

## **Kindergarten Language Arts**

**Course Title:** Language Arts- Phonics, Reading, and Writing

**Course Type:** Academic

**Grade Level:** Kindergarten

**Time on Task:** 2 hours per day, 10 hours per week

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

**Course Description:** The course attempts to teach each student to interpret words through the use of sight, phonics, and decoding skills. The course also attempts to teach students to express and interpret meaning – both through the print mode and verbally.

### **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**

- Identify upper and lower case letters
- Recognize the short vowels and their sounds (a,e,i,o,u)
- Recognize the consonants and their sounds
- Blend two letters together
- Sound one-vowel words
- Recognize the long vowel sounds (a,e,i,o,u)
- Sound two-vowel words
- Read special sounds

## Course Objectives

### Phonics

***(BIC) God's will is that people should read with understanding. God made sure that His message was written so that people could read it and know His will. (2 Timothy 3:16-17)***

**The student will be able to:**

1. state that God has given us the ability to read so that He can tell us how we can be saved.

***(BIC) Using the principles in God's Word, a student can discern values and world views while reading literature. (Hebrews 4:12)***

**The student will be able to:**

1. Distinguish between God's truth and man's own thinking by comparing a variety of stories.
2. Discern appropriate literature for a child of God.

***(BIC) God has gifted individuals to write material for our enjoyment. (I Corinthians 12)***

The student will be able to:

1. identify upper and lower case letters of the alphabet by using word/picture association.
2. name letters of the alphabet by using word/picture associations.
3. recognize the short vowels by using word/picture associations and charts. (a,e,i,o,u)
4. recognize the short vowel sounds by using word/picture associations and charts. (a,e,i,o,u)
5. recognize the consonant sounds by using word/picture associations.
6. blend two letters together by using word/picture associations and blend ladders. (blending a consonant and a vowel together, for example: ta )
7. sound one-vowel words by using word/picture associations and blend charts.
8. state and apply the one-vowel rule (when there is one vowel in a word, that vowel usually says its short sound)
9. identify phonetic markings using charts and memorization. (long or short)
10. demonstrate how to mark long or short vowels.
11. state and apply the two consonant rule (When two consonants that are alike come together, they make their sound once.)
12. recognize sight words through the use of charts and rote memorization. (the, I , a, to, do, you, & of)

13. recognize long vowel sounds by using word picture associations and charts.
14. sound two-vowel words by using word picture associations.
15. state and apply the two-vowel rule. (When there are two vowels in a word, the first vowel says its long sound, and the second vowel is silent)
16. identify special phonics sounds by using word/picture associations. (see attached list)
17. pronounce special phonics sounds by using word/picture associations. (see attached list)
18. complete simple rhyming pairs by using word picture associations. (example: map/cap)

## **Resources**

1. ABEKA: Kindergarten Curriculum (Letters and Sounds)

## **Reading**

### **Course Scope and Sequence**

*(BIC) God's will is that people should read with understanding. God made sure that His message was written so that people could read it and know His will. (2 Timothy 3:16-17)*

#### **The student will be able to:**

1. state that God has given us the ability to read so that He can tell us how we can be saved.

*(BIC) Using the principles in God's Word, a student can discern values and world views while reading literature. (Hebrews 4:12)*

#### **The student will be able to:**

1. Distinguish between God's truth and man's own thinking by comparing a variety of stories.
2. Discern appropriate literature for a child of God.

*(BIC) God has gifted individuals to write material for our enjoyment. (1 Corinthians 12)*

## **Reading**

- Demonstrate proper volume while reading a given passage.

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

## **Course Objectives**

### **Reading**

The student will...

1. read loud enough to be heard clearly.
2. hear and repeat a simple eight –to- ten word sentence.
3. identify end punctuation using charts (period, exclamation point, and question mark)
4. identify and respond appropriately to periods and commas (stop at a period and pause at a comma)
5. allow voice to drop at a period and rise with a question mark by listening to teacher demonstration.
6. allow voice to show excitement at an exclamation mark by listening to teacher demonstration.
7. hold books correctly and track print with either finger, bookmark, or sight by observing teacher demonstration.
8. enunciate words clearly.
9. read at speed that allows accuracy, smoothness, and expression by listening to teacher demonstration and practice.
10. pronounce words and read sentences correctly by using short and long vowel rules, special sounds, two letter blends, and two consonant rule.
11. express confidence in reading and speaking before others by practicing in reading groups.
12. express good voice inflection to make the story more interesting and realistic by practicing during reading groups.
13. tell what happens first, middle, and last in a story by answering comprehension questions.
14. show basic parts of a book by observing and listening to teacher demonstration and memorization. (front and back of a book)

## **Course Scope and Sequence**

### **Penmanship**

- Use proper writing position
- Use correct letter formation

- Use correct letter size
- Use correct letter spacing

### **Course Objectives**

The student will be able to ...

1. use correct posture during writing.
2. demonstrate the proper paper slant.
3. hold pencil using thumb and two fingers.
4. identify the upstairs, downstairs, and basement in a set of writing lines.
5. use one inch letter formation with a mid-line guide.
6. correctly write letters of the alphabet (uppercase and lowercase).
7. write blends with the proper formation.
8. copy words introduced in daily phonics.
9. write his or her first name correctly.
10. copy phrases correctly.
11. copy sentences correctly.

### **Course Scope and Sequence**

#### **Oral Language**

- Share stories
- Contribute to group discussion
- Speak using complete sentences
- Tell what is happening in a picture
- Retell a story in their own words

### **Course Objectives**

The student will be able to...

1. share stories and ideas through show and tell.
2. contribute to group discussions in various classroom activities.
3. speak using complete sentences ( using subject, verb, and some adjectives)
4. tell what is happening in a picture.
5. retell a story in their own words.

## **Kindergarten Mathematics**

**Course Title:** Mathematics

**Course Type:** Academic

**Grade Level:** Kindergarten

**Time on Task:** 2 hours per day, 10 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.

**Course Description:** This course provides an introduction to the world of mathematics. Students review the concept of numbers and their value. An introduction to addition and subtraction, time, money and measurement is provided.

### **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)

### **Course Scope and Sequence**

#### **Numbers**

- Recognizes numbers 1-100
- Understands number concepts 1-100
- Counts forward by ones, twos, tens, and fives to 100
- Writes numbers by ones, twos, tens, and fives to 100
- Compares larger/smaller, before/after, more/less, largest /smallest 1-100
- Writes number words one through ten
- Identifies objects in their ordinal position first through tenth
- Uses one-to-one correspondence
- Constructs simple patterns
- Demonstrates spatially related terms (example: above and below)

**Addition and Subtraction**

- Identifies symbols used in addition and subtraction
- Adds and subtracts numbers in order (1-10) and mixed order (horizontal /vertical)
- Solves addition and subtraction word problems orally
- Adds pennies, dimes, nickels in various combinations
- Understands commutative property
- Subtracts one and all of a number
- Writes subtraction sentences

**Multiplication**

- Counts by twos, fives, and tens

**Fractions**

- Identifies a whole and a half

**Problem Solving**

- Solves oral story problems
- Sorts objects by common factor

**Time**

- Identifies clock face, hour and minute hand
- Reads and writes time by hour, half past, and quarter past
- Counts intervals of time by fives

**Money**

- Recognizes and knows value of penny, dime, nickel, and quarter
- Counts penny, dime, nickel, and quarter
- Adds penny, dime, nickel, and quarter
- Identifies symbol for coins

**Measurement**

- Identifies ruler
- Identifies inch
- Measures inch
- Arranges objects in graduated order

**Graphing**

- Helps create simple graphs
- Reads simple graph

## **Geometry**

- Recognizes and draws shapes (circle, square, rectangle, oval, star, diamond, triangle)

## **Logic and Thinking Skills**

- Constructs simple patterns
- Sorts objects based on properties

## ***Biblically Integrated Concepts***

*The students will read 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)*

## **Learning Objectives:**

**The student will ...**

### **Numbers**

1. identify numbers 1-100.
2. count numbers 1-100.
3. write numbers 1-100.
4. count forward by twos to 100.
5. count forward by tens to 100.
6. count forward by fives to 100
7. write numbers by twos to 100.
8. write numbers by tens to 100.
9. write numbers by fives to 100.
10. identify sizes such as larger/smaller, more/less, before/after, and largest/smallest.
11. put objects in order of larger/smaller and largest/smallest.
12. write number words on lined paper. (one – ten)
13. identify objects in their ordinal position. (first-tenth)
14. put objects in their ordinal position.(first- tenth)
15. pair and count objects using one-to-one correspondence.

### **Addition and Subtraction**

1. identify symbols used in addition and subtraction. ( + , - , = )
2. add and subtract numbers 1-10. (horizontally and vertically)
3. identify addition and subtraction story problems.
4. solve addition and subtraction story problems orally.
5. add coins in various combinations. (penny, dime, nickel, & quarter)
6. subtract one of a number. (3-1=2)
7. subtract all of a number. (2-2=0)
8. write addition/subtraction sentences using symbols and numbers.

### **Multiplication**

1. count forward by twos to 100.
2. count forward by tens to 100.
3. count forward by fives to 100.

### **Fractions**

1. identify a whole object.
2. identify half of an object.

### **Problem Solving**

1. identify a story problem.
2. orally solve a story problem.
3. identify clues to determine what operation to use.

### **Time**

1. identify a clock.
2. locate the hour hand on a clock.
3. locate the minute hand on a clock.
4. read the time on the hour.
5. read time at half past the hour.
6. read the time at quarter past the hour.
7. write time on the hour.
8. write the time at half past the hour.
9. write the time at quarter past the hour.
10. count intervals of time by fives on the clock.

### **Money**

1. recognize pennies.
2. recognize dimes.
3. recognize nickels.
4. recognize quarters.
5. know the value of pennies.
6. know the value of dimes.
7. know the value of nickels.
8. know the value of quarters.
9. add pennies.
10. add dimes.
11. add nickels.
12. add coins in mixed order. (penny + nickel=6 cents)
13. recognize the symbol for cents.
14. use the symbol for cents where appropriate.

### **Measurement**

1. recognize a ruler.
2. use a ruler to measure inch.
3. recognize an inch on a ruler.

4. put objects in graduated order from shortest to tallest, thinnest to thickest.

### **Graphing**

1. recognize simple graphs. (bar)
2. create with assistance a simple graph using objects.
3. read a simple graph for information.

### **Geometry**

1. recognize circles.
2. recognize squares.
3. recognize rectangles.
4. recognize ovals.
5. recognize stars.
6. recognize diamonds.
7. recognize triangles.

### **Logic and Thinking Skills**

1. constructs and copies simple patterns.
2. sorts objects into sets based on common features.
3. identify spatially related terms such as on, above/below, beside/under, on top of/behind and over.
4. place objects according to spatially related terms such as on, above/below, beside/under, on top of/behind and over.

### **Resources**

ABEKA: Kindergarten Curriculum: Number Skills K

## **Kindergarten Readiness Skills**

**The student will....**

1. identify days of the week
2. identify months of the year
3. state full name
4. state birthday
5. state address
6. state phone number
7. state parents name
8. name shapes ( circle, square, triangle, oval, diamond, star, rectangle)
9. name basic colors ( black, white, red, blue, green, brown, purple, yellow, orange )
10. recognize Oklahoma on a map
11. recognize United States on a map
12. identify various occupations ( fireman, police officer etc...)
13. reproduce a three object pattern from memory ( # #%)
14. demonstrate left to right
15. and top to bottom

## **KINDERGARTEN SCIENCE**

**Course Title:** Science

**Course Type:** Academic

**Grade Level:** Kindergarten

**Time on Task:** approximately 45 minutes 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 students' interest and encourages them to explore God's creation.

**Course Description:** The course will attempt to stimulate the students' interest in science through a study of the wonders of creation. Students will study about themselves, the plant world, animals, and weather and seasons.

### **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, Psalm 95:3-5, Isaiah 66:1-2, Isaiah 45:18)
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 human body
- Animals
- Plants
- Weather
- Seasons

### ***Biblically Integrated Concepts***

***The student will relate the events of the creation according to Genesis 1. (Genesis 1)***

***The student will memorize Psalm 139:14 and explain the verse in his/her own words.***

### **Learning Objectives:**

The student will be able to:

1. name the five senses God has given him/her and describe how each of these senses help them to discover the world around them.
2. observe, describe, sort and classify objects according to their common properties (e.g., animals, plants, shells, rocks)
3. compare and describe the properties of some objects (e.g., magnetic/non-magnetic, float/sink, heavy/light.)
4. participate in simple experiments to discover information.
5. ask questions, make predictions, and communicate observations orally and/or in drawings.
6. list ways to take care of our bodies.
7. describe the weather and record information on a weather chart.
8. discuss the effects of different types of weather.
9. name and describe the four seasons
10. list what is needed for seeds to grow.
11. describe how humans depend on seeds, plants, etc...
12. match animal babies with their parent.
13. identify various animals and insects

**Resources:** Selected Units and Activities

**Kindergarten  
Social Studies**

**Course Title:** Social Studies

**Course Type:** Academic  
**Grade Level:** Kindergarten  
**Time on Task:** approximately 1 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:** Kindergarten social studies provides preparation for history, geography, and civics. Historical understanding is developed by focusing on important holidays and their significance. Geography skills include locating school and home and identifying city, state and country. Citizenship education involves the importance of school and classroom rules, the value of honesty, fair play and hard work. The memorization and understanding of the Pledge of Allegiance are emphasized. The students are introduced to various community helpers and their roles in the community.

**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. 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)

**Course Scope and Sequence**

- Exhibit traits of good citizenship
- Recognize patriotic symbols and activities
- List biographical data
- Explain the importance of individual responsibility
- Demonstrate knowledge of basic geographic concepts
- Recognize that children in various communities and cultures are alike and different
- Identify basic economic concepts
- Identify the need, function, and location of school personnel and community helpers
- Relate the significance of important holidays

***Biblically Integrated Concepts***

***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)***

*God commands our submission to those in positions of governmental authority.  
(Romans 13:1)*

*God has a plan for individuals and countries and will carry that plan to completion.  
(Jeremiah 29:11)*

*God is actively involved in the lives of individuals, communities, and nations and sovereignly controls in all circumstances. (Daniel 2:20-23)*

**Learning Objectives:**

**The student will:**

**Civics:**

1. work and play cooperatively in large group settings.
2. work and play cooperatively in small group settings.
3. exhibit behavior that demonstrates an understanding of school and classroom guidelines.
4. listen to others while in large and small groups.
5. show respect for others and their property.
6. identify the American flag as a national symbol of our country and understand the etiquette of its use.
7. recite the pledge to the American flag.
8. identify the Oklahoma flag as a symbol of our state.
9. state his/her full name, age, birthdate, address, telephone number, and name of parent or guardian.
10. describe the importance of individual responsibility (e.g., responsibility as a student, family member, citizen).
11. explain the significance of specific holidays.

**Geography:**

12. locate and describe familiar places (e.g., classroom, home, school).
13. begin to develop an understanding of city/town, state, and country.
14. identify a map as a drawing of a particular location.
15. recognize Oklahoma on a map of the United States.
16. identify how children within the local community and around the world have needs in common (e.g., salvation, food, clothing, shelter).
17. identify how children within the local community and around the world are unique as to languages, food, clothing, transportation, and customs.

**Economics:**

18. recognize money is used to purchase goods.
19. distinguish between needs and wants.
20. identify the need, function and location of school personnel and community helpers: secretary, principal, custodian, coach, fireman, policeman, pastor, nurse, doctor.

**Resources:** ABEKA Books

## Selected Units

### **KINDERGARTEN BIBLE**

**Course Title:** Bible

**Course Type:** Academic

**Grade Level:** Kindergarten

**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. Our mission is to train students to be spiritually strong and knowledge of God's Word is the foundation for being spiritually strong. Knowledge of the Scriptures will give students a ruler for measuring the accuracy of everything they are taught.

**Course Description:** The course will present God as the Creator of the universe and Jesus as the perfect Son of God. Student will see the choices that Abraham and his family made and the result of those choices. Students will be challenged to analyze these choices to learn to make godly choices in their own lives.

#### **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**

- **The creation**
- **Adam and Eve's choices and the effects of those choices**
- **Cain and Abel's choices and the effects of those choices**
- **God becomes Man and His perfect example**

#### **Course Objectives**

The student will:

1. identify what was created on each day of creation by cutting and pasting the days in sequential order.
2. explain man's relationship to the animals and plants created by God.

3. illustrate an example of the beauty of God's creation.
4. understand the importance of taking care of God's creation by participating in a service project on the outside grounds of the school.
5. develop an appreciation for God's creation of water by listing the ways we use water to exist.
6. name functions that animals and insects perform in the cycle of nature.
7. identify man as the greatest of God's creation.
8. explain in their own words what makes each individual special.
9. explain in their own words the significance of God's rest on the seventh day.
10. explain what a "choice" is and how the choices we make can effect our relationships in our family as well as our relationship with God.
11. evaluate choices presented to him/her as either bad (ungodly) or good (godly) choices.
12. identify a choice to disobey as sin.
13. describe the consequences of Adam and Eve's choice to sin.
14. assemble a wordless book and explain what each page means in his/her own words.
15. differentiate between sin and a mistake.
16. recognize violence as the wrong way to solve a problem and give alternative solutions.
17. practice sharing with others and recognize the positive effects that come from sharing.
18. identify the negative effects of jealousy.
19. identify the effects of lying as they study Cain's choice to lie to God.
20. discover that being obedient to parents is the right choice.
21. identify the birth of Jesus as a promise kept by God.
22. retell the story of the birth of Jesus.
23. identify gifts that we can give to Jesus.
24. identify Jesus's purpose on earth.
25. identify ways that God cares and provides for him/her.
26. list four different types of prayer: prayer of thanksgiving, prayer for needs, prayer for others, prayer of praise and give an example of each.
27. be encouraged to do their best for God.
28. be encouraged to depend upon God in all circumstances.
29. explain the importance of being nice to people, including those different from him/her.
30. cite an example of Jesus being nice to those different from him.
31. review the choices he/she made to be nice throughout the week.
32. cite examples of how Jesus put others before Himself.
33. retell the story of the good Samaritan and apply it to his/her own life.
34. be challenged to follow Jesus's example of gentleness in his/her relationships and in problem solving.
35. distinguish between the truth and a lie.
36. give examples of the negative consequences of lying.
37. define forgiveness.
38. learn to forgive others.

39. explain the role of a missionary.
40. pray for those in other countries who need to hear the good news of the gospel.
41. discuss the importance of sharing the good news of the gospel with others.

**Resources:**

Standard Publishing: Biblical Choices for a New Generation: The God of Creation