

1st grade Language Arts

Course Title: Language Arts- Phonics, Reading, Spelling, Language Grammar, Penmanship and Writing

Course Type: Academic

Grade Level: First Grade

Time on Task: 2.5 hours per day, 12.5 hours per week

Course Philosophy: The nature of language arts reflects the nature and the character of God in both the process and product of communication. In the language arts, the student will learn to express themselves clearly and creatively through the skills of reading, grammar, writing, listening, spelling, and penmanship.

Course Description: The course attempts to review the phonics sounds learned in Kindergarten and introduce new concepts of phonics sounds and decoding skills. Careful attention is given to the decoding of words in order to build a background for a confident reader. This course also attempts to develop habits of thinking, analyzing and organizing words in order to create more fluency and better comprehension of materials read.

Spiritual Goals:

1. Teach the child to read the Scripture for himself. (I Timothy 3:16, 17, II Peter 1:20, 21)
2. Enable the student to evaluate all methods of communication using God's Word as a standard. (Hebrews 5:14, II Peter 1:9, Proverbs 2)
3. Train the student to communicate the gospel of Jesus Christ clearly in the spoken and written word. (I Peter 3:15)

Course Scope and Sequence

Phonics

- Recite all Phonics charts 1 to 13.
- Identify short and long vowels, consonants, blends, beginning sounds and ending sounds.
- Identify the one-vowel, two-vowel rules
- Use *u* with *q*.
- Determine when to use *k* or *c* before a vowel.
- Identify rhyming words
- Identify that the suffix *-s* can mean more than one
- Determine when to use *ck* or *ke* at the end of a word.
- Identify that sentences begin with a capital letter and usually end with a period.
- Use of *ll*, *ff*, or *ss* at the end of a word.
- Recognize and reproduce compound words.
- Recognize and match opposites.
- Identify the number of syllables in a word (word parts).
- Identify root words, suffixes, and prefixes.
- Recall word division rules when suffixes and prefixes are added to root words.

- Recall rules for adding suffixes and prefixes to root words.
- List words in alphabetical order using the first to the third letter in a word.
- Identify and match contractions.

Biblically Integrated Concepts:

1. *Students will know language is an organized form of communication reflecting God's character. (I Corinthians 14:40)*
2. *Students will use language correctly and appropriately to be an example of excellence to bring glory to God. (Colossians 3:17)*

Course Objectives:

The student will:

1. pronounce and apply all of the sounds listed on the ABEKA Phonics charts 1 to 13 (see attached list).
2. identify short and long vowels in words and mark the words using the short and long vowel symbols. **(PASS)**
3. recall that when there is one vowel in a word it usually says its short sound.
4. recall that when there are two vowels in a word the first one says its long sound and the second vowel is usually silent.
5. recognize that *u* usually follows *q* in words.
6. identify and create rhyming words. **(PASS)**
7. identify that the suffix *-s* means more than one and that it can be pronounced "s" or "z".
8. identify that sentences begin with a capital letter and usually end with a period.
9. recall that when *ll*, *ff*, or *ss* are at the end of a word they only say one sound.
10. identify and create compound words. **(PASS)**
11. identify and match words that are opposite.
12. distinguish how many syllables (word parts) are in a given word. **(PASS)**
13. identify the root word, suffixes, and prefixes in given words. **(PASS)**
14. identify where to divide words using word division rules: between double consonants, between root words and suffixes, between a vowel and a consonant, between two consonants that are not alike, and between prefixes and root words.
15. recall that *a* usually says "u" at the beginning of a word.
16. recall when to properly double a final consonant before adding a suffix that begins with a vowel.
17. identify when to drop the silent *e* before adding a suffix that begins with a vowel.
18. list words in alphabetical order according to the first through the third letter in the word.
19. recall when to change the *y* to *i* before adding a suffix that begins with an *e*.
20. identify and match contractions going from the two words to the contraction and from the contraction to the two words for which it stands. **(PASS)**

Resources: ABEKA: Phonics and Reading Curriculum 1
Letters and Sounds 1

Reading

Course Scope and Sequence

- Demonstrate proper volume while reading a given passage.
- Demonstrate smoothness while reading a given passage.
- Demonstrate alertness to punctuation.
- Demonstrate proper reading posture.
- Demonstrate proper enunciation.
- Demonstrate proper speed while reading a passage.
- Develop accuracy while reading a given passage.
- Express poise while reading a given passage.
- Use appropriate expression while reading a given passage.
- Demonstrate comprehension of a given passage that was read by the student or to the student.

Biblically Integrated Concepts:

1. *The student will evaluate all methods of communication using God's Word as a standard. (Hebrews 5:14, II Peter 1:9, Proverbs 2)*

Course Objectives:

The student will:

1. read loudly enough to be heard clearly.
2. read by phrases rather than one word at a time with no pauses unless called for by punctuation or context of the passage. **(PASS)**
3. read and follow simple directions. **(PASS)**
4. identify that you must stop at a period and pause at a comma.
5. allow voice to drop at a period and rise with a question mark.
6. hold books correctly and track print with either finger, bookmark, or sight.
7. pronounce words clearly.
8. read at a speed that allows accuracy, smoothness, and expression. **(PASS)**
9. pronounce words and read sentences correctly.
10. express confidence in reading and speaking before others.
11. express good voice inflection to make the story more interesting and realistic. **(PASS)**
12. recall facts about a given story. **(PASS)**
13. discuss facts about a given story. **(PASS)**
14. critique a given passage of text.
15. illustrate a given passage of text.
16. discriminate between fiction/nonfiction. **(PASS)**
17. identify and describe the plot, setting, and character(s) in a story. **(PASS)**

Resources: ABEKA: Phonics and Reading Curriculum 1

ABEKA: *Fun With Pets*

ABEKA: *Tip Toes*

ABEKA: *Stepping Stones*

ABEKA: *Secrets and Surprises*

ABEKA: *Kind and Brave*

ABEKA: *Strong and True*
ABEKA: *Aesop's Fables*
ABEKA: *Open Windows*
ABEKA: *Merry-Go-Round*
ABEKA: *Seesaw*

Star Reading Test
Accelerated Reader Program

Spelling and Poetry

Course Scope and Sequence

- Properly identify the spelling patterns taught in the Phonics curriculum.
- Properly spell at least 80% of the given words each week beginning in the fourth week of school.
- Properly identify and spell sight words (words that do not follow given phonics rules).
- Properly recite given poems.

Course Objectives

The student will:

1. identify and spell short vowel words.
2. identify and spell long vowel words.
3. identify and spell words beginning with a *c* or *k*.
4. identify and spell words ending with *ck* or *ke*.
5. identify and spell words ending with *ay*.
6. identify and spell words ending in double consonants.
7. identify and spell words with *sh* and *th*.
8. identify and spell words with *ou* and *ow*.
9. identify and spell words with an r controlled vowel.
10. identify and spell words containing *oi* or *oy*.
11. identify and spell *oo* words.
12. identify and spell words containing *igh* or *ite*.
13. identify and spell words containing *all* or *alk*.
14. identify and spell various sight words.
15. identify and spell words containing *ink*, *onk*, *ing* or *ank*.
16. identify and spell *wa* words.
17. identify and spell words with the prefix *a-*.
18. identify and spell words ending in *-ing*.
19. identify and spell words with double consonants in the middle of the word.
20. identify and spell words ending in *-ed*
21. identify and spell words when applying the rules for adding suffixes.
22. identify and spell words with *ch* or *tch*.
23. identify and spell words with *old*, *ild*, *ind*, or *mb*.
24. identify and spell words when *c* has the “s” sound and *u* has the “oo” sound.
25. recite various poems using the appropriate expression and rhythm.

Resources: ABEKA: Spelling and Poetry 1

Language Grammar

Course Scope and Sequence

- Identify and write complete sentences
- Correctly capitalize and punctuate a sentence
- Identify sentences as either statements or questions
- Identify antonyms and synonyms
- Identify contractions
- Identify compound words
- Alphabetize words
- Identify and use suffixes and prefixes

Biblically Integrated Concepts:

Students will know language is an organized form of communication reflecting God's character. (I Corinthians 14:40)

Students will use language correctly and appropriately to be an example of excellence to bring glory to God. (Colossians 3:17)

Course Objectives:

The student will:

- 1) demonstrate comprehension by completing a sentence with the appropriate word.
- 2) discriminate between singular and plural word forms. **(PASS)**
- 3) analyze words to choose rhyming words.
- 4) demonstrate that a telling sentence begins with a capital letter and ends with a period. **(PASS)**
- 5) analyzing words to choose rhyming words.
- 6) write rhyming words.
- 7) demonstrate comprehension by illustrating a sentence.
- 8) demonstrate comprehension by solving a riddle.
- 9) comprehending phrases and inferring actions to match pictures with phrases.
- 10) analyzing compound words to identify the two root words. **(PASS)**
- 11) form compound words. **(PASS)**
- 12) identifying and forming words with opposite meanings(antonyms). **(PASS)**
- 13) divide words into syllables. **(PASS)**
- 14) form words by adding suffixes (-ing, -s, -er, -est, -es to the root word. **(PASS)**
- 15) identify the root word when suffixes have been added. **(PASS)**
- 16) demonstrate comprehension by using the correct number word to complete a sentence.
- 17) write number words.
- 18) form an opposite to complete a sentence.
- 19) demonstrate comprehension by arranging words to complete a sentence.
- 20) read and write the names of the months.
- 21) recognize the months of each season.
- 22) recognize that names, days of the week, months of the year, and the first word in a sentence begin with a capital letter. **(PASS)**
- 23) identify words that sound alike but have different spellings and meanings (homonyms).
- 24) identify prefixes in a word. **(PASS)**
- 25) identify words with similar meanings (synonyms). **(PASS)**

- 26) use proper spelling rules for adding suffixes. **(PASS)**
- 27) identify and use contractions. **(PASS)**
- 28) alphabetize words to the first and second letter. **(PASS)**
- 29) identify whether a sentence is a statement or question. **(PASS)**
- 30) create complete sentences using given fragments. **(PASS)**

Resources: A BEKA BOOK: Language 1

Writing

Course Scope and Sequence

- Write complete sentences.
- Improve on a given sentence.
- Identify a topic.

Biblically Integrated Concepts:

1. *Written communication is a powerful tool God has given us to influence people and should be done in such a manner that communicates His order. (John 20:30-31, I Corinthians 14:40)*

Course Objectives:

The student will:

- 1) develop a title for a story.
- 2) use creativity to write sentences describing pictures, using given phrases.
- 3) use creativity to write sentences including two given words.
- 4) use creative ability to write a story about a famous person.
- 5) improve a given sentence by substituting words.
- 6) use creative ability to write about a Bible verse.
- 7) identify a topic when given a list of subjects.

Resources: A BEKA BOOK: Language 1

Penmanship

Course Scope and Sequence

- Use proper writing position.
- Use correct letter formation.
- Use correct letter size.
- Use correct letter spacing.

Course Objectives:

The student will:

- 1) use correct posture during writing. **(PASS)**
- 2) demonstrate proper paper slant. **(PASS)**
- 3) hold pencil correctly while applying the appropriate pressure while writing.
- 4) use one inch letter formation with a mid-line guide. **(PASS)**
- 5) correctly write words introduced in daily Phonics, Spelling, and Language Arts.

- 6) correctly write his or her first and last name.
- 7) copy phrases correctly.
- 8) copy sentences correctly.
- 9) copy paragraphs correctly.
- 10) copy poems correctly.

1st Grade Mathematics

Course Title- Math 2

Course Type- Academic

Grade Level- 2nd grade level is used in 1st grade

Time on Task- 1 hour per day, 5 hours per week

Course Philosophy- God is a rational, orderly God and mathematics demonstrates God's order even in an abstract world. Exactness, preciseness, and completeness can be discovered in Mathematics, just as it is in God's world. Just as the Bible says "precept upon precept, line upon line..." (Isaiah 28:10), students of Mathematics must build concept upon concept in mathematics.

Course Description- First grade mathematics includes the beginning mathematical processes-- addition and subtraction, and introduces simple multiplication by the end of the year. Fractions are introduced as well as the concepts of telling time and counting money. Students will also work with English and metric measurements, graphing and basic geometry.

Spiritual Goals

1. To help students develop an awareness that God has given reasoning abilities to man as a gift to be used daily. (Philippians 4:9, Job 32:8, James 1:17, I Corinthians 2:16, Genesis 1:26)
2. To help students gain attitudes and habits of good stewardship. (Proverbs 19:15, Hebrews 6:12, Matthew 25:14-30)
3. To help students recognize God's exactness, preciseness, and completeness through the study of mathematics. (Colossians 1:16-19, Psalm 8:3-9)

Scope and Sequence

Numbers

- Identify place value in numbers to 1,000
- Arrange numbers with 2 or 3 digits in numerical order.
- Use symbols $>$ and $<$ to show greater than and less than.
- Write numbers in expanded form.
- Recognize cardinal and ordinal number words 1 to 20.
- Write and identify numbers from dictation and written up to the thousands' place.
- Write and identify Roman numerals from 1 to 10.
- Count to 1,000 by ones.
- Count forward by ones, twos, threes, fives, tens, twenty-fives and hundreds.
- Count backward by ones, twos, fives, and tens.
- Identify and write even and odd numbers.

Addition and Subtraction

- Memorize the addition and subtraction facts for Families 1 to 18.
- Find missing terms.
- Write addition and subtraction number sentences.

- Add and subtract multiple number combinations.
- Solve word problems using addition and subtraction.
- Add and subtract two- and three-digit numbers.
- Add two- and three-digit numbers with carrying to the tens' and hundreds' place.

Multiplication

- Master multiplication facts for 0,1,2,3,4,5.
- Multiply by 10,100
- Doubles numbers
- Solve problems with multiplication

Division

- Divides by 2
- Solve problems with division.

Problem Solving

- Solve addition, subtraction, multiplication, and division story problems and explain why they are solved as they are.
- Identify clue words to determine which operation to use in a story problem.
- Illustrate story problems
- Create story problems.
- Solve word problems with extra facts.
- Analyze word problems with missing facts.

Money

- Count, combine, and identify pennies, nickels, dimes, quarters, half dollars and dollars using either side.
- Add and subtract money.
- Count coins in mixed order.
- Make change.

Geometry

- Recognize and draw polygons.
- Identify and create congruent shapes.
- Identify, compare and draw objects for symmetry.
- Identify parallel, intersecting, and perpendicular lines.
- Identify right angles

Data and Statistics

- Read bar and pictographs and analyze the information.
- Complete bar and pictographs.
- Create and read Venn diagrams.
- Take a survey and graph the results.
- Graph tally marks.
- Conducts and predicts the outcome of a probability experiment

Patterns & Algebra

- Uses comparison symbols (<,>=)
- Identifies missing shapes or designs in a repeating pattern

Time and Calendar

- Tell time to the hour, half-hour, quarter past, quarter till, and five minute intervals.
- Find elapsed time.
- Identify a.m./p.m.
- Read a calendar.
- Put dates on a calendar.

Measures

- Measure horizontal and vertical lines in inches, centimeters, and feet.
- Compare inches and centimeters.
- Draw lines a given number of inches or centimeters.
- Estimate length, mass, capacity and area.
- Identifies units of mass: customary and metric
- Finds perimeter of a polygon.
- Finds area of a rectangle.

Fractions

- Identify fractional parts of a whole.
- Recognize one half, one fourth, one third of an object and a group.
- Compare values of one half, one third, and one fourth.
- Represent and write mixed numbers

Temperature

- Reads a Fahrenheit thermometer
- Identifies common temperatures

Biblically Integrated Concepts

The student will recall verses that prove God's exactness, preciseness and completeness. (Colossians 1:16 –19, Psalm 8)

The student will display attitudes and habits of good stewardship in their daily work. (Proverbs 19:15, Hebrews 6:12, Matthew 25:14-30)

Course Objectives:

The student will:

Numbers

1. distinguish place value in whole numbers for ones, tens, and hundreds. **(PASS)**
2. read and write numbers to 1,000.**(PASS)**
3. count by 2's, 3's, 4's, 5's, 10's, 25's, and 100's. **(PASS)**
4. compare numbers to 1,000
5. order 2 and 3 digit numbers. **(PASS)**

6. round numbers to the nearest 10.
7. identify place value in numbers to 1,000. **(PASS)**
8. write numbers in expanded form.
9. rename numbers using regrouping.
10. identify ordinal position**(PASS)**
11. identify even and odd numbers.
12. identify dozen and half-dozen.
13. draw and write number sentences to show addition and subtraction.
14. identify addends and sums

Addition and Subtraction

1. draw and write number sentences to show addition and subtraction.
2. identify addends and sums.
3. identify and use the commutative and associative properties. **(PASS)**
4. identifies missing addends.
5. memorize and recall quickly addition and subtraction facts for Families 1 to 18. **(PASS)**
6. identifies one more and ten more than a number.
7. estimates sums.
8. adds using mental computation.
9. adds three or more single-digit numbers.
10. add and subtract two- and three-digit numbers.

Multiplication

1. masters multiplication facts (0,1,2,3,4,5).
2. multiplies by 10 and 100.
3. doubles a number
4. solves problems using multiplication.

Division

1. divides by 2.
2. solves problems using division.

Money

1. counts money **(PASS)**
2. writes money amounts using \$ and cents.
3. makes change from \$1.00.

Geometry

1. identifies, describes, and classifies polygons.
2. identifies and creates congruent shapes. **(PASS)**
3. identifies and creates similar shapes.
4. solves spatial problems.
5. identifies and sorts common geometric shapes by attribute. **(PASS)**
6. identifies horizontal, vertical, and oblique line segments.
7. identifies and draws a line of symmetry.
8. identifies parallel lines and line segments.
9. identifies intersecting lines.

10. identifies perpendicular lines and line segments.
11. identifies right angles.
12. identifies and shows transformations: translations, rotations, and reflections.
13. identifies, describes, and classifies 3-dimensional geometric objects.

Time and Calendar

1. tells and shows time to the hour, half hour, quarter hour, 5 minutes , and minute. **(PASS)**
2. finds elapsed time.
3. identifies a.m. and p.m.; noon and midnight. **(PASS)**
4. writes the date using digits.
5. identifies equivalent units of time.
6. identifies weekdays and days of the weekend. **(PASS)**
7. solves problems using a calendar. **(PASS)**

Fractions

1. identifies fractional parts of a whole. **(PASS)**
2. writes a fraction to show a part of a whole. **(PASS)**
3. names and compares unit fractions. **(PASS)**
4. identifies a fractional part of a set.
5. identifies equivalent fractions using concrete objects.
6. finds half of a set of objects.
7. represents and writes mixed numbers.

Measurement

1. estimates length, weight, and capacity.
2. measures length, mass, and capacity using nonstandard units.
3. measures length using customary units (nearest inch, half inch, and foot).
4. draws line segments using customary units (nearest inch and half inch)
5. measures length using metric units. (centimeter)
6. draw line segments using metric units. (nearest centimeter)
7. weigh objects using customary or metric units.
8. orders containers by capacity.
9. measures capacity using standard units.
10. follows a recipe and measures.
11. understand and memorize linear measures, measure of time, measures of capacity, dozen and half-dozen measurements, and ounce in a pound.
12. compare weights of given objects.
13. find the perimeter of a rectangular object.
14. compares and orders objects by size (area).
15. finds area using nonstandard units.
16. estimates area.
17. finds area of a rectangle.
18. finds perimeter of a polygon.

Temperature

1. reads a Fahrenheit thermometer.
2. identifies common temperatures.

Data Analysis, Statistics, and Probability

1. draws and reads a pictograph and bar graph.
2. graphs data on a bar graph.
3. draws and read a bar graph with a scale of 2
4. read and analyze a horizontal bar graph. **(PASS)**
5. complete a bar graph.
6. read and analyze a pictograph. **(PASS)**
7. read and analyze a bar graph that has a scale by twos, fives or tens. **(PASS)**
8. conduct a survey and graph the results. **(PASS)**
9. graph using tally marks.
10. creates and reads Venn diagrams.
11. writes observations about a graph.
12. conducts a survey. **(PASS)**
13. describes the likelihood of an event.
14. predicts the outcome of a probability experiment.
15. conducts a probability experiment.

Patterns, Algebra, and Functions

1. uses comparison symbols ($>$, $<$, $=$)
2. locates points on a number line.
3. identifies the missing number in a sequence.
4. identifies the missing shape or design in a repeating pattern. **(PASS)**
5. locates and graphs points on a coordinate graph.

Resources:

Harcourt Achieve: Saxon Mathematics 2

1st Grade Science

Course Title: Science
Course Type: Academic
Grade Level: First Grade
Time on Task: 1 hour per week

Course Philosophy: Science reflects the magnificent order and complexity of the things God has placed about us. God created each of us with a curiosity to learn more about His creation. Science stimulates the student's interest and encourages them to explore God's creation.

Course Description: This course will attempt to present the world as the creation of God and lead the student to glorify Him as the controller and sustainer. The course will cover the following areas of life, physical, earth and space science. The scientific method will be presented and students will be encouraged to use this method to gain information about God's creation.

Spiritual Goals:

1. Teach the child to recognize God as the creator of the heavens and the earth and everything in them. (Genesis 1:1, Psalms 95:3-5; Isaiah 45:18, John 1:3)
2. Lead the student to recognize that God created all living things and that these living things are fearfully and wonderfully made. (Psalm 139:14, Isaiah 43:7)
3. Train the student to evaluate the truth of all science by the Bible, since it alone is absolute truth. (Isaiah 8:20, John 1:14)

Course Scope and Sequence

- **The Scientific Method**
- **Life Science:** mammals, fish, birds
- **Life Science/Human Body:** teeth, bones and muscles, heart and blood, lungs and air, stomach and food
- **Physical Science:** movement, machines
- **Earth/Space Science:** seasons, space,

Biblically Integrated Concepts:

1. *God created the heavens and the heavenly bodies. (Gen. 1:14-19, Psalm 8:3,4)*
2. *The size of the universe is incomprehensible to man. (Gen. 15:15, Jer. 33:22)*
3. *The movements of the heavenly bodies are very regular, so much so that God uses their regularity as an indication of His faithfulness. (Gen. 8:22)*
4. *God controls the actions of all bodies in the heavens; He can therefore cause them to deviate from their normal patterns to accomplish His purpose. (Ex. 10:21-23, Josh. 10:12-14)*
5. *The environment that God provided for man was designed with his needs in mind, and for his good. (Gen. 1:10, 12, Gen. 1:29-30)*
6. *The conservation of natural resources is part of men's responsibility to God. God cares about the resources He has provided. (Gen. 2:15, Ex.23:10,11)*

7. *God created man with senses he can use to study, investigate, and discover the laws that govern His creation. (Genesis 1:28, Proverbs 30:18-31, I Kings 4:29-34)*
8. *Man's search for devices that can make life and work less difficult is a direct result of God's command to subdue the earth and rule over its creatures. (Genesis 1:26-28)*
9. *The power and creativity of the Creator is obvious in the design of the human body. (Psalm 139)*
10. *Because our bodies are the temple of the living God, we should practice stewardship by keeping our bodies healthy. (I Corinthians 6:19-20)*
11. *When God planned us before we were born, He designed the color of our eyes, skin, and hair, etc....Some things about our body we cannot change, because God created us to be that way---He created us for a special purpose. Some things about us can be changed, however, and they may need changing. We need to learn to keep our body healthy and accept the things we cannot change. (Psalm 139:14, I Corinthians 6:19,20)*

Course Objectives:

The student will:

1. observe and measure objects, organisms, and events using appropriate measures. **(PASS)**
2. compare and contrast similar and/or different characteristics in a given set of simple objects, familiar organisms, and/or observable events. **(PASS)**
3. classify a set of simple objects, familiar organisms, and/or observable events by observable properties. **(PASS)**
4. plan and conduct a simple investigation. **(PASS)**
5. use simple equipment and tools such as magnifiers, thermometers, and rulers to gather data. **(PASS)**
6. interpret tables and graphs. **(PASS)**
7. recognize and describe patterns, then make predictions based on patterns. **(PASS)**
8. communicate the results of a simple investigation using drawings, tables, graphs, and/or written and oral language. **(PASS)**
9. distinguish between living and nonliving things. **(PASS)**
10. identify characteristics of mammals. **(PASS)**
11. recognize specific animals that live in the woodlands.
12. explore a mammal's ability to maintain body temperature.
13. explain how the parts of a fish help it to survive in its habitat.
14. identify the parts of a fish.
15. recognize differences in fish design.
16. compose a class story that follows the life cycle of a fish.
17. compare saltwater and freshwater.
18. explain how some fish were designed with special features that help them survive.
19. identify some parts of birds.
20. match bird beaks with the type of food eaten.
21. explain how a bird's feet are suited for their environment.
22. identify birds of different habitats.
23. understand the life cycle of birds and explain why they migrate.

24. explain the correlation of bird design and aircraft design.
25. recall the following distinguishing factors of insects: three body parts, six legs
26. identify the eyes, mouth, antennae, and legs of an insect.
27. identify stages of insect development.
28. identify the ways that things move.
29. recall that vibrations make sound for us to hear.
30. observe that some substances move more quickly than others.
31. explain how the wheel, inclined plane, lever and pulley make work easier.
32. identify the three basic jobs teeth allow people to do.
33. recall the parts of a tooth.
34. identify types of teeth and their purpose.
35. demonstrate ways to keep teeth healthy.
36. explain the work of a dentist.
37. identify functions of the skeletal system.
38. recognize specific names of some bones.
39. recall ways to keep bones healthy.
40. identify the functions of joints and muscles.
41. discover the shape and location of the heart.
42. discuss ways to keep a healthy heart.
43. identify human's need of oxygen and how humans get oxygen.
44. identify the parts of the body that help in breathing.
45. recall how various mammals take in air.
46. discuss the importance of keeping lungs healthy.
47. explain the dangers of smoking.
48. recall that food gives people energy.
49. complete a food guide pyramid.
50. identify some organs of the digestive system.
51. identify characteristics of each season. **(PASS)**
52. identify seasonal changes in plants.
53. identify states of matter. **(PASS)**
54. number the steps in the water cycle.
55. discuss how technology can help people to prepare for different kinds of weather.
(PASS)
56. explain what causes day and night. **(PASS)**
57. recall the planets by memorizing a song.
58. identify various constellations.

References:

ACSI: Purposeful Design Level One
Life Christian Academy Curriculum Guide

1st Grade Social Studies

Course Title: Social Studies

Course Type: Academic

Grade Level: First Grade

Time on Task: approximately 1 1/2 hour per week

Course Philosophy: History is the written record of God's dealings with men as individuals and as communities or nations. God is sovereign and is actively orchestrating events in the lives of these individuals and nations. God requires submission to those placed in authority. As servants of God, students must be taught their responsibility in serving as salt and light in the community or nation in which God has placed them.

Course Description: First grade social studies will cover the core disciplines of history, geography, civics, and economics. Students will use geography skills to locate and identify their community, city, state, and country on a map. Students will identify patriotic symbols, traditions and famous people of the United States. Other countries and their customs will be explored. There will be an emphasis on citizenship education and the student's responsibility as a citizen of the United States.

Spiritual Goals:

1. To teach the student that God has organized life in such a way that people live in groups in order to learn from and help one another. (I Corinthians 12, Ephesians 4:4-14)
2. To teach the student that God has a plan for individuals and nations, and He is carrying this plan to completion. History records the progress of that plan. (Jeremiah 29:11, Deuteronomy 6:1-25)
3. To teach the student that Christian citizens have a responsibility to respect and obey those in authority. Christian citizens also have a responsibility to be actively involved in the community or nation in which God has placed them. (Romans 13:1)

Course Scope and Sequence

- Exhibit traits of good citizenship.
- Recognize patriotic symbols and traditions.
- Demonstrate knowledge of basic geographic concepts.
- Recognize that children in various communities and cultures are alike and different.
- Identify basic economic concepts.
- Identify famous Americans and their impact on America.
- Use map skills to locate places of interest on a map.
- Explain the freedoms that Americans enjoy.
- Identify methods of communication used in the past and present.
- Identify methods of transportation used in the past and present.

Biblically Integrated Concepts:

1. *The student will recognize that God has organized life in such a way that people live in groups in order to learn from and help one another. (Romans 12:4-5)*
2. *The student will recognize that God commands our submission to those in positions of governmental authority. (Romans 13:1)*
3. *The student will understand that God has a plan for individuals and countries and will carry that plan to completion. (Jeremiah 29:11)*
4. *The student will recognize that God is actively involved in the lives of individuals, communities, and nations and sovereignly controls in all circumstances. (Daniel 2:20-23)*

Course Objectives:

The student will:

Civics:

1. exhibit behavior that demonstrates an understanding of school and classroom guidelines. **(PASS)**
2. identify the American flag by telling how many stripes and stars, the colors of the flag and the meaning of each color and symbol on the flag.
3. recite the pledge to the American flag. **(PASS)**
4. identify other symbols related to our country (e.g., bald eagle, monuments, seal, Liberty Bell, Uncle Sam, Statue of Liberty). **(PASS)**
5. name the capital of the United States.
6. identify the national anthem of the United States. **(PASS)**
7. state the basic freedoms of all Americans as listed in the first amendment.
8. identify the Oklahoma flag as a symbol of our state.
9. name the capital of the state of Oklahoma.
10. describe the importance of individual responsibility (e.g., responsibility as a student, family member, citizen).

Geography:

1. give the number of states in the United States of America.
2. identify and write the names of their school, city, state, and nation. **(PASS)**
3. locate specific points on a map (e.g., city, state, country). **(PASS)**
4. demonstrate a knowledge of directions on a map (e.g., north, south, east, west). **(PASS)**
5. locate the four oceans and seven continents on a map or globe. **(PASS)**

History:

1. identify the events associated with commemorative holidays in the United States (e.g., Independence Day, Flag Day, Veteran's Day, President's Day).
2. identify famous Americans and explain their impact on the United States (e.g., Pilgrims, George Washington, Paul Revere, Benjamin Franklin, Martin Luther King).

Economics, Communication, Transportation:

1. Identify methods of communication used in the United States and compare them to methods of communication in the past. (e.g., smoke signals, pony express, town criers, telegraph/radio, television, newspapers, internet, E-mail).
2. Identify methods of transportation used in the United States and compare them to methods of transportation in the past. (e.g., horseback, stagecoach, horse & buggy, steamboats, steam engines/ automobiles, trains, airplanes, boats, buses).
3. Describe how people get their basic needs of food, clothing, and shelter (e.g., make/grow their own, trade with others for what they need, earn money to buy the things they need). **(PASS)**
4. Identify ways of earning money (e.g., match pictures or simple descriptions of work people do with the names of the jobs). **(PASS)**

Resources: Abeka Books: *My America and My World*
Selected Units

1st Grade Bible

Course Title: Bible

Course Type: Academic

Grade Level: 1st grade

Time on Task: approximately 30 minutes four days a week, 2 hours per week

Course Philosophy: The study of God's Word is the heart and core of a Christian school. Knowledge of God's Word is the foundation for being spiritually strong and our mission is to train students to be spiritually strong. Knowledge of the Scriptures will give students a ruler for measuring the accuracy of everything they are taught.

Course Description: The first grade students will briefly review the creation and fall of man. The students will then learn about God's covenant with Noah and Abraham. The course will cover the birth and early life of Jesus, as well as the miracles of Jesus.

Spiritual Goals:

1. To teach the student to recognize the godly and ungodly choices that various characters of the Bible have made and to learn from those choices. (Hebrews 11, Deuteronomy 11:26-28)
2. To lead the student to discover that God, who manifested Himself in the Old Testament, is eager to manifest Himself today in his/her life. (Hebrews 1:1, Luke 4:16-21)
3. To empower the student to change his/her world for Christ. (Matthew 5:1-16, I Peter 3:15, I Peter 2:9)

Course Scope and Sequence

- **Noah and the building of the ark**
- **God's covenant with Noah**
- **The tower of Babel**
- **God's covenant with Abraham**
- **Joseph's choices and the effects of those choices**
- **The birth and early life of Jesus**
- **The baptism and temptation of Jesus**
- **The teachings of Jesus**
- **The miracles of Jesus**

Course Objectives

The student will:

1. review the days of creation.
2. arrange pictures of the days of creation in order.
3. be encouraged to praise God for His awesome creation.
4. recognize those he/she should obey.
5. identify the consequences of disobeying.
6. identify the rewards of obeying.

7. discuss Noah's choices and the results of those choices.
8. be encouraged to trust God to take care of him/her.
9. explain in his/her own words God's covenant with Noah.
10. retell the Biblical account of the Tower of Babel in his/her own words.
11. discuss the need for people in all countries to know God.
12. explain God's promise to Abraham.
13. participate in a collection of items for the needy.
14. be encouraged to be a helper in his/her own family.
15. discuss ways to solve problems in a family.
16. discuss the consequences of jealousy and hatred.
17. retell the story of Joseph and the coat of many colors in his/her own words.
18. discuss the importance of forgiving others.
19. identify those that he/she needs to forgive.
20. recognize the birth of God's Son as a gift.
21. understand that God's gift of His Son was for all peoples.
22. write a thank you note to God for His gift.
23. be challenged to be a "modern-day John the Baptist" and tell others about Jesus.
24. identify people he/she needs to tell about Jesus.
25. identify ways to fight temptation.
26. memorize the names of the twelve disciples.
27. recognize the beatitudes exhibited in modern-day application stories.
28. retell the story of the wise and foolish builders.
29. discuss how he/she can build his/her life on the words of Jesus.
30. discuss the importance of forgiveness.
31. retell the story of Jesus calming the storm.
32. retell the story of Lazarus being raised from the dead.
33. discover how to set his/her mind on things from above.
34. discuss the meaning of worship.
35. identify ways in which they can worship.
36. be encouraged to thank God for answered prayer.

Resources: Standard Publishing: Biblical Choices for a New Generation: The God of Impossibilities & NIV Bible