Bible stories to students' lives.
3. Summarize and retell Bible stories through both written and spoken word.
4. Memorize Bible verses.
5. Tell others about God by spoken and written word.

#### **Projects:**

1. Re-enact Bible stories.
2. Illustrate pictures of biblical events such as creation, crucifixion, and resurrection.
3. Post a retelling of a Bible story to be displayed in the hall.
4. Class service project to help others.

#### **Testing:**

Students will demonstrate knowledge of God's creation through illustration and writing. They will have opportunities to write how they use the love mandate during service projects.

**Text:** *ACSI Bible (2011)*



## **Bible**

### **Second Grade**

#### **Major Goals:**

1. TLW understand that the Bible is truth.
2. TLW share God's Word with those around him (Mission Mandate).
3. TLW understand God's transforming power in the lives of Biblical characters (Love Mandate).
4. TLW know that God's Word is applicable to his/her daily life.

#### **Second Grade Bible Memory:**

| Theme verse for the year | Three Mandates      | Books of the Bible |
|--------------------------|---------------------|--------------------|
| Genesis 12:1-2           | Philippians 2:3     | Deuteronomy 31:6   |
| Hebrews 6:10             | Psalms 19:8         | Colossians 3:23    |
| Luke 2:1-7               | Matthew 7:12        | Proverbs 19:20     |
| Romans 12:10-11          | James 1:3           | Philippians 2:4    |
| Proverbs 3:5             | (Ephesians 6:10-11) | Matthew 28:19-20   |

#### **Skills :**

1. Recognize characters from the Old Testament.
2. Associate Biblical character traits with specific people from the Bible.
3. Apply Biblical character traits to daily life.
4. Locate Scripture passages.
5. Memorize Scripture and understand how it applies to their personal life.
6. Memorize the books of the Old and New Testament to aid in finding Scripture passages.

#### **Projects:**

1. Weekly and Quarterly Bible Memory.
2. Memorizing books of the Old and New Testament.
3. Participate in class discussions that apply to their lives.
4. Easter project: Matthew 23:1-6.

#### **Testing:**

Knowing that we are image-bearers of God, what are some Godly characteristics that we can display to others?

**Textbook:** *ACSI Bible* (2011)





## **Bible**

### **Third Grade**

#### **Major Goals:**

1. TLW understand that the Bible is truth.
2. TLW share God's Word with those around him (Mission Mandate).
3. TLW understand God's transforming power in the lives of Biblical characters (Love Mandate).
4. TLW know that God's Word is applicable to their daily lives.

#### **Third Grade Bible Memory Verses**

|                  |               |                |               |
|------------------|---------------|----------------|---------------|
| John 1:1-2       | Romans 5:8    | Matthew 10:1   | Matthew 5:16  |
| Ephesians 4:15   | Luke 2:52     | Matthew 3:17   | Matthew 7:24  |
| Matthew 18:21-22 | Luke 15:10    | 1 John 4:9     | John 10:11    |
| Matthew 6:6      | Matthew 5:44  | Colossians 3:2 | Galatians 6:2 |
| Psalms 121:1-8   | Luke 24:6-7   | Acts 1:8       | Acts 2:3-4a   |
| Acts 8:4         | Acts 9:15; 22 | Acts 17:3b     | Acts 20:24    |

#### **Skills:**

1. Understand Jesus' life on earth.
2. Locate passages in the Bible.
3. Discuss and retell Bible stories.
4. Summarize and internalize God's plan of redemption.
5. Identify Jesus' authority over all.
6. Memorize God's Word.
8. Communicate the application of Scripture.
9. Examine the history of the early church.

#### **Projects:**

1. Draw and label the armor of God (Ephesians 6:10-18).
2. Weekly memory verses.
3. Quarterly memory verses.
4. Prayer wall.

#### **Testing:**

Jesus called His disciples to be fishers of men. How can we demonstrate the mission mandate (Matt. 28:18-20) and be fishers of men today?

**Textbook:** *ACSI* (2011)



## **Bible**

### **Fourth Grade**

#### **Major Goals:**

1. TLW demonstrate an understanding of God as Creator and Sustainer of the universe and all that is in it, as well as our role as stewards of His creation as we await the return of Christ.
2. TLW understand that salvation is only by grace, through faith in Jesus Christ, and through His atoning sacrifice apart from any human merit. (Eph. 2:8-9)
3. TLW will recognize the importance of studying and memorizing God's Word to carry out II Timothy 3:16: "All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness."

#### **Bible Memory:**

The students will memorize one verse every week which relates to the unit being covered:

2 Timothy 3:16-17, Isaiah 40:8, John 8:32, 2 Timothy 2:15, Deuteronomy 31:6, Jeremiah 32:17, Psalm 147:5, Genesis 1:27, Matthew 3:16-17, Psalm 86:12, Romans 3:23-24, I Corinthians 15:57, Psalm 32:5, John 1:1,14, 2 Corinthians 5:21.

#### **Units:**

1. Bible study tools: timelines, maps, context, and concordance (2 weeks).
2. The inspiration of the Bible (2 weeks).
3. The attributes of God: omnipresent, omniscient, omnipotent, and divine (2 weeks).
4. The Holy Spirit of God: indwells, empowers, and enlightens (2 weeks).
5. Made in God's image to glorify Him (2 weeks).
  
6. The origin of sin: its effects and consequences (2 weeks).
7. Salvation by faith alone and through grace in Christ alone (2 weeks).
8. Angels are God's messengers (1 week).
9. The church is Christ's body (2 weeks).
10. The judgments of Christ. (1 week).
11. Walking with God: prayer, devotions, sharing the Good News, and holding on to the truth (2 weeks).

#### **Projects:**

"Sola System" Project.

#### **Testing:**

Formal Program Assessments and large group, small group, and individualized writings and discussions.

**Textbook:** *ACSI (2006) Bible: Purposeful Design*



## **Bible**

### **Fifth Grade**

#### **Major Goals:**

1. TLW demonstrate an understanding of God as Creator and Sustainer of the universe and all that is in it, as well as our role of stewards of His creation as we await the return of Christ.
2. TLW understand that salvation is only by grace through faith in Jesus Christ, not by self-merit (Ephesians 2:8-9).
3. TLW recognize the importance of studying and memorizing God's Word to carry out II Timothy 3:16: "All scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness."
4. TLW learn portions of the Old Testament, its characters, and the choices they made that either brought blessing or resulted in consequences.
5. TLW will also apply the redemptive work of Jesus with every unit.

#### **Units:**

1. God's Revelation to Man (4 weeks).
2. Creation: First choices (4 weeks).
3. God Chooses Abraham (4 weeks).
4. Joseph: God's Sovereignty (4 weeks).
5. Moses: God's chosen people (4 weeks).
6. Joshua: Leadership (4 weeks).
7. Judges: Cycle of Sin (4 weeks).
8. Ruth: God's Providence (4 weeks).
9. Israel's First Kings (4 weeks).

#### **Bible Memory Verses:**

1. James 1:1-27
2. Philippians 2:1-15

#### **Projects:**

1. Mandate posters: students will write mandates/verses on posters and draw a picture of what that mandate would look like in action.
2. Joseph essay: students will write an essay reflecting on the character traits of Joseph, including emulating him.

#### **Testing:**

Unit tests throughout the units.

**Textbook:** ACSI, *Elementary Bible, Grade 5* (2012).



## **Technology**

### **1st - 3rd Grades**

(This is a special class, meeting only once a week for 30-minutes per class period.)

#### **Major Goals:**

1. TLW understand the basic elements of a computer screen.
2. TWL be able to label the major hardware components of a computer system.
3. TLW understand and identify common uses of technology found in daily life, which these tools can be used to the glory of God.
4. TLW use the internet to learn software and educational skills to impact their creative God-given mind.

#### **Units:**

1. Understand the function and name of important screen elements found on a computer screen.
2. At NPC Elementary School the student will use an iMac computer. The NPC computer lab has 30 computer workstations, one for each student.
3. The student will learn basic hardware of a computer (e.g., keyboard, mouse, monitor, printer, etc.)
4. The student will learn basics skills using a keyboard and mouse, to power on and off a computer, learn to log in and out of the school network and to find class and personal folders on the school network.
5. The student will learn how to access familiar educational websites to build and reinforce existing learned knowledge.

#### **Key Projects:**

1. Complete in-class assignments and worksheets.
2. Correctly log in and out of a computer network.
3. Correctly use a computer mouse and keyboard to open and navigate through computer programs.
4. Participate in small groups, follow directions and work in an orderly matter.



## **Technology**

### **4th & 5th Grades**

(This is a special class, meeting only once a week for 30-minutes per class period.)

#### **Major Goals:**

1. TLW understand the basic elements of a computer screen.
2. TWL be able to label the major hardware components of a computer system.
3. TLW understand and identify common uses of office productivity applications as in a word processor. TLW learn spreadsheet and presentation software and that these tools can be used to the glory of God.
4. TLW use the internet to learn software and educational skills to develop their creative God-given minds.

#### **Units:**

1. Access familiar educational websites to research related issues.
2. Personal keyboarding skills and type with age appropriate degree of accuracy.
3. Opening and saving a file on the school network.
4. Using Microsoft Word to create, edit, format, and save a document.
5. Using Microsoft Power to create, edit, format, and save a presentation.
6. Using Microsoft Excel to create, edit, format, and save a worksheet.

#### **Key Projects:**

1. Complete in-class assignments and worksheets.
2. Log in and out of a computer network.
3. Use a computer mouse and keyboard to open and navigate through computer programs.
4. Create and print a Microsoft Word document.
5. Use Microsoft Word to create a document.
6. Use Microsoft to create their own spreadsheet.
7. Use Microsoft PowerPoint, as a group, create a presentation.
8. Type frequently to achieve a 10-15 WPM (Words Per Minute) typing goal.



## **Language Arts**

### **Kindergarten**

#### **Major Goals:**

1. The learner will (TLW) be able to discern proper use of language in order to bring ultimate glory to God. (Image Mandate)
2. TLW use God's gift of language to communicate God's love to others using reading, writing, listening, and speaking. (Love Mandate)
3. TLW clearly use language to communicate God's plan for human beings.
4. TLW develop language skills through oral and written form.

#### **Reading/Literature:**

1. Distinguish sounds, shapes, and combinations of letters to make words.
2. Retell orally stories read to them.
3. Identify and read high frequency words introduced.

#### **Writing:**

1. Compose all the letters of the alphabet clearly.
2. Draw pictures and compose simple sentences.
3. Place the appropriate word in a sentence frame.

#### **Grammar/Usage/Spelling:**

1. Ability to stretch words out and identify beginning, middle, and ending sounds.
2. Identify a sentence beginning with a capital letter and ending with a punctuation mark.

#### **Projects:**

1. Keep a book (journal) of drawings and writing (not Spanish).

#### **Testing of Mandates:**

1. Draw a picture demonstrating how to show the love mandate to others.



## **Language Arts**

### **First Grade**

#### **Major Goals:**

1. TLW be able to discern proper use of language in order to bring ultimate glory to God. (Image Mandate)
2. TLW use God's gift of language to communicate God's love to others using reading, writing, listening and speaking. (Love Mandate)
3. TLW clearly use language to communicate God's plan for human beings.
4. TLW develop language skills through oral and written form.

#### **Reading/Literature:**

1. Recall and show understanding of key details and themes of a text and/or lesson using both illustrations and written words (including but not limited to characters, setting, and major events).
2. Make connections between characters, events, and background knowledge.
3. Find and use informational features of a text (i.e. headings, table of contents, glossary).
4. Retell text using pictures and or words.
5. With support, read grade level text – prose, poetry, information.
6. Demonstrate understanding of phonemes.
7. Identify and use powerful words (i.e. words that invoke feeling or emotion).
8. Use grade level phonics and word analysis skills in decoding and encoding words.
9. Read with enough fluency to support text comprehension.

#### **Writing/Composition:**

1. Write for a reason: informational text, personal narratives, fiction writing, and journals, using key ideas, supportive evidence, and a sense of closure.
2. Respond to peer and teacher evaluation by using that information to add strengthening details to written work.
3. Use a variety of tools, including technology to publish written works both independently and collaboratively.

#### **Speaking/Listening:**

1. Use complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings, clearly using visual aids when appropriate.
2. Participate in collaborative conversations with diverse partners about First Grade topics and texts with peers and adults in small and larger groups.



3. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**Grammar/Spelling:**

1. Identify, define, and use nouns, verbs, adjectives, and end mark punctuation.
2. Identify and use four basic sentence types.
3. Spell correctly the words on the first grade list.
4. Use correctly the basic manners of capitalization and punctuation.

**Projects:**

1. Journals
2. Sharing their writing with a friend.
3. Class books/written retelling books.
4. Flat Stanley Project.
5. Oral and pictorial communication with technology.
6. Friendly letters to family communicating the love mandate and missions mandate.

**Testing of Mandates:**

1. Students will write how Jesus, Martin Luther King Jr., and others have demonstrated the Love Mandate.
2. Students will use proper format to write friendly letters of outreach and encouragement to others.

**Texts:** Literature from *Imagine It*, *Daily Five*, *Daily CAFÉ*, *Fountas and Pinnell and A-Z*, and *Flat Stanley (by Jeff Brown)*.





## **Language Arts**

### **Second Grade**

#### **Major Goals:**

1. TLW be able to discern proper use of language in order to bring ultimate glory to God.
2. TLW use God's gift of language to communicate God's love to others using reading, writing, speaking, and listening.
3. TLW use language to communicate God's plan for human beings.
4. TLW develop language skills through oral and written form.

#### **Reading/Literature:**

1. Recognize more complex phonemes and read them accurately.
2. Use more complex comprehension strategies: author's purpose, inferring, making predictions, summarizing, visualization, main idea, details.
3. Hear clearly and discuss read aloud books: Charlotte's Web, The Chronicles of Narnia.
4. Spanish immersion: Hear clearly and discuss read aloud books, understand language features and new vocabulary from mentor text books. La Señorita Nelson ha desaparecido, Los sonidos a mi alrededor, Frederick, Un caso grave de rayas, Alexander y el día terrible, horrible, espantoso, horroroso, El libro de nubes, La Señorita Runfio, La cucarachita Martina, Alexander que era rico el domingo pasado, Un libro ilustrado sobre Martin Luther King hijo, Un partido diferente, La historia de Ruby Bridges, Salvar a la Campana de la Libertad, Que cosas dice mi abuela, Lily y su bolso de plástico morado, Josefina y la colcha de retazos, Las bellas hijas de Mufaro, Will y Orv, Celebra el Cinco de Mayo con un jarabe tapatío,

#### **Writing/Composition:**

1. Recognize and write print letters.
2. Compose stories, simple poems, and a paragraph of information.
3. Introduce informative, persuasive, personal narrative writing.
4. Complete writing units: narrative, research project on animals, all-about book.

#### **Grammar/Spelling:**

1. Identify and use appropriately nouns, verbs, adjectives, conjunctions, pronouns, and adverbs.
2. Identify and use well sentence parts: subject, predicate, direct objects, and indirect objects.
3. Spell the words correctly on the list agreed upon for this grade level..



4. Spanish immersion Grammar: grupos consonánticos con L y R, los diptongos, consonants b/v/j/g/q/c/s/c/z, morfemas según número, morfemas masculinas y femeninas, los pronombres enclíticos, morfemas según persona, morfemas según el tiempo (presente, pretérito, imperfecto, futuro), verbos irregulares, los sufijos, hiatos, diptongos con h-muda, palabras agudas y llanas, palabras esdrújulas, palabras que terminan con y, prefijos, h-muda, diéresis
5. Spanish immersion Language features:
  - a) Introduce: hay, los mandatos afirmativos y negativos (tú), las construcciones comparativas y superlativas, indefinite expressions (alguien, algo, algún), la ubicación del objeto indirecto, el imperfecto regular, el pretérito y el imperfecto, el tiempo futuro, las construcciones comparativas y superlativas, negative expressions (nadie, ninguno, nada), los adjetivos demostrativos, los pronombres demostrativos, preguntar y pedir, la ubicación de las preposiciones en las preguntas, ser/estar la descripción y la condición, ser/estar la posesión y el lugar,
  - a) Practice: la concordancia de sujeto y verbo, el presente regular, la concordancia de los artículos indefinidos, la ubicación del objeto directo, el aspecto continuo, el tiempo presente regular, el tiempo presente primera persona irregular, el pretérito regular, el pretérito irregular, el futuro simple, los verbos con cambio radical irregulares, la concordancia y ubicación, la concordancia de los adjetivos y sustantivos, los adjetivos posesivos, a + el = al, de + el = del, qué vs. cuál, conocer y saber, acabar y terminar, por y para, ser/estar el origen, la hora, el clima, y el reflexivo

**Projects:** Writing projects: Nonfiction books, fiction book, personal narrative book.

**Testing of Mandates:**

1. Image Mandate – Create a poetry book “God Made Me Special” and have students write about the Godly characteristics they see in their friends: integrity, respect, compassion, etc.
2. Mission Mandate – Respond to the question: “How can I help let others know about God’s saving grace?”
3. Image Mandate – Create a poetry book “God Made Me Special” and have students write about the Godly characteristics they see in their friends: integrity, respect, compassion, etc.
4. Mission Mandate – Respond to the question: “How can I help let others know about God’s saving grace?”

**Texts:** *SchoolWide Writing Fundamentals-Spanish, Writing Workshop Curriculum by Learning At the Primary Pond, Spanish Immersion: add.a.lingua frameworks, Daily 5/CAFE, Shurley English 2014, Grade 2.*



## Language Arts

### Third Grade

#### Major Goals:

1. TLW be able to discern the proper use of language in order to bring ultimate glory to God.
2. TLW use God's gift of language to communicate God's love to others using reading, writing, speaking, and listening.
3. TLW use language to communicate God's plan for human beings.
4. TLW develop language skills through oral and written form.

#### Reading/Literature:

1. Use phonemic awareness to understand the letter/sound relationships of initial consonants, final consonants, blends, digraphs, and vowels.
2. Successfully use the reading strategies from ***The Café Menu***.
3. Study as a whole class ***Pollyanna, Old Yeller, The Wind in the Willows, and SRA Imagine It Anthologies***.
4. Select "Good Fit" books (books within the reader's level.).

#### Writing/Composition:

1. Produce various writing pieces: narrative, procedural report, biography, fact and opinion, fantasy, and informative.
2. Use interesting leads, supporting details, and endings in their writing.
3. Learn to edit with their teacher, edit their own work, and peer edit with another student.
4. Complete all written assignments by using complete sentences, supporting details, descriptive language, and with formal manners in punctuation, spelling, and capitalization.

#### Grammar/Spelling:

1. Spell the words correctly on the list agreed-upon for this grade level.
2. Identify and use nouns, verbs, adjectives, and adverbs.
3. Use subjects and predicates correctly.
4. Learn a series of prefixes and suffixes.

#### Projects:

1. Write a procedural report and give a speech on "The Cardboard Challenge."
2. Create a Diorama of an AR book.
3. Prepare a piece for the Speech Meet.



### **Testing of Mandates**

1. Write a response to the Dr. Martin Luther King writing prompt, “What would you do if you saw someone being treated unfairly?” (The Love Mandate-Matthew 22:37-38).
2. Write a response to the Winter prompt-“In the winter I like to...” (Daniel 2:21 and The Love Mandate-Matthew 22:37-38).

### **Texts:**

*Language Arts-SRA Imagine It!*  
*The Daily Five*  
*The Café Book*



## Language Arts

### Fourth Grade

#### Major Goals:

1. TLW effectively communicate God's love and truth to others through reading and understanding His Word by writing complete, thoughtful, properly constructed sentences, and orally communicating that love and truth to others. (Love Mandate and Mission Mandate).
2. TLW effectively express personal thoughts, feelings, and opinions through writing and speaking.
3. TLW be able to discern truth in literature and the media through the lens of God's Word.

#### Reading/Literature:

1. Read a total of twenty-four books, from a variety of genres, according to their reading level assessed by the Fountas & Pinnell program.
2. Write book reviews and do Read and Quiz evaluations for teachers to assess independent reading for the required twenty-four books.
3. Learn story elements and reading strategies throughout the first three-fourths of the school year, also applied in classroom literature book study.
4. The class literature books are *Because of Winn-Dixie* (6 weeks, English and SI); *The Book of Virtues* (9 weeks, English); *Sara, Plain and Tall* (3 weeks, Spanish); *The Lemonade War*, (4 weeks, Spanish).
5. Read Aloud Books are *La Maravillosa Granja del Señor MacBroom* (3 weeks) and *Cuentos con Sazón* (4 weeks).

#### Writing/Composition:

1. Apply the writing process: pre-writing, drafting, editing, revising, and publishing.
2. Compose a variety of writing types: descriptive, research, expository, persuasive, and narrative.
3. Complete all written assignments by using complete sentences, main ideas, supporting details, descriptive and figurative language, along with formal conventions in punctuation, spelling, and capitalization.

#### Grammar/Spelling:

1. Identify and use all eight parts of speech correctly.
2. Identify and use the following parts of a sentence: subject, predicate, objects, prepositional phrases, and two kinds of clauses: independent and subordinate.
3. Practice using a dictionary, glossary, thesaurus, table of contents, and index.
4. Learn to use word roots, prefixes, suffixes, origins, and uses.



**Projects:**

1. Speech Meet (students select and memorize a Bible passage, fable, or poem).
2. Michigan Studies Student Lesson Presentation.
3. Michigan Studies Historical Fiction Research.
4. College and Career Research Interview.
5. Mel Trotter Service Project.
6. Blankets of Blessing” Group Essay and Video Production.

**Testing of Mandates:**

1. Students will write formally, in a variety of styles, regarding their faith and how it applies to their lives.
2. Along with this, they will write in their journals and create reader responses to passages and books from a Christian perspective/worldview.

**Textbooks and Programs:** *Daily 5 / CAFÉ; Shurley English / 6 Traits Writing; Words Their Way; Spelling City; Read and Quiz; Fountas and Pinnell; EduTyping; BrainPop, Jr.; Flocabulary; Epic.*



## Language Arts

### Fifth Grade

#### Major Goals:

1. TLW effectively communicate God's love and truth to others through reading and understanding His Word, writing complete, thoughtful, properly constructed sentences, and orally communicating that love and truth to others (Love Mandate and Mission Mandate).
2. TLW effectively express personal thoughts, feelings, and opinions through writing and speaking.
3. TLW be able to discern truth in literature and the media through the lens of God's Word.

#### Reading/Literature:

1. Realistic fiction novel: *Hatchet* (first quarter).
2. Historical fiction novel: *Number of Stars* (second quarter).
3. Fantasy novel: *Tuck Everlasting* (third quarter).
4. Realistic Fiction novel: *City of Ember* (fourth quarter).
5. Learn strengths and weakness as readers and develop strategies to help them improve in their reading abilities.
6. Develop critical thinking skills while analyzing literature.

#### Writing/Composition:

1. Use the process of writing beginning with an organizer, then drafting, revising, editing, and publishing.
2. Keep a daily journal to practice the concepts taught in lessons.
3. Use various forms of writing: five-paragraph essays, narratives, compare and contrast, persuasive, and informational writing.
4. Write with correct punctuation, figurative language, supporting details, precise word choice, and evidence to support.

#### Grammar/Spelling:

1. Use all eight parts of speech in their writing.
2. Use grade level spelling words correctly in their daily writing.
3. Learn and use correctly comma usage, quotations marks, apostrophes, and capitalization rules



**Projects:**

1. Write an informational book on a Native American tribe.
2. Create an Explorer's Notebook.
3. Read a biography and write a 10-minute speech cataloguing the life of that person, presented to peers and parents.
4. Complete a book report and project on their favorite book read during the year.
5. Write a narrative story of a time that they felt God's presence in their life or about the moment they accepted Christ as their personal Savior.

**Testing for Mandates:**

1. Write an essay on leadership showing what it takes to be a leader at NorthPointe and an example of Christ when not at school.
2. Reflect in class discussion and in writing God's love for us and how we can show love to others.
3. Write a persuasive letter to local businesses asking for donations that will help in our school wide school service project.

**Texts:**

*Shurley English*

*Daily 5 Book*

*Café Book and Website*





## **Mathematics**

### **Kindergarten**

1. The learner will (TLW) demonstrate an understanding of God's character of orderliness, precision, and consistency through the study of addition and subtraction, geometrical shapes, organizing data, and other number patterns.
2. TLW demonstrate an understanding that God values accurate measurement and that we have a responsibility to use math/numbers for His glory through telling time, measurement, counting, and calendar.
3. TLW have a clear understanding of number sense in order to solve problems through place value, ordering numbers, and counting.

#### **Units:**

1. Sorting and Classifying.
2. Patterns and Movement.
3. Matching and Counting.
4. Numbers 0-5.
5. Numbers 6-10.
6. Shapes and Parts of Shapes.
7. Numbers 10-20.
8. Money.
9. Measuring.
10. Time.
11. Exploring Addition.
12. Exploring Subtraction.
13. Comparing numbers.
14. Numbers to 100 (count by 2, 5, 10s).
15. Word problems.
16. Graphing.

#### **Key Projects:**

1. Pumpkin Investigation: field trip to Post family farm to carve, count, and weigh.
2. Store: count money, addition in items, playing cashier.
3. 100 Day: counting, sorting and various activities.

**Testing:** Give three examples of things about God that will never change.



## **Mathematics**

### **First Grade**

#### **Major Goals:**

1. TLW demonstrate an understanding of God's character of orderliness, precision, and consistency through the study of addition and subtraction, geometrical shapes, organizing data, and other number patterns.
2. TLW demonstrate an understanding that God values accurate measurement and that we have a responsibility to use math/numbers for His glory through telling time, measurement, counting, and calendar.
3. TLW have a clear understanding of number sense in order to solve problems through place value, ordering numbers, and counting.

#### **Units:**

1. Partners and numbers patterns through 10.
2. Addition and subtraction strategies.
3. Unknown number in addition and Subtraction.
4. Place Value Concepts.
5. Place value situations.
6. Comparisons and data.
7. Geometry, Measurement and equal shares.
8. Two-digit addition.

#### **Key Projects:**

1. Class book of number sentences.
2. 120<sup>th</sup> day celebration.

#### **Testing:**

1. Because God is a God of order, and we are His image-bearers, students will identify the order of operations, addition/subtraction problems; they then will show how that order helps the students to follow directions and solve problems.

**Textbook:** *Math Expression (Houghton Mifflin Harcourt)*



## Mathematics

### Second Grade

#### Major Goals:

1. TLW demonstrate an understanding of God's character, orderliness, precision, and consistency through number patterns in addition, subtraction, and multiplication.
2. TLW demonstrate an understanding that God values accurate measurements and that we have a responsibility to use math/numbers for His glory through counting money, telling time, reading tables, and measuring.
3. TLW acquire a clear understanding of number sense in order to solve multiple step problems, especially with two and three digit addition and subtraction.

#### Units:

1. Addition and Subtraction within 20 ('Strategies for addition and subtraction', 'Addition and subtraction situations', 'More complex situations').
2. Addition within 200 ('Use Place Value', 'Add 2-Digit Numbers', 'Money and Fluency for addition within 100').
3. Length and Shapes ('Length and shapes', 'Estimate, Measure, and Make Line Plots').
4. Subtract 2-Digit Numbers ('Totals of Mixed Coins and Bills', 'Multi-digit Subtraction Strategies', 'Word Problems: Addition and Subtraction Within 100').
5. Time, Graphs, and Word Problems ('Time', 'Picture Graphs', 'Bar Graphs').
6. 3-Digit Addition and Subtraction ('Understanding Numbers to 1,000', 'Adding to 1000', '3-Digit Subtraction', '3-Digit Addition and Subtraction').
7. Arrays, Equal Shares, and Adding or Subtracting Lengths ('Arrays and Equal Shares', 'Relate Addition and Subtraction to Length').

#### Key Projects:

1. Making a number scroll listing numbers 1 to 1,000.
2. Daily work with calendar to keep track of days, dates, and various graphs
3. Create a multiplication array book that illustrates multiplication facts using pictures.

**Testing:** Students will write examples of how God's orderliness reveals itself in mathematics.

**Textbook:** *Math Expressions* (Houghton Mifflin Harcourt, 2013).



## **Mathematics**

### **Third Grade**

#### **Major Goals:**

1. TLW demonstrate an understanding of God's character orderliness, precision, and consistency through place value in addition and subtraction, multiplication, division, geometry, fractions, and decimals.
2. TLW demonstrate an understanding that God values accurate measurements and that we have a responsibility to use math/numbers for His glory through telling time, analyzing data, and measurement.
3. TLW acquire a clear understanding of number sense in order to solve multiple step problems through developing a number sense in comparing, ordering, and rounding.

#### **Units:**

1. Multiplication and Division with 0–5, 9, and 10 (four weeks).
2. Multiplication and Division with 6s, 7s, 8s and Multiply with Multiples of 10 (three weeks).
3. Measurement, Time, and Graphs (three weeks).
4. Multidigit Addition and Subtraction (four weeks).
5. Write Equations to Solve Word Problems (three weeks).
6. Polygons, Perimeter, and Area (two weeks).
7. Explore Fractions (three weeks).

#### **Key Projects:**

1. Students build STEAM houses and find the complete area of their homes.
2. Ninja Math

#### **Testing:**

1. Because we are image-bearers, students will observe that our God is a God of order through multiplication, division, and solving word problems.

**Textbook:** Math Expression



## **Mathematics**

### **Fourth Grade**

#### **Major Goals:**

1. TLW demonstrate an understanding of God's character of precision, orderliness and consistency
2. TLW demonstrate an understanding that God values accurate measurement and that we have a responsibility to use math/numbers for His glory.
3. TLW master basic facts and operations and be able to use them in everyday situations to solve problems.
4. TLW be able to discern when to use a variety of strategies and will solve problems using logical thinking and multiple steps.

#### **Units:**

1. Place value to compare and round multi-digit numbers.
2. Multiplying and Dividing whole numbers.
3. Equations to solve real world problems.
4. U.S. Customary and metric measurement units.
5. Fractions.
6. Geometry: angles, triangles, and quadrilaterals.

**Textbook:** *Math Expressions Common Core* (Houghton Mifflin Harcourt)



## **Mathematics**

### **Fifth Grade**

#### **Major Goals:**

1. TLW demonstrate an understanding of God's character of precision, orderliness and consistency.
2. TLW demonstrate an understanding that God values accurate measurement and that we have a responsibility to use math/numbers for His glory.
3. TLW master basic facts and operations and be able to use them in everyday situations to solve problems.
4. TLW be able to discern when to use a variety of strategies and will solve problems using logical thinking and multiple steps.

#### **Units:**

1. Place Value of whole numbers through millions and decimals through thousandths.
2. Addition and Subtraction of whole numbers and decimals through millions and decimals through thousandths.
3. Multiplication and division of whole numbers and decimals up to four digits.
4. Graphing: vocabulary, line, coordinate plane, bar, double bar graphs.
5. Addition, subtraction, multiplication and division of fractions/mixed numbers.
6. Customary and Metric Measurement – linear, mass, capacity, changing metric units.
7. Geometry: Plane figures, angles and polygons.

#### **Key Project:**

1. Fact Drills- daily with assessments quarterly

#### **Testing:**

1. Knowing that we are made in God's image, what abilities do we possess that can help us solve our math problems?

**Textbook:** *Math Expressions, grade 5*



## **Music**

### **Developmental Kindergarten to 5th Grade: General Music**

#### **Major Goals:**

1. TLW demonstrate the ability to love others and treat them with respect by always striving for excellence for the glory of God.
2. TLW actively participate in multiple public performances with the ultimate goal of reaching others for Christ.
3. TLW progress in music from the acculturation/exploration stage to the assimilation stage, on to imitation and creation, utilizing God-given talents and maximizing potential.
4. TLW show basic comprehension of all nine National Standards for Music Education:  
<http://www.menc.org/resources/view/national-standards-for-music-education>

#### **Units-Grades DK-1st Grade:**

##### Skills or emphases:

1. Identifying and maintaining a consistent beat.
2. Learning to differentiate between high and low pitches.
3. Preparing for performances.
4. Using of music in worship.
5. Identifying instrument sounds.
6. Identifying notes on the bass and treble clef
7. Identifying and maintaining the beat to different tempos.

##### Projects/Performances:

1. Christmas concert.
2. Spring Concert.

##### Testing for faith/music connection:

1. Applying worship behavior in chapel.
2. Observing behavior during in-class worship time.

#### **Units-Grades 2nd-5th:**

##### Skills or emphases:

1. Learning rhythm/note dictation.
2. Utilizing instruments to reinforce musical concepts.
3. Using music to learn how to work together.
4. Using music in worship.
5. Preparing for performances.



Projects or Performances:

1. Christmas Concert.
2. Spring concert.
3. Second grade - instrument family tree.
4. Third grade - rhythm composition.
5. Fourth grade - Recorder Karate (recorder curriculum that tracks progress with "karate belts").
6. Fifth grade- instrumental solo composition.

Testing for faith/music connection:

1. Observing students' behavior during worship time in class and in chapel.
2. Connecting music and behavior to NorthPointe Christian's mission statement and Godly character traits.
3. Identifying the meaning of lyrics and how they relate to the Bible.
4. Glorifying God through music.





## **Physical Education**

### **Kindergarten - Third Grade**

#### **Major Goals:**

1. The learner will (TLW) understand that our body is a temple, a gift from God, and a home for the Holy Spirit.
2. TLW develop an understanding of the body and how to care for it.
3. TLW participate in activities that develop and improve non-locomotor, locomotor, and manipulative skills.
4. TLW participate in activities that develop and promote fitness.
5. TLW demonstrate teamwork, good sportsmanship, self-control, and Christ-like attitudes in competitive and non-competitive situations.

#### **Unit Outline:**

1. Non-Locomotor Skills (two weeks).
2. Locomotor Skills (two weeks).
3. Soccer Skills (four weeks).
4. Throwing & Catching (four weeks).
5. Baseball Skills (three weeks).
6. Basketball Skills (four weeks).
7. Volleyball Skills (four weeks).
8. Tennis Skills (one week).
9. Gymnastics (one week).
10. Scooters (one week).
11. Jump Rope (two weeks).
12. Fitness (Jog-A-Thon) (two weeks).

#### **Key Projects:**

1. Jog-A-Thon – students are required to participate in this running event.
2. Field Day – students demonstrate all the skills they have learned over the year.



## **Physical Education**

### **Fourth & Fifth Grade**

#### **Major Goals:**

1. TLW understand that our body is a temple, a gift from God, and a home for the Holy Spirit.
2. TLW develop an understanding of the body and how to use it in different ways.
3. TLW participate in activities that improve their motor skills, strength, flexibility, and cardiovascular fitness.
4. TLW learn the rules, strategies, and skills of soccer, football, hockey, basketball, volleyball, and softball.
5. TLW demonstrate their understanding of a sport by competing in games.
6. TLW demonstrate teamwork, good sportsmanship, self-control, and Christ-like attitudes in competitive and non-competitive situations.

#### **Units:**

1. Soccer (five weeks).
2. Football (five weeks).
3. Basketball (five weeks).
4. Volleyball (five weeks).
5. Hockey (five weeks).
6. Softball (five weeks).
7. Fitness (five weeks).

#### **Projects:**

1. Jog-A-Thon – student are required to participate in this running event
2. Field Day – students demonstrate all the skills they have learned over the year

#### **Testing:**

Observations of students on these criteria:

1. Showing good sportsmanship by being a gracious winner and humble loser daily in class.
2. Demonstrating positive interactions with their teammates and opponents, e.g., passing the ball to anyone on their team or not trash talking with opponents.
3. Showing respect to authority, e.g., not questioning officials.
4. Honoring the body God so graciously gave them by exercising through a variety of activities daily.
5. Showing improvement in their physical fitness through Jog-A-Thon (or the mile run for MS/HS).



## Science

### Kindergarten

#### Major Goals:

1. The learner will (TLW) be able to discern what good stewardship entails and how we are each responsible to care for the world God has given us (*Image Mandate*).
2. TLW demonstrate their love for God by caring for all of God's creation (*Love Mandate*).
3. TLW understand how everything points to a Divine Creator.
4. TLW use discernment to identify absolute truth within scientific studies.

#### Units:

1. Life Science: living versus non-living; plants, animals; environments.
2. Physical Science: attributes of objects, mass, temperature, movement, magnets.
3. Earth Science: day/night objects in the sky, weather, seasons, land/water, natural resources, conservation.
4. Human Body: five senses; God's unique designs in "his image"; health.

#### Projects:

1. Life Cycle of a pumpkin, craft project and field trip.
2. Interactive writing project identifying the parts of a plant.
3. Individual books identifying the five senses.
4. Paint a picture of the world, identifying its attributes.
5. Maple Syrup: how it's made, field trip to Blandford Nature Center.
6. Farm Animals: life cycle of chicken, public speaking, field trip.

#### Testing:

1. Be able to communicate that God created living things with a seed, and it produces things of its own kind.

**Textbook:** *Battle Creek Science*



## **Science**

### **First Grade**

#### **Major Goals:**

1. TLW be able to discern what good stewardship entails and how we are each responsible to care for the world.
2. TLW demonstrate their love for God by caring for the earth and all of His Creation.
3. TLW understand how everything points to our Divine Creator.
4. TLW use discernment to identify absolute truth within scientific studies.

#### **Units:**

1. Waves: Light and Sound.
2. Structure, function, and information processing.
3. Space Systems: Patterns and cycles.

#### **Key Projects:**

1. Various songs and poems.
2. Several simple experiments.

#### **Testing:**

1. As an image bearer of God, how does the human body show us God's character?

**Textbook:** *Battle Creek Science*



## Science

### Second Grade

#### Major Goals:

1. TLW be able to discern what good stewardship entails and how we are each responsible to care for the world God has blessed us with.
2. TLW demonstrate their love for God by caring for all of God's creation.
3. TLW understand how everything points to a divine creator.
4. TLW use discernment to identify absolute truth within scientific studies.
5. TLW plan and conduct an investigation to determine if plants need sunlight and water to grow.
6. TLW develop a simple model that mimics the function of an animal dispersing seeds or pollinating plants.
7. TLW make observations of plants and animals to compare the diversity of life in different habitats.
8. TLW use information from several sources to provide evidence that Earth events can occur quickly or slowly.
9. TLW compare multiple solutions to slow or prevent wind or water from changing the shape of the land.
10. TLW develop a model to represent the shapes and kinds of land and bodies of water in an area.
11. TLW obtain information to identify where water is found on the earth and that it can be solid or liquid.
12. TLW plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
13. TLW analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
14. TLW construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.
15. TLW ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

#### Units:

1. Life Science: Interdependent Relationships in Ecosystems.
2. Earth Science: Earth's Systems: Processes that Shape the Earth.
3. Physical Science: Structures and Properties of Matter.
4. Engineering Design.

#### Major Projects:

1. Plants: Growing bean seeds in water and charting their growth daily.
2. Animals: Making a project to display habitat of choice.

**Textbook:** *Battle Creek Science*



## **Science**

### **Third Grade**

#### **Major Goals:**

1. TLW be able to discern what good stewardship entails and how we are each responsible to care for the world that God has blessed us with.
2. TLW understand how everything points to a divine Creator.
3. TLW use discernment to identify absolute truth within scientific studies.
4. TLW demonstrate their love for God by caring for all of God's creation.

#### **Units:**

1. Changes in Motion: motion and forces, direction, speed, gravity, friction (nine weeks).
2. Light and Sound: properties, shadows, color, pitch, and volume (nine weeks).
3. Earth and Me: earth materials, surface, natural resources; human conserving (nine weeks).
4. Organisms Have Character: physical and behavioral characteristics of organisms; function of different body parts; food chain and environment (nine weeks).

#### **Key Projects:**

1. Plant several different types of seeds and watch them go through the germination process.  
Planetarium Field Trip.
2. STEAM Thanksgiving float activity using Newton's Laws of Motion.
3. Writing Project and Presentation: students research animal groups, life cycles, habitats, and inherited traits. They write a full research paper and create a presentation board about their animal.

#### **Testing:**

1. How can you be an image bearer in caring for animals and plants?

**Textbook:** *Battle Creek Science Curriculum*



## **Science**

### **Fourth Grade**

#### **Major Goals:**

1. TLW be able to discern what good stewardship entails and how we are each responsible to care for the world that God has blessed us with.
2. TLW understand how everything points to a divine Creator.
3. TLW use discernment to identify absolute truth within scientific studies.
4. TLW demonstrate their love for God by caring for all of God's creation.

#### **Unit:**

1. Energy: speed, transfers by sound, light, heat, and electric currents, conversion (nine weeks).
2. Movement and Light: collision, wavelength, patterns, amplitude, reflection (nine weeks).
3. Plants and Animals: internal and external structures, senses, brain, behavior, reproduction (nine weeks).
4. Physical World: rocks, weather, vegetation, patterns of landscape, effect of nature on humans (nine weeks).

**Textbook:** *Battle Creek Science Curriculum*



## **Science**

### **Fifth Grade**

#### **Major Goals:**

1. TLW demonstrate an understanding of God as Creator and Sustainer of the universe and all that is in it.
2. TLW be able to use the following steps of the scientific method to explore the world God has created: making a hypothesis, doing research, setting up and conducting experiments, recording and analyzing results, drawing conclusions, and interpreting and communicating data using charts, graphs, etc.
3. TLW be able to use tools like the following to gather, analyze, and interpret data: metric and English rulers, yardsticks, measuring tapes, balance scales, weights, measuring cups and spoons, stopwatches, thermometers, microscopes, magnifying glasses, etc.
4. TLW recognize his/her responsibility to be a good steward of the earth and resources God has provided.

#### **Units:**

1. Life Science: Creation vs. Big Bang and other evolution theories; molecules to organisms; ecosystems (nine weeks).
2. Physical Science: matter and its interactions; forces and interactions; energy (nine weeks).
3. Earth Science: Earth's place in the universe; Earth's systems; Earth and human activity (nine weeks).
4. Engineering and Technology: Engineering design (nine weeks).

#### **Key Projects:**

1. Edible cells.
2. Conservation project – Plan and implement a way to conserve a resource of the earth.

#### **Testing:**

1. Using what we know about the image mandate, why is it important to conserve the resources of the earth? Use Genesis 1: 26,28 to support your answer.

**Textbook:** *Battle Creek Science Curriculum*





## **Social Studies**

### **Kindergarten**

#### **Major Goals:**

1. TLW understand how communities can work together for God's purposes by looking at some key events in US history.
2. TLW appreciate how God is unchanging in an every-changing world through study of key American holidays and geography.
3. TLW recognize humans' responsibility in God's plan for the world through being a good American citizen and reviewing some current events.

#### **Units:**

1. People in American history: Christopher Columbus, Pilgrims, Native Americans, George Washington, Abraham Lincoln (coincides with calendar).
2. Citizenship: US and Christian flag, pledges, developing character traits, authority at home, school, and country (all year).
3. Current events: *God's World News*(all year).
4. Holidays: Thanksgiving, Christmas, Valentine's Day, Martin Luther King Day, Presidents Day, Easter (coincides with calendar).
- 5.**
6. Geography: oceans, landforms, locating states (two weeks).
7. Sociology: responsibility in the world, community, family, church, neighborhood, outreach (all year).
8. Mapping (all year).
9. Economics: defining basic needs of food, clothes, and shelter; needs versus wants; the place of work (five weeks).

#### **Key Projects:**

1. Dramatization of First Thanksgiving: dress, dinner.
2. Valentine's Day Party: exchange cards with a party.
3. Experience a farm with field trip to Critter Barn.

#### **Testing:**

Students will explain three ways in which they can show God's love to their classmates.



## **Social Studies**

### **First Grade**

#### **Major Goals:**

1. TLW understand how communities can work together for God's purposes through the study of early American history, especially discovery of the "new world" and relationships with Indians.
2. TLW know that all people are wonderfully made in God's image.
3. TLW recognize mankind's responsibility in God's plan for world by studying humans' and God's laws in connection with the land and people.

#### **Units:**

1. What is a family?
2. Natives Americans.
3. How do we get need or want?
4. How do we learn about places?
5. How do we learn about the past?
6. What is a citizen?

#### **Key Projects:**

1. Field Trips.
2. Holiday Celebrations.

#### **Testing:**

Students will list ways in which Native American communities were good stewards of God's creation and ways they have seen people waste God's creation. Then they will describe the ways by which they can be good stewards of what God has given us. Students will create a poster that will show how they can be a good caretaker/steward of the earth. (Image/caretaker mandate)

**Textbook:** [www.micitizenshipcurriculum.org](http://www.micitizenshipcurriculum.org)



## **Social Studies**

### **Third Grade**

#### **Main Goals:**

1. TLW understand that location affects how people live.
2. TLW learn the ways that culture influences the way people live.
3. TLW learn about economics and the way that it affects people.
4. TLW learn about the basis of government and that rules provide order for society.

#### **Units:**

1. The Geography of North America and the Caribbean.
2. Celebrating Culture.
3. Economics.
4. Government and Civics.

#### **Key Projects:**

1. Work in small groups to create a poster that displays the important characteristics of a chosen region within North America and the Caribbean.
2. Create a fully functioning class government where each student has a different role to learn about how governments function.

#### **Testing:**

We will learn that all people are made in the image of God and that the different cultures around the world are each a reflection of God's heart. We will learn that God has commanded us to go and make disciples of all people, whether at home or in the other corners of the world that we study. We will learn how to be culturally sensitive as a way to love people and honor God.

**Textbook:** Networks Social Studies, *The United States: Communities and Neighbors*



## **Social Studies**

### **Fourth Grade / Michigan Studies**

#### **Major Goals:**

1. TLW use historical thinking to understand the past.
2. TLW use geographic representations to acquire, process, and report information from a spatial perspective.
3. TLW understand how regions are created from common physical and human characteristics.
4. TLW understand how human activities helped shape the earth's surface.
5. TLW understand the effects of human environment interactions.
6. TLW use fundamental principles and concepts of economics to understand economic activity in the United States.

#### **Projects:**

1. IMAX Educational Movie.
2. Blandford Nature Center: "Early Michigan Native Americans."
3. WZZM TV 13 Station.
4. Historic Manistee Nautical Trip.
5. "Be the Teacher" Student Presentation: "Territory and Statehood."
6. "Day in the Life of...": Historical Fiction Research Narrative.

**Textbook:** Macmillan/McGraw-Hill; *Michigan Studies*



## **Social Studies**

### **Fifth Grade**

#### **Major Goals:**

1. TLW describe his/her understanding of God's hand in the chronology of history, recognizing that God is sovereign, and nothing happens apart from His will.
2. TLW realize that God created the earth, the natural resources, and the origination of nations and languages.
3. TLW explain the five themes of geography, the effects upon the lives of the people, and those places in which they can serve.
1. TLW locate on a map the continents, oceans, gulfs, major lakes and rivers, and mountain ranges in the Western Hemisphere.
2. TLW explain the purposes of God for the formation of the United States and the ministry of Americans to various religions and groups here and abroad.

#### **Units:**

1. Geography: the First Americans and Cold Lands to the North with an introduction to the five themes of geography; all the United States with a major project: North American Expo (8 weeks)
2. Native Americans
3. Exploration
4. Colonial life
5. Revolutionary War
6. Formation of our country
7. Constitution and Bill of Rights

#### **Projects:**

1. Trip to Greenfield Village and Henry Ford Museum
2. Biography Project
3. Memorization of all 50 states and capitals.

#### **Testing:**

1. How were the French Missionaries examples of the mission mandate?

**Textbook:** McGraw Hill, *United States Early Years (2014)*