

Curriculum Philosophy

Kingdom Education



Church, Home and School Coming Together for the Cause of Christ

Academics at Oklahoma Christian School are rooted in a God-centered view of life, allowing students to understand themselves and the world around them from a biblical perspective. The curriculum at Oklahoma Christian School is challenging. Our desire is to produce students who are thinkers, able to leave our school and be change-agents in their chosen profession, all for the glory of God. Though taught from a distinctively Christian perspective, the students at OCS are not sheltered from the worldviews of others. Rather, they are taught the truth of God's Word and understand how to go into the world able to clearly articulate their faith. We believe we are best able to change the world for Christ by producing students who have high academic standards, able to be leaders in their chosen field.

Curriculum Philosophy

Oklahoma Christian School strives to provide a solid academic foundation centered on a Christ-centered Worldview. We believe in Kingdom Education – or the home, church, and school coming together for the educational process. Ecclesiastes reminds us that a “three-fold cord is not easily broken.” Building an integrative mindset into the next generation is effective when parents, pastors, and teachers are presenting the same message.

We believe curriculum is “everything we do”, including extra-curricular and co-curricular activities. Our mission is to partner with families to produce the next generation of godly leaders. Therefore, we strive to provide a well-rounded graduate, capable of leading in their chosen field of study.

The curriculum is traditional and sequential in scope with a solid content and skill core at the center of five major subject areas: English/language arts, mathematics, science, history, and Bible. These content areas are enriched with co-curricular course offerings in art, foreign language, music, drama, technology, physical education and a well-defined athletics program. We strive to assist every child in discovering their God-given interests and passions.

Our curriculum is reviewed and modified often. Vertical Alignment Teams have been established to formally review and continually monitor the curriculum. If a concern arises, the matter is reviewed by the departmental alignment team. This team may then choose to make recommendations to the administration. If those suggestions fit with the mission of our school, are financially feasible, will fit within the school schedule and facility limitations, and deemed likely to further the learning of the student, they are usually approved. However, all major curriculum changes rest with the school administration.

Additionally, a system is in place to review academic textbooks and other supporting curricula. (A separate sheet follows, outlining our textbook adoption procedure.)

Our curriculum standards are high. We consistently monitor our curriculum objectives and determine if they are in alignment with national standards. Any curriculum change is research based. The teachers of Oklahoma Christian School are continuously reviewing best practices in their primary field of study.

We encourage students to be thinkers. While emphasis is placed on rote memorization of key factual information, a greater emphasis is placed on producing a generation of thinkers. The desire of Oklahoma Christian School is to produce scholars who love learning and leave our school with a commitment to be a life-long learner.

Emphasis is placed upon research and the analyzing of such research. Students are taught the value of checking the sources of information. Students are also

taught how to take data produced by various sources and determine if it aligns to the truth of God's Word.

While Oklahoma Christian School produces many students of academic merit, we also clearly provide a place for an average learner to thrive. Additionally, we provide support for students with learning differences. Most students are successfully able to remain at OCS. Our school provides the Discovery Program (NILD) for students who are tested and found to have learning difficulties. Additionally, an Academic Support Lab is provided at the elementary level to help both struggling students and provide academic challenge to those students performing above grade level. The Discovery Director partners with families and teachers to write a 504 Plan (Americans with Disabilities Act). Such plans provide teachers with an individualized instructional plan to better ensure success for all students.

The desire of Oklahoma Christian School is to prepare students, not merely for college, but for life.

Textbook Adoption

All textbooks are reviewed EACH year at the beginning of the second semester. The process begins with the principal entering into a discussion with the team leader for each grade level. Questions are asked:

- Is your current textbook meeting your needs?
- Do we have the necessary consistency between grade levels?
- Are textbooks in proper condition?
- How many years have we used the same textbook?

If, after answering these questions, it is determined that it is in the best interest of the students to select a new publisher, the formal process begins.

A committee is assembled for each textbook selection. A chairperson is chosen. The chairperson receives a small stipend for this additional effort.

The chairperson:

- Researches various publishers.
- Contacts 5-6 publishers to request samples of curriculum for EACH grade level.
- Creates a rubric specific to the subject are under consideration.
- Facilitates the committee process. Each committee member takes their grade level material back to their team for additional feedback.
- The committee meets regularly to discuss progress.
- Once the selection has been narrowed down to two or three publishers, representatives from those publishers come to a faculty meeting (one publisher per faculty meeting) to present their materials to the ENTIRE faculty.
- Enrichment teachers also provide input, as many publishers now include supplemental art projects, songs, body movements, etc.
- Using feedback from the faculty and information gained from the rubric, the committee makes the final selection.
- Once a decision has been made, a representative from the textbook publisher meets with the principal and chair of the committee to begin the ordering process.

The philosophy of textbook adoption is to change when we need to change, but not to switch publishers for the sake of switching publishers. If what we are currently using is supporting student learning, is user friendly, and is in good condition, etc., the decision is made to remain with the current publisher. We feel this is being good stewards of the resources we have been provided.

Bible

Pre-Kindergarten – Grade Twelve

Bible is THE most important subject taught at Oklahoma Christian School. There is no limit to the amount of knowledge contained in God's Holy Word. Bible is taught as an academic subject beginning in PreK. Students are taught Bible history, Bible doctrine, and Bible application.



"I advise no one to place his child where the Scriptures do not reign paramount. Every institution that does not unceasingly pursue the study of God's Word becomes corrupt.

Martin Luther

Biblical Integration Overview

Biblical truth is foundational to all we do at Oklahoma Christian School

As Christian educators, we strive to constantly and consistently integrate the scriptures into our instruction. We are motivated by:

“Love the Lord your God with all your heart and with all your soul and with all your strength. These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.”

Deuteronomy 6: 4 - 7

All instruction is based on the absolutes of God’s Word. Such absolutes include:

- Creation
 - Fallen nature of man
 - Salvation through Christ alone
 - God’s sovereignty
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We realize a teacher’s primary impact lies in how we handle emotional, social, spiritual, and behavioral concerns on a daily basis. We are motivated by the words in Paul’s final letter to Timothy which says:

“Do your best to present yourself to God as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth.”

II Timothy 2: 15

Bible Overview

Oklahoma Christian School is an inter-denominational school. Therefore, our Bible curriculum must reflect the mission of our school. God's Word is non-denominational. We believe:

- The Bible is the inspired and infallible Word of God.
- That the Bible was given to us by inspiration of God and through the Holy Spirit for doctrine, reproof, correction, and instruction.
- That through the study of the Bible, we may be made equipped for every good work for the glory of God Himself.

Bible Components

Bible includes the following components:

- Bible content and history
- Character emphasis./daily application
- Catechism

Bible Courses by Grade Level

- PreK - General Bible Overview – Focus on Thinking God's Way
- Kind. - General Bible Overview - Focus on Chronological Stories of Both Old and New Testament
- 1st Grade - General Bible Overview – Focus on God's Care for His People
- 2nd Grade - General Bible Overview – Focus on Serving Others
- 3rd Grade - General Bible Overview – Focus on Personal Salvation
- 4th Grade - General Bible Overview – Focus on Attributes of God
- 5th Grade - General Bible Overview – Focus on How to Study the Bible and The Study of Proverbs
- 6th Grade - General Bible Overview – Focus on the Gospel of John

7th Grade - General Bible Overview – Teacher Created Units

8th Grade - General Bible Overview – Teacher Created Units

9th Grade – Bible I

10th Grade – Bible II

11th Grade – Bible III

12th Grade – Bible IV

Textbooks in Current Adoption

- PreK – Bob Jones Press - *Bible Truths for K4*
- Kind. - Bob Jones Press - *Bible Truths for K5*
- 1st Grade – Bob Jones Press – *A Father’s Care*
- 2nd Grade – Bob Jones Press – *A Servant’s Heart*
- 3rd Grade – Bob Jones Press – *Following Christ*
- 4th Grade – Bob Jones Press – *God and His People*
- 5th Grade – Positive Action Publishers – *Wise Up – Study of Proverbs*
- 6th Grade – Positive Action Publishers – *The Life of Christ: Gospel of John*
- 7th Grade – Teacher Created Curriculum
- 8th Grade – Teacher Created Curriculum
- 9th Grade – Lifeway – *How Now Shall We Live?*
- 10th Grade – NextStep – *12 Seeds for Successful Relations*
- 11th Grade - Thomas Nelson – *Handbook of Today’s Religions*
- 12th Grade - W Publishing Group – *Why I Believe*

Biblical Integration

How to Put Biblical Worldview Integration into Practice

Oklahoma Christian School



"Whenever Christians make the connection between faith and life - between the biblical worldview and the issues of our day - societies are renewed and communities are restored. And whenever the people of God have committed themselves to do the will of God, in all spheres and sectors of society, they have turned the world upside down - or better, right side up."

Charles W. Colson

“Whenever Christians make the connection between faith and life – between the biblical worldview and the issues of our day – societies are renewed and communities are restored.

And whenever the people of God have committed themselves to do the will of God, in all spheres and sectors of society, they have turned the world upside down – or, better, right side up.

Before we can make a real and lasting difference in the culture, we must understand how the biblical worldview connects with every aspect of the creation.

This means that we need teachers who are prepared to help us reconnect with our biblical mandate.”

Chuck Colson

**Oklahoma Christian School
Course Description**

Course: Bible

Grade Level: Kindergarten

Teacher: _____

Philosophy Statement	The philosophy of the Bible department is shaped by the conviction that the Bible is the verbally inspired Word of God, wholly without error in the original autographs given by God, and is sufficient as our only infallible rule of faith and practice. A study of the Bible constitutes the most significant discipline for any person. This concept is reflected in scripture, “Study to show thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth.” (2 Timothy 2:15). Our response to reading and studying the Bible is belief in and obedience to the revealed will of God. No other book compares to the Bible. The Bible and the Christian faith can be defended as the sole deposit of eternal truth as revealed by God and embodies the revealed will of the Eternal God.
Course Objective	Students will listen to daily Bible stories, review Bible verse each day to be recited on Friday of each week, discuss doctrinal truths, discuss character trait presented with daily story.
Textbook	Bob Jones K-5 Bible Truths 2004 BJU Press
Other Resources	Bible Truths Picture Packet, Days of Creation Picture Packet, Bible Truths CD, Teacher materials in back of Teacher Edition
Time Allotment	20 minutes per day, 5 days per week
Course Content	<ul style="list-style-type: none"> • God’s Word speaks to me. • God created the world. • God’s love convicts me of sin and shows me the way to salvation. • God’s friends Abraham, Isaac, and Jacob show their love for God. • Joseph trusts God. • God works through Moses. • We give thanks to God. • God sent His Son. • God’s helpers from Joshua to Jonah serve God. • We believe that Jesus is God. • Jesus is alive today. • The disciples work for Jesus. • We talk to God. • I can be a missionary helper like Paul.. • We apply God’s truths.
Evaluation Methods	<ul style="list-style-type: none"> • Reciting Bible verses • Class participation

Unit Scope & Sequence

Course Name Bible

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 1 God's Word K-5 Bible Truths Bob Jones</p>	<p><i>Students will:</i></p> <p>Understand that God speaks to us in his written word, the Bible.</p> <p>Understand that God wants us to be good listeners.</p> <p>Learn that the Bible is our guidebook.</p> <p>Learn that God talked to others long ago.</p> <p>Learn that God talks to us today through the Bible.</p> <p>Understand how important it is to tell others about God's word.</p>	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i></p> <p>Guided instruction</p> <p><i>Materials:</i></p> <p>Bible</p> <p>Picture packet</p> <p>Visual memory verse</p>	<p><i>Methods to determine mastery</i></p> <p>Observation</p> <p>Participation</p> <p>Memorization of Bible verses</p>	<p><i>Time allowed for this unit of study</i></p> <p>20 minutes daily</p>

Unit Scope & Sequence

Course Name Bible

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 2 God's World K-5 Bible Truths Bob Jones</p>	<p><i>Students will:</i></p> <p>Understand that God made all things. Understand that God made the world out of nothing. Understand that God made the seas, sun, moon, and the stars. Understand that God made all the animals in water and on land. Understand that God made man. Understand that God rested on the 7th day. Realize that the first day of the week is the Lord's day. Develop an attitude of thankfulness for God's creation. Realize God is present everywhere.</p>	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i></p> <p>Guided instruction</p> <p><i>Materials:</i></p> <p>Bible Picture packet Visual memory verse</p>	<p><i>Methods to determine mastery</i></p> <p>Observation Participation Memorization of Bible verses</p>	<p><i>Time allowed for this unit of study</i></p> <p>20 minutes daily</p>

Unit Scope & Sequence

Course Name Bible

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 3 God's Love K-5 Bible Truths-Bob Jones</p>	<p><i>Students will:</i></p> <p>Realize that man has a soul that will live forever. Understand that God made us and all things for his own glory. Realize that sin brings death. Realize that all have sinned. Realize that by one man, Adam, sin and death entered the world. Understand that God gives us our families. Understand that Jesus died for our sins. Realize that we can live forever with God in heaven someday.</p>	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i></p> <p>Guided instruction</p> <p><i>Materials:</i></p> <p>Bible Picture packet Visual memory verse</p>	<p><i>Methods to determine mastery</i></p> <p>Observation Participation Memorization of Bible verses</p>	<p><i>Time allowed for this unit of study</i></p> <p>20 minute daily</p>

Unit Scope & Sequence

Course Name Bible

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 4 God's Friend K-5 Bible Truths Bob Jones</p>	<p><i>Students will:</i></p> <p>Understand that God wants us to love Him and obey His word.</p> <p>Understand that God promises to take care of us.</p> <p>Understand that we show God love by the way we act.</p> <p>Grow in their ability to trust God.</p> <p>Learn to be kind and courteous to others.</p> <p>Learn that God answers the prayers of those who love and obey Him.</p> <p>Learn that we glorify God when we love Him and do what He commands.</p> <p>Learn God wants to love Him and talk to Him in prayer.</p> <p>Learn God talks to us in His word, the Bible.</p> <p>Grow in his understanding of God's faithfulness.</p> <p>Realize God has promised us a home in heaven if we believe that Jesus took the punishment for our sins.</p>	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i></p> <p>Guided instruction</p> <p><i>Materials:</i></p> <p>Bible Picture packet Visual memory verse</p>	<p><i>Methods to determine mastery</i></p> <p>Observation Participation Memorization of Bible verses</p>	<p><i>Time allowed for this unit of study</i></p> <p>20 minutes daily</p>

Unit Scope & Sequence

Course Name Bible

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 5 God's Care K-5 Bible Truths Bob Jones</p>	<p><i>Students will:</i></p> <p>Understand that God has a special plan for us. Learn that God wants us to be content with what we have, to love one another, and to be honest. Remember that God is always with them and help them do the right things. Understand that God wants us to forgive each other. Learn to trust God and be happy to obey and serve God.</p>	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i></p> <p>Guided Instruction</p> <p><i>Materials:</i></p> <p>Bible Picture packet Visual memory verse</p>	<p><i>Methods to determine mastery</i></p> <p>Observation Participation Memorization of Bible verse</p>	<p><i>Time allowed for this unit of study</i></p> <p>20 minutes daily</p>

Unit Scope & Sequence

Course Name Bible

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 6 God's Leader K-5 Bible Truths Bob Jones</p>	<p><i>Students will:</i></p> <p>Realize that all people are sinners. Understand that the punishment for sin is death. Understand that if we believe that Jesus died for our sin, that we can have forgiveness. Understand that we must confess our sin to God, turn from it, and live God's way. Understand that God has a special plan for each of us. Realize that God will help us to do a special work for Him. Realize that God wants us to love and obey him every day. Realize God helps us to be doers of His word and not hearers only. Understand that what God says he will do, he does. Understand that God can do all things. Understand that there is only one true God. Realize that God promises to take care of us. Grow in their ability to trust God. Grow in their understanding of God's faithfulness. Realize that God gave us the commandments to obey and trust. Grow in their worship of God.</p>	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i></p> <p>Guided instruction</p> <p><i>Materials:</i></p> <p>Bible Picture packet Visual memory verse</p>	<p><i>Methods to determine mastery</i></p> <p>Observation Participation Memorization of Bible verses</p>	<p><i>Time allowed for this unit of study</i></p> <p>20 minutes daily</p>

Unit Scope & Sequence

Course Name Bible

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 7 God's Gifts K-5 Bible Truths Bob Jones</p>	<p><i>Students will:</i></p> <p>Grow in their ability to thank God for all he has done for us. Share their thoughts about thankfulness.</p>	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i></p> <p>Guided instruction</p> <p><i>Materials:</i></p> <p>Bible Picture packet Visual memory verse</p>	<p><i>Methods to determine mastery</i></p> <p>Observation Participation Memorization of Bible verses</p>	<p><i>Time allowed for this unit of study</i></p> <p>20 minutes daily</p>

Unit Scope & Sequence

Course Name Bible

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 8 God's Best Gift K-5 Bible Truths Bob Jones</p>	<p><i>Students will:</i></p> <p>Be reminded of God's mercy and great kindness towards us. Understand that God sent his son as a little baby. Understand that God sent his son to be our savior from sin. Learn to tell God we love him by praying, giving to him, and sharing him with others.</p>	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i></p> <p>Guided instruction</p> <p><i>Materials:</i></p> <p>Bible Picture packet Visual memory verse</p>	<p><i>Methods to determine mastery</i></p> <p>Observation Participation Memorization of Bible verses</p>	<p><i>Time allowed for this unit of study</i></p> <p>20 minutes daily</p>

Unit Scope & Sequence

Course Name Bible

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Unit 9 God's Helpers K-5 Bible Truths Bob Jones	<i>Students will:</i> Grow in their understanding that God is a great and powerful God. Grow in their ability to trust, obey, and be faithful to God. Understand that God keeps his promises. Understand that God has given us the courage to say and do the right things. Learn to be kind and thoughtful to others. Realize that God's mercy and wisdom are with us always. Realize that God wants us to listen and obey his word. Realize that God is everywhere and knows all things.	<i>Methods and Materials used:</i> Methods: Guided instruction <i>Materials:</i> Bible Picture packet Visual memory verse	Methods to determine mastery Observation Participation Memorization of Bible verses	<i>Time allowed for this unit of study</i> 20 minutes daily

Unit Scope & Sequence

Course Name Bible

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 10 God's Son K-5 Bible Truths Bob Jones</p>	<p><i>Students will:</i></p> <p>Realize that Jesus is the son of God.</p> <p>Realize that Jesus died on the cross for our sins and that he rose from the dead.</p> <p>Realize that Satan tempts us to disobey God.</p> <p>Understand that God wants us to be good workers for him.</p> <p>Realize that a miracle is a special act that only God can do.</p> <p>Realize that a miracle shows God's power.</p> <p>Understand that God has the power to heal people and work miracles.</p> <p>Learn that God wants us to tell others about the Bible and to live God's way.</p> <p>Learn that God tells us to pray for one another.</p> <p>Grow in their faith and their belief in God.</p> <p>Remember that God promises to take care of us where ever we are.</p> <p>Learn that when we obey God that he can use our lives for his glory.</p> <p>Understand that we deserve eternal punishment.</p> <p>Understand that Jesus took the punishment for our sin.</p> <p>Understand that salvation is the gift of God.</p> <p>Realize that Jesus is the only way to heaven.</p> <p>Remember to thank God for answered prayers.</p> <p>Realize God gives us everything we have.</p> <p>Learn to be a good neighbor.</p> <p>Realize that Jesus loves us very much.</p>	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i></p> <p>Guided instruction</p> <p> </p> <p><i>Materials:</i></p> <p>Bible</p> <p>Picture packet</p> <p>Visual memory verse</p>	<p><i>Methods to determine mastery</i></p> <p>Observation</p> <p>Participation</p> <p>Memorization of Bible verses</p>	<p><i>Time allowed for this unit of study</i></p> <p>20 minutes daily</p>

Unit Scope & Sequence

Course Name Bible

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 11 God's Son Lives K-5 Bible Truths Bob Jones</p>	<p><i>Students will:</i></p> <p>Learn that we should learn and obey God's son no matter what anyone else says or does.</p> <p>Grow in their ability to praise Jesus.</p> <p>Grow in their understanding that Jesus took the punishment for our sin when he died on the cross.</p> <p>Grow in their desire to tell others about Jesus.</p>	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i></p> <p>Guided instruction</p> <p><i>Materials:</i></p> <p>Bible Picture packet Visual memory verse</p>	<p><i>Methods to determine mastery</i></p> <p>Observation Participation Memorization of Bible verses</p>	<p><i>Time allowed for this unit of study</i></p> <p>20 minutes daily</p>

Unit Scope & Sequence

Course Name Bible

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 12 God's Workers K-5 Bible Truths Bob Jones</p>	<p><i>Students will:</i></p> <p>Understand that our God is a loving a powerful God. Understand that God will always take care of us. Realize that God has promised to help us to be brave and to do hard things for him. Serve God by being kind and helpful. Realize that God hears us when we pray. Thank God for the promise of a wonderful heavenly home that he has prepared for us.</p>	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i></p> <p>Guided instruction</p> <p><i>Materials:</i></p> <p>Bible Picture packet Visual memory verse</p>	<p><i>Methods to determine mastery</i></p> <p>Observation Participation Memorization of Bible verses</p>	<p><i>Time allowed for this unit of study</i></p> <p>20 minutes daily</p>

Unit Scope & Sequence

Course Name Bible

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 13 God Hears Me K-5 Bible Truths Bob Jones</p>	<p><i>Students will:</i></p> <p>Remember to praise God for all his gifts to us. Learn the Lord’s Prayer. Learn to pray in Jesus name. Realize God hears us anytime and any place.</p>	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i></p> <p>Guided instruction</p> <p><i>Materials:</i></p> <p>Bible Picture packet Visual memory verse</p>	<p><i>Methods to determine mastery</i></p> <p>Observation Participation Memorization of Bible verses</p>	<p><i>Time allowed for this unit of study</i></p> <p>20 minutes daily</p>

Unit Scope & Sequence

Course Name Bible

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 14 God's Plan K-5 Bible Truths Bob Jones</p>	<p><i>Students will:</i></p> <p>Tell others about him, which is God's plan. Learn that a foreign missionary is a person that goes to another land to preach the good news. Learn that God helps us to be good missionaries. Learn ways to help missionaries. Grow in their faithfulness and obedience to God because they love him. Learn to pray for missionaries. Grow in their understanding that God will take care of us. Understand that God has a plan for their lives. Learn to be content wherever God places them. Learn to forgive others that have been unkind to them.</p>	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i></p> <p>Guided instruction</p> <p><i>Materials:</i></p> <p>Bible Picture packet Visual memory verse</p>	<p><i>Methods to determine mastery</i></p> <p>Observation Participation Memorization of Bible verses</p>	<p><i>Time allowed for this unit of study</i></p> <p>20 minutes daily</p>

Unit Scope & Sequence

Course Name Bible

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 15 God's Children K-5 Bible Truths Bob Jones</p>	<p><i>Students will:</i></p> <p>Recall that God's word was inspired by the Holy Spirit. Understand that wisdom is knowing that God loves us, and has a plan for our lives, and asking him to show us what it is. Remember that we should always thank God and others for their kindnesses to us. Recall how trust is believing that God will do what he says he will do and that he will always do what is best for us. Grow in their obedience to God. Remember that God is always with them to help them do hard things.</p>	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i></p> <p>Guided Instruction</p> <p><i>Materials:</i></p> <p>Bible Picture packet Visual memory verse</p>	<p><i>Methods to determine mastery</i></p> <p>Observation Participation Memorization of Bible verses and passages of scripture</p>	<p><i>Time allowed for this unit of study</i></p> <p>20 minutes daily</p>

Oklahoma Christian School
Course Description

Course: Bible Grade Level: 2nd Teacher: Easterly, Parsons and Smith

Philosophy Statement	The philosophy of the Bible department is shaped by the conviction that the Bible is the verbally inspired Word of God, wholly without error in the original autographs given by God, and is sufficient as our only infallible rule of faith and practice. A study of the Bible constitutes the most significant discipline for any person. This concept is reflected in scripture, "Study to show thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth." (2 Timothy 2:15). Our response to reading and studying the Bible is belief in and obedience to the revealed will of God. No other book compares to the Bible. The Bible and the Christian faith can be defended as the sole deposit of eternal truth as revealed by God and embodies the revealed will of the Eternal God.
Course Objective	The students will receive instruction in: <ul style="list-style-type: none">• the study of biblical truths by reading God's Word• recognizing their need of Christ as personal Savior• developing Christ-like behavior and attitudes• applying biblical knowledge in their daily lives• locating specific Scriptures• Bible history• the study of noted Christians
Textbook	A Servant's Heart
Other Resources	Teacher textbook, student Bible, biblical videos, enrichment worksheets and learning activity centers.
Time Allotment (Minutes per week) (Days per cycle)	30 minutes per day, 4 days per week.
Course Content	

Step Six Evaluation Methods	<ul style="list-style-type: none"> • Class participation • Scripture memorization • Cooperative learning groups • Verbal assessment
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**Oklahoma Christian School
Course Description**

Course: Bible Grade Level: 2nd Teacher: Easterly, Parsons and Smith

Philosophy Statement	<i>Department Chair/Principal will provide; proceed to Step One</i>
Step One Course Objective (see example)	The students will receive instruction in: <ul style="list-style-type: none"> •
Step Two Textbook	A Servant's Heart
Step Three Other Resources	Teacher textbook, student Bible, biblical videos, enrichment worksheets and learning activity centers.
Step Four Time Allotment (Minutes per week) (Days per cycle)	30 minutes per day, 4 days per week.
Step Five Course Content	
Step Six Evaluation Methods	<ul style="list-style-type: none"> • Class participation • Scripture memorization • Cooperative learning groups • Verbal assessment

Course Description

Course: Bible Grade Level: 2nd Teacher: Easterly, Parsons and Smith

Philosophy Statement	<i>Department Chair/Principal will provide; proceed to Step One</i>
Step One Course Objective (see example)	<p>The students will receive instruction in:</p> <ul style="list-style-type: none"> • the study of biblical truths by reading God’s Word • recognizing their need of Christ as personal Savior • developing Christ-like behavior and attitudes • applying biblical knowledge in their daily lives • locating specific Scriptures • Bible history • the study of noted Christians
Step Two Textbook	A Servant’s Heart
Step Three Other Resources	Teacher textbook, student Bible, biblical videos, enrichment worksheets and learning activity centers.
Step Four Time Allotment (Minutes per week) (Days per cycle)	30 minutes per day, 4 days per week.
Step Five Course Content	
Step Six Evaluation Methods	<ul style="list-style-type: none"> • Class participation • Scripture memorization • Cooperative learning groups • Verbal assessment

“Unit Scope & Sequence

Course Name Bible

Grade Level 2nd

Teacher **Easterly, Parsons, Smith**

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 1-God is My King Part 1 – God Rules Creation</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Become familiar with the proper use and care of God’s Word. • Recognize that God’s Word is divided into the Old Testament and the New Testament • Practice using the table of contents to find OT/NT books of the Bible • Sequence OT books of Law (Genesis-Deuteronomy) • Locate and memorize Genesis 1:4-5 • Recall facts and details about The Creation • List ways to praise God the Creator • Sing “Praise Ye the Lord, the Almighty” • Compare Ancient Middle East and Modern Day Middle East • Discuss the location of the Gulf War and current United States military involvement in the Middle East. • Explain how God’s creation of light changed the earth. • Follow directions in making a creation booklet 	<p>Methods used for Units1-10</p> <ul style="list-style-type: none"> • Discussion • Smart Board • Viewing video • Recording CD/tape • Co-operative learning groups • Manipulatives • Art project <p>Materials needed for Units1-10</p> <ul style="list-style-type: none"> • Teacher’s Text • Zondervan’s Large Print Edition, NIV Bible • TimeLine • Musical tape/CD • Transparencies of Ancient Middle East and Modern Middle East • Construction Paper • Yellow crayon <p>Specific materials for Unit 1-Part 1</p> <ul style="list-style-type: none"> • Creation Video • Creation Folder 	<p>Methods to determine mastery</p> <p>Discussion Check for accuracy</p>	<p>Time allowed for this unit of study</p> <p>30 minutes x 4 days a week</p>
<p>Unit 1- Part 2 God Rules Nature</p>	<p>Student will:</p> <ul style="list-style-type: none"> • Listen to Bible accounts about Noah • Add Noah to the Time Line • Locate and memorize Genesis 6:8, 22 • Sequence OT books of History (Joshua- Esther) • Follow directions for making an ark project • Locate Kurdistan and Armenia on the Ancient Middle East and Modern Day Map • Discuss how Noah obeyed and trusted God • Discuss the importance of being obedient and sharing daily problems with God through prayer. • Create a flipbook describing significant biblical accounts found in Genesis-Deuteronomy 	<p>Methods used for Units 1-10</p> <ul style="list-style-type: none"> • Same as above <p>Materials needed for Units 1-10</p> <ul style="list-style-type: none"> • Same as above <p>Specific materials for Unit 1-Part 2</p> <ul style="list-style-type: none"> • Noah Folder • Noah Video • Chart 1, “Ark” • Pictures of a four story building and school bus • Transparency S72, “God Designed the Ark” • Toy boat • Construction Paper 	<p>Methods to determine mastery</p> <p>Discussion Check for accuracy</p>	<p>Time allowed for this unit of study</p> <p>30 minutes x 4 days a week</p>

Unit Scope & Sequence

Course Name _____ Grade Level _____ Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Unit 1- Part 3 God Rules Families	<p>Student will:</p> <ul style="list-style-type: none"> • Locate and memorize Dueteronomy 6:5 • Review OT books of Law and History • Sing hymn: Praise Ye the Lord, the Almighty • Define vocabulary words babel and ziggurat • Add Abram to the Time Line • Listen to a biblical account of Abram • Explain why the Babylonians wanted to build a tower • Locate biblical cities of Abram’s journey to Canaan • Decide where Adam, Noah, and Abram should be placed on a genealogy chart • Become familiar with hero of the Faith- John Bunyan • Recognize that God wants believers to live by faith • Realize that man can do nothing without God 	<p>Methods used for Units 1-10</p> <ul style="list-style-type: none"> • Same as above <p>Materials needed for Units 1-10</p> <ul style="list-style-type: none"> • Same as above <p>Specific materials for Unit 1- Part 3</p> <ul style="list-style-type: none"> • Abraham video • Chart 34 • A container filled with sand or a bowl of sugar 	<p>Methods to determine mastery</p> <p>Discussion Check for accuracy</p>	<p><i>Time allowed for this unit of study</i> 30 minutes x 4 days a week</p>
Unit 1- Part 4 God Rules Me	<p>Students will:</p> <ul style="list-style-type: none"> • Locate and memorize Genesis 15:6 • Define vocabulary- Abraham, Sarah, Isaac, El Shaddai,, Covenant , Israel, believe, righteousness • Listen to biblical accounts about Abraham • Replace Abram on the Time Line • Recall facts and details about Abraham • Identify and make judgments concerning attitudes, behavior & actions of biblical characters • Sequence specific events of Abraham’s life 	<p>Methods used for Units 1-10</p> <ul style="list-style-type: none"> • Same as above <p>Materials needed for Units 1-10</p> <ul style="list-style-type: none"> • Same as above <p>Specific materials for Unit 1-Part 4</p> <ul style="list-style-type: none"> • Abraham Video • Chart 31, “World Map” • Pictures about Abraham • Construction paper for picture book (T36) • S75, “God Rules Me” • Ten Commandment Video 	<p>Methods to determine mastery</p> <p>Discussion Check for accuracy</p>	<p><i>Time allowed for this unit of study</i> 30 minutes x 4 days a week</p>

Unit Scope & Sequence

Course Name _____ Grade Level _____ Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 2- Part 3 Obedient Speech</p>	<p>Student will:</p> <ul style="list-style-type: none"> • Locate and memorize Numbers 24:17a • Locate verses in the Old Testament • Define vocabulary- Israelite, • Recall facts and details of “Balaam and the Donkey” • Develop map skills by tracing the Israelites journey from Egypt to Canaan • Compare mode of transportation (Ancient-Modern) • Explain the importance of developing appropriate communication skills • Recognize that the birth of God’s Son, Jesus, was prophesied long before he was born • Recognize character development through speech and actions • Recognize that the birth of God’s Son, Jesus, was prophesied long before he was born • Explain how God protected His chosen people • Determine why God wants total obedience 	<p>Methods used for Units 1-10</p> <ul style="list-style-type: none"> • Same as above • Role playing <p>Materials needed for Units 1-10</p> <ul style="list-style-type: none"> • Same as above <p>Specific materials for Unit 2 - Part 3</p> <ul style="list-style-type: none"> • S76, “Words of Encouragement” • Ten Commandment Video 	<p>Methods to determine mastery</p> <p>Discussion Check for accuracy</p>	<p>Time allowed for this unit of study 30 minutes x 4 days a week</p>
<p>Unit 2 Part 4 Obedient Hands</p>	<p>Student will:</p> <ul style="list-style-type: none"> • Locate and memorize I Samuel 15:22 • Add Joshua to the Time Line • Sequence events of a Bible account about Joshua • Draw conclusions about the actions of Rahab/red cord • Recall facts and details Joshua and Achan’s disobedience • Know that God’s laws are for the good of man • Understand that total obedience to God is vital • Explain the importance of obeying parents 	<p>Methods used for Units 1-10</p> <ul style="list-style-type: none"> • Same as above <p>Materials needed for Units 1-10</p> <ul style="list-style-type: none"> • Same as above <p>Specific materials for Unit 2- Part 4</p> <ul style="list-style-type: none"> • Chart 7, “Rahab Helps” • Joshua Video • Chart 33, “The Journey” • Ten Commandment Video 	<p>Methods to determine mastery</p> <p>Discussion Check for accuracy</p>	<p>Time allowed for this unit of study 30 minutes x 4 days a week</p>

Unit Scope & Sequence

Course Name _____ Grade Level _____

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 3 A Humble Heart</p> <p>Part 1 There Is Only One God</p> <p>Unit 3-Part 2 Humble Yourself Before God</p>	<p>Student will:</p> <ul style="list-style-type: none"> Locate and memorize Isaiah 45:22 Define Midianite, Baal, Canaanites, Gideon Locate Jordan on a map Recall facts and details about the Midianites invasion of Canaan Discuss how the camels made the Midianities effective in the desert Realize we are to only worship God Recognize the significance of worshipping God Apply Bible knowledge to everyday life <p>Student will:</p> <ul style="list-style-type: none"> Locate and memorize II Chronicles 7:14 Define vocabulary; exhalt, humble, humility, pride, Samson, Delilah, Philistines, Sequence story events; "Samson Exalts Himself" Recall fact and details about story; "Samson Humbles Himself" Identify causes of anger and infer proper responses Recognize the significance of loving others Explain the importance of having a humble heart Determine ways to praise God 	<p>Methods used for Units 1-10</p> <ul style="list-style-type: none"> Same as above Science experiment <p>Materials needed for Units 1-10</p> <ul style="list-style-type: none"> Same as above <p>Specific materials for Unit 3- Part 1</p> <ul style="list-style-type: none"> Gideon video Chart 34, "The Israelites" Charts 2 and 3, Books of the OT and NT Ten Commandment Video Hot plate and pan of boiling water: cotton balls (or a piece of wool); a tray; small cake pan; ice. S77, "Humble Obedience" <p>Methods used for Units 1-10</p> <ul style="list-style-type: none"> Same as above <p>Materials needed for Units 1-10</p> <ul style="list-style-type: none"> Same as above <p>Specific materials for Unit 3- Part 2</p> <ul style="list-style-type: none"> Samson video Chart 31, "World Map" S78, "Humble Prayer" 	<p>Methods to determine mastery</p> <p>Discussion Check for accuracy</p>	<p>Time allowed for this unit of study 30 minutes x 4 days a week</p>
<p>Unit 3- Part 3 Humble yourself Before Others</p>	<p>Students will:</p> <ul style="list-style-type: none"> Locate and memorize Galatians 6:10 Add Ruth to the historical TimeLine Recall facts and details of biblical accounts concerning Hannah and Ruth Realize that serving God is serving others Recognize the significance of Richard Allen 	<p>Methods used for Units 1-10</p> <ul style="list-style-type: none"> Same as above <p>Materials needed for Units 1-10</p> <ul style="list-style-type: none"> Same as above <p>Specific materials for Unit 3- Part 3</p> <ul style="list-style-type: none"> Ruth Video Charts 8 and 9 Chart 34, "The Barley Harvest Four sentence strips S79, "Humble Service" 	<p>Methods to determine mastery</p> <p>Discussion Check for accuracy</p>	<p>Time allowed for this unit of study 30 minutes x 4 days a week</p>

Unit Scope & Sequence

Course Name _____ Grade Level _____

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 3- Part 4 Walk in Spirit of Humility</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Locate and memorize I John 1:7 • Define vocabulary; Samuel, Hannah, Eli, high priest, Saul, anoint, self-control, attitude, obedience • Sing hymn: "Be thou Exalted" • Add Samuel to the class Time Line • Recall facts and details about Samuel • Sequence books of the Bible (Hebrews-Revelation) • Participate in flashlight learning activity • Identify actions Christians can do to walk in the light 	<p>Methods used for Units 1-10</p> <ul style="list-style-type: none"> • Same as above <p>Materials needed for Units 1-10</p> <ul style="list-style-type: none"> • Same as above <p>Specific materials for Unit 3- Part 4</p> <ul style="list-style-type: none"> • Samuel Video • Poster board for verse • Chart 10, "God is King" • S80, "Walk Like Samuel" • Two flashlights; one large and one small • Instantly, cheerfully and totally cereal boxes 	<p>Methods to determine mastery</p> <p>Discussion Check for accuracy</p>	<p>Time allowed for this unit of study 30 minutes x 4 days a week</p>
<p>Unit 4- Part 1 Foretelling Christ's Birth</p>	<p>Student will:</p> <ul style="list-style-type: none"> • Locate and memorize Isaiah 9:6 • Define vocabulary: counselor, mighty, Isaiah, prophecy, B.C., A.D., Prince of Peace • Add Isaiah to the Time Line • Recall facts and details about "The Need of a Saviour" and "The Prophecy of a Saviour" • Become familiar with songwriter Isaac Watts and "Joy to the World" • Become familiar with hero of the faith John Calvin • Add John Calvin to the Time Line • Discuss the importance of being obedient and making the right choices 	<p>Methods used for Units 1-10</p> <ul style="list-style-type: none"> • Same as above <p>Materials needed for Units 1-10</p> <ul style="list-style-type: none"> • Same as above <p>Specific materials for Unit 4- Part 1</p> <ul style="list-style-type: none"> • Isaiah video • Self-Control Video • Good Listener Award • Chart 11, "God promised A Saviour" • Recording of Handel's Messiah and Joy to the World • Role play Adam and Eve • Picture of John Calvin 	<p>Methods to determine mastery</p> <p>Discussion Check for accuracy</p>	<p>Time allowed for this unit of study 30 minutes x 4 days a week</p>

Unit Scope & Sequence

Course Name _____ Grade Level _____ Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
UNIT 4 Part 2- Christ's Birth	Students will: Locate and memorize Luke 2:11 Define vocabulary: Handel, Messiah, Wonderful, Counselor Prince of Peace, shepherds, swaddling, Christmas, Saviour, Locate Galilee, Nazareth, Bethlehem Recall facts and details about "The Visit of the Shepherds" Add Jesus to the Time Line Discuss the purpose of giving and receiving presents Recognize the importance of asking Jesus Christ to be their personal Lord and Saviour.	Methods used for Units 1-10 <ul style="list-style-type: none"> • Same as above Materials needed for Units 1-10 <ul style="list-style-type: none"> • Same as above Specific materials for Unit 4- Part 2 <ul style="list-style-type: none"> • Recording of Handel's Messiah • Chart 11, "God Promised a Saviour" • Chart 12 "God Gave a Saviour" • Role play manger scene • Bulletin board display, "Jesus Christ-God's Gift to You" • Manger Video • Present wrapped in white paper with red ribbon 	Methods to determine mastery Discussion Check for accuracy	Time allowed for this unit of study 30 minutes x 4 days a week

Unit Scope & Sequence

Course Name _____ Grade Level _____

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 2 The Best Way Part 1- Obedient Feet</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Listen to Bible accounts about Moses • Locate and memorize Exodus 14:31 • Locate Egypt, Midian, Mount Sinai and Canaan on an Ancient Middle East map • Add Moses to the class timeline • Identify/ compare character traits of Moses /Pharoah • Infer how God’s Word guides our everyday actions • Appreciate the obedience of Moses and Aaron • Recall facts and details about Moses 	<p>Methods used for Units 1-10</p> <ul style="list-style-type: none"> • Same as above <p>Materials needed for Units 1-10</p> <ul style="list-style-type: none"> • Same as above <p>Specific materials for Unit 4- Part 2</p> <ul style="list-style-type: none"> • Moses Video • Ten Commandment Video 	<p>Methods to determine mastery Discussion Check for accuracy</p>	<p>Time allowed for this unit of study 30 minutes x 4 days a week</p>
<p>Unit 2- Part 2 Obedient Eyes</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Locate and memorize Exodus 32:26 • Define vocabulary – commandment, law, rules, prophet, Nineveh • Discuss the purpose of laws used in federal, state and local government • Discuss the importance of focusing our eyes on those things that please God • Listen to the account of The Ten Commandments • Recall facts and details about biblical accounts • Write and adopt classroom rules • Listen to the retelling of The Golden Calf • Recall facts and details of the account • Add Jonah to the class time line • Develop map skills by locating cities of Nineveh, Tarshish, and Joppa • Infer how God’s laws protect us from harm 	<p>Methods used for Units 1-10</p> <ul style="list-style-type: none"> • Same as above <p>Materials needed for Units 1-10</p> <ul style="list-style-type: none"> • Same as above <p>Specific materials for Unit 4- Part 2</p>	<p>Methods to determine mastery Discussion Check for accuracy</p>	<p>Time allowed for this unit of study 30 minutes x 4 days a week</p>

Unit Scope & Sequence

Course Name _____ Grade Level _____

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Unit 5- Part 1 God’s Servants Know God	Students will: <ul style="list-style-type: none"> • Locate and memorize I Corinthians 7:23 • Add Saul, Samuel, Jonathan, David, Goliath, Jeremiah, to the Time Line • Define vocabulary; Philistine Iron, garrison, tool, weapon, chariot, Saul, Jonathan, Jeremiah, potter, prophet, prophesied, Lamentations, weeping, preach • Locate Israel, Philistia, Bethlehem, Valley of Elah, on an Ancient World Map and Modern Day Map • Recall facts and details about, “A Prince Knows God,” “ A Shepherd Boy Puts God First,” “Jeremiah” • Participate in a game called; Crown of Joy • Demonstrate the Israelite and Philistine armies preparing for battle • Discuss the significance of trusting God with daily problems • Discuss how God wants to help them make the right choices in life. • Discuss the importance of Jesus Christ paying the price for our sins on the cross. 	Methods used for Units 1-10 <ul style="list-style-type: none"> • Same as above Materials needed for Units 1-10 <ul style="list-style-type: none"> • Same as above Specific materials for Unit 5- Part 1 <ul style="list-style-type: none"> • Warrior’s armor • Paper outline of Goliath and David • Potter clay • Potter visit 	Methods to determine mastery Discussion Check for accuracy	Time allowed for this unit of study 30 minutes x 4 days a week
Unit 5-Part 2 God’s Servants Serve in Love	Students will: <ul style="list-style-type: none"> • Locate and Memorize I Samuel 12:24 • Define vocabulary; Samuel, Mephibosheth, servant, javelin, tunic, girdle, pouch, warrior, witness, testify, covenant and handicapped • Review biblical names listed on the Time Line • Review map reading skills; cardinal directions • Recall facts and details about, “A King’s Son and a Shepherd Boy,” “A King Serves,” and “The Winning Event,” • Recognize that we show others love by our actions • Choose opportunities to serve their family • Follow directions to construct a paper girdle 	Methods used for Units 1-10 <ul style="list-style-type: none"> • Same as above Materials needed for Units 1-10 <ul style="list-style-type: none"> • Same as above Specific materials for Unit 4- Part 2	Methods to determine mastery Discussion Check for accuracy	Time allowed for this unit of study 30 minutes x 4 days a week

Unit Scope & Sequence

Course Name _____ Grade Level _____

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Unit 5- Part 3 God Can Use Me	Students will: <ul style="list-style-type: none"> • Locate and memorize I Chronicles 28:20 • Add Jehoram, Elisha, Naaman, Solomon to the Time line • Define vocabulary: Syrian, tribe of Judah, captive, temple, talents, silver, pounds, cleansing • Review map skills using a globe • Recall facts and details about, “God Uses A Servant Girl,” and “ A Servant’s Crown” • Develop an understanding of servanthood • Recognize that God’s servants can know God’s will • Recognize the significance of being obedient to God’s and yielding to His will and way • Make judgements of situations that we encounter daily 	Methods used for Units 1-10 <ul style="list-style-type: none"> • Same as above Materials needed for Units 1-10 <ul style="list-style-type: none"> • Same as above Specific materials for Unit 5- Part 3	Methods to determine mastery Discussion Check for accuracy	Time allowed for this unit of study 30 minutes x 4 days a week
Unit 5- Part 4 God Wants Us to Work Together	Students will: <ul style="list-style-type: none"> • Locate and memorize Psalm 133:1 • Add Nehemiah to the Time Line • Define vocabulary; Persian Empire, Cyrus, Babylonian Empire, Jewish • Locate territories included in the Persian Empire • Recall facts and details about, “A Servant is Called,” “God’s Servants Work Together,” “The Day the Bell Turned Over,” • Identify character traits of Nehemiah • Recognize that God wants Christians to work together 	Methods used for Units 1-10 <ul style="list-style-type: none"> • Same as above Materials needed for Units 1-10 <ul style="list-style-type: none"> • Same as above Specific materials for Unit 5- Part 4	Methods to determine mastery Discussion Check for accuracy	Time allowed for this unit of study 30 minutes x 4 days a week

Unit Scope & Sequence

Course Name _____ Grade Level _____

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 6 – Part 1 Courage to Trust God</p> <p>Unit 6 – Part 2 Courage During Hard Times</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Locate and memorize Romans 8:28 • Define vocabulary: Esther, Mordecai, King Ahasuerus, Haman, scepter, honor, the called, pride, gallows • Add Esther to the Time Line • Use map skills to locate Jerusalem, India, Ethiopia, Papua New Guinea • Recall facts and details about, “A Place for Esther,” “A Time for Esther,” • Examine the character of Mordecai • Write a class four square about Mordecai • Apply Romans 8:28 to examples of everyday life situations • Define vocabulary used in Chapters 1-2 of A Question of Yams” • Decide the author’s purpose in writing “A Question of Yams” <p><i>Student will:</i></p> <ul style="list-style-type: none"> • Locate and memorize Deuteronomy 31:6 • Define vocabulary: Babylon, Daniel, Belteshazzar, Shadrach, Meshach, Abednego, Hebrew, kiln, tyrant, courage, trust • Add Daniel and Adoniram Judson to the Time Line • Apply mapping skills and locate Babylon, Myanmar (formerly Burma) • Recall facts and details about, “They Would Not Bow,”and (Hero of the Faith, “Adoniram Judson,” • Make inferences using information found in Chapter 3 and 4 of “Questions of Yams,” • Recognize that we too can be courageous with God’s help 	<p>Methods used for Units 1-10</p> <ul style="list-style-type: none"> • Same as above <p>Materials needed for Units 1-10</p> <ul style="list-style-type: none"> • Same as above <p>Specific materials for Unit 6- Part 1</p> <ul style="list-style-type: none"> • S87, “News! News!” • Sceptor • Fresh sweet potato or yam • Tootpicks • Jar of water • Teacher copy of “A Question of Yams” • Vocabulary List for Chapters 1-2 (Q of Yams) <p>Methods used:</p> <ul style="list-style-type: none"> • Same as Units 1-10 <p>Materials needed:</p> <ul style="list-style-type: none"> • Same as Units 1-10 <p>Specific materials for Unit 6- Part 1</p> <ul style="list-style-type: none"> • S86, “Kings” • Vocabulary List for Chapters 3-4 	<p>Methods to determine mastery</p> <p>Discussion Check for accuracy</p> <p>Methods to determine mastery</p> <p>Discussion Check for accuracy</p>	<p>Methods to determine mastery</p> <p>Discussion Check for accuracy</p> <p>Time allowed for this unit of study</p> <p>30 minutes x 4 days a week</p>

Unit Scope & Sequence

Course Name _____ Grade Level _____

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
UNIT 6 – Part 3 Courage to Speak God’s Word	<i>Students will:</i> <ul style="list-style-type: none"> • Locate and Memorize Romans 1:16 • Define vocabulary: Daniel, King Belshazzar, ancestor, reputation, interpretation, captive • Use mapping skills to locate Babylon • Review class Time Line of biblical names • Sequence events of Daniel’s life • Recall facts and details of; “Daniel’s Reputation,” and “Daniel’s Interpretation.” • Explain the difference between doing things God’s way or man’s way • Make inferences using information found in Chapter 5 and 6 of “A Question of Yams” 	Methods used: <ul style="list-style-type: none"> • Same as Units 1-10 Materials needed: <ul style="list-style-type: none"> • Same as Units 1-10 Specific materials for Unit 6- Part 1 <ul style="list-style-type: none"> • S86, “Kings” Vocabulary List for Chapters 3-4	Methods to determine mastery Discussion Check for accuracy	Time allowed for this unit of study 30 minutes x 4 days a week
UNIT 6- Part 4 <ul style="list-style-type: none"> • Courage to Live Godly 	<i>Students will:</i> <ul style="list-style-type: none"> • Locate and memorize Psalm 56:11 • Define vocabulary omnipresent, omnipotent, jealous, corrupt • Use mapping skills to locate Babylon • Review biblical names on the class Time Line • Recall facts and details of: “Daniel Kept Praying,” and “Daniel Kept Safe.” • Realize that God is always with those who serve Him • Make inferences using information found in Chapters 7 and 8 of “A Question of Yams.” 	Methods used: <ul style="list-style-type: none"> • Same as Units 1-10 Materials needed: <ul style="list-style-type: none"> • Same as Units 1-10 Specific materials for Unit 6- Part 1 <ul style="list-style-type: none"> • S86, “Kings” Vocabulary List for Chapters 3-4	Methods to determine mastery Discussion Check for accuracy	Time allowed for this unit of study 30 minutes x 4 days a week
Unit 7- Part 1 I Need Forgiveness	<i>Students will:</i> <ul style="list-style-type: none"> • Locate and memorize Romans 3:10-11 • Define vocabulary forgiveness, righteous. publican, pharisee • Review biblical names on the class Time Line • Recall facts and details of : “Pop’s Quarters,” “Publican and Pharisees,” “Parable of the Unjust Servant,” • Understand the steps to forgiveness 	Methods used: <ul style="list-style-type: none"> • Same as Units 1-10 Materials needed: <ul style="list-style-type: none"> • Same as Units 1-10 Specific materials for Unit 6- Part 1 <ul style="list-style-type: none"> • S86, “Kings” Vocabulary List for Chapters 3-4	Methods to determine mastery Discussion Check for accuracy	Time allowed for this unit of study 30 minutes x 4 days a week

Unit Scope & Sequence

Course Name _____ Grade Level _____

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Unit 7- Part 2 God Forgives Me	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Locate and Memorize Romans 1:16 • Define vocabulary: Daniel, King Belshazzar, ancestor, reputation, interpretation, captive • Use mapping skills to locate Babylon • Review class Time Line of biblical names • Sequence events of Daniel’s life • Recall facts and details of; “Daniel’s Reputation,” and “Daniel’s Interpretation.” • Explain the difference between doing things God’s way or man’s way 	<p>Methods used:</p> <ul style="list-style-type: none"> • Same as Units 1-10 <p>Materials needed:</p> <ul style="list-style-type: none"> • Same as Units 1-10 <p>Specific materials for Unit 6- Part 1</p> <ul style="list-style-type: none"> • S86, “Kings” • Vocabulary List for Chapters 3-4 	<p>Methods to determine mastery</p> <p>Discussion Check for accuracy</p>	<p>Time allowed for this unit of study</p> <p>30 minutes x 4 days a week</p>
Unit 7- Part 3 I Accept God’s Forgiveness	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Locate and Memorize Psalm 103:12 • Define vocabulary: cleanse, parliament, transgression, wholly, divine, passion, abide, leprosy, Samaritan • Use mapping skills to locate the Netherlands • Add Abraham Knyper to the class Time Line • Sequence events of Daniel’s life • Recall facts and details of : “Abraaham Kuyper,” “The Jailer’s Salvation,” “Nick’s Nightmare,” “A Leper Belongs to the Lord,” • Identify cause and effect situations during Paul’s prison experience • Sing and identify vocabulary words used in Cleanse Me • Explain the importance of accepting God’s forgiveness 	<p>Methods used:</p> <ul style="list-style-type: none"> • Same as Units 1-10 <p>Materials needed:</p> <ul style="list-style-type: none"> • Same as Units 1-10 <p>Specific materials for Unit 6- Part 1</p> <ul style="list-style-type: none"> • S86, “Kings” • Vocabulary List for Chapters 3-4 	<p>Methods to determine mastery</p> <p>Discussion Check for accuracy</p>	<p>Time allowed for this unit of study</p> <p>30 minutes x 4 days a week</p>

Unit Scope & Sequence

Course Name _____ Grade Level _____ Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 7 – Part 4 I Forgive Others</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Memorize Matthew 6: 14-15</i> • <i>Locate cities on a map; Rome, Philemon, Colosse</i> • <i>Define vocabulary words; servant, forgive, trespasses</i> • <i>Memorize The Lord’s Prayer</i> • <i>Explain the difference between a servant today and the servitude of a slave in biblical times</i> • <i>Explore historical times of the United States pertaining to slavery</i> • <i>Recall facts and details about; “Philemon, Forgive,” “The Prodigal Son,” “He Who Forgave the Most,” and “Mattie Receives Forgiveness,”</i> • <i>Discuss how God expects us to respond to other people’s anger</i> • <i>Follow directions and create a light catcher</i> 	<p>Methods used:</p> <ul style="list-style-type: none"> • Same as Units 1-10 <p>Materials needed:</p> <ul style="list-style-type: none"> • Same as Units 1-10 <p>Specific materials for Unit 6- Part 1</p> <ul style="list-style-type: none"> • S86, “Kings” • Vocabulary List for Chapters 3-4 	<p>Methods to determine mastery Discussion Check for accuracy</p>	<p>Time allowed for this unit of study 30 minutes x 4 days a week</p>
<p>Unit 8- Part 1 Christ’s Crucifixion</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Memorize Romans 5:8</i> • <i>Locate cities on a map; Alexandria, Egypt; Gologotha,</i> • <i>Define vocabulary words; Golgotha, prophecies, crucifixion, Calvary, cross, reconciliation, mediator, sin, Ananiasus,</i> • <i>Add the crucifixion to the time line</i> • <i>Review The Lord’s Prayer</i> • <i>Explain the effect of Adam’s sin on all mankind</i> • <i>Design, create and present a cross art project</i> • <i>Recall facts and details about; “At the Cross,” “Jesus’ Death and Burial,” “Athanasius”</i> 	<p>Methods used:</p> <ul style="list-style-type: none"> • Same as Units 1-10 <p>Materials needed:</p> <ul style="list-style-type: none"> • Same as Units 1-10 <p>Specific materials for Unit 6- Part 1</p> <ul style="list-style-type: none"> • S86, “Kings” • Vocabulary List for Chapters 3-4 	<p>Methods to determine mastery Discussion Check for accuracy</p>	<p>Time allowed for this unit of study 30 minutes x 4 days a week</p>

Unit Scope & Sequence

Course Name _____ Grade Level _____ Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 7 – Part 4 I Forgive Others</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Memorize Matthew 6: 14-15</i> • <i>Locate cities on a map; Rome, Philemon, Colosse</i> • <i>Define vocabulary words; servant, forgive, trespasses</i> • <i>Memorize The Lord’s Prayer</i> • <i>Explain the difference between a servant today and the servitude of a slave in biblical times</i> • <i>Explore historical times of the United States pertaining to slavery</i> • <i>Recall facts and details about; “Philemon, Forgive,” “The Prodigal Son,” “He Who Forgave the Most,” and “Mattie Receives Forgiveness,”</i> • <i>Discuss how God expects us to respond to other people’s anger</i> • <i>Follow directions and create a light catcher</i> 	<p>Methods used:</p> <ul style="list-style-type: none"> • Same as Units 1-10 <p>Materials needed:</p> <ul style="list-style-type: none"> • Same as Units 1-10 <p>Specific materials for Unit 6- Part 1</p> <ul style="list-style-type: none"> • S86, “Kings” • Vocabulary List for Chapters 3-4 	<p>Methods to determine mastery Discussion Check for accuracy</p>	<p>Time allowed for this unit of study 30 minutes x 4 days a week</p>
<p>Unit 8- Part 1 Christ’s Crucifixion</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Memorize Romans 5:8</i> • <i>Locate cities on a map; Alexandria, Egypt; Golgotha,</i> • <i>Define vocabulary words; Golgotha, prophecies, crucifixion, Calvary, cross, reconciliation, mediator, sin, Ananiasus,</i> • <i>Add the crucifixion to the time line</i> • <i>Review The Lord’s Prayer</i> • <i>Explain the effect of Adam’s sin on all mankind</i> • <i>Design, create and present a cross art project</i> • <i>Recall facts and details about; “At the Cross,” “Jesus’ Death and Burial,” “Athanasius”</i> 	<p>Methods used:</p> <ul style="list-style-type: none"> • Same as Units 1-10 <p>Materials needed:</p> <ul style="list-style-type: none"> • Same as Units 1-10 <p>Specific materials for Unit 6- Part 1</p> <ul style="list-style-type: none"> • S86, “Kings” • Vocabulary List for Chapters 3-4 	<p>Methods to determine mastery Discussion Check for accuracy</p>	<p>Time allowed for this unit of study 30 minutes x 4 days a week</p>

Unit Scope & Sequence

Course Name _____ Grade Level _____ Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 8-Part 2 Christ's Resurrection</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Memorize Matthew 28:6</i> • <i>Define vocabulary; tomb, resurrection, disciples, mediator, intercede, confess, reconcile, witness, ascension, redeem, atonement</i> • <i>Become familiar with characters in the resurrection account; the twelve disciples and Mary Magdalene</i> • <i>Add the resurrection to the time line</i> • <i>Recall facts and details of , "The Empty Tomb," "Jesus Appears to Others," "Ryan and the Prize Melon,"</i> • <i>Explain the significance of the resurrection</i> • <i>Illustrate God's Love with a bike reflector</i> 	<p>Methods used:</p> <ul style="list-style-type: none"> • Same as Units 1-10 <p>Materials needed:</p> <ul style="list-style-type: none"> • Same as Units 1-10 <p>Specific materials for Unit 6- Part 1</p> <ul style="list-style-type: none"> • S86, "Kings" • Vocabulary List for Chapters 3-4 	<p>Methods to determine mastery</p> <p>Discussion Check for accuracy</p>	<p>Time allowed for this unit of study</p> <p>30 minutes x 4 days a week</p>
<p>Unit 9- Part 1 Jesus is God</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Memorize Mark 4:41</i> • <i>Define vocabulary; Messiah, reign,</i> • <i>Locate the Sea of Galilee using a map</i> • <i>Recall facts and details of the biblical accounts; "Jesus Calms the Storm," "I Knew That He Would Hear Us," "Jesus Raises Lazarus,"</i> • <i>Become familiar with the different phases of the moon and the purpose of each phase</i> • <i>Explain ways they can overcome being afraid during storms and bad weather</i> • <i>Make a mobile that demonstrates the account of Jesus Calms the Storm</i> 	<p>Methods used:</p> <ul style="list-style-type: none"> • Same as Units 1-10 <p>Materials needed:</p> <ul style="list-style-type: none"> • Same as Units 1-10 <p>Specific materials for Unit 6- Part 1</p> <ul style="list-style-type: none"> • S86, "Kings" • Vocabulary List for Chapters 3-4 	<p>Methods to determine mastery</p> <p>Discussion Check for accuracy</p>	<p>Time allowed for this unit of study</p> <p>30 minutes x 4 days a week</p>

Unit Scope & Sequence

Course Name _____ Grade Level _____ Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 9- Part 2 Jesus is Man</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Memorize John 12:26</i> • <i>Define vocabulary; baptism, homage, temptation,</i> • <i>Become familiar with the biblical character John the Baptist</i> • <i>Recall facts and details about the biblical accounts; “The Baptism of Jesus,” “ The Temptation of Jesus,” “Sinfully Delicious,”</i> • <i>Identify examples of being like Jesus</i> • <i>Discuss ways of choosing God’s way when we are tempted to do wrong</i> 	<p>Methods used:</p> <ul style="list-style-type: none"> • Same as Units 1-10 <p>Materials needed:</p> <ul style="list-style-type: none"> • Same as Units 1-10 <p>Specific materials for Unit 6- Part 1</p> <ul style="list-style-type: none"> • S86, “Kings” • Vocabulary List for Chapters 3-4 	<p>Methods to determine mastery Discussion Check for accuracy</p>	<p>Time allowed for this unit of study 30 minutes x 4 days a week</p>
<p>Unit 9- Part 3 Jesus Is The Savior of Men</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Memorize II Corinthians 5:17</i> • <i>Define vocabulary; morning sacrifice, Nicodemus, Sanhedrin, prophet</i> • <i>Become familiar with biblical characters; Nicodemus and Zacchaeus</i> • <i>Recall facts and details about the biblical accounts; “Nicodemus,” “Zacchaeus,” “The Extra Worksheet,” and “Isaiah,”</i> • <i>Mold a (clay) oil lamp like Nicodemus would have used when he met with Jesus</i> • <i>Make a scroll that list several names of the Savior foretold to Isaiah by God</i> 	<p>Methods used:</p> <ul style="list-style-type: none"> • Same as Units 1-10 <p>Materials needed:</p> <ul style="list-style-type: none"> • Same as Units 1-10 <p>Specific materials for Unit 6- Part 1</p> <ul style="list-style-type: none"> • S86, “Kings” • Vocabulary List for Chapters 3-4 	<p>Methods to determine mastery Discussion Check for accuracy</p>	<p>Time allowed for this unit of study 30 minutes x 4 days a week</p>

Unit Scope & Sequence

Course Name _____ Grade Level _____ Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 9- Part 4 Jesus Is the King of Kings</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Memorize Psalm 24:10</i> • <i>Locate Jerusalem using a map</i> • <i>Compare and contrast biblical with modern transportation</i> • <i>Define vocabulary; temple, humble, donkey, Messiah, Selah, Redeemer, apostle, host</i> • <i>Add John the Apostle to the time line</i> • <i>Become familiar with theological terms of the premillennial and pretribulational positions; rapture, the Judgement seat of Christ, The Tribulation, The Second Coming, The Millennium, The Great White Throne Judgement</i> • <i>Recall facts and details of the biblical accounts; “The Second Coming,” “An Invitation,”</i> • <i>Sequence the books of the Bible in the New Testament</i> 	<p>Methods used:</p> <ul style="list-style-type: none"> • Same as Units 1-10 <p>Materials needed:</p> <ul style="list-style-type: none"> • Same as Units 1-10 <p>Specific materials for Unit 6- Part 1</p> <ul style="list-style-type: none"> • S86, “Kings” • Vocabulary List for Chapters 3-4 	<p>Methods to determine mastery</p> <p>Discussion Check for accuracy</p>	<p>Time allowed for this unit of study</p> <p>30 minutes x 4 days a week</p>
<p>Unit 10- Part 1 I Give Myself to God</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Memorize Mark1:17</i> • <i>Define vocabulary; disciple</i> • <i>Locate Bethsaida, Capernaum and Galilee on a map</i> • <i>Become familiar with biblical characters; John the Baptist, Herod, Herodius, Simon and Andrew</i> • <i>Recall names of the twelve disciples</i> • <i>Recall facts and details of biblical accounts; “ John the Baptist,” and “The Disciples Leave All,”</i> • <i>Explain what it means to become a “ fisher of men.”</i> 	<p>Methods used:</p> <ul style="list-style-type: none"> • Same as Units 1-10 <p>Materials needed:</p> <ul style="list-style-type: none"> • Same as Units 1-10 <p>Specific materials for Unit 6- Part 1</p> <ul style="list-style-type: none"> • S86, “Kings” • Vocabulary List for Chapters 3-4 	<p>Methods to determine mastery</p> <p>Discussion Check for accuracy</p>	<p>Time allowed for this unit of study</p> <p>30 minutes x 4 days a week</p>

Unit Scope & Sequence

Course Name _____ Grade Level _____ Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 10 – Part 2 God Gives to Me</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Memorize John 14:2-3</i> • <i>Locate the Sea of Galilee on a map</i> • <i>Recall facts and details of biblical accounts; “Five Thousand Fed,” In My Father’s House,”</i> • <i>Discuss the purpose of Jesus feeding the five thousand</i> • <i>Become familiar the significance of the Last Supper</i> 	<p>Methods used:</p> <ul style="list-style-type: none"> • Same as Units 1-10 <p>Materials needed:</p> <ul style="list-style-type: none"> • Same as Units 1-10 <p>Specific materials for Unit 6- Part 1</p> <ul style="list-style-type: none"> • S86, “Kings” • Vocabulary List for Chapters 3-4 	<p>Methods to determine mastery Discussion Check for accuracy</p>	<p>Time allowed for this unit of study 30 minutes x 4 days a week</p>
<p>Unit 10- Part 3 I Give My Possessions to God</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Memorize II Corinthians 9:7</i> • <i>Locate Jericho and Bethany using a map</i> • <i>Define vocabulary; wage, widow, alabaster, ointment, passover</i> • <i>Recall facts and details of biblical accounts; “The Widow Loves From Little,” “Mary Loves from Much,”</i> • <i>Discuss money management (spending, saving, and tithing)</i> • <i>Discuss how God always keeps his promises</i> 	<p>Methods used:</p> <ul style="list-style-type: none"> • Same as Units 1-10 <p>Materials needed:</p> <ul style="list-style-type: none"> • Same as Units 1-10 <p>Specific materials for Unit 6- Part 1</p> <ul style="list-style-type: none"> • S86, “Kings” • Vocabulary List for Chapters 3-4 	<p>Methods to determine mastery Discussion Check for accuracy</p>	<p>Time allowed for this unit of study 30 minutes x 4 days a week</p>

Unit Scope & Sequence

Course Name _____ Grade Level _____ Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Unit 10-Part 4 I Give Myself to Others	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Memorize proverbs 20:11</i> • <i>Define vocabulary; treasure, seaport, Dorcas, Peter,</i> • <i>Follow Peter’s Travels to Joppa using a map</i> • <i>Discuss the significance throughout history of cities being established by waterways</i> • <i>Recall facts and details of biblical accounts; “Dorcas, A Good-Deed Doer,” “Paul , the Missionary,”</i> • <i>Realize how God used Paul to spread the gospel</i> 	<p>Methods used:</p> <ul style="list-style-type: none"> • Same as Units 1-10 <p>Materials needed:</p> <ul style="list-style-type: none"> • Same as Units 1-10 <p>Specific materials for Unit 6- Part 1</p> <ul style="list-style-type: none"> • S86, “Kings” • Vocabulary List for Chapters 3-4 	<p>Methods to determine mastery Discussion Check for accuracy</p>	<p>Time allowed for this unit of study 30 minutes x 4 days a week</p>

Unit Scope & Sequence

Course Name Science _____ Grade Level 2nd _____ Teacher **Parsons, Easterly and Smith**

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Health</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Gain understanding of proper daily hygiene</i> • <i>Understanding the importance of proper nutrition</i> • <i>Develop and understanding of how the body converts food for energy</i> • <i>Discover how to promote safety in daily life</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Enrichment Worksheets • Smartboard • Internet resources • Interactive Smartboard • Instructional videos 	<p><i>Methods to determine mastery</i></p> <p>Class participation Cooperative learning groups Verbal assessments Observation</p>	<p><i>Time allowed for this unit of study</i></p> <p>Time allowed for this unit of study 30 minutes x 2 days a week</p>
<p>Physical Science</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Recognize states and changes of matter</i> • <i>Discover how simples machines are used in daily life</i> • <i>Develop an understanding of the properties of magnets</i> 	<ul style="list-style-type: none"> • Enrichment Worksheets • Smartboard • Internet resources • Interactive Smartboard • Instructional videos • Science projects 	<p>Class participation Cooperative learning groups Verbal assessments Observation</p>	<p>Time allowed for this unit of study 30 minutes x 4 days a week</p>

Unit Scope & Sequence

Course Name History Grade Level 2nd

Teacher : Parsons, Easterly, Smith

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Geography</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Identify cardinal directions • Recognize and locate the seven continents • Read a map key • Identify a compass rose • Recognize and locate the three major oceans 	<p><i>Methods</i></p> <ul style="list-style-type: none"> • Enrichment Worksheets • Smartboard • Internet resources • Interactive Smartboard • Instructional videos <p><i>Materials:</i></p> <ul style="list-style-type: none"> • Maps • Globe • Playground Map 	<p><i>Methods to determine mastery</i></p> <p>Class participation Cooperative learning groups Verbal assessments Obsevation</p>	<p><i>Time allowed for this unit of study</i></p> <p>Time allowed for this unit of study 30 minutes x 2 days a week</p>
<p>History</p> <p>]</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Identify names and cultures of Native Americans • Discover how Christianity was introduced to Native Americans • Oklahoma history as related to the Land Run 	<p><i>Methods</i></p> <ul style="list-style-type: none"> • Enrichment Worksheets • Smartboard • Internet resources • Interactive Smartboard • Instructional videos <p><i>Materials:</i></p> <ul style="list-style-type: none"> • Maps • Native American artifacts • Library Books • Manipulatives • Games 	<p>Class participation Cooperative learning groups Verbal assessments Observation</p>	<p>Time allowed for this unit of study 30 minutes x 2 days a week</p>
<p>Economics</p>	<p>Student will:</p> <ul style="list-style-type: none"> • Identify needs and wants • Gain an understanding of bartering • Understand supply and demand 	<p><i>Methods</i></p> <ul style="list-style-type: none"> • Enrichment Worksheets • Smartboard • Internet resources • Interactive Smartboard • Instructional videos <p>Materials:</p> <ul style="list-style-type: none"> • Manipulatives 	<p>Class participation Cooperative learning groups Verbal assessments Observation</p>	<p>Time allowed for this unit of study 30 minutes x 2 days a week</p>

Unit Scope & Sequence

Course Name _____ Grade Level _____ Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
		<i>Methods and Materials used:</i>	<i>Methods to determine mastery</i>	<p><i>Time allowed for this unit of study</i></p> <p>Time allowed for this unit of study 30 minutes x 4 days a week</p> <p>Time allowed for this unit of study 30 minutes x 4 days a week</p>

Unit Scope & Sequence

Course Name _____ Grade Level _____ Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
		<i>Methods and Materials used:</i>	<i>Methods to determine mastery</i>	<p><i>Time allowed for this unit of study</i></p> <p>Time allowed for this unit of study 30 minutes x 4 days a week</p> <p>Time allowed for this unit of study 30 minutes x 4 days a week</p>

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Unit Scope & Sequence

Course Name _____ Grade Level _____ Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
		<i>Methods and Materials used:</i>	<i>Methods to determine mastery</i>	<p><i>Time allowed for this unit of study</i></p> <p>Time allowed for this unit of study 30 minutes x 4 days a week</p> <p>Time allowed for this unit of study 30 minutes x 4 days a week</p>

Unit Scope & Sequence

Course Name _____ Grade Level _____ Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
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Unit Scope & Sequence

Course Name _____ Grade Level _____ Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
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Unit Scope & Sequence

Course Name _____ Grade Level _____ Teacher _____

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Unit Scope & Sequence

Course Name _____ Grade Level _____ Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
		<i>Methods and Materials used:</i>	<i>Methods to determine mastery</i>	<p><i>Time allowed for this unit of study</i></p> <p>Time allowed for this unit of study 30 minutes x 4 days a week</p> <p>Time allowed for this unit of study 30 minutes x 4 days a week</p>

Unit Scope & Sequence

Course Name _____ Grade Level _____ Teacher _____

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Unit Scope & Sequence

Course Name _____ Grade Level _____ Teacher _____

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Unit Scope & Sequence

Course Name _____ Grade Level _____ Teacher _____

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Unit Scope & Sequence

Course Name _____ Grade Level _____ Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
		<i>Methods and Materials used:</i>	<i>Methods to determine mastery</i>	<p><i>Time allowed for this unit of study</i></p> <p>Time allowed for this unit of study 30 minutes x 4 days a week</p> <p>Time allowed for this unit of study 30 minutes x 4 days a week</p>

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Unit Scope & Sequence

Course Name _____ Grade Level _____ Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
		<i>Methods and Materials used:</i>	<i>Methods to determine mastery</i>	<p><i>Time allowed for this unit of study</i></p> <p>Time allowed for this unit of study 30 minutes x 4 days a week</p> <p>Time allowed for this unit of study 30 minutes x 4 days a week</p>

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Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
		<i>Methods and Materials used:</i>	<i>Methods to determine mastery</i>	<p><i>Time allowed for this unit of study</i></p> <p>Time allowed for this unit of study 30 minutes x 4 days a week</p> <p>Time allowed for this unit of study 30 minutes x 4 days a week</p>

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Unit Scope & Sequence

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Unit Scope & Sequence

Course Name _____ Grade Level _____ Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
		<i>Methods and Materials used:</i>	<i>Methods to determine mastery</i>	<p><i>Time allowed for this unit of study</i></p> <p>Time allowed for this unit of study 30 minutes x 4 days a week</p> <p>Time allowed for this unit of study 30 minutes x 4 days a week</p>

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Oklahoma Christian School
Course Description

Course: Science Grade Level: 3

Philosophy Statement	The philosophy of the Bible department is shaped by the conviction that the Bible is the verbally inspired Word of God, wholly without error in the original autographs given by God, and is sufficient as our only infallible rule of faith and practice. A study of the Bible constitutes the most significant discipline for any person. This concept is reflected in scripture, “Study to show thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth.” (2 Timothy 2:15). Our response to reading and studying the Bible is belief in and obedience to the revealed will of God. No other book compares to the Bible. The Bible and the Christian faith can be defended as the sole deposit of eternal truth as revealed by God and embodies the revealed will of the Eternal God.
Course Objective	The student will be taught that all truth is God’s Truth. God is the Creator of all. He created us to bring honor and glory to Himself. Students will study what it means to follow Christ.
Textbook	<u>Following Christ</u> BJU Press – 3 rd Edition
Other Resources	Student workbook Field Trip Daily discussions
Time Allotment	20 minutes per day, 4 days per week
Course Content	The student will: <ul style="list-style-type: none"> • Understand that the Bible is God’s Word. • See their need for Christ as their personal Savior. • Be encouraged in Christlike behavior. • Be encouraged to have a desire to know more about God. • Be encouraged to apply Bible knowledge to his/her daily life. • Practice Bible skills. • Connect Biblical events with historical events.
Evaluation Methods	<ul style="list-style-type: none"> ❖ Class participation ❖ Workbooks ❖ Memory work

Unit Scope & Sequence
Grade Level 3

Course Name: Bible

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p align="center">Sin and Salvation</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Understand man's responsibility to God</i> ❖ <i>Understand man's sinful nature</i> ❖ <i>Understand God's mercy</i> ❖ <i>Understand God's judgment</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Bibles</i> ❖ <i>Bible workbooks</i> ❖ <i>SmartBoards</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Workbook pages</i> ❖ <i>Discussion</i> ❖ <i>Memory work</i> 	<p><i>Time allowed for this unit of study</i></p> <p align="center">4 weeks</p>

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Unit Scope & Sequence
Grade Level 3

Course Name: Bible

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p align="center">When He Cometh</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Discuss “God’s Word is infallible”</i> ❖ <i>Discuss “God’s Word Foretells the Last Days”</i> ❖ <i>Discuss “God’s Word is Complete”</i> ❖ <i>Discuss “God’s Word has Authority Over Man”</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Bible</i> ❖ <i>Bible workbooks</i> ❖ <i>SmartBoards</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Workbook pages</i> ❖ <i>Discussion</i> ❖ <i>Memory work</i> 	<p><i>Time allowed for this unit of study</i></p> <p align="center">4 weeks</p>

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Unit Scope & Sequence
Grade Level 3

Course Name: Bible

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>The Mind of the Lord</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Discuss a fool's mind</i> ❖ <i>Discuss a doubter's mind</i> ❖ <i>Discuss a rebel's mind</i> ❖ <i>Discuss a believer's mind</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Bible</i> ❖ <i>Bible workbooks</i> ❖ <i>SmartBoards</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Workbook pages</i> ❖ <i>Discussion</i> ❖ <i>Memory work</i> 	<p><i>Time allowed for this unit of study</i></p> <p align="center">4 weeks</p>

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Course Name: Bible

Unit Scope & Sequence
Grade Level 3

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Purity	<i>Students will:</i> <ul style="list-style-type: none">❖ <i>Understand pure trust</i>❖ <i>Understand pure actions</i>❖ <i>Understand pure motives</i>❖ <i>Understand pure speech</i>	<i>Methods and Materials used:</i> <ul style="list-style-type: none">❖ <i>Bible</i>❖ <i>Bible workbooks</i>❖ <i>SmartBoards</i>	<i>Methods to determine mastery</i> <ul style="list-style-type: none">❖ <i>Workbook pages</i>❖ <i>Discussion</i>❖ <i>Memory work</i>	<i>Time allowed for this unit of study</i> 4 weeks

Unit Scope & Sequence
Grade Level 3

Course Name: Bible

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Christmas: The King is Born</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Study the birth of John the Baptist</i> ❖ <i>Study the birth of Jesus</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Bible</i> ❖ <i>Bible workbooks</i> ❖ <i>SmartBoards</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Workbook pages</i> ❖ <i>Discussion</i> ❖ <i>Memory work</i> 	<p><i>Time allowed for this unit of study</i></p> <p align="center"><i>2 weeks</i></p>

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Unit Scope & Sequence
Grade Level 3

Course Name: Bible

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>To Seek and to Save</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Study the Master's plan</i> ❖ <i>Study the Master's harvest plans</i> ❖ <i>Study the Master's service</i> ❖ <i>Study the Master's Return</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Bible</i> ❖ <i>Bible workbooks</i> ❖ <i>SmartBoards</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Workbook pages</i> ❖ <i>Discussion</i> ❖ <i>Memory work</i> 	<p><i>Time allowed for this unit of study</i></p> <p align="center">4 weeks</p>

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Unit Scope & Sequence
Grade Level 3

Course Name: Bible

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Exaltation of Christ</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Study Jesus is the Good Shepherd</i> ❖ <i>Study Jesus is the Bread of Life</i> ❖ <i>Study Jesus is the Way, the Truth, and the Life</i> ❖ <i>Study Jesus is the resurrection</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Bible</i> ❖ <i>Bible workbooks</i> ❖ <i>SmartBoards</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Workbook pages</i> ❖ <i>Discussion</i> ❖ <i>Memory work</i> 	<p><i>Time allowed for this unit of study</i></p> <p align="center">4 weeks</p>

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Unit Scope & Sequence
Grade Level 3

Course Name: Bible

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
A Christian's Character	<i>Students will:</i> <ul style="list-style-type: none"> ❖ <i>Study the willingness to go when God calls</i> ❖ <i>Study the willingness to give</i> ❖ <i>Study the willingness to serve</i> ❖ <i>Study the willingness to suffer</i> 	<i>Methods and Materials used:</i> <ul style="list-style-type: none"> ❖ <i>Bible</i> ❖ <i>Bible workbooks</i> ❖ <i>SmartBoards</i> 	<i>Methods to determine mastery</i> <ul style="list-style-type: none"> ❖ <i>Workbook pages</i> ❖ <i>Discussion</i> ❖ <i>Memory work</i> 	<i>Time allowed for this unit of study</i> <p align="center"><i>4 weeks</i></p>

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Unit Scope & Sequence
Grade Level 3

Course Name: Bible

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Easter: God's Love Complete	<i>Students will:</i> <ul style="list-style-type: none"> ❖ <i>Study the events of the Passover week</i> ❖ <i>Study Christ's crucifixion and resurrection</i> 	<i>Methods and Materials used:</i> <ul style="list-style-type: none"> ❖ <i>Bible</i> ❖ <i>Bible workbooks</i> ❖ <i>SmartBoards</i> 	<i>Methods to determine mastery</i> <ul style="list-style-type: none"> ❖ <i>Workbook pages</i> ❖ <i>Discussion</i> ❖ <i>Memory work</i> 	<i>Time allowed for this unit of study</i> <i>2 weeks</i>

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Unit Scope & Sequence
Grade Level 3


Course Name: Bible

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Christian Friends</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Discuss “What is a friend?”</i> ❖ <i>Discuss “What kind of friends do I have?”</i> ❖ <i>Discuss “What kind of friend am I?”</i> ❖ <i>Discuss “Jesus is our best friend”</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Bible</i> ❖ <i>Bible workbooks</i> ❖ <i>SmartBoards</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Workbook pages</i> ❖ <i>Discussion</i> ❖ <i>Memory work</i> 	<p><i>Time allowed for this unit of study</i></p> <p align="center">4 weeks</p>

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Oklahoma Christian School
Course Description

Course: Bible _____ Grade Level: 4th Teacher: fourth grade team

Philosophy Statement	The philosophy of the Bible department is shaped by the conviction that the Bible is the verbally inspired Word of God, wholly without error in the original autographs given by God, and is sufficient as our only infallible rule of faith and practice. A study of the Bible constitutes the most significant discipline for any person. This concept is reflected in scripture, "Study to show thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth." (2 Timothy 2:15). Our response to reading and studying the Bible is belief in and obedience to the revealed will of God. No other book compares to the Bible. The Bible and the Christian faith can be defended as the sole deposit of eternal truth as revealed by God and embodies the revealed will of the Eternal God.
Course Objective	<ul style="list-style-type: none"> -Teaches that the Bible is God's Word -Aids students in recognizing their need as personal Savior -Encourages Christ-likeness in students -Instills a desire in students to know more about God -Encourages students to apply Bible knowledge to their daily lives -Provides a systematic plan for the practice of Bible skills -Connects Bible events with historical events -Correlates other subjects with Bible teaching -Corporate Worship - Memorizing Scripture -Hymns
Textbook	Bob Jones God And His People, 3 rd Edition
Other Resources	<ul style="list-style-type: none"> -Bible -Illumina Software  - BJU teacher and student text - BJU teacher resources
Time Allotment	30-40 five times per week (including chapel)
Course Content	<ul style="list-style-type: none"> - Attributes of God - Bible Study and Prayer - Faithfulness - Christmas - Victory in Christ - Contentment - Love - Easter - Christ and His People - Eternal Promises - Thanksgiving - Memory Work - Chapel
Evaluation Methods	<ul style="list-style-type: none"> - Lesson and Skills Practice Assessments - Projects - Journaling - Spelling Tests - Evaluation of written work

Unit Scope & Sequence

Course Name Bible

Grade Level 4

Teacher 4th Grade

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 1 Attributes of God</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> -realize that God is faithful and never changes -realize that God is merciful and loving -realize that God is eternal, omniscient, omnipresent, and omnipotent -realize that God is sovereign -realize that God’s mercy saves believers from everlasting punishment -recall facts and details -identify cause and effect - read a map and time line -identify main idea and supporting details -write a letter -use a glossary -realize God protects Christians -develop a Bible reading habit -apply Bible knowledge to everyday life -memorize scripture passages 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> Bible (NIV) illumina software Bob Jones U. Press 4th grade text BJU Press teacher reference materials BJU student text BJU teacher resources Concordance Bible dictionary Personal materials maps 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> BJU testing materials Memory recitation Discussion Student work text Student projects 	<p><i>Time allowed for this unit of study</i></p> <p>18 days</p>

Unit Scope & Sequence

Course Name Bible

Grade Level 4

Teacher 4th Grade

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 2 Bible Study and Prayer</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> -appreciate attributes of God -realize that only God can give victory -realize that God's Word is powerful -realize that studying and memorizing God's Word helps believers obey God's Word -recognize prophecy foretold and prophecy -recall facts and details -Locate information in Scripture -identify the book of the Bible where an account is located -use cross-references - read a map and time line -develop active listening -identify cause and effect -draw conclusions -match characters and dialogue -sequence events -summarize main events -identify main idea and supporting details <ul style="list-style-type: none"> -remember that God is a Christian's help and strength -realize that if we trust in God, He will take care of us -catch the vision of telling others about Christ -realize how God wants Christians to worship Him -develop a Bible reading habit -apply Bible knowledge to everyday life -memorize Old Testament books -memorize scripture passages 	<p><i>Methods and Materials used:</i></p> <p><i>Bible (NIV) illumina software</i> <i>Bob Jones U. Press 4th grade text</i> <i>BJU Press teacher reference materials</i> <i>BJU student text</i> <i>BJU teacher resources</i> <i>Concordance</i> <i>Bible dictionary</i> <i>Personal materials</i> <i>maps</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>BJU testing materials</i> <i>Memory recitation</i> <i>Discussion</i> <i>Student work text</i> <i>Student projects</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>18 days</i></p>

Unit Scope & Sequence

Course Name Bible

Grade Level 4

Teacher 4th Grade



Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 3 Faithfulness</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> -understand that God is unchanging -realize that God is faithful; He keeps His promises -realize that God is all-powerful -realize that God protects and provides for His people -realize that God must punish sin -know that God rewards faithfulness -understand that angels stand guard -recall facts and details -locate information in Scripture -identify the book of the Bible where an account is located - read a time line -develop active listening -complete a bar graph -draw conclusions -frame and edit a story -compare and contrast characters <ul style="list-style-type: none"> -realize that Christians should be faithful to God -realize that God wants us to be faithful to others -realize that God wants Christians to support His work financially -develop a Bible reading habit -apply Bible knowledge to everyday life -memorize Old Testament books -memorize scripture passages 	<p><i>Methods and Materials used:</i></p> <p><i>Bible (NIV) illumina software</i> <i>Bob Jones U. Press 4th grade text</i> <i>BJU Press teacher reference materials</i> <i>BJU student text</i> <i>BJU teacher resources</i> <i>Concordance</i> <i>Bible dictionary</i> <i>Personal materials</i> <i>maps</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>BJU testing materials</i> <i>Memory recitation</i> <i>Discussion</i> <i>Student work text</i> <i>Student projects</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>18 days</i></p>

Unit Scope & Sequence

Course Name Bible

Grade Level 4

Teacher 4th Grade

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 5 Victory</p> 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> -realize that Jesus Christ overcame temptations -be aware that Satan tempts Christians to sin -realize that God is faithful in helping Christians overcome temptation -realize that Jesus has the power to conquer death -recall facts and details -locate information in Scripture -memorize the books of the New Testament -identify similarities and differences -determine cause and effect -use cross-references -develop and understanding of scripture -know what to do when tempted to do wrong -allow God to help in overcoming temptation -develop a Bible reading habit -apply Bible knowledge to everyday life -memorize scripture passages 	<p><i>Methods and Materials used:</i></p> <p><i>Bible (NIV) illumina software</i> <i>Bob Jones U. Press 4th grade text</i> <i>BJU Press teacher reference materials</i> <i>BJU student text</i> <i>BJU teacher resources</i> <i>Concordance</i> <i>Bible dictionary</i> <i>Personal materials</i> <i>maps</i></p>	<p><i>Methods to determine mastery</i></p>  <p><i>BJU testing materials</i> <i>Memory recitation</i> <i>Discussion</i> <i>Student work text</i> <i>Student projects</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>18 days</i></p>

Unit Scope & Sequence

Course Name Bible

Grade Level 4

Teacher 4th Grade

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 8 Easter: Victory over death</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> -realize that Christ died for the sins of all men -understand that Jesus was rejected by men -know that Christ rose from the dead -recall facts and details -locate information in Scripture -read a time-line -identify the correct Bible character -write captions for pictures -use a concordance -realize that Christ died for their sins -develop a Bible reading habit -apply Bible knowledge to everyday life -memorize scripture passages 	<p><i>Methods and Materials used:</i></p> <p><i>Bible (NIV) illumina software</i> <i>Bob Jones U. Press 4th grade text</i> <i>BJU Press teacher reference materials</i> <i>BJU student text</i> <i>BJU teacher resources</i> <i>Concordance</i> <i>Bible dictionary</i> <i>Personal materials</i> <i>maps</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>BJU testing materials</i> <i>Memory recitation</i> <i>Discussion</i> <i>Student work text</i> <i>Student projects</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>10 days</i></p>

Oklahoma Christian School
Course Description

Course: Bible Grade Level: 5th Teacher: J. Lynch

Philosophy Statement	The philosophy of the Bible department is shaped by the conviction that the Bible is the verbally inspired Word of God, wholly without error in the original autographs given by God, and is sufficient as our only infallible rule of faith and practice. A study of the Bible constitutes the most significant discipline for any person. This concept is reflected in scripture, “Study to show thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth.” (2 Timothy 2:15). Our response to reading and studying the Bible is belief in and obedience to the revealed will of God. No other book compares to the Bible. The Bible and the Christian faith can be defended as the sole deposit of eternal truth as revealed by God and embodies the revealed will of the Eternal God.
Course Objective	The student will learn God’s truth about wisdom, the role God’s wisdom plays in their personal attitudes & character, their home life, discernment in choosing & being a good/bad friend, & God’s promises for obedience. The student will also learn to study their Bible using the inductive method of study to gain a deeper understanding of God’s Word to him/her. Memorization of scriptures to support the truths they are learning will be expected as one step in hiding God’s Word in their hearts & drawing them into a more meaningful, personal relationship with their Savior. A reflection & examination of how to be saved will be taught to ensure all students know Christ died for their sins & His desire for them.
Textbook	*NIV Bible *Wise Up: Wisdom in Proverbs (Positive Action Bible Curriculum) *How to Study Your Bible for Kids by Kay Arthur/Janna Arndt (Harvest House)
Other Resources	Bible Dictionary Exhaustive Concordance Video Music CD You tube (Christian music) Illumina computer program
Time Allotment	Alternating days of 80 minute classes (1 week – 3 days @ 80 minutes, 2 nd week = 2 days @ 80 minutes)
Course Content	Study of the Proverbs Inductive Bible study Memorization Bible Usage
Evaluation Methods	*Class participation *Homework assignments *Projects *Quizzes *Tests

Unit Scope & Sequence

Course Name Bible: Wise Up – Wisdom in Proverbs

Grade Level 5th

Teacher Jackie Lynch

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Lesson 1: What is Wisdom?	<i>Students will:</i> Recognize - wisdom comes only from God -the religion of humanism is man’s view of the world -wisdom is a Person (Jesus Christ) -a wise person follows the principles of God -God as Creator through Creation -appreciate God’s truth through the music	<i>Methods and Materials used:</i> Scripture passages read & discussed Workbook Video clips Applicable stories Memory work Music	<i>Methods to determine mastery</i> quiz	<i>Time allowed for this unit of study</i> 3 days
Lesson 2: Wisdom & Foolishness	Recognize these truths: -the bible makes a great distinction between the actions of a wise man and a fool -whether we are wise or not is not a matter of age, but rather of knowing and fearing God -we need to evaluate our own lives from time to time to recognize any foolish tendencies in our lives -memorize James 1:5, books of the Old Testament & New Testament	Scripture passages read & discussed Workbook Video clips Applicable stories Memory work Music	quiz	3 days
Lesson 3: The Example of Wise Men	Recognize these truths: -it is possible to learn wisdom by studying the examples of wise men -a wise person knows how to handle conflicts -it is important to choose priorities wisely -following God’s commandments will guide us wisely (Ex. 20:3-17)	Scripture passages read & discussed Workbook Video clips Applicable stories Memory work Music	quiz	3 days
Lesson 4: Our Home Life	Recognize these truths: -the family is a God-given framework designed for God’s glory	Scripture passages read & discussed Workbook		

	<p><i>& our benefit</i> <i>-all the people in a family must fulfill their God-given roles & responsibilities in order for the family to function in a way that glorifies God & benefits the whole family</i> <i>-a young person's right attitude is essential to harmonious family life</i></p>	<p><i>Video clips</i> <i>Applicable stories</i> <i>Memory work</i> <i>Music</i></p>		
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Unit Scope & Sequence

Course Name Bible: Wise Up – Wisdom in Proverbs

Grade Level 5th

Teacher Jackie Lynch

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Lesson 5: Honoring Our Parents	<i>Students will:</i> Recognize -each of us should honor & respect our parents all the days of our live - we will definitely suffer consequences in our lives if we dishonor our parents -God holds parents responsible for their actions, too -our parents are to be the main instructors in our lives	<i>Methods and Materials used:</i> Scripture passages read & discussed Workbook Video clips Applicable stories Memory work Music	<i>Methods to determine mastery</i> quiz	<i>Time allowed for this unit of study</i> 3 days
Lesson 6: Freedom & Responsibility	Recognize these truths: -freedom & responsibility go hand in hand -we must assume responsibility for all of our actions -we need to use our freedom wisely in order to build trust -we need to live our lives based on the principles God teaches us -responding to God’s commandment to spread the Gospel (Matt. 22:36-40)	Scripture passages read & discussed Workbook Video clips Applicable stories Memory work Music	quiz	3 days
Lesson 7: How Attitudes Affect Actions	Recognize these truths: -our outward actions begin with our inner attitudes -we need to learn to control negative attitudes toward others -Jesus always responded properly because His heart attitudes were controlled by love -God gives us promises for obeying His commands -God wants us to have the desire for learning & wisdom (Prov. 1:1-9)	Scripture passages read & discussed Workbook Video clips Applicable stories Memory work Music	quiz	3 days
Lesson 8: Right Attitudes About Myself	Recognize these truths: -God wants us to have right attitudes about ourselves -our inner attitudes about ourselves affect how we treat others -we need to understand the place of trials & tribulations in our lives	Scripture passages read & discussed Workbook Video clips Applicable stories Memory work Music	quiz	3 days

<p>Lesson 9: Good Friends & Bad Friends</p>	<p><i>-we are to follow Christ's humility & attitude (Phil. 2:2-5)</i></p> <p>Recognize these truths: <i>-wrong friends do not have our best interest in mind -a true friend will want only what is best for us -we need to stay away from those who would encourage us to do wrong -we have a need to be accepted, but we must learn not to allow this need to harm our testimony by doing wrong things just to be accepted by others</i></p>	<p><i>Scripture passages read & discussed Workbook Video clips Applicable stories Memory work Music</i></p>	<p><i>quiz</i></p>	<p><i>3 days</i></p>
<p>Lesson 10: Choosing the Right Friends</p>	<p>Recognize these truths: <i>-we must be cautious not to judge & condemn others when we do not have all the facts about their problem -we need to learn to listen to our friends and encourage them when they have problems -we are to stay away from those who would pull us down -we need to choose our friends carefully</i></p>	<p><i>Scripture passages read & discussed Workbook Video clips Applicable stories Memory work Music</i></p>	<p><i>Quiz</i></p>	<p><i>3 days</i></p>
<p>Lesson 11: How to Keep Good Friends</p>	<p>Recognize these truths: <i>-understand the different levels & expectations of friendships -see the example of commitment in Jonathan & David's friendship -learn specifically how to become a good friend</i></p>	<p><i>Scripture passages read & discussed Workbook Writing project Applicable stories Memory work</i></p>	<p><i>Quiz</i></p>	<p><i>3 days</i></p>
<p>Lesson 12: Loving All People</p>	<p>Recognize these truths: <i>-if we love God, we will love all other people -there is no respect of persons with God -by loving others, we can help them come to know Jesus as Savior & Lord</i></p>	<p><i>Scripture passages read & discussed Workbook Writing project Applicable stories Memory work</i></p>	<p><i>Quiz</i></p>	<p><i>3 days</i></p>
<p>Lesson 15: Walking in the Spirit</p>	<p>Recognize these truths: <i>-the fruit of the Spirit is the character of God -the flesh fights against the Spirit to keep us from having success -God desires to conform us to the image of His Son, Jesus</i></p>	<p><i>Scripture passages read & discussed Workbook Writing project Applicable stories Memory work</i></p>	<p><i>Quiz</i></p>	<p><i>3 days</i></p>

<p>Lesson 16: What is Character:</p>	<p><i>Recognize these truths:</i> <i>-God wants to build strong Christian character into our lives</i> <i>-God has many promises for those who develop godly character</i> <i>-we can choose whether to build wise or foolish life patterns into our lives</i></p>	<p><i>Scripture passages read & discussed</i> <i>Workbook</i> <i>Applicable stories</i> <i>Memory work</i></p>	<p><i>Quiz</i></p>	<p><i>3 days</i></p>
<p>Lesson 17: Love and Gentleness</p>	<p><i>Recognize these truths:</i> <i>-to love one another is one of the greatest commandments of God</i> <i>-God wants us to learn to love our neighbors, the poor, and even our enemies</i> <i>-we need to learn to forgive others so that we can learn to love them</i></p>	<p><i>Scripture passages read & discussed</i> <i>Workbook</i> <i>Applicable stories</i> <i>Memory work</i> <i>Music</i> <i>Video clips</i></p>	<p><i>Quiz</i></p>	<p><i>3 days</i></p>
<p>Lesson 18: Integrity</p>	<p><i>Recognize these truths:</i> <i>-integrity is the inner core of our character</i> <i>-others should know that we can always be trusted to tell the truth & that we will never be deceptive</i> <i>-the principle of sowing & reaping is continually at work in our lives</i></p>	<p><i>Scripture passages read & discussed</i> <i>Workbook</i> <i>Project</i> <i>Applicable stories</i> <i>Memory work</i> <i>Music</i> <i>Video clips</i></p>	<p><i>quiz</i></p>	<p><i>3 days</i></p>
<p>Lesson 19: Meekness & Humility</p>	<p><i>Recognize these truths:</i> <i>-meekness consists of inner strength. It does not mean weakness</i> <i>-pride and arrogance will end in destruction, but meekness will be honored by God</i> <i>-a meek person is able to suffer unjustly because he knows that God will put all things right</i></p>	<p><i>Scripture passages read & discussed</i> <i>Workbook</i> <i>Project</i> <i>Applicable stories</i> <i>Memory work</i> <i>Music</i> <i>Video clips</i></p>	<p><i>Quiz</i></p>	<p><i>3 days</i></p>
<p>Lesson 20: Hard Work & Faithfulness</p>	<p><i>Recognize these truths:</i> <i>-God will help us to set goals within His will for us</i> <i>-faithfulness & hard work will help us achieve our goals</i></p>	<p><i>Scripture passages read & discussed</i> <i>Workbook</i></p>	<p><i>Quiz</i></p>	<p><i>3 days</i></p>

Lesson 21: Self-Control	<p><i>-we will have to learn to overcome tribulations & obstacles to achieve our goals</i></p> <p>Recognize these truths: <i>-God wants us to have control over both our actions and our emotions</i> <i>-the Holy Spirit living within us can help us have the control we need</i> <i>-we need to live a disciplined life</i></p>	<p><i>Music</i> <i>Video clips</i></p> <p><i>Scripture passages read & discussed</i> <i>Workbook</i> <i>Applicable stories</i> <i>Memory work</i> <i>Music</i> <i>Video clips</i></p>	<p><i>Quiz</i></p>	<p><i>3 days</i></p>
Lesson 22: Courage	<p>Recognize these truths: <i>-the fear of the Lord is a trusting respect of the Lord</i> <i>-we never have to fear what man can do to us</i> <i>-courage is a result of God's power in our lives</i></p>	<p><i>Scripture passages read & discussed</i> <i>Workbook</i> <i>Project</i> <i>Applicable stories</i> <i>Memory work</i> <i>Music</i> <i>Video clips</i></p>	<p><i>Quiz</i></p>	<p><i>3 days</i></p>
Lesson 23: Submission & Obedience	<p>Recognize these truths: <i>-submission and obedience are something we do for our own good – not just out of duty to someone else</i> <i>-our attitude is as important in obedience as our actions</i> <i>-when we are disobedient to authority, we are disobedient to God as well</i></p>	<p><i>Scripture passages read & discussed</i> <i>Workbook</i> <i>Project</i> <i>Applicable stories</i> <i>Memory work</i> <i>Music</i> <i>Video clips</i></p>	<p><i>Quiz</i></p>	<p><i>3 days</i></p>
Lesson 24: Knowing God's Will	<p>Recognize these truths: <i>-God has a purpose for us, & finding God's will is simply learning what that purpose is</i> <i>-we should not expect to know how to make good choices in the unclear areas of life if we are unwilling to obey in the areas He has already made clear</i> <i>-knowing God's will is first of all seeking & knowing God Himself</i></p>	<p><i>Scripture passages read & discussed</i> <i>Workbook</i> <i>Applicable stories</i> <i>Memory work</i> <i>Music</i> <i>Video clips</i></p>	<p><i>Quiz</i></p>	<p><i>3 days</i></p>
Lesson 25:	<p>Recognize these truths:</p>	<p><i>Scripture passages read &</i></p>	<p><i>Quiz</i></p>	<p><i>3 days</i></p>

<p>Staying in God's Will</p>	<p><i>-there is a pattern of failure if we stray from God</i> <i>-there are definite consequences for disobedience to God</i> <i>-God's will begins with what is happening to us right now and extends into every aspect of our future</i> <i>-Satan will try to blind us so we cannot find God's will</i></p>	<p><i>discussed</i> <i>Workbook</i> <i>Applicable stories</i> <i>Memory work</i> <i>Music</i> <i>Video clips</i></p>		
<p>Lesson 26: Learning How to Use Money</p>	<p><i>Recognize these truths:</i> <i>-God entrusts us with money, and He expects us to spend it wisely</i> <i>-what we do with our money tells us something about our values</i></p>	<p><i>Scripture passages read & discussed</i> <i>Workbook</i> <i>Project</i> <i>Memory work</i> <i>Music</i> <i>Video clips</i></p>	<p><i>Quiz</i></p>	<p><i>3 days</i></p>
<p>Lesson 27: Having Right Thoughts</p>	<p><i>Recognize these truths:</i> <i>-God is pure & unselfish in His thought life; His thoughts are beyond our understanding</i> <i>-God wants us to guard what we put into our minds</i> <i>-God has specific principles for what we should think about</i> <i>-we can control what we put into our minds</i></p>	<p><i>Scripture passages read & discussed</i> <i>Workbook</i> <i>Project</i> <i>Applicable stories</i> <i>Memory work</i> <i>Music</i> <i>Video clips</i></p>	<p><i>Quiz</i></p>	<p><i>3 days</i></p>
<p>Lesson 28: Making Right Decisions</p>	<p><i>Recognize these truths:</i> <i>-the key decision of life is whether or not we have decided to follow God completely</i> <i>-we must take decisive steps to stay away from evil</i> <i>-we must take decisive steps to stand for right</i> <i>-learning to make right decisions is a sign of maturity</i></p>	<p><i>Scripture passages read & discussed</i> <i>Workbook</i> <i>Project</i> <i>Applicable stories</i> <i>Memory work</i> <i>Music</i> <i>Video clips</i></p>	<p><i>Quiz</i></p>	<p><i>3 days</i></p>
<p>Lesson 29: Keeping Our Promises</p>	<p><i>Recognize these truths:</i> <i>-Jesus made promises to us that He will never break</i> <i>-when we make a vow before the Lord, we must not break our word</i> <i>-we need to learn to seek wise counsel when we must make an important decision</i></p>	<p><i>Scripture passages read & discussed</i> <i>Workbook</i> <i>Project</i> <i>Applicable stories</i> <i>Memory work</i></p>	<p><i>Quiz</i></p>	<p><i>3 days</i></p>

<p>Lesson 30: Controlling What We Say</p>	<p><i>-our personal convictions need to be based on God's Word</i></p> <p>Recognize these truths: <i>-we cannot tame our tongues and our speech without the control of the Holy Spirit</i> <i>-the tongue can be used for both good and evil</i> <i>-we need to learn how to talk to others as well as learn to become a good listener</i></p>	<p><i>Music</i> <i>Video clips</i></p> <p><i>Scripture passages read & discussed</i> <i>Workbook</i> <i>Project</i> <i>Applicable stories</i> <i>Memory work</i> <i>Music</i> <i>Video clips</i></p>	<p><i>Quiz</i></p>	<p><i>3 days</i></p>
<p>Lesson 31: What We Say Affects Others</p>	<p>Recognize these truths: <i>-the things we say can affect others for good or bad</i> <i>-we do not always have to say what we think</i></p>	<p><i>Scripture passages read & discussed</i> <i>Workbook</i> <i>Memory work</i> <i>Music</i> <i>Video clips</i></p>	<p><i>Quiz</i></p>	<p><i>3 days</i></p>
<p>Lesson 32: True Success</p>	<p>Recognize these truths: <i>-success for the Christian begins with internal contentment in God rather than external pleasure in the things of the world</i> <i>-God gives specific guidelines on how to prosper as a Christian</i> <i>-inner contentment and joy are gifts from the Holy Spirit</i></p>	<p><i>Scripture passages read & discussed</i> <i>Workbook</i> <i>Applicable stories</i> <i>Memory work</i> <i>Music</i></p>	<p><i>Quiz</i></p>	<p><i>3 days</i></p>
<p>Lesson 33: Being a Success</p>	<p>Recognize these truths: <i>-to prosper and have success, we need to have faith that God will fulfill what He has promised to do in our lives</i> <i>-we need to learn principles of success from the examples of others</i> <i>-we need to find a balance between pressing forward to accomplish our goals and being content in all things</i></p>	<p><i>Scripture passages read & discussed</i> <i>Workbook</i> <i>Project</i> <i>Applicable stories</i> <i>Memory work</i> <i>Music</i> <i>Video clips</i></p>	<p><i>Quiz</i></p>	<p><i>3 days</i></p>
<p>Lesson 34: Being a Good</p>	<p>Recognize these truths: <i>-God has given each of us opportunities for leadership</i></p>	<p><i>Scripture passages read & discussed</i></p>	<p><i>Quiz</i></p>	<p><i>3 days</i></p>

<p>Leader</p> <p>Lesson 35: Spending Time With God</p>	<p><i>-all of the lessons we have learned during the year are a part of the training necessary to become a good leader</i> <i>-the key leaders in our lives right now are our parents</i></p> <p><i>Recognize these truths:</i> <i>-it is important for us to continue to build our relationship with God when we are out of school for summer</i> <i>-spending time with God helps us build our relationship with Him</i></p>	<p><i>Workbook</i> <i>Project</i> <i>Applicable stories</i> <i>Memory work</i></p> <p><i>Scripture passages read & discussed</i> <i>Workbook</i> <i>Project</i> <i>Applicable stories</i> <i>Memory work</i></p>	<p><i>Quiz</i></p>	<p><i>3 days</i></p>
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Oklahoma Christian School
Course Description

Course: Bible

Grade Level: Sixth

Teacher: Earl Ritter

Philosophy Statement	The philosophy of the Bible department is shaped by the conviction that the Bible is the verbally inspired Word of God, wholly without error in the original autographs given by God, and is sufficient as our only infallible rule of faith and practice. A study of the Bible constitutes the most significant discipline for any person. This concept is reflected in scripture, “Study to show thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth.” (2 Timothy 2:15). Our response to reading and studying the Bible is belief in and obedience to the revealed will of God. No other book compares to the Bible. The Bible and the Christian faith can be defended as the sole deposit of eternal truth as revealed by God and embodies the revealed will of the Eternal God.
Course Objective	Through the student’s exploration and study of the book of John, supported by other texts, they will experience the life of Christ in a new and more meaningful way through the biblical account in John as well as through the reading of their text, through PowerPoint presentations and note taking, and through any number of visuals that aid to this end. Through discussion and through personal meditation on the Word the students may experience God’s Word in a more personal way, enriching their own personal Bible study.
Textbook	The Life of Christ from the Gospel of John (Positive Action for Christ Pub.)
Other Resources	Textbook Film: The Gospel of John (The Visual Bible) PowerPoint Presentations The New International Bible Logos Research Systems – “Libronix” Illumina Gold Media Presentations Bible Knowledge Commentary Zondervan Pictorial Encyclopedia
Time Allotment	80 minute periods – every other day
Course Content	Introduction to the Book of John The Purpose of John’s Gospel The Geographic and Political situation at the time The Preexistence of Christ The Incarnation of Christ Christ changes Water to Wine Christ cleanses the Temple Christ meets with Nicodemus Christ confronts the Woman at the Well Christ teaches the Bread of Life The Triumphal Entry Christ’s Last Supper Betrayal, Arrest, and Trial The Crucifixion The Resurrection
Evaluation Methods	Class Participation (notes and discussion), Homework Assignments, and Verse Memorization

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 1</p> <p>Background information for A Study of the Life of Christ in the Gospel of John.</p> <p>(3 Lessons)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify John’s place among the four gospels. • compare and contrast John with the synoptic gospels. • summarize the primary focus and contents of John. • establish John’s two-fold purpose for writing his gospel. • show the importance of Passover in John’s gospel. • explain the geography of Israel and the political situation at the time of Christ. • apply the lessons of the Dead Sea to the life of the believer. 	<p><i>Methods and Materials used:</i></p> <p>Textbook</p> <ul style="list-style-type: none"> • Reading, discussion, application • Outside writing assignments <p>Smartboard</p> <ul style="list-style-type: none"> • PowerPoint Presentations • Note taking <p>Libronix Software</p> <ul style="list-style-type: none"> • Scripture research • Scripture memorization <p>Illumina Gold Software</p> <ul style="list-style-type: none"> • Visual understanding <p>Gospel of John – Visual Bible Series</p> <ul style="list-style-type: none"> • Visual understanding <p>New International Version – Bible Text</p>	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Tests • Quizzes • Discussions • Ticket out of Class • Homework Exercises 	<p><i>Time allowed for this unit of study</i></p> <p>15 hours</p>

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 2</p> <p>Preparations for Christ's Ministry</p> <p>(2 Lessons)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • state and explain the doctrine of the preexistence of Christ. • summarize Scriptures supporting Christ's preexistence. • state and define the doctrine of the incarnation of Christ. • explain the meaning of incarnation. • identify the purpose of the incarnation of Christ. • explain aspects of the Tabernacle as it regards the incarnation. 	<p><i>Methods and Materials used:</i></p> <p>Same as above</p>	<p><i>Methods to determine mastery</i></p> <p>Same as above</p>	<p><i>Time allowed for this unit of study</i></p> <p>14 hours</p>

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 3</p> <p>Christ's Public Ministry begins with Individuals</p> <p>(4 Lessons)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • summarize and explain the facts of Jesus' first miracle. • Explain the deeper significance of the events at the wedding in Cana. • establish the time and setting of the cleansing of the Temple. • explain the history and importance of the Passover and its relationship to this event. • relate thee facts of Christ's meeting with Nicodemus. • explain some critical terms used in this narrative, such as "new birth". • recount the facts of the narrative of the Woman at the Well. • explain the division between the Jews and Samaritans. • illustrate Christ's humanity and deity in this incident. • explore an approach to witnessing to unbelievers. 	<p><i>Methods and Materials used:</i></p> <p>Same as above</p>	<p><i>Methods to determine mastery</i></p> <p>Same as above</p>	<p><i>Time allowed for this unit of study</i></p> <p>16 hours</p>

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 4</p> <p>Christ's Ministry Reveals Who He is</p> <p>(2 Lessons)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • recount the facts surrounding Christ's discourse on The Bread of Life. • describe the setting of this event. • explain the meaning of "believe". • demonstrate the concept of omniscience from this narrative. • Explain right and wrong motives for following Christ. 	<p><i>Methods and Materials used:</i></p> <p>Same as above</p>	<p><i>Methods to determine mastery</i></p> <p>Same as above</p>	<p><i>Time allowed for this unit of study</i></p> <p>16 hours</p>

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 5</p> <p>Christ's Public Ministry Prompts Mixed Reactions</p> <p>(1 Lesson)</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> recount the factual details concerning the events of the last week before the Crucifixion. explain the significance of the donkey in Christ's triumphal entry 	<p><i>Methods and Materials used:</i></p> <p>Same as above</p>	<p><i>Methods to determine mastery</i></p> <p>Same as above</p>	<p><i>Time allowed for this unit of study</i></p> <p>6 hours</p>

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 6</p> <p>Christ's Private Ministry to his Disciples</p> <p>(2 Lesson s)</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • explain the events of Tuesday before Christ's death from the Synoptic Gospels. • explain the significance of the four questions posed by the Pharisees, Sadducees, and Scribes. • demonstrate the wisdom of Christ's responses. • compare the Passover with Jesus' passion. • explain Christ's humility and servanthood in washing the disciples' feet. • identify the aspects of the Lord's Supper, the last supper, and Passover. 	<p><i>Methods and Materials used:</i></p> <p>Same as above</p>	<p><i>Methods to determine mastery</i></p> <p>Same as above</p>	<p><i>Time allowed for this unit of study</i></p> <p>13 hours</p>

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 7</p> <p>Christ's Passion</p> <p>(3 Lessons)</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • describe the details of Christ's arrest and trial. • explain Christ's control of the situation. • describe the heart condition of Anna, Caiaphas, and the Sanhedrin. • recount the denials of Peter. • reveal the illegal aspects of Christ's trial and treatment. • describe the crucifixion of Christ. • relate the facts of Christ's resurrection and His subsequent appearances. • explain the parts played by Joseph of Arimethea and Nicodemus. • describe the reactions of all those who were His followers. 	<p><i>Methods and Materials used:</i></p> <p>Same as above</p>	<p><i>Methods to determine mastery</i></p> <p>Same as above</p>	<p><i>Time allowed for this unit of study</i></p> <p>15 hours</p>

Oklahoma Christian School
Course Description

Course: 7th Grade Bible Grade Level: 7th Teacher: Simonsen

Philosophy Statement	The philosophy of the Bible department is shaped by the conviction that the Bible is the verbally inspired Word of God, wholly without error in the original autographs given by God, and is sufficient as our only infallible rule of faith and practice. A study of the Bible constitutes the most significant discipline for any person. This concept is reflected in scripture, “Study to show thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth.” (2 Timothy 2:15). Our response to reading and studying the Bible is belief in and obedience to the revealed will of God. No other book compares to the Bible. The Bible and the Christian faith can be defended as the sole deposit of eternal truth as revealed by God and embodies the revealed will of the Eternal God.
Course Objective	The students will use the Word of God as our guide to bring to understanding the truths found in scripture that exemplify a “hero” of the faith. We will take an in-depth look into the lives of men and women of God in the Bible that was used by God to teach eternal truths. Old and New Testament character analysis will comprise the main context of our study. Each nine weeks will include a study of characters that illustrate the overall theme for those nine weeks. All of this will lead us to an understanding of how God uses those heroes who have gone before us to teach us how to “run with perseverance the race marked out for us” and become a hero of the faith.
Textbook	Bible
Other Resources	Bible Truths: Learning from the Life of Christ , Bob Jones Univ. Press The God-Man: Christ in the Gospels , Positive Action for Christ Publishers The Life of Christ : ACSI Publishers
Time Allotment	3 hours and 45 minutes per week 5 days per week with 45 minutes per day
Course Content	<p><u>1st Nine Weeks</u> Identify what a hero of the faith is and the characteristics of a hero according to Hebrews 11. Examine the position of an overcomer/conqueror in the faith. Identify how to lead despite our inadequacies through the study of Moses. Define humility. Define how the purposes of the Ten Commandments can improve you walk with God Compare the Passover from the Old Testament to the Passover from the New Testament relationship with Jesus Christ. Identify how to trust the Lord in all situations through the study of Joshua. Understand the prerequisites to decision making. Understand the steps to decision making. Examine the sovereignty of God. Define the meaning of yoking with the father Examine Gideon the coward, Gideon the challenger, Gideon the conqueror.</p> <p><u>2nd Nine Weeks</u> Define repentance and forgiveness. Identify which way we are funning in life through the study of Jonah. Examine the four aspects of Jonah’s life.</p>

Identify the four attributes of God and how it relates to no being able to run from God.
 Examine why God is not moved by need but by prayer, repentance, and humility.
 Identify how to turn from evil practices and seek peace through the study of Jacob.
 Identify the keys to a blessed life according to 1 Peter 3:10-11.
 Examine the process of reaping and sowing.
 Identify how to welcome the truth of God into our lives through the study of Rahab.
 Define faith and examine faith's relationship to the believer (Romans 10:17).
 Identify our position in Christ through the study of Peter.
 Explain how proper actions come from proper attitudes.
 Identify how to become a man after God's own heart through the study of David.

3rd Nine Weeks

Examine the lifestyle of a worshiper of God through heroes of faith with same attributes.
 Identify how to be acceptable in our worship to God through the study of Abel and Enoch.
 Examine worship as a heart issue not a form issue.
 Explore the meaning of worshipping in the spirit and truth.
 Identify how to be a willing sacrifice to God through the study of Isaac.
 Compare Isaac's story and being a willing sacrifice to that of Jesus Christ.
 Identify the three parts of our lives we are to offer unto God.
 Explain important decisions that are made on a daily basis.
 List the five principles for handling God's plan for our life.
 Examine lessons from Daniel's life.
 Define consuming fire in relationship to God and man.
 Explain how our character should be an outward showing of Christ's work within us and our lives should be a living sacrifice.
 Identify how a young person can serve Christ despite their age through the study of Timothy.
 Examine how to worship God with our speech, life, love, faith, and purity.

4th Nine Weeks

Examine the lifestyle of heroes of the faith that exemplified perseverance and finished the race strong by keeping their eye on the prize.
 Identify how to press on toward the goal through the study of Paul.
 Examine major parts of Paul's life.
 Identify how to persevere under persecution through the study of Noah.
 Compare the times of Noah to the times of today.
 Identify how not to let go of God's anointing through the study of Ruth.
 Identify how to patiently wait for what you cannot see through the study of Abraham.
 Study how the faith of heroes lives out the call of God.
 Examine the three ways Abraham lived by faith.
 Identify how to pass on a legacy to those that follow you through the study of Elijah.
 Define anointing.
 Examine steps to receiving the anointing.
 Identify how Jesus was the greatest example of a hero of the faith.
 Explain how the qualities of Jesus helped Him endure and finish the race on the cross.

**Evaluation
 Methods**

Tests and quizzes, Individual and group class assignments, homework assignments, and class participation.

Unit Scope & Sequence

Course Name 7th Grade Bible

Grade Level 7th

Teacher Simonsen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>What is a hero?</p>	<p><i>Students will:</i> Recognize and understand the formation of a Godly hero:</p> <ul style="list-style-type: none"> Understand Course Description Understand what makes a Godly hero Have read through Hebrews 11 in detail Explore the topic of faith 	<p><i>Methods and Materials used:</i> Bible</p> <p>Heroes of the Faith handout for each student</p> <p>Notes over information in class</p>	<p><i>Methods to determine mastery:</i></p> <p>Memory verse work</p> <p>Handout over heroes of the Faith</p> <p>Class discussion</p> <p>Quiz over objectives</p>	<p><i>Time allowed for this unit of study</i></p> <p>5 days including introduction to class on day one</p>

Unit Scope & Sequence

Course Name 7th Grade Bible

Grade Level 7th

Teacher Simonsen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Moses and Joshua</p>	<p><i>Students will:</i> The students will learn that God does not look at our inadequacies in serving Him, but at who we were made to be in Him.</p> <p>To become familiar with Moses and his calling Understand Ephesians 2:10 NIV Study a certain aspect of Moses’ life that made him a hero of the faith Know the Ten Commandments from Exodus Look at how Moses overcame his inadequacies and lack of faith to become a mighty hero of the faith</p> <p>Will understand that as a result of not believing in God</p> <p>Understand Joshua 1:9 Be able to explain what trusting the Lord is about Learn steps to making good decisions that lead to positive consequences Learn that by trusting in the Lord we can tear down the obstacles that come against us in life</p>	<p><i>Methods and Materials used:</i> Bible</p> <p>Memory Verse</p> <p>Notes over information in class</p> <p>Scripture Scramble Handout</p> <p>Survival Quest student handbooks</p> <p>Joshua Handout</p>	<p><i>Methods to determine mastery:</i></p> <p>Memory verse work</p> <p>Class presentation</p> <p>Homework</p> <p>Class discussion</p> <p>Test</p>	<p><i>Time allowed for this unit of study</i></p> <p>10 days</p>

Unit Scope & Sequence

Course Name 7th Grade Bible

Grade Level 7th

Teacher Simonsen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Esther, Deborah, Barak, and Jephthah	<p><i>Students will:</i> The students will learn what it means to live up to God’s expectations</p> <p>Become familiar with the story of Deborah, Barak, and Jael by analyzing the scripture Understand Matthew 11:29-30 NIV Learn how to live up to God's expectations by following five examples from the life of Deborah Reflect their understanding of the materialistic, “me” orientation of today’s society Learn the background and progression of events in the book of Esther</p>	<p><i>Methods and Materials used:</i> Bible</p> <p>Memory Verse</p> <p>Notes over information in class</p> <p>Judges Handout</p> <p>Deborah/Barak/Jael crossword puzzle</p>	<p><i>Methods to determine mastery:</i></p> <p>Memory verse work</p> <p>Group work</p> <p>Take home quiz</p> <p>Homework</p> <p>Class discussion</p> <p>Test</p>	<p><i>Time allowed for this unit of study</i></p> <p>10 days</p>

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Unit Scope & Sequence

Course Name 7th Grade Bible

Grade Level 7th

Teacher Simonsen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Gideon/ Overcoming</p>	<p><i>Students will:</i> The students will see how God raises up a mighty warrior in an individual that has no esteem.</p> <p>Understand the background of Judges 6 Understand 1 Corinthians 1:27-29 NIV Study the three characteristics of the make up of Gideon and how they apply to our lives Understand the story of Gideon</p> <p>Learn how we accomplish things through His power and not ours. In addition, if we trust in God, no matter what he asks of us, we will succeed.</p> <p>Understand what it takes to overcome the world of today based on the Word of God Apply the basic understanding of overcoming</p>	<p><i>Methods and Materials used:</i> Bible</p> <p>Memory Verse</p> <p>Notes over information in class</p> <p>The Story of Gideon – The Making of a Hero (From SermonCentral.com)</p> <p>Judges 7 crossword puzzle</p>	<p><i>Methods to determine mastery:</i></p> <p>Memory verse work</p> <p>Reading/writing work over Chapters in Judges</p> <p>Homework</p> <p>Class discussion</p> <p>Test</p>	<p><i>Time allowed for this unit of study</i></p> <p>10 days</p>

Unit Scope & Sequence

Course Name 7th Grade Bible

Grade Level 7th

Teacher Simonsen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Jonah	<p><i>Students will:</i> The students will learn from Jonah the importance of God’s view on repentance and how we are to trust the Lord’s ways not our own</p> <p>Understand how:</p> <ul style="list-style-type: none"> - Jonah runs from God. - Jonah runs to God. - Jonah runs with God. - Jonah runs ahead of God. <p>Understand 2 Chronicles 7:14 NIV Learn how Jonah ran from the calling of God, but could not escape God’s purpose for his life Read and understand the book of Jonah Talk about the importance of a repentant heart</p>	<p><i>Methods and Materials used:</i> Bible</p> <p>Memory Verse</p> <p>Notes over information in class</p> <p>The Story of Jonah – It’s not about a fish</p> <p>Jonah worksheet</p>	<p><i>Methods to determine mastery:</i></p> <p>Memory verse work</p> <p>Homework</p> <p>Class discussion</p> <p>Test</p>	<p><i>Time allowed for this unit of study</i></p> <p>5 days</p>

Unit Scope & Sequence

Course Name 7th Grade Bible

Grade Level 7th

Teacher Simonsen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Jacob	<p><i>Students will:</i> The students will learn the background of the patriarchs and how Jacob and Rebekah used deception to rush the hand of God. They will go through three short lessons; The Patriarchs, Jacob and Esau, and Jacob Receives Isaac's Blessing</p> <p>Understand how to define repentance Understand how Jacob's life can help them in today's world Know and understand 1 Peter 3:10-11NIV Know and understand the story of Jacob and Esau Look at the principle of sowing and reaping Know God's three promises to Abraham Look at the time that Jacob's heart turned toward the Lord and then his season with Laban Learn how Jacob's time of wrestling with the Lord turned out to be very symbolic and when Jacob laid down his deceiving ways</p>	<p><i>Methods and Materials used:</i> Bible</p> <p>Memory Verse</p> <p>Notes over information in class</p> <p>Jacob and Esau Video</p> <p>Timeline Handout</p> <p>Handouts over Jacob and Esau</p> <p>Jacob crossword puzzle</p> <p>Jacob and Laban Handout</p>	<p><i>Methods to determine mastery:</i></p> <p>Memory verse work</p> <p>Homework</p> <p>Quiz</p> <p>Class discussion</p> <p>Test</p>	<p><i>Time allowed for this unit of study</i></p> <p>8 days</p>

Oklahoma Christian School
Course Description

Course : Bible Grade Level: 8th Teacher: Dan Anthony

Philosophy Statement	The philosophy of the Bible department is shaped by the conviction that the Bible is the verbally inspired Word of God, wholly without error in the original autographs given by God, and is sufficient as our only infallible rule of faith and practice. A study of the Bible constitutes the most significant discipline for any person. This concept is reflected in scripture, “Study to show thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth.” (2 Timothy 2:15). Our response to reading and studying the Bible is belief in and obedience to the revealed will of God. No other book compares to the Bible. The Bible and the Christian faith can be defended as the sole deposit of eternal truth as revealed by God and embodies the revealed will of the Eternal God.
Course Objective	The students will identify their current relationship with God and continue to evaluate that relationship as we see the trustworthiness of the Bible. Students will identify the individual persons of the triune God and their creation in His image.
Textbook	The Bible
Other Resources	<u>Turkeys and Eagles</u>
Time Allotment	50 minutes
Course Content	<p>Identify their current relationship with God by reading <u>Turkeys and Eagles</u></p> <p>Examine the history of how the Bible came together and why some of the books were not included in the canon.</p> <p>Examine the illumination, inspiration, infallibility, and inerrancy of scripture</p> <p>Identify the attributes, names, and individuality of God as found in the persons of The Father, Son, and Holy Spirit.</p> <p>Examine the nature of man (spirit, body, and soul).</p> <p>Using the <u>Roman Road</u>, discover the three facets of salvation.</p> <p>Discover and explain the Gospel that leads to salvation.</p> <p>Identify the difference between an atheist and agnostic, and learn to engage.</p> <p>Explore the “Fruits” and “Gifts” of the Spirit and their purpose within the body.</p> <p>Learn how to identify and develop our gifts to enhance the church.</p> <p>Students learn the Roman Road; Romans 3:23, 6:23, 10:9-10, 10:13, and 12:1-3.</p> <p>Scripture memory: Psalms 139-14, 23-24, 119:9, 1 Peter 5:5-7, Philippians 2:</p>
Evaluation Methods	<p>Class participation</p> <p>Homework assignments</p> <p>Tests & quizzes</p> <p>Projects</p>

Unit Scope & Sequence

Course Name 8th Grade Bible

Grade Level 8th

Teacher Anthony

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Relationships	<p><i>Students will:</i></p> <p><i>Identify the factors necessary for a meaningful relationship with God the Father. In this process they will discuss the fall of man, the nature of sin and how God the Father has reached down to restore that relationship through Jesus Christ.</i></p>	<p><i>Lecture</i> <i>Class discussion</i> <i>Scripture memorization</i> <i>Modeling</i></p>	<p><i>Worksheets</i> <i>Written test</i> <i>Verbal challenge</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>15 days</i></p>
How the Bible came to be	<p><i>Identify how we received the Word of God. In this process they will learn and be able to discuss God speaking to man by inspiration in real time, the languages of the Bible, the canon of the scripture, why some books did not make it (non-canonical books), and how the Bible has been preserved through the ages.</i></p>	<p><i>Lecture</i> <i>Class discussion</i> <i>Scripture memorization</i> <i>Modeling</i></p>	<p><i>Worksheets</i> <i>Written test</i> <i>Verbal challenge</i></p>	<p><i>25 days</i></p>
Attacks on the Bible/God	<p><i>Identify and discuss the attacks on the Bible. This will also include the discussion of atheist and agnostics and how to challenge and answer their objections.</i></p>	<p><i>Lecture</i> <i>Class discussion</i> <i>Scripture memorization</i> <i>Modeling</i></p>	<p><i>Worksheets</i> <i>Written test</i> <i>Verbal challenge</i></p>	<p><i>5 days</i></p>
Nature of the Father	<p><i>Identify the nature and characteristics of God the Father. This will include the attributes of God which are shared with man and those which cannot.</i></p>	<p><i>Lecture</i> <i>Class discussion</i> <i>Scripture memorization</i> <i>Modeling</i></p>	<p><i>Worksheets</i> <i>Written test</i> <i>Verbal challenge</i></p>	<p><i>30 days</i></p>
Names of God	<p><i>Identify and discuss the names of God that give us deeper insight into our Creator.</i></p>	<p><i>Lecture</i> <i>Class discussion</i> <i>Scripture memorization</i> <i>Modeling</i></p>	<p><i>Worksheets</i> <i>Written test</i> <i>Verbal challenge</i></p>	<p><i>10 days</i></p>
Worship of God the Father	<p><i>Identify the requirements God has placed on worship to be in Spirit and truth. This will include the discussion of the unacceptable forms of worship.</i></p>	<p><i>Lecture</i> <i>Class discussion</i> <i>Scripture memorization</i> <i>Modeling</i></p>	<p><i>Worksheets</i> <i>Written test</i> <i>Verbal challenge</i></p>	<p><i>5 days</i></p>

God the Son	<i>Identify the nature and characteristics of God the Son. Students will learn and discuss how the Son is equal to the Father in all of His nature and characteristics.</i>	<i>Lecture Class discussion Scripture memorization Modeling</i>	<i>Worksheets Written test Verbal challenge</i>	<i>10 days</i>
God incarnate	<i>Identify how and why Christ became “flesh” and how that is unique from all other “god” concepts. They will understand the importance of the dual nature of Christ (100% God/100% man) in the breaking of sin nature.</i>	<i>Lecture Class discussion Scripture memorization Modeling</i>	<i>Worksheets Written test Verbal challenge</i>	<i>10 days</i>
The Gospel Story	<i>Identify the redemptive work of Jesus. This will include all the terms associated with a gospel of salvation as well as a graphic presentation of the birth, death, burial and resurrection of Christ. Students will make a PowerPoint presentation of this study.</i>	<i>Lecture Class discussion Scripture memorization Modeling</i>	<i>Worksheets Written test Verbal challenge</i>	<i>25 days</i>
God the Holy Spirit	<i>Identify the nature and characteristics of the Holy Spirit as equal to the other two persons within the one triune God. They will recognize and discuss the work of the Spirit and why the Holy Spirit is sometimes a feared discussion.</i>	<i>Lecture Class discussion Scripture memorization Modeling</i>	<i>Worksheets Written test Verbal challenge</i>	<i>10 days</i>
Holy Spirit’s work for man	<i>Identify how the Holy Spirit helps man reach a reconciled state with the Father. This will include those helps before and after salvation.</i>	<i>Lecture Class discussion Scripture memorization Modeling</i>	<i>Worksheets Written test Verbal challenge</i>	<i>20 days</i>
Gifts of the Spirit	<i>Identify the natural gifts from God and those gifts a Christian receives for a closer walk with Christ and the edification of the church (the body/bride of Christ).</i>	<i>Lecture Class discussion Scripture memorization Modeling</i>	<i>Worksheets Written test Verbal challenge</i>	<i>10 days</i>
Triune God	<i>Identify the Father, Son and Holy Spirit in light of our previous study.</i>	<i>Lecture Class discussion Scripture memorization Modeling</i>	<i>Worksheets Written test Verbal challenge</i>	<i>5 days</i>

Oklahoma Christian School
Course Description

Course: Bible II

Grade Level: 10 Teacher: Claudia Moseley

Philosophy Statement	The philosophy of the Bible department is shaped by the conviction that the Bible is the verbally inspired Word of God, wholly without error in the original autographs given by God, and is sufficient as our only infallible rule of faith and practice. A study of the Bible constitutes the most significant discipline for any person. This concept is reflected in scripture, “Study to show thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth.” (2 Timothy 2:15). Our response to reading and studying the Bible is belief in and obedience to the revealed will of God. No other book compares to the Bible. The Bible and the Christian faith can be defended as the sole deposit of eternal truth as revealed by God and embodies the revealed will of the Eternal God.
Course Objective	The students will be presented with the New Testament books, Acts through Jude. They will begin with the book Acts and explain what has been accomplished through the Father, Son, and Holy Spirit in the early church proclaiming and inaugurating the kingdom of God. The students will continue with the journey through the Pauline and General Epistles. The students will list the main persons and events of these letters. They will state the historical settings of these letters. Students will be challenged to consider their own response to what Christ has done and the role they are called to further his kingdom.
Textbook	Bible
Other Resources	Additional resources are also available for reference online at www.biblegateway.com ; www.bible.org ; www.desiringgod.org
Time Allotment	50 minutes per class/6 classes per cycle
Course Content	<p>Establishment of the church in Acts</p> <p>Key persons in the history of the early church and their accomplishments</p> <p>Paul’s three missionary journeys</p> <p>Churches founded as described in the Pauline epistles</p> <p>The authors, themes, purposes, and key verses will be presented in the General epistles</p> <p>Scripture memory</p>
Evaluation Methods	<p>Scripture Memory</p> <p>Worksheets</p> <p>Written assignments</p> <p>Tests</p>



**Oklahoma Christian School
Course Description**

Course: Bible

Grade Level 10

Teacher: Bob Eckel

Philosophy Statement	The philosophy of the Bible department is shaped by the conviction that the Bible is the verbally inspired Word of God, wholly without error in the original autographs given by God, and is sufficient as our only infallible rule of faith and practice. A study of the Bible constitutes the most significant discipline for any person. This concept is reflected in scripture, “Study to show thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth.” (2 Timothy 2:15). Our response to reading and studying the Bible is belief in and obedience to the revealed will of God. No other book compares to the Bible. The Bible and the Christian faith can be defended as the sole deposit of eternal truth as revealed by God and embodies the revealed will of the Eternal God
Course Objective	The students will be presented with the New Testament books, Acts through Jude. They will begin with the book of Acts and identify and explain what has been accomplished through the Father, Son, and Holy Spirit in the early church proclaiming and inaugurating the kingdom of God. The students will continue through the Pauline and general epistles. The students will list the main persons and events of these letters. They will list the main persons and events of these letters. Students will be challenged to consider their own personal response to what Christ has done and the role they are called to play in the furtherance of His kingdom.
Textbook	Bible; NIV
Other Resources	Additional resources are available for reference online at www.biblegateway.com ; www.bible.org ; www.desiringgod.org
Time Allotment	50 minutes per class/6 classes per cycle
Course Content	The beginning of the church as described in Acts. The key persons in the history of the Early Church and their accomplishments. Paul’s three missionary journeys and churches he founded as in the Pauline epistles. The authors, themes, purposes, and key verses in the general epistles. Scripture memory will be a continued part of the course.
Evaluation Methods	Scripture Memory Worksheets and other written assignments Tests

Unit Scope & Sequence

Course Name Bible II

Grade Level 10

Teacher Bob Eckel

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Aug The Road Ahead	<i>Students will: State the objective for Bible Class. Define terms in the objective and incorporate statements by John Piper and C.S. Lewis into these definitions.</i>	<i>Methods and Materials used: Lecture and Class discussion</i>	<i>Methods to determine mastery Worksheets Reviews Tests</i>	<i>Time allowed for this unit of study 5 days</i>
Aug-Sept New Testament Construction	<i>Describe the history of the New Testament Identify the various sections of the New Testament.</i>	<i>Lecture and Class Discussion</i>	<i>Worksheets Reviews Tests</i>	<i>10 days</i>
Sept. The Birth of the Church	<i>Compare the end of Luke and the beginning of Acts. Describe the period between the ascension and the coming of the Holy Spirit. Describe how the church continued to grow during the persecution.</i>	<i>Lecture and Class Discussion</i>	<i>Worksheets Reviews Tests</i>	<i>20 days</i>
Oct-Nov. The Conversion of Paul and the spread of the Gospel to the Gentiles	<i>Describe the events that took place before and after the conversion of Paul. Identify the major individuals involved with his conversion. Describe the first missionary journey.</i>	<i>Lecture and Class Discussion</i>	<i>Worksheets Reviews Tests</i>	<i>20 days</i>
Nov-Dec The churches in Galatia	<i>Describe the major topics in the book of Galatians. Defend Paul's apostleship. Define justification by faith as described in Galatians.</i>	<i>Lecture and Class Discussion</i>	<i>Worksheets Reviews Tests</i>	<i>20 days</i>

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Jan The Book of James</p>	<p><i>Students will:</i> <i>Identify the possible authors of the Book of James and identify the true author.</i> <i>Describe the major topics in the book of James</i> <i>Describe why James and Paul are not contradicting each other about faith and works</i></p>	<p><i>Methods and Materials used:</i> <i>Lecture and class discussion</i></p>	<p><i>Methods to determine mastery</i> <i>Worksheets</i> <i>Review</i> <i>Test</i></p>	<p><i>Time allowed for this unit of study</i> <i>10 days</i></p>
<p>Feb-Mar The Book of 1st Thessalonians</p>	<p><i>Describe the major topics in 1st Thessalonians.</i> <i>Define sanctification and names for the past, present, and future sanctification.</i> <i>Use Charles Stanley’s Life Principle 30 to identify a major topic in 1st Thessalonians</i></p>	<p><i>Lecture and class discussion</i></p>	<p><i>Worksheets</i> <i>Review</i> <i>Test</i></p>	<p><i>20 days</i></p>
<p>Mar-April The book of 2nd Thessalonians</p>	<p><i>Describe the major topics in 2nd Thessalonians.</i> <i>Identify where the term “rapture” is used.</i> <i>Describe what two specific events will precede the Second Advent.</i></p>	<p><i>Lecture and class discussion</i></p>	<p><i>Worksheets</i> <i>Review</i> <i>Test</i></p>	<p><i>20 days</i></p>
<p>April-May The books of 1st and 2nd Corinthians</p>	<p><i>Describe the major topics in the 1st and 2nd Corinthians.</i> <i>Describe the missing letters to the Corinthians.</i> <i>Identify the problems the Corinthian church was experiencing.</i> <i>Define the Gospel according to 1st Corinthians</i></p>	<p><i>Lecture and class discussion</i></p>	<p><i>Worksheets</i> <i>Review</i> <i>Test</i></p>	<p><i>20 days</i></p>

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**Oklahoma Christian School
Course Description**

Course: Bible III

Grade Level: 11th

Teacher: Anthony

Philosophy Statement	The philosophy of the Bible department is shaped by the conviction that the Bible is the verbally inspired Word of God, wholly without error in the original autographs given by God, and is sufficient as our only infallible rule of faith and practice. A study of the Bible constitutes the most significant discipline for any person. This concept is reflected in scripture, "Study to show thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth." (2 Timothy 2:15). Our response to reading and studying the Bible is belief in and obedience to the revealed will of God. No other book compares to the Bible. The Bible and the Christian faith can be defended as the sole deposit of eternal truth as revealed by God and embodies the revealed will of the Eternal God.
Course Objective	The students will receive instruction and demonstrate their ability to comprehend and defend the existence of the One God, His truths as found in the Bible. This will be accomplished through the study of the minor prophets and the Book of Revelation. Students will identify the true nature of salvation and the church. They will explore the differences between the varied beliefs in the world past and present so as to lead individuals to Christ.
Textbook	Bible
Other Resources	
Time Allotment	50 minutes for each class period
Course Content	<p>Examine the existence of God and His creation against other worldviews.</p> <p>Examine God's interaction with man in the three major dispensations (Patriarchal, Mosaical, Christian).</p> <p>Examine the differing views of the origin of the Bible and how the various viewpoints color the interpretation of the Bible as being God's word.</p> <p>Study the minor prophets.</p> <p>Examine the book of Revelation within the 5 major perspectives; Preterist, Partial-preterist, Historical, Idealist, and Futurist.</p> <p>Examine the true nature of salvation from the ten examples found in the book of Acts.</p> <p>Discuss and evaluate the different theological terms involved in salvation.</p> <p>Examine the different religions of past and present and how Christianity is the only one with an empty tomb.</p> <p>Research major religions and cults</p>
Evaluation Methods	<p>Class participation</p> <p>Homework assignments</p> <p>Tests and quizzes</p> <p>Writing assignments</p> <p>Scripture recognition</p>

Unit Scope & Sequence

Course Name Bible III

Grade Level 11th

Teacher Anthony

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
	<i>Students will:</i>	<i>Methods and Materials used:</i>	<i>Methods to determine mastery</i>	<i>Time allowed for this unit of study</i>
Introduction to Bible Study	<i>Identify the different methods of Biblical interpretation as they discover the art and science of Hermeneutics. In this process they will learn the 10 Guidelines of Interpretation, phases of studying God’s word, ways the Bible teaches us and the different views of inspiration. This will lead them to be able to recognize the true prophet of God and the true word of God and be able to explain this in the arena of Biblical criticism.</i>	<i>Lecture Class Discussion Reading Assignments Scripture Recognition Modeling</i>	<i>Written Test Daily Assignment Verbal Challenges</i>	<i>10 days</i>
Introduction to the Prophets	<i>Identify the character, call and work of God’s prophet in opposition to those who claim to be a prophet. Will recognize the overall scheme of the Minor Prophets as they bring to the table the coming of the Messiah and His redemptive works to be done.</i>	<i>Lecture Class Discussion Reading Assignments Scripture Recognition Modeling Audio-Visual</i>	<i>Written Test Daily Assignment Verbal Challenges</i>	<i>10 days</i>
Study of the Minor Prophets	<i>Identify the message, theme, comfort and permanent lessons of the 12 Minor Prophets. The order of this study will be by date of book’s writing, not of appearance in the Bible.</i>	<i>Lecture Class Discussion Reading Assignments Scripture Recognition Modeling</i>	<i>Written Test Daily Assignment Verbal Challenges</i>	<i>25 days</i>
Introduction to Revelation	<i>Identify the author of the book of Revelation...examine the probable date of the book, the style of the book’s writing, the first audience of the book and its major and minor purpose. Chapter 1</i>	<i>Lecture Class Discussion Reading Assignments Scripture Recognition Modeling</i>	<i>Written Test Daily Assignment Verbal Challenges</i>	<i>5 days</i>
Major Views of Revelation	<i>Identify the 5 Major Views of the book of Revelation. Construct a journal to help identify how these different views affect our interpretation of the book individually and collectively. Examine the views that have multiple interpretations within the view itself.</i>	<i>Lecture Class Discussion Reading Assignments Scripture Recognition Modeling</i>	<i>Written Test Daily Assignment Verbal Challenges</i>	<i>10 days</i>

Church Time-lines	<i>Identify the different views of the church and kingdom within the 5 views and how each view will influence the interpretation of not only the book itself, but the student’s worldview. Chapters 2-3 Examine Chapters 6-22 in light of the victory of Jesus over Satan.</i>	<i>Lecture Class Discussion Reading Assignments Scripture Recognition Modeling</i>	<i>Written Test Daily Assignment Verbal Challenges</i>	<i>25 days</i>
View Interpretations	<i>Identify from the 5 major views the results of their interpretation and whether their individual conclusions are based on figurative, literal or speculative readings without a great consideration of the Old Testament Scripture. Assess and compare the possible results of those interpretations in our daily walk with Jesus.</i>	<i>Lecture Class Discussion Reading Assignments Scripture Recognition Modeling</i>	<i>Written Test Daily Assignment Verbal Challenges</i>	<i>5 days</i>
Religious World Views	<i>Identify and discuss 3 Major “isms” and Islam as to origin, purpose and influence.</i>	<i>Lecture Class Discussion Reading Assignments Scripture Recognition Audio Visual</i>	<i>Written Test Daily Assignment Verbal Challenges</i>	<i>25 days</i>
Christianity Comparisons	<i>Compare the different cultures of Christianity including Catholicism, Protestantism, and the subsequent denominations, and the new movements on the horizon.</i>	<i>Lecture Class Discussion Reading Assignments Scripture Recognition</i>	<i>Written Test Daily Assignment Verbal Challenges</i>	<i>10 days</i>
Cults	<i>Examine the nature of cults, both Christian and non-Christian. This will include Mormonism, Jehovah Witness, Jonestown and the subsequent massacre.</i> <i>**All studies will be with the intent of knowing their belief so as to reach them with the truth of the gospel.</i>	<i>Lecture Class Discussion Reading Assignments Scripture Recognition Modeling</i>	<i>Written Test Daily Assignment Verbal Challenges</i>	<i>15 days</i>

**Oklahoma Christian School
Course Description**

Course: Christian Family Grade Level: 12 Teacher: Ted Hough

Philosophy Statement	The philosophy of the Bible department is shaped by the conviction that the Bible is the verbally inspired Word of God, wholly without error in the original autographs given by God, and is sufficient as our only infallible rule of faith and practice. A study of the Bible constitutes the most significant discipline for any person. This concept is reflected in scripture, “Study to show thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth.” (2 Timothy 2:15). Our response to reading and studying the Bible is belief in and obedience to the revealed will of God. No other book compares to the Bible. The Bible and the Christian faith can be defended as the sole deposit of eternal truth as revealed by God and embodies the revealed will of the Eternal God
Course Objective	Students will study the basic concepts of the Christian family found in the Bible. They will also study the attacks and general ethical problems that arise from these attacks from groups such as feminists, ethical secular humanists, etc. They will learn how to refute these attacks from a biblical point of view.
Textbook	The Bible
Other Resources	<u>The Family</u> by John MacArthur <u>Issues Facing Christians Today</u> by John Scott
Time Allotment	55 minutes a day, 12 cycles (7 days per cycle)
Course Content	<p>Study the sections of the marriage vow. Explain the biblical view of a woman and a man. Develop the feminist attacks of these views. Explain the other religious views of a woman and a man relationship. Define the biblical responsibilities of the husband and wife. Compare and contrast the value of good communication and what hinders it. Identify the process of mate selection and the concepts of dependency needs. Develop a list of marriage traits and derive the four principles involved. Explain the concept of the family blessing and apply it to the student’s family. Identify the different homes that withhold the blessing. Differentiate between romantic and genuine love and discuss the four types of biblical love. Discuss the homosexual viewpoint as well as the concept of a “Christian gay”. Explain the biblical point of view on homosexuality and present secular studies that describe the problems of this lifestyle. Develop the arguments for and against the concept of “cohabiting”. Discuss how the student’s generation is viewed by previous generations and how to use this information profitably</p>
Evaluation Methods	<p>Written Tests Class participation Research papers Other written assignments</p>

**Oklahoma Christian School
Course Description**

Course: Bible Apologetics

Grade Level: 12

Teacher: Ted Hough

Philosophy Statement	The philosophy of the Bible department is shaped by the conviction that the Bible is the verbally inspired Word of God, wholly without error in the original autographs given by God, and is sufficient as our only infallible rule of faith and practice. A study of the Bible constitutes the most significant discipline for any person. This concept is reflected in scripture, “Study to show thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth.” (2 Timothy 2:15). Our response to reading and studying the Bible is belief in and obedience to the revealed will of God. No other book compares to the Bible. The Bible and the Christian faith can be defended as the sole deposit of eternal truth as revealed by God and embodies the revealed will of the Eternal God.
Course Objective	Students will be able to defend their faith against other major religions and philosophies by studying prophecy as it relates to history, science as it relates to evolution, philosophy as it establishes logical laws, the study of ethics, and the study of the views of the resurrection.
Textbook	<u>Why I Believe</u> by James Kennedy
Other Resources	<u>Evidence That Demands A Verdict</u> by Josh McDowell <u>Christian Apologetics</u> by Norman Geisler <u>Ethics</u> by Norman Geisler <u>Fingerprints of God</u> by Hugh Ross <u>Christian Ethics</u> by John Stott
Time Allotment	50 minutes a day/12 cycles (7 days per cycle)
Course Content	Study the five covenants of the Bible and tie them to prophecies as they relate to history. Study the history of German Higher Criticism and its attacks on the Bible. Identify three philosophical tests for truth and apply theme to the major philosophies and religions of the world. Study the concepts of science as they refer to the debate over evolution and theism. Construct the evidences for life after death. Identify the scriptural presentation of hell and heaven. Construct the revelational hierarchical system of ethics. Study the theonomous and speculative ethical systems. Refute the theories against resurrection and present the evidence in support of resurrection. Construct the Roman Way.
Evaluation Methods	Written tests Class participation Research papers Other written assignments

Unit Scope & Sequence

Course Name Bible IV

Grade Level 12

Teacher Ted Hough

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Aug Basic Covenants</p>	<p><i>Identify the five basic covenants of the Bible as a framework for the progressive revelation of prophecies and tie these prophecies to actual history. Construct a proof for the Bible being inerrant as a historical document.</i></p>	<p><i>Methods and Materials used: Direct instruction Class discussion Modeling</i></p>	<p><i>Methods to determine mastery Daily assignments Tests</i></p>	<p><i>Time allowed for this unit of study 10 days</i></p>
<p>Sept. High Criticism</p>	<p><i>Identify higher criticism's attacks on the validity of the Bible and refute them by using particular archaeological studies: Tyre, Ninevah, Babylon, Nuzi tablets, Armana tablets, JEPD document, and Petra.</i></p>	<p><i>Direct instruction Class discussion Modeling</i></p>	<p><i>Daily assignments Tests</i></p>	<p><i>15 days</i></p>
<p>Sept-Oct. Prophecy</p>	<p><i>Identify the elements of prophecy as found in Daniel 9 and other prophecies found in Isaiah, the Psalms, and other important passages.</i></p>	<p><i>Direct instruction Class discussion Modeling</i></p>	<p><i>Daily assignments Tests</i></p>	<p><i>10 days</i></p>
<p>Oct-Nov Philosophy</p>	<p><i>Identify the philosophical tests for truth-unaffirmability, undeniability, and the law of non-contradiction. Identify the tenets of atheism, pantheism, agnosticism, Deism, and construct philosophical arguments of logic against these ideas. Write a logical argument for theism.</i></p>	<p><i>Direct instruction Class discussion Modeling Audio-Visuals</i></p>		<p><i>10 day</i></p>

Nov-Dec Life After Death Debate	<i>Construct evidences for life after death. Pascal's Great Wager, Pam Reynold's case and Kubler Ross studies. Identify scriptural presentation of heaven and hell; I Peter 3:15-18; Rev. 19-22, Ezk. 33:11; I Thess. 1-1-10; Isa. 11; I Sam. 28.</i>	<i>Direct Instruction Class Discussion Modeling</i>	<i>Written tests Daily assignments</i>	<i>10 days</i>
Ethics	<i>Construct the revelational hierarchical system. Compare and contrast the theonomous and speculative ethical system. Construct response to difficult daily questions concerning moral issues.</i>	<i>Direct Instruction Class Discussion Modeling</i>	<i>Written tests Daily assignments</i>	<i>5 days</i>
Resurrection	<i>Identify the attacks on the resurrection: the swoon theory, the visual theory, and the stolen body theory. Refute these theories using science, logic, and historical accounts; empty tomb, grave clothes, eyewitness accounts, Aristotle's dictum concerning eyewitnesses, and other historical evidence (Josephus, Pilate, etc.)</i> <i>Construct the Roman Way</i> <i>Each week there is a Discussion Day on any question that pertains to a biblical issue, including it's application to life or a theological question.</i> <i>Daily devotions, prayer (student and teacher) lasting 10-15 minutes</i>	<i>Direct Instruction Class Discussion Modeling</i>	<i>Written tests Daily assignments</i>	<i>10 days</i>

Unit Scope & Sequence
Grade Level 12

Course Name Bible IV Family Issues

Teacher Ted Hough

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Jan-Feb Biblical View of Man and Woman	<p><i>Students will:</i> <i>Identify the sections of the marriage vow.</i> <i>Define the concept of submission as it applies to both husband and wife.</i> <i>Identify the biblical view of a woman.</i> <i>Examine the role and responsibilities of a woman; Proverbs 31 And 1st Peter 3.</i> <i>Define the responsibilities of the husband (five areas: spiritual leader, provider, protector, discipline, counselor)</i> <i>Compare and contrast the value of good communication and what hinders communication.</i></p>	<p><i>Methods and Materials used:</i> <i>Direct instruction</i> <i>Class discussion</i> <i>Modeling</i></p>	<p><i>Methods to determine mastery</i> <i>Written tests</i> <i>Daily Assignments</i></p>	<p><i>Time allowed for this unit of study</i> <i>20 days</i></p>
Feb-Mar. Mate Selection	<p><i>Identify the process of mate selection. Identify the concept of dependency needs. Construct list of marriage traits. Identify the biblical concept of family blessing.</i> <i>Compare the student's family to these concepts.</i> <i>Identify the different homes that withhold the blessing and the things the student should watch for if he comes from these types of homes.</i> <i>Identify the biblical concept of honoring your parents.</i> <i>Differentiate between romantic love and genuine love.</i> <i>Identify four types of biblical love.</i> <i>Discuss pre-marital sex.</i></p>	<p><i>Direct instruction</i> <i>Class discussion</i> <i>Modeling</i></p>	<p><i>Written tests</i> <i>Daily Assignments</i></p>	<p><i>20 days</i></p>
Mar-April Divorce	<p><i>Identify the cycle of anger and forgiveness.</i> <i>Identify the biblical concepts concerning the area of divorce: Matt. 19; I Cor. 7; Matt. 5; Hosea 1-3; Mal. 2:13-16/</i> <i>Identify the effects of divorce on children. Wallersein's study in the book <u>Second Chances</u>.</i></p>	<p><i>Direct instruction</i> <i>Class discussion</i> <i>Modeling</i></p>	<p><i>Written tests</i> <i>Daily Assignments</i></p>	<p><i>15 days</i></p>

<p>April-May Homosexuality Cohabiting</p>	<p><i>Discuss the Hammer study.</i> <i>Identify the concept of Universalization.</i> <i>Identify the problems of the Christian Gay discussion.</i> <i>Discuss the relevance of the Bell and Weinbury Study and The Gay Couple study by McWhriter and Mattison.</i> <i>Identify the biblical passages on this topic and discuss the homosexual interpretation: Gen. 19-5-8; Judges 19-20; Lev. 18:21-22; Lev.20:13; Rom. 1:26-28; I Cor. 6: 9-13; I Tim.1:9-10.</i> <i>Define cohabiting</i> <i>Discuss the studies by Macklin, Gershenfield, and Norman and Bentley.</i> <i>Discuss the biblical passages on this topic: I Thess. 5:22; Rom. 14-13.</i></p>	<p><i>Daily Assignments</i> <i>Class discussion</i> <i>Modeling</i></p>	<p><i>Written tests</i> <i>Daily Assignments</i></p>	<p><i>20 days</i></p>
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SCOPE AND SEQUENCE WORKSHEET

I = Introduce D = Develop M = Master R = Reinforce

BIBLE: General Bible Knowledge

x = SPECIFIC LESSONS TAUGHT AT THIS GRADE LEVEL

Objectives	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Understand Old Testament/New Testament	I	D	M	R	R	R	R	R	R	R	R	R	R	R
Recite books of the Bible					ID	M	R	R	R	R	R	R	R	R
Parts of the Bible					ID	M	R	R	R	R	R	R	R	R
Time-line of major events	I	D	D	D	D	D	D	D	D	D	D	D	D	M
Map skills			I	D	D	D	D	D	M	R	R	R	R	R
Bible reference materials				I	D	D	D	D	M	R	R	R	R	R
Locate scripture passages				I	D	M	R	R	R	R	R	R	R	R
CHARACTERS AND EVENTS OF OLD TESTAMENT														
Creation/Adam and Eve	X	X	X	X	X	X	X		X		X		X	
Cain and Abel	X	X	X	X	X	X	X		X		X		X	
Noah and flood	X	X	X	X	X	X	X		X		X		X	
Abraham	X	X	X	X	X	X	X		X		X	X	X	
Ismael						X	X		X		X			
Isaac				X	X	X			X		X			
Jacob				X	X	X	X		X		X			
Joseph	X	X		X	X	X	X		X		X			
Job					X	X	X		X		X			
Moses	X	X	X	X	X	X			X		X		X	
Joshua	X	X		X	X	X			X		X			
Gideon		X	X	X	X	X	X		X		X			
Samson	X	X	X		X				X		X			
Ruth		X		X	X	X			X		X			
Jonah		X		X	X				X		X			
Samuel				X	X	X			X		X			
Solomon				X	X	X			X		X			
Isaiah - prophecies						X					X			
Major prophets						X					X		X	

SCOPE AND SEQUENCE WORKSHEET

I = Introduce D = Develop M = Master R = Reinforce

BIBLE: General Bible Knowledge

x = SPECIFIC LESSONS TAUGHT AT THIS GRADE LEVEL

Objectives	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Understand Old Testament/New Testament	I	D	M	R	R	R	R	R	R	R	R	R	R	R
Recite books of the Bible					ID	M	R	R	R	R	R	R	R	R
Parts of the Bible					ID	M	R	R	R	R	R	R	R	R
Time-line of major events	I	D	D	D	D	D	D	D	D	D	D	D	D	M
Map skills			I	D	D	D	D	D	M	R	R	R	R	R
Bible reference materials				I	D	D	D	D	M	R	R	R	R	R
Locate scripture passages				I	D	M	R	R	R	R	R	R	R	R
CHARACTERS AND EVENTS OF OLD TESTAMENT														
Creation/Adam and Eve	X	X	X	X	X	X	X		X		X		X	
Cain and Abel	X	X	X	X	X	X	X		X		X		X	
Noah and flood	X	X	X	X	X	X	X		X		X		X	
Abraham	X	X	X	X	X	X	X		X		X	X	X	
Ismael						X	X		X		X			
Isaac				X	X	X			X		X			
Jacob				X	X	X	X		X		X			
Joseph	X	X		X	X	X	X		X		X			
Job					X	X	X		X		X			
Moses	X	X	X	X	X	X			X		X		X	
Joshua	X	X		X	X	X			X		X			
Gideon		X	X	X	X	X	X		X		X			
Samson	X	X	X		X				X		X			
Ruth		X		X	X	X			X		X			
Jonah		X		X	X				X		X			
Samuel				X	X	X			X		X			
Solomon				X	X	X			X		X			
Isaiah - prophecies						X					X			
Major prophets						X					X		X	

SCOPE AND SEQUENCE WORKSHEET

I = Introduce D = Develop M = Master R = Reinforce

BIBLE: General Bible Knowledge (Cont.)

Objectives	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
CHARACTERS AND EVENTS OF THE NEW TESTAMENT														
Pre-Incarnate Christ											X	X	X	X
Prophecies of the coming Messiah	X	X	X	X	X	X		X			X	X	X	X
Elizabeth/birth of John the Baptist				X	X	X	X				X		X	X
The virgin birth	X	X	X	X	X	X	X	X	X	X	X		X	
Christ goes to the temple at age 12		X	X	X							X			
Ministry of John the Baptist				X	X	X	X				X			
The Disciples			X	X	X	X		X			X			
Baptism					X	X	X	X		X	X	X		
Temptation				X	X	X	X	X			X	X		
Sermon on the Mount					X	X	X	X			X		X	
The Transfiguration											X			
Parables of Christ	X	X	X	X	X	X	X	X			X			
Miracles of Christ	X	X	X	X	X	X	X	X			X	X		
Great Commission		X	X	X	X	X	X	X	X	X	X	X	X	X
Great Commandment		X	X	X	X	X	X	X	X	X	X	X	X	X
Death, resurrection, ascension of Christ	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Glorification											X	X		
Beginning of the Church/Pentecost					X	X	X	X	X	X	X	X	X	
Early Church					X	X	X	X	X	X	X	X	X	
Know the books in the Gospels			X	X	X	X								
Understanding of the Epistles			X	X	X	X	X	X	X	X	X	X	X	X
Work of Paul		X		X	X		X				X			
WORK OF CHRIST														
Reconciliation							X		X	X	X	X		
Redemption			X		X		X		X	X	X	X		
Atonement			X						X	X	X	X		

Head of Church							X		X	X	X	X		
WORK OF CHRIST (Cont.)														
Intercessor						X	X		X	X	X	X		
Savior	X	X	X	X	X	X	X	X	X	X	X	X		
Incarnation	X		X	X	X	X	X		X	X	X	X	X	

SCOPE AND SEQUENCE WORKSHEET

BIBLE: Doctrines

I = Introduce D = Develop M = Master R = Reinforce

Objectives	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Trinity														
God, The Father	X	X	X	X	X	X	X	X	X	X	X	X	X	X
God, The Son	X	X	X	X	X	X	X	X	X	X	X	X	X	X
God, The Holy Spirit			X	X	X	X	X	X	X	X	X	X	X	X
Salvation														
The Fall	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Redemption			X	X	X	X	X	X	X	X	X	X	X	X
Justification						X	X	X	X	X	X	X	X	X
Regeneration								X	X	X	X	X	X	X
Reconciliation						X	X	X	X	X	X	X	X	X
Sanctification			X	X	X	X	X	X	X	X	X	X	X	X
Mercy			X	X	X	X	X	X	X	X	X	X	X	X
Grace			X	X	X	X	X	X	X	X	X	X	X	X
Repentance	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Righteousness				X	X	X	X	X	X	X	X	X	X	X
Conversion					X	X	X	X	X	X	X	X	X	X
Christians facing persecution								X		X	X	X	X	
Growth of 1st Century Church						X						X		
Importance of Revelation in Knowing God											X	X		
Doctrine of salvation				X	X	X	X	X	X	X	X	X	X	X
Spirit-filled life vs. The Spirit												X		
Nature and Role of the Church											X	X		
Doctrine of the incarnation and the diety of Christ								X		X	X	X		
Qualifications for church leadership												X		
Doctrine of inspiration of scripture										X	X	X		
Jesus, the fulfillment of the Old Testament						X		X			X	X		
Faith and Works												X		

The Second Coming of Christ

X

X

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Language Arts

Pre-Kindergarten – Grade Twelve

A strong language arts curriculum is comprised of many parts. Together, these produce a student who thinks critically about literature and who can articulate thoughts both verbally and through the written word.



"Books are standing counselors and preachers, always at hand, and always disinterested; having this advantage over oral instructors, that they are ready to repeat their lessons as often as we please."

Oswald Chambers

Language Arts Overview

The ultimate purpose of the English Language Arts curriculum is to teach students to read and comprehend the written word and develop the language abilities they need to communicate effectively. It is a spiraling curriculum in the sense that many of the same skills develop over time.

Language Arts Components

Language Arts includes the following components:

- Literature
 - Reading Instruction
 - Phonemic Awareness
 - Phonics Instruction
 - Fluency
 - Vocabulary
 - Comprehension
 - Comprehending, analyzing, and interpreting various genres of literature

- Written Expression
 - Handwriting
 - Spelling
 - Grammar
 - Writing Process
 - Sentence and Paragraph Development
 - Essay
 - Report
 - Research paper
 - Poetry
 - Narrative
 - Persuasive
 - Expository

- Oral Communication
 - Speaking skills
 - Listening skills

Textbooks in Current Adoption

- PreK – SRA/Open Court – *Imagine It – Pre-K Kit*
- Kind. - SRA/Open Court – *Imagine It - Kindergarten*
- 1st Grade – SRA/Open Court – *Imagine It - 1*
- 2nd Grade – SRA/Open Court – *Imagine It - 2*
- 3rd Grade – SRA/Open Court – *Imagine It - 3*
- 4th Grade – SRA/Open Court - *Imagine It – 4*
Bob Jones Press – *I Met You in a Story*
- 5th Grade – Bob Jones Press – *Pages in My Head*
Educational Publishers – *Wordly Wise Book 5*
Bob Jones Press – *English 5*
- 6th Grade – Bob Jones Press – *As Full as the World*
Educational Publishers – *Wordly Wise Book 6*
Bob Jones Press – *English 6*
- 7th Grade – Educational Publishers – *Wordly Wise Book 7*
A Beka – *Grammar and Composition I*
- 8th Grade – Educational Publishers – *Wordly Wise Book*
A Beka – *Grammar and Composition II*
- English I & Honors –
Holt Rinehart – *Adventures in Reading*
A Beka – *Grammar & Composition IV*
Holt Rinehart – *Vocabulary for Achievement 3^d*
- English II & Honors –
Harcourt Brace - *Adventures in Appreciation*
Houghton Mifflin – *English Level 10*
Holt Rinehart – *Vocabulary for Achievement 4th*
- English III & Honors –
Bob Jones Press – *American Literature*
Holt Rinehart – *Vocabulary for Achievement 5th*
- English IV & Honors –
Bob Jones Press – *British Literature*
People’s Publishers – *Writing the Synthesis Essay* (Honors only)

Novel Studies

- 2nd Grade – *Flat Stanley*
Who Was Thomas Alva Edison?
If You Lived With the Cherokee and If You Were a Pioneer
Beautiful Land
- 3rd Grade – *Balto and the Great Race*
The Gold Threaded Dress
Mr. Poppers Penguins
- 4th Grade – *The Lion, The Witch, and the Wardrobe*
- 5th Grade – *Red Dog*
Frindle
Number the Stars
Abraham Lincoln – Biography
The True Confessions of Charlotte Doyle
- 6th Grade – *Where the Red Fern Grows*
Stanford Wong Flunks Big Time (boys)
Millicent Min Girl Genius (girls)
Freak the Mighty
- 7th Grade – *Soul Surfer*
Treasures of the Snow
The Cay
- 8th Grade – *The Hiding Place*
Call of the Wild
- English I – *Dr. Jekyll & Mr. Hyde*
Peace Child
- English II – *Merchant of Venice*
Hunchback of Notre Dame
Count of Monte Cristo
To Kill a Mockingbird
- English III – *The Great Divorce*
Rappaccini's Daughter
Legend of Sleepy Hollow
Rip Van Winkle
The Great Gatsby
- English IV – *Hamlet*
Zadig/Candide
Macbeth
Frankenstein (Honors only)

Biblical Integration in Language Arts

All instruction is based on the absolutes of God's Word

Oklahoma Christian School emphasizes language arts for many reasons. However, the primary reason is to produce students who are able to read and interpret God's Word as well as articulate their faith to others through both the written and spoken word.

We believe the study of the language arts affords students the opportunity to develop a deeper relationship with God by applying His message to literary texts. Students are able to make connections through texts and biblical principles.

***"It is not enough to simply teach children to read;
We have to give them something worth reading.
Something that will stretch their imaginations –
something that will help make sense of their own lives
and encourage them to reach out toward people
whose lives are quite different from their own."***

Katherine Paterson

Biblical Truths Relating to Language Arts

- God is a communicating God, speaking to create, to rule, to inform, to bless, and to judge.
(Genesis 1; Amos 4:13; Jeremiah 44:2-4; I Timothy 3:16-17)
- God communicates to mankind through His creation, through His written Word, and through His Son Jesus Christ.
(Genesis 1:29; Genesis 3:9; Psalm 19:1-6; I Timothy 3:16; Hebrews 1:1-3)
- As an image-bearer of God, mankind is also a communicative being and responsible for communicating with God and fellow humans.
(Exodus 4:10 – 12; Isaiah 50:4; Jeremiah 1:4 – 9)
- The truthfulness and wholesomeness of any aspect of human communication, whether through the written or spoken word, can be evaluated by the standards found in God's Word.
(Psalm 119:89; Isaiah 8:20; John 17:17)

Unit Scope & Sequence

Course Name Elementary Library Grade Level Pre K Teacher Bass

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Research Skills	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ <i>Identify the library as a source for information.</i> ▪ <i>Use materials to get information.</i> ▪ <i>Distinguish between stories and facts.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ▪ <i>Books</i> ▪ <i>Magazines</i> ▪ <i>DVD/Videos</i> ▪ <i>Reading aloud</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ▪ <i>Teacher observation</i> ▪ <i>Class participation</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Ongoing throughout the year</i></p>

Unit Scope & Sequence

Course Name Elementary Library

Grade Level Pre K

Teacher Bass

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Literature Appreciation Skills	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ <i>Use listening and viewing skills to hear a story.</i> ▪ <i>Respond to stories.</i> ▪ <i>Compare types of literature.</i> ▪ <i>Define “author” and “illustrator.”</i> ▪ <i>Observe award-winning books.(Caldecott)</i> ▪ <i>Participate in reading emphasis events.</i> ▪ <i>Set reading goals.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ▪ <i>Storytelling</i> ▪ <i>Oral reading</i> ▪ <i>Drawing</i> ▪ <i>Creative dramatics</i> ▪ <i>Author visits</i> ▪ <i>Book Fairs</i> ▪ <i>Reading Contests and Challenges</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ▪ <i>Teacher observation</i> ▪ <i>Class participation</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Ongoing throughout the year</i></p>

Unit Scope & Sequence

Course Name Language

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 1 Off To School</p>	<p><i>Students will:</i> Discuss and create a list of the reasons people write Use appropriate tone and volume to ask and answer questions View appreciate, react and ask questions about fine art Write a list and create a chart Naming words (learn and review): ▪ words that name people ▪ words that name animals ▪ words that name places Learn and review that capital letters begin people’s names Be introduced to Willy the Wisher Discuss and create a list of rules for working together Summarize the main events of the story Share their thoughts and feelings about the story Discuss and experiment with different writing instruments Use a picture to retell a story event Generate a list for sharing ideas Review the letter a-e and numbers 1-5 through game play Learn to assign ownership to work Practice writing first names Draw pictures and sign their names Participate in a thinking story experience Focus on event sequence to tell stories Use picture to tell a story Present drawings to the class Review rhyming words through game play Learn how to select a topic and generate ideas Select a writing topics and generate ideas for writing Review how to organize ideas for writing Draw and organize pictures Discuss how drawing pictures helps with the writing process</p>	<p><i>Methods and Materials used:</i> <i>Methods:</i> Guided instruction and practice Practice Skill Pages</p> <p><i>Materials:</i> Off to School big book Language Arts big book Social Studies lap book Willy the Wisher Transparency 27, 28, 29,46, 46a, Teacher Resource Book 26, 27, 28, Pocket Chart picture cards # 3, 4, 11, 16, 20, 25, 34-36, 44-49, 51, 57, 59, 62, 73, 74, 78, 88, 95, 105, 109, 113, 126, 127. 140. 143, 162, 182, 190, 196</p>	<p><i>Methods to determine mastery</i></p> <p>Observe and check Unit 1 Lesson Assessment</p>	<p><i>Time allowed for this unit of study</i></p> <p>30 minutes per day for 15 days</p>

Unit Scope & Sequence

Course Name _____ Language _____ Grade Level Kindergarten Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 2 Patterns</p>	<p><i>Students will:</i></p> <p>Generate ideas for an event that happened at school View appreciate, react and ask questions about fine art Create drawings of first, middle & last events in a sequence Learn that we read form left to right and top to bottom Participate in a thinking story experience Identify thought and feelings in a character in a story Participate in visually representing and enhancing a storyline Learn about describing words Learn & review about words that show action (verbs) Learn to generate ideas for writing about objects Select a writing topics and generate ideas for writing Learn about spacing between letters Review differences between a letter and a word Learn how to describe a pattern Retell story events Retell story in own words Describe an object to a friend Use thought clouds create and tell stories Draw pictures to illustrate a description of an object Learn to revise by adding and changing Revise their drawings by adding or changing details Review rhyming words Learn to assign ownership to work by signing their name Discuss ways which characters and people reveal their feelings</p>	<p><i>Methods and Materials used:</i></p> <p>Guided instruction and practice Practice Skill Pages</p> <p><i>Materials:</i> Patterns big book Language Arts big book Willy the Wisher Story Lines big book Pickled Peppers big book Transparency 46, 47, 47a, 30, Teacher Resource Book 29,30, 32, Thought Cloud display card Thinking Crowns (optional)</p>	<p><i>Methods to determine mastery</i></p> <p>Observe and check Unit 2 Lesson Assessment</p>	<p><i>Time allowed for this unit of study</i></p> <p>30 minutes per day for 15 days</p>

Unit Scope & Sequence

Course Name Language Grade Level Kindergarten Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 3 Finding Friends</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Review how to choose a topic for writing View, appreciate and react to fine art Choose and discuss topics for writing Learn how words are put together to make declarative sentences Participate in a thinking story experience Learn to label drawings Identify & practice the thoughts and feelings of characters in a story Share their thoughts and feelings about a story Discuss their writing plans Learn & review that words in sentences have spaces between them Learn to put event sequences in order Create first, second, third drawings for picture books Review letters and sounds through game play Learn that a period follows the end of a statement Learn how to make a cover for a book and create for picture book Use sentence frames to build sentences and extend Focus on event sequences to tell story Present their picture books to class Review capital letters begin sentences Review periods end sentences Review letter and sounds through game play Learn how to brainstorm and share ideas Select a topic and brainstorm ideas for creating a book report Organize ideas into a logical sequence Learn to identify the setting in literary work Collaborate to write a book report and create a cover 	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i></p> <ul style="list-style-type: none"> Guided instruction and practice Practice Skill Pages <p><i>Materials:</i></p> <ul style="list-style-type: none"> Finding Friends big book Language Arts big book Transparency 46, 31, 32, 33, 47, Willy the Wisher Thought cloud display card Hop along game mats Game markers Number cubes Race track game mats Alphabet letter cards 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> Observe and check Unit 3 Lesson Assessment 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> 30 minutes per day for 15 days

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Unit Scope & Sequence

Course Name _____ Language _____ Grade Level Kindergarten Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 4 By the Sea</p>	<p><i>Students will:</i></p> <p>Choose a topic for a news report View, appreciate and react to fine art Use an idea web: to create a story, delete unnecessary ideas Practice recognizing the difference between words and sentences Participate in a thinking story experience Identify thoughts and feelings of a character Retell the events of a story Remove unnecessary details from writing Learn & review about sentences that ask questions Review letters and sounds of h, t, n & l through game play Organize ideas into proper event sequence Generate ideas and draw for class news story Describe ideas to partners Learn & review that question marks are used at the end of sentences that ask questions Identify problem and solution Write a news story Use sentence frames to build and extend interrogative sentences Reflect on experiences with the writing process Practice building questions Learn to write poetry with rhyming words Brainstorm ideas for a poem Collaborate to make a list o rhyming words for the class poem Identify a characters ideas in a story Identify problem and resolution of a story Write a poem about a topic related to the unit theme Collaborate to extend a story line Draw individual pictures to illustrate a collaborative poem</p>	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i> Guided instruction and practice Practice Skill Pages</p> <p><i>Materials:</i> By the Sea big book Language Arts big book Transparency 46, 46a, 47, 47a, 34 Willy the Wisher Story Lines big book Thought cloud display card Pocket picture cards Teacher Resource book 33 Idea icon display card Student’s new story drawings</p>	<p><i>Methods to determine mastery</i></p> <p>Observe and check Unit 4 Lesson Assessment</p>	<p><i>Time allowed for this unit of study</i></p> <p>30 minutes per day for 15 days</p>

Unit Scope & Sequence

Course Name _____ Language _____ Grade Level Kindergarten Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 5 Stick to It</p>	<p><i>Students will:</i> Review how to choose topics for writing View, appreciate, react and ask questions about fine art Choose and discuss topics for writing Learn about exclamatory sentences Participate in a thinking story experience Brainstorm action words for stories Identify thoughts and feelings of characters Identify problem, idea and solution in story's plot Draw pictures to tell stories Learn that exclamatory sentences end with an exclamation point Practice putting event sequences in order Review letters and sounds through game play Learn to use numbers to show order Revise story drawings and put them in order Create and extend own exclamatory sentences Make a cover for a book & assemble book pages Retell events of sequence in a plot Identify problems and solutions in plot Represent a characters ideas through drawing Create covers for their story books Build sentences through sentence extension techniques Draw and tell stories using good story techniques Present story books to class Review initial consonant sound through game play Learn to brainstorm describing words Select topics & think of describing words, discuss with classmates Learn to distinguish between statements and exclamations Draw pictures of their topics adding detail Retell event sequences and story plots Identify problems and solution in story plots Complete descriptive drawings review sentence types Practice differentiating between sentence types</p>	<p><i>Methods and Materials used:</i> Methods: Guided instruction and practice Practice Skill Pages</p> <p>Materials: Stick to It big book By the Sea big book Language Arts big book Transparency 46, 35, 36, 37 Willy the Wisher Thought Cloud display card Idea icon display card Hop along game mats Game markers Number cubes Teacher Resource book 34, 35, 36 Pocket picture cards 18, 20, 31, 35, 36, 44, 47, 49, 50, 52, 65, 72, 73, 80, 81, 84, 102, 105, 108-110, 113, 115, 118, 120, 126, 127, 135, 148, 160, 161, 169, 175, 182, 184, 170</p>	<p><i>Methods to determine mastery</i></p> <p>Observe and check Unit 5 Lesson Assessment</p>	<p><i>Time allowed for this unit of study</i></p> <p>30 minutes per day for 15 days</p>

Unit Scope & Sequence

Course Name Language Grade Level Kindergarten Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 6 My Shadow</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Brainstorm a list of nouns View, Appreciate and react to fine art Brainstorm of thank you recipients Learn 7 review about spaces between sentences Participate in a thinking story experience Brainstorm ideas for the class thank you card Draw and describe details missing for m a story Sequence ideas chosen for the class thank you card Review identifying the thoughts and feelings of a character Change and add to a stories plot Collaborate & work groups to create a thank you card Review letter sounds j, f, x, z through game play Revise writing by adding ideas Extend sentences and edit to make improvements Collaborate to extend the storyline Share thank you cards with class Write tongue twisters that repeat sounds Reflect on their experiences with brainstorming Practice writing sentences with sound patterns Choose a topic & brainstorm ideas for writing an advertisement Use descriptive words to add to writing Practice extending sentences Create advertisement for a school event Identify the probe and resolution in a story Revise advertisement by adding ideas Improve sentences by adding describing words Collaborate with partners to create a story about animals Present class advertisement Discuss writing process Review sentence skills 	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i></p> <ul style="list-style-type: none"> Guided instruction & practice Skills Practice Pages – Skills Practice Book 2 <p><i>Materials:</i></p> <ul style="list-style-type: none"> My Shadow big book Language arts big book Willy the Wisher Storylines big book Thought cloud display card My neighborhood game mats Alphabet letter cards Number cubes Alphabet big book Pickled Peppers big book Transparencies 48, 40a, 38 Idea icon display card Thought cloud display card Class advertisement Thinking crowns 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> Observe and check Unit 6 Lesson Assessment 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> 30 minutes per day for 15 days

Unit Scope & Sequence

Course Name _____ Language _____ Grade Level Kindergarten Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 7 Teamwork</p>	<p><i>Students will:</i></p> <p>Personal Letter:</p> <ul style="list-style-type: none"> ▪ Brainstorm a list of recipients ▪ Learn the structure ▪ Brainstorm and sequence ideas ▪ Collaborate to write ▪ Draw & share picture to include in a letter <p>Sequencing:</p> <ul style="list-style-type: none"> ▪ Learn that tasks must be completed in order ▪ Review putting event sequences in order ▪ Retell sequence of events in a story <p>Story elements:</p> <ul style="list-style-type: none"> ▪ Consider how details can change a story ▪ Learn to revise writing by adding ideas ▪ Identify thoughts and feelings of character ▪ Identify problem, idea, and solution of a plot ▪ Think of new solutions & create new endings to story problems ▪ Select a topic and generate ideas for a story ▪ Brainstorm words to describe their main character ▪ Draw pictures to describe their main character ▪ Extend a story by placing characters in new situations ▪ Draw and tell stories <p>Learn to make nouns plural by adding an s Replace names with the pronouns I and you Learn to write the pronoun I and review pronouns I and you Learn about order and position words Participate in a thinking story Reflect on their writing experience Review rhyming words through game play View, appreciate, react, ask & answer questions about fine art</p>	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i></p> <p>Guided instruction and practice Skills Practice 2</p> <p><i>Materials:</i></p> <p>Teamwork big book Language Arts big book Transparencies 50, 50a, 39, 49, 49a, 40, 39, 41 Willy the Wisher Thought cloud display card Idea icon display card Thinking crowns <i>Mr. McGill Goes to Town</i> Pocket Chart Picture Cards: 7, 19, 20, 25, 40, 57, 58, 65, 73, 105, 108, 113, 127, 140, 154, 156, 161, 162, 164, 196</p>	<p><i>Methods to determine mastery</i></p> <p>Observe and check Unit 7 Lesson Assessment</p>	<p><i>Time allowed for this unit of study</i></p> <p>30 minutes per day for 15 days</p>

Unit Scope & Sequence

Course Name _____ Language _____ Grade Level Kindergarten Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 8 Ready, Set, Grow</p>	<p><i>Students will:</i> Brainstorm ideas for another character View, appreciate, and react to fine art Create dialogue between story characters Learn about the pronouns he, she, and it Participate in a thinking story Create dialogue using speech bubbles Identify , draw, and describe details missing from illustrations Draw pictures to illustrate dialogue between characters Learn about the pronouns we and they Share pictures with classmates Review the pronouns you, he, it, we, and they Review letters and sounds through game play Select a topic for writing Generate ideas to tell how to do something List instructions explaining how to do something Learn about the present, past, and future tenses of action words Move text to clarify instructions Extend story lines through words and illustrations Revise text by moving, adding, and deleting Draw pictures to illustrate instructions Review present, past, and future tenses actions words. Review action words through game play Revise pictures to clarify information Learn how to locate errors in text Proofread text and make appropriate changes Retell a story plot through drawings Consider how changing story details can change the plot Share and describe drawing of how-to instructions Rework the plot of a story by changing story details</p>	<p><i>Methods and Materials used:</i> Methods: Guided instruction and practice Skills Practice 2 Pages</p> <p>Materials: Language Arts Big Book Ready, Set, Grow! Big Book Willy the Wisher Story Lines Big Book Ball Diamond Game Mats Alphabet Letter Cards Game Markers Number Cubes Transparency 46, 42 Thinking Crowns Teacher’s Resource Book p 39</p>	<p><i>Methods to determine mastery</i></p> <p>Observe and check Unit 8 Lesson Assessment</p>	<p><i>Time allowed for this unit of study</i></p> <p>30 minutes per day for 15 days</p>

Unit Scope & Sequence

Course Name _____ Language _____ Grade Level Kindergarten Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 9 Red, White and Blue</p>	<p><i>Students will:</i> View, appreciate, and react to fine art Class Commercial:</p> <ul style="list-style-type: none"> ▪ Learn how to use illustrations to persuade ▪ Identify missing details in illustrations ▪ Draw and describe missing details in illustrations ▪ Brainstorm ideas for the class commercial ▪ Choose the best ideas for a commercial ▪ Put the ideas in sequential order ▪ Create practice drawings for the commercial ▪ Revise the first draft of text for the class ▪ Finalize the draft of the text for the commercial ▪ Illustrate the class commercial ▪ Present the class commercial ▪ Discuss their experiences writing a commercial <p>Review words that name people, places, objects, or things Participate in a thinking story experience Identify thoughts and feelings of characters in a story Identify problem and solution in a story plot Use declarative sentence frames to write ideas and extend Review capitalizing people’s names Review that we write from left to right and from top to bottom Review the long a, long I, and long, o sounds through game play Review proper spacing between letters and words Collaborate to extend & rework the plot of the story Participate in a collaborative crafting of a class poem Review words that describe Extend sentences using describing words Review actions words Brainstorm ideas for a topic for the class poem Review differences between letters and words Brainstorm a list of descriptive words Retell a story plot through drawings Review capitalization and punctuation of declarative sentences Draw picture to illustrate the class poem</p>	<p><i>Methods and Materials used:</i> <i>Methods:</i> Guided instruction and practice Skills Practice Pages</p> <p><i>Materials:</i> Language Arts Big Book Transparencies 51, 52, 48, 48a, 49, 49a, 43 Red, White, and Blue Big Book Willy the Wisher Story Lines Big Book Pocket Chart Picture Cards: 6, 10, 27, 41, 42, 47, 64, 80, 82, 88, 99, 101, 129, 139, 141, 146, 151, 170, 178, 194, 195 Chart paper with students lists of story extension ideas Alphabet sound cards Alphabet flash cards Thinking crowns</p>	<p><i>Methods to determine mastery</i></p> <p>Observe and check Unit 9 Lesson Assessment</p>	<p><i>Time allowed for this unit of study</i></p> <p>30 minutes per day for 15 days</p>

Unit Scope & Sequence

Course Name Language Grade Level Kindergarten Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 10 Windy Days</p>	<p><i>Students will:</i> Chose a topic for a class report View, appreciate, interpret and react to fine art Create a web of ideas and prior knowledge Review spacing between words and sentences Review differences between words and sentences Participate in a thinking story experience Generate research concepts & brainstorm methods of research Identify the problem & resolution in a story plot Identify a minor story line Brainstorm research goals and formulate research questions Review capital letters and questions marks Review extending interrogative sentences Review using sentence frames Form hypothesis of what their research might yield Collaborate to find information and answer research questions Extend a story line through words and illustrations Learn to summarize information Learn how to sequence ideas for a report Review that capital letters begin sentences Review exclamations points end exclamatory sentences Collaborate to extend a story line Begin writing the class report Review letters/sounds through game play Work together to revise and present the class report Review words that show position and order Draw pictures to illustrate report findings and share with class Identify the thoughts and feelings of characters in the story Retell a story plot through drawings Compare ideas in their final report to their pre-research ideas Review pronouns, I, you, he , she, it, we, and they Review identifying problem, ideas, and solutions in a story plot Review sequence events Review the present, past, and future tenses of action words</p>	<p><i>Methods and Materials used:</i> <i>Methods:</i> Guided instruction and practice Skills Practice Pages</p> <p><i>Materials:</i> Language Art Big Book Transparency 46, 47, 44 Windy Days Big Book Willy the Wisher Story Lines Big Book Race Track Game Mats Alphabet Letter Cards Game Markers Number Cube Thought cloud display card Idea icon display card Final draft of class report Student drawings</p>	<p><i>Methods to determine mastery</i> Observe and check Unit 10 Lesson Assessment</p>	<p><i>Time allowed for this unit of study</i> 30 minutes per day for 15 days</p>

Unit Scope & Sequence

Course Name Elementary Library Grade Level K Teacher Bass

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Research Skills	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ <i>Identify the library as a source for information.</i> ▪ <i>Use materials to get information.</i> ▪ <i>Distinguish between stories and facts.</i> ▪ <i>Examine nonfiction books.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ▪ <i>Books</i> ▪ <i>Magazines</i> ▪ <i>DVD/Videos</i> ▪ <i>Reading aloud</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ▪ <i>Teacher observation</i> ▪ <i>Class participation</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Ongoing throughout the year</i></p>

Unit Scope & Sequence

Course Name Elementary Library

Grade Level K

Teacher Bass

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Literature Appreciation Skills</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ <i>Use listening and viewing skills to hear a story.</i> ▪ <i>Respond to stories using art or creative dramatics.</i> ▪ <i>Compare types of literature.(fiction, nonfiction, poetry)</i> ▪ <i>Review the terms “author” and “illustrator.”</i> ▪ <i>Compare the works of a given author or illustrator.</i> ▪ <i>Investigate award-winning books.(Caldecott)</i> ▪ <i>Participate in reading emphasis events.</i> ▪ <i>Set reading goals.</i> ▪ <i>Evaluate progress on reading goals.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ▪ <i>Storytelling</i> ▪ <i>Oral reading</i> ▪ <i>Creative dramatics</i> ▪ <i>Drawing</i> ▪ <i>Author visits</i> ▪ <i>Book Fairs</i> ▪ <i>Reading Contests and Challenges</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ▪ <i>Teacher observation</i> ▪ <i>Class participation</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Ongoing throughout the year</i></p>

Unit Scope & Sequence

Course Name: **LANGUAGE ARTS** (*Penmanship, Grammar/Mechanics, Writing, Listening, Speaking, & Viewing*)

Grade Level: **FIRST**

Title of Unit	Unit Student Objectives	Unit Instructional Materials	Unit Assessments	Unit Time Frame
<p>Unit 1 – Back to School</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Discuss why people write • Demonstrate proper pencil and paper position • Write letters “l, t, i, and n” • Discuss: letters, words, sentences • Discuss writing left to right and top to bottom • Generate a list of rules for working together to write • Demonstrate attentiveness • Write a list of ideas • Identify and read nouns⁴ • Use student generated drawings as a writing strategy • Control the size of letters • Use the questions – Who? What? Where? Why? and How? To write about self • Use a loud/soft voice when reading aloud at various school activities • Write one sentence about themselves • Discuss and demonstrate proper spacing between letters and words • Demonstrate and discuss editing and publishing • Discuss, read, and write plural and singular nouns 	<p><i>Materials and Methods used:</i></p> <ul style="list-style-type: none"> • Language Arts Big Book • Routine Cards • Skills Practice Workbook • Alphabet Letter Cards • Transparencies 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Class participation • Skills Practice Workbook • Lesson Assessment Book 1 • Benchmark 1 • Journal Writing • Assignments • Direct observation • Oral Assessment 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 30 minutes daily for 15 days

Unit Scope & Sequence

Course Name: **LANGUAGE ARTS** (*Penmanship, Grammar/Mechanics, Writing, Listening, Speaking, & Viewing*)

Grade Level: **FIRST**

Title of Unit	Unit Student Objectives	Unit Instructional Materials	Unit Assessments	Unit Time Frame
<p>Unit 2 – Where Animals Live</p>	<p><i>Students will discuss, be introduced to, identify, read and write with proper grammar mechanics:</i></p> <ul style="list-style-type: none"> • Adjectives • Possessive Nouns • Action and Helping Verbs <p><i>Students will:</i></p> <ul style="list-style-type: none"> • Write with proper alignment, size, and spacing the letters “o, a, e, and c” • Write descriptions and descriptions of places • Write word poems • Listen to stories with descriptions • Develop speaking skills by asking questions 	<p><i>Materials and Methods used:</i></p> <ul style="list-style-type: none"> • Language Arts Big Book • Routine Cards • Skills Practice Book 1 • Alphabet Letter Cards • Transparencies • Read Aloud <i>The Best Home of All</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Class participation • Skills Practice Book 1 • Lesson Assessment Book 1 • Benchmark 2 • Journal Writing • Assignments • Direct observation • Oral Assessment 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 30 minutes daily for 15 days

Unit Scope & Sequence

Course Name: **LANGUAGE ARTS** *(Penmanship, Grammar/Mechanics, Writing, Listening, Speaking, & Viewing)*

Grade Level: **FIRST**

Title of Unit	Unit Student Objectives	Unit Instructional Materials	Unit Assessments	Unit Time Frame
<p>Unit 3 – I Am Responsible</p>	<p><i>Students will discuss, be introduced to, identify, read and write with proper grammar mechanics:</i></p> <ul style="list-style-type: none"> • Proper spacing between words and sentences • Capitalization: first word of a sentence • Declarative sentences • Interrogative sentences <p><i>Students will:</i></p> <ul style="list-style-type: none"> • Write with proper alignment, size, and spacing the letters “s, r, h, and f” • Write rhyming poems • Write informational text • Write free verse poems • Listen to and follow and give directions • Discuss “Acting Responsibly” 	<p><i>Materials and Methods used:</i></p> <ul style="list-style-type: none"> • Language Arts Big Book • Routine Cards • Skills Practice Book 1 • Alphabet Letter Cards • Transparencies • Rhyme Stew Big Book • I Am Responsible Big Book 3 • Writer’s Notebooks • Portfolios • “e” Techonology Background Builder 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Class participation • Skills Practice Book 1 • Lesson Assessment Book 1 • Journal Writing • Assignments • Direct observation • Oral Assessment 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 30 minutes daily for 15 days

Unit Scope & Sequence

Course Name: **LANGUAGE ARTS** (*Penmanship, Grammar/Mechanics, Writing, Listening, Speaking, & Viewing*)

Grade Level: **FIRST**

Title of Unit	Unit Student Objectives	Unit Instructional Materials	Unit Assessments	Unit Time Frame
<p>Unit 5 – What’s the Weather</p>	<p><i>Students will discuss, be introduced to, identify, read and write with proper grammar mechanics:</i></p> <ul style="list-style-type: none"> • Proper Capitalization of Names, Pronoun “I”, Special Places, Special Things, Names of days and months • Proper punctuation for date and year for complete sentences • Plural Nouns <p><i>Students will:</i></p> <ul style="list-style-type: none"> • Write with proper alignment, size, and spacing the letters “u, m, v, w, k, and z” • Differentiate between fact and opinion • Differentiate between formal and informal language • Practice speaking with clear speech • Write lists, news stories, and instructions 	<p><i>Materials and Methods used:</i></p> <ul style="list-style-type: none"> • Language Arts Big Book • Routine Cards • Skills Practice Book 1 • Alphabet Letter Cards • Transparencies • Rhyme Stew Big Book • What’s the Weather? Big Book 5 • Lesson Assessment Book • Writer’s Notebooks • Portfolios • First Reader 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Class participation • Skills Practice Book 1 • Lesson Assessment Book 1 • Journal Writing • Assignments • Direct observation • Oral Assessment 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 30 minutes daily for 15 days

Unit Scope & Sequence

Course Name: **LANGUAGE ARTS** (*Penmanship, Grammar/Mechanics, Writing, Listening, Speaking, & Viewing*)

Grade Level: **FIRST**

Title of Unit	Unit Student Objectives	Unit Instructional Materials	Unit Assessments	Unit Time Frame
<p>Unit 7 – I Think I Can</p>	<p><i>Students will discuss, be introduced to, identify, read and write with proper grammar mechanics:</i></p> <ul style="list-style-type: none"> • Quotation marks • Singular and plural nouns • Singular and possessive pronouns • Expanding sentences with adjectives <p><i>Students will:</i></p> <ul style="list-style-type: none"> • Write with proper alignment, size, and spacing the letters “A, N, E, F, I, and L” • Speak with formal and informal language • Speak to present a story • View main ideas in pictures • Discuss how words and pictures make a feel about a text • Write make believe stories and biographies 	<p><i>Materials and Methods used:</i></p> <ul style="list-style-type: none"> • Language Arts Big Book • Routine Cards • Skills Practice Book 2 • Alphabet Letter Cards • Transparencies • Student Reader 1-1 • Lesson Assessment Book 2 • Writer’s Notebooks • Portfolios • Read aloud <i>Franklin Rides A Bike</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Class participation • Skills Practice Book 2 • Lesson Assessment Book 2 • Journal Writing • Assignments • Direct observation • Oral Assessment 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 30 minutes daily for 20 days

Unit Scope & Sequence

Course Name: **LANGUAGE ARTS** *(Penmanship, Grammar/Mechanics, Writing, Listening, Speaking, & Viewing)*

Grade Level: **FIRST**

Title of Unit	Unit Student Objectives	Unit Instructional Materials	Unit Assessments	Unit Time Frame
<p>Unit 8 – Away We Grow</p>	<p><i>Students will discuss, be introduced to, identify, read and write with proper grammar mechanics:</i></p> <ul style="list-style-type: none"> • New sentences by changing beginning of sentences and making questions • Plural possessive pronouns • Synonyms • Antonyms • Contractions <p><i>Students will:</i></p> <ul style="list-style-type: none"> • Write with proper alignment, size, and spacing the letters “O, C, T, H, B, and R” • Compare visual and written materials • Talk about pictures • Talk in groups • Speak in group conversations • Retell events in a sequence • Write – timed writings and book reports • Explain a process for summary 	<p><i>Materials and Methods used:</i></p> <ul style="list-style-type: none"> • Language Arts Big Book • Routine Cards • Skills Practice Book 2 • Alphabet Letter Cards • Transparencies • Student Reader 1-1 • Lesson Assessment Book 2 • Writer’s Notebooks • Portfolios 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Class participation • Skills Practice Book 2 • Lesson Assessment Book 2 • Journal Writing • Assignments • Direct observation • Oral Assessment 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 30 minutes daily for 25 days

Unit Scope & Sequence

Course Name: **LANGUAGE ARTS** *(Penmanship, Grammar/Mechanics, Writing, Listening, Speaking, & Viewing)*

Grade Level: **FIRST**

Title of Unit	Unit Student Objectives	Unit Instructional Materials	Unit Assessments	Unit Time Frame
<p>Unit 9 – Home Sweet Home</p>	<p><i>Students will discuss, be introduced to, identify, read and write with proper grammar mechanics:</i></p> <ul style="list-style-type: none"> • Present and past tense verbs • Verbs ending in “y” • Future tense verbs • Pronouns and possessive pronouns <p><i>Students will:</i></p> <ul style="list-style-type: none"> • Write with proper alignment, size, and spacing the letters “P, D, S, U, G, Q, K, and M” • Listen and respond • Practice staying on topic • View main ideas in pictures • Speak time and order words • “Listen” to solve problems • Use informational resources • Write words in ABC order • Organize story sequence • Follow written instructions for a recipe and experiments • Read entertaining and informational texts • Write reports • Write to explain a process • Write timed writings and opinion statements 	<p><i>Materials and Methods used:</i></p> <ul style="list-style-type: none"> • Language Arts Big Book • Routine Cards • Skills Practice Book 2 • Alphabet Letter Cards • Transparencies • Student Reader 1-2 • Lesson Assessment Book 2 • Writer’s Notebooks • Portfolios 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Class participation • Skills Practice Book 2 • Lesson Assessment Book 2 • Journal Writing • Assignments • Direct observation • Oral Assessment 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 30 minutes daily for 25 days

Unit Scope & Sequence

Course Name: **LANGUAGE ARTS** *(Penmanship, Grammar/Mechanics, Writing, Listening, Speaking, & Viewing)*

Grade Level: **FIRST**

Title of Unit	Unit Student Objectives	Unit Instructional Materials	Unit Assessments	Unit Time Frame
<p>Unit 10 - I Am Brave</p>	<p><i>Students will discuss, be introduced to, identify, read and write with proper grammar mechanics:</i></p> <ul style="list-style-type: none"> • Comparative adjectives • Synonyms • Antonyms • Different kinds of sentences <p><i>Students will review:</i></p> <ul style="list-style-type: none"> • Capitalization • Contractions • Alphabetical order • Organizing story sequence <p><i>Students will:</i></p> <ul style="list-style-type: none"> • Write with proper alignment, size, and spacing the letters “V, W, X, Y, J, and Z” • Practice note taking skills • Listen and respond • Speak while staying on topic • Use appropriate words • Role play a character’s part • Write persuasive posters, summaries, fables, and realistic 	<p><i>Materials and Methods used:</i></p> <ul style="list-style-type: none"> • Language Arts Big Book • Routine Cards • Skills Practice Book 2 • Alphabet Letter Cards • Transparencies • Student Reader 1-2 • Lesson Assessment Book 2 • Writer’s Notebooks • Portfolios 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Class participation • Skills Practice Book 2 • Lesson Assessment Book 2 • Journal Writing • Assignments • Direct observation • Oral Assessment • Benchmark 6 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 30 minutes daily for 25 days

Unit Scope & Sequence

Course Name Elementary Library Grade Level 1st Teacher Bass

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Research Skills</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ <i>Identify the library as a source for information.</i> ▪ <i>Use materials to get information.</i> ▪ <i>Distinguish between stories and facts.</i> ▪ <i>Examine nonfiction books.</i> ▪ <i>Sort groups of nonfiction books into topics.</i> ▪ <i>Observe teacher selected Internet websites as a source of information.</i> ▪ <i>Use library resources to complete a project.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ▪ <i>Books</i> ▪ <i>Magazines</i> ▪ <i>DVD/Video</i> ▪ <i>Reading aloud</i> ▪ <i>Smart Board</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ▪ <i>Teacher observation</i> ▪ <i>Class participation</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Ongoing throughout the year</i></p>

Course Name Reading Grade Level 2nd

Unit Scope & Sequence
Teacher Parsons, Smith and Easterly

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Unit 1- Kindness Unit 2- Let's Explore	<p><i>Students will recognize and apply phonemic sounds when decoding words.</i></p> <ul style="list-style-type: none">• Long a spelled a and a_e• Long o spelled o and o_e• Long I spelled I and i_e• Long u spelled u and u_e• Long e spelled e and e_e• N spelled kn_, r spelled wr_• F spelled ph, m spelled _mb• Long e spelled ee and ea• Long spelled ai_ and _ay <p><i>Students will apply various comprehension strategies when reading.</i></p> <ul style="list-style-type: none">• Asking Questions Making Connections• Main Idea and Details Fact and Opinion• Summarizing Drawing Conclusions• Predicting Classify and Categorize• Clarifying Making Inferences• Sequencing Compare and Contrast• Visualizing Author's Purpose• Reality and Fantasy Cause and Effect• Adjusting Reading Speed Drawing Conclusions <p><i>Students will apply fluency building skills when reading.</i></p> <ul style="list-style-type: none">• Decodables Leveled Readers <p><i>Students will apply vocabulary building skills when reading.</i></p> <ul style="list-style-type: none">• Apposition Context Clues	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i> <i>Paired reading, guided and independent reading, study buddy, workshop manipulatives.</i></p> <p><i>Materials:</i> <i>Teacher text, student reader, student workbook, decodables, leveled readers, transparencies, software, enrichment worksheets, alphabet/sound wall cards.</i></p>	<p><i>Methods to determine mastery</i></p> <p>Class participation, homework assignments, tests, quizzes, oral assessment, and workbook assignments.</p>	<p><i>Time allowed for this unit of study</i></p> <p>1 hour and thirty minutes per day- 5 days a week</p>

Unit Scope & Sequence

Course Name ReadingGrade Level 2ndTeacher Parsons, Smith, Easterly

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame																		
Unit 2- Let's Explore Unit 3- Around the Town	<p><i>Students will use and apply phonemic sounds when decoding words.</i></p> <ul style="list-style-type: none"> • Long e spelled _ie_, _y and _ey • Long e spelled ee, ea, e, e_e • S spelled ce,ci_,and cy • J spelled ge and gi • Long I spelled _igh, I, and I_e • Long I spelled _y and _ie • Long o spelled _ow and oa_ • Long o spelled o, and o_e • Long u spelled _ew and _ue • Long u spelled u and u_e <p><i>Students will apply various comprehension strategies when reading.</i></p> <table border="0" style="width: 100%;"> <tr> <td>• Asking Questions</td> <td>Making Connections</td> </tr> <tr> <td>• Main Idea and Details</td> <td>Fact and Opinion</td> </tr> <tr> <td>• Summarizing</td> <td>Drawing Conclusions</td> </tr> <tr> <td>• Predicting</td> <td>Classify and Categorize</td> </tr> <tr> <td>• Clarifying</td> <td>Making Inferences</td> </tr> <tr> <td>• Sequencing</td> <td>Compare and Contrast</td> </tr> <tr> <td>• Visualizing</td> <td>Author's Purpose</td> </tr> <tr> <td>• Reality and Fantasy</td> <td>Cause and Effect</td> </tr> <tr> <td>• Adjusting Reading Speed</td> <td>Drawing Conclusions</td> </tr> </table> <p><i>Students will apply fluency building skills when reading.</i></p> <ul style="list-style-type: none"> • Decodables Leveled Readers <p><i>Students will apply vocabulary building skills when reading.</i></p> <ul style="list-style-type: none"> • Apposition Context Clues 	• Asking Questions	Making Connections	• Main Idea and Details	Fact and Opinion	• Summarizing	Drawing Conclusions	• Predicting	Classify and Categorize	• Clarifying	Making Inferences	• Sequencing	Compare and Contrast	• Visualizing	Author's Purpose	• Reality and Fantasy	Cause and Effect	• Adjusting Reading Speed	Drawing Conclusions	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i> <i>Paired reading, guided and independent work pages, workshop manipulatives</i></p> <p><i>Materials:</i> <i>Teacher text, student reader, student workbook, decodables, leveled readers, transparencies, software, enrichment worksheets, alphabet/sound wall cards.</i></p>	<p><i>Methods to determine mastery</i></p> <p>Class participation, homework assignments, tests, quizzes, oral assessment, and workbook assignments.</p>	<p><i>Time allowed for this unit of study</i></p> <p>1 hour and thirty minutes per day- 5 days a week</p>
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• Adjusting Reading Speed	Drawing Conclusions																					

Unit Scope & Sequence

Course Name Reading

Grade Level 2nd

Teacher Parsons, Smith, Easterly

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame																		
<p>Unit 3- Around the Town</p> <p>Unit 4- Look Again</p>	<p><i>Students will understand and apply phonemic sounds when decoding words.</i></p> <ul style="list-style-type: none"> • Long oo spelled oo • Long oo spelled u, u_e, _ew, and _ue • Short oo spelled oo • ow spelled ow and ou_ • Long oo spelled oo, u, u_e, _ew, and _ue • aw spelled aw and au_ • aw spelled augh, ough, all, and al <p><i>Students will understand and apply word structure skills when reading.</i></p> <ul style="list-style-type: none"> • Plurals, Synonyms and Antonyms • Compound words and Contractions • Prefix: dis-, un-, mis-, mid-, • In flexional endings • Comparative Endings -er • Irregular plurals • Suffixes: -er, -ness, -ly, and -y • -ed with Double Final consonant • Suffixes: less and ful • Prefixes and suffixes as syllables <p><i>Students will apply various comprehension strategies when reading.</i></p> <table border="0" style="width: 100%;"> <tr> <td>• Asking Questions</td> <td>Making Connections</td> </tr> <tr> <td>• Main Idea and Details</td> <td>Fact and Opinion</td> </tr> <tr> <td>• Summarizing</td> <td>Drawing Conclusions</td> </tr> <tr> <td>• Predicting</td> <td>Classify and Categorize</td> </tr> <tr> <td>• Clarifying</td> <td>Making Inferences</td> </tr> <tr> <td>• Sequencing</td> <td>Compare and Contrast</td> </tr> <tr> <td>• Visualizing</td> <td>Author's Purpose</td> </tr> <tr> <td>• Reality and Fantasy</td> <td>Cause and Effect</td> </tr> <tr> <td>• Adjusting Reading Speed</td> <td>Drawing Conclusions</td> </tr> </table> <p><i>Students will apply fluency building skills when reading.</i></p> <ul style="list-style-type: none"> • Decodables Leveled Readers <p><i>Students will apply vocabulary building skills when reading.</i></p> <ul style="list-style-type: none"> • <i>Apposition</i> <i>Context Clues</i> 	• Asking Questions	Making Connections	• Main Idea and Details	Fact and Opinion	• Summarizing	Drawing Conclusions	• Predicting	Classify and Categorize	• Clarifying	Making Inferences	• Sequencing	Compare and Contrast	• Visualizing	Author's Purpose	• Reality and Fantasy	Cause and Effect	• Adjusting Reading Speed	Drawing Conclusions	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i> <i>Paired reading, guided and independent work pages, workshop manipulatives</i></p> <p><i>Materials:</i> <i>Teacher text, student workbook, decodables, leveled readers, transparencies, software, enrichment worksheets, alphabet/sound wall cards</i></p>	<p><i>Methods to determine mastery</i></p> <p>Class participation, homework assignments, tests, quizzes, oral assessment, and workbook assignments.</p>	<p><i>Time allowed for this unit of study</i></p> <p>1 hour and thirty minutes per day- 5 days a week</p>
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• Adjusting Reading Speed	Drawing Conclusions																					

Unit Scope & Sequence

Course Name Reading

Grade Level 2nd

Teacher Parsons, Smith, Easterly

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame																		
<p>Unit 5- Courage</p> <p>Unit 6- America's People</p>	<p><i>Students will understand and apply phonemic sounds when decoding words.</i></p> <ul style="list-style-type: none"> • Oi spelled oi and _oi • Contrast with long o and ow, long oo and long u, long oo and short oo • Silent letters mb. sw. st. gn, rh, and (talk) • Consonant blends str, scr, spl, spr • Contrasts for aw and ow <p><i>Students will understand and apply word structure skills when reading.</i></p> <ul style="list-style-type: none"> • Homographs and homophones • Related words • Word families • Review <p><i>Students will apply various comprehension strategies when reading.</i></p> <table border="0"> <tr> <td>• Asking Questions</td> <td>Making Connections</td> </tr> <tr> <td>• Main Idea and Details</td> <td>Fact and Opinion</td> </tr> <tr> <td>• Summarizing</td> <td>Drawing Conclusions</td> </tr> <tr> <td>• Predicting</td> <td>Classify and Categorize</td> </tr> <tr> <td>• Clarifying</td> <td>Making Inferences</td> </tr> <tr> <td>• Sequencing</td> <td>Compare and Contrast</td> </tr> <tr> <td>• Visualizing</td> <td>Author's Purpose</td> </tr> <tr> <td>• Reality and Fantasy</td> <td>Cause and Effect</td> </tr> <tr> <td>• Adjusting Reading Speed</td> <td>Drawing Conclusions</td> </tr> </table> <p><i>Students will apply fluency building skills when reading.</i></p> <ul style="list-style-type: none"> • Decodables Leveled Readers <p><i>Students will apply vocabulary building skills when reading.</i></p> <ul style="list-style-type: none"> • <i>Apposition</i> <i>Context Clues</i> 	• Asking Questions	Making Connections	• Main Idea and Details	Fact and Opinion	• Summarizing	Drawing Conclusions	• Predicting	Classify and Categorize	• Clarifying	Making Inferences	• Sequencing	Compare and Contrast	• Visualizing	Author's Purpose	• Reality and Fantasy	Cause and Effect	• Adjusting Reading Speed	Drawing Conclusions	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i> <i>Paired reading, guided and independent work pages, workshop manipulatives</i></p> <p><i>Materials:</i> <i>Teacher text, student reader, student workbook, decodables, leveled readers, transparencies, software, enrichment worksheets, alphabet/sound cards.</i></p>	<p><i>Methods to determine mastery</i></p> <p>Class participation, homework assignments, tests, quizzes, oral assessment, and workbook assignments.</p>	<p><i>Time allowed for this unit of study</i></p> <p>1 hour and thirty minutes per day- 5 days a week</p>
• Asking Questions	Making Connections																					
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Unit Scope & Sequence

Course Name Elementary Library Grade Level 2nd Teacher Bass

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Research Skills</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ <i>Use the library as a resource for information.</i> ▪ <i>Distinguish between stories and facts.</i> ▪ <i>Explore the Dewey Decimal Classification system to locate nonfiction materials.</i> ▪ <i>Use reference materials. (dictionary, thesaurus)</i> ▪ <i>Observe teacher selected Internet websites as a source of information.</i> ▪ <i>Evaluate sources of information.</i> ▪ <i>Use library resources to complete a project.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ▪ <i>Books</i> ▪ <i>Magazines</i> ▪ <i>DVD/Videos</i> ▪ <i>Dictionaries</i> ▪ <i>Thesauri</i> ▪ <i>Reading aloud</i> ▪ <i>Smart Board</i> ▪ <i>Discussion</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ▪ <i>Teacher observation</i> ▪ <i>Class participation</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Ongoing throughout the year</i></p>

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Unit Scope & Sequence

Course Name Elementary Library

Grade Level 2nd

Teacher Bass

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Literature Appreciation Skills</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ <i>Use listening and viewing skills to hear a story.</i> ▪ <i>Listen for details in a story.</i> ▪ <i>Identify literary elements of a story. (characters, setting)</i> ▪ <i>Respond to stories using art or creative dramatics.</i> ▪ <i>Classify types of literature. (fiction, nonfiction, poetry, folktales, biography)</i> ▪ <i>Compare and contrast the works of several authors and illustrators.</i> ▪ <i>Identify award-winning books. (Caldecott, Newbery)</i> ▪ <i>Participate in reading emphasis events.</i> ▪ <i>Set reading goals.</i> ▪ <i>Evaluate progress on reading goals.</i> ▪ <i>Tell about a favorite book.</i> ▪ <i>Demonstrate reading skills with Reader’s Theater.</i> ▪ <i>Read examples of poetry.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ▪ <i>Storytelling</i> ▪ <i>Oral reading</i> ▪ <i>Silent reading</i> ▪ <i>Discussion</i> ▪ <i>Drawing</i> ▪ <i>Creative dramatics</i> ▪ <i>Reader’s Theater</i> ▪ <i>Author visits</i> ▪ <i>Book Fairs</i> ▪ <i>Reading Contests and Challenges</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ▪ <i>Teacher observation</i> ▪ <i>Class participation</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Ongoing throughout the year</i></p>

Oklahoma Christian School
Course Description

Course: Language _____ Grade Level: 3 _____ Teacher: _____

Philosophy Statement	Man made in the image of God is unique in his ability to communicate. The study and use of the written form of language is essential to the growth and wisdom of any man. God's use of man is often correlated with man's preparedness to minister to his society. The understanding of the elemental levels of language to the highest critical levels of thinking associated with the study of great literature and laws of rhetoric are essential to this process of preparedness.
Course Objective	The student will understand the function of the English language in their writing, spelling, penmanship, grammar, usage, mechanics, word structure, and speaking skills.
Textbook	SRA Imagine It Level 3
Other Resources	SRA Language Arts handbook Practice and enrichment worksheets SRA Lesson Assessments
Time Allotment	30 minutes per day, 5 days per week
Course Content	<ul style="list-style-type: none"> ❖ SW understand the six steps of the writing process. ❖ SW understand 22 genres of writing. ❖ SW understand many different writing traits. ❖ SW use multiple elements of writing strategies to enhance their written word. ❖ SW understand and use the seven main parts of speech. ❖ SW understand sentence structure. ❖ SW focus on correct word usage in their sentences. ❖ SW understand spelling patterns and word relations.
Evaluation Methods	<ul style="list-style-type: none"> ❖ Class participation ❖ Reports and projects ❖ Lesson Assessments ❖ Smartboard activities and games

Unit Scope & Sequence
Grade Level 3

Course Name: Language

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Friendship	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Understand antonyms and synonyms, compound words and contractions.</i> ❖ <i>Compose a list, a friendly letter, a fantasy, an autobiography.</i> ❖ <i>Understand long vowel sound spellings /j/ and /s/ sounds spellings long /a, e/ sound spellings and consonant blends.</i> ❖ <i>Understand common and proper nouns, verbs and verb phrases, subjects and predicates, compete simple sentences, quotation marks, commas, and capitalization.</i> ❖ <i>Practice the skills of interviewing, choosing appropriate sources, abc order, following directions, and parts of a book.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>SRA curriculum</i> ❖ <i>Smartboard</i> ❖ <i>Internet resources</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Observation</i> ❖ <i>Writing samples</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Six weeks</i></p>

Unit Scope & Sequence
Grade Level 3

Course Name: Language

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Animals and Their Habitats	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>understand regular plurals, irregular plurals, homographs, and homophones.</i> ❖ <i>Compose a summary, a nonfiction book review, an explanation of a process, a realistic story, and an informative report.</i> ❖ <i>Practice the long I,o,u sound spellings.</i> ❖ <i>Understand possessive nouns and pronouns, 4 types of sentences, subjects and objects.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>SRA curriculum</i> ❖ <i>Smartboard</i> ❖ <i>Internet resources</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Observation</i> ❖ <i>Writing samples</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Six weeks</i></p>

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Unit Scope & Sequence
Grade Level 3

Course Name: Language

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Money	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Practice the inflectional endings of -ing, and -ed, comparatives, and superlatives.</i> ❖ <i>Compose a timed writing, summary, thank you note, invitation, and a personal narrative.</i> ❖ <i>Practice understand combining sentences, adjectives, periods and capitalization, articles and compound subjects and predicates.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>SRA curriculum</i> ❖ <i>Smartboard</i> ❖ <i>Internet resources</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Observation</i> ❖ <i>Writing samples</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Six weeks</i></p>

Unit Scope & Sequence
Grade Level 3

Course Name: Language

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Earth, Moon, and Sun	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Practice suffixes, and inflectional endings.</i> ❖ <i>Compose an explanation of a process, a trickster tale, directions, persuasive paragraph and a timed writing.</i> ❖ <i>Understand commas in a series and in dialogue, compound words and contractions, adverbs, synonyms and antonyms, and subject and verb agreement.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>SRA curriculum</i> ❖ <i>Smartboard</i> ❖ <i>Internet resources</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Observation</i> ❖ <i>Writing samples</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Six weeks</i></p>

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Unit Scope & Sequence
Grade Level 3

Course Name: Language

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Communities Across Time</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Understand verb tense, prepositions and prep phrases, sentence tense, verb –to be and irregular verbs, and complex sentences.</i> ❖ <i>Compose a persuasive paragraph, letter, business, letter, directions, and a play.</i> ❖ <i>Practice prefixes, affixes, word families, multi-syllabic words, and silent consonants.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>SRA curriculum</i> ❖ <i>Smartboard</i> ❖ <i>Internet resources</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Observation</i> ❖ <i>Writing samples</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Six weeks</i></p>

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Unit Scope & Sequence
Grade Level 3

Course Name: Language


Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Storytelling	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Review previous spelling rules and units.</i> ❖ <i>Compose a couplet, quatrain, limerick, book review and a mystery.</i> ❖ <i>Review the grammar, usage and mechanics rules from previous units.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>SRA curriculum</i> ❖ <i>Smartboard</i> ❖ <i>Internet resources</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Observation</i> ❖ <i>Writing samples</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Six weeks</i></p>

Unit Scope & Sequence

Course Name Language

Grade Level 4

Teacher Anderson/

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 4 Science Fair</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> -Writing summaries using note cards and explaining the scientific process -Draft, revise, and edit their pieces -Publish written works -Understand and spell words which are synonyms and antonyms, homographs, homonyms, comparatives, superlatives, prefixes, suffixes, affixes, inflectional endings, compound words, and contractions. -Learn about pronouns, verb forms, subject-verb agreement, and commas -Learn about sentences with compound subjects and predicates, sentence tenses, run-on and fragments, and complex sentences -Learn parts of a library, using indexes, and organize information into subtopics - Choose appropriate sources -Speaking to groups, verbal and nonverbal communication, using sentence variety, and effective voice. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> -SRA Imagine It, Level 4 -Technology -SRA Imagine It Teacher Resources -SRA Language Handbook 4 -Reference materials -Writing workshops - Brainstorming -Demonstrate and model -Games -Cooperative learning -Student Whiteboards -Writer's Notebook 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> -Lesson assessment -Skill Practice assessment -Spelling Test -Presentations -Written samples -Rubrics 	<p><i>Time allowed for this unit of study</i></p> <p>40-60 minutes per day per five weeks</p>

Unit Scope & Sequence

Course Name Language

Grade Level 4

Teacher Anderson/

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 5 America on the Move</p>	<p><i>Students will:</i> -Writing lists, tall tales, book reviews, and news stories -Draft, revise, and edit their pieces -Publish written works -Understand and spell words which are synonyms and antonyms, homographs, homonyms, homophones, superlatives, Greek and Latin roots, and contractions. -Learn about verb tense, , prepositions and prepositional phrases, combining sentences, compound sentences, appositives, sentence type, run-ons and fragments, punctuation with quotation marks and parentheses - Choose appropriate sources -Use maps and atlases, observe and record details, interview, summarize and organize information, and draw conclusions from information -Interpret the media, listen for information, relate to content, and ask for opinions</p>	<p><i>Methods and Materials used:</i> -SRA Imagine It, Level 4 -Technology -SRA Imagine It Teacher Resources -SRA Language Handbook 4 -Reference materials -Writing workshops - Brainstorming -Demonstrate and model -Games -Cooperative learning -Student Whiteboards -Writer’s Notebook</p>	<p><i>Methods to determine mastery</i> -Lesson assessment -Skill Practice assessment -Spelling Test -Presentations -Written samples -Rubrics</p>	<p><i>Time allowed for this unit of study</i> 40-60 minutes per day for five weeks</p>

Unit Scope & Sequence

Course Name Language

Grade Level 4

Teacher Anderson/

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 6 Dollars and Sense</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> -Write a personal narrative, email letter, and poetry -Draft, revise, and edit their pieces -Publish written works -Understand and spell words which are homonyms, homophones, superlatives, comparatives, and contractions -Learn appositives, double negatives, participle phrases, pronouns, misplaced modifiers, possessive nouns and contractions -Write complex sentences - Choose appropriate sources - Learn study skills, -Draw conclusions from information and use primary and secondary sources -Understand cultural terms unique to the story, present narratives, and participate in group discussions 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> -SRA Imagine It, Level 4 -Technology -SRA Imagine It Teacher Resources -SRA Language Handbook 4 -Reference materials -Writing workshops - Brainstorming -Demonstrate and model -Games -Cooperative learning -Student Whiteboards -Writer’s Notebook 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> -Lesson assessment -Skill Practice assessment -Spelling Test -Presentations -Written samples -Rubrics 	<p><i>Time allowed for this unit of study</i></p> <p>40-60 minutes per day for five weeks</p>

**Oklahoma Christian School
Course Description**

Course: English

Grade Level: 5th

Teacher: Marsha Noah

Philosophy Statement	Man made in the image of God is unique in his ability to communicate. The study and use of both the written form of language and its oral presentation is essential to the growth and wisdom of any man. God's use of man is often correlated with man's preparedness to minister to his society. The understanding and practice of the English language are essential to this process of preparedness.
Course Objective	Fifth grade students will receive instruction in and demonstrate the ability to perform basic English Grammar functions. They will develop the correct use of English grammar in written and oral communication; they will use the writing process throughout the year to write different types of compositions; they will become clear and effective writers; they will develop study and reference skills; they will improve listening and speaking skills.
Textbook	<i>English 5 for Christian Schools: Writing and Grammar</i> , Second Edition, BJU Press
Other Resources	<ul style="list-style-type: none"> • <i>Building Spelling Skills, Daily Practice, Grade 5</i>, Evan-Moor EMC 2709 • <i>Vocabulary Skills, Grade 5</i>, Steck-Vaughn, SV-9904-3 • <i>Fun With Grammar</i>, by Laura Sunley, Scholastic Professional Books, Grades 5 • <i>Daily Journal Prompts</i>, The Mailbox Books, TEC 3169 • <i>What Shall I Write?</i>, Remedia Publications, REM 107
Time Allotment	80 minutes per class period, 2-3 days per week depending on the A/B day schedule.
Course Content	<ul style="list-style-type: none"> • Sentences: four types of sentences, simple and compound subjects and predicates, prepositions, object of the preposition, prepositional phrases • Understand the five steps to the writing process: Planning, Drafting, Revising, Proofreading, Publishing • Write a Compare-Contrast Essay • Nouns: common and proper nouns, capitalization rules, abbreviations, singular and plural nouns, possessive nouns, using commas • Write a Persuasive Business Letter • Verbs: action and linking verbs, direct objects, main and helping verbs, contractions and double negatives, confusing verbs, verb tenses, irregular verbs, prefixes and suffixes • Write a Diamante and a Sense Poem • Study and Reference Skills • Write a Personal Narrative • Pronouns: singular and plural pronouns, subject and object pronouns, compound subjects and compound objects, possessive and reflexive pronouns, homophones • Write a Book Review • Write a Research Report • Adjectives and Adverbs: includes conjunctions • Write Imaginatively • Write a Play
Evaluation Methods	<ul style="list-style-type: none"> • Class Participation • Homework Assignments • Tests and Quizzes • Individual and Group Projects

Unit Scope & Sequence

Course Name: English Grade Level: Fifth Teacher: Marsha Noah

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Sentences</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Identify sentences and fragments • Correct fragments • Identify complete subjects and complete predicates, simple subjects and simple predicates • Identify nouns and pronouns • Identify and punctuate declarative, imperative, interrogative, and exclamatory sentences • Change from one sentence type to a different sentence type • Diagram the simple subject and simple predicate (action verb or linking verb) • Differentiate imperative and declarative sentences ending with a period • Distinguish between imperative and exclamatory sentences ending with an exclamation mark • Diagram imperative, declarative, and exclamatory sentences • Identify sentences with a compound subject or a compound predicate • Make a compound subject or a compound predicate by combining a pair of sentences using the conjunction using <i>and</i> or <i>or</i> • Make a compound sentence by combining simple sentences and the conjunction <i>and</i>, <i>but</i>, or <i>or</i> • Diagram compound subjects compound predicates, and compound sentences • Identify prepositions, objects of the preposition , and prepositional phrases in sentences 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Demonstration • Discussion • Guided Practice • Smart Board • Textbook • Games and activities to get students involved in hands-on learning 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Completed Homework • Worksheets • Writing • Test 	<p><i>Time allowed for this unit of study</i></p> <p>10 class periods</p>

Unit Scope & Sequence

Course Name: English Grade Level: Fifth Teacher: Marsha Noah

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Writing a Compare-Contrast Essay</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Identify the topic sentence of a paragraph • Recognize logical structure in paragraphs • Distinguish between comparing and contrasting • Identify sentences that do not belong in a paragraph • Insert comparing and contrasting words at appropriate places in an essay • Identify the parts of a model essay • Plan, draft, revise, and proofread a compare-contrast essay together • Recognize the thesaurus as a source of descriptive words • Identify the stages of the Writing Process • Choose a topic for a compare-contrast essay • List details about two subjects • Organize details about two subject • Organize details in a Venn diagram • Analyze the student model • Recall the purpose of each paragraph in a compare-contrast essay • Participate in a writing conference • Recognize errors using a <i>Proofreading Checklist</i> • Draft, revise, proofread, publish and illustrate a compare-contrast essay 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Demonstration • Discussion • Guided Practice • Smart Board • Textbook 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Writing • Written Report 	<p><i>Time allowed for this unit of study</i></p> <p>8 class periods</p>

Unit Scope & Sequence

Course Name: English Grade Level: Fifth Teacher: Marsha Noah

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Nouns</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Identify nouns that name a person, place, thing, idea, or feeling • Distinguish between common and proper nouns and singular and plural nouns • Distinguish between nouns used as subjects and nouns used as objects • Capitalize proper nouns and titles of poems, stories, and books • Identify words that become proper nouns based on their usage • Write and identify abbreviations for months, days, titles, times, metric measurement units, and customary measurement units • Form plural nouns by adding <i>s</i> or <i>es</i> to singular nouns • Write plural forms for nouns ending in <i>y</i>, <i>o</i>, <i>f</i>, or <i>fe</i> • Identify correct spellings of plural nouns • Identify nouns that form their plurals by changing their spellings and those that do not change their spellings • Identify singular possessive nouns and plural possessive nouns • Write possessive forms of plural nouns • Use commas correctly in parts of a letter and in sentences with a series, an appositive, an introductory word, or a long introductory phrase; in dialogue; in direct address; and in a compound sentence 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Demonstration • Discussion • Guided Practice • Smart Board • Textbook 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Answer Questions • Completed Homework • Test 	<p><i>Time allowed for this unit of study</i></p> <p>9 class periods</p>

Unit Scope & Sequence

Course Name: English Grade Level: Fifth Teacher: Marsha Noah

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Writing a Persuasive Business Letter</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Identify persuasion • Distinguish strong reasons from weak reasons • Identify supporting facts and examples for reasons • Write reasons to support opinions • Recognize dishonest tactics in persuasion • Identify types of dishonest tactics • Rewrite dishonest persuasion to be honest • Identify four features of good business letters • Learn the six parts of a business letter • Recognize the proper form for a business letter • Identify changes that need to be made in a business letter • Choose a purpose for a persuasive business letter • Find the address of the recipient of the business letter • Plan, draft, revise, proofread, and publish a persuasive business letter • Learn the correct method of writing business addresses • Recall the four Ps of good business letters • Participate in a writing conference • Identify mistakes in business letter form • Recognize errors using a checklist • Address an envelope correctly 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Demonstration • Discussion • Guided Practice • Smart Board • Textbook 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Answer Questions • Completed Homework • Writing • Test 	<p><i>Time allowed for this unit of study</i></p> <p>9 class periods</p>

Unit Scope & Sequence

Course Name: English Grade Level: Fifth Teacher: Marsha Noah

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Verbs	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Distinguish action verbs from linking verbs • Identify sensory verbs and forms of <i>be</i> used as linking verbs • Identify the predicate noun or predicate adjective to which the subject is linked by the verb • Identify prepositional phrases • Label sentence patters: <i>S LV PA</i> and <i>S LV PN</i> • Define and identify direct objects • Label sentence patters with action verbs and direct objects • Diagram sentences and label sentence patters: <i>S V, S V DO, S LV PN, S LV PA</i> • Distinguish main verbs from helping verbs • Identify the form of the helping verb that agrees with the subject • Use <i>am, is, are, was, were, do, does, did, have, has, or had</i> with singular and plural subjects in sentences • Identify words that come between helping verbs and main verbs • Form contractions using pronouns and verbs • Form contractions using verbs and the word <i>not</i> • Correct double negatives in writing and in speech • Recognize and use the correct forms of <i>lie, lay, sit, set, rise, raise, teach, learn, let, leave, can, and may</i> in writing and in speech 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Demonstration • Discussion • Guided Practice • Smart Board • Textbook 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Answer Questions • Completed Homework • Writing • Test 	<p><i>Time allowed for this unit of study</i></p> <p>10 class periods</p>

Unit Scope & Sequence

Course Name: English Grade Level: Fifth Teacher: Marsha Noah

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Writing a Diamante and a Sense Poem</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Recall the function of a thesaurus • Recognize the importance of a thesaurus in poetry writing • Use the thesaurus to find interesting, unusual, and appropriate words • Recall the meaning of <i>antonyms</i> • Identify characteristics of a diamante • Draft a diamante together • Choose two nouns to contrast in a diamante • Plan, draft, revise, proofread, and publish a diamante • Identify characteristics of sense poems • Draft a sense poem together • Choose a topic for a sense poem • Plan a sense poem using a word web • Draft, revise, proofread, and publish a sense poem 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Demonstration • Discussion • Smart Board • Textbook 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Answer Questions • Worksheet • Writing 	<p><i>Time allowed for this unit of study</i></p> <p>9 class periods</p>

Unit Scope & Sequence

Course Name: English Grade Level: Fifth Teacher: Marsha Noah

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Study and Reference Skills</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Locate the title page, copyright page, table of contents, index, glossary, and bibliography in a book • Identify the title, author, publisher, location of the publisher, and copyright date of a book • Use a table of contents and index to find information • Differentiate fiction, nonfiction, reference materials, and biographies • Determine where to search the library for specific information • Determine when to search by author, title and subject • Identify guide words, entry words, pronunciation guide, and etymology on a dictionary page • Use guide words to determine the location of words in a dictionary • Understand and demonstrate how to use Internet search engines to find information • Use a dictionary page for information about definitions, spelling, and pronunciation • Determine the meaning of a word by comparing the context of the sentence with definitions in the dictionary • Write sample sentences to go with definitions • Identify keywords and volume numbers • Identify specific information while searching in periodical resources • Take notes from an article 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Demonstration • Discussion • Computer Lab • Library • Guided Practice • Internet • Maps, Charts, Diagrams • Smart Board • Textbook 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Answer Questions • Worksheet • Writing • Completed Project • Quiz • Test 	<p><i>Time allowed for this unit of study</i></p> <p>9 class periods</p>

Unit Scope & Sequence

Course Name: English Grade Level: Fifth Teacher: Marsha Noah

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Writing a Personal Narrative</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Identify run-on sentences • Learn two methods of revising run-on sentences • Rewrite run-on sentences correctly • Define <i>personal narrative</i> • Identify first-person point of view • List possible topics for a personal narrative • Identify three good ways to begin a personal narrative • Learn how to close a personal narrative • Write openings and closings for imaginary personal narratives • Choose a topic for a personal narrative • Plan events and details to include in a personal narrative • Plan an opening and a closing for a personal narrative • Use time-order words to make the order of events clear • Include dialogue and description on the narrative • Participate in a writing conference • Recall ways to correct sentence errors • Recognize errors using a <i>Proofreading Checklist</i> • Draft, revise, proofread and publish a personal narrative 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Demonstration • Discussion • Guided Practice • Final writing assignment 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Answer Questions • Worksheet • Writing • Completed Project • Test 	<p><i>Time allowed for this unit of study</i></p> <p>9 class periods</p>

Unit Scope & Sequence

Course Name: English Grade Level: Fifth Teacher: Marsha Noah

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Pronouns</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Identify singular and plural pronouns • Replace singular nouns with singular pronouns and plural nouns or more than one noun or pronoun with plural pronouns • Differentiate singular and plural subject pronouns and singular and plural object pronouns • Replace a subject of a sentence with a subject pronoun • Write sentences with subject pronouns and object pronouns • Identify subject pronouns and object pronouns • Determine whether an object pronoun is a direct object or the object of a preposition • Replace subjects with subject pronouns and objects with object pronouns • Identify compound subjects and objects • Combine sentences to form compound subjects or direct objects • Identify pronouns and their antecedents • Write pronouns that rename antecedents • Identify possessive nouns as singular or plural • Use possessive nouns in sentences • Identify reflexive pronouns and the subjects they rename • Differentiate reflexive pronouns used as direct objects and reflexive pronouns used as objects of a preposition • Use homophones correctly in a sentence 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Demonstration • Discussion • Guided Practice 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Answer Questions • Worksheet • Writing • Completed Project • Test 	<p><i>Time allowed for this unit of study</i></p> <p>9 class periods</p>

Unit Scope & Sequence

Course Name: English Grade Level: Fifth Teacher: Marsha Noah

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Writing a Book Review	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Express opinions clearly • Identify reasons for an opinion • Place transitional words and phrases in an opinion paragraph • Distinguish between positive and negative opinions • Evaluate a book • List both positive and negative aspects of a book • Formulate an overall opinion of a book • Recognize the structure of the book review • Plan a book review using a planning chart • Identify characteristics of good beginnings and endings • Draft, revise, proofread, and orally publish a book review • Use a thesaurus to find more interesting or exact words • Participate in a writing conference • Recall the correct way to write book titles • Recognize errors using a proofreading checklist • Prepare a “book bag” for the oral publishing stage • Identify and practice good speaking and listening skills • Use visual aides effectively 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Demonstration • Discussion • Guided Practice • SmartBoard • Textbook • Group work 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Writing • Written Report • Oral Presentation 	<p><i>Time allowed for this unit of study</i></p> <p>9 class periods</p>

Unit Scope & Sequence

Course Name: English Grade Level: Fifth Teacher: Marsha Noah

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
More Verbs	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Differentiate present, past and future tense verbs • Identify sentence patterns: S V, S V DO, S LV PA, and S LV PN • Diagram sentences • Use the present-tense verb form that agrees with the subject in a sentence • Determine when to add <i>s</i> or <i>es</i> to a present tense verb, including when to change the Y to I and add <i>es</i> • Use the correct present tense verb form for compound subjects joined by <i>or</i>, <i>either/or</i>, or <i>neither/nor</i> • Write past tense verbs by adding <i>ed</i> • Determine when to change <i>y</i> to <i>I</i> before adding <i>ed</i> • Determine when to double the final consonant before adding <i>ed</i> • Identify and write present, past and future tense verbs • Identify past-participle verb forms • Determine whether a helping verb agrees with the subject of a sentence • Use the correct form of the verbs <i>catch, come, do, eat, fall, find, go, ride, run, say, see, take, think, wear, and write</i> • Use the correct form for the irregular verbs <i>begin, blow, break, choose, fly, freeze, grow, know, ring, sing, speak, steal, swim and tear</i> • Identify a perfect-tense verb • Determine whether a perfect-tense verb is written in the present, past, or future tense • Identify prefixes and suffixes and their meanings 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Demonstration • Discussion • Guided Practice • SmartBoard • Textbook • Group Work 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Completed Homework • Worksheets • Test 	<p><i>Time allowed for this unit of study</i></p> <p>6 class periods</p>

Unit Scope & Sequence

Course Name: English Grade Level: Fifth Teacher: Marsha Noah

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Adjectives and Adverbs	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Define <i>adjectives</i> • Identify adjectives and the nouns or pronouns they describe • Identify articles, demonstratives and the proper adjectives as adjectives • Diagram adjectives and adverbs in sentences • Distinguish between adverbs and adjectives and the words they describe • Identify the negative adverbs <i>not, never, nowhere</i> and <i>rarely</i> • Identify adverbs that describe verbs, adjectives and other adverbs • Use the correct form of adjectives and adverbs (<i>er, est</i>) to compare • Use the correct form of adjectives and adverbs (<i>more, most, less, and least</i>) to compare • Identify <i>good</i> as an adjective and <i>well</i> as an adverb • Use the correct comparison forms for the adjectives <i>good, better, best, and bad, worse, worst</i> • Use the correct comparison forms for the adverbs <i>well, better, best</i> and <i>badly, worse, worst</i> • Identify the conjunctions <i>and, but</i> and <i>or</i> • Identify the words or groups of words that conjunctions join • Recognize that commas are used with conjunctions in a series and in a compound sentence 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Demonstration • Discussion • Guided Practice • SmartBoard • Textbook • Group Work 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Completed Homework • Worksheets • Test 	<p><i>Time allowed for this unit of study</i></p> <p>9 class periods</p>

Oklahoma Christian School

Course Description

Course: Language

Grade Level: 6th

Teacher: Tracy Talbott

Philosophy Statement	Man made in the image of God is unique in his ability to communicate. The study and use of both the written form of language and its oral presentation is essential to the growth and wisdom of any man. God’s use of man is often correlated with man’s preparedness to minister to his society. The understanding and practice of the English language are essential to this process of preparedness.
Course Objective	In sixth grade, students master previously learned skills in increasingly complex presentations, reading selections, and written compositions. Students are able to understand idioms, multi-meaning words, and analogies in text. Students recognize literary devices such as flashback, foreshadowing, and symbolism. Sixth grade students are able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Students vary sentence structure and use more complex punctuation such as hyphens, semicolons, and possessives. Students edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language.
Textbook	Language Network: McDougal Littell
Other Resources	Grammar Usage and Mechanics Workbook.
Time Allotment	3 hours 30 minutes—2 to 3 days per week.
Course Content	<ul style="list-style-type: none">• Explain the relationship between prepositions and other words within a sentence, find the object of the preposition, memorize 49 prepositions.• Differentiate between action verbs, verbs of being, linking verbs, and helping verbs.• Differentiate between a helping verb and a main verb in a verb phrase, identify the principal parts of regular and irregular verbs.• Distinguish proper nouns from common nouns, identify nouns used as objects of prepositions, identify nouns of direct address, diagram sentences with nouns used as direct objects, predicate nominatives, indirect objects, and direct address.• Identify and differentiate among the four types of sentences, compose and correctly punctuate them, recognize sentence fragments and run-on sentences.• Identify and differentiate between complete subject/complete predicate, and simple subjects, simple predicates, simple/compound sentences.• Use conjunctions to connect ideas meaningfully.• Use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise.• Employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech.• Use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive.• Write for a variety of audiences and purposes and in a variety of forms to persuade, argue, request, express, inform, explain, describe, and narrate.• Write to entertain such as to compose humorous poems or short stories.• Use literary devices effectively such as suspense, dialogue, and figurative language in writing.
Evaluation Methods	<ul style="list-style-type: none">• Class participation• Homework assignments• Tests and quizzes• Course Projects & Written work

Oklahoma Christian School
Course Description

Course: _____ Grade Level: _____ Teacher: _____

Philosophy Statement	Man made in the image of God is unique in his ability to communicate. The study and use of the written form of language is essential to the growth and wisdom of any man. God's use of man is often correlated with man's preparedness to minister to his society. The understanding of the elemental levels of language to the highest critical levels of thinking associated with the study of great literature and laws of rhetoric are essential to this process of preparedness.
Course Objective	In sixth grade, students master previously learned skills in increasingly complex presentations, reading selections, and written compositions. Students are able to understand idioms, multi-meaning words, and analogies in text. Students recognize literary devices such as flashback, foreshadowing, and symbolism. Sixth grade students are able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Students vary sentence structure and use more complex punctuation such as hyphens, semicolons, and possessives. Students edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language.
Textbook	Language Network: McDougal Littell
Other Resources	Grammar Usage and Mechanics Workbook
Time Allotment	3 hours 30 minutes—2 to 3 days per week
Course Content	<ul style="list-style-type: none"> • Explain the relationship between prepositions and other words within a sentence, find the object of the preposition, memorize 49 prepositions. • Differentiate between action verbs, verbs of being, linking verbs, and helping verbs. • Differentiate between a helping verb and a main verb in a verb phrase, identify the principal parts of regular and irregular verbs. • Distinguish proper nouns from common nouns, identify nouns used as objects of prepositions, identify nouns of direct address, diagram sentences with nouns used as direct objects, predicate nominatives, indirect objects, and direct address. • Identify and differentiate among the four types of sentences, compose and correctly punctuate them, recognize sentence fragments and run-on sentences. • Identify and differentiate between complete subject/complete predicate, and simple subjects, simple predicates, simple/compound sentences. • Use conjunctions to connect ideas meaningfully. • Use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise. • Employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech. • Use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive. • Write for a variety of audiences and purposes and in a variety of forms to persuade, argue, request, express, inform, explain, describe, and narrate. • Write to entertain such as to compose humorous poems or short stories. • Use literary devices effectively such as suspense, dialogue, and figurative language in writing.

**Step Six
Evaluation
Methods**

- Class participation
- Homework assignments
- Tests and quizzes
- Course Projects
- Written work

Unit Scope & Sequence

Course Name English

Grade Level 6

Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>The Sentence and Its Parts</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Identify and use complete subjects and complete predicates in writing.</i> • <i>Identify and use simple subject and predicates in writing.</i> • <i>Identify and use verb phrases in writing</i> • <i>Identify and use compound subjects and compound verbs.</i> • <i>Identify and use different kinds of sentences.</i> • <i>Identify and use subjects in unusual places.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Language Network textbook</i> • <i>Grammar Usage and Mechanics Workbook</i> • <i>Transparencies Binder</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Daily Smart Technology</i></p> <p><i>Concept Checks</i></p> <p><i>Test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>5 Days</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 6

Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Nouns</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Recognize and use common and proper nouns in writing.</i> • <i>Recognize and use singular and plural nouns correctly in writing.</i> • <i>Use possessive form of nouns correctly.</i> • <i>Identify and use nouns as subjects, complements, and objects of prepositions.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Language Network Textbook</i> • <i>Grammar Usage and Mechanics Workbook</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Daily Smart Technology</i></p> <p><i>Concept Checks</i></p> <p><i>Test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>3 Days</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 6

Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Pronouns</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Identify and use personal pronouns correctly in writing.</i> • <i>Identify and use subject pronouns correctly in writing.</i> • <i>Use object pronouns correctly in writing</i> • <i>Identify and use possessive pronouns correctly.</i> • <i>Identify and use reflexive and intensive pronouns correctly in writing.</i> • <i>Use interrogative and demonstrative pronouns correctly in writing.</i> • <i>Use pronouns that agree with their antecedent.</i> • <i>Identify and use pronouns in sentences with compounds and in sentences with interfering phrases.</i> • <i>Use pronouns in dialogue.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Language Network textbook</i> • <i>Grammar Usage and Mechanics Workbook</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Smart Technology</i></p> <p><i>Mid-point and Final Test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>5 Days</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 6

Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Verbs	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Identify and use different types of verbs.</i> • <i>Identify and use action verbs and their complements.</i> • <i>Identify and use linking verbs with subject complements.</i> • <i>Recognize and use correctly the four principal parts of a verb.</i> • <i>Identify and correctly use irregular verb forms.</i> • <i>To understand and use correctly the present, past, and future simple tenses.</i> • <i>To understand and use perfect tenses correctly.</i> • <i>Identify and use troublesome verb pairs.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Language Network Textbook</i> • <i>Grammar Usage & Mechanics Workbook</i> • <i>Assessment Masters</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Smart Technology</i></p> <p><i>Daily Skill checks</i></p> <p><i>Mid-point/Final Tests</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>4 Days</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 6

Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Adjectives and Adverbs	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Identify and use adjectives correctly in sentences.</i> • <i>Identify and use predicate adjectives correctly in sentences.</i> • <i>Use pronouns and nouns that function as adjectives.</i> • <i>Identify and use adverbs correctly in writing.</i> • <i>Recognize and use the comparative and superlative forms of adjectives and adverbs.</i> • <i>Recognize and use adjectives and adverbs in descriptive writing.</i> • 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Language Network Textbook</i> • <i>Grammar Usage and Mechanics Workbook</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Smart Technology</i></p> <p><i>Mid-point/Final Test</i></p> <p><i>Descriptive Writing Essay</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>5 Days</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 6

Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Prepositions, Conjunctions, Interjections</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Identify and use prepositions and prepositional phrases in writing.</i> • <i>Identify and correctly use adjective and adverb phrases in writing.</i> • <i>Identify and use conjunctions in writing.</i> • <i>Identify and use interjections in writing.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Language Network Textbook</i> • <i>Grammar Usage and Mechanics Workbook</i> • <i>Teach Assessment Masters</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Smart Technology</i></p> <p><i>Daily Check</i></p> <p><i>Mid-point/Final Test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>5 Days</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 6

Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Subject-Verb Agreement	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Recognize and write sentences in which the subject and verb agree in number.</i> • <i>Identify and use verbs that agree with compound subjects.</i> • <i>Identify and use subject-verb agreement when a prepositional phrase falls between the subject and verb.</i> • <i>Identify and use correct verbs with subjects in unusual positions.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Language Network Textbook</i> • <i>Grammar Usage and Mechanics Workbook</i> • <i>Electronic Teacher Tools</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Smart Technology</i></p> <p><i>Check Points</i></p> <p><i>Mid-point/Final Test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>3 Days</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 6

Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Capitalization</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Understand and apply rules for capitalizing words that refer to people and cultures.</i> • <i>Understand and apply rules for capitalizing first words in sentences, lines of poetry, quotations, outlines, and letters and for capitalizing titles of works.</i> • <i>Rules for capitalizing names of places, landmarks, vehicles, and organizations.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Language Network Textbook</i> • <i>Grammar Usage and Mechanics Textbook</i> • <i>Electronic Teacher Tools</i> • <i>Assessment Masters</i> • <i>Daily Oral Language Sentences</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Daily Oral Language</i></p> <p><i>Check Points</i></p> <p><i>Mid-point/Final Test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>Ongoing throughout the year with use of Daily Oral Language Sentences.</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 6

Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Punctuation</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Understand and apply rules for using periods, question marks, exclamation point, commas, quotation marks, semicolons, hyphens, dashes, parentheses, apostrophes.</i> • <i>Understand and apply rules for punctuating titles.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Language Network Textbook</i> • <i>Grammar Usage & Mechanics Workbook</i> • <i>Electronic Teacher Tools</i> • <i>Assessment Masters</i> • <i>Daily Oral Language Sentences</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Daily Oral Language Sentences</i></p> <p><i>Check Points</i></p> <p><i>Mid-point/Final Test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>Ongoing throughout the year with use of Daily Oral Language Sentences</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 6

Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Writing Process</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Understand prewriting strategies and use them to find, focus, and organize information on a writing topic.</i> • <i>Learn strategies for planning a draft and to use peer response to improve writing.</i> • <i>Recognize and apply the six traits of good writing.</i> • <i>Identify and use proofreading marks to edit and correct errors in a draft.</i> • <i>Recognize different ways to publish writing and to reflect on the writing process.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Language Network</i> • <i>Textbook</i> • <i>Critical Thinking</i> • <i>Graphic Organizers</i> • <i>Writing and Communication</i> • <i>Masters</i> • <i>Assessment and Portfolio Guide</i> • <i>Quick Fix Grammar Charts</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Daily Check</i></p> <p><i>Test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>5 Days</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 6

Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Building Paragraphs	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Increase vocabulary through the recognition and understanding of words that describe..</i> • <i>Recognize and write effective paragraphs with strong topic sentences.</i> • <i>Write descriptive and narrative paragraphs.</i> • <i>Compose informative and persuasive paragraphs.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Language Network Textbook</i> • <i>Critical Thinking Graphic Organizers</i> • <i>Daily Test Prep</i> • <i>Writing and Communication Skills</i> • <i>Writing and Communication Masters</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Writing Assessment and portfolio</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>5 Days</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 6

Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Organizing Paragraphs</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Recognize and use sequential order to organize writing.</i> • <i>Recognize and use spatial order to organize writing.</i> • <i>Use compare and contrast order in writing.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Critical Thinking</i> • <i>Graphic Organizers</i> • <i>Daily Test Preparation</i> • <i>Writing and Communications Skills & Masters</i> 	<p><i>Methods to determine mastery</i></p> <p>3 Point Paragraph Assessment</p>	<p><i>Time allowed for this unit of study</i></p> <p>5 Days</p>

Unit Scope & Sequence

Course Name English

Grade Level 6

Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Building Compositions</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Recognize the basic elements of a composition and to use them as guides in structuring a composition.</i> • <i>Write an introduction that has a clear thesis statements and captures the reader's attention.</i> • <i>Recognize the characteristics of an effective body and conclusion.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Language Network Textbook</i> • <i>Daily Test Preparation</i> • <i>Writing and Communication skills and Masters.</i> • <i>Master Assessment</i> 	<p><i>Methods to determine mastery</i></p> <p><i>5 paragraph composition</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>5 Days</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 6

Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Elaboration</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Recognize and use methods of elaboration to make writing clearer, stronger, and more effective.</i> • <i>Identify sensory details and use them in descriptive writing.</i> • <i>Recognize and use facts and statistics to support ideas.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Daily Test Preparation</i> • <i>Language Network textbook</i> • <i>Quick-fix grammar and style charts</i> • <i>Writing and Communication masters</i> • <i>Electronic Teacher tools</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Elaboration Papers</i></p> <p><i>3 paragraph paper descriptive writing</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>3 Days</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 6

Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Describing a Place</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Compose an effective place description.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Language Network Textbook</i> • <i>Revising, Editing, and Proofreading Models</i> • <i>Writing and Communication Skills and Masters</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Descriptive Essay</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>3 Days</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 6

Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Research Paper</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Analyze and write a successful research report.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Language Network Textbook</i> • <i>Computer</i> • <i>Library</i> • <i>Rubrics</i> • <i>Writing Prompts</i> • <i>Writing Research Reports Masters</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Final Draft Paper</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>8 days</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 6

Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Diagramming</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Understand how parts of a sentence work within a sentence and to visually represent them.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Language Network Textbook</i> • <i>Grammar Usage and Mechanics Workbook</i> • <i>Electronic Teacher Tools</i> • <i>Assessment Masters</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Smart Technology</i></p> <p><i>Daily Point Checks</i></p> <p><i>Mid-point & Final Test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>5 Days</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 7th

Teacher Lombard

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Adjectives and Adverbs</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Identify and correctly use adjectives in sentences</i> • <i>Identify and correctly use predicate adjectives in writing</i> • <i>Identify and use pronouns and nouns as adjectives</i> • <i>Identify and correctly use adverbs in writing</i> • <i>Identify and use the comparative and superlative forms of adjectives and adverbs</i> • <i>Identify and correctly use commonly confused adjectives and adverbs</i> • <i>Recognize double negatives and avoid using them</i> 	<p><i>Methods and Materials used:</i></p> <p><i>Discussion</i> <i>Textbook</i> <i>Guided practice</i> <i>Smart board</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Homework</i> <i>Quiz</i> <i>Text</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>10 days</i></p>

Unit Scope & Sequence

Course Name English Grade Level 7th Teacher Lombard

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Building Compositions</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Recognize and structure a composition using its basic elements</i> • <i>Identify and write an introduction that has a clear thesis statement and that captures the reader's attention</i> • <i>Recognize that the body of a composition is unified, organized, and coherent, and to write a composition that exemplifies these qualities</i> • <i>Recognize different types of conclusions and to write one that sums up a composition's message</i> 	<p><i>Methods and Materials used:</i></p> <p><i>Textbook</i> <i>Smart board</i> <i>Guided practice</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Writing essay</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>4 days</i></p>

Unit Scope & Sequence

Course Name English Grade Level 7th Teacher Lombard

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Building Paragraphs</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Recognize and understand the elements of a good paragraph</i> • <i>Recognize and write unified, coherent paragraphs</i> • <i>Recognize and write descriptive and narrative paragraphs</i> • <i>Recognize and write informative and persuasive paragraphs</i> 	<p><i>Methods and Materials used:</i></p> <p><i>Textbook</i> <i>Discussion</i> <i>Guided practice</i> <i>Smart board</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>writing essay</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>2 days</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 7th

Teacher Lombard

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Building Sentences</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Identify sentences that are unclear and uninteresting and to write rich, accurate, and detailed sentences</i> • <i>Identify ways to expand sentences and to write sentences that are informative, accurate, and interesting</i> • <i>Recognize choppy sentences and to use conjunctions for combining short, related sentences</i> • <i>Recognize that related sentences can be combined and to add information from one sentence to another</i> • <i>Recognize details in a sentence</i> • <i>Add details by combining sentences using who, that, or which</i> 	<p><i>Methods and Materials used:</i></p> <p><i>Textbook</i> <i>Demonstration</i> <i>Discussion</i> <i>Guided practice</i> <i>Smart board</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>writing essay</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>2 days</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 7th

Teacher Lombard

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Capitalization</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Understand and apply rules for capitalizing words that refer to people and cultures</i> • <i>Understand and apply rules for capitalizing first words in sentences, lines of poetry, quotations, outlines, and letters and capitalizing titles of works</i> • <i>Understand and apply rules for capitalizing names of places, landmarks, and vehicles</i> • <i>Understand and apply rules for capitalizing names of organizations and other items</i> 	<p><i>Methods and Materials used:</i></p> <p><i>Discussion</i> <i>Guided Practice</i> <i>Smart Board</i> <i>Textbook</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Homework</i> <i>Quiz</i> <i>Test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>6 days</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 7th

Teacher Lombard

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Diagramming</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Understand how parts of a sentence work within a sentence and to visually represent them</i> • <i>Understand how phrases and clauses work within a sentence and to visually represent them</i> <p><i>Diagramming is taught after a concept is taught. For example, students would learn how to diagram phrases after they learn how to identify a phrase.</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Textbook White boards Smart board Discussion Guided practice</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Homework White board work Quiz Test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>5 days</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 7th

Teacher Lombard

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Nouns</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Recognize common, proper, concrete, abstract, and collective nouns and to use them in writing</i> • <i>Recognize singular and plural nouns and to use them correctly in writing</i> • <i>Recognize possessive forms of nouns and to use them in writing</i> • <i>Recognize compound nouns and to use them in writing</i> • <i>Identify and use nouns as subjects, complements, and objects of prepositions</i> 	<p><i>Methods and Materials used:</i></p> <p><i>Textbook</i> <i>Smart board</i> <i>Discussion</i> <i>Guided practice</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Homework</i> <i>Answer questions</i> <i>Quizzes</i> <i>Test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>16 days</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 7th

Teacher Lombard

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Poetry</p>	<p><i>Students will:</i></p> <p><i>Interpret and memorize the following poems:</i></p> <p><i>“Work” by Henry Van Dyke</i></p> <p><i>“Opportunity” by Edward Rowland Sill</i></p> <p><i>“The Flag Goes By” by Henry Bennett</i></p> <p><i>“The Impossible Dream” by Joe Darion</i></p> <p> </p> <p><i>One poem is assigned each nine weeks.</i></p>	<p><i>Methods and Materials used:</i></p> <p> </p> <p><i>Discussion</i></p>	<p><i>Methods to determine mastery</i></p> <p> </p> <p><i>Recite poem</i></p> <p><i>Test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p> </p> <p><i>4 days</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 7th

Teacher Lombard

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Prepositions, conjunctions, Interjections</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Identify prepositions and prepositional phrases and to use them to add descriptive details in writing</i> • <i>Identify and correctly use adjective and adverb phrases in writing</i> • <i>Identify coordinating and correlative conjunctions and to use them in writing</i> • <i>Identify and use interjections in writing</i> 	<p><i>Methods and Materials used:</i></p> <p><i>Discussion</i> <i>Guided practice</i> <i>Smart board</i> <i>Textbook</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Homework</i> <i>Quiz</i> <i>Test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>5 days</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 7th

Teacher Lombard

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Pronouns</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Recognize personal pronouns and use them in writing</i> • <i>Recognize subject pronouns and use them correctly in writing</i> • <i>Recognize and use object pronouns correctly in writing</i> • <i>Recognize and use possessive pronouns in writing</i> • <i>Recognize and use reflexive and intensive pronouns in writing</i> • <i>Recognize and use interrogative and demonstrative pronouns in writing</i> • <i>Understand and write pronouns that agree with their antecedents</i> • <i>Recognize and use indefinite pronouns in writing</i> • <i>Identify pronoun problems and avoid them in writing</i> • <i>Recognize and correctly use pronouns in compounds and in sentences with interfering phrases</i> 	<p><i>Methods and Materials used:</i></p> <p><i>Text book</i> <i>Discussion</i> <i>Guided practice</i> <i>Smart board</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Homework</i> <i>Quizzes</i> <i>Test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>13 days</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 7th

Teacher Lombard

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Punctuation</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Recognize and use periods, questions marks, and exclamation points correctly</i> • <i>Understand and apply rules for using commas in sentences</i> • <i>Understand and apply rules for using commas in dates, addresses and letters</i> • <i>Understand and apply rules for punctuating quotations</i> • <i>Recognize semicolons and colons and use them correctly</i> • <i>Recognize and use hyphens, dashes, and parentheses correctly</i> • <i>Understand and apply rules for using apostrophes correctly</i> • <i>Understand and apply rules for punctuating titles correctly</i> 	<p><i>Methods and Materials used:</i></p> <p><i>Discussion</i> <i>Guided practice</i> <i>Smart board</i> <i>Textbook</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Homework</i> <i>Quiz</i> <i>Test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>12 days</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 7th

Teacher Lombard

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Sentence Structure</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Recognize and use independent and dependent clauses in writing</i> • <i>Recognize and use simple and compound sentences in writing</i> • <i>Recognize and use complex sentences in writing</i> • <i>Recognize and write sentences with different kinds of dependent clauses</i> • <i>Recognize and use compound-complex sentences in writing</i> 	<p><i>Methods and Materials used:</i></p> <p><i>Discussion</i> <i>Guided practice</i> <i>Smart board</i> <i>Textbook</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Homework</i> <i>Quiz</i> <i>Test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>7 days</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 7th

Teacher Lombard

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Subject-Verb Agreement</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Recognize and write sentences in which the subjects and verbs agree in number</i> • <i>Identify and correctly use compound subjects that agree with their verbs</i> • <i>Identify and avoid common agreement problems in sentences</i> • <i>Identify and use verbs that agree with indefinite-pronoun subjects</i> • <i>Identify and use verbs that agree with certain problem subjects</i> 	<p><i>Methods and Materials used:</i></p> <p><i>Discussion</i> <i>Guided practice</i> <i>Smart board</i> <i>Textbook</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Homework</i> <i>Quiz</i> <i>Test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>10 days</i></p>

Unit Scope & Sequence

Course Name English Grade Level 7th Teacher Lombard

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>The Sentence and Its Parts</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Identify and use complete subjects and complete predicates in writing</i> • <i>Identify and use simple subjects in writing</i> • <i>Recognize and use simple predicates in writing</i> • <i>Recognize verb phrases and use them in writing</i> • <i>Identify and use compound subjects and compound verbs in writing</i> • <i>Identify and use different kinds of sentences in writing</i> • <i>Identify and use subjects in unusual order in writing</i> • <i>Identify and use subject complements in writing</i> • <i>Identify and use direct and indirect objects of verbs in writing</i> • <i>Identify and correct sentence fragments and run-on sentences</i> 	<p><i>Methods and Materials used:</i></p> <p><i>Textbook</i> <i>Discussion</i> <i>Guided practice</i> <i>Smart board</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Ticket out of class</i> <i>Homework</i> <i>Quizzes</i> <i>Test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>10 days</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 7th

Teacher Lombard

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Verbals and Verbal Phrases</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Identify and use gerunds and gerund phrases in writing</i> • <i>Identify and use participles in writing</i> • <i>Identify and use infinitives in writing</i> • <i>Identify and use verbal phrases in writing</i> 	<p><i>Methods and Materials used:</i></p> <p><i>Discussion</i> <i>Guided practice</i> <i>Smart board</i> <i>Textbook</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Homework</i> <i>Quiz</i> <i>Test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>7 days</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 7th

Teacher Lombard

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Verbs	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Understand and correctly use action, linking, and helping verbs</i> • <i>Identify and correctly use action verbs with direct and indirect objects</i> • <i>Identify linking verbs and correctly use subject complements in writing</i> • <i>Identify and correctly use the four principal parts of verbs</i> • <i>Identify and correctly use irregular verb forms</i> • <i>Identify and correctly form the simple present, past, and future tenses</i> • <i>Identify and correctly use the present perfect, past perfect, and future perfect tenses</i> • <i>Understand and correctly use verb tenses to express sequences of events or states of being</i> • <i>Distinguish between and correctly use some commonly confused verb pairs</i> 	<p><i>Methods and Materials used:</i></p> <p><i>Discussion</i> <i>Guided practice</i> <i>Smart board</i> <i>Textbook</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Homework</i> <i>Quiz</i> <i>Test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>11 days</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 7th

Teacher Lombard

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Vocabulary</p>	<p><i>Students will:</i></p> <p><i>Recognize and define 300 vocabulary words 15 words per week (20 lessons) Various workbook exercises will be completed throughout the year</i></p> <p><i>Vocabulary is done at home. Students do the exercises at home. Students study vocabulary words at home. We grade the exercises in class, and have the test in class.</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Vocabulary workbook</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Tests Workbook exercises</i></p>	<p><i>Time allowed for this unit of study</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 7th

Teacher Lombard

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Writing Process</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Learn and apply prewriting techniques to find a writing topic</i> • <i>Learn how to narrow and develop a topic and to consider audience and purpose</i> • <i>Recognize different strategies for beginning a draft and to learn how to offer and receive feedback from others</i> • <i>Recognize and apply the six traits of good writing</i> • <i>Learn proofreading marks and to use them to edit and correct errors in a draft</i> • <i>Recognize different publishing options and to reflect on the writing process</i> 	<p><i>Methods and Materials used:</i></p> <p><i>Textbook</i> <i>Example drafts</i> <i>Guided practice</i> <i>Discussion</i> <i>Smart board</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Writing assignment</i> <i>Essay</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>2 days</i></p>

Unit Scope & Sequence

Course Name English Grade Level 7th Teacher Lombard

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Short Stories</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Read and analyze a variety of short stories.</i> • <i>Compare different short stories by the same author.</i> • <i>Design a story board of a short story.</i> • <i>Write about the theme of a short story.</i> • <i>Understand the elements of a short story.</i> 	<p><i>Methods and Materials used:</i></p> <p><i>Smart Board</i> <i>Discussion</i> <i>Charts</i> <i>Internet</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Project</i> <i>Homework</i> <i>Quiz</i> <i>Report</i> <i>Writing</i> <i>Test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>5 days</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 7th

Teacher Lombard

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><u><i>The Cay</i></u></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Read, discuss, and assess knowledge of <u>The Cay</u> by Theodore Taylor.</i> • <i>Design an island that may have looked like the cay from dough and craft items.</i> • <i>Discuss the dedication to Dr. King’s Dream and the speech “I Have a Dream.”</i> • <i>Discuss the setting and plot events of the book.</i> • <i>Discuss prejudice and how to recognize the theme in a book.</i> <p align="center"><i>This book is summer reading. The book is discussed the first week of school.</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Smart board Book Discussion Internet</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Project Writing Quizzes Test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>3 days</i></p>

Unit Scope & Sequence

Course Name English Grade Level 7th Teacher Lombard

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><u><i>Treasures of the Snow</i></u></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Read, discuss, and assess knowledge of <u>Treasures of the Snow</u> by Patricia St. John.</i> • <i>Discuss plot and theme.</i> • <i>Analyze characters and their traits.</i> • <i>Look closely at the “Open Door/ Closed Door” theme that runs throughout the book.</i> • <i>Write about many topics – revenge, asking Jesus into your heart, changes of the heart, conflict, grudges, resolutions.</i> 	<p><i>Methods and Materials used:</i></p> <p><i>Smart Board</i> <i>Book</i> <i>Discussion</i> <i>Internet</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Quizzes</i> <i>Writing</i> <i>Test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>20 days</i></p>

Unit Scope & Sequence

Course Name English Grade Level 7th Teacher Lombard

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><u>Soul Surfer</u></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Read, discuss, and assess knowledge of <u>Soul Surfer</u> by Bethany Hamilton</i> • <i>Discuss optimism, determination, and resilience.</i> • <i>Discuss the reward of hard work.</i> • <i>Discuss attitude in the face of adversity.</i> • <i>Discuss acceptance.</i> • <i>Discuss Jeremiah 29:11.</i> • <i>Share their testimony.</i> • <i>Write on many topics from above.</i> 	<p><i>Methods and Materials used:</i></p> <p><i>Discussion</i> <i>Internet</i> <i>Smart Board</i> <i>Book</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Project</i> <i>Homework</i> <i>Quizzes</i> <i>Report</i> <i>Writing</i> <i>Test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>10 days</i></p>

**Oklahoma Christian School
Course Description**

Course: English

Grade Level: 8th grade

Teacher: Hermansen

Philosophy Statement	Man made in the image of God is unique in his ability to communicate. The study and use of the written form of language is essential to the growth and wisdom of any man. God's use of man is often correlated with man's preparedness to minister to his society. The understanding of the elemental levels of language to the highest critical levels of thinking associated with the study of great literature and laws of rhetoric are essential to this process of preparedness.		
Course Objective	The student will be able to not only recognize, but also understand the nuances and problem solve for the appropriate uses of the 8 parts of speech (both as individual words as well as in phrases and clauses), apply correct capitalization and punctuation rules in writing, construct a five paragraph essay and summary reports, read and receive guidance in the analysis of several works of literature, and demonstrate a growing repertoire of vocabulary words.		
Textbook	<i>Language Network</i> , (McDougal Littell)		
Other Resources	<i>Carry On, Mr. Bowditch</i> by Jean Lee Latham <i>The Hiding Place</i> by John and Elizabeth Sherril "Carry On" by Robert Service <i>Wordly Wise</i> <i>Call of the Wild</i> by Jack London <i>Aesop's Fables</i>		
Time Allotment	55 minutes per day, 6 days within a 7 day cycle.		
Course Content	Poetry Vocabulary Writing Process The sentence and its parts Nouns Pronouns Verbs Adjectives Adverbs Prepositions Conjunctions Interjections Verbals Sentence Structure Dependent Clauses Subject/Verb Agreement Capitalization Punctuation Five-Paragraph Essay <i>Carry On, Mr. Bowditch</i> <i>The Hiding Place</i> <i>Call of the Wild</i> <i>Aesop's Fables</i>		
Evaluation Methods	Class participation/discussion Homework Assignments	Tests and Quizzes Reports	Group Work Tests & Quizzes

Unit Scope & Sequence

Course Name English

Grade Level 8

Teacher Hermansen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>Nouns</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Master subject/verb agreement issues</i> • <i>Recognize and master the seven noun jobs: subjects, predicate nominatives, direct objects, indirect objects, objects of the preposition, appositives, and nouns of direct address</i> <p><i>NOTE: Students should already be familiar with 5 of the 7 noun jobs. Hone in on appositives and direct address then show how they all fit into the larger scheme of the 7 noun jobs.</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Smartboard Presentation entitled "Subject Verb Agreement"</i></p> <p><i>Subject Verb Agreement In-Class Worksheet (Handout that becomes notes)</i></p> <p><i>Smartboard Presentation entitled "Appositives"</i></p> <p><i>APP and DA in class worksheet and notes</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Grammar workbook</i></p> <p><i>Subject-Verb Agreement, Appositives, Direct Address Test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>5 units</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 8

Teacher Hermansen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>Pronouns</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>recognize and use subject/nominative case pronouns</i> • <i>recognize and use objective case pronouns</i> • <i>recognize and use possessive case pronouns and be able to determine whether they are being used as pronouns or adjectives</i> • <i>identify distinguish the differences between types of pronouns including the following: reflexive, intensive, interrogative, and demonstrative</i> • <i>master pronoun/verb agreement specifically with indefinite pronouns and plurality</i> • <i>memorize all indefinite pronouns and their plurality</i> 	<p><i>Smartboard presentation entitled “Pronoun Cases” and accompanying in-class worksheet/notes</i></p> <p><i>Smartboard presentation entitled “Types of Pronouns- Reflexive, Intensive, Interrogative, Demonstrative”</i></p> <p><i>Indefinite Pronouns List</i></p> <p><i>Smartboard presentation entitled “Pronoun Antecedent Agreement”</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Grammar workbook</i></p> <p><i>Indefinite Pronouns Quiz</i></p> <p><i>Pronoun Cases Quick Quiz</i></p> <p><i>Pronoun Cases Worksheet</i></p> <p><i>Reflex, Inten, Inter, Demon Worksheet</i></p> <p><i>Types of Pronouns Quiz</i></p> <p><i>Pronoun Test Review/Worksheet</i></p> <p><i>Handmade Pronoun Test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>8 units</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 8

Teacher Hermansen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Verbs	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Understand and correctly use action, linking, and helping verbs</i> • <i>Identify and correctly use action verbs in writing</i> • <i>Memorize and recall all linking and helping verbs</i> • <i>Recognize the difference between linking and action verbs</i> • <i>Identify a complement and its type</i> • <i>Correctly diagram a sentence with complements</i> • <i>Recognize and correctly use the principal parts of verbs in writing</i> • <i>Identify and correctly use irregular verb forms in writing</i> • <i>Identify and correctly use the simple present, past, and future tenses of verbs</i> • <i>Identify and correctly use perfect tenses in writing</i> • <i>Distinguish between and correctly use troublesome verb pairs in writing</i> 	<p><i>Methods and Materials used:</i></p> <p><i>Hardback grammar book pp 90ff.</i></p> <p><i>Non Action Verbs List</i></p> <p><i>Complements Notes and Worksheet</i></p> <p><i>Smartboard Notes entitled "Verbs"</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Non-Action Verbs quiz</i></p> <p><i>Grammar workbook</i></p> <p><i>Complements Quiz</i></p> <p><i>Verb Test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>6-7 units</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 8

Teacher Hermansen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>Adjectives</i></p>	<p><i>Students will:</i></p> <p><i>Master adjectives</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Smartboard Presentation entitled "Subject Verb Agreement"</i></p> <p><i>Subject Verb Agreement In-Class Worksheet (Handout that becomes notes)</i></p> <p><i>Smartboard Presenation entitled "Appositives"</i></p> <p><i>APP and DA in class worksheet and notes</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Grammar workbook</i></p> <p><i>Subject-Verb Agreement, Appositives, Direct Address Test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>5 units</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 8

Teacher Hermansen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>Adjectives and Adverbs</i></p>	<p><i>Students will:</i></p> <p><i>Master adjective and adverb usage</i></p> <p><i>Use and recognize prepositional phrases used as adjs. and advs.</i></p> <p><i>Use and recognize dependent clauses as adjs. and advs.</i></p> <p><i>Diagram adj. and adv. clauses correctly</i></p> <p><i>Recognize pronouns that can be used as adjectives</i></p> <p><i>List the question that adjectives and adverbs answer</i></p> <p><i>Demonstrate understanding of adjectives and adverbs as comparisons</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Smartboard Presentation</i> <i>“Adjective Phrases”</i></p> <p><i>Grammar Textbook</i></p> <p><i>Jeopardy Review Game</i> <i>“Adjectives”</i></p> <p><i>Smartboard Presentation</i> <i>“Adverbs”</i></p> <p><i>Jeopardy Review Game</i> <i>“Adverbs”</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Grammar workbook</i></p> <p><i>Worksheets</i></p> <p><i>Quizzes</i></p> <p><i>Final Exam</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>6-7 units</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 8

Teacher Hermansen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Prepositions</p> <p>Conjunctions</p> <p>Prepositions</p>	<p><i>Students will:</i></p> <p><i>*review list of prepositions and be able to pick them out in a sentence</i></p> <p><i>*recognize and understand the use of objects of a preposition</i></p> <p><i>*recognize difference between words used as prepositions and those used as adverbs</i></p> <p><i>*distinguish between prepositional phrases being used as adjectives and those being used as adverbs</i></p> <p><i>*understand why conjunctions are used</i></p> <p><i>*recognize the different meanings of conjunctions and be able to choose the correct word in a nuanced sentence</i></p> <p><i>*identify interjections as separate parts of speech</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Hardback Grammar Book pp15 ff.</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Grammar Workbook p 128ff</i></p> <p><i>Test from <u>Language Mastery</u></i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>3 units</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 8

Teacher Hermansen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Capitalization	<p><i>Students will:</i></p> <p><i>*identify and apply proper capitalization rules and usage including the following:</i></p> <ul style="list-style-type: none"> <i>-people and culture</i> <i>-first words and titles</i> <i>-places and transportation</i> <i>-organizations and other subjects</i> <i>-special emphasis on capitalization of "earth" and class subjects</i> <p><i>Note: These rules SHOULD BE review for students, therefore the object is to remind them of the general rules as well as to hone in on specific problem areas.</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Hardback Grammar Book</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Grammar Workbook (p. 197, 182)</i></p> <p><i>Test from <u>Language Mastery</u> book</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>4-5 class units</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 8

Teacher Hermansen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Punctuation	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <i>*recognize and correctly use periods, question marks, and exclamation points in writing</i> <i>*understand and apply rules for using commas in sentences</i> <i>*understand and apply rules for using commas in dates, addresses, and letters</i> <i>*understand and apply rules for punctuating quotations</i> <i>*recognize and correctly use semicolons and colons in writing</i> <i>*recognize and correctly use hyphens, dashes, and parentheses in writing</i> <i>*understand and correctly apply rules for using apostrophes</i> <i>*understand and apply rules for punctuating titles</i> 	<p><i>Methods and Materials used:</i></p> <p><i>Hardback Grammar Book</i></p> <p><i>Smartboard lesson entitled "Punctuation (old book, similar rules)"</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Grammar Workbook (pp. 190-205)</i></p> <p><i>In-class writing using correct punctuation</i></p> <p><i>Punctuation Quiz #1</i></p> <p><i>Punctuation Jeopardy Review Game</i></p> <p><i>Hand-made test entitled "Punctuation"</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>8-9 class units</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 8

Teacher Hermansen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>Sentence Structure/ Dependent Clauses</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Identify and recognize independent and dependent clauses</i> • <i>Identify and recognize types of dependent clauses (adjective, adverb, noun) based on their uses in the sentence and their respective signal words.</i> • <i>Identify and recognize simple, compound, and compound-complex sentences</i> 	<p><i>Methods and Materials used:</i></p> <p><i>Hardback grammar book pp 184ff</i></p> <p><i>List of signals words and the types of clauses they introduce</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Dependent Clause quiz</i></p> <p><i>Grammar workbook</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>2-3 units</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 8

Teacher Hermansen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>Verbals</i></p>	<p><i>Students will:</i></p> <p><i>Identify the three types of verbals: infinitive, participle, and gerunds</i></p> <p><i>Identify verbal phrases and be able to spot their uses within a sentence</i></p> <p><i>Identify and recognize the “verb” characteristics of verbals</i></p> <p><i>Diagram verbals and verbal phrases</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Smartboard Presentation entitled “Verbals”</i></p> <p><i>In Class follow-along worksheets</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Grammar workbook</i></p> <p><i>In-class worksheets</i></p> <p><i>Quizzes</i></p> <p><i>Final Exam</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>6-7 units</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 8

Teacher Hermansen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Vocabulary	<p><i>Students will:</i></p> <p>Master 20 lessons of vocabulary from the book <u>Wordly Wise</u></p>	<p><i>Methods and Materials used:</i></p> <p><u>Wordly Wise book</u></p> <p>Class discussion of words is a GREAT way to get the vocabulary words “stuck” in their heads!</p>	<p><i>Methods to determine mastery</i></p> <p><u>Wordly Wise book</u></p> <p><u>Wordly Wise exams</u></p> <p>Writing stories using words</p>	<p><i>Time allowed for this unit of study</i></p> <p>approximately 1 week per lesson (It’s easy if you say that the test will always occur on a certain drop day.)</p>

Unit Scope & Sequence

Course Name English

Grade Level 8

Teacher Hermansen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>Book Reports</i></p>	<p><i>Students will:</i></p> <p><i>Read and write three outside book reports in the fiction, biography, and classic fiction genre. (The biography book report can be done in conjunction with the US History teacher.)</i></p> <p><i>Demonstrate proper use of MLA format</i></p> <p><i>Learn the techniques of good summary writing</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Assignment sheet giving details of project and grading rubric for each book report.</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Grading Rubric</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>1 week to choose appropriate book, 2-3 weeks to read the book.</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 8

Teacher Hermansen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>5 Paragraph Essay</i></p>	<p><i>Students will:</i></p> <p><i>Understand and demonstrate the use of strong paragraph writing</i></p> <p><i>Learn the concepts of the 5 paragraph essay and be able to reconstruc elements oft that structure on their own in class</i></p> <p><i>Write a 5 paragraph essay</i></p> <p><i>Learn to peer edit each other's essays</i></p> <p><i>Enter an essay contest</i></p> <p><i>Demonstrate use of proper MLA format</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Smartboard Presentation entitled "5 Paragraph Essay"</i></p> <p><i>5 Paragraph essay letter containing MLA format rules</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>5 Paragraph Essay</i></p> <p><i>Fill-in-the-Blank</i></p> <p><i>Notes</i></p> <p><i>5 Paragraph Essay Quiz</i></p> <p><i>Peer editing</i></p> <p><i>Final essay assessment (grading rubric)</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>7 units of instruction</i></p>

8th Grade English: Scope and Sequence

1st 9 Weeks

Grammar

Capitalization

identify and apply proper capitalization rules and usage

Punctuation

decide on proper endmark usage based on the kind of sentence
use commas correctly with items in a series, adjacent adjectives, & combined with conjunctions
use quotation marks correctly and place endmarks inside and outside them respectively
recognize the difference between hyphens and dashes and use them correctly
recognize appropriate semicolon use for clarification of multi-comma usage & in compound sentences
be able to identify & decide if a list requires a colon or not
identify apostrophe usage as sign of possession, contractions, and occasional plurality

Prepositions

review and recognize prepositions and their objects

Conjunctions and Interjections

understand why conjunctions are used
recognize the different meanings of conjunctions
identify interjections as separate part of speech

Literature

read, discuss, and assess knowledge from *Carry On, Mr. Bowditch* by Jean Lee Latham
discuss historical fiction as a genre and how it affects our understanding of the narrative
apply concepts from *Bowditch* such as pushing through difficulties to students' own lives
memorize "Carry On" by Robert Service
recognize the structure in "Carry On" and how it affects the movement of the poem
analyze and apply the meaning of "Carry On" through class discussion

Writing

creative writing exercises using in class prompts

Vocabulary

master lessons 1-5 of *Wordly Wise*

2nd 9 Weeks

Grammar

Dependent Clauses (Sentence Structure)

identify the difference between independent and dependent clauses
recognize signal or trigger words within dependent clauses
be able to identify noun, adjective, and adverb clauses and distinguish the differences between them
recognize types of sentences: simple, compound, complex, compound/complex
identify sentences, fragments, and run-ons and be able to correct them appropriately

Types of Verbs and Related Complements

memorize and recall all linking and helping verbs
recognize the difference between linking and action verbs
identify a complement & whether it is a direct object, indirect object, predicate noun, or predicate adjective
diagram sentences with complements

Literature

read, discuss, and assess knowledge from *The Hiding Place* by John and Elizabeth Sherrel & Corrie Ten Boom
delve in depth into the history, causes, and results of the holocaust during WWII
practice good reading techniques such as looking up difficult words, reading closely for information, recognizing literary devices, and applying concepts from the narrative to everyday life
read a fiction book of choice

Writing

learn to use exact and vivid verbs and nouns
understand and demonstrate the use of strong paragraph writing
learn the components of the 5 Paragraph Essay
write a 5 Paragraph Essay
participate in a writing contest using the 5 Paragraph Essay
write a summary book report
apply the use of strong paragraph writing in essay responses to literature, class discussion, and writing prompts

Vocabulary

master lessons 6-10 of *Wordly Wise*

3rd 9 Weeks

Grammar

Nouns

master subject/verb agreement

master nouns including the following: common and proper nouns, subjects, predicate nominatives, direct objects, indirect objects, objects of prepositions, appositives, and nouns of direct address

Pronouns

master pronoun/verb agreement

list all indefinite pronouns and problem solve for plurality disagreements with verbs

master pronouns and their uses including the following: subject/nominative case pronouns, objective case pronouns, possessive case pronouns, and special case pronouns

Adjectives and Adverbs

master adjective and adverb usage

use prepositional phrases as adjectives and adverbs correctly

uses dependent clauses as adjectives and adverbs correctly

diagram adjective and adverb clauses correctly

Literature

Read, discuss, and assess knowledge of *The Call of the Wild* by Jack London

recognize and be able to trace and identify thematic elements such as "survival of the fittest" within passages

Writing

book report in conjunction with 8th grade US History

Vocabulary

master lessons 11-15 of *Wordly Wise*

4th 9 Weeks

Grammar

Verbals

understand and recognize the three types of verbals: gerunds, participles and infinitives

use and diagram verbal phrases correctly

problem solve for correct noun job usage of gerunds and infinitives

understand and predict the "verb" aspects of of verbals in their use of complements and modification by adverbs

Grammar Review

identify, practice, and solve for mastery of all previous grammar concepts in writing, editing, and literary application

Literature

read, discuss, and assess knowledge of *Aesop's Fables*

be able to solve for and state the "moral" lesson for individual fables

read a classic fiction novel of choice

Writing

create a fable with anthropomorphic characters and a one-sentence moral

construct a five-paragraph essay report of the individually chosen classic fiction novel

Vocabulary

master lessons 16-20 of *Wordly Wise*

Oklahoma Christian School
Course Description

Course: ENGLISH II Grade Level: 10 Teacher: C PRINCE

Philosophy Statement	Man made in the image of God is unique in his ability to communicate. The study and use of the written form of language is essential to the growth and wisdom of any man. God’s use of man is often correlated with man’s preparedness to minister to his society. The understanding of the elemental levels of language to the highest critical levels of thinking associated with the study of great literature and laws of rhetoric are essential to this process of preparedness.
Step One Course Objective (see example)	Students will receive instruction and assessment in mythology, literature, vocabulary, composition, and research techniques while exploring various styles of authors through novels, short stories and essays, as well as creating original poetry and compositions.
Step Two Textbook	<i>Vocabulary for Achievement</i> Fourth Course (Great Source) <i>Adventures in Appreciation</i> Pegasus Edition (Harcourt) <i>The Testament</i> by John Grisham <i>To Kill A Mockingbird</i> by Harper Lee “Merchant of Venice” by William Shakespeare <i>Hunchback of Notre Dame</i> by Victor Hugo <i>Count of Monte Cristo</i> by Alexander Dumas “The Necklace” by Guy Maupassant “Fan Club” by Rona Maynard “Four O’Clock” by Price Day “The Open Window” by Saki “Test” by Theodore L. Thomas “The Weapon” by Fredric Brown
Step Three Other Resources	<i>Mythology</i> by Edith Hamilton <i>Greek Gods and Heroes</i> by Robert Graves <i>The Three Theban Plays</i> by Sophocles <i>Eats, Shoots and Leaves</i> by Lynne Truss <i>Once and Future King</i> by T. H. White
Step Four Time Allotment (Minutes per week) (Days per cycle)	265 minutes per week, six days per seven day cycle
Step Five Course Content	English II consists of vocabulary, grammar, poetry, short stories, plays, novels, and various forms of composition, including a formal research paper in MLA format. These tools work together to help students build a solid foundation of language usage in all formats, preparing them for upper high school grades and, ultimately, for college. The goal of English II is to equip students with knowledge and technique while exploring their creative potential.
Step Six Evaluation Methods	Class discussions In class written exercises In class projects, utilizing different levels of expertise Written tests Compositions, including but not limited to essays and research papers

Unit Scope & Sequence

Course Name English 1

Grade Level 9th

Teacher K. Jordan

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><u>August/September</u></p>	<p><i>Students will:</i></p> <p>Literature</p> <ol style="list-style-type: none"> 1. Discuss literary devices. 2. Discuss and take an essay test on <i>The Hobbit</i> by J. R. R. Tolkien (summer reading). 3. Learn about the context of the Victorian era, William Shakespeare himself, and how his life experiences influenced his writing. 4. Read, discuss, and take essay test on <i>Romeo and Juliet</i> by William Shakespeare. 5. Learn definitions and uses/context of literary vocab words from <i>Romeo and Juliet</i>. 6. Identify various literary elements of the “dramatic” genre. <p>Grammar</p> <ol style="list-style-type: none"> 1. Unit 1-2: Exhibit the ability to properly identify and correct errors in the areas of capitalization and punctuation. 2. Unit 3: Review all 8 parts of speech and discuss types of clauses. 3. Unit 4: Recognize 4 types of sentences, subjects and predicates, and complements. Exhibit the ability to recognize and correct fragments and run-on sentences. <p>Vocab</p> <ol style="list-style-type: none"> 1. Master ten vocabulary words each week, including their definition and spelling. 2. Identify parts of speech for each word. 	<p><i>Methods and Materials used</i></p> <ul style="list-style-type: none"> *<i>The Hobbit</i> *<i>Adventures in Reading</i> *<i>Grammar and Composition IV</i> *<i>Vocabulary for Achievement, 3rd Course</i> *Teacher generated worksheets, power point presentations, notes, hand-outs, and review games 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> *Essay tests *Quizzes/tests *Oral Q&A * Class discussion *Homework assignments 	<p><i>Time allowed for this unit of study</i></p> <p>5 cycles, 6 days per cycle, 50-55 minutes per day</p>

Unit Scope & Sequence

Course Name English 1

Grade Level 9th

Teacher K. Jordan

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><u>October</u></p>	<p><i>Students will:</i></p> <p>Literature 1. Begin to read <i>Great Expectations</i> by Charles Dickens (abridged version - 44 chapters). 2. Identify various literary elements of the “novel” genre. 3. Learn about the context of the time, Charles Dickens himself, and how his life experiences influenced his writing.</p> <p>Grammar 1. Unit 5: Exhibit the ability to properly identify and employ types of verbs, verb tenses & verb tense sequence, verbal mood, and correct common errors in verb usage.</p> <p>Vocab 1. Master ten vocabulary words each week, including their definition and spelling. 2. Identify parts of speech for each word.</p> <p>Composition: 1. Learn how to set up an essay in MLA format. 2. Write an informal Personal Narrative essay, practicing the five-paragraph format. 3. Practice the steps of the writing process: outlining, drafting, revising and peer editing.</p>	<p><i>Methods and Materials used:</i></p> <p>*<i>Adventures in Reading</i></p> <p>*<i>Grammar and Composition IV</i></p> <p>*<i>Vocabulary for Achievement, 3rd Course</i></p> <p>*Teacher generated worksheets, power point presentations, notes, hand-outs, and review games</p>	<p><i>Methods to determine mastery</i></p> <p>*Quizzes/tests</p> <p>*Oral Q&A</p> <p>* Class discussion</p> <p>*Homework assignments</p>	<p><i>Time allowed for this unit of study</i></p> <p>3 cycles, 6 days per cycle, 50-55 minutes per day</p>

Unit Scope & Sequence

Course Name English 1

Grade Level 9th

Teacher K. Jordan

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><u>November/December</u></p>	<p><i>Students will:</i></p> <p>Literature 1. Learn definitions and uses/context of literary vocab words from <i>Great Expectations</i>. 2. Continue to read & discuss <i>Great Expectations</i> by Charles Dickens. 3. Take essay test on <i>Great Expectations</i> by Charles Dickens.</p> <p>Grammar 1. Unit 6: Exhibit the ability to properly identify and employ types of nouns, noun/verb agreement, recognize and use predicate nominatives, objects of prepositions, direct and indirect objects, objective complements, appositives, nouns of direct address, gerund & infinitive phrases, and noun clauses.</p> <p>Vocab 1. Master ten vocabulary words each week, including their definition and spelling. 2. Identify parts of speech for each word.</p> <p>Composition 1. Review MLA format. 2. Write an Expository essay, reviewing the five-paragraph format. 3. Learn the rules of formal writing.</p>	<p><i>Methods and Materials used:</i></p> <p>*<i>Adventures in Reading</i></p> <p>*<i>Grammar and Composition IV</i></p> <p>*<i>Vocabulary for Achievement, 3rd Course</i></p> <p>*Teacher generated worksheets, power point presentations, notes, hand-outs, and review games</p>	<p><i>Methods to determine mastery</i></p> <p>*Essay tests</p> <p>*Quizzes/tests</p> <p>*Oral Q&A</p> <p>* Class discussion</p> <p>*Homework assignments</p>	<p><i>Time allowed for this unit of study</i></p> <p>4 cycles, 6 days per cycle, 50-55 minutes per day</p>

November/December (continued)	4. Practice the steps of the writing process: outlining, drafting, revising and peer editing. 5. Practice in-text parenthetical citations. ***Review for and take SEMESTER 1 FINALS in mid-December.			
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Unit Scope & Sequence

Course Name English 1

Grade Level 9th

Teacher K. Jordan

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><u>January</u></p>	<p><i>Students will:</i></p> <p>Vocab 1. Master ten vocabulary words each week, including their definition and spelling. 2. Identify parts of speech for each word.</p> <p>Composition 1. Review MLA format. 2. Practice/review the rules of formal writing. 3. Learn how to properly employ parenthetical citations and works cited page following MLA guidelines. 4. Learn how to write an MLA research paper following these steps: a. finding academically sound and reliable sources, b. preparing a works cited page, c. reading sources, d. preparing & organizing information from note cards, e. preparing a preliminary and final outline, f. using parenthetical citations correctly, g. writing and revising the final paper. 5. Review & practice the steps of the writing process: outlining, drafting, revising and peer editing.</p>	<p><i>Methods and Materials used:</i></p> <p>*Vocabulary for Achievement, 3rd Course</p> <p>*Teacher generated worksheets, power point presentations, notes, hand-outs, and review games</p> <p>*OCS Media Center</p> <p>*On-line tools such as EBSCOhost and NoodleTools</p> <p>*Other internet sources</p>	<p><i>Methods to determine mastery</i></p> <p>*Quizzes/tests</p> <p>*Oral Q&A</p> <p>* Class discussion</p>	<p><i>Time allowed for this unit of study</i></p> <p>2 cycles, 6 days per cycle, 50-55 minutes per day</p>

Unit Scope & Sequence

Course Name English 1

Grade Level 9th

Teacher K. Jordan

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><u>February</u></p>	<p><i>Students will:</i></p> <p>Literature</p> <ol style="list-style-type: none"> 1. Read & discuss <i>Dr. Jekyll and Mr. Hyde</i> by Robert Louis Stevenson. 2. Learn about the context of the time, Robert Louis Stevenson himself, and how his life experiences influenced his writing. 3. Learn definitions and uses/context of literary vocab words from <i>Dr. Jekyll and Mr. Hyde</i>. 4. Identify various literary elements of the “novella” genre. <p>Grammar</p> <ol style="list-style-type: none"> 1. Unit 7: Exhibit the ability to properly identify and employ pronouns. Identify and use proper pronoun case, avoid common problems with pronouns, and determine correct pronouns usage. <p>Vocab</p> <ol style="list-style-type: none"> 1. Master ten vocabulary words each week, including their definition and spelling. 2. Identify parts of speech for each word. <p>Composition</p> <ol style="list-style-type: none"> 1. Finish editing and submit MLA research paper. 	<p><i>Methods and Materials used:</i></p> <p>*<i>Dr. Jekyll and Mr. Hyde</i></p> <p>*<i>Grammar and Composition IV</i></p> <p>*<i>Vocabulary for Achievement, 3rd Course</i></p> <p>*Teacher generated worksheets, power point presentations, notes, hand-outs, and review games</p>	<p><i>Methods to determine mastery</i></p> <p>*Essay tests</p> <p>*Quizzes/tests</p> <p>*Oral Q&A</p> <p>* Class discussion</p> <p>*Homework assignments</p>	<p><i>Time allowed for this unit of study</i></p> <p>3 cycles, 6 days per cycle, 50-55 minutes per day</p>

Unit Scope & Sequence

Course Name English 1

Grade Level 9th

Teacher K. Jordan

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><u>March</u></p>	<p><i>Students will:</i></p> <p>Literature 1. Take essay test on <i>Dr. Jekyll and Mr. Hyde</i> by Robert Louis Stevenson. 2. Read & discuss <i>The Odyssey</i> by Homer. 3. Learn about the time of Greek mythology, Homer himself, and how his life experiences and beliefs in a polytheist society influenced his writing. 4. Identify various literary elements of the “epic” genre.</p> <p>Grammar 1. Unit 8: Exhibit the ability to properly identify and employ types of adjectives, use predicate adjectives, adjective phrases (prepositional, participial, and infinitive), use adjective clauses, and learn to place and punctuate adjective modifiers correctly.</p> <p>Vocab 1. Master ten vocabulary words each week, including their definition and spelling. 2. Identify parts of speech for each word.</p>	<p><i>Methods and Materials used:</i></p> <p>*<i>Dr. Jekyll and Mr. Hyde</i></p> <p>*<i>Adventures in Reading</i></p> <p>*<i>Grammar and Composition IV</i></p> <p>*<i>Vocabulary for Achievement, 3rd Course</i></p> <p>*Teacher generated worksheets, power point presentations, notes, hand-outs, and review games</p>	<p><i>Methods to determine mastery</i></p> <p>*Essay tests</p> <p>*Quizzes/tests</p> <p>*Oral Q&A</p> <p>* Class discussion</p> <p>*Homework assignments</p>	<p><i>Time allowed for this unit of study</i></p> <p>3 cycles, 6 days per cycle, 50-55 minutes per day</p>

Unit Scope & Sequence

Course Name English 1

Grade Level 9th

Teacher K. Jordan

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><u>April/May</u></p>	<p><i>Students will:</i></p> <p>Literature 1. Finish reading and take an essay test over <i>The Odyssey</i>.</p> <p>Grammar 1. Unit 9: Exhibit the ability to properly identify and employ types of adverbs, use adverb phrases and clauses, learn where to place adverb modifiers, use adverbs in comparisons, and understand correct use of common adverbs. 2. Unit 10: Exhibit the ability to properly identify and employ prepositions (and prep phrases), conjunctions, and interjections.</p> <p>Vocab 1. Master ten vocabulary words each week, including their definition and spelling. 2. Identify parts of speech for each word.</p> <p>Composition 1. Learn how to write a Persuasive essay.</p> <p>***Review for and take SEMESTER 2 FINALS in mid-May.</p>	<p><i>Methods and Materials used:</i></p> <p>*<i>Adventures in Reading</i></p> <p>*<i>Grammar and Composition IV</i></p> <p>*<i>Vocabulary for Achievement, 3rd Course</i></p> <p>*Teacher generated worksheets, power point presentations, notes, hand-outs, and review games</p>	<p><i>Methods to determine mastery</i></p> <p>*Essay tests</p> <p>*Quizzes/tests</p> <p>*Oral Q&A</p> <p>* Class discussion</p> <p>*Homework assignments</p>	<p><i>Time allowed for this unit of study</i></p> <p>4.5 cycles, 6 days per cycle, 50-55 minutes per day</p>

Oklahoma Christian School
Course Description

Course: ENGLISH II

Grade Level: 10

Teacher: C. Prince

Philosophy

Man made in the image of God is unique in his ability to communicate. The study and use of the written form of language is essential to the growth and wisdom of any man. God's use of man is often correlated with man's preparedness to minister to his society. The understanding of the elemental levels of language to the highest critical levels of thinking associated with the study of great literature and laws of rhetoric are essential to this process of preparedness.

Course Objective

Students will receive instruction and assessment in mythology, literature, vocabulary, composition, and research techniques while exploring various styles of authors through novels, short stories and essays, as well as creating original poetry and compositions.

Textbooks

Vocabulary for Achievement Fourth Course (Great Source)
Adventures in Appreciation Pegasus Edition (Harcourt)
The Testament by John Grisham
To Kill A Mockingbird by Harper Lee
"Merchant of Venice" by William Shakespeare
Hunchback of Notre Dame by Victor Hugo
Count of Monte Cristo by Alexander Dumas
"The Necklace" by Guy Maupassant
"Fan Club" by Rona Maynard
"Four O'Clock" by Price Day
"The Open Window" by Saki
"Test" by Theodore L. Thomas
"The Weapon" by Fredric Brown

Other Resources

Mythology by Edith Hamilton
Greek Gods and Heroes by Robert Graves
The Three Theban Plays by Sophocles
Eats, Shoots and Leaves by Lynne Truss
Once and Future King by T. H. White

Time Allotment

265 minutes per week, six days per seven day cycle

Course Content
assignments.

Learn to incorporate new vocabulary words into his weekly writing

Reinforce and enhance use of tenses, subject-verb agreement, modifiers, and pronouns through composition and grammar review techniques.

Learn to correct his own papers for common usage mistakes.

Begin developing excellence in composition styles through use of the five paragraph essay format, using MLA guidelines.

Identify basic elements (plot, theme, characters, setting, point of view) in short stories by various authors.

Identify literary tools (tone, symbolism, parallelism, figurative language, and foreshadowing) in short stories by various authors, such as “Open Window” by Saki.

Discuss the societal implications of “Harrison Bergeron,” “Four O’Clock,” and “The Weapon”.

Discuss relationship issues in “Fan Club,” and “A Visit to Grandmother”.

Write a short in-class response essay to each short story asking the question, “How does this apply to my life?”. Students are encouraged to share their interpretations of the stories and circumstances in their own lives.

Become familiar with classical mythology and the rationalism of the ancient Greeks, comparing and contrasting mythological beliefs with Christian beliefs.

Examine various writings on and changes in the legend of King Arthur, analyzing the “hero” and “savior” qualities demonstrated by the authors.

Write a two-page essay on the student’s concept of what it means to be a hero in the world today, using examples from both historic and modern times.

Read Harper Lee’s To Kill A Mockingbird, debating the issue of prejudice in classroom discussions and compositions, including a 3-pg paper on the issue of prejudice, extrapolating on his views of the world and why prejudice is wrong.

Participate in a class project, exploring proposed scenarios and characters from To Kill A Mockingbird (ex: Years later, Scout delivers the eulogy for her father's funeral. What does she say?).

View "First Knight" in conjunction with the Arthurian legend unit of study.

View a short clip from "A Time to Kill" and the full-length film "To Kill A Mockingbird" in conjunction with the Harper Lee unit.

Learn the value of work well done, and that this lesson is ongoing throughout our lives. Philippians 1:6 – "For I am confident of this very thing, that He who began a good work in you will perfect it until the day of Christ Jesus."

Through various short stories and looking at current events, consider social and political issues, and how they are wise to be informed about what is going on in the world around them. Proverbs 1:7 – "The fear of the Lord is the beginning of knowledge; Fools despise wisdom and instruction."

Read "Fan Club" and discuss peer issues that may exist within their circle of friends and in the high school as a whole, and what can be done to correct any negative behaviors. Romans 12:2 – "And do not be conformed to this world, but be transformed by the renewing of your mind, so that you may prove what the will of God is, that which is good and acceptable and perfect."

Discuss at length and write on the topic of prejudice and how it affects society as a whole, individuals, and the body of Christ. Also, how our words always bless or curse those who hear them. Matthew 7:12 – "In everything, therefore, treat people the same way you want them to treat you, for this is the Law and the Prophets."; James 2:8-9 – "If, however, you are fulfilling the royal law according to the Scripture, 'You shall love your neighbor as yourself,' you are doing well. But if you show partiality, you are committing sin and are convicted by the law as transgressors." James 3: 8,10a – "But no one can tame the tongue; it is a restless evil and full of deadly poison...from the same mouth come both blessing and cursing."

Advance in his utilization of proper grammar and vocabulary usage through composition.

Learn a four step formula to identify figurative language and interpretation of poetry by various authors.

Read poems by various authors, comparing and contrast writing styles while discussing format, imagery, tone, symbolism, and meaning through the explication process of analysis.

Develop his own ability to create original, meaningful poetry while reviewing poetry by other students worldwide.

Participate in the oral reading and analysis of William Shakespeare's "Merchant of Venice" and in the creation of a medieval newspaper with a small group of his peers.

Explore the themes of religious prejudice and women's roles in "Merchant of Venice".

Read and analyze the political and historic value of short stories by 17th, 18th and 19th century French authors.

Read Victor Hugo's Hunchback of Notre Dame, discussing the roles of the major characters and what they represent, according to author intent.

Read Alexandre Dumas's The Count of Monte Cristo, discussing the themes of betrayal, deception, revenge, and redemption.

Write a two page paper on sacrifice and redemption in conjunction with The Count of Monte Cristo unit.

Learn step by step creation of a four page research paper in collaboration with his World History class, using standard MLA guidelines and research techniques.

Prepare for the ACT, SAT and IOWA examinations through a series of sample tests.

View a film version of a Shakespearean classic.

View a film version of "The Count of Monte Cristo."

Learn the precept that God wants His children to concentrate on pure, lovely things, instead of the ugliness of the world.
Philippians 4:8-9 – "Finally, brethren, whatever is true, whatever is honorable, whatever is right, whatever is pure, whatever is lovely, whatever is of good repute, if there is any excellence and if

anything worthy of praise, dwell on these things. The things you have learned and received and heard and seen in me, practice these things, and the God of peace will be with you.”

See that God wants us to express ourselves correctly for good communication and ministry. I Peter 1:13-15 – “Therefore, prepare your minds for action, keep sober in spirit, fix your hope completely on the grace to be brought to you at the revelation of Jesus Christ. As obedient children, do not be conformed to the former lusts which were yours in your ignorance, but like the Holy One who called you, be holy yourselves also in all your behavior.”

Discuss how evil works reap an evil harvest, but a Godly heart will see Godly fruit, and how the precept should be applied in his own life. Galations 6:7 – “Do not be deceived, God is not mocked; for whatever a man sows, this he will also reap.”

Evaluation Methods

Class discussions

In class written exercises

In class projects, utilizing different levels of expertise

Written tests

Compositions, including but not limited to essays and research papers

Unit Scope & Sequence

Course Name ENGLISH II Grade Level 10 Teacher C PRINCE

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
VOCABULARY	<p><i>Students will:</i></p> <ul style="list-style-type: none"> develop a broad vocabulary to be used in writing and daily conversation understand root words, origins and pronunciations learn the importance of a varied vocabulary for success in life practice using new words in composition 	<p><i>Methods and Materials used:</i></p> <p>Vocabulary for Achievement textbook</p>	<p><i>Methods for mastery</i></p> <ul style="list-style-type: none"> Weekly tests for spelling, definitions and use in writing Incorporation of words into various forms of composition 	<p><i>Time allowed for unit</i></p> <p>All year</p>
GRAMMAR	<ul style="list-style-type: none"> Reinforce and enhance use of tenses, subject-verb agreement, modifiers, and pronouns through composition and grammar review techniques Learn to correct his own papers for common usage mistakes See that God wants us to express ourselves correctly for good communication and ministry. I Peter 1:13-15 – “Therefore, prepare your minds for action, keep sober in spirit, fix your hope completely on the grace to be brought to you at the revelation of Jesus Christ. As obedient children, do not be conformed to the former lusts which were yours in your ignorance, but Ilike the Holy One who called you, be holy yourselves also in all your behavior.” 	<p>SmartBoard presentations, worksheets and PowerPoint presentations; student compositions</p>	<ul style="list-style-type: none"> in class essays worksheets 	<p>All year</p>
SUMMER READING	<ul style="list-style-type: none"> read the novel to and answer questions on a worksheet provided by the instructor in order to discuss author style, story content and overall theme discuss how the author presents the gospel message using a secular novel 	<p><i>The Testament</i> by John Grisham</p>	<ul style="list-style-type: none"> discussion of the novel after writing an in class essay completion of the provided worksheet 	<p>August</p>

<p>CLASSICAL MYTHOLOGY</p>	<ul style="list-style-type: none"> • Become familiar with classical mythology • Identify and understand the rationalism of the ancient Greeks and why they felt it was important • compare and contrast mythological beliefs with Christian beliefs • briefly look at Greek tragedy and how the Greeks used the theatre to teach citizens about the gods and society • Look at the life of Odysseus and his triumph over pride 	<p><i>Mythology</i> by Edith Hamilton <i>Greek Gods and Heroes</i> by Robert Graves <i>The Three Theban Plays</i> by Sophocles “Odyssey” by Homer Powerpoint presentation of the gods and goddesses “Odyssey” film</p>	<ul style="list-style-type: none"> • comprehensive test over the gods and goddesses • In class reading of excerpts from <i>The Theban Plays</i> and “Odyssey” • In class small group project to write a myth with a new god/goddess 	<p>September</p>
<p>ARTHURIAN LEGEND</p>	<ul style="list-style-type: none"> • Examine various writings on and changes in the legend of King Arthur • analyze the “hero” and “savior” qualities demonstrated by the contributing authors • Write a two-page essay on the student’s concept of what it means to be a hero in the world today, using examples from both historic and modern times. 	<p><i>Adventures in Appreciation</i>, various readings <i>Once and Future King</i> by T. H. White “First Knight” film</p>	<ul style="list-style-type: none"> • comprehensive test over the authors of the legend • discussion of various readings and author styles • write a two page essay on the concept of heroes 	<p>October</p>
<p>WILLIAM SHAKESPEARE</p>	<ul style="list-style-type: none"> • Participate in the oral reading and analysis of William Shakespeare’s “Merchant of Venice” • Explore the themes of religious prejudice and women’s roles in the play • create a medieval newspaper with a small group of his peers • Fully discuss the concept of mercy displayed in the play 	<p>“Merchant of Venice” by William Shakespeare “Merchant of Venice” film clip</p>	<ul style="list-style-type: none"> • comprehensive test over biographical notes and elements of the play 	<p>November</p>

<p>TO KILL A MOCKINGBIRD</p>	<ul style="list-style-type: none"> • Learn to read for detail as well as content to aid in character and plot analysis • debating the issue of prejudice in classroom discussions extrapolating on his views of the world and prejudice • Participate in a class project, exploring proposed scenarios and characters from the novel • Explore the author’s Southern style of writing and her hero, Atticus Finch 	<p><i>To Kill A Mockingbird</i> by Harper Lee “A Time To Kill” film clip</p>	<ul style="list-style-type: none"> • detailed tests over the first few readings, approx. eight chapters • essay tests requiring details and analysis of characters and how they respond to events • class discussion on the book and how it relates to their lives now • Two page formal essay on the topic of prejudice 	<p>November/December</p>
<p>POETRY</p>	<ul style="list-style-type: none"> • gain a glimpse of another type of literature and writer • be provided with a new creative outlet for expressing themselves • explore different styles and poetic devices • see through scripture that poetry is inspiration from the Lord and how it enriches our awareness of the Lord in the world around us • know the four steps in analyzing any poem for content and theme 	<p>Poetry by various authors and discussion of these poems Various Psalms and discussion about their poetic influence Favorite song lyrics and discussion of how they are poetry</p>	<ul style="list-style-type: none"> • Students will write ten original poems for a project with specific guidelines for types of poetry • Class discussion about poetic styles, author themes and the influence of poetry in their lives 	<p>January/February</p>
<p>SHORT STORIES</p>				
<p>HUNCHBACK OF NOTRE DAME</p>	<ul style="list-style-type: none"> • receive biographical notes on Victor Hugo, and brief notes on the political atmosphere of France during this time through a PowerPoint presentation • become acquainted with Hugo’s eloquence and rather unusual style of writing • participate in class discussions about the characters and how they represent the societal classes of France • create a personal project reflecting some aspect of the novel 	<p><i>Hunchback of Notre Dame</i> by Victor Hugo/Abridged</p>	<ul style="list-style-type: none"> • Students will be given regular tests to make sure they have read the novel and understand the events/characters • Tests begin detail oriented then are given in essay format • Class discussion about author style and story content 	<p>March/April</p>

<p>COUNT OF MONTE CRISTO</p>	<ul style="list-style-type: none"> • review France during the author's time in order to see that Hugo and Dumas are contemporaries • receive biographical notes on Alexander Dumas through a PowerPoint presentation • participate in class discussion about the elements of love/betrayal/revenge/redemption and how they are shown in the story • discuss at length the characters and how Dumas's use of adventure enhances them. 	<p><i>Count of Monte Cristo</i> by Alexander Dumas</p>	<ul style="list-style-type: none"> • Students will be given regular tests to determine their understanding of plot, theme, characters, settings, and POV • Tests will be both detailed and essay • Students will write a two page essay on redemption and how it affects their lives 	<p>April/May</p>
<p>FORMAL RESEARCH PAPER</p>	<ul style="list-style-type: none"> • review MLA format through a PowerPoint presentation, worksheets, and examples provided in a packet of information • review of grammatical rules and most common errors • draw topics and be instructed on research databases in the media center • be required to produce a formal outline, rough draft and final draft by a given due date • learn proofing techniques to ensure as few mistakes as possible in a formal essay • realize the necessity of being organized and meeting deadlines in order to avoid consequences • see the need to follow instructions, both written and oral 	<p>Materials provided by the teacher PowerPoint presentation Guidelines packet with examples</p>	<ul style="list-style-type: none"> • Deadlines for step by step completion of the project will be given and must be met • Students will submit a finished research paper in a binder with dividers, research notes, outline, rough draft, and a final draft 	<p>March/April/May (time may vary depending on the level of the students)</p>

**Oklahoma Christian School
Course Description**

Course: English III

Grade Level: 11

Teacher: Julie Divilbiss

Philosophy Statement	Man made in the image of God is unique in his ability to communicate. The study and use of the written form of language is essential to the growth and wisdom of any man. God's use of man is often correlated with man's preparedness to minister to his society. The understanding of the elemental levels of language to the highest critical levels of thinking associated with the study of great literature and laws of rhetoric are essential to this process of preparedness.
Course Objective	The students will receive instruction in and demonstrate understanding of the chronological nature and trends of American literature from 1607 through the mid-20 th century. Their understanding will include dates of literary eras, the philosophies held by the authors of said eras, and examples of literary styles and genres from the eras. The students will receive instruction in and demonstrate understanding of new spelling words and their definitions. Lists of words are determined by the vocabulary workbook. The students will receive instruction in and demonstrate understanding of the 5-paragraph, analytical essay. Their understanding will include MLA format, the three-part construction of an introductory paragraph, development of a thesis and three points of support, composition of body paragraphs and transitions, and conclusion paragraphs. All essays will be based on the analysis of assigned short stories or poems.
Textbook	American Literature for Christian Schools (Bob Jones)Vocabulary Workshop, Fifth Course (Holt, Rinehart and Winston) Assorted novels and short stories not published in American literature textbook
Other Resource	
Time Allotment	55 minutes per day, six days per seven-day cycle
Course Content	Overview of Early American Literature Calvinist Philosophy Deist Philosophy Romantic Philosophy Transcendental Philosophy Darwinist Philosophy Atheistic Philosophy Dates of each era Major authors and works of each era Study of non-fiction genre Puritan Poetry Political Essays Diaries, Histories, Sermons, Letters American Romanticism Study of Emerging Fiction Short Stories Poetry Transcendental essays of Thoreau and Emerson American Realism and Naturalism Emerging geographic regions Short stories Modern American Poetry and Prose
Evaluation Methods	Quizzes, Tests, 5 paragraph essays, Class Participation, Group Projects. In-class writing

Unit Scope & Sequence

Course Name English III, August

Grade Level 11

Teacher Divilbiss

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Summer Reading Project: The Adventures of Huckleberry Finn</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> *Define “primitivism.” *Define “satire.” *List 7 attributes of the classic hero. *Demonstrate understanding of these attributes by applying them to the modern cinematic characters of Luke Skywalker and Frodo Baggins. *Apply the classic hero model to Jesus Christ. *Define “anti-hero” *Apply the anti-hero model to Huck Finn *Demonstrate understanding of the novel by answering questions related to the plot. *Analyze Huck’s intelligence by listing the elements of his escape plan in chapter 7. *Review the elements of commonly-held superstitions in chapter 10. *Contrast Huck’s rational escape plan with Tom Sawyer’s romanticized escape plan in chapter 35. *Analyze Huck’s moral dilemma in chapter 31. This is a pivotal chapter in American literature, and a pivotal moment in American philosophy. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> *Lecture *Discussion *Text of the novel *Maps *Group collaboration *Worksheets *Review sheets 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> *Recitation *Quizzes *30-second brainstorming groups *Turn-to-your-neighbor discussions *Paragraph composition *Test 	<p><i>Time allowed for this unit of study</i></p> <p>5 days</p>

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Unit Scope & Sequence

Course Name **English III, August and September** Grade Level **11** Teacher **Divilbiss**

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Early American Literature: The Puritans</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> *Define and explain the five points of TULIP Calvinism *Display understanding of Calvinism by applying the five points to a world view chart *Read the works of William Bradford, William Byrd II, Mary Rowlandson, Anne Bradstreet, Edward Taylor, and Jonathan Edwards. *List the literary forms utilized during this time. (diaries, histories, chronicles, letters, sermons) *List the hardships encountered by the Plymouth pilgrims, including the journey here, and their first winter. *Contrast the lifestyles, interests, habits, and spiritual strengths of William Bradford and William Byrd II. *Apply the five points of TULIP Calvinism to the account of Mary Rowlandson’s kidnapping and restoration. *Analyze the world view, description, subject matter, and message in five Anne Bradstreet poems. *Analyze the world view, description, subject matter, and message of “The Preface to God’s 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> *Lecture *Discussion *Hand-outs *Review *Group study *Chart *Internet pictures *Text 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> *Recitation *Quizzes *Group games *Oral Q and A *Test 	<p><i>Time allowed for this unit of study</i></p> <p>10 days</p>

	<p>Determinations” by Edward Taylor.</p> <p>*Analyze the organization, metaphors, message, imagery, and language of Jonathan Edwards’ “Sinners in the Hands of an Angry God.”</p>			
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Unit Scope & Sequence

Course Name English II, September

Grade Level 11

Teacher Divilbiss

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Early American Literature: The Politicians</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> *Define “Deism” *Display an understanding of Deism by applying the main points to a world view chart *Contrast the main points of Deism to TULIP Calvinism. *Read the works of Benjamin Franklin and Thomas Paine. *Analyze Benjamin Franklin’s beliefs as stated in “Letter to Ezra Stiles.” *Recognize the Deistic beliefs of Thomas Paine as stated in his work “The Age of Reason.” 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> *Lecture *Discussion *Chart *Worksheets *Review *Text 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> *Recitation *Quizzes *Test 	<p><i>Time allowed for this unit of study</i></p> <p>5 days</p>

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Unit Scope & Sequence

Course Name English III, September through December

Grade Level 11

Teacher Divilbiss

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
American Romanticism	<p><i>Students will:</i></p> <ul style="list-style-type: none"> * Define and explain the four major trends in romantic literature. (imagination, distant or exotic settings, reliance on nature, and the rise of the individual) *Display an understanding of romanticism by applying the major tenets of the philosophy to a world view chart. *Read the works of Washington Irving, William Cullen Bryant, Henry Wadsworth Longfellow, John Greenleaf Whittier, James Russell Lowell, Oliver Wendell Holmes, Edgar Allan Poe, and Nathaniel Hawthorne. *Contrast “light” and “dark” romanticism. *Complete and present a group project involving one romantic era poem per group, including artwork, biographical information, and historical significance. Poems will be selected from textbook. *List and define the types of writing being done in 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> *Lecture *Discussion *Hand-outs *Review *Group project *Chart *Internet pictures *Text *Short Story Publications 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> *Group presentation *Recitation *Quizzes *Group games *Oral Q and A *Worksheets *Test 	<p><i>Time allowed for this unit of study</i></p> <p>20 days</p>

America during this period.

*Distinguish the differences between Early American Literature and Romantic Era Literature.

*Analyze plot, imagery, historical background, and style of Washington Irving's "The Legend of Sleepy Hollow" and "Rip Van Winkle."

*Analyze plot, lack of character development, settings, themes, and common traits in Poe's "The Masque of the Red Death," "The Cask of Amontillado," and "The Black Cat."

*Analyze plot, setting, character, theme, use of ambiguity, and use of light/dark in Hawthorne's "Young Goodman Brown" and "Rappaccini's Daughter."

*Read and correctly answer questions regarding Poe's "To Helen," "To My Mother," "Annabel Lee," and "The Raven."

*Write assorted in-class reaction/analysis papers over selected works from the unit.

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Unit Scope & Sequence

Course Name English III, November

Grade Level 11

Teacher Divilbiss

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
The Transcendentalists	<p><i>Students will:</i></p> <ul style="list-style-type: none"> *Define the major points of the Transcendentalist philosophy. *Display understanding of these points by applying them to a world view chart. *Contrast the views of the Puritans, Deists, and Romantics with the Transcendentalists. *Read the works of Ralph Waldo Emerson, Henry David Thoreau, and Walt Whitman. *Analyze an abridged version of “Walden” and also of “Civil Disobedience” by Thoreau. *Compare Thoreau’s philosophies and politically-motivated actions to those of Gandhi. *Analyze “Nature” and “Self-Reliance” by Emerson. *Identify the rise of the importance of the individual in “I Hear America Singing” and “Song of Myself” by 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> *Lecture *In-class reading *Discussion *Hand-outs *Review *Group study *Chart *Text 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> *Oral Q and A *Quizzes *In-class paragraphs *Group games *Review *Test 	<p><i>Time allowed for this unit of study</i></p> <p>10 days</p>

	<p>Walt Whitman.</p> <p>*Relate the differences in form, imagery, and organization of “O Captain! My Captain!” and “When Lilacs Last in the Dooryard Bloom’d” by Whitman.</p>			
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Unit Scope & Sequence

Course Name English III, January and February

Grade Level 11

Teacher Divilbiss

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
American Realism	<p><i>Students will:</i></p> <ul style="list-style-type: none"> *Contrast pre-Civil War America to post-Civil War America. *List the major points of the philosophies held by American realist authors. *Review the tenets of American romanticism, then contrast them to the philosophy of the new age of realism. *Define realism, regionalism, naturalism, local color, and verisimilitude. *List the four literary regions of the United States, including the types of stories, characters, and settings that typify those regions. *Match author to work. *Read the works of Ambrose Bierce, Hamlin 	<p><i>Methods and Materials used</i></p> <ul style="list-style-type: none"> *Lecture *Discussion *Hand-outs *Group study *Internet pictures *Review *Text *Short stories taken from outside sources. 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> *Group project *Quizzes *Oral Q and A *Test 	<p><i>Time allowed for this unit of study</i></p> <p>20 days</p>

Garland, Sarah Orne Jewett, Samuel Clemens, Jack London, Stephen Crane, and Emily Dickinson.

*Identify the move from innocence to experience as pictured in “Life on the Mississippi” by Samuel Clemens.

*Compare and contrast the literary elements present in “An Occurrence at Owl Creek Bridge” and “A Horseman in the Sky” by Ambrose Bierce.

*Identify naturalistic philosophy as presented in “The Bride Comes to Yellow Sky” by Stephen Crane.

*Analyze “The Law of Life” by Jack London with regard to Darwinism.

*Identify elements of propaganda in “The Return of a Private” by Hamlin Garland.

*Analyze the symbols and theme of “A White Heron” by Sarah Orne Jewett.

*Present, in an informal fashion, an analysis of one Emily Dickinson poem per group of three students.

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Oklahoma Christian School
Course Description

Course: English IV

Grade Level: 12

Teacher: Ted Hough

Philosophy Statement	Man made in the image of God is unique in his ability to communicate. The study and use of the written form of language is essential to the growth and wisdom of any man. God's use of man is often correlated with man's preparedness to minister to his society. The understanding of the elemental levels of language to the highest critical levels of thinking associated with the study of great literature and laws of rhetoric are essential to this process of preparedness.
Course Objective	Students will study the history and literature of British Literature from 450 AD to the Modern Period. The student will also develop analytical skills in writing small and large expository papers on these topics. The student will learn words from a word bank from the SAT to prepare for this test and college.
Textbook	Early and Modern British Literature, Bob Jones University Press
Other Resources	Various British novels and plays
Time Allotment	24 cycles (7 days per cycle)
Course Content	Analyze the plays Hamlet and Macbeth. Study the epic form and the epics: Beowulf, Fairie Queen, and Paradise Lost. Study the history of the Old English Period and these major literary works: Caedmon's Hymn, Beowulf, and Bede. Study the history of the Middle English Period and major authors and literary works: The Canterbury Tales, Wycliffe, and Malory. Study the history of the Tudor period and these major literary works: More, Tyndale, Book of Common Prayer, Acts and Monuments, Sonnets, Fairie Queen, and Raleigh. Study the history of the Neoclassical period and the major literary works of: Voltaire, Dryden, Pope, Swift, Thomson, the Wesley brothers, Johnson, Gray, and Burke. Study the history of the Romantic period and the major literary works of: Frankenstein, Blake, Wordsworth, Coleridge, Byron, Shelly, and Keats. Study the history of the Victorian period and major works of: Carlyle, Tennyson, Browning, Arnold, Rossetti, Hardy, Hopkins, Kipling, and Thompson. Study the Modern age and these major authors: Yeats and Joyce. The student will read and develop expository papers on several English novels. Expository papers will be written on literary works. A weekly vocabulary list will be given derived from the SAT word bank.
Evaluation Methods	Class participation Essay Tests Pop quizzes Expository papers Vocabulary Tests Written work

Unit Scope & Sequence

Course Name English IV

Grade Level 12

Teacher Ted Hough

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Aug Macbeth	<p><i>Students will:</i> <i>Identify the background information for the play</i> <i>Compare the play with modern Nazism in terms of concept of evil</i> <i>Identify the themes and apply them to one's own life through essay papers</i> <i>Use critical analysis skills in expository paper</i> <i>Explain and identify famous speeches</i> <i>Identify the background information of Old English period</i></p>	<p><i>Methods and Materials used:</i> <i>Direct Instruction</i> <i>Class Discussion</i> <i>Modeling</i> <i>Question and Answer</i> <i>Cooperative Learning</i> <i>Audio-Visuals</i></p>	<p><i>Methods to determine mastery</i> <i>Written tests</i> <i>Pop quiz</i> <i>Inside Papers</i> <i>Outside Papers</i></p>	<p><i>Time allowed for this unit of study</i> <i>10 days</i></p>
Sept.	<p><i>Identify the symbols and elements of Beowulf relating these concepts to hero and antihero.</i> <i>Identify concept of epic, its history, elements, and changes.</i> <i>Analyze the spiritual structure of Beowulf</i> <i>Identify the spiritual circular movement of Caedmon's Hymn</i></p>	<p><i>Direct Instruction</i> <i>Class Discussion</i> <i>Modeling</i> <i>Question and Answer</i> <i>Cooperative Learning</i> <i>Outside Paper</i></p>	<p><i>Written tests</i> <i>Pop quiz</i> <i>Inside Papers</i> <i>Outside Papers</i></p>	<p><i>15 days</i></p>
Sept-Oct Middle English	<p><i>Identify the causes of the rise and fall of feudalism</i> <i>Write the original satire</i> <i>Identify Wycliffe's discussion of the corruption of church</i> <i>Identify Malory's discussion of the ideal and corrupt Society in Morte de Arthur</i> <i>Identify the development and themes of the Renaissance period</i></p>	<p><i>Direct Instruction</i> <i>Class Discussion</i> <i>Modeling</i> <i>Question and Answer</i> <i>Cooperative Learning</i></p>	<p><i>Written tests</i> <i>Pop quiz</i> <i>Inside Papers</i> <i>Outside Papers</i></p>	<p><i>15 days</i></p>
Oct-Nov Tudor Period	<p><i>Identify the Tudor line and its history</i> <i>Study this identification in Fox's Acts and Monuments and The Book of Common Prayer</i> <i>Read and write on Hamlet, particularly in the area of comprehension of the plot, history, and themes</i> <i>Identify the religions allegory of Spencer's Fairie Queen</i> <i>Identify the importance of education in Sidney's Apology For Poetry</i> <i>Identify the history, elements, and structure of the sonnet by studying Wyatt and Surrey</i> <i>Write and expository paper an English novel dealing with symbol, character, and theme.</i></p>	<p><i>Direct Instruction</i> <i>Class Discussion</i> <i>Modeling</i> <i>Question and Answer</i> <i>Cooperative Learning</i></p>	<p><i>Written tests</i> <i>Pop quiz</i> <i>Inside Papers</i> <i>Outside Papers</i></p>	<p><i>20 days</i></p>

<p>Nov-Dec Jan-Feb Neoclassical Period</p>	<p><i>Students will:</i> <i>Identify the movement of history from absolute monarchy to constitutional government and the movement in religion from Roman Catholic faith to Protestant control.</i> <i>Differentiate between Metaphysical poets and the Cavalier poets.</i> <i>Identify the four themes of Milton’s Paradise Lost</i> <i>Write an outside paper on a choice of a Christian English author on his views of God, man, and evil.</i></p>	<p><i>Direct Instruction</i> <i>Class Discussion</i> <i>Modeling</i> <i>Question and Answer</i> <i>Cooperative Learning</i></p>	<p><i>Written tests</i> <i>Pop quiz</i> <i>Inside Papers</i> <i>Outside Papers</i></p>	
<p>Feb-April Romantic Period</p>	<p><i>Learn how to prepare and write on a choice of four topics from the Romantic Period developing skills of college preparatory papers and college library.</i> <i>Identify the history and literary genres of Neoclassic Period.</i> <i>Identify philosophy of deism in Voltaire’s “Zadig” and Pope’s “Essay on Man”.</i> <i>Identify Dryden’s rejection of deism in “The Hind and the Panther” and “Religio Lacia”.</i> <i>Differentiate between Wesley’s views of religion and Rousseau and Voltaire.</i> <i>Identify Johnson’s views of criticism.</i> <i>Identify the rationalism and romanticism in the film “Baron Maunchausen”.</i></p>	<p><i>Direct Instruction</i> <i>Class Discussion</i> <i>Modeling</i> <i>Question and Answer</i> <i>Cooperative Learning</i> <i>Audio-Visuals</i></p>	<p><i>Written tests</i> <i>Pop quiz</i> <i>Inside Papers</i> <i>Outside Papers</i></p>	<p><i>20 days</i></p>
	<p><i>Identify the history and elements of the Romantic Period.</i> <i>Differentiate between Blake’s view of God and the Deism and Wadsworth’s view of pantheism.</i> <i>Identify Wadsworth’s style, concepts, and philosophy in his poems.</i> <i>Identify the form, symbols, and themes of “the Rime”.</i> <i>Identify the symbols of “Kubla Khan” by Coleridge</i> <i>Differentiate among the reaction of the later Romantic writers and the earlier Romantic writers.</i> <i>Construct the Byronic hero from Byron’s “Don Juan” and “Cantos III and IV”.</i> <i>Identify Shelly’s revolt against authority and his final</i></p>	<p><i>Direct Instruction</i> <i>Class Discussion</i> <i>Modeling</i> <i>Question and Answer</i> <i>Cooperative Learning</i></p>	<p><i>Written tests</i> <i>Pop quiz</i> <i>Inside Papers</i> <i>Outside Papers</i></p>	<p><i>30 days</i></p>

<p>April-May Victorian Period</p>	<p><i>movement toward self revelation. Identify Keats' concept of beauty and truth and compare it to a biblical concept. Examine through the writing of an expository paper Shelly's Frankenstein and the concept of the Modern Prometheus.</i></p> <p><i>Construct in the Victorian Period the crisis of belief Study this crisis in Tennyson's poetry Study Carlyle's, Yeats', Housman's, Thompson's, Hopkin's, Kipling's, Hardy's, and Rosseti's contribution to the crisis in their poetry and short stories. Compare the reactions of the students to this crisis and biblical perspective to a solution today.</i></p>	<p><i>Direct Instruction Class Discussion Modeling Question and Answer Cooperative Learning</i></p>	<p><i>Written tests Pop quiz Inside Papers Outside Papers</i></p>	<p><i>25 days</i></p>
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SCOPE AND SEQUENCE WORKSHEET

LANGUAGE ARTS: Written Expression - Grammar (Cont.)

I = Introduce D = Develop M = Master R = Reinforce

Objectives	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Parts of Speech														
Nouns: Identify and use nouns correctly			I	D	M	R	R	R	R	R	R	R	R	R
Identify singular and plural forms of nouns			I	D	D	M	R	R	R	R	R	R	R	R
Use singular and plural forms of nouns correctly				I	D	D	D	M	R	R	R	R	R	R
Use correct irregular plurals				I	D	D	D	M	R	R	R	R	R	R
Use apostrophies and possessives correctly				I	D	D	D	D	D	D	D	M	R	R
Identify and use nouns as subjects			I	M	R	R	R	R	R	R	R	R	R	R
Identify and use collective and compound nouns								I	D	D	D	D	D	M
Identify and use nouns as predicate nominatives								I	D	D	D	D	D	M
Identify and use nouns as direct objects								I	D	D	D	M	R	R
Identify and use nouns as indirect objects								I	D	D	D	M	R	R
Verbs: Identify and use verb tenses			I	D	D	D	D	D	D	M	R	R	R	R
Identify and use action verbs			I	D	D	M	R	R	R	R	R	R	R	R
Identify and use helping verbs						I	D	M	R	R	R	R	R	R
Identify and use being verbs						I	D	D	M	R	R	R	R	R
Identify and use linking verbs					I	D	D	D	M	R	R	R	R	R
Identify and use transitive and intransitive verbs								I	D	D	D	D	D	M
Identify and use verb phrases								I	D	D	D	D	M	R
Adjectives: Identify and use adjectives			I	D	D	M	R	R	R	R	R	R	R	R
Use comparative and superlative adjectives correctly						I	D	D	D	D	D	D	D	M
Pronouns: Identify and use pronouns				I	D	D	D	M	R	R	R	R	R	R
Use correct pronoun agreement				I	D	D	D	M	R	R	R	R	R	R
Use objective and subjective case pronoun							I	D	D	D	D	D	D	M
Subjective/Verb agreement: Use subject-verb agreement				I	D	D	D	D	D	D	D	D	D	M
Negatives: Use correctly/Recognize double negatives								I	D	D	D	D	D	M
Adverbs: Identify adverbs					I	D	D	M	R	R	R	R	R	R
Use adverbs correctly					I	D	D	D	D	D	D	D	D	M
Prepositions: Identify prepositions and prepositional phrases							I	D	D	D	D	D	D	M

Use prepositional phrases as adjectives and adverbs

								I	D	D	D	D	D	M
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Unit Scope & Sequence Reading Unit 1

Course Name Reading Grade Level Pre-K Teacher Faulkner

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 1 I'm Special</p>	<p><i>Students will:</i> think about and explore things that make them special</p>	<p><i>Methods and Materials used:</i> Books Visualizing, predicting, Making connections Developing Writing “I Am Special” Book “All About Me” Book Finger Plays Rhythm and rhymes Listening for sounds Photos of child and family Math Graph – favorite color Matching pairs Measuring height Science Thumbprints/magnifying Glasses Animal babies Senses Art Projects</p>	<p><i>Methods to determine master</i> Observation Individual Assessment Record Classroom Assessment Record</p>	<p><i>Time allowed for this unit of study</i> 3 weeks</p>

Unit Scope & Sequence Reading Unit 2

Course Name Reading Grade Level Pre-K Teacher Faulkner

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 2 Families</p>	<p><i>Students will:</i> expand their understanding of families – what a family is, who belongs to a family, how families everywhere are alike and different in some ways, and why families are important.</p>	<p><i>Methods and Materials used:</i> Bulletin Board Flashcards Finger Plays Counting Words Listening for rhyming words Listening for sounds Books Stories and poems Print and book awareness Making connections Predicting Visualizing Developing Writing “Our Families Book” “Animal Families Book” Dramatizations with props Rebus Picture Cards Pocket Chart Picture Cards</p>	<p><i>Methods to determine master</i> Observation Individual Assessment Record Classroom Assessment Record</p>	<p><i>Time allowed for this unit of study</i> 3 weeks</p>

Unit Scope & Sequence Reading Unit 3

Course Name Reading Grade Level Pre-K Teacher Faulkner

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 3 Friendship</p>	<p><i>Students will:</i> Learn more about what it means to be a friend.. SW share with a friend. SW listen to selections and engage in activities that focus on friendship.</p>	<p><i>Methods and Materials used:</i> Bulletin Board – A Friend Loves At all Times Stick puppets Work in pairs Music – “Friendship March” Alphabet Song Word Clapping A to Z Big Book Letter shapes Pocket Chart Picture Cards Intro. new vocabulary words Who Is a Friend” Big Book Opposites Rhythm and Rhyme Finger Plays Rebus Picture Cards High Frequency Word Cards Dramatization with props Create a friendship quilt (paper squares) Create friendship bracelets</p>	<p><i>Methods to determine master</i> Observation Individual Assessment Record Classroom Assessment Record</p>	<p><i>Time allowed for this unit of study</i> 3 weeks</p>

Unit Scope & Sequence Reading Unit 4

Course Name Reading Grade Level Pre-K Teacher Faulkner

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 4 Helping Hands</p>	<p><i>Students will:</i> have the opportunity to talk about and learn more about community helpers.</p>	<p><i>Methods and Materials used:</i></p> <p>Books Increase print and book-awareness skills, predicting, making connections Listening Library CD Developing Writing Practice using different writing tools and a variety of art supplies. Writing and copying. Thank-you cards for fire-fighters.</p> <p>Finger Plays Rhythm and rhymes Listening for sounds</p> <p>Math Counting, sorting, position words. Objects with price tags Coins</p> <p>Science Scale, items with different weights. Weather graph Identify colors and match to their name in print.</p> <p>Art Projects Color and assemble fire engine and mailbox. Color and cut out police Hat. Send letter in an envelope</p>	<p><i>Methods to determine master</i></p> <p>Observation Classroom Individual</p> <p>Individual Assessment Record</p> <p>Classroom Assessment Record</p>	<p><i>Time allowed for this unit of study</i></p> <p>3 weeks</p>

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Unit Scope & Sequence Reading Unit 5

Course Name Reading Grade Level Pre-K Teacher Faulkner

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 5</p>	<p><i>Students will:</i></p> <p>learn more about the four seasons. They will talk about each season and the food, clothing and weather that go with each. They will create a Four Seasons bulletin board.</p>	<p><i>Methods and Materials used:</i></p> <p>Books Listening Library CD Literature selections Poem Posters High Frequency Flash Cards Rebus Picture Cards Pre-Decodable 9 Search various print materials for specific letters. Demonstrate holding books properly and reading from left to right. Finger Plays Rhythm and Rhymes Listening for sounds Alphabet Picture Cards Games Practice writing name and letters. Math Calendar Place Value Counting, sorting and Measuring and patterning Art Projects Teacher’s Resource Book Pages Items beginning with S, M and P. Using seeds Illustrate a pair of opposites.</p>	<p><i>Methods to determine master</i></p> <p>Observation Classroom Individual</p> <p>Individual Assessment Record</p> <p>Classroom Assessment Record</p>	<p><i>Time allowed for this unit of study</i></p> <p>3 weeks</p>

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Unit Scope & Sequence Reading Unit 6

Course Name Reading Grade Level Pre-K Teacher Faulkner

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 6 It Makes Sense</p>	<p><i>Students will:</i> talk about and learn more about their five senses. They will use their senses in a variety of classroom activities.</p>	<p><i>Methods and Materials used:</i> Books Listening Library CD Literature selections Vocabulary words Poem Posters High Frequency Flash Cards Rebus Picture Cards Pre-Decodable 11 Search various print materials for specific letters. Count Sounds Magnetic letters Identify capital and small letters in print. Demonstrate holding books properly and reading from left to right. Finger Plays Rhythm and Rhymes Listening for sounds Alphabet Picture Cards Games Practice writing name and letters. Math Calendar Place Value Counting, sorting and Measuring and patterning Art Projects Teacher’s Resource Book Pages</p>	<p><i>Methods to determine master</i> Observation Classroom Individual Individual Assessment Record Classroom Assessment Record</p>	<p><i>Time allowed for this unit of study</i> 3 weeks</p>

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Oklahoma Christian School
Course Description

Course: Reading

Grade Level: Kindergarten

Teacher: _____

Philosophy Statement	Man made in the image of God is unique in his ability to communicate thoughts and ideas through the written word. God's use of man is often correlated with man's preparedness to minister to his society. Beginning with the fundamentals of reading comprehension to the highest level of critical thinking associated with great literature, is it essential that the student have understanding in order to reach this preparedness for ministry. As students explore literature through a Christian worldview, they learn to apply God's truth to all literature.
Course Objective	Students will begin instruction in the core components of reading (phonemic awareness; systematic, explicit phonics; fluency; vocabulary; comprehension) so they understand not just how to read and write, but the meaning and purpose of what they are learning.
Textbook	SRA Imagine It! Units 1-10
Other Resources	Student textbook, practice and enrichment worksheets, manipulative materials, trade books, charts, overhead projector, pre-decodable and decodable books
Time Allotment	1 hour per day, 5 days per week
Course Content	<ul style="list-style-type: none"> • Print/book awareness (recognize and understand the conventions of print and books) • Phonemic awareness (recognize discrete sounds in words) • How the alphabet works • Phonics (associate sounds and spellings to read words) • Comprehension strategies and skills • Vocabulary • Reading with a writer's eye • Word structure • Study skills
Evaluation Methods	<ul style="list-style-type: none"> • Lesson Assessments • Benchmark Assessments • Rubrics • Portfolio • Observation • Written Practice

Unit Scope & Sequence

Course Name Phonics

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><u>Off to School</u> Unit 1 Imagine It McGraw-Hill</p>	<p><i>Students will:</i> Review the names of classmates Listen for sounds and rhythm Identify the name and shape of the letters Aa-Mm Practice proper pencil and paper positions Be introduced to and practice numbers Read and respond to a pre-decodable Listen to first, middle and last sounds Practice making horizontal and vertical strokes Listen for missing sounds Learn to categorize objects Listen for spoken words Recognize and produce rhymes Practice making slant lines Listen for and identify sequences of words Listen, identify and make rhyming words Reading and responding to a pre-decodable</p>	<p><i>Methods and Materials used:</i> Methods: Guided instruction and practice <i>Materials:</i> Transparencies 1-13 Alphabet Big Book Pickled Peppers Big Book Pocket Chart Picture Cards Pocket Chart Word Cards Pre-Decodables 1-6 Routine 3 Skills Practice 1 pgs. 2-22 Alphabet Letter Cards Zaner-Bloser Handwriting</p>	<p><i>Methods to determine mastery</i> Observe and check Unit 1 Lesson Assessment</p>	<p><i>Time allowed for this unit of study</i> 30 minutes per day for 15 days</p>

Unit Scope & Sequence

Course Name Phonics

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Patterns Unit 2 Imagine It McGraw-Hill</p>	<p><i>Students will:</i> Be introduced to measurement words Learn to follow directions Identify the name and shape of the letters Nn-Zz Learn how to make curved lines Read and respond to a pre-decodable Be introduced to position, opposite words Identify spoken sentences Recognize and produce rhyming words Identify words in spoken sentences Learn how to make circles to the right and left Identify word changes in spoken sentences Detect word substitution Understand the importance of word order Reading and responding to pre-decodable</p>	<p><i>Methods and Materials used:</i> <i>Methods:</i> Guided instruction and practice</p> <p><i>Materials:</i> Transparencies 14-26 Alphabet Big Book Pickled Peppers Big Book Skills Practice 1 23-40 Pocket Chart Picture Cards Pocket Chart Word Cards Pre-Decodables 7-12 Alphabet Flashcards Routine 3 Alphabet Letter Cards Rhyme Poster Mary Had a Little Lamb Baa Black Sheep Poster Zaner-Bloser Handwriting</p>	<p><i>Methods to determine mastery</i> Observe and check Unit 2 Lesson Assessment</p>	<p><i>Time allowed for this unit of study</i> 30 minutes per day for 15 days</p>

Unit Scope & Sequence

Course Name Phonics

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Finding Friends Unit 3 Imagine It McGraw-Hill</p>	<p><i>Students will:</i> Recognize and produce rhyming words Blend word parts and syllables to make words Attach the /s/ sound to the letter Ss Practice writing the letter Ss, Mm, Dd, Pp, Aa Detect and make word changes Build complete, coherent, oral sentences Attach the /m/ sound to the letter Mm Identify individual words in spoken sentences Read and respond to a pre-decodable Identify and segment syllables in multi-syllabic words Begin to associate sounds with letters to spell words Attach the /d/ sound to the letter Dd Distinguish long from short spoken words Segment and blend the syllables in words Review the names and shapes of Bb, Cc, Ff, Hh, Jj, Ll, Mm, Rr, and Tt Learn the importance of letter order in words Attach the /p/ sound to the letter Pp Review listening for first, middle, and last words Practice segmenting and deleting the syllables in words Attach the /a/ sound to the letter Aa Blend onsets and rimes in one-syllable words Match initial phonemes Learn sound by sound blending Read and respond to pre-decodables</p>	<p><i>Methods and Materials used:</i> Methods: Guided instruction and practice</p> <p><i>Materials:</i> Alphabet Big Book Pickled Peppers Big Book Alphabet Letter Cards Pocket Chart Picture Cards Rhyme posters Pre-Decodables 13-15 Skills Practice 1 41-70 Transparencies 1, 4, 13, 16, 19 Routines 1-4 Pocket Chart Letter Cards Decodable 1 Zaner-Bloser Handwriting</p>	<p><i>Methods to determine mastery</i></p> <p>Observe and check</p> <p>Unit 3 Lesson Assessment</p>	<p><i>Time allowed for this unit of study</i> 30 minutes per day for 15 days</p>

Unit Scope & Sequence

Course Name Phonics

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>By the Sea Unit 4 Imagine It McGraw-Hill</p>	<p><i>Students will:</i> Recognize and produce rhyming words Blend initial phonemes to make words Attach the /h/ to the letter Hh Practice writing letter Hh, Tt, Nn, Ll, Ii Segment words into syllables Detect changes in sentences Blend final phonemes to make words Attach the /t/ to the letter Tt Blend word parts to make words Review sound by sound blending Segment syllables in names by clapping Attach the /n/ to the letter Nn Orally blend word parts to make words Detect rhyming words in a nursery rhyme Attach the /l/ to the letter Ll Blend words to make compound words Match initial phonemes in groups of words Segment compound words into two words Attach the /i/ to the letter Ii Manipulate words by deleting initial and final phonemes Identify and count phonemes in words Read and respond to decodables</p>	<p><i>Methods and Materials used:</i> <i>Methods:</i> Guided instruction and practice</p> <p><i>Materials:</i> Alphabet Big Book Alphabet Letter Cards Decodable 2, 3, 4 Pickled Peppers Big Book Pocket Chart Picture Cards Routines 1,2,4 Skills Practice 71-96 Transparencies 8, 10,12, 14, 20 Zaner-Bloser Handwriting</p>	<p><i>Methods to determine mastery</i></p> <p>Observe and check</p> <p>Unit 4 Lesson Assessment</p>	<p><i>Time allowed for this unit of study</i></p> <p>30 minutes per day for 15 days</p>

Unit Scope & Sequence

Course Name Phonics

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Stick to It Unit 5 Imagine It McGraw-Hill</p>	<p><i>Students will:</i> Blend onsets and rimes to make words Blend initial and final phonemes to make words Attach /b/ sound to letter Bb Practice writing letter Bb, Cc, Oo, Rr, Gg Choose words to complete rhyming lines Think of and say allowed words that begin with /b/ sound Attach the /k/ sound to letter Cc Practice sound by sound blending Review syllable, segmentation by clapping out the syllables in names Attach /o/ sound to letter Oo Match initial phonemes in word pairs Review differentiating long words from short words Identify and match initial phonemes in words Attach the /r/ sound to the letter Rr Review following mult-step directions Match initial phonemes in groups of words Manipulate words by deleting initial phonemes Attach the /g/ to the letter Gg Review syllables by forming compound words Manipulate words by deleting final phonemes Review rhyming words Identify words that end with the same phoneme Read and respond to decodable</p>	<p><i>Methods and Materials used:</i> <i>Methods:</i></p> <p>Guided Instruction and practice</p> <p><i>Materials:</i></p> <p>Alphabet Big Book Alphabet Letter Cards Decodables 5, 6, 7 Routines 1, 2, 4 Skills Practice 97-118 Alphabet Sound cards Pocket Chart picture cards Pocket Chart word cards Transparencies 2 3, 7, 15, 18 Zaner-Bloser Handwriting</p>	<p><i>Methods to determine mastery</i></p> <p>Observe and check</p> <p>Unit 5 Lesson Assessment</p>	<p><i>Time allowed for this unit of study</i></p> <p>30 minutes per day for 15 days</p>

Unit Scope & Sequence

Course Name Phonics

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>My Shadow Unit 6 Imagine It McGraw-Hill</p>	<p><i>Students will:</i></p> <p>Blend initial and final phonemes to make words Attach /j/ sound to letter Jj Practice writing letter Jj, Ff, Uu, Xx, Zz Attach the /f/ sound to letter Ff Think of words that begin with the Ff sound Identify and match initial phonemes in words Manipulate words by deleting initial phonemes Identify matching initial phonemes in groups of words Practice sound by sound blending Attach the /u/ sound to the letter Uu Use ending sounds and other clues to identify words Use letters in different combination to form words Change the sounds in words by deleting final phonemes Attach the /ks/ sound to letter Xx Review the Uu sound by creating rhyming words Create rhyming words by replacing initial phonemes Identify phoneme positions in words Attach /z/ sound to the letter Zz Attach /z/ sound to the letter s Blend initial phonemes Segment and blend initial phonemes in words Identify and count the phonemes in words Identify words in print Read and respond to a decodable</p>	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i></p> <p>Guided instruction and practice</p> <p><i>Materials:</i></p> <p>Pocket Chart Picture Cards Alphabet Letter Cards Alphabet Big Book Pickled Peppers Big Book Routine 1,2,4 Skills Practice 2 2-21 Transparencies 6,10,21,26 Decodables 8,9,10 Alphabet Flashcards Pocket Chart Letter Cards Teachers Resource Book p. 37 Zaner-Bloser Handwriting</p>	<p><i>Methods to determine mastery</i></p> <p>Observation and check</p> <p>Unit 6 Lesson Assessment</p>	<p><i>Time allowed for this unit of study</i></p> <p>30 minutes per day for 15 days</p>

Unit Scope & Sequence

Course Name Phonics

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Teamwork Unit 7 Imagine It McGraw-Hill</p>	<p><i>Students will:</i> Blend initial and final phonemes to make words Attach the /w/ sound to the letter Ww. Practice writing the letter Ww, Kk, Ee, Qq, Yy, Vv Make rhyming words by changing initial phonemes. Attach the /k/ sound to the letter Kk. Use riddles to identify words that begin with /k/ spelled k. Match words that have the same initial or final phonemes. Practice sound by sound blending. Attach the /e/ sound to the letter Ee. Segment syllables in words. Delete initial and final phonemes in words. Attach the /kw/ sound to the letter Qq. Review high-frequency words. Attach the /y/ sound to the letter Yy. Identify and count the number of phonemes in words. Attach the /v/ sound to the letter Vv. Build sentences by matching pictures to words. Match initial phonemes in groups of words. Form words by segmenting sounds and matching sounds to letters. Read and respond to a decodable</p>	<p><i>Methods and Materials used:</i> <i>Methods:</i></p> <p>Guided instruction and practice</p> <p><i>Materials:</i> Pocket Chart Picture Cards Alphabet Letter Cards Alphabet Flashcards Alphabet Big Book Skills Practice 2 pgs. 23-50 Transparencies 5, 11, 17, 23, 25 Decodables 11, 12, 13 Routines 1, 2, 4 Pickled Peppers Big Book Pocket Chart letter cards Pocket Chard Word Cards Teacher Resource Book pg. 38 Zaner-Bloser Handwriting</p>	<p><i>Methods to determine mastery</i></p> <p>Observe and check Unit 7 Lesson Assessment</p>	<p><i>Time allowed for this unit of study</i></p> <p>30 minutes per day for 15 days</p>

Unit Scope & Sequence

Course Name Phonics

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Ready, Set, Grow Unit 8 Imagine It McGraw-Hill</p>	<p><i>Students will:</i></p> <p>Review the letters of the alphabet and their sounds. Blend initial and final phonemes to make words. Identify the long /a/ sound and attach it to the letter Aa. Identify and produce rhyming words. Identify and match initial and final phonemes. Understand and follow multi-step oral directions. Produce words with the same initial phoneme. Identify and match medial phonemes in groups of words. Identify high frequency words in print. Identify the long /i/ sound and attach it to Ii. Segment syllables in words by clapping and counting. Substitute medial phonemes to make new words. Create words that have the long /i/ sound Identify and count number of phonemes in words by segmenting. Identify the order of words. Read and respond to decodable.</p>	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i> Guided Instruction and practice</p> <p><i>Materials:</i></p> <p>Alphabet Letter Cards Pocket Chart Picture Cards Pickled Peppers Big Book Skilled Practice 2 pgs. 51-73 Decodables 14, 15, 16 Pocket Chart Letter Cards Teacher Resource Book pg. 38 High frequency flashcards Ready, Grow, Big Book Routines 1, 2, 4 Zaner-Bloser Handwriting</p>	<p><i>Methods to determine mastery</i></p> <p>Observe and check</p> <p>Unit 8 Lesson Assessment</p>	<p><i>Time allowed for this unit of study</i></p> <p>30 minutes per day for 15 days</p>

Unit Scope & Sequence

Course Name Phonics

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Red, White, and Blue Unit 9 Imagine It McGraw-Hill</p>	<p><i>Students will:</i> Review the letters of the alphabet and their sounds Blend initial and final phonemes to make words Attach the long O sound to the letter O Produce the words that begin with the /p/ sound Identify the long O sound in print Produce rhyming words Identify and match initial and final sounds in groups of words Create words that have the long O sound Identify and match medial sounds in groups of words Read and respond to a decodable Replace phonemes in words Attach the long U sound to the letter U Change words in print by changing initial phonemes Identify the long U sound in print Delete final phonemes in words Substitute medial phonemes to make new words Identify and count the number of phonemes in words Segment the syllables in words by clapping Segment and blend phonemes</p>	<p><i>Methods and Materials used:</i> <i>Methods:</i> Guided instruction and practice</p> <p><i>Materials:</i> Alphabet Letter Cards O and U Routine cards 1,2,4 Pocket Chart Picture Cards Pocket Chart Letter and Word Cards Pickled Peppers Big Book Decodables 17, 18, 19 Skills Practice 2 pgs. 75-94 Teachers Resource Book pg. 38 Zaner-Bloser Handwriting</p>	<p><i>Methods to determine mastery</i></p> <p>Observe and check</p> <p>Lesson Assessment Unit 9</p>	<p><i>Time allowed for this unit of study</i></p> <p>30 minutes per day for 15 days</p>

Unit Scope & Sequence

Course Name Phonics

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Windy Days Unit 10 Imagine It McGraw-Hill</p>	<p><i>Students will:</i></p> <p>Replace initial phonemes Attach the long E to the letter E Review writing letters s, m, d, p, a Practice writing words they have blended Match initial phonemes in groups of words Replace initial phonemes to make new words Identify the long E sound in print Identify words in print Replace the final phonemes to make new words Review writing the letters of the alphabet Practice writing words they have blended Replace medial phonemes in words to make new words Read and respond to a decodable Manipulate initial phonemes in words Blend and read words Make and extend oral sentences Review word order in sentences Manipulate internal phonemes to make words Identify high frequency words in print</p>	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i></p> <p>Guided instruction and practice</p> <p><i>Materials:</i></p> <p>Alphabet Letter Cards Pickled Peppers Big Book Pocket Chart Picture Cards Pocket Chart Letter Cards Alphabet Sound Cards Routine 1,2,4 Skills Practice 2 pgs. 95-116 High frequency flash cards Decodable 20 Zaner-Bloser Handwriting</p>	<p><i>Methods to determine mastery</i></p> <p>Observe and check</p> <p>Lesson Assessment Unit 10</p>	<p><i>Time allowed for this unit of study</i></p> <p>30 minutes per day 15 days</p>

Unit Scope & Sequence

Course Name Reading

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 1 Off To School</p>	<p><i>Students will:</i></p> <p>Ask appropriate questions Discuss concept of school Generate questions for exploration Relate prior knowledge to the unit theme Listen attentively to stories/books Ask and answer questions about selections Identify print and book features Use comprehension strategies:</p> <ul style="list-style-type: none"> • asking questions • predicting • visualizing • clarifying • making connections <p>Express ideas orally Retell story events Review and discuss theme</p>	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i> Guided instruction and practice Practice Skill Pages</p> <p><i>Materials:</i> Off to School big book Home connection pg. 3-10 <i>Amelia's Show & Tell Fiesta</i> Routines 5-7 Transparency 45 Social Studies lap book <i>Chrysanthemum</i></p>	<p><i>Methods to determine mastery</i></p> <p>Observe and check Unit 1 Lesson Assessment</p>	<p><i>Time allowed for this unit of study</i></p> <p>30 minutes per day for 15 days</p>

Unit Scope & Sequence

Course Name Reading

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 2 Patterns</p>	<p><i>Students will:</i></p> <p>Ask appropriate questions Discuss concept of patterns Generate questions for exploration Generate questions for research Relate prior knowledge to the unit theme Listen attentively to stories/books Ask and answer questions about selections Identify print and book features Use comprehension strategies:</p> <ul style="list-style-type: none"> • asking questions • compare and contrast • making connections • predicting • sequencing • visualizing • clarifying • classify and categorize • reality and fantasy <p>Observe nature objects for patterns Express observations orally Draw two objects of nature Decide how to display or share their findings Retell story events Review and discuss theme Write names on drawings Review rhyming words Go on a pattern hunt</p>	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i> Guided instruction and practice Practice Skill Pages</p> <p><i>Materials:</i> Patterns big book Home connection pg. 11-18 <i>Lots and Lots of Zebra Stripes</i> Routines 5-7 Science lap book <i>Leaf Man</i> Language Arts big book</p>	<p><i>Methods to determine mastery</i></p> <p>Observe and check Unit 2 Lesson Assessment</p>	<p><i>Time allowed for this unit of study</i></p> <p>30 minutes per day for 15 days</p>

Unit Scope & Sequence

Course Name Reading

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 3 Finding Friends</p>	<p><i>Students will:</i></p> <p>Locate the Table of Contents and Title of Finding Friends big book Set goals for reading each selection Discuss concept of friendship Generate questions and statements about the unit theme Locate the author, title and illustrator of books, stories, and poems Connect own life experiences to information in events in the text Develop an understanding of vocabulary words Listen attentively to stories/books Analyze the author’s use of text structure Analyze the author’s use of characterization Analyze the author’s use of language Analyze the author’s purpose Identify print and book features Dictate a story with pictures and words a story about finding a friend Retell story events Review and discuss theme Collaborate to create a class cover for the class book report Review declarative sentences Plan and participate a celebration of friendship Use comprehension strategies:</p> <ul style="list-style-type: none"> • asking questions • making connections • main idea and details • predicting • clarifying • compare and contrast • visualizing • reality and fantasy 	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i> Guided instruction and practice Practice Skill Pages</p> <p><i>Materials:</i> Finding Friends big book Home connection pg. 19-26 <i>Big Al</i> Routines 5-7 Listening Library CD Social Studies lap book <i>Don’t Need Friends</i> Language Arts big book</p>	<p><i>Methods to determine mastery</i></p> <p>Observe and check Unit 3 Lesson Assessment</p>	<p><i>Time allowed for this unit of study</i></p> <p>30 minutes per day for 15 days</p>

Unit Scope & Sequence

Course Name Reading

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 4 By the Sea</p>	<p><i>Students will:</i></p> <p>Locate the Table of Contents and Title of Finding Friends big book Set goals for reading each selection Discuss concept of ocean Locate the author, title and illustrator of books, stories, and poems Connect own life experiences to information in events in the text Develop an understanding of vocabulary words Become familiar with the unit theme By the Sea Identify print and book features Analyze the text structure of this selection Begin to develop and understanding of the language of the ocean Generate questions and statements about the unit theme Analyze & identify the characteristics of a nonfiction story Decide with whom and how their knowledge will be shared Investigate properties of water Analyze the author's use of language Draw individual pictures to illustrate a collaborative poem Review interrogative sentences Listen attentively to stories/books Review and discuss theme Plan and participate a celebration of unit theme Use comprehension strategies:</p> <ul style="list-style-type: none"> • asking questions • cause and effect • making connections • sequence • main idea and details • predicting • compare and contrast • visualizing 	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i> Guided instruction and practice Practice Skill Pages</p> <p><i>Materials:</i> By the Sea big book Home connection pg. 27-34 <i>Where Land Meets Sea</i> Routines 5-7 Science lap book <i>Hello Ocean, Hola Mar</i></p>	<p><i>Methods to determine mastery</i></p> <p>Observe and check Unit 4 Lesson Assessment</p>	<p><i>Time allowed for this unit of study</i></p> <p>30 minutes per day for 15 days</p>

Unit Scope & Sequence

Course Name Reading

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 5 Stick to It</p>	<p><i>Students will:</i></p> <p>Locate the Table of Contents and Title of big book Discuss concept of sticking to a task Generate questions and statements about the unit theme Locate the author, title and illustrator of books, stories, and poems Connect own life experiences to information in events in the text Develop an understanding of vocabulary words Become familiar with the unit theme Stick To It Identify print and book features Analyze character development in the selection Relate personal experiences to the theme Analyze the theme of the selection Identify examples of perseverance Compose captions about perseverance Analyze the author's purpose Analyze the plot structure of the story Present descriptive drawings to the class Review exclamatory sentences and other sentence types Plan and participate a celebration of unit theme</p> <p>Use comprehension strategies:</p> <ul style="list-style-type: none"> • predicting • clarifying • sequence • visualizing • making connections • compare and contrast • main idea and details • drawing conclusions 	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i> Guided instruction and practice Practice Skill Pages</p> <p><i>Materials:</i> Stick to It big book Home connection pg. 35-42 <i>Bunny Cakes</i> Routines 5-7 Social Studies lap book <i>Wanda's Rose</i></p>	<p><i>Methods to determine mastery</i></p> <p>Observe and check Unit 5 Lesson Assessment</p>	<p><i>Time allowed for this unit of study</i></p> <p>30 minutes per day for 15 days</p>

Unit Scope & Sequence

Course Name Reading

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 6 My Shadow</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Locate the Table of Contents and Title of big book Discuss concept of shadows Set goals for reading each selection Generate questions and statements about the unit theme Connect own life experiences to information in events in the text Develop an understanding of vocabulary words Become familiar with the unit theme My Shadow Locate the author, title and illustrator of books, stories, and poems Identify print and book features Analyze text structure in the selection Generate questions about shadows for research Experiment with making shadows and changing shadows Describe their observations orally Analyze the plot structure of the selection Make connections to the theme Analyze the author's use of language Analyze the characteristics of a story Present the class advertisement Discuss the writing process Review sentence skills Plan and participate a celebration of unit theme 	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i></p> <ul style="list-style-type: none"> Guided instruction and practice Skills Practice Pages – Skills Practice Book 2 <p><i>Materials:</i></p> <ul style="list-style-type: none"> My Shadow big book Home connection pg. 43-50 <i>What Makes a Shadow</i> Routines 5-7 Science lap book <i>Nothing Sticks Like A Shadow</i> 	<p><i>Methods to determine mastery</i></p> <p>Observe and check Unit 6 Lesson Assessment</p>	<p><i>Time allowed for this unit of study</i></p> <p>30 minutes per day for 15 days</p>

Unit Scope & Sequence

Course Name Reading

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 7 Teamwork</p>	<p><i>Students will:</i></p> <p>Locate the Table of Contents and Title of big book Discuss concept of teamwork Set goals for reading each selection Generate questions and statements about the unit theme Locate the author, title and illustrator of books, stories, and poems Develop an understanding of vocabulary words Become familiar with the unit theme Teamwork Identify print and book features Analyze the text structure of the selection Generate questions about teamwork for research Decide on and work collaboratively on a class project Analyze the author’s use of setting Experiment with using teamwork Describe their observations orally Connect own life experiences to the text Make connections to the unit theme Analyze the characteristics of nonfiction. Analyze the author’s use of language Share the main character with partners Review position and order words Review singular and plural nouns Review the pronouns I and you Use comprehension strategies:</p> <ul style="list-style-type: none"> • making connections • asking questions • main idea and details • visualizing • predicting • compare and contrast • sequence 	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i> Guided instruction and practice Skills Practice Pages</p> <p><i>Materials:</i> Teamwork big book Home connection pg. 51-58 <i>Mr. McGill Goes to Town</i> Routines 5-7 Social Studies lap book <i>The Little Red Hen</i></p>	<p><i>Methods to determine mastery</i></p> <p>Observe and check Unit 7 Lesson Assessment</p>	<p><i>Time allowed for this unit of study</i></p> <p>30 minutes per day for 15 days</p>

Unit Scope & Sequence

Course Name Reading

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 8 Ready, Set, Grow</p>	<p><i>Students will:</i> Locate the Table of Contents and Title of big book Discuss concept of growing things Set goals for reading each selection Generate questions and statements about the unit theme Connect own life experiences to the text Develop an understanding of vocabulary words Become familiar with the unit theme Ready, Set, Grow Locate the author, title and illustrator of books, stories, and poems Use comprehension strategies:</p> <ul style="list-style-type: none"> • asking questions • clarifying • classify • categorize • visualizing • making connections • predicting • sequence • cause and effect <p>Identify print and book features Analyze the text structure of the selection Experiment with growing things Describe their observations orally Record their observations with drawings Analyze the characteristics of fiction. Make connections to the unit theme Discuss the author’s purpose in writing the selection Analyze the author’s development of setting Share and describe drawings of how to instructions Review past, present and future tenses of action verbs Participate in a celebration of unit theme</p>	<p><i>Methods and Materials used:</i> <i>Methods:</i> Guided instruction and practice Skills Practice Pages</p> <p><i>Materials:</i> Ready, Set, Grow big book Home connection pg. 59-74 <i>What’s Alive?</i> Routines 5-7 Assorted plants Drawing paper Crayons, markers Index cards Science lap book Zinnia’s Flower Garden</p>	<p><i>Methods to determine mastery</i></p> <p>Observe and check Unit 8 Lesson Assessment</p>	<p><i>Time allowed for this unit of study</i></p> <p>30 minutes per day for 15 days</p>

Unit Scope & Sequence

Course Name Reading

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 9 Red, White and Blue</p>	<p><i>Students will:</i></p> <p>Locate the Table of Contents and Title of big book Set goals for reading each selection Discuss concept of patriotism Generate questions and statements about the unit theme Develop an understanding of vocabulary words Locate the author, title and illustrator of books, stories, and poems Ask and answer the questions about the selection Use comprehension strategies:</p> <ul style="list-style-type: none"> • making connections • asking questions • clarifying • main idea and details • visualizing • predicting • drawing conclusions <p>Analyze the author’s use of patterned repetition Determine and analyze the genre of the selection Generate questions about patriotism for research Begin investigations of patriotism Identify print and book features Investigate examples of patriotism Describe their observations orally Make connections to the unit theme Determine and analyze the genre of the selection Discuss how author achieves her purposes in writing the story Draw picture to illustrate the class poem Participate in a celebration of the unit theme</p>	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i> Guided instruction and practice Skills Practice Pages</p> <p><i>Materials:</i> Red, White, and Blue big book Home connection pg. 67-74 <i>America Is...</i> Routines 5-7 Social Studies lap book <i>The American Wei</i></p>	<p><i>Methods to determine mastery</i></p> <p>Observe and check Unit 9 Lesson Assessment</p>	<p><i>Time allowed for this unit of study</i></p> <p>30 minutes per day for 15 days</p>

Unit Scope & Sequence

Course Name Reading

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 10 Windy Days</p>	<p><i>Students will:</i></p> <p>Locate the Table of Contents and Title of big book Discuss concept of wind Set goals for reading each selection Generate questions and statements about the unit theme Locate the author, title and illustrator of books, stories, and poems Connect own life experiences to the text Develop an understanding of vocabulary words Become familiar with the unit theme Windy Days Use comprehension strategies:</p> <ul style="list-style-type: none"> • predicting • clarifying • cause and effect • visualizing • asking questions • making connections • classify and categorize • reality and fantasy <p>Identify print and book features Analyze the author’s development of theme Generate questions about wind for research Conduct experiments with the wind Describe and record observations Record observations with drawings Analyze the author’s use of text structure Make connections to the unit theme Discuss author’s purpose in writing selection Analyze the author’s use of characterization Present class report Share drawings that illustrate ideas Participate in celebration of unit theme character with partners</p>	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i> Guided instruction and practice Skills Practice Pages</p> <p><i>Materials:</i> Windy Days big book Home connection pg. 75-82 <i>Can you See the Wind?</i> Routines 5-7 Science lap book <i>Wind Says Goodnight</i> Final copy of class report Student drawings to accompany class report</p>	<p><i>Methods to determine mastery</i> Observe and check Unit 10 Lesson Assessment</p>	<p><i>Time allowed for this unit of study</i></p> <p>30 minutes per day for 15 days</p>

Oklahoma Christian School
Course Description

Course: Reading

Grade Level: 1st Grade

Teacher: _____

Philosophy Statement	Man made in the image of God is unique in his ability to communicate thoughts and ideas through the written word. God's use of man is often correlated with man's preparedness to minister to his society. Beginning with the fundamentals of reading comprehension to the highest level of critical thinking associated with great literature, is it essential that the student have understanding in order to reach this preparedness for ministry. As students explore literature through a Christian worldview, they learn to apply God's truth to all literature.
Course Objective	Students will begin instruction in the core components of reading (phonemic awareness; systematic, explicit phonics; fluency; vocabulary; comprehension) so they understand not just how to read and write, but the meaning and purpose of what they are learning.
Textbook	SRA Imagine It! Units 1-10
Other Resources	Student textbook, practice and enrichment worksheets, manipulative materials, trade books, charts, overhead projector, pre-decodable and decodable books
Time Allotment	1 hour per day, 5 days per week
Course Content	<ul style="list-style-type: none"> • Print/book awareness (recognize and understand the conventions of print and books) • Phonemic awareness (recognize discreet sounds in words) • How the alphabet works • Phonics (associate sounds and spellings to read words) • Comprehension strategies and skills • Vocabulary • Reading with a writer's eye • Word structure • Study skills
Evaluation Methods	<ul style="list-style-type: none"> • Lesson Assessments • Benchmark Assessments • Rubrics • Portfolio • Observation • Written Practice

Unit Scope & Sequence

Course Name: **LANGUAGE ARTS** *(Penmanship, Grammar/Mechanics, Writing, Listening, Speaking, & Viewing)*

Grade Level: **FIRST**

Title of Unit	Unit Student Objectives	Unit Instructional Materials	Unit Assessments	Unit Time Frame
<p>Unit 1 – Back to School</p> <p><i>Getting Started (10 days) and Lessons 1-15</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Discuss why people write • Demonstrate proper pencil and paper position • Write letters “l, t, i, and n” • Discuss: letters, words, sentences • Discuss writing left to right and top to bottom • Generate a list of rules for working together to write • Demonstrate attentiveness • Write a list of ideas • Identify and read nouns⁴ • Use student generated drawings as a writing strategy • Control the size of letters • Use the questions – Who? What? Where? Why? and How? To write about self • Use a loud/soft voice when reading aloud at various school activities • Write one sentence about themselves • Discuss and demonstrate proper spacing between letters and words • Demonstrate and discuss editing and publishing • Discuss, read, and write plural and singular nouns 	<p><i>Materials and Methods used:</i></p> <ul style="list-style-type: none"> • Language Arts Big Book • Routine Cards • Skills Practice Workbook • Alphabet Letter Cards • Transparencies 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Class participation • Skills Practice Workbook • Lesson Assessment Book • Benchmark 1 • Journal Writing • Assignments • Direct observation • Oral Assessment 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 60 minutes daily

Unit Scope & Sequence

Course Name: PHONICS

Grade Level: FIRST

Title of Unit	Unit Student Objectives	Unit Instructional Materials	Unit Assessments	Unit Time Frame
<p>Unit 2 – Where Animals Live</p> <p><i>Lessons 1-15</i></p>	<p><i>Students will blend, spell, and read words that contain:</i></p> <ul style="list-style-type: none"> • /k/ spelled “c” • special spelling “al” and “all” • /k/ spelled “k”, and “ck”, • /r/ spelled “r” • /f/ spelled “f” and “ff” • s/ spelled “ss” • /g/ spelled “g” • /j/ spelled “j” and “dge” • short u spelled “u” • /z/ spelled “z” • /ks/ spelled “x” • short e spelled “e” and “ea” <p><i>Students will:</i></p> <ul style="list-style-type: none"> • Identify the /ed/, /d/, /t/ sounds for “-ed” • Be introduced to contractions • Replace initial consonant sounds • Add initial consonant sounds to make blends • Blend and segment words • Replace final consonant sounds • Replace internal consonant sounds • Blend individual sounds to say words • Identify the “-ed” ending for verbs • Review phonemes • Blend sounds to say one syllable words • Identify and count phonemes in words • Distinguish sounds in consonant blends <p><i>Students will build fluency by reading:</i></p> <ul style="list-style-type: none"> • Core Decodables 19 - 37 • Practice Decodables 17 - 32 	<p><i>Materials and Methods used:</i></p> <ul style="list-style-type: none"> • Alphabet letter cards • Skills Practice Workbook 1 (pages 53 - 94) • <i>Rhyme Stew</i> Big Book (pages 24-25, 20 – 23, 32 – 33, 14 - 15) • Routine cards 1, 2, 4 - 10 • Lion Puppet • High frequency flashcards • Core Decodables 19 - 37 • Practice Decodables 17 - 32 • Concept Board – WHERE ANIMALS LIVE (TM p. 4) • Sound spelling cards 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Observation • Student participation • Oral assessment • Skill practice pages • Lesson assessments 1- 15 (pages 15 – 26) • Benchmark 2 (pages 19 – 35) 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 60 minutes daily

Unit Scope & Sequence

Course Name: PHONICS

Grade Level: FIRST

Title of Unit	Unit Student Objectives	Unit Instructional Materials	Unit Assessments	Unit Time Frame
<p>Unit 3 – I Am Responsible</p> <p><i>Lessons 1-15</i></p>	<p><i>Students will blend, spell, and read words that contain:</i></p> <ul style="list-style-type: none"> • /sh/ spelled “sh” • /th/ spelled “th” • /ch/ spelled “ch and □tch” • /or/ spelled “or and ore” • /ar/ spelled “ar” • /m/ spelled “_mb” • /w/ spelled “w_” • /er/ spelled “er, ir, and ur” • /ə/ schwa sound • /ng/ spelled “□ng” • /nk/ spelled “□nk” <p><i>Students will:</i></p> <ul style="list-style-type: none"> • Identify spellings for the sounds of /sh, th, ch, or, w, and hw” • Be introduced to contractions • Review and introduce high frequency words <p><i>Students will build fluency by reading:</i></p> <ul style="list-style-type: none"> • Core Decodables 38 - 55 • Practice Decodables 33 - 47 	<p><i>Materials and Methods used:</i></p> <ul style="list-style-type: none"> • Alphabet letter cards • Skills Practice Workbook 1 (pages 95 – 136) • <i>Rhyme Stew Big Book</i> (pages 34 – 35, 38 – 39, 21 – 23) • Routine cards 1 - 11 • High frequency flashcards • Core Decodables 38 - 55 • Practice Decodables 33 - 47 • Concept Board – I AM RESPONSIBLE (TM p. 4) • Sound spelling cards • Read aloud – <i>Manana Iguana</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Observation • Student participation • Oral assessment • Skill practice pages • Lesson assessments 1- 15 (pages 29 - 42) 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 60 minutes daily

Unit Scope & Sequence

Course Name: PHONICS

Grade Level: FIRST

Title of Unit	Unit Student Objectives	Unit Instructional Materials	Unit Assessments	Unit Time Frame
<p>Unit 4 – Our Neighborhood at Work</p> <p><i>Lessons 1-15</i></p>	<p><i>Students will blend, spell, and read words that contain:</i></p> <ul style="list-style-type: none"> • /y/ spelled “y” • /v/ spelled “v” • syllable – le • /long a/ spelled “a and a_e” • /long i/ spelled “i and i_e” • /s/ spelled “ce and ci_” • /j/ spelled “ge and gi_” • /long o/ spelled “o and o_e” • /long u/ spelled “u and u_e” • /long e/ spelled “e and e_e” • /long e/ spelled “ee and ea” • /long e/ spelled “_y and _ie_” • /s/ spelled “cy” • /long a/ spelled “ai and _ay” • /long i/ spelled “_igh” • /long i/ spelled “_ie and _y” • Review and introduce high frequency words <p><i>Students will build fluency by reading:</i></p> <ul style="list-style-type: none"> • Core Decodables 56 - 67 • Practice Decodables 48 - 56 	<p><i>Materials and Methods used:</i></p> <ul style="list-style-type: none"> • Skills Practice Workbook 1 (pages 137 - 176) • <i>Rhyme Stew</i> Big Book (pages 8 – 9, 14 – 17, 30 – 31) • Routine cards 1 – 11 • Sound/spelling cards 22, 25, 27, 10, 19, 29, 30, 31 • High frequency flashcards • Core Decodables 56 - 67 • Practice Decodables 48 - 56 • Concept Board – OUR NEIGHBORHOOD (TM p. 4) 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Observation • Student participation • Oral assessment • Skill practice pages • Lesson assessments 1-15 (pages 43 - 56) • Benchmark 3 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 60 minutes daily

Unit Scope & Sequence

Course Name: **READING**

Grade Level: **FIRST**

Title of Unit	Unit Student Objectives	Unit Instructional Materials and Methods	Unit Assessments	Unit Time Frame
<p>Units 1 - 10</p>	<p><i>Students will apply the following comprehension strategies and skills when reading.</i></p> <ul style="list-style-type: none"> • Asking questions • Answering questions • Making connections • Visualizing • Clarifying • Compare and contrast • Predicting • Confirming predictions • Summarizing • Drawing conclusions • Reality and fantasy • Main idea and details • Cause and effect • Classify and categorize • Sequence • Making inferences <p><i>Students will apply fluency building skills when reading.</i></p> <p><i>Students will be introduced to new vocabulary words.</i></p>	<p><i>Materials used:</i></p> <ul style="list-style-type: none"> • Teacher text • Big books • Student readers • Student workbook • Core decodables • Practice decodables • Transparencies • Software • Enrichment worksheets • Alphabet spelling cards • Word wall/ high frequency word banks • Library books <p><i>Methods used:</i></p> <ul style="list-style-type: none"> • Paired reading • Guided reading • Independent reading • Book buddies • Workshop manipulatives 	<p><i>Methods to determine progress:</i></p> <ul style="list-style-type: none"> • Observation • Class participation • Student participation • Homework assignments • Skill practice pages • Oral assessments • Benchmark assessments • Lesson assessments 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 30 minutes daily

Oklahoma Christian School
Course Description

Course: Reading

Grade Level: 2nd Grade

Teacher: _____

Philosophy Statement	Man made in the image of God is unique in his ability to communicate thoughts and ideas through the written word. God's use of man is often correlated with man's preparedness to minister to his society. Beginning with the fundamentals of reading comprehension to the highest level of critical thinking associated with great literature, is it essential that the student have understanding in order to reach this preparedness for ministry. As students explore literature through a Christian worldview, they learn to apply God's truth to all literature.
Course Objective	Students will begin instruction in the core components of reading (phonemic awareness; systematic, explicit phonics; fluency; vocabulary; comprehension) so they understand not just how to read and write, but the meaning and purpose of what they are learning.
Textbook	SRA Imagine It! Units 1-10
Other Resources	Student textbook, practice and enrichment worksheets, manipulative materials, trade books, charts, overhead projector, pre-decodable and decodable books
Time Allotment	1 hour per day, 5 days per week
Course Content	<ul style="list-style-type: none"> • Print/book awareness (recognize and understand the conventions of print and books) • Phonemic awareness (recognize discreet sounds in words) • How the alphabet works • Phonics (associate sounds and spellings to read words) • Comprehension strategies and skills • Vocabulary • Reading with a writer's eye • Word structure • Study skills
Evaluation Methods	<ul style="list-style-type: none"> • Lesson Assessments • Benchmark Assessments • Rubrics • Portfolio • Observation • Written Practice

Unit Scope & Sequence
Teacher Parsons, Smith and Easterly

Course Name Reading Grade Level 2nd

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame																		
<p>Unit 1- Kindness</p> <p>Unit 2- Let's Explore</p>	<p><i>Students will recognize and apply phonemic sounds when decoding words.</i></p> <ul style="list-style-type: none"> • Long a spelled a and a_e • Long o spelled o and o_e • Long I spelled I and i_e • Long u spelled u and u_e • Long e spelled e and e_e • N spelled kn_, r spelled wr_ • F spelled ph, m spelled _mb • Long e spelled ee and ea • Long spelled ai_ and _ay <p><i>Students will apply various comprehension strategies when reading.</i></p> <table border="0" style="width: 100%;"> <tr> <td>• Asking Questions</td> <td>Making Connections</td> </tr> <tr> <td>• Main Idea and Details</td> <td>Fact and Opinion</td> </tr> <tr> <td>• Summarizing</td> <td>Drawing Conclusions</td> </tr> <tr> <td>• Predicting</td> <td>Classify and Categorize</td> </tr> <tr> <td>• Clarifying</td> <td>Making Inferences</td> </tr> <tr> <td>• Sequencing</td> <td>Compare and Contrast</td> </tr> <tr> <td>• Visualizing</td> <td>Author's Purpose</td> </tr> <tr> <td>• Reality and Fantasy</td> <td>Cause and Effect</td> </tr> <tr> <td>• Adjusting Reading Speed</td> <td>Drawing Conclusions</td> </tr> </table> <p><i>Students will apply fluency building skills when reading.</i></p> <ul style="list-style-type: none"> • Decodables Leveled Readers <p><i>Students will apply vocabulary building skills when reading.</i></p> <ul style="list-style-type: none"> • Apposition Context Clues 	• Asking Questions	Making Connections	• Main Idea and Details	Fact and Opinion	• Summarizing	Drawing Conclusions	• Predicting	Classify and Categorize	• Clarifying	Making Inferences	• Sequencing	Compare and Contrast	• Visualizing	Author's Purpose	• Reality and Fantasy	Cause and Effect	• Adjusting Reading Speed	Drawing Conclusions	<p><i>Methods and Materials used:</i></p> <p>Methods: <i>Paired reading, guided and independent reading, study buddy, workshop manipulatives.</i></p> <p>Materials: <i>Teacher text, student reader, student workbook, decodables, leveled readers, transparencies, software, enrichment worksheets, alphabet/sound wall cards.</i></p>	<p><i>Methods to determine mastery</i></p> <p>Class participation, homework assignments, tests, quizzes, oral assessment, and workbook assignments.</p>	<p><i>Time allowed for this unit of study</i></p> <p>1 hour and thirty minutes per day- 5 days a week</p>
• Asking Questions	Making Connections																					
• Main Idea and Details	Fact and Opinion																					
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• Sequencing	Compare and Contrast																					
• Visualizing	Author's Purpose																					
• Reality and Fantasy	Cause and Effect																					
• Adjusting Reading Speed	Drawing Conclusions																					

Unit Scope & Sequence

Course Name Reading

Grade Level 2nd

Teacher Parsons, Smith, Easterly

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 2- Let's Explore</p> <p>Unit 3- Around the Town</p>	<p><i>Students will use and apply phonemic sounds when decoding words.</i></p> <ul style="list-style-type: none"> • Long e spelled _ie_, _y and _ey • Long e spelled ee, ea, e, e_e • S spelled ce,ci_,and cy • J spelled ge and gi • Long I spelled _igh, I, and I_e • Long I spelled _y and _ie • Long o spelled _ow and oa_ • Long o spelled o, and o_e • Long u spelled _ew and _ue • Long u spelled u and u_e <p><i>Students will apply various comprehension strategies when reading.</i></p> <ul style="list-style-type: none"> • Asking Questions Making Connections • Main Idea and Details Fact and Opinion • Summarizing Drawing Conclusions • Predicting Classify and Categorize • Clarifying Making Inferences • Sequencing Compare and Contrast • Visualizing Author's Purpose • Reality and Fantasy Cause and Effect • Adjusting Reading Speed Drawing Conclusions <p><i>Students will apply fluency building skills when reading.</i></p> <ul style="list-style-type: none"> • Decodables Leveled Readers <p><i>Students will apply vocabulary building skills when reading.</i></p> <ul style="list-style-type: none"> • Apposition Context Clues 	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i> <i>Paired reading, guided and independent work pages, workshop manipulatives</i></p> <p><i>Materials:</i> <i>Teacher text, student reader, student workbook, decodables, leveled readers, transparencies, software, enrichment worksheets, alphabet/sound wall cards.</i></p>	<p><i>Methods to determine mastery</i></p> <p>Class participation, homework assignments, tests, quizzes, oral assessment, and workbook assignments.</p>	<p><i>Time allowed for this unit of study</i></p> <p>1 hour and thirty minutes per day- 5 days a week</p>

Unit Scope & Sequence

Course Name Reading

Grade Level 2nd

Teacher Parsons, Smith, Easterly

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame																		
<p>Unit 3- Around the Town</p> <p>Unit 4- Look Again</p>	<p><i>Students will understand and apply phonemic sounds when decoding words.</i></p> <ul style="list-style-type: none"> • Long oo spelled oo • Long oo spelled u, u_e, _ew, and _ue • Short oo spelled oo • ow spelled ow and ou_ • Long oo spelled oo, u, u_e, _ew, and _ue • aw spelled aw and au_ • aw spelled augh, ough, all, and al <p><i>Students will understand and apply word structure skills when reading.</i></p> <ul style="list-style-type: none"> • Plurals, Synonyms and Antonyms • Compound words and Contractions • Prefix: dis-, un-, mis-, mid-, • In flexional endings • Comparative Endings -er • Irregular plurals • Suffixes: -er, -ness, -ly, and -y • -ed with Double Final consonant • Suffixes: less and ful • Prefixes and suffixes as syllables <p><i>Students will apply various comprehension strategies when reading.</i></p> <table border="0" style="width: 100%;"> <tr> <td>• Asking Questions</td> <td>Making Connections</td> </tr> <tr> <td>• Main Idea and Details</td> <td>Fact and Opinion</td> </tr> <tr> <td>• Summarizing</td> <td>Drawing Conclusions</td> </tr> <tr> <td>• Predicting</td> <td>Classify and Categorize</td> </tr> <tr> <td>• Clarifying</td> <td>Making Inferences</td> </tr> <tr> <td>• Sequencing</td> <td>Compare and Contrast</td> </tr> <tr> <td>• Visualizing</td> <td>Author's Purpose</td> </tr> <tr> <td>• Reality and Fantasy</td> <td>Cause and Effect</td> </tr> <tr> <td>• Adjusting Reading Speed</td> <td>Drawing Conclusions</td> </tr> </table> <p><i>Students will apply fluency building skills when reading.</i></p> <ul style="list-style-type: none"> • Decodables Leveled Readers <p><i>Students will apply vocabulary building skills when reading.</i></p> <ul style="list-style-type: none"> • <i>Apposition</i> <i>Context Clues</i> 	• Asking Questions	Making Connections	• Main Idea and Details	Fact and Opinion	• Summarizing	Drawing Conclusions	• Predicting	Classify and Categorize	• Clarifying	Making Inferences	• Sequencing	Compare and Contrast	• Visualizing	Author's Purpose	• Reality and Fantasy	Cause and Effect	• Adjusting Reading Speed	Drawing Conclusions	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i> <i>Paired reading, guided and independent work pages, workshop manipulatives</i></p> <p><i>Materials:</i> <i>Teacher text, student workbook, decodables, leveled readers, transparencies, software, enrichment worksheets, alphabet/sound wall cards</i></p>	<p><i>Methods to determine mastery</i></p> <p>Class participation, homework assignments, tests, quizzes, oral assessment, and workbook assignments.</p>	<p><i>Time allowed for this unit of study</i></p> <p>1 hour and thirty minutes per day- 5 days a week</p>
• Asking Questions	Making Connections																					
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• Sequencing	Compare and Contrast																					
• Visualizing	Author's Purpose																					
• Reality and Fantasy	Cause and Effect																					
• Adjusting Reading Speed	Drawing Conclusions																					

Unit Scope & Sequence

Course Name Reading

Grade Level 2nd

Teacher Parsons, Smith, Easterly

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame																		
<p>Unit 5- Courage</p> <p>Unit 6- America's People</p>	<p><i>Students will understand and apply phonemic sounds when decoding words.</i></p> <ul style="list-style-type: none"> • Oi spelled oi and _oi • Contrast with long o and ow, long oo and long u, long oo and short oo • Silent letters mb. sw. st. gn. rh, and (talk) • Consonant blends str, scr, spl, spr • Contrasts for aw and ow <p><i>Students will understand and apply word structure skills when reading.</i></p> <ul style="list-style-type: none"> • Homographs and homophones • Related words • Word families • Review <p><i>Students will apply various comprehension strategies when reading.</i></p> <table border="0"> <tr> <td>• Asking Questions</td> <td>Making Connections</td> </tr> <tr> <td>• Main Idea and Details</td> <td>Fact and Opinion</td> </tr> <tr> <td>• Summarizing</td> <td>Drawing Conclusions</td> </tr> <tr> <td>• Predicting</td> <td>Classify and Categorize</td> </tr> <tr> <td>• Clarifying</td> <td>Making Inferences</td> </tr> <tr> <td>• Sequencing</td> <td>Compare and Contrast</td> </tr> <tr> <td>• Visualizing</td> <td>Author's Purpose</td> </tr> <tr> <td>• Reality and Fantasy</td> <td>Cause and Effect</td> </tr> <tr> <td>• Adjusting Reading Speed</td> <td>Drawing Conclusions</td> </tr> </table> <p><i>Students will apply fluency building skills when reading.</i></p> <ul style="list-style-type: none"> • Decodables Leveled Readers <p><i>Students will apply vocabulary building skills when reading.</i></p> <ul style="list-style-type: none"> • <i>Apposition</i> <i>Context Clues</i> 	• Asking Questions	Making Connections	• Main Idea and Details	Fact and Opinion	• Summarizing	Drawing Conclusions	• Predicting	Classify and Categorize	• Clarifying	Making Inferences	• Sequencing	Compare and Contrast	• Visualizing	Author's Purpose	• Reality and Fantasy	Cause and Effect	• Adjusting Reading Speed	Drawing Conclusions	<p><i>Methods and Materials used:</i></p> <p><i>Methods: Paired reading, guided and independent work pages, workshop manipulatives</i></p> <p><i>Materials: Teacher text, student workbook, decodables, leveled readers, transparencies, software, enrichment worksheets, alphabet/sound cards.</i></p>	<p><i>Methods to determine mastery</i></p> <p>Class participation, homework assignments, tests, quizzes, oral assessment, and workbook assignments.</p>	<p><i>Time allowed for this unit of study</i></p> <p>1 hour and thirty minutes per day- 5 days a week</p>
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Oklahoma Christian School
Course Description

Course: Reading

Grade Level: 4th Grade

Teacher: _____

Philosophy Statement	Man made in the image of God is unique in his ability to communicate thoughts and ideas through the written word. God's use of man is often correlated with man's preparedness to minister to his society. Beginning with the fundamentals of reading comprehension to the highest level of critical thinking associated with great literature, is it essential that the student have understanding in order to reach this preparedness for ministry. As students explore literature through a Christian worldview, they learn to apply God's truth to all literature.
Course Objective	Students will begin instruction in the core components of reading (phonemic awareness; systematic, explicit phonics; fluency; vocabulary; comprehension) so they understand not just how to read and write, but the meaning and purpose of what they are learning.
Textbook	SRA Imagine It! Units 1-10
Other Resources	Student textbook, practice and enrichment worksheets, manipulative materials, trade books, charts, overhead projector, pre-decodable and decodable books
Time Allotment	1 hour per day, 5 days per week
Course Content	<ul style="list-style-type: none"> • Print/book awareness (recognize and understand the conventions of print and books) • Phonemic awareness (recognize discreet sounds in words) • How the alphabet works • Phonics (associate sounds and spellings to read words) • Comprehension strategies and skills • Vocabulary • Reading with a writer's eye • Word structure • Study skills
Evaluation Methods	<ul style="list-style-type: none"> • Lesson Assessments • Benchmark Assessments • Rubrics • Portfolio • Observation • Written Practice

Unit Scope & Sequence

Course Name Reading

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Friendship</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>SW activate prior knowledge and build background to prepare for reading the play.</i> ❖ <i>SW learn selection vocabulary.</i> ❖ <i>SW learn the elements of a play.</i> ❖ <i>SW use comprehension strategies such as questioning, summarizing, author’s purpose, sequence, and adjusting reading speed.</i> ❖ <i>SW review vocabulary, genre, and fluency.</i> ❖ <i>SW increase their knowledge of the theme friendship.</i> ❖ <i>SW generate investigation questions.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Discussion</i> ❖ <i>Textbook</i> ❖ <i>Oral reading</i> ❖ <i>Smartboard</i> ❖ <i>Concept/Question board</i> ❖ <i>Picture books</i> ❖ <i>Technology: internet, movies</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Blackline masters</i> ❖ <i>Quizzes</i> ❖ <i>Writing</i> ❖ <i>Hands-on games/activities</i> 	<p><i>Time allowed for this unit of study</i></p> <p>5 days</p>

Unit Scope & Sequence

Course Name Reading

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Friendship</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>SW learn the elements of realistic fiction.</i> ❖ <i>SW use the comprehension strategies of making connections, predicting, and adjusting reading speed.</i> ❖ <i>SW investigate friendship using the inquiry process.</i> ❖ <i>SW discuss the story using the handing off procedure.</i> ❖ <i>SW review vocabulary, genre, fluency, and sequencing.</i> ❖ <i>SW the comprehension skills: author’s point of view and compare and contrast.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Discussion</i> ❖ <i>Textbook</i> ❖ <i>Oral reading</i> ❖ <i>Smartboard</i> ❖ <i>Venn Diagram</i> ❖ <i>Concept/Question board</i> ❖ <i>Picture books</i> ❖ <i>Technology: internet, movies</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Blackline masters</i> ❖ <i>Quizzes</i> ❖ <i>Writing</i> ❖ <i>Hands-on games/activities</i> 	<p><i>Time allowed for this unit of study</i></p> <p>5 days</p>

Unit Scope & Sequence

Course Name Reading

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Friendship</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>SW activate prior knowledge and build background to prepare for the story.</i> ❖ <i>SW learn selection vocabulary.</i> ❖ <i>SW learn the elements of a fairy tale.</i> ❖ <i>SW use the comprehensions strategies: drawing conclusions, predicting, asking questions, visualizing.</i> ❖ <i>SW discuss the story using the handing off procedure.</i> ❖ <i>SW review vocabulary, genre, and fluency.</i> ❖ <i>SW investigate the theme of friendship using the inquiry process.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Discussion</i> ❖ <i>Textbook</i> ❖ <i>Oral reading</i> ❖ <i>Smartboard</i> ❖ <i>Concept/Question board</i> ❖ <i>Picture books</i> ❖ <i>Technology: internet, movies</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Blackline masters</i> ❖ <i>Quizzes</i> ❖ <i>Writing</i> ❖ <i>Hands-on games/activities</i> 	<p><i>Time allowed for this unit of study</i></p> <p>5 days</p>

Unit Scope & Sequence

Course Name Reading

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Friendship</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>SW activate prior knowledge and build background to prepare for the story.</i> ❖ <i>SW learn selection vocabulary.</i> ❖ <i>SW review the elements of a biography.</i> ❖ <i>SW use comprehension strategies: main idea, details, summarizing, clarifying and predicting.</i> ❖ <i>SW use the inquiry process to investigate friendship.</i> ❖ <i>SW use the handing off procedure to discuss a story.</i> ❖ <i>SW review vocabulary, genre, and fluency.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Discussion</i> ❖ <i>Textbook</i> ❖ <i>Oral reading</i> ❖ <i>Smartboard</i> ❖ <i>Concept/Question board</i> ❖ <i>Picture books</i> ❖ <i>Technology: internet, movies</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Blackline masters</i> ❖ <i>Quizzes</i> ❖ <i>Writing</i> ❖ <i>Hands-on games/activities</i> 	<p><i>Time allowed for this unit of study</i></p> <p>5 days</p>

Unit Scope & Sequence

Course Name Reading

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Animals and Their Habitats</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>SW relate prior knowledge to animals and their habitats.</i> ❖ <i>SW build vocabulary.</i> ❖ <i>SW activate prior knowledge by discussing the theme animals and their habitats.</i> ❖ <i>SW learn selection vocabulary.</i> ❖ <i>SW review the elements of expository text.</i> ❖ <i>SW use the comprehension strategies: author's purpose, cause and effect, asking questions, clarifying, and visualizing.</i> ❖ <i>SW use the handing off process.</i> ❖ <i>SW review vocabulary, genre, and fluency.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Discussion</i> ❖ <i>Textbook</i> ❖ <i>Oral reading</i> ❖ <i>Smartboard</i> ❖ <i>Concept/Question board</i> ❖ <i>Picture books</i> ❖ <i>Technology: internet, movies</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Blackline masters</i> ❖ <i>Quizzes</i> ❖ <i>Writing</i> ❖ <i>Hands-on games/activities</i> 	<p><i>Time allowed for this unit of study</i></p> <p>5 days</p>

Unit Scope & Sequence

Course Name Reading

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Animals and Their Habitats</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>SW activate prior knowledge to prepare for the story.</i> ❖ <i>SW learn selection vocabulary and the elements of a fantasy.</i> ❖ <i>SW use the comprehension strategy predicting, reality and fantasy, and asking questions.</i> ❖ <i>SW investigate animals in their habitat using the inquiry process.</i> ❖ <i>SW use the handing off process.</i> ❖ <i>SW review vocabulary, genre, and fluency.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Discussion</i> ❖ <i>Textbook</i> ❖ <i>Oral reading</i> ❖ <i>Smartboard</i> ❖ <i>Concept/Question board</i> ❖ <i>Picture books</i> ❖ <i>Technology: internet, movies</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Blackline masters</i> ❖ <i>Quizzes</i> ❖ <i>Writing</i> ❖ <i>Hands-on games/activities</i> 	<p><i>Time allowed for this unit of study</i></p> <p>5 days</p>

Unit Scope & Sequence

Course Name Reading

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Animals and Their Habitats</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>SW activate prior knowledge to prepare for the story.</i> ❖ <i>SW learn selection vocabulary.</i> ❖ <i>SW learn the elements of narrative non-fiction.</i> ❖ <i>SW use the comprehension strategies: making connections, predicting, making inferences, fact and opinion, reality and fantasy</i> ❖ <i>SW investigate the theme “Animals and Their Habitats” using the inquiry process.</i> ❖ <i>SW discuss the story using the handing off procedure.</i> ❖ <i>SW review vocabulary, genre, and fluency.</i> ❖ <i>SW build fluency.</i> ❖ <i>SW check comprehension.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Discussion</i> ❖ <i>Textbook</i> ❖ <i>Oral reading</i> ❖ <i>Smartboard</i> ❖ <i>Concept/Question board</i> ❖ <i>Picture books</i> ❖ <i>Technology: internet, movies</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Blackline masters</i> ❖ <i>Quizzes</i> ❖ <i>Writing</i> ❖ <i>Hands-on games/activities</i> 	<p><i>Time allowed for this unit of study</i></p> <p>5 days</p>

Unit Scope & Sequence

Course Name Reading

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Animals and Their Habitats</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>SW activate prior knowledge to prepare for the story.</i> ❖ <i>SW learn selection vocabulary.</i> ❖ <i>SW learn the elements of realistic fiction.</i> ❖ <i>SW use the comprehension strategies: making connections, summarizing, asking questions, cause and effect</i> ❖ <i>SW investigate the theme “Animals and Their Habitats” using the inquiry process.</i> ❖ <i>SW discuss the story using the handing off procedure.</i> ❖ <i>SW review vocabulary, genre, and fluency.</i> ❖ <i>SW build fluency.</i> ❖ <i>SW check comprehension.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Discussion</i> ❖ <i>Textbook</i> ❖ <i>Oral reading</i> ❖ <i>Smartboard</i> ❖ <i>Concept/Question board</i> ❖ <i>Picture books</i> ❖ <i>Technology: internet, movies</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Blackline masters</i> ❖ <i>Quizzes</i> ❖ <i>Writing</i> ❖ <i>Hands-on games/activities</i> 	<p><i>Time allowed for this unit of study</i></p> <p>5 days</p>

Unit Scope & Sequence

Course Name Reading

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Money</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>SW relate prior knowledge to the theme of Money.</i> ❖ <i>SW listen attentively and build vocabulary.</i> ❖ <i>SW activate prior knowledge by discussing the theme “Money”.</i> ❖ <i>SW learn selection vocabulary.</i> ❖ <i>SW review the elements of expository text.</i> ❖ <i>SW use the comprehension strategies: clarifying, summarizing, author’s purpose, classify and categorize,</i> ❖ <i>SW investigate the theme “Money” using the inquiry process.</i> ❖ <i>SW discuss the story using the handing off procedure.</i> ❖ <i>SW review vocabulary, genre, and fluency.</i> ❖ <i>SW build fluency.</i> ❖ <i>SW check comprehension.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Discussion</i> ❖ <i>Textbook</i> ❖ <i>Oral reading</i> ❖ <i>Smartboard</i> ❖ <i>Concept/Question board</i> ❖ <i>Picture books</i> ❖ <i>Technology: internet, movies</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Blackline masters</i> ❖ <i>Quizzes</i> ❖ <i>Writing</i> ❖ <i>Hands-on games/activities</i> 	<p><i>Time allowed for this unit of study</i></p> <p>5 days</p>

Unit Scope & Sequence

Course Name Reading

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Money</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>SW activate prior knowledge to prepare to read the selection.</i> ❖ <i>SW learn selection vocabulary.</i> ❖ <i>SW review the elements of realistic fiction and expository text.</i> ❖ <i>SW use the comprehension strategies: asking questions, making connections, summarizing, sequence,</i> ❖ <i>SW investigate the theme “Money” using the inquiry process.</i> ❖ <i>SW discuss the story using the handing off procedure.</i> ❖ <i>SW review vocabulary, genre, and fluency.</i> ❖ <i>SW build fluency.</i> ❖ <i>SW check comprehension.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Discussion</i> ❖ <i>Textbook</i> ❖ <i>Oral reading</i> ❖ <i>Smartboard</i> ❖ <i>Concept/Question board</i> ❖ <i>Picture books</i> ❖ <i>Technology: internet, movies</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Blackline masters</i> ❖ <i>Quizzes</i> ❖ <i>Writing</i> ❖ <i>Hands-on games/activities</i> 	<p><i>Time allowed for this unit of study</i></p> <p>5 days</p>

Unit Scope & Sequence

Course Name Reading

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Money</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>SW activate prior knowledge to prepare to read the selection.</i> ❖ <i>SW learn selection vocabulary.</i> ❖ <i>SW review the elements of narrative non-fiction.</i> ❖ <i>SW use the comprehension strategies: making connections, predicting, reality and fantasy, fact and opinion</i> ❖ <i>SW investigate the theme “Money” using the inquiry process.</i> ❖ <i>SW discuss the story using the handing off procedure.</i> ❖ <i>SW review vocabulary, genre, and fluency.</i> ❖ <i>SW build fluency.</i> ❖ <i>SW check comprehension.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Discussion</i> ❖ <i>Textbook</i> ❖ <i>Oral reading</i> ❖ <i>Smartboard</i> ❖ <i>Concept/Question board</i> ❖ <i>Picture books</i> ❖ <i>Technology: internet, movies</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Blackline masters</i> ❖ <i>Quizzes</i> ❖ <i>Writing</i> ❖ <i>Hands-on games/activities</i> 	<p><i>Time allowed for this unit of study</i></p> <p>5 days</p>

Unit Scope & Sequence

Course Name Reading

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Money</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>SW activate prior knowledge to prepare to read the selection.</i> ❖ <i>SW learn selection vocabulary.</i> ❖ <i>SW review the elements of a biography.</i> ❖ <i>SW use the comprehension strategies: clarifying, visualizing, summarizing, fact and opinion, and reality and fantasy.</i> ❖ <i>SW investigate the theme “Money” using the inquiry process.</i> ❖ <i>SW discuss the story using the handing off procedure.</i> ❖ <i>SW review vocabulary, genre, and fluency.</i> ❖ <i>SW build fluency.</i> ❖ <i>SW check comprehension.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Discussion</i> ❖ <i>Textbook</i> ❖ <i>Oral reading</i> ❖ <i>Smartboard</i> ❖ <i>Concept/Question board</i> ❖ <i>Picture books</i> ❖ <i>Technology: internet, movies</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Blackline masters</i> ❖ <i>Quizzes</i> ❖ <i>Writing</i> ❖ <i>Hands-on games/activities</i> 	<p><i>Time allowed for this unit of study</i></p> <p>5 days</p>

Unit Scope & Sequence

Course Name Reading

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Money</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>SW activate prior knowledge to prepare to read the selection.</i> ❖ <i>SW learn selection vocabulary.</i> ❖ <i>SW review the elements of historical fiction.</i> ❖ <i>SW use the comprehension strategies: adjusting reading speed, clarifying, summarizing, visualizing, and cause and effect.</i> ❖ <i>SW investigate the theme “Money” using the inquiry process.</i> ❖ <i>SW discuss descriptive language and rhyme.</i> ❖ <i>SW understand phrasing and diction.</i> ❖ <i>SW share theme connections.</i> ❖ <i>SW discuss the story using the handing off procedure.</i> ❖ <i>SW review vocabulary, genre, and fluency.</i> ❖ <i>SW build fluency.</i> ❖ <i>SW check comprehension.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Discussion</i> ❖ <i>Textbook</i> ❖ <i>Oral reading</i> ❖ <i>Smartboard</i> ❖ <i>Concept/Question board</i> ❖ <i>Picture books</i> ❖ <i>Technology: internet, movies</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Blackline masters</i> ❖ <i>Quizzes</i> ❖ <i>Writing</i> ❖ <i>Hands-on games/activities</i> 	<p><i>Time allowed for this unit of study</i></p> <p>5 days</p>

Unit Scope & Sequence

Course Name Reading

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Earth, Moon, and Sun</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>SW relate prior knowledge to the unit theme, “Earth, Moon, and Sun”.</i> ❖ <i>SW listen attentively, build vocabulary,</i> ❖ <i>SW learn selection vocabulary.</i> ❖ <i>SW review the elements of expository text.</i> ❖ <i>SW use the comprehension strategies: adjusting reading speed, clarifying, asking questions, summarizing, drawing conclusions, classifying, and categorizing.</i> ❖ <i>SW investigate the theme, “Earth, Moon, and Sun” using the inquiry process.</i> ❖ <i>SW discuss the story using the handing off procedure.</i> ❖ <i>SW review vocabulary, genre, and fluency.</i> ❖ <i>SW build fluency.</i> ❖ <i>SW check comprehension.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Discussion</i> ❖ <i>Textbook</i> ❖ <i>Oral reading</i> ❖ <i>Smartboard</i> ❖ <i>Concept/Question board</i> ❖ <i>Picture books</i> ❖ <i>Technology: internet, movies</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Blackline masters</i> ❖ <i>Quizzes</i> ❖ <i>Writing</i> ❖ <i>Hands-on games/activities</i> 	<p><i>Time allowed for this unit of study</i></p> <p>5 days</p>

Unit Scope & Sequence

Course Name Reading

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Earth, Moon, and Sun</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>SW activate prior knowledge to prepare to read the selection.</i> ❖ <i>SW learn selection vocabulary.</i> ❖ <i>SW review the elements of a folktale.</i> ❖ <i>SW use the comprehension strategies: making connections, predicting, making inferences, author's purpose, and sequencing.</i> ❖ <i>SW investigate the theme, "Earth, Moon, and Sun" using the inquiry process.</i> ❖ <i>SW discuss the story using the handing off procedure.</i> ❖ <i>SW review vocabulary, genre, and fluency.</i> ❖ <i>SW build fluency.</i> ❖ <i>SW check comprehension.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Discussion</i> ❖ <i>Textbook</i> ❖ <i>Oral reading</i> ❖ <i>Smartboard</i> ❖ <i>Concept/Question board</i> ❖ <i>Picture books</i> ❖ <i>Technology: internet, movies</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Blackline masters</i> ❖ <i>Quizzes</i> ❖ <i>Writing</i> ❖ <i>Hands-on games/activities</i> 	<p><i>Time allowed for this unit of study</i></p> <p>5 days</p>

Unit Scope & Sequence

Course Name Reading

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Earth, Moon, and Sun</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>SW activate prior knowledge to prepare to read the selection.</i> ❖ <i>SW learn selection vocabulary.</i> ❖ <i>SW review the elements of a expository text</i> ❖ <i>SW use the comprehension strategies: making connections, summarizing, comparing/contrasting, and cause and effect.</i> ❖ <i>SW investigate the theme, “Earth, Moon, and Sun” using the inquiry process.</i> ❖ <i>SW discuss the story using the handing off procedure.</i> ❖ <i>SW review vocabulary, genre, and fluency.</i> ❖ <i>SW build fluency.</i> ❖ <i>SW check comprehension.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Discussion</i> ❖ <i>Textbook</i> ❖ <i>Oral reading</i> ❖ <i>Smartboard</i> ❖ <i>Concept/Question board</i> ❖ <i>Picture books</i> ❖ <i>Technology: internet, movies</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Blackline masters</i> ❖ <i>Quizzes</i> ❖ <i>Writing</i> ❖ <i>Hands-on games/activities</i> 	<p><i>Time allowed for this unit of study</i></p> <p>5 days</p>

Unit Scope & Sequence

Course Name Reading

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Earth, Moon, and Sun</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>SW activate prior knowledge to prepare to read the selection.</i> ❖ <i>SW learn selection vocabulary.</i> ❖ <i>SW review the elements of a expository text</i> ❖ <i>SW use the comprehension strategies: asking questions, clarifying, visualizing, fact and opinion, making inferences, and main idea and details,</i> ❖ <i>SW investigate the theme, “Earth, Moon, and Sun” using the inquiry process.</i> ❖ <i>SW discuss the story using the handing off procedure.</i> ❖ <i>SW review vocabulary, genre, and fluency.</i> ❖ <i>SW build fluency.</i> ❖ <i>SW check comprehension.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Discussion</i> ❖ <i>Textbook</i> ❖ <i>Oral reading</i> ❖ <i>Smartboard</i> ❖ <i>Concept/Question board</i> ❖ <i>Picture books</i> ❖ <i>Technology: internet, movies</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Blackline masters</i> ❖ <i>Quizzes</i> ❖ <i>Writing</i> ❖ <i>Hands-on games/activities</i> 	<p><i>Time allowed for this unit of study</i></p> <p>5 days</p>

Unit Scope & Sequence

Course Name Reading

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Earth, Moon, and Sun</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>SW activate prior knowledge to prepare to read the selection.</i> ❖ <i>SW learn selection vocabulary.</i> ❖ <i>SW review the elements of a expository text</i> ❖ <i>SW use the comprehension strategies: clarifying, adjusting reading speed, summarizing, compare and contrast, and adjusting reading speed.</i> ❖ <i>SW investigate the theme, “Earth, Moon, and Sun” using the inquiry process.</i> ❖ <i>SW discuss the story using the handing off procedure.</i> ❖ <i>SW review vocabulary, genre, and fluency.</i> ❖ <i>SW build fluency.</i> ❖ <i>SW check comprehension.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Discussion</i> ❖ <i>Textbook</i> ❖ <i>Oral reading</i> ❖ <i>Smartboard</i> ❖ <i>Concept/Question board</i> ❖ <i>Picture books</i> ❖ <i>Technology: internet, movies</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Blackline masters</i> ❖ <i>Quizzes</i> ❖ <i>Writing</i> ❖ <i>Hands-on games/activities</i> 	<p><i>Time allowed for this unit of study</i></p> <p>5 days</p>

Unit Scope & Sequence

Course Name Reading

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Communities Across Time</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>SW activate prior knowledge to prepare to read the selection</i> ❖ <i>SW learn selection vocabulary.</i> ❖ <i>SW review the elements of expository text.</i> ❖ <i>SW use the comprehension strategies: clarifying, asking questions, and summarizing</i> ❖ <i>SW investigate the theme “Communities Across Time” using the inquiry process.</i> ❖ <i>SW discuss the story using the handing off procedure.</i> ❖ <i>SW review vocabulary, genre, and fluency.</i> ❖ <i>SW build fluency.</i> ❖ <i>SW check comprehension.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Discussion</i> ❖ <i>Textbook</i> ❖ <i>Oral reading</i> ❖ <i>Smartboard</i> ❖ <i>Concept/Question board</i> ❖ <i>Picture books</i> ❖ <i>Technology: internet, movies</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Blackline masters</i> ❖ <i>Quizzes</i> ❖ <i>Writing</i> ❖ <i>Hands-on games/activities</i> 	<p><i>Time allowed for this unit of study</i></p> <p>5 days</p>

Unit Scope & Sequence

Course Name Reading

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Communities Across Time</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>SW activate prior knowledge to prepare to read the selection</i> ❖ <i>SW learn selection vocabulary.</i> ❖ <i>SW review the elements of expository text.</i> ❖ <i>SW use the comprehension strategies: clarifying, asking questions, drawing conclusions, and summarizing.</i> ❖ <i>SW investigate the theme “Communities Across Time” using the inquiry process.</i> ❖ <i>SW discuss the story using the handing off procedure.</i> ❖ <i>SW review vocabulary, genre, and fluency.</i> ❖ <i>SW build fluency.</i> ❖ <i>SW check comprehension.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Discussion</i> ❖ <i>Textbook</i> ❖ <i>Oral reading</i> ❖ <i>Smartboard</i> ❖ <i>Concept/Question board</i> ❖ <i>Picture books</i> ❖ <i>Technology: internet, movies</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Blackline masters</i> ❖ <i>Quizzes</i> ❖ <i>Writing</i> ❖ <i>Hands-on games/activities</i> 	<p><i>Time allowed for this unit of study</i></p> <p>5 days</p>

Unit Scope & Sequence

Course Name Reading

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Communities Across Time</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>SW activate prior knowledge to prepare to read the selection</i> ❖ <i>SW learn selection vocabulary.</i> ❖ <i>SW review the elements of expository text.</i> ❖ <i>SW use the comprehension strategies: visualizing, making connections, drawing conclusions, fact and opinion, and cause and effect.</i> ❖ <i>SW investigate the theme “Communities Across Time” using the inquiry process.</i> ❖ <i>SW discuss the story using the handing off procedure.</i> ❖ <i>SW review vocabulary, genre, and fluency.</i> ❖ <i>SW build fluency.</i> ❖ <i>SW check comprehension.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Discussion</i> ❖ <i>Textbook</i> ❖ <i>Oral reading</i> ❖ <i>Smartboard</i> ❖ <i>Concept/Question board</i> ❖ <i>Picture books</i> ❖ <i>Technology: internet, movies</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Blackline masters</i> ❖ <i>Quizzes</i> ❖ <i>Writing</i> ❖ <i>Hands-on games/activities</i> 	<p><i>Time allowed for this unit of study</i></p> <p>5 days</p>

Unit Scope & Sequence

Course Name Reading

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Communities Across Time</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>SW activate prior knowledge to prepare to read the selection</i> ❖ <i>SW learn selection vocabulary.</i> ❖ <i>SW review the elements of realistic fiction.</i> ❖ <i>SW use the comprehension strategies: clarifying, summarizing, author’s purpose, and cause and effect.</i> ❖ <i>SW investigate the theme “Communities Across Time” using the inquiry process.</i> ❖ <i>SW discuss the story using the handing off procedure.</i> ❖ <i>SW review vocabulary, genre, and fluency.</i> ❖ <i>SW build fluency.</i> ❖ <i>SW check comprehension.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Discussion</i> ❖ <i>Textbook</i> ❖ <i>Oral reading</i> ❖ <i>Smartboard</i> ❖ <i>Concept/Question board</i> ❖ <i>Picture books</i> ❖ <i>Technology: internet, movies</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Blackline masters</i> ❖ <i>Quizzes</i> ❖ <i>Writing</i> ❖ <i>Hands-on games/activities</i> 	<p><i>Time allowed for this unit of study</i></p> <p>5 days</p>

Unit Scope & Sequence

Course Name Reading

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Communities Across Time</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>SW activate prior knowledge to prepare to read the selection</i> ❖ <i>SW learn selection vocabulary.</i> ❖ <i>SW review the elements of realistic fiction.</i> ❖ <i>SW use the comprehension strategies: asking questions, making connections, predicting, main idea and details, and author’s point of view.</i> ❖ <i>SW investigate the theme “Communities Across Time” using the inquiry process.</i> ❖ <i>SW discuss the story using the handing off procedure.</i> ❖ <i>SW review vocabulary, genre, and fluency.</i> ❖ <i>SW build fluency.</i> ❖ <i>SW check comprehension.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Discussion</i> ❖ <i>Textbook</i> ❖ <i>Oral reading</i> ❖ <i>Smartboard</i> ❖ <i>Concept/Question board</i> ❖ <i>Picture books</i> ❖ <i>Technology: internet, movies</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Blackline masters</i> ❖ <i>Quizzes</i> ❖ <i>Writing</i> ❖ <i>Hands-on games/activities</i> 	<p><i>Time allowed for this unit of study</i></p> <p>5 days</p>

Unit Scope & Sequence

Course Name Reading

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Storytelling</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>SW relate prior knowledge to the theme of Storytelling.</i> ❖ <i>SW listen attentively.</i> ❖ <i>SW activate prior knowledge by discussing storytelling.</i> ❖ <i>SW learn selection vocabulary.</i> ❖ <i>SW review the elements of realistic fiction.</i> ❖ <i>SW use the comprehension strategies visualizing, making connections, predicting, cause and effect, and author’s purpose.</i> ❖ <i>SW investigate the theme Storytelling using the inquiry process.</i> ❖ <i>SW discuss the story using the handing off procedure.</i> ❖ <i>SW review vocabulary, genre, and fluency.</i> ❖ <i>SW build fluency.</i> ❖ <i>SW check comprehension.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Discussion</i> ❖ <i>Textbook</i> ❖ <i>Oral reading</i> ❖ <i>Smartboard</i> ❖ <i>Concept/Question board</i> ❖ <i>Picture books</i> ❖ <i>Technology: internet, movies</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Blackline masters</i> ❖ <i>Quizzes</i> ❖ <i>Writing</i> ❖ <i>Hands-on games/activities</i> 	<p><i>Time allowed for this unit of study</i></p> <p>5 days</p>

Unit Scope & Sequence

Course Name Reading

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Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Storytelling</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>SW activate prior knowledge to prepare to read the story.</i> ❖ <i>SW learn the selection vocabulary words.</i> ❖ <i>SW review the elements of realistic fiction.</i> ❖ <i>SW use the comprehension strategies asking questions, predicting, summarizing, main idea and details, making inferences</i> ❖ <i>SW investigate the theme Storytelling using the inquiry process.</i> ❖ <i>SW discuss the story using the handing off procedure.</i> ❖ <i>SW review vocabulary, genre, and fluency.</i> ❖ <i>SW build fluency.</i> ❖ <i>SW check comprehension.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Discussion</i> ❖ <i>Textbook</i> ❖ <i>Oral reading</i> ❖ <i>Smartboard</i> ❖ <i>Concept/Question board</i> ❖ <i>Picture books</i> ❖ <i>Technology: internet, movies</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Blackline masters</i> ❖ <i>Quizzes</i> ❖ <i>Writing</i> ❖ <i>Hands-on games/activities</i> 	<p><i>Time allowed for this unit of study</i></p> <p>5 days</p>

Unit Scope & Sequence

Course Name Reading

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Storytelling</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>SW activate prior knowledge about family traditions.</i> ❖ <i>SW learn the selection vocabulary words.</i> ❖ <i>SW review the elements of expository text.</i> ❖ <i>SW use the comprehension strategies clarifying, making connections, visualizing, predicting, author’s purpose, drawing conclusions,</i> ❖ <i>SW review comprehension questions.</i> ❖ <i>SW collect investigation facts.</i> ❖ <i>SW increase their understanding of storytelling through culture, social studies, and technology connections.</i> ❖ <i>SW demonstrate understanding through discussion.</i> ❖ <i>SW investigate the theme Storytelling using the inquiry process.</i> ❖ <i>SW discuss the story using the handing off procedure.</i> ❖ <i>SW review vocabulary, genre, and fluency.</i> ❖ <i>SW build fluency.</i> ❖ <i>SW check comprehension.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Discussion</i> ❖ <i>Textbook</i> ❖ <i>Oral reading</i> ❖ <i>Smartboard</i> ❖ <i>Concept/Question board</i> ❖ <i>Picture books</i> ❖ <i>Technology: internet, movies</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Blackline masters</i> ❖ <i>Quizzes</i> ❖ <i>Writing</i> ❖ <i>Hands-on games/activities</i> 	<p><i>Time allowed for this unit of study</i></p> <p>5 days</p>

Unit Scope & Sequence

Course Name Reading

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Storytelling</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>SW activate prior knowledge to prepare for reading the story.</i> ❖ <i>SW learn the selection vocabulary words.</i> ❖ <i>SW use the comprehension strategies asking questions, making connections, summarizing, author’s point of view, sequencing, and fact and opinion.</i> ❖ <i>SW increase their understanding of storytelling through culture, social studies, and technology connections.</i> ❖ <i>SW demonstrate understanding through discussion.</i> ❖ <i>SW investigate the theme Storytelling using the inquiry process.</i> ❖ <i>SW discuss the story using the handing off procedure.</i> ❖ <i>SW review vocabulary, genre, and fluency.</i> ❖ <i>SW build fluency.</i> ❖ <i>SW check comprehension.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Discussion</i> ❖ <i>Textbook</i> ❖ <i>Oral reading</i> ❖ <i>Smartboard</i> ❖ <i>Concept/Question board</i> ❖ <i>Picture books</i> ❖ <i>Technology: internet, movies</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Blackline masters</i> ❖ <i>Quizzes</i> ❖ <i>Writing</i> ❖ <i>Hands-on games/activities</i> 	<p><i>Time allowed for this unit of study</i></p> <p>5 days</p>

Unit Scope & Sequence

Course Name Reading

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Storytelling</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>SW activate prior knowledge about tall tales.</i> ❖ <i>SW build vocabulary with selection vocabulary words.</i> ❖ <i>SW learn the elements of a tall tale.</i> ❖ <i>SW use the comprehension strategies adjusting reading speed, predicting, asking questions, author's point of view, comparing and contrasting, and making inferences.</i> ❖ <i>SW collect investigation facts.</i> ❖ <i>SW discuss repetition and tone.</i> ❖ <i>SW understand details and rhythm.</i> ❖ <i>SW share theme connections to storytelling.</i> ❖ <i>SW demonstrate understanding through discussion.</i> ❖ <i>SW investigate the theme Storytelling using the inquiry process.</i> ❖ <i>SW discuss the story using the handing off procedure.</i> ❖ <i>SW review vocabulary, genre, and fluency.</i> ❖ <i>SW build fluency.</i> ❖ <i>SW check comprehension.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Discussion</i> ❖ <i>Textbook</i> ❖ <i>Oral reading</i> ❖ <i>Smartboard</i> ❖ <i>Concept/Question board</i> ❖ <i>Picture books</i> ❖ <i>Technology: internet, movies</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Blackline masters</i> ❖ <i>Quizzes</i> ❖ <i>Writing</i> ❖ <i>Hands-on games/activities</i> 	<p><i>Time allowed for this unit of study</i></p> <p>5 days</p>

Oklahoma Christian School
Course Description

Course: Reading

Grade Level: 4th Grade

Teacher: _____

Philosophy Statement	Man made in the image of God is unique in his ability to communicate thoughts and ideas through the written word. God's use of man is often correlated with man's preparedness to minister to his society. Beginning with the fundamentals of reading comprehension to the highest level of critical thinking associated with great literature, is it essential that the student have understanding in order to reach this preparedness for ministry. As students explore literature through a Christian worldview, they learn to apply God's truth to all literature.
Course Objective	Students will begin instruction in the core components of reading (phonemic awareness; systematic, explicit phonics; fluency; vocabulary; comprehension) so they understand not just how to read and write, but the meaning and purpose of what they are learning.
Textbook	SRA Imagine It! Units 1-10
Other Resources	Student textbook, practice and enrichment worksheets, manipulative materials, trade books, charts, overhead projector, pre-decodable and decodable books
Time Allotment	1 hour per day, 5 days per week
Course Content	<ul style="list-style-type: none"> • Print/book awareness (recognize and understand the conventions of print and books) • Phonemic awareness (recognize discrete sounds in words) • How the alphabet works • Phonics (associate sounds and spellings to read words) • Comprehension strategies and skills • Vocabulary • Reading with a writer's eye • Word structure • Study skills
Evaluation Methods	<ul style="list-style-type: none"> • Lesson Assessments • Benchmark Assessments • Rubrics • Portfolio • Observation • Written Practice

Unit Scope & Sequence

Course Name Reading Grade Level 4 Teacher 4th grade team

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Risk and Consequences (Unit 1)	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Recognize root words with prefixes and suffixes, inflectional endings and compound words • Practice comprehension strategies including: summarizing, adjusting reading speed, clarifying, visualizing, predicting, asking questions, classifying, compare and contrast, figurative language, and making connections. • Practice the comprehension skills, draw conclusions, make inferences, main ideas and details, author’s purpose and point of view, and cause and effect. • Review elements of realistic fiction, fantasy, myth, biography, and a play. • Build fluency • Develop vocabulary • Explore elements of poetry 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Dictionary • Textbook • Teacher Resources • Media Center Resources • Technology • Writer’s Notebook • Concept/Question Board 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Discussion • Lesson Assessments • Skills Practice pages • Student writing • Workshops • Fluency Assessment 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 5 days/ 45 min. per day

Unit Scope & Sequence

Course Name Reading Grade Level 4 Teacher 4th grade team

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Nature's Delicate Balance (Unit 2)</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Recognize Greek and Latin roots, inflectional endings, compound words, synonyms, spelling changes with affixes, antonyms, homographs. • Practice comprehension strategies including: summarizing, adjusting reading speed, clarifying, visualizing, predicting, asking questions, classifying, and making connections. • Practice the comprehension skills including: sequence, fact and opinion, make inferences, main ideas and details, classifying and categorizing. • Review elements of narrative non-fiction, expository text and fantasy. • Build fluency • Develop vocabulary • Explore elements of poetry 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Dictionary • Textbook • Teacher Resources • Media Center Resources • Technology • Writer's Notebook • Concept/Question Board 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Discussion • Lesson Assessments • Skills Practice pages • Student writing • Workshops • Fluency Assessment 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 5 days/45 min. per day

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Unit Scope & Sequence

Course Name Reading Grade Level 4 Teacher 4th grade team

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unite 3 Colonial Novels (The Young American Colonial Williamsburg Series) by Joan Lowery Nixon</p> <p>*Objectives from SRA + Colonial novel</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Recognize Greek and Latin roots, compound words, synonyms, spelling, antonyms, homophones, homonyms, multiple meaning words, comparatives, superlatives, and contractions. • Practice comprehension strategies including: summarizing, adjusting reading speed, clarifying, visualizing, predicting, asking questions, classifying, cause and effect, compare and contrast, and making connections. • Practice the comprehension skills including: sequence, fact and opinion, make inferences, making connections, main ideas and details, author’s purpose and point of view, classifying and categorizing, and interpreting timelines. • Review literay elements of historical fiction • Set purposes for reading • Build fluency • Build vocabulary of historical terms • Identify problems and conflicts in literature • Identify and response to use of literary devices, e.g. : similies, symbolism, parallels 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Dictionary • Textbook • Teacher Resources • Media Center Resources • Technology • Writer’s Notebook • Concept/Question Board • Young Americans Colonial Williamsburg Series • Young America ns Colonial Williamsburg Series • Student Folders with inserts 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Discussion • Lesson Assessments • Student writing • Workshops • Fluency Assessment 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 5 days/ 45 min. per day

	<ul style="list-style-type: none">• Evaluate sources such as primary and secondary• Interpret and personalize historical data• Analyze characters• Consider multiple perspectives through various characters• Develop project to summarize material			
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Unit Scope & Sequence

Course Name Reading Grade Level 4 Teacher 4th grade team

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>(Unit 4)</p> <p><u>The Lion, The Witch, and the Wardrobe</u> by CS Lewis</p> <p>*Objectives from SRA + Colonial novel</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Recognize Greek and Latin roots, context clues, compound words, synonyms, root words plus prefixes and suffixes, , antonyms, inflectional endings, plural nouns, homographs, comparatives, ,homophones, homonyms, multiple meaning words, comparatives, superlatives, and contractions. • Practice comprehension strategies including: summarizing, adjusting reading speed, clarifying, visualizing, predicting, asking questions, classifying, cause and effect, compare and contrast, linking history to literature, and making connections. • Practice the comprehension skills including: sequence, fact and opinion, make inferences, making connections, main ideas and details, sequencing, author’s purpose and point of view, classifying and categorizing and drawing conclusions,. • Recognize spiritual truths in literature • Identifying Biblical parallels to literature • Compare and contrast main characters to Biblical characters • Interpreting character traits and qualities • Identifying mood of text 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Dictionary • novel • Teacher Resources (Multiple containers of scenery material, student folders, Carson Dellosa The Lion, The Witch, and the Wardrobe Teacher Guide, Family Guide To The Lion, the Witch and the Wardrobe, Christin Ditchfield, Walden DVD, and Focus on the Family Audio material) • Media Center Resources (media specialist as White Witch interpretation) • Technology • Student Journal • Student Folders with inserts 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Discussion • Lesson Assessments • Student writing • Fluency Assessment • Participation • Organization assessment 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 5 days/ 45 min. per day

	<ul style="list-style-type: none">• Recognize symbolism• Identifying specific Scriptures that coincide with the text and making personal application• Reviewing elements of fiction• Set purposes for reading• Build fluency• Be exposed to British vocabulary• Identify problems and conflicts in literature • Experience Narnia through concrete sensory activities• Interpret and personalize historical data• Analyze characters• Consider multiple perspectives through various characters			
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Unit Scope & Sequence

Course Name Reading Grade Level 4 Teacher 4th grade team

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>America on the Move (Unit 5)</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Recognize homophones, antonyms, synonyms, homographs, and homonyms, superlatives, and contractions • Understand Greek and Latin roots in words • Practice the comprehension strategies including: summarizing, adjusting reading speed, clarifying, visualizing, predicting, asking questions, making predictions, and conjectures. • Practice the comprehension skills including: fact and opinion, classify, categorize, draw conclusions, make inferences, main ideas and details, sequence, and author’s purpose. • Review elements of expository text, tall tales, and historical fiction. • Build fluency • Develop vocabulary 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Dictionary • Textbook • Teacher Resources • Media Center Resources • Technology • Writer’s Notebook • Concept/’Question Board 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Discussion • Lesson Assessment • Skills Practice pages • Student writing • Workshops • Fluency Assessment 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 5 days/ 45 min. per day

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Unit Scope & Sequence

Course Name Reading Grade Level 4 Teacher 4th grade team

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Dollars and Sense (Unit 6)</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Recognize homophones, homonyms, superlatives, comparatives and contractions. • Practice comprehension strategies including: summarizing, adjusting reading speed, clarifying, visualizing, predicting, asking questions, making predictions, classifying, compare and contrast, and making connections. • Practice the comprehension skills –fact and opinion , classify , categorize, draw conclusions, make inferences, main ideas and details, sequence, author’s purpose, author’s point of view, reading with a writer’s eye, and cause and effect. • Review elements of expository text, realistic fiction, folk tales, poetry, and fables. • Build fluency • Develop vocabulary • Explore elements of poetry 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Dictionary • Textbook • Teacher Resources • Media Center Resources • Technology • Writer’s Notebook • Concept/Question Board 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Discussion • Lesson Assessments • Skills Practice pages • Student writing • Workshops • Fluency Assessment 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 5 days/ 45 min. per day

Oklahoma Christian School
Course Description

Course: Literature

Grade Level: 5th

Teacher: Marsha Noah

Philosophy Statement	Man made in the image of God is unique in his ability to communicate thoughts and ideas through the written word. God's use of man is often correlated with man's preparedness to minister to his society. Beginning with the fundamentals of reading comprehension to the highest level of critical thinking associated with great literature, is it essential that the student have understanding in order to reach this preparedness for ministry. As students explore literature through a Christian worldview, they learn to apply God's truth to all literature.
Course Objective	<p>This course encompasses a correlated study of reading, language development, literature, composition, listening, and speaking. The study of literature at the fifth grade level integrates reading/literature skills with the study of language mechanics, writing, spelling and vocabulary, with the core language mechanics instruction given on separate days, per our A/B day schedule.</p> <p>Fifth grade literature is designed to ensure that all students read a minimum number of quality literary works, discuss them in depth, and engage in writing opportunities and various other projects related to the literature. The student will develop the reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of the written text. The student will also develop the structural and creative skills necessary to produce written language that can be read and interpreted by various audiences.</p>
Textbook	<i>Pages in My Head</i> , BJU Press, Second Edition
Other Resources	<ul style="list-style-type: none"> • <i>Literature Circles</i>, Creative Teaching Press, CTP 2271 • <i>Daily Journal Prompts</i>, The Mailbox Books, TEC 3169 • <i>What Shall I Write?</i> , Remedia Publications, REM 107 • <i>Positively Poetry</i> found at: (found in curriculum binder) http://coreknowledge.org/CK/resrcs/lessons/07_5_positivelypoetry.pdf • <i>Red Dog</i> by Bill Wallace • <i>Frindle</i> by Andrew Clements • <i>A Christmas Carol</i> by Charles Dickens (Candlewick Press/Illustrated by P.J. Lynch) (teacher-owned) • <i>Number the Stars</i> by Lois Lowry • <i>Christian Heroes: Then and Now</i> group of biography books by Janet and Geoff Benge • <i>Lincoln a Photobiography</i> by Russell Freedman • <i>The True Confessions of Charlotte Doyle</i> by Avi.
Time Allotment	80 minutes per class period, 2-3 days per week depending on the A/B day schedule.
Course Content	<ul style="list-style-type: none"> • Read, discuss and respond to <i>Red Dog</i>, <i>Frindle</i>, <i>A Christmas Carol</i>, <i>Number the Stars</i>, <i>Christian Heroes Biography</i> and <i>The True Confessions of Charlotte Doyle</i> • Read, discuss and respond to various short stories • Read silently and aloud • Keep track of outside of class reading using a reading log: 75 minutes of outside reading per week • Create an end-of-book project or report based on each month's outside of class reading book and assigned genre • Write book summaries and book reports

	<ul style="list-style-type: none"> • Create a biography box depicting the life of one survivor of the Holocaust • Make connections between text-self, text-media, text-Bible, text-world • Identify strategies of good readers – asking questions and making connections • Identify and build vocabulary • Read to find answers to questions • Recall facts and details • Paraphrase or summarize written text • Compare and contrast literary information • Identify and understand the six main elements of a story: characters, setting, problem, plot, solution and theme • Compare one story plot with another • Cite the sequence of events in a story • Read for enjoyment • Use a dictionary to find the spelling and the definition of a word • Use a thesaurus • Predict outcomes • Identify elements of historical fiction • Recognize and understand major genres of literature: historical fiction, fiction, non-fiction, adventure, poetry, science-fiction, mystery, folk and fairy tales • Learn to work in a group as a team with all students performing different roles on different days: leader, manager, listener, encourager • Develop reading-aloud skills • Develop public speaking skills • Write original poetry • Read different forms of poetry • Distinguish fact from opinion • Recognize how Biblical principles can be applied to everyday life • Read orally with fluency and expression • Use information from text to make inferences
Step Six Evaluation Methods	<ul style="list-style-type: none"> • Class participation • Homework Assignments • Tests and Quizzes • Individual and group projects • Oral and written reports

Unit Scope & Sequence

Course Name Literature Grade Level 6 Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>The Christmas Story --short story</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Determine word meaning through context clues.</i> • <i>Relate story to Old Testament prophecy.</i> • <i>Evaluate and summarize verses in the Bible.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>As Full as the World Text & Workbook</i> • <i>Bible</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Workbook assessment</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>1 Day</i></p>

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Unit Scope & Sequence

Course Name: Literature Grade Level: Fifth Teacher: Marsha Noah

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>“The True Confessions of Charlotte Doyle” by Avi Literature Circle Unit</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Read “The True Confessions of Charlotte Doyle” by Avi in Literature Circle Groups • Be challenged by the literature circle group to make choices about the literature they are reading • Read aloud daily • Form their own conclusions to questions • Learn from listening to their group members • Complete a variety of activities and projects related to their reading • Identify the key elements of a story by using a “story glove:” characters, setting, problem, plot, solution and theme • Practice retelling the story • Be able to put the story in proper sequence • Fulfill their daily assigned group role of one of the following: Leader, Listener, Manager, Encourager • Cultivate an appreciation of literature • Understand the word “genre” and what the different genres of literature mean: fiction, non-fiction, historical fiction, folk/fairy tales, poetry, science fiction, mystery, adventure • Discuss biblical principles as they relate to the book • Develop critical thinking skills • Research the book time period to develop a greater understanding of the book • Discuss foreshadowing and context clues 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • “The True Confessions of Charlotte Doyle” by Avi • “The True Confessions of Charlotte Doyle” curriculum notebook • “Literature Circles” teacher book by Creative Teaching Press • Smart Board • Writing 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Teacher observation • Group participation • Completed daily assignments and worksheets • Test • End of Book Group Project • End of Book Individual Project 	<p><i>Time allowed for this unit of study</i></p> <p>15 class periods</p>

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Unit Scope & Sequence

Course Name: Literature Grade Level: Fifth Teacher: Marsha Noah

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>“Frindle” by Andrew Clements Read Aloud in class: no literature circles for this book</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Read “Frindle” by Andrew Clements as a class with a mixture of teacher reading orally and students reading orally (individually) • Develop oral reading skills with specific focus on reading with fluency and expression • Develop listening skills • Form their own conclusions to questions • Identify the key elements of a story by using a “story glove:” characters, setting, problem, plot, solution and theme • Be able to put the story in proper sequence • Cultivate an appreciation of literature • Understand the word “genre” and what the different genres of literature mean: fiction, non-fiction, historical fiction, folk/fairy tales, poetry, science fiction, mystery, adventure • Discuss biblical principles as they relate to the book • Develop critical thinking skills 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • “Frindle” by Andrew Clements • Smart Board • Writing 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Teacher observation of oral reading skills • Completed daily assignments • Test 	<p><i>Time allowed for this unit of study</i></p> <p>5 class periods</p>

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Unit Scope & Sequence

Course Name: Literature Grade Level: Fifth Teacher: Marsha Noah

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>“Number the Stars” by Lois Lowry Literature Circle Unit</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Read “Number the Stars” by Lois Lowry in Literature Circle Groups • Be challenged by the literature circle group to make choices about the literature they are reading • Read aloud daily • Form their own conclusions to questions • Learn from listening to their group members • Complete a variety of activities and projects related to their reading • Identify the key elements of a story by using a “story glove:” characters, setting, problem, plot, solution and theme • Practice retelling the story • Be able to put the story in proper sequence • Fulfill their daily assigned group role of one of the following: Leader, Listener, Manager, Encourager • Cultivate an appreciation of literature • Understand the word “genre” and what the different genres of literature mean: fiction, non-fiction, historical fiction, folk/fairy tales, poetry, science fiction, mystery, adventure • Discuss biblical principles as they relate to the book • Develop critical thinking skills • Develop an understanding of the Holocaust • Research a holocaust survivor and complete a project based on their research 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • “Number the Stars” by Lois Lowry • “Number the Stars” supplemental curriculum notebook • “Literature Circles” teacher book by Creative Teaching Press • Smart Board • Writing 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Teacher observation • Group participation • Completed daily assignments and worksheets • Test • End of Book Group Project • End of Book Individual Project 	<p><i>Time allowed for this unit of study</i></p> <p>10 class periods</p>

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Unit Scope & Sequence

Course Name: Literature Grade Level: Fifth Teacher: Marsha Noah

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>“Red Dog” by Bill Wallace Literature Circle Unit</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Read “Red Dog” by Bill Wallace in Literature Circle Groups • Be challenged by the literature circle group to make choices about the literature they are reading • Read aloud daily • Form their own conclusions to questions • Learn from listening to their group members • Complete a variety of activities and projects related to their reading • Identify the key elements of a story by using a “story glove:” characters, setting, problem, plot, solution and theme • Practice retelling the story • Be able to put the story in proper sequence • Fulfill their daily assigned group role of one of the following: Leader, Listener, Manager, Encourager • Cultivate an appreciation of literature • Understand the word “genre” and what the different genres of literature mean: fiction, non-fiction, historical fiction, folk/fairy tales, poetry, science fiction, mystery, adventure • Discuss biblical principles as they relate to the book • Develop critical thinking skills 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • “Red Dog” by Bill Wallace • “Red Dog” curriculum notebook • “Literature Circles” teacher book by Creative Teaching Press • Smart Board • Writing 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Teacher observation • Group participation • Completed daily assignments and worksheets • Test • End of Book Group Project • End of Book Individual Project 	<p><i>Time allowed for this unit of study</i></p> <p>15 class periods</p>

Unit Scope & Sequence

Course Name: Literature Grade Level: Fifth Teacher: Marsha Noah

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Short Stories</p> <p>Note: These objectives are intertwined into all the reading that is done in 5th grade literature.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Discern purposes for reading • Infer characters' motives • Recognize change in a character • Identify solutions to problems • Interpret figurative language • Recognize dialect as part of the setting • Identify the emotional response of characters • Identify cause and effect relationships • Sequence events • Infer facts and details • Compare personal conclusions to biblical truths • Relate a story to a personal experience • Recognize solutions to problems • Determine character change • Identify purposes for reading fables and folktales • Draw conclusions • Compare and contrast information • Distinguish the difference among characters • Identify the author's message or theme • Read for information • Use critical thinking skills to project beyond given information • Evaluate character attitudes • Determine the meaning of idioms, hyperboles and metaphors • Predict outcomes • Discern between fact and opinion • Recall facts and details 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Reading Textbook • Reading Worktext • Guided Practice • Smart Board • Writing 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Completed homework assignments • Worksheets • Writing • Various projects • Tests 	<p><i>Time allowed for this unit of study</i></p> <p>35 class periods throughout the year (not consecutive)</p>

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Unit Scope & Sequence

Course Name: Literature Grade Level: Fifth Teacher: Marsha Noah

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Positively Poetry</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Develop an understanding of the complex nature of a poem • Understand the spirit of poetry • Develop a sense of appreciation for the genre of poetry • Be able to give poetry characteristics and differentiate between a poem and a story • Read and recite poems while identifying the terms onomatopoeia and alliteration within the poem. • Identify as well as create his own examples of: literal and figurative language, imagery, similes and metaphors, and personification. • Discuss and debate the effects of literary terms within a poem. • Identify a ballad and sing and recite pieces of work for comprehension. • Comprehend meanings of poetry and be able to put a piece of poetry in sequential order. • Create and design their own poems. • Use webs and word pictures to pick apart meanings. • Identify parts of speech. • Expand their vocabulary. • Use charts to organize information. • Understand the impact poetry has on society. • Complete various hands-on activities that complement poetry. • Create pictorial representations and summarize pieces of writing. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Demonstration • Discussion • Guided Practice • Review of many poems (see “Positively Poetry” unit in curriculum notebook) • Smart Board • Games and activities to get students involved in hands-on learning 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Teacher observation • Class participation • Completed assignments • Oral reading • Completed “Poetry Anthology” culminating activity 	<p><i>Time allowed for this unit of study</i></p> <p>20 class periods</p>

Unit Scope & Sequence

Course Name Literature Grade Level 6 Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Reading Log</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Monitor reading by keeping an updated record of books read independently, and as a class that includes author, genre, summary, and evaluation.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Mrs. Talbott's Reading Log</i> • <i>Book in a Bag Activity</i> • <i>Recipe for a Perfect Book Form</i> • <i>Formal Book Report</i> • <i>Present your book as your main character form</i> 	<p><i>Methods to determine mastery</i></p> <p><i>All mentioned in previous column</i></p>	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • <i>Reading Log Checked Weekly</i> • <i>Book reports due every quarter</i>

Unit Scope & Sequence

Course Name Literature Grade Level 6 Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Alexander Selkirk --short story</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Identify the genre nonfiction.</i> • <i>Identify elements of plot</i> • <i>Relate story content to biblical truths.</i> • <i>Identify cause/effect relationships.</i> • <i>Determine word meaning using context clues.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>As Full as the World Text & Workbook</i> • <i>Bible</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Workbook assessment</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>4 Days</i></p>

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Unit Scope & Sequence

Course Name Literature Grade Level 6 Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Call It Courage --short story</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Identify elements of plot.</i> • <i>Identify types of conflict.</i> • <i>Describe the mood of the story.</i> • <i>Predict Outcomes</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>As Full as the World Text & Workbook</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Workbook assessments</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>1 Day</i></p>

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Unit Scope & Sequence

Course Name Literature Grade Level 6 Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Granddaddy of All Frogs Short Story</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Identify elements of setting.</i> • <i>Identify foreshadowing.</i> • <i>Predict outcomes</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>As Full as the World Text & Workbook</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Workbook Assessment</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>1 Day</i></p>

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Unit Scope & Sequence

Course Name Literature Grade Level 6 Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Jake Spark</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Identify the narrator of the story.</i> • <i>Identify foreshadowing.</i> • <i>Identify imagery</i> • <i>Identify cause/effect relationships.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>As Full as the World Text</i> • <i>As Full as the World Workbook</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Graphic organizers</i></p> <p><i>Workbook exercises</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>2 Days</i></p>

Unit Scope & Sequence

Course Name Literature Grade Level 6 Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Johnny Tremain --Novel</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Read and respond to Johnny Tremain.</i> • <i>Identify the main elements of novel.</i> • <i>Evaluate character and plot development.</i> • <i>Make inferences.</i> • <i>Identify the theme in novel.</i> • <i>Interpret the use of symbolism.</i> • <i>Draw conclusions.</i> • <i>Predict outcomes.</i> • <i>Use context clues to identify word meaning.</i> • <i>Analyze descriptive details.</i> • <i>Examine major events in the development of plot.</i> • <i>Analyze title and setting.</i> • <i>Visual descriptions and expound on them.</i> • <i>Describe and summarize characters.</i> • <i>Make text to self, text to bible, and text to world connections.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Johnny Tremain</i> • <i>Complete Teacher packet for teaching Johnny Tremain</i> • <i>Project Sheet</i> • <i>Internet information sheets</i> • <i>Graphic organizers</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Final Project</i> <i>Final Test</i> <i>Written evaluations</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>12 Weeks</i></p>

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Unit Scope & Sequence

Course Name Literature

Grade Level 6

Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Listening to Katey</p> <p>Short story</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Identify first-person point of view.</i> • <i>Identify simile/metaphor</i> • <i>Analyze author’s use of irony</i> • <i>Determine cause/effect relationships</i> • <i>Recognize the use of flashback</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>As Full as the World Text/Workbook</i> • <i>Graphic Organizers</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Workbook Assessment</i></p> <p><i>Graphic organizers</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>2 Days</i></p>

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Unit Scope & Sequence

Course Name Literature Grade Level 6 Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Standfor Wong Flunks Big-Time</p> <p>Millicent Min, Girl Genius</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Read and respond to Millicent Min, Girl Genius & Stanford Wong Flunks Big-Time</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Millicent Min</i> • <i>Stanford Wong</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Final Test</i> <i>Literature</i> <i>Circle Check</i> <i>Points</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>4 Weeks</i></p>

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Unit Scope & Sequence

Course Name Literature

Grade Level 6

Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Oliver Twist --short story</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Identify elements of setting.</i> • <i>Interpret irony.</i> • <i>Compare/Contrast characters.</i> • <i>Infer facts and details.</i> • <i>Draw conclusions.</i> • <i>Locate Bible verses.</i> • <i>Apply biblical truth.</i> • <i>Determine mood.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>As Full as the World Text & Workbook</i> • <i>Bible</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Workbook assessment</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>3 Days</i></p>

Unit Scope & Sequence

Course Name Literature Grade Level 6 Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Rest in Hope --short story</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Identify Theme in the story.</i> • <i>Relate story content to Biblical truth.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>As Full as the World Text & Workbook</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Workbook assessment</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>1 Day</i></p>

Unit Scope & Sequence

Course Name Literature Grade Level 6 Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Shipwrecked --short story</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Identify narrator and point of view</i> • <i>Relate story content to Biblical truth: God's will is perfect.</i> • <i>Describe the mood.</i> • <i>Identify character traits</i> • <i>Identify main conflict</i> • <i>Use context clues to identify word meaning.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>As Full as the World Text & Workbook</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Workbook assessment</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>1 Day</i></p>

Unit Scope & Sequence

Course Name Literature Grade Level 6 Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Six Hot Buns</p> <p>--short story</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Evaluate author's use of imagery.</i> • <i>Identify conflict</i> • <i>Relate story content to biblical truths.</i> • <i>Identify tone and mood.</i> • <i>Recall facts and details.</i> • <i>Make story to self connections</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>As Full as the World Text & Workbook</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Workbook assessment</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>2 Days</i></p>

Unit Scope & Sequence

Course Name Literature

Grade Level 6

Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Summer of the Monkeys</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Read and respond to Johnny Tremain.</i> • <i>Identify the main elements of novel.</i> • <i>Evaluate character and plot development.</i> • <i>Make inferences.</i> • <i>Identify the theme in novel.</i> • <i>Interpret the use of symbolism.</i> • <i>Draw conclusions.</i> • <i>Predict outcomes.</i> • <i>Use context clues to identify word meaning.</i> • <i>Analyze descriptive details.</i> • <i>Examine major events in the development of plot.</i> • <i>Analyze title and setting.</i> • <i>Visual descriptions and expound on them.</i> • <i>Describe and summarize characters.</i> • <i>Make text to self, text to bible, and text to world connections.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Summer of the Monkeys</i> • <i>Complete Teacher packet for teaching Summer of the Monkeys</i> • <i>Project Sheet</i> • <i>Internet information sheets</i> • <i>Graphic organizers</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Final Project</i> <i>Final Test</i> <i>Written evaluations</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>9 Weeks</i></p>

Unit Scope & Sequence

Course Name Literature Grade Level 6 Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>The Adventures of Tom Sawyer --short story</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Recognize the genre of historical fiction</i> • <i>Identify mood.</i> • <i>Identify onomatopoeia.</i> • <i>Interpret figurative language.</i> • <i>Identify use of irony.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>As Full as the World Text & Workbook</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Workbook assessment</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>2 Days</i></p>

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Unit Scope & Sequence

Course Name Literature Grade Level 6 Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>The Christmas Story --short story</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Determine word meaning through context clues.</i> • <i>Relate story to Old Testament prophecy.</i> • <i>Evaluate and summarize verses in the Bible.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>As Full as the World Text & Workbook</i> • <i>Bible</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Workbook assessment</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>1 Day</i></p>

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Unit Scope & Sequence

Course Name Literature Grade Level 6 Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>The Nisei --short story</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Make inferences</i> • <i>Compare Fact/Opinion</i> • <i>Locate specific detail</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>As Full as the World Text& Workbook</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Workbook assessment</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>1 Day</i></p>

Unit Scope & Sequence

Course Name Literature Grade Level 6 Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Scullery Boy Short story</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Identify elements of setting</i> • <i>Identify point of view</i> • <i>Discern between right and wrong/actions and choices.</i> • <i>Recognize author's purpose</i> • <i>Analyze elements of mood</i> • <i>Compare/Contrast characters in the story.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>As Full as the World Text & workbook</i> • <i>Graphic organizers</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Organizers</i></p> <p><i>Workbook Check</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>2 Days</i></p>

Unit Scope & Sequence

Course Name Literature Grade Level 6 Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>The Secret Pitch --short story</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Identify figurative language.</i> • <i>Discern the motives of characters.</i> • <i>Describe mood of the story.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>As Full as the World Text & Workbook</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Workbook assessment</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>1 Day</i></p>

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Unit Scope & Sequence

Course Name Literature

Grade Level 6

Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
The Squire's Bride Short story	Students will: <ul style="list-style-type: none">• <i>Identify third-person point of view</i>• <i>Interpret the moral of the story.</i>• <i>Identify synonyms</i>	Methods and Materials used: <ul style="list-style-type: none">• <i>As Full as the World Literature Text & Workbook</i>	Methods to determine mastery Workbook assessment	Time allowed for this unit of study 1 Day

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Unit Scope & Sequence

Course Name Literature Grade Level 6 Teacher Talbott

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Where the Red Fern Grows</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Identify main elements of novel</i> • <i>Make inferences</i> • <i>Identify theme of novel.</i> • <i>Interpret the use of symbolism in novel.</i> • <i>Predict outcomes</i> • <i>Use context clues to define vocabulary</i> • <i>Examine major events in the development of the plot</i> • <i>Identify conflict between characters and within a character.</i> • <i>Visual descriptions.</i> • <i>Describe and summarize a characters.</i> • <i>Make Text to self, text to Bible, and Text to World connections.</i> • <i>Make inferences on character’s traits, character development, and evaluate characters.</i> • <i>Compare and Contrast literature to media.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Where the Red Fern Grows</i> • <i>Red Fern Study Guide packet and worksheets.</i> • <i>Graphic organizers</i> • <i>Where the Red Fern Grows Movie</i> • <i>Final Project direction sheet</i> 	<p><i>Methods to determine mastery</i></p> <p align="center"><i>Final Project Final Test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p align="center"><i>9 Weeks</i></p>

Unit Scope & Sequence

Course Name English Grade Level 7th Teacher Lombard

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Short Stories</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Read and analyze a variety of short stories.</i> • <i>Compare different short stories by the same author.</i> • <i>Design a story board of a short story.</i> • <i>Write about the theme of a short story.</i> • <i>Understand the elements of a short story.</i> 	<p><i>Methods and Materials used:</i></p> <p><i>Smart Board</i> <i>Discussion</i> <i>Charts</i> <i>Internet</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Project</i> <i>Homework</i> <i>Quiz</i> <i>Report</i> <i>Writing</i> <i>Test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>5 days</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 7th

Teacher Lombard

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><u><i>The Cay</i></u></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Read, discuss, and assess knowledge of <u>The Cay</u> by Theodore Taylor.</i> • <i>Design an island that may have looked like the cay from dough and craft items.</i> • <i>Discuss the dedication to Dr. King’s Dream and the speech “I Have a Dream.”</i> • <i>Discuss the setting and plot events of the book.</i> • <i>Discuss prejudice and how to recognize the theme in a book.</i> <p align="center"><i>This book is summer reading. The book is discussed the first week of school.</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Smart board Book Discussion Internet</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Project Writing Quizzes Test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>3 days</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 7th

Teacher Lombard

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><u><i>Treasures of the Snow</i></u></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Read, discuss, and assess knowledge of <u>Treasures of the Snow</u> by Patricia St. John.</i> • <i>Discuss plot and theme.</i> • <i>Analyze characters and their traits.</i> • <i>Look closely at the “Open Door/ Closed Door” theme that runs throughout the book.</i> • <i>Write about many topics – revenge, asking Jesus into your heart, changes of the heart, conflict, grudges, resolutions.</i> 	<p><i>Methods and Materials used:</i></p> <p><i>Smart Board</i> <i>Book</i> <i>Discussion</i> <i>Internet</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Quizzes</i> <i>Writing</i> <i>Test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>20 days</i></p>

Unit Scope & Sequence

Course Name English Grade Level 7th Teacher Lombard

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><u>Soul Surfer</u></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Read, discuss, and assess knowledge of <u>Soul Surfer</u> by Bethany Hamilton</i> • <i>Discuss optimism, determination, and resilience.</i> • <i>Discuss the reward of hard work.</i> • <i>Discuss attitude in the face of adversity.</i> • <i>Discuss acceptance.</i> • <i>Discuss Jeremiah 29:11.</i> • <i>Share their testimony.</i> • <i>Write on many topics from above.</i> 	<p><i>Methods and Materials used:</i></p> <p><i>Discussion</i> <i>Internet</i> <i>Smart Board</i> <i>Book</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Project</i> <i>Homework</i> <i>Quizzes</i> <i>Report</i> <i>Writing</i> <i>Test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>10 days</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 8

Teacher Hermansen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><u>Aesop's Fables</u></p>	<p><i>Students will:</i></p> <p><i>Learn the definition and characteristics of a fable</i></p> <p><i>Learn to extract the "moral" from a fable whether stated or unstated</i></p> <p><i>Read and asses knowledge of individual fables</i></p> <p><i>Apply fables to every day life</i></p> <p><i>Think critically about the use of morals as opposed to absolute truth</i></p> <p><i>Create their own personal fables with all important fable elements.</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Smartboard Presentation entitled "Aesop Intro"</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Reading worksheets</i></p> <p><i>Create your own fable assignment</i></p> <p><i>Aesop's Fable Grading Rubric</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>6-7 units</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 8

Teacher Hermansen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<u>Call of the Wild</u>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Read, discuss, and assess knowledge of <u>The Call of the Wild</u> by Jack London.</i> • <i>Closely examine the use of allegory, legend, historical fiction, and adventure elements within the story</i> • <i>Learn about Darwinism (survival of the fittest) and how to recognize the theme within the story</i> • <i>Practice good reading techniques such as looking up difficult words, reading closely for information, recognizing literary devices such as foreshadowing, and applying concepts from the narrative to everyday life.</i> 	<p><i>Methods and Materials used:</i></p> <p><i>Smartboard Notes entitled “Klondike Intro”</i></p> <p><i>Smartboard Notes entitled “chs 1-3 Notes”</i></p> <p><i>Class discussion after reading</i></p> <p><i>Reading portions aloud in class</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Reading worksheets</i></p> <p><i>Chapter quizzes</i></p> <p><i>Final Exam</i></p> <p><i>Dog chart (to be filled out as students read)</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>12 units</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 8

Teacher Hermansen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>Carry On, Mr. Bowditch</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>have already read <u>Carry On, Mr. Bowditch</u> before school begins</i> • <i>discuss historical fiction as a genre and how it affects our understanding of the narrative</i> • <i>apply concepts from the book such as pushing through difficulties to their own lives</i> • <i>be able to identify key elements within the story</i> 	<p><i>Methods and Materials used:</i></p> <p><i>Smartboard presentation entitled "Bowditch Notes"</i></p> <p><i>Class discussion</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>In class post-reading assessment on smartboard presentation entitled "Bowditch openers" OR Bowditch Reading Quiz</i></p> <p><i>Journal writing assignment from Smartboard presentation entitled "Bowditchjournal"</i></p> <p><i>Handwritten Test based on class discussion and notes</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>4-5 units</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 8

Teacher Hermansen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>“Carry On”</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Memorize “Carry On” by Robert Service</i> • <i>Understand the meaning of the poem</i> • <i>Recognize poetic structure</i> 	<p><i>Methods and Materials used:</i></p> <p><i>Smartboard presentation entitled “Carry On”</i></p> <p><i>Handout with poem on it</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>In-class recitation (acting it out to help memorization)</i></p> <p><i>Fill-in-the-blank test for memorization</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>1 unit of instruction</i></p> <p><i>Practice it at the beginning or end of several different classes.</i></p>

Unit Scope & Sequence

Course Name English

Grade Level 8

Teacher Hermansen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><u><i>The Hiding Place</i></u></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Read, discuss, and assess knowledge of <u>The Hiding Place</u> by John and Elizabeth Sherrel & Corrie Ten Boom</i> • <i>Closely examine the history, causes, and results of the holocaust during WWII</i> • <i>Practice good reading techniques such as looking up difficult words, reading closely for information, recognizing literary devices such as foreshadowing, and applying concepts from the narrative to everyday life.</i> 	<p><i>Methods and Materials used:</i></p> <p><i>Smartboard Notes entitled "Hiding Place Intro"</i></p> <p><i>Survivor Stories if time</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Reading worksheets</i></p> <p><i>Chapter quizzes</i></p> <p><i>Final Exam</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>10-11 units</i></p>

SCOPE AND SEQUENCE WORKSHEET

LANGUAGE ARTS: Literature - Texts and Literary Concepts

I = Introduce D = Develop M = Master R = Reinforce

Objectives	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Recognize different parts of a book:														
Concept of print, cover, title page, spine	I	D	M	R	R	R	R	R	R	R	R	R	R	R
Table of contents		I	D	M	R	R	R	R	R	R	R	R	R	R
Glossary, index				I	M	R	R	R	R	R	R	R	R	R
Describe how illustrations contribute to the text	I	D	M	R	R	R	R	R	R	R	R	R	R	R
Understand simple story structure	I	D	M	R	R	R	R	R	R	R	R	R	R	R
Identify main characters in a selection read aloud	I	D	M	R	R	R	R	R	R	R	R	R	R	R
Analyze characters including their traits and relationships	I	D	D	D	M	R	R	R	R	R	R	R	R	R
Understand and identify setting	I	D	D	D	M	R	R	R	R	R	R	R	R	R
Understand and identify the resolution of a story	I	D	D	D	D	D	D	D	D	M	R	R	R	R
Understand and identify plot	I	D	D	D	M	R	R	R	R	R	R	R	R	R
Understand and identify dialogue			I	D	M	R	R	R	R	R	R	R	R	R
Understand and identify the moral of a story			I	D	D	D	D	D	M	R	R	R	R	R
Understand and identify literal language			I	D	D	D	D	D	D	M	R	R	R	R
Understand and identify details in a story			I	D	D	D	D	D	D	M	R	R	R	R
Understand and identify the narrator or speaker			I	D	D	D	D	D	D	D	D	D	D	M
Understand and identify the point of view of the story				I	D	D	D	D	D	M	R	R	R	R
Understand and identify an analogy				I	D	D	D	D	D	D	D	D	D	M
Understand and identify the oral traditions of stories				I	D	D	D	D	D	D	D	D	D	M
Understand and identify personification					I	D	D	D	D	M	R	R	R	R
Understand and identify a metaphor					I	D	D	D	D	M	R	R	R	R
Understand and identify a simile					I	D	D	D	D	M	R	R	R	R
Understand and identify alliteration					I	D	D	D	D	D	M	R	R	R
Understand and identify the climax of the story						I	D	D	D	D	M	R	R	R
Understand and identify the conflict in the story						I	D	D	D	D	M	R	R	R
Understand and identify a figure of speech						I	D	D	D	D	M	R	R	R
Understand and identify foreshadowing								I	D	D	M	R	R	R
Understand and identify irony								I	D	D	D	D	D	M

SCOPE AND SEQUENCE WORKSHEET

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I = Introduce D = Develop M = Master R = Reinforce

Objectives	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Understand and identify a flashback								I	D	M	R	R	R	R
Understand and identify symbolism								I	D	D	M	R	R	R
Understand and identify allegory								I	D	D	M	R	R	R
Understand and identify connotation								I	D	D	D	D	D	M
Understand and identify denotation								I	D	D	D	D	D	M
Understand and identify diction								I	D	D	D	M	R	
Understand and identify falling action								I	D	D	M	R	R	
Understand and identify mood								I	D	D	M	R	R	
Understand and identify rising action								I	D	D	M	R	R	
Understand and identify satire								I	D	D	D	M	R	
Understand and identify euphemism									I	D	D	D	M	
POETRY:														
Understand and identify rhyme	I	D	D	D	D	D	D	M	R	R	R	R	R	R
Understand and identify free verse								I	D	D	D	M	R	R
Understand and identify stanza								I	D	M	R	R	R	R
Understand and identify the theme of a poem								I	D	D	D	D	D	M
Understand and identify rhyme scheme								I	D	D	M	R	R	
Understand and identify rhythm								I	D	D	D	D	M	
Understand and identify soliloquy								I	D	D	M	R	R	
Understand and identify the tone of a poem								I	D	D	D	D	M	
Understand and identify the total effect								I	D	D	D	D	M	
Understand and identify oxymoron								I	D	D	M	R	R	
Understand and identify double entendre								I	D	D	M	R	R	
Understand and identify mood								I	D	D	M	R	R	
Understand and identify pathetic fallacy										I	D	M	R	
Understand and identify parallelism										I	D	D	M	
Understand and identify imagery										I	D	D	M	

Mathematics Curriculum Pre-Kindergarten – Calculus

The students at OCS acquire mathematical understanding, knowledge, and skills. Emphasis is placed both on mathematical procedures as well as real world problem solving.



"Education is not the filling of the pail, but the lighting of the fire."

W.B. Yeats

Bible Overview

Oklahoma Christian School teaches Bible from both a

Textbooks in Current Adoption

PreK – Harcourt Brace PreSchool Classroom Kit

Kind. – Harcourt Brace – *Math Advantage K*

1st Grade – Harcourt Brace – *Math Advantage 1*

2nd Grade – Harcourt Brace – *Math Advantage 2*

3rd Grade – Harcourt Brace – *Math Advantage 3*

4th Grade – Harcourt Brace – *Math Advantage 4*

5th Grade – Harcourt Brace – *Math Advantage 5*

6th Grade – Harcourt Brace – *Math Advantage 6*

7th Grade – Holt Rinehart– *Middle School Math, Course 2*

Pre-Alg, - Holt Rinehart – *PreAlgebra*

Algebra I & Honors –

Prentice Hall – *Algebra: Tools for a Changing World*

Geometry & Honors –

McDougal – *Geometry*

Algebra II and Honors –

Prentice Hall – *Advanced Algebra: An Algebra II Course*

Pre-Calculus and Honors –

Prentice Hall – *PreCalculus: Graphing & Data Analysis*

Calculus –

Prentice Hall – *Graphical, Numerical, Algebraic*

Biblical Integration in Mathematics

All instruction is based on the absolutes of God's Word

Mathematics is taught as an orderly system designed by God, the Creator of an orderly universe. As we strive to effectively integrate the Word, we realize that biblical integration is not artificially forcing a select scripture to "fit" a mathematical concept but, rather, clearly showing how mathematical concepts reflect biblical principles or reveal a characteristic of the God who created mathematics.

The consistency of mathematical truths illustrates the orderliness, precision, and consistency of God. Mathematics is objective, unchangeable, and infinite. All of these are characteristics of the Most High God.

“For by Him all things were created that are in Heaven and that are on Earth, visible, and invisible, whether thrones or dominions or principalities or powers. All things were created through Him and for Him: and He is before all things, and in Him all things hold together.”

Colossians 1: 16 – 17

Biblical Truths Relating to Mathematics

- Quantitative and spatial realities are part of God’s creation of all things. (Colossians 1: 16 – 17; Romans 1:20; Romans 11:36)
- Mathematics, as every other part of God’s creation, is continually upheld by the word of His power, and is a universal expression of his power. (Colossians 1: 16 – 17; Hebrews 1:3)
- Mathematical studies reveal the structure of the universe, and thus point to the intelligent design of an intelligent Designer. (Psalm 19:1; Romans 1:20)
- Mathematical studies reveal the character and attributes of God, including consistency and precision. (Psalm 19:1 – 4; Psalm 50:6; Psalm 147: 1-5; Romans 1:19 – 20; Jeremiah 31:35 – 37)

**Oklahoma Christian School
Course Description**

Course: Math Grade Level: Pre-K Teacher: Faulkner

Philosophy Statement	<i>Department Chair/Principal will provide; proceed to Step One</i>
Step One Course Objective (see example)	To provide children with developmentally appropriate hands-on activities that help them form the beginnings of mathematical knowledge.
Step Two Textbook	Imagine It Harcourt
Step Three Other Resources	Various other workbooks
Step Four Time Allotment	10 minutes per day five days a week 20 minutes some days
Step Five Course Content	Counting 1-100 Number recognition 0-25 Writing umbers 0-10 Color identification Sorting By color, shape, size or texture Patterning Identify, extend, create Matching Numbers with objects Shapes Basic shapes as well as cylinder, sphere, cube and octagon Measurement More/fewer, taller/shorter; weights/scales; order objects big, bigger, biggest, etc. Graphing Rows and columns Spatial relationships Under, over, beside, behind, in front Estimation Time Yesterday, today, tomorrow; last night etc.
Step Six Evaluation Methods	One-on-one questions – record progress Games Class Participation Team Competition

Unit Scope & Sequence

Course Name Math

Grade Level Pre-K

Teacher Faulkner

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Number Concepts	<i>Students will:</i> Count to 20 Recognize numbers 1-10 Learn difference between numerals and ordinal numbers Learn days of week	<i>Methods and Materials used:</i> Number Chart songs games calendar finger plays	<i>Methods to determine mastery</i> Not looking for mastery at this time Check and record each child's progress.	<i>Time allowed for this unit of study</i> 1st 9 weeks
Sort/Classify Matching	Sort and classify	hands-on manipulatives Think-it-Through Match Mates		
Explore Measurement	Be introduced to measurement (more/fewer; taller/shorter)	yarn .		
Shapes	Recognize and describe basic shapes	puzzles, songs, visuals games, art		
Patterns	Copy a pattern Identify a pattern	connecting cubes, bear counters, buttons, etc.		
Graphing	Be introduced to a row graph	weather chart		
Spatial Relationship	Use position words to describe the location of objects	games question/answer		

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Unit Scope & Sequence

Course Name Math

Grade Level Pre-K

Teacher Faulkner

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Creating Patterns	<i>Students will:</i> Use concrete objects to create a simple pattern of colors, shapes, textures, etc.	<i>Methods and Materials used:</i> connecting cubes, counters, attribute links, etc.	<i>Methods to determine mastery</i> Class participation	<i>Time allowed for this unit of study</i> 2nd 9 weeks
Graphing	Identify groups of items on a graph, using the terms, more, fewer, same.	graph favorite colors in a column graph, favorite animals in a column graph, continue with weather in a row graph.	Check and record Each child's Progress	
Number Concepts	Count to 50 Recognize numbers 1-20 Write numbers 1-5 One-to-one correspondence	Number chart 100's Board Songs Flash cards Games Trace and copy		
Measurement	Explore weights and scales	2 types of scales, weights and other objects for weighing		
Estimation	Make estimation of different objects such as pennies, candy, buttons	jars and objects		
Sorting	sort 100 objects sort 100 straws into groups of 10 sort 100 pennies into groups of 10			

Unit Scope & Sequence

Course Name Math

Grade Level Pre-K

Teacher Faulkner

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Number Concepts	<p><i>Students will:</i></p> <p>Count to 50 Write numbers 1-6 So simple addition and subtraction orally</p>	<p><i>Methods and Materials used:</i></p> <p>Charts Songs Flash cards Place value pockets Monkey mitt</p>	<p><i>Methods to determine master</i></p> <p>Class Participation</p> <p>Check and recordd progress</p>	<p><i>Time allowed for this unit of study</i></p> <p>3rd 9 weeks</p>
Shapes	<p>Continue to work with basic shapes and add the geometric shapes, cylinder, cube, sphere, octagon</p> <p>Create shapes out of existing shapes</p>	<p>Wooden geometric shapes</p> <p>Plastic shapes</p>		
Measurement	<p>Order objects from largest to smallest and smallest to Largest (also long, short, big)</p>	<p>People , objects and Manipulatives</p>		
Time	<p>Explore time yesterday, today, tomorrow morning, afternoon, evening, last night learn that our calendar not only shows days, weeks, months, years, but also seasons.</p>	<p>Calendar Songs Pictures Stories</p>		

Oklahoma Christian School
Course Description

Course: Math

Grade Level: Kindergarten

Teacher: _____

Philosophy Statement	Philosophy Statement: In mathematics God has blessed His creation with the ability to count, tell time, and make change. This is not an accident; it is a reflection of God’s goodness. As students learn to appreciate God’s gift of numbers and use addition, subtraction, multiplication, and division, they should concurrently develop a heart of praise and thanksgiving in their study of mathematics. In mathematics, the student will see the order and truth that God has created. Just as the Bible says “precept upon precept, line upon line...” (Isaiah 28:10), students will build concept upon concept in mathematics.
Course Objective	Students will receive instruction in and demonstrate the ability to perform basic mathematical functions and problem solving in the areas of: sorting, classifying, patterning, number concepts, 0-30, geometry, fractions, money, time, measurement, graphing, probability, addition and subtraction
Textbook	Harcourt Math for Kindergarten Volume 1&2
Other Resources	Student textbook, practice and enrichment worksheets, manipulative materials, graphs, number lines, daily calendar
Time Allotment	30 minutes per day, 5 days per week
Course Content	<ul style="list-style-type: none"> • Sort and classify by position, color, shape, size and kind • Problem solving strategies by using a picture, logical reasoning, transferring a pattern, using a pattern, making a graph, estimation, making a model, using a model, using data from a graph, using visual thinking, drawing a picture, using a calendar, measuring, making a prediction, acting it out, choosing the operation • Copy, extend, predict, transfer, understand, and create patterns. • Recognize groups as equal more or fewer. • Recognize numbers 0-30. • Use a number line • Sort and move solid figures and plane shapes. • Symmetry and equal parts • Count orally to one hundred by ones, twos, fives and tens • Even and odd numbers • Ordinal \numbers • Recognize and understand the value of the penny, nickel and dime • Recognize time of day, more time and less time. • Use a clock • Model addition through patterns, pictures, money problems and stories • Model subtraction through patterns, pictures, money problems and stories • Compare, order, measure and estimate lengths • Compare capacity and weight • Make, read and use graphs • Read and make a tally table • Explore probability
Evaluation Methods	<ul style="list-style-type: none"> • Working in small groups • Class participation • Work sheets

- Chapter review and tests

Unit Scope & Sequence

Course Name Math

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Getting Ready for Kindergarten</p>	<p><i>Students will:</i> Model and identify spatial relationships</p> <ul style="list-style-type: none"> • Beside • Next to • In front of • Behind • Before • After • Between • Forward • Backward <p>Count orally to 20</p> <p>Identify objects by color and shape Classify objects by size</p>	<p><i>Methods and Materials used:</i> <i>Methods:</i> Guided instruction and practice</p> <p><i>Materials:</i> Unifix multicolor Bear counters Masking tape Attribute lengths Vocabulary Cards Student workbook pgs.</p>	<p><i>Methods to determine mastery</i></p> <p>Observe and check Chapter review and test</p>	<p><i>Time allowed for this unit of study</i></p> <p>30 minutes per day for 8 days</p>

Unit Scope & Sequence

Course Name Math

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Sort and Classify	<p><i>Students will:</i> Describe and demonstrate the meaning of spatial relationships: top, middle, bottom, in, out, above, below, over, and under</p> <p>Identify and demonstrate directional words left and right</p> <p>Use problem solving skill: Use a picture to solve problems</p> <p>Sort and classify object by color, shape, size or kind</p> <p>Make and interpret a concrete graph</p> <p>Use problem solving strategy: Use logical reasoning to solve problems</p>	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i> Guided instruction and practice</p> <p><i>Materials:</i> Bookcase Small classroom objects Sized bear counters, Vocabulary cards Unifix cubes Jump rope or hula hoop Attribute links Workmat 2 (TR63) Graph grids (TR53) Student workbook pgs.</p>	<p><i>Methods to determine mastery</i></p> <p>Observe and check Chapter review and test</p>	<p><i>Time allowed for this unit of study</i></p> <p>30 minutes per day for 15 days</p>

Unit Scope & Sequence

Course Name Math

Grade Level Kindergarten

Teacher _____

Students will:

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Patterns	<p><i>Students Will:</i> Identify simple patterns of sound, movement, and concrete objects Extend a simple pattern using concrete materials To predict and extend patterns using concrete materials To use problem solving skill transfer a pattern to solve problems To identify a pattern unit To use concrete objects to create a pattern To use the problem solving skill use a pattern to solve problems</p>	<p><i>Methods and Materials used:</i> Methods: Guided instruction and practice Materials: Attribute links Pattern beads Unifix cubes Pattern strips (TR46) Pattern blocks Bear counters Overhead projector Vocabulary cards Student workbook pgs. 33-54</p>	<p><i>Methods to determine mastery</i> Observe and check Chapter review and test</p>	<p><i>Time allowed for this unit of study</i> 30 minutes per day for 15 days</p>

Unit Scope & Sequence

Course Name Math

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Number 0-5</p>	<p><i>Students will:</i></p> <p>Use one-to-one correspondence to identify equal groups, to compare two groups and identify which group has more or fewer.</p> <p>Use the problem solving strategy make a graph to solve problems</p> <p>Use groups of concrete materials to represent quantities to four given in written or verbal form</p> <p>Model numbers on a variety of ways</p> <p>Count, read, write and compare the number 0</p> <p>Describe relative position in a sequence of whole numbers on a number line</p> <p>Use the problem solving skill use estimation to solve problems</p>	<p><i>Methods and Materials used:</i></p> <p><i>Methods:</i></p> <p>Guided instruction and practice</p> <p><i>Materials:</i></p> <p>Color tiles</p> <p>Graph grids (TR53)</p> <p>Unifix cubes</p> <p>Bear counters</p> <p>Buttons</p> <p>Vocabulary cards</p> <p>Number cards 1-4 (TR11)</p> <p>Number word cards 1-4 (TR16)</p> <p>Writing rule cards (TR18-19)</p> <p>Two color counters</p> <p>Workmat 1 (TR 62)</p> <p>Student workbook pgs.</p>	<p><i>Methods to determine mastery</i></p> <p>Observe and check</p> <p>Chapter review and test</p>	<p><i>Time allowed for this unit of study</i></p> <p>30 minutes per day for 15 days</p>

Unit Scope & Sequence

Course Name Math

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives-	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Numbers 6-10</p>	<p>Students will:</p> <p>Use concrete materials, pictures, and numerals to show the concept 0 through 7.</p> <p>Use numbers and pictures to name how many objects are in a group.</p> <p>To use groups of concrete materials to represent quantities to 10 given in verbal or written form.</p> <p>To use the problem solving strategy make a model to solve problems.</p> <p>To describe relative position in a sequence of whole numbers on a number line.</p> <p>To read and write numerals to 10.</p> <p>To use symbols to represent missing or unknown quantities.</p> <p>To use the problem solving skill, use data from a graph to solve problems.</p>	<p>Methods and Materials used:</p> <p>Methods:</p> <p>Guided instruction and practice</p> <p>Materials:</p> <p>Bear counters Work mat 1 (TR 62) Connecting cubes Color counters Numeral cards 6-10 (TR11-12) Post-its Dot cards (TR 9-10) Attribute lengths (TR 40) Graph grids (TR 53) Student workbook pgs. 83-108</p>	<p>Check and observe Chapter review and test</p>	<p><i>Time allowed for this unit of study</i></p> <p>30 minutes per day for 15 days</p>

Unit Scope & Sequence

Course Name Math

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Geometry and Fractions	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Recognize and sort real world objects or models of solids Sort three dimensional objects by attributes Use the problem solving skill, use visual thinking to solve problems Know the attributes of circles, squares, triangles and rectangles Use concrete objects to explore slides and turns Use concrete materials to make symmetrical figures Use concrete materials to represent fractional parts of a whole Use the problem solving strategy make a model to solve problems 	<p><i>Methods and Materials used:</i></p> <p>Methods: Guided instruction and practice</p> <p>Materials: Vocabulary cards Solids-cylinder, sphere cone and cube Classroom objects in shapes of solids Attribute links Pattern blocks Student wkbk pgs. 109-134 Work Mat 2 (TR 10)</p>	<p><i>Methods to determine mastery</i></p> <p>Observe and check Chapter review and test</p>	<p><i>Time allowed for this unit of study</i></p> <p>30 min. per day for 15 days</p>

Unit Scope & Sequence

Course Name Math

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Numbers 10-30	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Use the problem solving strategy make a model to solve problems Use numbers and pictures to describe how many objects are in a group Locate known and unknown numbers on a number line from 0-10 or more Use the problem solving skill use data from a graph to solve problems Use concrete materials pictures, numerals to show the concept of numbers to 10 or more 	<p><i>Methods and Materials used:</i></p> <p>Methods: Guided instruction and practice</p> <p>Materials: Vocabulary cards Color counters 10 frames (TR 28) Numeral writing rules (TR 23-27) Unifix cubes Bear counters Numeral cards Workmat 8 Color tiles Post-its Student wkbk 135-160</p>	<p><i>Methods to determine mastery</i></p> <p>Check and observe Chapter review and test</p>	<p><i>Time allowed for this unit of study</i></p> <p>30 minutes per day for 15 days</p>

Unit Scope & Sequence

Course Name _____ Grade Level _____ Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Number Patterns	<p><i>Students will:</i></p> <p>Count orally to 100 by 1's, 2's, 5's, and 10'ss. Use the problem solving strategy find a pattern to solve problems To count orally to 100 or more by 5's or 10's using concrete materials Use concrete objects to explore even and odd numbers Indicate position of objects in the order of 1st through 10th Use the problem solving skill use a model to solve problem</p>	<p><i>Methods and Materials used:</i></p> <p>Methods: Guided instruction and practice</p> <p>Materials: 100 chart Post-its Unifix cubes Numeral cards 2-10 Number lines Counters Student wkbk pgs. 161-188</p>	<p><i>Methods to Determine mastery</i></p> <p>Check and observe Chapter review and test</p>	<p><i>Time allowed for this unit of study</i></p> <p>30 minutes per day for 15 days</p>

Unit Scope & Sequence

Course Name _____ Grade Level _____ Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods		Unit Time Frame
<p>Money and Time</p>	<p><i>Students will:</i></p> <p>Identify and compare the value of pennies, nickels, and dimes Use the problem solving strategy draw a picture to solve problems Measure the time of day as morning, afternoon, evening, day or night Use the problem solving skill use a calendar to solve problems Identify which of two activities takes more time or less time Tell time to the hour</p>	<p><i>Methods and Materials used:</i></p> <p>Methods: Guided instruction and practice</p> <p>Materials: Vocabulary cards Pennies, nickels, and dimes Zip lock bags Workmat 2 Numeral cards 1-15 Calendar (TR 39) Unifix cubes Digital, analog clock models (TR 35-38) Student wkbk pgs, 189-214</p>	<p><i>Methods to determine mastery</i></p> <p>Check and observe Chapter review and test</p>	<p><i>Time allowed for this unit of study</i></p> <p>30 minutes per day for 15 days</p>

Unit Scope & Sequence

Course Name Math

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Addition	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Use the problem solving strategy act it out to solve problems Use concrete objects to solve addition problems To model and draw addition patterns Use pictures to solve addition problems Use pictures to complete addition sentences Create and act out addition stories using objects Use the problem solving strategy make a model to solve problems 	<p><i>Methods and Materials used:</i></p> <p>Methods: Guided instruction n and practice</p> <p>Materials: Vocabulary words Numeral cards Unifix cubes Work mat 2 Bear counters Pennies Symbol cards Student wkbk 269-294</p>	<p><i>Methods to determine mastery</i></p> <p>Check and observe Chapter review and test</p>	<p><i>Time allowed for this unit of study</i></p> <p>30 minutes per day for 15 days</p>

Unit Scope & Sequence

Course Name Math

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Subtraction	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Use the problem solving strategy act it out to solve problems Demonstrate the effect of taking apart groups of objects Model and draw subtraction patterns Use pictures to solve real world problems Demonstrate and awareness of subtraction in everyday activities Create and act out subtraction stories using objects Use the problem solving skill choose the operation to solve problem 	<p><i>Methods and Materials used:</i></p> <p>Methods: Guided instruction and practice</p> <p>Materials: Vocabulary cards Unifix cubes Workmat 1 Numeral cards Symbol cards Pennies Counters Student wkbk pages 295-320</p>	<p><i>Methods to determine mastery</i></p> <p>Check and observe Chapter review and test</p>	<p><i>Time allowed for this unit of study</i></p> <p>30 minutes per day for 15 days</p>

Unit Scope & Sequence

Course Name Math

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Measurement	<p><i>Students will:</i></p> <p>Use direct comparison to sort and order objects by lengths Measure length using non-standard units. Use the problem solving strategy estimate and measure to solve problems Compare and order capacity and weight</p>	<p><i>Methods and Materials used:</i></p> <p>Methods: Guided instruction and practice</p> <p>Materials: Vocabulary cards Student wkbk pages 215-240 Classroom objects Straws various lengths Yarn Unifix cubes Containers in various sizes</p>	<p><i>Methods to determine mastery</i></p> <p>Check and observe Workbook pages</p>	<p><i>Time allowed for this unit of study</i></p> <p>30 minutes per day for 5 days</p>

Unit Scope & Sequence

Course Name Math

Grade Level Kindergarten

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Data, Graphing, and Probability</p>	<p><i>Students will:</i></p> <p>Interpret data exhibited in concrete and pictorial graphs Use the problem solving skill use data from a graph to solve problems Read, interpret, and create a tally table Identify when a given event is more likely, equally likely, or less likely to occur</p>	<p><i>Methods and Materials used:</i></p> <p>Methods: Guided instruction and practice</p> <p>Materials: Vocabulary cards Student wkbk pgs. 241-268 Pennies, nickels, dimes Counters Graph grids Post-its Tally table (TR59) Spinner Assorted classroom objects</p>	<p><i>Methods to determine mastery</i></p> <p>Check and observe Student wkbk pgs.</p>	<p><i>Time allowed for this unit of study</i></p> <p>30 minutes a day for 5 days</p>

Oklahoma Christian School
Course Description

Course: MATHEMATICS

Grade Level: First Grade

Philosophy Statement	Mathematics promotes structure and order and shows students an aspect of the order of God's creation and the world in which we live. It helps students to know more about the character of the God who created them and that He is perfect and precise in every way. Just as the Bible says "precept upon precept, line upon line..." (<i>Isaiah 28:10</i>), students will build concept upon concept in mathematics.
Course Objective	The students will receive instruction in and demonstrate the ability to perform basic math functions and problem solving in areas of: whole number concepts, addition, subtraction, place value, time, money, fractions, measurements, graphing, geometry, spatial sense, estimation, probability, and primary algebraic thinking and functions.
Textbook	Harcourt Math (Oklahoma Edition)
Other Resources	<ul style="list-style-type: none"> • Student workbook • Practice and enrichment worksheets • Manipulative materials • Library books
Time Allotment (Minutes per week) (Days per cycle)	45 minutes per day, 5 days per week
Course Content	<ul style="list-style-type: none"> • Whole numbers to 1,000 • Place value to 1,000 • Compare and order to 1,000 (<i>using symbols</i>) • Even/odd numbers • Ordinal numbers • Addition sums to 20, basic fact strategies, column addition, fact families, and inverse relationship, 2 and 3 digit without regrouping • Subtraction differences from 20, basic fact strategies, missing addends, 2 digit numbers without regrouping, estimating differences • Time – identify hour, half hour, and quarter hour, 5 and 1 minute intervals, am and pm, estimation, and schedules • Calendar – basic timeline, days, months, year, and seasons • Money – identify, value, symbols, compare, decimal notation, addition, subtraction, and equivalent amount • Fractions concepts – part of a whole, part of a group, reading and writing • Measurement – length and distance, capacity and volume, weight and mass, and thermometers • Graphing – collecting, organizing, analyzing, and displaying data • Geometry – plane and solid figures, patterning, congruency, symmetry, position, attributes, sides, vertices, edges, and faces • Algebraic thinking using patterns and symbols, classifying, properties, equations, inequalities, and number lines • Probability – finding outcomes • Problem solving – set up, solve, explain, generalize, heuristic strategy application • Reasoning – critical, visual, logical, creative thinking, and decision making
Step Six Evaluation Methods	<ul style="list-style-type: none"> • Class participation • Individual assignments • Group assignments • Tests

Unit Scope & Sequence

Course Name: **MATH**

Grade Level: **FIRST**

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chapter 1 <i>Addition Concepts</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Model and solve addition problems • Use pictures to describe addition problems and find sums • Solve addition sentences by adding zero • Problem solve by writing a number sentence 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Workbook • Guided practice • Color counters • Books– <i>Shoes</i> by Faye Robinson <i>How Many, How Many, How Many</i> by Rick Walton 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Demonstration • Guided practice • Workbook • Test 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 5 days

Unit Scope & Sequence

Course Name: MATH

Grade Level: FIRST

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chapter 2 <i>Using Addition</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Add in any order • Ways to make 7 and 8 • Ways to make 9 and 10 • Vertical addition • Problem solve by making a model addition sentence 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Workbook • Guided practice • Color counters • Red and blue unifix cubes • Book – <i>Fish Eyes</i> by Lois Ehlert 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Demonstration • Guided practice • Workbook • Test 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 6 days

Unit Scope & Sequence

Course Name: MATH

Grade Level: FIRST

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chapter 3 <i>Subtraction Concepts</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Model subtraction stories • Identify how many are left when subtracting • Find differences by writing subtraction sentences • Problem solve by making a model for subtraction stories • Identify how many are left when subtracting all or zero 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Workbook • Guided practice • Color counters • Book – <i>Roll Over</i> by Merle Peek 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Demonstration • Guided practice • Workbook • Test 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 6 days

Unit Scope & Sequence

Course Name: MATH

Grade Level: FIRST

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chapter 4 <i>Using Subtraction</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Take apart 7 and 8 • Take apart 9 and 10 • Vertical subtraction • Subtract to compare • Problem solve by drawing a picture for subtraction stories 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Workbook • Guided practice • Unifix cubes • Crayons • Books– <i>Bears Can Share</i> by Betsy Franco <i>Ten Little Mice</i> by Joyce Dunbar 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Demonstration • Guided practice • Workbook • Test 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 6 days

Unit Scope & Sequence

Course Name: MATH

Grade Level: FIRST

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chapter 5 <i>Addition Strategies</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Count on 1 and 2 • Use a number line to count on 1, 2, and 3, to find sums to 10 • Use doubles for sums through 10 • Problem solve by drawing a picture for addition stories 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Workbook • Guided practice • Paper cups • Colored counters • Unifix cubes • Book – <i>Domino Addition</i> by Lynette Long 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Demonstration • Guided practice • Workbook • Test 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 5 days

Unit Scope & Sequence

Course Name: MATH

Grade Level: FIRST

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chapter 6 <i>Addition Facts Practice</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Use the strategies for addition facts through sums of 10 • Sums to eight • Sums to ten • Algebra: completing function tables through sums of 10 • Problem solve by writing a number sentence from stories 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Workbook • Guided practice • Crayons • Book – <i>Under the Picnic Tree</i> by Rozanne Lanczak <i>Five Silly Fishermen</i> by Roberto Edwards 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Demonstration • Guided practice • Workbook • Test 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 6 days

Unit Scope & Sequence

Course Name: MATH

Grade Level: FIRST

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chapter 7 <i>Subtraction Strategies</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Use a number line to count back 1 and 2 • Use a number line to count back 3 • Identify related addition and subtraction facts • Problem solve by drawing a picture from stories 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Workbook • Guided practice • Crayons • Unifix cubes • Book – <i>10 Kangaroos</i> by Jan Manners <i>Thundercake</i> by Patricia Polacco 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Demonstration • Guided practice • Workbook • Test 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 5 days

Unit Scope & Sequence

Course Name: MATH

Grade Level: FIRST

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chapter 8 <i>Subtraction Facts Practice</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Use the strategies count back and subtract all • Subtraction to 10 • Use a subtraction rule for differences of 9 • Fact families to 10 • Solve addition and subtraction story problems 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Workbook • Guided practice • Unifix cubes • Book – <i>Seven Little Rabbits</i> by John Becker 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Demonstration • Guided practice • Workbook • Test 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 6 days

Unit Scope & Sequence

Course Name: MATH

Grade Level: FIRST

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chapter 9 <i>Graphs and Tables</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Sort and classify objects according to kind or type • Make concrete graphs • Make picture graphs • Read data in tally table • Use data from tally table to make a bar graph • Problem solve from using data from a graph • Find the range and mode of data in a graph 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Workbook • Guided practice • Attribute lengths • Workmats • Unifix cubes • Crayons • Book – <i>Is It Rough, Is It Smooth, Is It Shiny</i> by Tana Hoban 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Demonstration • Guided practice • Workbook • Test 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 8 days

Unit Scope & Sequence

Course Name: MATH

Grade Level: FIRST

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chapter 10 <i>Place Value to 100</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Identify groups from 10 to 20 and write the numbers as tens and ones and numerals • Model groups of 10, count by tens, write by tens • Write and say numbers from 1 to 50 by ones and tens • Write and say numbers from 1 to 100 by ones and tens • Write number to 100 as tens and ones • Problem solve by using reasonable estimates 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Workbook • Guided practice • Base ten blocks • Workmats • Unifix cubes • Book – <i>The Counting Family</i> by Jane Manners • <i>Count and See</i> by Tana Hoban 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Demonstration • Guided practice • Workbook • Test 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 7 days

Unit Scope & Sequence

Course Name: MATH

Grade Level: FIRST

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chapter 11 <i>Comparing and Ordering Numbers</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Model and compare 2 digit numbers for great than. • Model and compare 2 digit number for less than • Use symbols for greater than, less than, and equal to • Use a number line to compare 2 digit numbers to determine what number comes before, after, and between • Count forward and backwards • Problem solve by using a model for story problems 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Workbook • Guided practice • Base ten blocks • Workmats • Unifix cubes • Book – <i>Six – Dinner Sid</i> by Inga Moore 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Demonstration • Guided practice • Workbook • Test 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 7 days

Unit Scope & Sequence

Course Name: MATH

Grade Level: FIRST

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chapter 12 <i>Number Patterns</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Skip count by 2's, 5's, and 10's. • Use a hundred chart to skip count by 2's, 5's, and 10's. • Count forward on hundred chart by tens using patterning. • Determine whether a number is even or odd. • Problem solve by finding a pattern in a story problem. • Identify ordinal numbers to the tenth. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Workbook • Guided practice • Hundred chart • Crayons • Unifix cubes • Book – <i>Pancakes for Breakfast</i> by Tommy dePaola 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Demonstration • Guided practice • Workbook • Test 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 7 days

Unit Scope & Sequence

Course Name: MATH

Grade Level: FIRST

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chapter 13 <i>Addition and Subtraction Facts to 12</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Count on to find sums to 12 • Add by using doubles and doubles plus one. • Find the sum of three numbers. • Problem solve by writing a number sentence for a story problem. • Count back 1, 2, and 3, to find differences. • Solve comparative subtraction problems. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Workbook • Guided practice • Unifix cubes • Book – <i>Two of Everything</i> by Lily Toy Hong 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Demonstration • Guided practice • Workbook • Test 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 7 days

Unit Scope & Sequence

Course Name: MATH

Grade Level: FIRST

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chapter 14 <i>Practice Addition and Subtraction</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Understand related addition and subtraction facts • Fact families to 12. • Find sums and differences related to 12. • Identify a missing number in a number sentence. • Choose an appropriate strategy to solve problems. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Workbook • Guided practice • Unifix cubes • Color counters • Workmats • Books – <i>Ant Friends</i> by Fay Robinson <i>Splash!</i> by Ann Jonas 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Demonstration • Guided practice • Workbook • Test 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 6 days

Unit Scope & Sequence

Course Name: MATH

Grade Level: FIRST

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chapter 15 <i>Solid Figure and Plane Shapes</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Identify spheres, cones, cubes, cylinders, rectangular prisms and pyramids, sort and classify by properties and relate to everyday objects • Sort and classify solid figures by number of faces and vertices. • Identify plane shapes on solid figures. • Sort and identify plane shapes by number of sides and vertices. • Problem solve using the attributes of each shape. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Workbook • Guided practice • Solid wooden blocks • Crayons • Attribute links • Book – <i>The Greedy Triangle</i> by Marilyn Burns 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Demonstration • Guided practice • Workbook • Test 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 6 days

Unit Scope & Sequence

Course Name: MATH

Grade Level: FIRST

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chapter 16 <i>Spatial Sense</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Identify open and closed figures. • Use a picture to solve relationship word problems. • Use positioning words to follow directions: left, right, up, down • Make symmetrical shapes and identify lines of symmetry. • Identify sliding and turning. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Workbook • Guided practice • Crayons • Construction paper • Scissors • Rectangular pattern block • Book – <i>Oscar and Norman</i> by Mona Lee <i>Circus Shapes</i> by Stuart J. Murphy 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Demonstration • Guided practice • Workbook • Test 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 6 days

Unit Scope & Sequence

Course Name: MATH

Grade Level: FIRST

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chapter 17 <i>Patterns</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Identify, describe, and extend patterns. • Copy a pattern and identify the pattern unit. • Make different patterns using the same shape. • Problem solve to correct a pattern. • Transfer patterns from one medium to another. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Workbook • Guided practice • Crayons • Plane shapes • Book – <i>The Very Busy Spider</i> by Eric Carle 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Demonstration • Guided practice • Workbook • Test 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 6 days

Unit Scope & Sequence

Course Name: MATH

Grade Level: FIRST

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chapter 18 <i>Addition Facts and Strategies</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Use doubles and doubles plus one strategies to find sums to 20. • Use a ten frame to add up to ten. • Use the “make-a-ten” strategy to find sums. • Use the make a ten strategy. • Use addition strategies to add three numbers. • Problem solve using data from a table. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Workbook • Guided practice • Counters • Workmat 7 • Books– <i>Whose At The Zoo</i> by Jane Finn <i>Let’s Count It Out,</i> <i>Jesse Bear</i> by Nancy White 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Demonstration • Guided practice • Workbook • Test 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 7 days

Unit Scope & Sequence

Course Name: MATH

Grade Level: FIRST

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chapter 19 <i>Subtraction Facts and Strategies</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Use a number line to count back to subtract. • Identify doubles fact families. • Use related facts to find sums and differences. • Problem solve to estimate reasonable answers. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Workbook • Guided practice • Books– <i>The Crayon Counting Book</i> by Jerry Pallotta 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Demonstration • Guided practice • Workbook • Test 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 5 days

Unit Scope & Sequence

Course Name: MATH

Grade Level: FIRST

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chapter 20 <i>Addition and Subtraction Practice</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Practice addition and subtraction facts. • Find sums and differences to 20 using fact families. • Make numbers to 20 in different ways. • Make a model to solve problems. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Workbook • Guided practice • Crayons • Counters • Ten frames • Number lines • Numeral cards • Sign cards • Book– <i>Bears on Wheels</i> by Berenstain 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Demonstration • Guided practice • Workbook • Test 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 5 days

Unit Scope & Sequence

Course Name: MATH

Grade Level: FIRST

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chapter 21 <i>Fractions</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Identify halves and $\frac{1}{2}$ of wholes. • Identify fourths and $\frac{1}{4}$ of wholes. • Identify thirds and $\frac{1}{3}$ of wholes. • Use logical reasoning to solve problems. • Identify $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ of a group. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Workbook • Guided practice • Fraction bars and circles • Paper • Book– <i>Eating Fractions</i> by Bruce McMillan 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Demonstration • Guided practice • Workbook • Test 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 6 days

Unit Scope & Sequence

Course Name: MATH

Grade Level: FIRST

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chapter 22 <i>Counting Pennies, Nickels, and Dimes</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Identify and count pennies and nickels and their values. • Identify the dime and its value in pennies- Count collection of dimes to \$.90. • Count groups of pennies, nickels, and dimes. • Find the value of collections of dimes, nickels, and pennies. • Make a list to solve problems. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Workbook • Guided practice • Pennies • Nickels • Dimes • Coins • Book– <i>Twenty-Six Letters and Ninety-Nine Cents</i> by Tana Hoban 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Demonstration • Guided practice • Workbook • Test 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 6 days

Unit Scope & Sequence

Course Name: MATH

Grade Level: FIRST

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chapter 23 <i>Using Money</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Identify and count pennies and nickels and their values. • Identify the dime and its value in pennies- Count collection of dimes to \$.90. • Count groups of pennies, nickels, and dimes. • Find the value of collections of dimes, nickels, and pennies. • Make a list to solve problems. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Workbook • Guided practice • Pennies • Nickels • Dimes • Coins • Book– <i>Twenty-Six Letters and Ninety-Nine Cents</i> by Tana Hoban 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Demonstration • Guided practice • Workbook • Test 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 6 days

Unit Scope & Sequence

Course Name: MATH

Grade Level: FIRST

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chapter 24 <i>Telling Time</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Identify the parts of a clock and write time to an hour. • Problem solve using estimation. • Read time on an analog and write time on a digital clock. • Read a clock to the half hour. • Read the time on analog and digital clock to the hour and half hour. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Workbook • Guided practice • Analog clock model • Clock faces • Digital clock faces • Book– <i>Isn't It Times</i> by Judy Hindley 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Demonstration • Guided practice • Workbook • Test 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 6 days

Unit Scope & Sequence

Course Name: MATH

Grade Level: FIRST

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chapter 25 <i>Time and Calendar</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Read and understand a calendar. • Understand and show order of daily events. • Problem solve to make a graph. • Use a schedule to get information and compare events. • Use problem solving skills to make estimates and solve problems. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Workbook • Guided practice • Calendar • Crayons • Markers • Book– <i>The Caterpillar</i> by Jo Sumara <i>The Mitten</i> by Jan Brett 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Demonstration • Guided practice • Workbook • Test 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 6 days

Unit Scope & Sequence

Course Name: MATH

Grade Level: FIRST

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chapter 26 <i>Length</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Put objects in order by length. • Estimate and measure length using nonstandard units. • Estimate and measure to the nearest inch using an inch ruler. • Select inches and feet as the appropriate unit. • Estimate and measure length to the nearest centimeter using a centimeter ruler. • Make estimates about length. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Workbook • Guided practice • 3 different sized strips of paper • Paper clips • Inch ruler • 1 inch square ruler • Centimeter ruler • Book– <i>Just Right!</i> by Maria Kathe <i>Koala Lou</i> by Mem Fox 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Demonstration • Guided practice • Workbook • Test 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 7 days

Unit Scope & Sequence

Course Name: MATH

Grade Level: FIRST

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chapter 27 <i>Weight</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Estimate, compare, and order objects according to weight. • Estimate, measure, compare, and order objects according to weight in pounds. • Estimate, measure, compare, and order objects, according to weight in kilograms and grams. • Use problem solving strategies to predict and test to solve problems. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Workbook • Guided practice • Balance • Classroom objects. • Paper clips • Large bear counters • Wooden blocks • Connecting cubes • Scale • Kilogram and gram weight • Crayons • Large Book • Book– <i>How Big Were the Dinosaurs</i> by Bernard Most 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Demonstration • Guided practice • Workbook • Test 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 5 days

Unit Scope & Sequence

Course Name: MATH

Grade Level: FIRST

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chapter 28 <i>Capacity</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Estimate and measure capacity using nonstandard units. • Estimate and measure capacity using standard units – cups, pints, quarts. • Estimate and measure capacity using liters. • Read thermometers and relate air temperature to thermometer readings. • Use problem solving skill “choose the measuring tool” to solve problems. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Workbook • Guided practice • Containers • Cups • Quart pitcher • Varied sized milk cartons • 1 lb. Tub • 16 oz. Bottle • Rice • Thermometer • Ruler • Balance • Connecting cubes • Book– <i>Stone Soups</i> by Ann McGovern 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Demonstration • Guided practice • Workbook • Test 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 6 days

Unit Scope & Sequence

Course Name: MATH

Grade Level: FIRST

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chapter 29 <i>Adding and Subtracting 2 Digit Numbers</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Use mental math to add tens. • Add 10's and 1's without regrouping. • Add 2 digit money. • Subtract 10's mentally. • Subtract a one digit number from a two digit number without regrouping. • Subtract two digit money amounts. • Use problem solving skill "make reasonable estimates" to solve problems. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Workbook • Guided practice • Base ten blocks • Workmat three • Coins • Connecting cubes • Book– <i>The Honey Shop</i> by MariaKathe <i>One Hundred Hungry Ants</i> by Elinor Pinczes 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Demonstration • Guided practice • Workbook • Test 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> • 8 days

Oklahoma Christian School
Course Description

Course: Math Grade Level: 2nd Teacher: Easterly, Parsons and Smith

Philosophy Statement	<i>Department Chair/Principal will provide; proceed to Step One</i>
Course Objective	The students will receive instruction in and demonstrate the ability to perform basic mathematical functions and problem-solving in the areas of addition, subtraction and multiplication, division of whole numbers, time, money, graphs, measurement and geometry.
Textbook	Harcourt Math (Oklahoma Edition)
Other Resources	Student textbook, practice and enrichment worksheets, manipulatives.
Time Allotment (Minutes per week) (Days per cycle)	45 minutes per day, 5 days per week.
Course Content	<ul style="list-style-type: none"> • Group numbers into tens; model, identify and write two digit numbers; understand place value. • Count on number line; skip count by twos, threes, fours and tens. • Identify even and odd numbers. • Compare and order numbers; round to the nearest ten. • Identify and interpret various graphs. • Use addition strategies to find sums of two and three digits. • Use addition facts, number lines, and fact families to find sums and differences. • Use addition and subtraction strategies to regroup ones as tens. • Add and subtract two digit numbers estimating sums and differences. • Identify, count, add, subtract and compare coins and money amounts. • Tell time to the hour, half-hour, fifteen minute, five minutes and one minute using analog and digital clocks. • Sequence months using calendar; use days., weeks, months, and years; estimate time • Make and interpret a bar graph; identify range, median and mode; locate points on a grid; read line graph. • Identify, sort, and combine plane shapes. • Identify and compare solid figures and plane shapes. • Identify and draw congruent figures; use a line of symmetry; identify slides, flips and turns; predict the reflection of shapes. • Describe and make patterns; extend pattern units; transfer and direct patterns. • Estimate and measure length and distance; using nonstandard units and inches, feet and yards; measure temperature in Fahrenheit; make reasonable estimates. • Estimate and measure capacity and weight using nonstandard and standard measurement units; choose the correct measuring tool.

- Estimate and measure length in centimeters in meters, capacity in milliliters and liters, Mass in grams and kilograms, and temperature in Celsius.
- Measure perimeter; estimate and measure volume and area.
- Model, identify, and record fractions of a whole and group; identify and write fractions equal to one; compare fractions.
- Model, read, and record quantities to one thousand; understand place value; model and record combination of bills and coins to \$ 9.99.
- Model and compare three digit numbers using greater, less than and equals.
- Compare and order a series of three digit numbers; find unknowns using a number line; skip count.
- Model, add, and subtract three-digit numbers with and without regrouping; add and subtract money amounts to \$9.99.
- Model and record equal groups as repeated addition; use arrays to find products; write multiplication sentences; divide into equal groups.

**Step Six
Evaluation
Methods**

- Class participation
- Homework assignments
- Tests and quizzes
- Cooperative learning groups
- Verbal assessment

Unit Scope & Sequence
Teacher Easterly, Parsons and Smith

Course Name Math Grade Level 2nd

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Unit 1- Numbers and Operations	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Understand place value; read and write numbers to one hundred</i> • <i>Count forward and backward using a number line</i> • <i>Skip count using a number chart</i> • <i>Identify numbers as even or odd</i> • <i>Identify ordinal positions to twenty</i> • <i>Compare and order two-digit numbers</i> • <i>Gather and compare data using tally tables</i> • <i>Gather and interpret data in concrete and pictograph</i> • <i>Define sums of three addends</i> • <i>Count back to solve subtraction sentences</i> • <i>Use inverse operation and fact families to relate addition and subtraction.</i> • <i>Identify missing numbers by using addition and subtraction</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Modeling</i> • <i>Discussion</i> • <i>Cooperative learning groups</i> • <i>Guided practice</i> • <i>Independent practice</i> • <i>Number line</i> • <i>Number chart</i> • <i>Tally tables</i> • <i>Concrete Pictograph</i> • <i>Base ten blocks</i> • <i>Counters</i> • <i>Place value charts</i> • <i>Textbook</i> • <i>White boards</i> • <i>Smart board</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Answer questions</i> <i>Completed homework</i> <i>Chapter tests</i> <i>Oral feedback</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>45 minutes per day, 5 days per week</i></p>

<p>Unit 2- Addition and Subtraction</p>	<p><i>Student will:</i></p> <ul style="list-style-type: none"> • <i>Model and add one and two digit numbers</i> • <i>Estimate sums</i> • <i>Model and subtract one and two digit numbers</i> • <i>Model and regroup ten as ones</i> • <i>Estimate differences</i> • <i>Use addition to check subtraction</i> • <i>Use addition and subtraction to solve problems</i> 	<ul style="list-style-type: none"> • <i>Modeling</i> • <i>Discussion</i> • <i>Cooperative learning groups</i> • <i>Guided practice</i> • <i>Independent practice</i> • <i>Counters</i> • <i>Place value charts</i> • <i>Textbook</i> • <i>White boards</i> • <i>Smart board</i> • <i>Flashcards</i> 	<p><i>Answer questions</i> <i>Completed homework</i> <i>Chapter tests</i> <i>Oral feedback</i></p>	<p><i>45 minutes per day, 5 days per week</i></p>
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<p>Unit 3- Money, Time and Data</p>	<p><i>Student will:</i></p> <ul style="list-style-type: none"> • <i>Identify and count coins</i> • <i>Use cent sign when adding/subtracting money amounts</i> • <i>Use decimal notation and dollar symbol for money</i> • <i>Identify different ways to make same amounts using fewest coins</i> • <i>Compare amounts to prices</i> • <i>Measure time to the minutes half-hours and hours</i> • <i>Use a calendar</i> • <i>Find range median and mode using a graph</i> • <i>Locate points on a grid; read and interpret data in a line graph</i> 	<ul style="list-style-type: none"> • <i>Modeling</i> • <i>Discussion</i> • <i>Cooperative learning groups</i> • <i>Guided practice</i> • <i>Independent practice</i> • <i>Coins</i> • <i>Learning centers</i> • <i>Grocery center</i> • <i>Place value charts</i> • <i>Textbook</i> • <i>White boards</i> • <i>Smart board</i> • <i>Flashcards</i> • <i>Judy clocks</i> • <i>Money/Time Bingo</i> 	<p><i>Answer questions</i> <i>Completed homework</i> <i>Chapter tests</i> <i>Oral feedback</i></p>	<p><i>45 minutes per day, 5 days per week</i></p>
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<p>Unit 4- Geometry and Patterns</p>	<p><i>Student will:</i></p> <ul style="list-style-type: none"> • <i>Identify, classify, sort, combine and separate plane shapes.</i> • <i>Identify, classify, sort and compare solid figures</i> • <i>Identify and construct congruent figures and lines of symmetry</i> • <i>Move figures by sliding, flipping and turning</i> • <i>Describe extend and create patterns</i> • <i>Use problem solving skills to transfer and correct patterns</i> 	<ul style="list-style-type: none"> • <i>Modeling</i> • <i>Discussion</i> • <i>Cooperative learning groups</i> • <i>Guided practice</i> • <i>Independent practice</i> • <i>Learning centers</i> • <i>Place value charts</i> <ul style="list-style-type: none"> • <i>Textbook</i> • <i>White boards</i> • <i>Smart board</i> • <i>Flashcards</i> • <i>Geometric Solids</i> • <i>Garboards</i> • <i>Pattern blocks</i> • <i>Mosaics</i> 	<p><i>Answer questions</i> <i>Completed homework</i> <i>Chapter tests</i> <i>Oral feedback</i></p>	<p><i>45 minutes per day, 5 days per week</i></p>
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<p>Unit 5- Measurement and Fractions</p>	<p><i>Student will</i></p> <ul style="list-style-type: none"> • <i>Measure length by using nonstandard units</i> • <i>Measure length by using inches, feet and yards</i> • <i>Read a Fahrenheit thermometer and identify temperature</i> • <i>Measure capacity using nonstandard units</i> • <i>Measure capacity using standard units, cups pints quarts and gallons</i> • <i>Measure weigh using nonstandard units</i> • <i>Measure weight using ounces and pounds</i> • <i>Measure length by using centimeters and meters</i> • <i>Measure capacity using milliliters and liters</i> • <i>Measure weigh using grams and kilograms</i> • <i>Read a Celsius thermometer and identify temperature</i> • <i>Measure the perimeter of a figure</i> • <i>Find the area of a flat surface</i> • <i>Find the volume of a solid figure</i> • <i>Identify equal parts and unit fractions</i> • <i>Identify fractions other than unit fractions</i> • <i>Identify fractions equal to one</i> • <i>Identify parts of a group using fractions</i> 	<ul style="list-style-type: none"> • <i>Modeling</i> • <i>Discussion</i> • <i>Cooperative learning groups</i> • <i>Guided practice</i> • <i>Independent practice</i> • <i>Learning centers</i> • <i>Textbook</i> • <i>White boards</i> • <i>Smart board</i> • <i>Paperclips</i> • <i>Rulers</i> • <i>Yard sticks</i> • <i>Meter stick</i> • <i>Tape measure</i> • <i>Scales</i> • <i>Thermometers</i> • <i>Measuring cups</i> • <i>Pint, quart and gallon containers</i> • <i>Fraction circles</i> • <i>Geometric solids</i> 	<p><i>Answer questions</i> <i>Completed homework</i> <i>Chapter tests</i> <i>Oral feedback</i></p>	<p><i>45 minutes per day, 5 days per week</i></p>
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<p>Unit 6- Exploring Greater Numbers and Operations</p>	<p><i>Student will:</i></p> <ul style="list-style-type: none"> • <i>Identify groups of one hundred; to model hundreds, tens and ones</i> • <i>To find place value in three digit numbers</i> • <i>Read and write numbers</i> • <i>Compare and order greater numbers</i> • <i>Order numbers on a number line</i> • <i>Skip count by a given number</i> • <i>Model and add three digit numbers</i> • <i>Model and subtract three digit numbers</i> • <i>Identify the relationship between addition and multiplication</i> • <i>Multiply using arrays</i> • <i>Multiply in any order and across and down</i> • <i>Introduce the concept of division</i> • <i>Make equal groups (division)</i> 	<ul style="list-style-type: none"> • <i>Modeling</i> • <i>Discussion</i> • <i>Cooperative learning groups</i> • <i>Guided practice</i> • <i>Independent practice</i> • <i>Place Value Charts</i> • <i>Number line</i> • <i>Manipulative</i> • <i>Flash cards</i> • <i>Learning centers</i> • <i>Games</i> • <i>White boards</i> • <i>Smart board</i> 	<p><i>Answer questions</i> <i>Completed homework</i> <i>Chapter tests</i> <i>Oral feedback</i></p>	<p><i>45 minutes per day, 5 days per week</i></p>
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Unit Scope & Sequence

Course Name Math

Grade Level 3

Teacher Third Grade Team

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p align="center">Addition and Subtraction Concepts</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Identify and write related addition and subtraction facts.</i> ❖ <i>Solve number sentences for missing addends</i> ❖ <i>Use properties of addition</i> ❖ <i>Add 2-digit with and without regrouping</i> ❖ <i>Subtract 2-digit numbers with and without regrouping</i> ❖ <i>Use the problem solving skill of “Choose the Operation”</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Textbook</i> ❖ <i>Discussion</i> ❖ <i>SmartBoard</i> ❖ <i>Math Kit</i> ❖ <i>Group Collaboration</i> ❖ <i>Blackline Masters</i> ❖ <i>Flashcards</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Blackline Masters</i> ❖ <i>Teacher Observation</i> ❖ <i>Test</i> ❖ <i>Hands-on Games</i> 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> ❖ <i>7 days</i>

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Unit Scope & Sequence

Course Name Math

Grade Level 3

Teacher Third grade team

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p align="center">Place Value and Number Sense</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Identify odd and even number and use a hundred chart to skip-count</i> ❖ <i>Find the value of a digit by using its place-value position</i> ❖ <i>Identify place-value relationships in 4-digit numbers</i> ❖ <i>Describe, extend, create, and predict number patterns from numbers and models</i> ❖ <i>Identify the place value of digits in 5- and 6-digit numbers</i> ❖ 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Textbook</i> ❖ <i>Discussion</i> ❖ <i>SmartBoard</i> ❖ <i>Math Kit</i> ❖ <i>Group Collaboration</i> ❖ <i>Blackline Masters</i> ❖ <i>Flashcards</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Blackline Masters</i> ❖ <i>Teacher Observation</i> ❖ <i>Test</i> ❖ <i>Hands-on Games</i> 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> ❖ <i>6 days</i>

Unit Scope & Sequence

Course Name Math

Grade Level 3

Teacher 3rd grade team

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Compare, Order, and Round Numbers</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Use models, place value, and number lines to compare and order numbers</i> ❖ <i>Use the problems solving skill “use a bar graph” to solve problems</i> ❖ <i>Use rounding rules to round number to the nearest 10, 100, and 1000</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Textbook</i> ❖ <i>Discussion</i> ❖ <i>SmartBoard</i> ❖ <i>Math Kit</i> ❖ <i>Group Collaboration</i> ❖ <i>Blackline Masters</i> ❖ <i>Flashcards</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Blackline Masters</i> ❖ <i>Teacher Observation</i> ❖ <i>Test</i> ❖ <i>Hands-on Games</i> 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> ❖ <i>6 days</i>

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Unit Scope & Sequence

Course Name Math

Grade Level 3

Teacher Ch. Nelson, Pekrul, Warden

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p align="center">Addition</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Estimate sums of 2-, 3-, and 4-digit numbers using rounding and front-end estimation</i> ❖ <i>Explore adding 3-digit number with and without regrouping</i> ❖ <i>Add 3- and 4-digit number with and without regrouping</i> ❖ <i>Solve problems using the strategy “predict” and “test”</i> ❖ <i>Write expressions and number sentences that represent situations and to select operation symbols to make number sentences true</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Textbook</i> ❖ <i>Discussion</i> ❖ <i>SmartBoard</i> ❖ <i>Math Kit</i> ❖ <i>Group Collaboration</i> ❖ <i>Blackline Masters</i> ❖ <i>Flashcards</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Blackline Masters</i> ❖ <i>Teacher Observation</i> ❖ <i>Test</i> ❖ <i>Hands-on Games</i> 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> ❖ <i>6 days</i>

Unit Scope & Sequence

Course Name Math

Grade Level 3

Teacher Ch. Nelson, Pekrul, Warden

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Subtraction</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Estimate differences of 2- to 4- digit numbers</i> ❖ <i>Explore subtracting 3-digit numbers with regrouping</i> ❖ <i>Subtract 3-digit numbers with and without regrouping, including numbers with zeros in the minuend</i> ❖ <i>Subtract 3- and 4- digit numbers with and without regrouping</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Textbook</i> ❖ <i>Discussion</i> ❖ <i>SmartBoard</i> ❖ <i>Math Kit</i> ❖ <i>Group Collaboration</i> ❖ <i>Blackline Masters</i> ❖ <i>Flashcards</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Blackline Masters</i> ❖ <i>Teacher Observation</i> ❖ <i>Test</i> ❖ <i>Hands-on Games</i> 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> ❖ <i>6 days</i>

Unit Scope & Sequence

Course Name Math

Grade Level 3

Teacher Ch. Nelson, Pekrul, Warden

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p align="center">Money</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Count sets of bills and coins and make equivalent sets of money</i> ❖ <i>Compare money amounts</i> ❖ <i>Use the strategy “counting on” to make change</i> ❖ <i>Add and subtract money amounts</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Textbook</i> ❖ <i>Discussion</i> ❖ <i>SmartBoard</i> ❖ <i>Math Kit</i> ❖ <i>Group Collaboration</i> ❖ <i>Blackline Masters</i> ❖ <i>Flashcards</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Blackline Masters</i> ❖ <i>Teacher Observation</i> ❖ <i>Test</i> ❖ <i>Hands-on Games</i> 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> ❖ <i>6 days</i>

Unit Scope & Sequence

Course Name Math

Grade Level 3

Teacher Ch. Nelson, Pekrul, Warden

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p align="center">Time</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Tell time to the nearest minute in various ways</i> ❖ <i>Write and identify times in A.M. and P.M.</i> ❖ <i>Use a clock to measure elapsed time</i> ❖ <i>Use a schedule to determine elapsed time</i> ❖ <i>Use a calendar to determine elapsed time</i> ❖ <i>Use a time line to determine a sequence of events</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Textbook</i> ❖ <i>Discussion</i> ❖ <i>SmartBoard</i> ❖ <i>Math Kit</i> ❖ <i>Group Collaboration</i> ❖ <i>Blackline Masters</i> ❖ <i>Flashcards</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Blackline Masters</i> ❖ <i>Teacher Observation</i> ❖ <i>Test</i> ❖ <i>Hands-on Games</i> 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> ❖ <i>8 days</i>

Unit Scope & Sequence

Course Name Math

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Multiplication</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Connect multiplication to repeated addition</i> ❖ <i>Multiply with 2 and 5</i> ❖ <i>Use arrays and the Commutative Property to explore the concept of multiplication</i> ❖ <i>Multiply with 3 and use the Commutative Property</i> ❖ <i>Identify which information is needed and if there is enough information to solve a problem</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Textbook</i> ❖ <i>Discussion</i> ❖ <i>SmartBoard</i> ❖ <i>Math Kit</i> ❖ <i>Group Collaboration</i> ❖ <i>Blackline Masters</i> ❖ <i>Flashcards</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Blackline Masters</i> ❖ <i>Teacher Observation</i> ❖ <i>Test</i> ❖ <i>Hands-on Games</i> 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> ❖ <i>7 days</i>

Unit Scope & Sequence

Course Name Math

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Multiplication Facts Through 5</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Multiply with 1 and 0</i> ❖ <i>Multiply with 4 using a multiplication table</i> ❖ <i>Practice multiplication facts 0-5</i> ❖ <i>Use an array and a multiplication table to find missing factors</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Textbook</i> ❖ <i>Discussion</i> ❖ <i>SmartBoard</i> ❖ <i>Math Kit</i> ❖ <i>Group Collaboration</i> ❖ <i>Blackline Masters</i> ❖ <i>Flashcards</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Blackline Masters</i> ❖ <i>Teacher Observation</i> ❖ <i>Test</i> ❖ <i>Hands-on Games</i> 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> ❖ <i>6 days</i>

Unit Scope & Sequence

Course Name Math

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Multiplication Facts and Strategies</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Multiply with 6</i> ❖ <i>Multiply with 8</i> ❖ <i>Use the problem solving skill “use a pictograph” to solve problems</i> ❖ <i>Multiply with 7</i> ❖ <i>Review multiplication strategies and apply them to 0-8 basic facts</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Textbook</i> ❖ <i>Discussion</i> ❖ <i>SmartBoard</i> ❖ <i>Math Kit</i> ❖ <i>Group Collaboration</i> ❖ <i>Blackline Masters</i> ❖ <i>Flashcards</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Blackline Masters</i> ❖ <i>Teacher Observation</i> ❖ <i>Test</i> ❖ <i>Hands-on Games</i> 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> ❖ <i>7 days</i>

Unit Scope & Sequence

Course Name Math

Grade Level 3

Teacher Ch. Nelson, Pekarul, Warden

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Multiplication Facts and Patterns</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Multiply with 9 and 10</i> ❖ <i>Recognize a rule in a linear pattern and extend the pattern</i> ❖ <i>Multiply with 3 factors</i> ❖ <i>Solve multi-step problems using basic multiplication facts, addition, and subtraction</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Textbook</i> ❖ <i>Discussion</i> ❖ <i>SmartBoard</i> ❖ <i>Math Kit</i> ❖ <i>Group Collaboration</i> ❖ <i>Blackline Masters</i> ❖ <i>Flashcards</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Blackline Masters</i> ❖ <i>Teacher Observation</i> ❖ <i>Test</i> ❖ <i>Hands-on Games</i> 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> ❖ <i>6 days</i>

Unit Scope & Sequence

Course Name Math

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p align="center">Division</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Model the meaning of division</i> ❖ <i>Relate division to subtracting equal groups</i> ❖ <i>Relate division to multiplication and to use a variable for an unknown number</i> ❖ <i>Use multiplication and division fact families</i> ❖ <i>Solve problems using the strategy “write a number sentence”</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Textbook</i> ❖ <i>Discussion</i> ❖ <i>SmartBoard</i> ❖ <i>Math Kit</i> ❖ <i>Group Collaboration</i> ❖ <i>Blackline Masters</i> ❖ <i>Flashcards</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Blackline Masters</i> ❖ <i>Teacher Observation</i> ❖ <i>Test</i> ❖ <i>Hands-on Games</i> 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> ❖ <i>7 days</i>

Unit Scope & Sequence

Course Name Math

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Division Facts Through 5</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Divide by 0, 1, 2, 3, 4, and 5</i> ❖ <i>Write expressions and equations that represent situations</i> ❖ <i>Use the problem solving skill “Choose the Operation” to solve problems</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Textbook</i> ❖ <i>Discussion</i> ❖ <i>SmartBoard</i> ❖ <i>Math Kit</i> ❖ <i>Group Collaboration</i> ❖ <i>Blackline Masters</i> ❖ <i>Flashcards</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Blackline Masters</i> ❖ <i>Teacher Observation</i> ❖ <i>Test</i> ❖ <i>Hands-on Games</i> 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> ❖ <i>7 days</i>

Unit Scope & Sequence

Course Name Math

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Division Facts Through 5</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Divide by 6, 7, 8, 9, and 10</i> ❖ <i>Practice division facts using various strategies</i> ❖ <i>Use multiplication and division to find the cost of multiple items or the cost of one item</i> ❖ <i>Use the problem solving strategy “Work Backward” to solve problems</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Textbook</i> ❖ <i>Discussion</i> ❖ <i>SmartBoard</i> ❖ <i>Math Kit</i> ❖ <i>Group Collaboration</i> ❖ <i>Blackline Masters</i> ❖ <i>Flashcards</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Blackline Masters</i> ❖ <i>Teacher Observation</i> ❖ <i>Test</i> ❖ <i>Hands-on Games</i> 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> ❖ <i>7 days</i>

Unit Scope & Sequence

Course Name Math

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Collect and Record Data</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Collect and organize data into a table</i> ❖ <i>Interpret survey results</i> ❖ <i>Use a table to group data in more than one survey</i> ❖ <i>Read and interpret data in line plots</i> ❖ <i>Find the mean and median of a set of data</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Textbook</i> ❖ <i>Discussion</i> ❖ <i>SmartBoard</i> ❖ <i>Math Kit</i> ❖ <i>Group Collaboration</i> ❖ <i>Blackline Masters</i> ❖ <i>Flashcards</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Blackline Masters</i> ❖ <i>Teacher Observation</i> ❖ <i>Test</i> ❖ <i>Hands-on Games</i> 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> ❖ <i>7 days</i>

Unit Scope & Sequence

Course Name Math

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p align="center">Customary Units</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Estimate and measure length to the nearest inch and half inch</i> ❖ <i>Choose the appropriate unit and estimate length or distance</i> ❖ <i>Estimate and measure capacity</i> ❖ <i>Estimate and measure weight</i> ❖ <i>Change units of measure</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Textbook</i> ❖ <i>Discussion</i> ❖ <i>SmartBoard</i> ❖ <i>Math Kit</i> ❖ <i>Group Collaboration</i> ❖ <i>Blackline Masters</i> ❖ <i>Flashcards</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Blackline Masters</i> ❖ <i>Teacher Observation</i> ❖ <i>Test</i> ❖ <i>Hands-on Games</i> 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> ❖ <i>7 days</i>

Unit Scope & Sequence

Course Name Math

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Metric Units and Temperature</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Estimate and measure length</i> ❖ <i>Use the problem solving strategy “Make a Table” to solve problems</i> ❖ <i>Estimate and measure capacity, mass, and temperature</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Textbook</i> ❖ <i>Discussion</i> ❖ <i>SmartBoard</i> ❖ <i>Math Kit</i> ❖ <i>Group Collaboration</i> ❖ <i>Blackline Masters</i> ❖ <i>Flashcards</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Blackline Masters</i> ❖ <i>Teacher Observation</i> ❖ <i>Test</i> ❖ <i>Hands-on Games</i> 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> ❖ <i>7 days</i>

Unit Scope & Sequence

Course Name Math

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p align="center">Geometric Figures</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Identify and draw lines, line segments, and rays, and classify angles as right, acute, or obtuse</i> ❖ <i>Identify intersecting, perpendicular, and parallel lines</i> ❖ <i>Identify, describe, classify, and draw plane figures, triangles, and quadrilaterals</i> ❖ <i>Use the problem solving strategy “Draw a Diagram” to solve problems</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Textbook</i> ❖ <i>Discussion</i> ❖ <i>SmartBoard</i> ❖ <i>Math Kit</i> ❖ <i>Group Collaboration</i> ❖ <i>Blackline Masters</i> ❖ <i>Flashcards</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Blackline Masters</i> ❖ <i>Teacher Observation</i> ❖ <i>Test</i> ❖ <i>Hands-on Games</i> 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> ❖ <i>8 days</i>

Unit Scope & Sequence

Course Name Math

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Multiply by 1 Digit Numbers</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Use basic facts and place-value patterns to multiply multiples of 10 and 100 by single-digit factors</i> ❖ <i>Use arrays to multiply 2-digit numbers</i> ❖ <i>Use the problems solving skill “Choose the Operation” to solve the problems</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Textbook</i> ❖ <i>Discussion</i> ❖ <i>SmartBoard</i> ❖ <i>Math Kit</i> ❖ <i>Group Collaboration</i> ❖ <i>Blackline Masters</i> ❖ <i>Flashcards</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Blackline Masters</i> ❖ <i>Teacher Observation</i> ❖ <i>Test</i> ❖ <i>Hands-on Games</i> 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> ❖ <i>6 days</i>

Unit Scope & Sequence

Course Name Math

Grade Level 3

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Divide by 1 Digit Numbers</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Use counters to model division with remainders</i> ❖ <i>Divide with 2-digit dividends and record the division using an algorithm</i> ❖ <i>Use the problem solving skill “Interpret the Remainder” to solve problems</i> ❖ <i>Practice division with 3-digit dividends</i> ❖ <i>Use basic facts and patterns to estimate quotients</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>Textbook</i> ❖ <i>Discussion</i> ❖ <i>SmartBoard</i> ❖ <i>Math Kit</i> ❖ <i>Group Collaboration</i> ❖ <i>Blackline Masters</i> ❖ <i>Flashcards</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Blackline Masters</i> ❖ <i>Teacher Observation</i> ❖ <i>Test</i> ❖ <i>Hands-on Games</i> 	<p><i>Time allowed for this unit of study</i></p> <ul style="list-style-type: none"> ❖ <i>7 days</i>

Oklahoma Christian School
Course Description

Course: Mathematics Grade Level: 4 Teacher: Anderson, Frankfurt, Troester

Philosophy Statement	Philosophy Statement: In mathematics God has blessed His creation with the ability to count, tell time, and make change. This is not an accident; it is a reflection of God’s goodness. As students learn to appreciate God’s gift of numbers and use addition, subtraction, multiplication, and division, they should concurrently develop a heart of praise and thanksgiving in their study of mathematics. In mathematics, the student will see the order and truth that God has created. Just as the Bible says “precept upon precept, line upon line...” (Isaiah 28:10), students will build concept upon concept in mathematics.
Step One Course Objective (see example)	The students will receive instruction in and demonstrate the ability to perform basic mathematical functions and problem-solving in the areas of addition, subtraction, multiplication, and division of whole numbers, decimals, fractions, and geometry. Students will be challenged to apply these mathematical and problem solving skills to daily life.
Step Two Textbook	Harcourt Math 4 (Oklahoma Edition)
Step Three Other Resources	<ul style="list-style-type: none"> • Student textbook • Online resources • Smartech • Manipulatives • Basic fact drills • Harcourt teacher resources
Step Four Time Allotment (Minutes per week) (Days per cycle)	45 minutes, 5 times per week
Step Five Course Content	<ul style="list-style-type: none"> • Understand place value through millions • Round numbers • Add and subtract whole numbers • Use algebraic expressions and equations in addition and subtraction using variables • Solve expressions using the correct order of operations • Multiply up to three digit numbers • Divide by one and two digit numbers • Average numbers • Solve multi-step problems • Understand, add, and subtract fractions and mixed numbers

- Find factors and multiples
- Find square numbers and square roots of numbers
- Understand simplest form of fractions
- Relate fractions and decimals
- Compare and order decimals
- Add and subtract decimals to the thousandths place
- Measure lengths using metric and English units
- Measure to the nearest $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{8}$
- Measure perimeter of polygons
- Find circumference of circle
- Find area of plane figures
- Understand time and dates on calendar
- Find elapsed time on a clock and calendar
- Collect and organize data on graphs
- Explore negative numbers using Fahrenheit and Celsius
- Explore lines, rays, angles, and plane figures

**Step Six
Evaluation
Methods**

- Homework assignments
- Tests and quizzes
- Smartech
- Class participation
- Games and drills

Course Name_Math_____

Unit Scope & Sequence
Grade Level 4

Teacher 4th grade team

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Unit 1 Basic Facts	<i>Students will:</i> <ul style="list-style-type: none">• Master basic facts 0-12 in addition, subtraction, multiplication, and division	<i>Methods and Materials used:</i> <ul style="list-style-type: none">• 1 to 5 minute math drills• Online games using Smartech• Flash cards• Various games and drills• Just-a -Minute Math drills	<i>Methods to determine mastery</i> Weekly assessment of progress Parent guided home drills	<i>Time allowed for this unit of study</i> 1 st semester 20 minutes/week

Course Name_Math_____

Unit Scope & Sequence
Grade Level 4

Teacher 4th grade team

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><u>Unit 4</u></p> <p>Algebraic expressions in addition and subtraction</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Add and subtract using simple algebraic expressions • Understand simple algebraic vocabulary • Identify and use the properties of addition • Write and solve addition and subtraction using mental math • Find a rule and show the rule by writing an equation with variables • Keep an equation equal by adding the same amount to both sides 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Textbook ch. 4 • Smartech • Manipulatives • Harcourt Teacher Resources 	<p><i>Methods to determine mastery</i></p> <p>Ch. 4 assessment test</p> <p>Daily evaluation of mastery</p>	<p><i>Time allowed for this unit of study</i></p> <p>9 days</p>

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Course Name_Math_____

Unit Scope & Sequence
Grade Level 4

Teacher 4th grade team

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<u>Unit 5</u> Time	<i>Students will:</i> <ul style="list-style-type: none">• Convert and calculate elapsed time using clocks and schedules• Find elapsed time using a calendar• Understand units of time	<i>Methods and Materials used:</i> <ul style="list-style-type: none">• Textbook ch. 5• Smartech• Manipulatives• Harcourt Teacher Resources	<i>Methods to determine mastery</i> Ch. 5 assessment test Daily evaluation of mastery	<i>Time allowed for this unit of study</i> 10 days

Course Name_Math_____

Unit Scope & Sequence
Grade Level 4

Teacher 4th grade team

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><u>Unit 6</u></p> <p>Practicing and using multiplication and division facts.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Relate multiplication and division through inverse operations • Multiply facts through 12 • Multiply numbers using multiplication properties • Choose the correct operation to solve problems • Write and evaluate expressions using order of operations • Write and evaluate expressions and equations with variables • Find a rule and extend a pattern when input and output numbers are given. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Textbook ch. 8-9 • Smartech • Manipulatives • Harcourt Teacher Resources • Basic Fact Charts • Games 	<p><i>Methods to determine mastery</i></p> <p>Ch. 8-9 assessment tests</p> <p>Multiplication chart</p> <p>Daily evaluation of mastery</p>	<p><i>Time allowed for this unit of study</i></p> <p>10 days</p>

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Course Name_Math_____

Unit Scope & Sequence
Grade Level 4

Teacher 4th grade team

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><u>Unit 7</u></p> <p>Multiply up to three digit numbers</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none">• Write the product of a multiplication factor multiplied by up to digit factors• Write equations using multiplication• Use basic facts and patterns to find larger multiplication products• Write products of two and three digit whole numbers by using patterns, the Distributive Property and multiples of 10.• Solve multistep problems• Multiply using money symbols and decimal points	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none">• Textbook Ch. 10, 11-12• Smartech• <u>Math Practice</u> by Bill Linderman• Harcourt Teacher Resources	<p><i>Methods to determine mastery</i></p> <p>Textbook assessment Tests</p> <p>Teacher generated tests</p> <p>Daily evaluation of mastery</p>	<p><i>Time allowed for this unit of study</i></p> <p>4 weeks</p>

Course Name_Math_____

Unit Scope & Sequence
Grade Level 4

Teacher 4th grade team

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><u>Unit 8</u> Division</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Divide number with up to 2 divisors using remainders and checking problems. • Perform multistep procedures “divide, multiply, subtract, bring down, check”. • Use mental math to solve division problems • Understand where to place the first digit in a quotient • Divide when a zero is in the dividend or the quotient • Decide how to interpret a remainder in a divisor problem. • Estimate quotients using basic facts and patterns. • Divide multi-digit numbers by a 2-digit divisor. • Solve problems using division • Find the mean 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Textbook Ch. 13-15 • Smartech • <u>Math Practice</u> by Bill Linderman • Harcourt Teacher Resources • Games • Manipulatives 	<p><i>Methods to determine mastery</i></p> <p>Textbook Ch. 13-15 assessment Tests</p> <p>Teacher generated tests</p> <p>Daily evaluation of mastery</p>	<p><i>Time allowed for this unit of study</i></p> <p>5 weeks</p>

Course Name_Math_____

Unit Scope & Sequence
Grade Level 4

Teacher 4th grade team

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<u>Unit 9</u> Number Theory	<i>Students will:</i> <ul style="list-style-type: none">• Determine divisibility• Write factors and multiples, identify prime and composite numbers and identify square numbers and square roots.	<i>Methods and Materials used:</i> <ul style="list-style-type: none">• Textbook Ch. 16• Smartech• <u>Math Practice</u> by Bill Linderman• Harcourt Teacher Resources• Games• Manipulatives• Student white boards	<i>Methods to determine mastery</i> Textbook Ch. 13-15 assessment Tests Teacher generated tests Daily evaluation of mastery	<i>Time allowed for this unit of study</i> 7 days

Course Name_Math_____

Unit Scope & Sequence
Grade Level 4

Teacher 4th grade team

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><u>Unit 10</u> Fractions</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Read and write fractions • Write fractions in equivalent form • Compare and order fractions • Read, write and compare mixed numbers • Express fractions greater than one as mixed numbers and mixed numbers as fractions • Problem solve using fractions • Add and subtract like fractions • Add and subtract mixed numbers • Add and subtract unlike fractions • Reduce fractions using greatest common factor • Order fractions using least common multiple 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Fraction Bars • Pizza Game • Textbook Ch. 21-22 • Smartech • Teacher generated practices • Harcourt Teacher Resources • Manipulatives • Student white boards 	<p><i>Methods to determine mastery</i></p> <p>Textbook Ch. 21-22 assessment Tests</p> <p>Daily evaluation of mastery</p>	<p><i>Time allowed for this unit of study</i></p> <p>2 weeks</p>

Course Name_Math_____

Unit Scope & Sequence
Grade Level 4

Teacher 4th grade team

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<u>Unit 11</u>	<i>Students will:</i> <ul style="list-style-type: none">• Organize, summarize and interpret data by using cumulative frequency tables, line plots, stem and leaf plots, mean, median, and mode.• Interpret data from graphs using a variety of scales• Problems solve using data• Interpret, analyze and display data using bar graphs and double bar graphs• Interpret, analyze and display data in line graphs.• Make line graphs and circle graphs	<i>Methods and Materials used:</i> <ul style="list-style-type: none">• Textbook Ch. 6-7• Smartech• Harcourt Teacher Resources	<i>Methods to determine mastery</i> Student produced graph Assessment Tests ch. 6-7 Daily evaluation of mastery	<i>Time allowed for this unit of study</i> 6 days (stream line lessons)

Course Name_Math_____

Unit Scope & Sequence
Grade Level 4

Teacher 4th grade team

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><u>Unit 12</u> Measurement</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none">• Estimate and measure length in customary units• Measure to nearest fraction• Show understanding of lengths and conversions• Find capacity of containers• Measure weight of objects• Use a thermometer to measure temperature	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none">• Textbook Ch. 24, 25(Lesson 20.1 & 20.2)• Smartech• Harcourt Teacher Resources• Manipulatives	<p><i>Methods to determine mastery</i></p> <p>Daily evaluation of mastery</p> <p>Lesson quizzes</p> <p>Assessment Tests</p>	<p><i>Time allowed for this unit of study</i></p> <p>5 days</p>

Course Name_Math_____

Unit Scope & Sequence
Grade Level 4

Teacher 4th grade team

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><u>Unit 13</u> Decimals</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none">• Add and subtract decimals• Read and write fractions and decimal parts• Relate mixed numbers and decimals• Compare and order decimals	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none">• Textbook Ch. 26-27• Smartech• Harcourt Teacher Resources• Number lines	<p><i>Methods to determine mastery</i></p> <p>Daily evaluation of mastery</p> <p>Lesson quizzes</p> <p>Assessment Tests</p>	<p><i>Time allowed for this unit of study</i></p> <p>8 days</p>

Course Name_Math_____

Unit Scope & Sequence
Grade Level 4

Teacher 4th grade team

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><u>Unit 14</u> Geometry</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Identify and draw lines, rays, polygons, triangles, quadrilaterals and parts of circle. • Measure and classify angles • Identify and draw congruent, figures, similar figures, rotational, line symmetry, transformations, tessellations, and geometric patterns. • Locate and draw points on a coordinate grid • Find perimeter and area of plane figures • Relate area and perimeter of figures. • Find circumference of circles • Identify solid figures by their faces, edges, and vertices. • Make a 3 dimensional figure from a one dimensional diagram 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Textbook Ch. 17-19, 20.6 only, 28, 29, 30 • Smartech • Harcourt Teacher Resources • Geoboards • Floor of atrium next to elementary office • Manipulatives 	<p><i>Methods to determine mastery</i></p> <p>Daily evaluation of mastery</p> <p>Teacher guided assessments</p>	<p><i>Time allowed for this unit of study</i></p> <p>5 days</p>

Unit Scope & Sequence

Course Name Math

Grade Level 4th

Teacher 4th Grade Team

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 2 Place Value and Number Sense</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Understand place value through millions • Compare and order whole numbers • Round whole numbers to a give place value • Use a benchmark to give menaing to a number 	<p><i>Methods and Materials used:</i> Textbook Ch. 1-2 Place value charts Harcourt teacher resources Manipulatives Smartech</p>	<p><i>Methods to determine mastery</i></p> <p>Daily evaluation of mastery</p> <p>Chapter 1-2 assessment tests</p> <p>Worksheets</p> <p>Answering questions</p> <p>Completed homework</p>	<p><i>Time allowed for this unit of study</i></p> <p>3 weeks</p>

Course Name_Math_____

Unit Scope & Sequence
Grade Level 4

Teacher 4th grade team

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Unit 3 Adding and subtracting whole numbers to 6 digits	<i>Students will:</i> <ul style="list-style-type: none">• Add and subtract 6 digit numbers with regrouping• Solve problems using addition and subtraction.	<i>Methods and Materials used:</i> <ul style="list-style-type: none">• Textbook ch. 3• Smartech• Games• Daily warm-up• Harcourt Teacher Resources.	<i>Methods to determine mastery</i> Ch. 3 Assessment test Daily evaluation of mastery	<i>Time allowed for this unit of study</i> 1 week

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**Oklahoma Christian School
Course Description**

Course: Math Grade Level: 5th Teacher: Ryburn

Philosophy Statement	In mathematics, the student will see the magnificent order and truth that God has created. This course will introduce students to new mathematical concepts that God in His infinite wisdom has prepared their minds to be developmentally ready to receive. At the same time, this course will push them to take the foundational mathematical knowledge they have previously acquired and apply it to more complex concepts that will be useful in everyday life.
Course Objective	The students will receive instructions in and demonstrate the ability to perform basic mathematical functions and problem-solving in the areas of addition, subtraction, multiplication, and division of whole numbers, decimals, and fractions.
Textbook	<i>Harcourt Math Oklahoma Edition</i>
Other Resources	<ul style="list-style-type: none"> • Student Textbook • Practice and enrichment worksheets • Manipulative materials • Smart board
Time Allotment	1 hr. 20 min per day, two to three times per week depending on when A and B day fall in a certain week.
Course Content	<ul style="list-style-type: none"> • Addition and subtraction of whole numbers with up to six digits. Problem-solving using addition and subtraction. • Multiplication of whole numbers up to five digits by whole number multipliers of up to two digits. Problem-solving using multiplication. • Division of whole numbers by a one or two- digit divisor to get a quotient with three or more digits. Problem-solving using division. • Addition and subtraction of decimals through the thousandths. • Multiplication and division of decimals. Problem-solving using decimals. • Addition and subtraction of fractions and mixed numbers with the same and different denominators. Problem-solving using addition, and subtraction of fractions. • Multiplication and division of fractions, mixed numbers and whole numbers. Problem-solving using multiplication, and division of fractions and mixed numbers. • Solving problems involving the use of graphs.
Evaluation Methods	<ul style="list-style-type: none"> • Class participation • Homework assignments • Tests

Course Description

Course: Science Grade Level: 5th Teacher: Ryburn

Philosophy Statement	<p>God's word shows us, the believer, that we live in an orderly world created by Him. He has instructed us to subdue the earth, harnessing its resources, consuming its bounty, and protecting it as wise stewards. The more we learn and understand about our world, the more we can see God's magnificent plan for our lives.</p> <p>Man has developed theories, laws, and descriptions of the ways God's world functions. Science teachers explain these concepts to students and are thus instrumental in a student's exploration of the world. Science teachers help students carefully and objectively study God's world and to evaluate all scientific theories and knowledge in light of the Bible. Biblical principals and the truth about creation are foundational to every student's knowledge of the field of science.</p>
Course Objective	The students will explore and experience a variety of areas within the field of science including life, physical, and earth science through the use of reading, discussion, demonstration, and participation in group and individual projects.
Textbook	<i>Science 5 (Bob Jones University)</i>
Other Resources	<ul style="list-style-type: none"> • Student Textbook • Practice and enrichment worksheets • Manipulative materials • Smart board
Time Allotment	1 hr. 20 min per day, two to three times per week depending on when A and B day fall in a certain week.
Course Content	<p>Earth Science Unit: Minerals and Rocks</p> <p>Earth Science Unit: Fossils</p> <p>Physical Science Unit: Matter</p> <p>Physical Science Unit: Energy and Heat</p> <p>Earth Science Unit: Weather</p> <p>Life Science Unit: Biomes</p> <p>Life Science Unit: Interactions in an Ecosystem</p> <p>Life Science Unit: Changes in an Ecosystem</p> <p>Physical Science Unit: Sound</p> <p>Physical Science Unit: Light</p> <p>Life Science Unit: Respiratory System</p>
Evaluation Methods	<ul style="list-style-type: none"> • Class participation • Homework assignments • Tests • Projects

Unit Scope & Sequence

Course Name Math Grade Level 5th Teacher Ryburn

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Use Whole Numbers and Decimals	<p><i>Students will:</i></p> <p>Ch. 1 Place Value of Whole Numbers</p> <ul style="list-style-type: none"> • Identify the value of a digit to the hundred thousands place • Identify the value of a digit to the billions place • Identify a benchmark for reasonable estimation • Compare and order whole numbers • Solve problems by using the skill: use a table <p>Ch. 2 Place Value of Decimals</p> <ul style="list-style-type: none"> • Read and write decimal numbers in tenths, hundredths, thousandths, and ten-thousandths • Identify and write equivalent decimals • Compare and order decimal numbers • Solve problems using the skill: draw conclusions <p>Ch. 3 Add and Subtract Whole Numbers and Decimals</p> <ul style="list-style-type: none"> • Round whole numbers to a given place value • Round decimals to a given place value • Estimate sums and differences of whole numbers and decimals • Add and subtract whole numbers • Add and subtract decimals • Choose mental math, paper and pencil, or a calculator to find sums and differences • Use the strategy: use logical reasoning to solve problems <p>Ch. 4 Algebra: Use Addition and Subtraction</p> <ul style="list-style-type: none"> • Write and evaluate numerical and algebraic expressions • Write simple algebraic equations • Write and solve equations • Find whole-number solutions of inequalities • Use the properties and mental math to solve addition and subtraction problems 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • smart board • discussion • textbook 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • smart board interaction • Test • Practice • other in class observations 	<p><i>Time allowed for this unit of study</i></p> <p>2 weeks approximately</p>

Course Name Math Grade Level 5th

Teacher Ryburn

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Data and Graphing	<p><i>Students will:</i></p> <p>Ch. 5 Analyze Data and Graphs</p> <ul style="list-style-type: none"> • <i>Collect data by using surveys and to organize data in frequency tables and line plots</i> • <i>Compute the mean of a set of data</i> • <i>Find the median and mode of a set of data</i> • <i>Use a stem-and-leaf plot to solve problems</i> • <i>Read, interpret, and analyze data in graphs</i> <p>Ch. 6 Make Graphs</p> <ul style="list-style-type: none"> • <i>Choose appropriate scales and intervals for graphs</i> • <i>Use ordered pairs of numbers to graph or identify points on a grid</i> • <i>Make single and double-line graphs to show how data change over time</i> • <i>Draw a diagram</i> • <i>Display and interpret data in histograms</i> • <i>Choose the best graph for a set of data</i> 	<p>Methods and Materials used:</p> <ul style="list-style-type: none"> • <i>smart board</i> • <i>discussion</i> • <i>textbook</i> 	<p>Methods to determine mastery</p> <ul style="list-style-type: none"> • <i>smart board interaction</i> • <i>Test</i> • <i>Practice</i> • <i>other in class observations</i> • <i>Activity: Make a Graph</i> 	<p>Time allowed for this unit of study</p> <p><i>2 weeks approximately</i></p>

Course Name Math Grade Level 5th

Teacher Ryburn

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Multiply Whole Numbers and Decimals	<p><i>Students will:</i></p> <p>Ch. 7 Multiply Whole Numbers</p> <ul style="list-style-type: none"> • Estimate using multiples of 10 • Multiply numbers by a 1-digit number • Multiply a 2, 3, or 4-digit number by a 2-digit number <p>Ch. 8 Multiply Decimals</p> <ul style="list-style-type: none"> • Model multiplying a decimal and a whole number • Use mental math and patterns to find decimal products • Multiply a decimal by a decimal • Use estimation and patterns to place the decimal point • Multiply decimals with zeros in the product • Use the problem solving skill make decisions 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • smart board • discussion • textbook 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • smart board interaction • Test • Practice • other in class observations 	<p><i>Time allowed for this unit of study</i></p> <p>2 weeks approximately</p>

Course Name Math Grade Level 5th

Teacher Ryburn

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Divide Whole Numbers and Decimals	<p><i>Students will:</i></p> <p>Ch. 9 Divide by 1-Digit Divisors</p> <ul style="list-style-type: none"> • Estimate quotients by using compatible numbers • Divide three-digit dividends by one-digit divisors • Use zeros in division • Solve problems using the problem solving skill interpret the remainder <p>Ch. 10 Divide by 2-Digit Divisors</p> <ul style="list-style-type: none"> • Use patterns to divide • Divide numbers by 2-digit divisors • Correct the quotient when the estimate is too high or too low • Practice dividing by 2-digit divisors • Solve problems using the strategy predict and test <p>Ch. 11 Divide Decimals by Whole Number</p> <ul style="list-style-type: none"> • Use basic facts and patterns to divide • Divide decimals by whole numbers • Solve problems by choosing the appropriate operation • Change a fraction to a decimal by using division <p>Ch. 12 Algebra: Use Multiplication and Division</p> <ul style="list-style-type: none"> • Evaluate expressions and solve equations • Use the order of operations to evaluate expressions • Write a rule for a number pattern and use it to find missing numbers in the pattern • Use a table and an equations to represent a function • Compare different strategies in order to solve a problem • Identify and apply the multiplication properties to solve problems • Use the Distributive Property of Multiplication 	<p>Methods and Materials used:</p> <ul style="list-style-type: none"> • smart board • discussion • textbook 	<p>Methods to determine mastery</p> <ul style="list-style-type: none"> • smart board interaction • Test • Practice • other in class observations 	<p>Time allowed for this unit of study</p> <p>2 weeks approximately</p>

Course Name Math Grade Level 5th

Teacher Ryburn

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Number Theory and Fractions	<p><i>Students will:</i></p> <p>Ch. 13 Factors and Multiples</p> <ul style="list-style-type: none"> • Learn divisibility rules for 2, 3, 4, 5, 6, 9, and 10 • Find factors and the greatest common factor of a set of numbers • Find multiples and the least common multiple of a set of numbers <p>Ch. 14 Exponents and Prime Numbers</p> <ul style="list-style-type: none"> • Express and find the value of numbers using and exponent and a base • Find the value of a number with and exponent of 1 or 0 and to write the expanded form of a number by using exponents • Identify prime and composite numbers • Write the prime factorization of a number by using exponents <p>Ch. 15 Fraction Concepts</p> <ul style="list-style-type: none"> • Find equivalent fractions • Use common factors or the GCF to write fractions in simplest form • Rename fractions as mixed numbers and mixed numbers as fractions • Compare and order fractions and mixed numbers with unlike denominators • Solve problems by using the strategy make a model • Represent numbers as fractions and decimals 	<p>Methods and Materials used:</p> <ul style="list-style-type: none"> • smart board • discussion • textbook • fraction bars 	<p>Methods to determine mastery</p> <ul style="list-style-type: none"> • smart board interaction • Test • Practice • other in class observations 	<p>Time allowed for this unit of study</p> <p>2 weeks approximately</p>

Course Name Math Grade Level 5th

Teacher Ryburn

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Operations with Fractions	<p><i>Students will:</i></p> <p>Ch. 16 Add and Subtract Fractions</p> <ul style="list-style-type: none"> • Add and subtract fractions that have like denominators • Demonstrate how to add and subtract unlike fractions • Estimate sums and differences with fractions, using benchmarks • Use common denominators to add and subtract fractions • Add and subtract fractions <p>Ch. 17 Add and Subtract Mixed Numbers</p> <ul style="list-style-type: none"> • Add mixed numbers by using the LCD • Subtract mixed numbers • Subtract mixed numbers with renaming • Add and subtract mixed numbers <p>Ch. 18 Multiply Fractions</p> <ul style="list-style-type: none"> • Multiply a fraction by a fraction • Multiply a fraction by a whole number • Multiply a fraction by a mixed number • Multiply two mixed numbers <p>Ch. 19 Divide Fractions</p> <ul style="list-style-type: none"> • Model division of fractions by using fraction bars • Write the reciprocal of a fraction • Divide whole numbers by fractions • Divide with fractions 	<p>Methods and Materials used:</p> <ul style="list-style-type: none"> • smart board • discussion • textbook • fraction bars 	<p>Methods to determine mastery</p> <ul style="list-style-type: none"> • smart board interaction • Test • Practice • other in class observations 	<p>Time allowed for this unit of study</p> <p>2 weeks approximately</p>

**Oklahoma Christian School
Course Description**

Course: Math Grade Level: 6th Teacher: Stacy Cato

Philosophy Statement	In mathematics, the student will see the magnificent order and truth that God has created. This course will introduce students to new mathematical concepts that God in His infinite wisdom has prepared their minds to be developmentally ready to receive. At the same time, this course will push them to take the foundational mathematical knowledge they have previously acquired and apply it to more complex concepts that will be useful in everyday life.
Course Objective	The students will receive instruction in and demonstrate the ability to perform basic mathematical functions and problem solving in the area of number sense and operations, fraction concepts and operations, algebraic expressions and equations, geometry and plane figures, measurement, and percent.
Textbook	Harcourt Math 6, 2007 Edition
Other Resources	Harcourt Math Practice, Reteach, Challenge, and Assessment guide.
Time Allotment	80 Minutes on an A/B schedule (every other day)
Course Content	<ul style="list-style-type: none"> Whole #'s Applications Operation Sense Decimal Concepts Decimal Operations Graph Data Fraction Concepts Fraction Operations Algebra Expressions Algebra Equations Algebra Patterns Geometric and Plane Figures Congruence and Similarity Units of Measure Measurement Assessment Solid Figures Measure Solid Figures Percent and Change
Step Six Evaluation Methods	<ul style="list-style-type: none"> Homework Assignments Tests and quizzes Class Projects

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Number Sense and Operations	<p><i>Students will:</i></p> <ul style="list-style-type: none"> - <i>Use place value to express, compare, and order whole numbers</i> <i>_Use +, -, x, / of whole numbers to solve real-life problems</i> <i>_Use the strategy “predict and test” to solve problems with whole numbers</i> <i>_identify, write, and evaluate numerical and algebraic expressions involving whole numbers</i> <i>_Solve equations with whole numbers by using mental math and substitution</i> <i>_Represent numbers by using exponents</i> <i>_Use the order of operations</i> <i>_Solve multi-step problems</i> <i>_Use place value to express, compare, and order decimals.</i> <i>_Use the strategy “Make a table” to solve problems</i> <i>_Estimate decimal sums, differences, products, and quotients</i> <i>_Write a decimal as a percent and a percent as a decimal</i> - <i>Add, subtract, multiply, and divide decimals</i> <i>_Evaluate expressions with decimals</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> <i>Discussion</i> <i>Textbook</i> <i>Worksheet</i> <i>Guided Practice</i> <i>Group Work</i> <i>Independent Practice</i> <i>Smartboard</i> <i>lessons/interactive games</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> <i>Homework</i> <i>Test</i> <i>Math Challenges (timed math facts/ card games)</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>17 Days</i></p>

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Statistics and Graphing	<p><i>Students will:</i></p> <ul style="list-style-type: none"> -Record and organize data collected in a survey - Find the mean, median, and mode of a set of data and decide which best describes the data - Draw conclusions by analyzing data in tables and graphs - Design and take a survey -Use the strategy “Make a graph” to solve problems - Display and analyze data in bar graphs, line graphs, and circle graphs - Display and analyze data in stem-and -leaf plots and histograms - Analyze a box-and –whisker graph and understand its parts -Analyze data displays and determine how results and conclusions my have been influenced 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> Discussion Textbook Harcourt Supplemental Practice pages Guided Practice Independent practice Smartboard lessons 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> Homework Tests Class project *We used an election survey 	<p><i>Time allowed for this unit of study</i></p> <p>7 days</p>

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Fraction concepts and Operations</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> - Use divisibility rules -Identify Prime #'s and composite numbers - Write a composite number as the product of a prime number (prime factorization) - Find the LCM and GCF of numbers and use them to solve problems - Solve problems by using the strategy” Make an Organized list” -Identify and write equivalent fractions and write fractions in simplest form - Write fractions as mixed numbers and improper fractions - Convert fractions to decimals - Compare and order fractions and mixed numbers - Convert fractions to decimals, decimals to fractions, and fractions to percent - Estimate sums and differences of fractions and mixed numbers - Add and Subtract fractions and mixed numbers - Multiply fractions and mixed numbers - Divide with fractions and mixed numbers - Choose the operation to solve a problem 	<p><i>Methods and Materials used:</i></p> <p><i>Discussion</i></p> <p><i>Textbook</i></p> <p><i>Harcourt Supplemental Wksht.</i></p> <p><i>Guided Practice</i></p> <p><i>Group Work</i></p> <p><i>Independent Practice</i></p> <p><i>Smartboard lessons</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Homework</i></p> <p><i>Quiz</i></p> <p><i>Test</i></p> <p><i>Math Challenge with Smartboard</i></p>	<p><i>Time allowed for this unit of study</i></p> <p>18 Days</p>

Unit Scope & Sequence

Course Name Math

Grade Level 6th

Teacher Stacy Cato

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Algebra: Expressions, Equations, and Patterns</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> - Write algebraic expressions - Evaluate algebraic expressions - Evaluate expressions with squares and square roots - Translate words into numbers, variable, and operations - Solve addition and subtraction equations - Use the strategy “write an equation” to solve problems - Solve multiplication and division equations - Use formulas to solve problems - Use inequality symbols to solve inequalities - Solve problems by using the strategy “Find a pattern” - Recognize, describe, and extend patterns in sequences - Write an equation to represent a function - Recognize, describe, and extend patterns of geometric figures 	<p><i>Methods and Materials used:</i></p> <p>Discussion Textbook Harcourt Supplemental Wksht. Guided Practice Group Work Independent Practice Smartboard lessons</p>	<p><i>Methods to determine mastery</i></p> <p>Homework Quiz Test Math Challenge with Smartboard</p>	<p><i>Time allowed for this unit of study</i></p> <p>14 Days</p>

Unit Scope & Sequence

Course Name Math

Grade Level 6th

Teacher Stacy Cato

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Geometry and Plane Figures</p>	<p><i>Students will:</i> -Describe figures by using the terms of geometry -Name, measure, and draw angles -Understand the relationships of angles - Classify pairs of lines and pairs of angles - Name and classify polygons -Classify triangles and solve problem involving the angle of measures of triangles -Draw plane geometric figures - Identify and draw parts of circles -Identify and construct similar and congruent figures -Use translations, rotations, and reflections to transform geometric shapes -Use polygons to make tessellations and to make figures for tessellations -Identify line symmetry and rotational symmetry</p>	<p><i>Methods and Materials used:</i> Discussion Textbook Harcourt Supplemental Wksht. Guided Practice Group Work Independent Practice Smartboard lessons</p>	<p><i>Methods to determine mastery</i> Homework Quiz Test Math Challenge with Smartboard</p>	<p><i>Time allowed for this unit of study</i> 10 Days</p>

Unit Scope & Sequence

Course Name Math

Grade Level 6th

Teacher Stacy Cato

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Measurement: One and two dimensions	<ul style="list-style-type: none"> -Convert between customary units of measure -Convert between metric units of measure -Estimate conversions between metric and customary units -Measure objects and compare the measurements -Decide when to estimate and when to find an exact answer -Find the perimeter of a polygon -Use the strategy “Draw a diagram” to solve problems -Find the circumference of a circle -Estimate area and find the areas of rectangles and triangles -Find the areas of parallelograms and trapezoids -Find the area of a circle -Use a formula to find the area of a circle -Show how the perimeters and areas of figures change as the dimensions change 	Methods and Materials used: <i>Discussion</i> <i>Textbook</i> <i>Harcourt Supplemental Wksht.</i> <i>Guided Practice</i> <i>Group Work</i> <i>Independent Practice</i> <i>Smartboard lessons</i>	<i>Methods to determine mastery</i> <i>Homework</i> <i>Quiz</i> <i>Test</i> <i>Math Challenge with Smartboard</i>	<i>Time allowed for this unit of study</i> 9 Days

Course Name Math
Cato

Grade Level 6th

Teacher Stacy

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Solid Figures and Measurement	<ul style="list-style-type: none"> -Find the surface areas of prisms, pyramids, and cylinders -Use the strategy “make a model” to solve problems -Use a formula to find the volumes of pyramids -Find the volume of a cylinder 	Methods and Materials used: <i>Discussion</i> <i>Textbook</i> <i>Harcourt Supplemental Wksht.</i> <i>Guided Practice</i> <i>Group Work</i> <i>Independent Practice</i> <i>Smartboard lessons</i>	Methods to determine mastery <i>Homework</i> <i>Quiz</i> <i>Test</i> <i>Math Challenge with Smartboard</i>	Time allowed for this unit of study 4 Days

Course Name Math
Cato

Unit Scope & Sequence
 Grade Level 6th

Teacher Stacy

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Ratio, Proportion, Percent, and Probability	<ul style="list-style-type: none"> -Write ratios and rates and find the unit rates -Write and solve proportions -Use ratios to identify similar figures -Use proportions and similar figures to find unknown measures -Use scales to find the dimensions for a drawing or the actual dimensions of an object -Read and use map scales -Write ratios as percents and express parts of a whole as percents -Estimate and find a percent of a number -Construct circle graphs -Solve problems involving discounts and sales tax -Find simple interest 	<p><i>Methods and Materials used:</i></p> <p><i>Discussion</i></p> <p><i>Textbook</i></p> <p><i>Harcourt Supplemental Wksht.</i></p> <p><i>Guided Practice</i></p> <p><i>Group Work</i></p> <p><i>Independent Practice</i></p> <p><i>Smartboard lessons</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Homework</i></p> <p><i>Quiz</i></p> <p><i>Test</i></p> <p><i>Math Challenge with Smartboard</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>4 Days</i></p>

Oklahoma Christian School
Course Description

Course: 7th Grade Math Grade Level: 7th Teacher: Mrs. Teri Mueller

Philosophy Statement	In mathematics, the student will see the magnificent order and truth that God has created. This course will introduce students to new mathematical concepts that God in His infinite wisdom has prepared their minds to be developmentally ready to receive. At the same time, this course will push them to take the foundational mathematical knowledge they have previously acquired and apply it to more complex concepts that will be useful in everyday life.
Course Objective	The students will receive instruction in and demonstrate the ability to perform basic mathematical functions and problem solving in the areas of algebraic reasoning, number sense, geometry, measurement, and data analysis and probability.
Textbook	Holt Middle School Math Course 2
Other Resources	Holt Middle School Math Homework and Practice Workbook Course 2
Time Allotment	55 minutes for 5 days of a 7 day Drop Day rotation 50 minutes (due to Chapel Schedule) for 1 day of a 7 day Drop Day rotation
Course Content	Organizing Data Number Theory and Algebraic Reasoning Integers and Rational Numbers Proportional Reasoning Percents Plane Figures Perimeter, Circumference, and Area Volume and Surface Area Probability Multistep Equations and Inequalities Graphs and Functions
Step Six Evaluation Methods	Homework Assignments Tests and quizzes Class projects

Unit Scope & Sequence

Course Name 7th Grade Math Grade Level 7th Teacher Mrs. Teri Mueller

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Organizing Data	<p><i>Students will:</i> Find mean, median, mode, and range of a data set.</p>	<p><i>Methods and Materials used:</i> Discussion Textbook Worksheet Guided Practice Group Work Independent Practice</p>	<p><i>Methods to determine mastery</i> -“You Are the Teacher” Worksheet -Test (combined with the information that will be taught in Unit 2)</p>	<p><i>Time allowed for this unit of study</i> 1 day</p>

Unit Scope & Sequence

Course Name 7th Grade Math Grade Level 7th Teacher Mrs. Teri Mueller

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Number Theory & Algebraic Reasoning	<p><i>Students will:</i></p> <ul style="list-style-type: none"> -Represent numbers by using exponents. -Express large numbers in scientific notation. -Use order of operations to simplify numerical expressions. -Find the prime factorizations of composite numbers. -Find the greatest common factor (GCF) of 2 or more whole #'s. -Find the least common multiple (LCM) of 2 or more whole #'s. -Evaluate algebraic expressions. -Translate words into numbers, variables, and operations. -Combine like terms. -Determine whether a number is a solution of an equation. -Solve one step equations by using addition or subtraction. -Solve one step equations by using multiplication or division. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> Discussion Textbook Workbook Guided Practice Independent Practice Prime #'s through 100 sheet 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> -Homework Assignments -Test over Mean, Median and Mode through the 1st ½ of Chapter 2 (LCM) -Test over the 2nd ½ of Chapter 2 (Algebraic Expressions through Solving Equations) 	<p><i>Time allowed for this unit of study</i></p> <p>16 days</p>

Unit Scope & Sequence

Course Name 7th Grade Math Grade Level 7th Teacher Mrs. Teri Mueller

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Integers and Rational Numbers	<p><i>Students will:</i></p> <ul style="list-style-type: none"> -Compare and order integers and determine absolute value. -Plot and identify ordered pairs on a coordinate plane. -Add integers. -Subtract integers. -Multiply and divide integers. -Solve one step equations with integers. -Identify rational numbers and place them on a number line. -Identify, write, & convert between equivalent fractions & mixed numbers. -Write fractions as decimals and vice versa. -Determine whether a decimal is terminating or repeating. -Compare and order fractions and decimals. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> Discussion Textbook Workbook Guided Practice Independent Practice Integer Rules Handout 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> -Homework Assignments -Quiz over the first part of Chapter 3 (Ordering Integers through Subtracting Integers) -Test over the 1st ½ of Chapter 3 (Ordering Integers through Solving One Step Equations with Integers) -Pop Quiz over Integer Rules -Test over the 2nd ½ of Chapter 3 (Rational #'s through Comparing Fractions and Decimals) 	<p><i>Time allowed for this unit of study</i></p> <p>15 days</p>

Unit Scope & Sequence

Course Name 7th Grade Math

Grade Level 7th

Teacher Mrs. Teri Mueller

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Operations with Rational Numbers	<p><i>Students will:</i></p> <ul style="list-style-type: none"> -Add and subtract decimals. -Multiply decimals. -Divide decimals by integers. -Divide decimals by decimals. -Solve one step equations that contain decimals. -Multiply fractions and mixed numbers. -Divide fractions and mixed numbers. -Add and subtract fractions. -Add and subtract mixed numbers. -Solve one step equations that contain fractions. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> Discussion Textbook Workbook Guided Practice Group Work Independent Practice 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> -Homework Assignments -Quiz over Adding Decimals through Solving One Step Equations w/ Decimals) -Test over Chapter 4 	<p><i>Time allowed for this unit of study</i></p> <p>12 days</p>

Unit Scope & Sequence

Course Name 7th Grade Math

Grade Level 7th

Teacher Mrs. Teri Mueller

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Proportional Reasoning	<p><i>Students will:</i></p> <ul style="list-style-type: none"> -Identify, write, and compare ratios and rates. -Find equivalent ratios and identify proportions. -Solve proportions by using cross products. -Use dimensional analysis to make unit conversions. -Use ratios to determine if 2 figures are similar. -Use similar figures to find unknown lengths. -Understand ratios and proportions in scale drawings. -Learn to use ratios and proportions with scale. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> Discussion Textbook Workbook Guided Practice Group Work Independent Practice 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> -Homework Assignments -Test over Chapter 5 	<p><i>Time allowed for this unit of study</i></p> <p>9 days</p>

Unit Scope & Sequence

Course Name 7th Grade Math Grade Level 7th Teacher Mrs. Teri Mueller

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Percents	<p><i>Students will:</i></p> <ul style="list-style-type: none"> -Write equivalent fractions, decimals, and percents. -Estimate percents. -Find the percent of a number. -Solve one step equations containing percents. -Solve problems involving percent of change. -Solve problems involving simple interest. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> Discussion Textbook Workbook Guided Practice Group Work Independent Practice 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> -Homework Assignments -Quiz over the first four sections of Chapter 6 -Test over Chapter 6 	<p><i>Time allowed for this unit of study</i></p> <p>10 days</p>

Unit Scope & Sequence

Course Name 7th Grade Math Grade Level 7th Teacher Mrs. Teri Mueller

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Plane Figures	<p><i>Students will:</i></p> <ul style="list-style-type: none"> -Identify and describe geometric figures. -Identify angles and parts of angles. -Identify parallel, perpendicular, skew lines & angles formed by a transversal. -Identify and name different parts of a circle. -Identify and name polygons. -Classify triangles by their side lengths and angle measures. -Name and identify types of quadrilaterals. -Find the measure of angles in polygons. -Identify congruent figures. -Use congruence to solve problems. -Recognize, describe, and show transformations. -Identify symmetry in figures. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> Discussion Textbook Workbook Guided Practice Group Work Independent Practice Vocabulary Notes 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> -Homework Assignments -Quiz over primarily the vocabulary learned in Chapter 7 -Test over Chapter 7 	<p><i>Time allowed for this unit of study</i></p> <p>14 days</p>

Unit Scope & Sequence

Course Name 7th Grade Math Grade Level 7th Teacher Mrs. Teri Mueller

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Perimeter, Circumference, and Area	<p><i>Students will:</i></p> <ul style="list-style-type: none"> -Convert measurements within the customary and metric systems. -Find the perimeter of a polygon and circumference of a circle. -Find the area of rectangles and other parallelograms. -Find the area of triangles and trapezoids. -Find the area of circles. -Evaluate numbers using powers and roots. -Use the Pythagorean Theorem to find the measure of a side of a right triangle. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> Discussion Textbook Workbook Guided Practice Group Work Independent Practice 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> -Homework Assignments -Quiz over Conversions through Area of Circles -Test over Chapter 8 	<p><i>Time allowed for this unit of study</i></p> <p>9 days</p>

Unit Scope & Sequence

Course Name 7th Grade Math Grade Level 7th Teacher Mrs. Teri Mueller

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Volume and Surface Area	<p><i>Students will:</i></p> <ul style="list-style-type: none"> -Identify various 3-D figures. -Find the volume of prisms and cylinders. -Find the volume of pyramids, cones, and spheres. -Find the surface area of prisms, cylinders, and spheres. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> Discussion Textbook Workbook Guided Practice Group Work Independent Practice 3-D objects to demonstrate prisms, cylinders, etc. 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> -Homework Assignments -Test over Chapter 9 	<p><i>Time allowed for this unit of study</i></p> <p>5 days</p>

Unit Scope & Sequence

Course Name 7th Grade Math Grade Level 7th Teacher Mrs. Teri Mueller

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Probability	<p><i>Students will:</i></p> <ul style="list-style-type: none"> -Use informal measures of probability. -Find experimental probability. -Use counting methods to determine possible outcomes. -Find the theoretical probability of an event. -Find the probability of independent and dependent events. -Find the number of possible permutations and the probability that a specific permutation will occur. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> Discussion Textbook Workbook Guided Practice Group Work Independent Practice M&M Probability Activity Probability Bunko 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> -Homework Assignments -Test over Chapter 10 	<p><i>Time allowed for this unit of study</i></p> <p>9 days</p>

Unit Scope & Sequence

Course Name 7th Grade Math Grade Level 7th Teacher Mrs. Teri Mueller

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Multistep Equations and Inequalities	<p><i>Students will:</i></p> <ul style="list-style-type: none"> -Solve two step equations. -Solve multistep equations. -Solve equations that have variables on both sides. -Read and write inequalities and graph them on a number line. -Solve one step inequalities by adding or subtracting. -Solve one step inequalities by multiplying or dividing. -Solve simple two step inequalities. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> Discussion Textbook Workbook Guided Practice Group Work Independent Practice 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> -Homework Assignments -Quiz over 2 Step Equations through Equations with Variables on both Sides -Test over Chapter 11 	<p><i>Time allowed for this unit of study</i></p> <p>10 days</p>

Unit Scope & Sequence

Course Name 7th Grade Math Grade Level 7th Teacher Mrs. Teri Mueller

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Graphs and Functions	<p><i>Students will:</i></p> <ul style="list-style-type: none"> -Use function tables to generate and graph ordered pairs. -Identify and graph linear equations. -Determine the slope of a line and graph a line given one point, the y-intercept and the slope. <p>**We may or may not get to this unit!</p>	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> Discussion Textbook Workbook Guided Practice Group Work Independent Practice 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> -Homework Assignments -Quiz over Functions through Slope. 	<p><i>Time allowed for this unit of study</i></p> <p>3 days</p>

Oklahoma Christian School
Course Description

Course: 8th Grade Pre-Algebra Grade Level: 8th Teacher: Mrs. Teri Mueller

Philosophy Statement	In mathematics, the student will see the magnificent order and truth that God has created. This course will reinforce mathematical concepts and build confidence in students preparing them to be successful, yet understanding the importance of an individual's developmental readiness. At the same time, this course will push students to take the foundational mathematical knowledge they have previously acquired and apply it to more complex concepts that will be useful in everyday life and prepare them for the rigors of high school mathematics.
Course Objective	The students will receive instruction in and demonstrate the ability to perform basic mathematical functions and problem solving in the areas of algebraic reasoning, number sense, geometry, measurement, and data analysis and probability.
Textbook	Holt Pre-Algebra
Other Resources	Holt Pre-Algebra Homework and Practice Workbook Supplementary materials provided by the publisher
Time Allotment	55 minutes for 5 days of a 7 day Drop Day rotation 50 minutes (due to Chapel Schedule) for 1 day of a 7 day Drop Day rotation
Course Content	Algebra (Equations and Inequalities with Graphing) Integers and Exponents Rational and Real Numbers Data Analysis Plane Geometry Perimeter, Area, and Volume Ratios and Similarity Percents Probability Multistep Equations and Inequalities (Linear Equations and Systems of Equations) Graphing Lines Sequences and Functions Polynomials
Evaluation Methods	Homework Assignments Tests and quizzes Class projects

**Oklahoma Christian School
Course Description**

Course: Algebra I

Grade Level: 9

Teacher: Laura Eudey

Philosophy Statement	Christian Philosophy of Mathematics - Evidence of the infinite, immutable, and creative God can be seen in every aspect of mathematics. God's precision and order ("But let all things be done properly and in an orderly manner." I Corinthians 14:40) are seen as a student is enabled to identify a problem, asses the various methods of solving the problem, and deduce the most efficient method of solving the problem. Godly diligence ("Be diligent to present yourself approved to God as a workman who does not need to be ashamed..." II Timothy 2:15) is required to learn and then employ the skills necessary to solve a problem. Faith ("...the assurance of things hoped for, the conviction of things not seen." Hebrews 11:1) is essential to solve a problem. It is not always possible nor is it necessary, to see the end before one begins. With encouragement and confidence, students will show mastery of mathematical concepts and the ability to solve problems with order, diligence and faith.
Course Objective	Algebra I is the in depth introduction of variables, constants, expressions and equations. The student will receive instruction in and demonstrate ability in the areas of understanding order of operations, solving equations, simplifying expressions, using properties (field axioms), arithmetic operations with positive and negative numbers, polynomials, factoring, graphing (linear and quadratic equations), working with radicals, and simplification of rational expressions.
Textbook	Prentice Hall Algebra: Tools for a Changing World
Other Resources	<ul style="list-style-type: none"> • Student textbook • Infinite Algebra I software (tests and practice worksheets) • TI-30 or TI-34 calculator • Manipulative materials (rulers, colored pencils, graph paper)
Time Allotment	55 minutes per day, 6 of 7 days per cycle
Course Content	<ul style="list-style-type: none"> • Review of Pre-Algebra concepts: operations, fractions, decimals, properties, number sets • Using the order of operations with complex expressions. • Identifying real number sets and their content (natural, whole, integers, rational, irrational, real). • Demonstrate the ability to translate words into algebraic symbols. • Understand and use proportions, percentages, rate, principal and interest. • Manipulate equations or formulas in order to isolate variables or change the format of an equation. • Solve systems of linear equations using graphing, substitution, or elimination methods. • Graph linear, absolute value, and quadratic equations and inequalities. • Find the slope and y-intercept of a linear equation. • Solve linear, absolute value, and quadratic equations and inequalities. • Find the vertex and axis of symmetry of a quadratic function. • Understand exponents, radicals, and their properties. • Simplify rational expressions.
Evaluation Methods	<ul style="list-style-type: none"> • Homework assignments • Tests • Quizzes • Semester Exams

Oklahoma Christian School
Course Description

Course: Honors Algebra I

Grade Level: 9

Teacher: Laura Eudey

Philosophy Statement	Christian Philosophy of Mathematics - Evidence of the infinite, immutable, and creative God can be seen in every aspect of mathematics. God's precision and order ("But let all things be done properly and in an orderly manner." I Corinthians 14:40) are seen as a student is enabled to identify a problem, asses the various methods of solving the problem, and deduce the most efficient method of solving the problem. Godly diligence ("Be diligent to present yourself approved to God as a workman who does not need to be ashamed..." II Timothy 2:15) is required to learn and then employ the skills necessary to solve a problem. Faith ("...the assurance of things hoped for, the conviction of things not seen." Hebrews 11:1) is essential to solve a problem. It is not always possible nor is it necessary, to see the end before one begins. With encouragement and confidence, students will show mastery of mathematical concepts and the ability to solve problems with order, diligence and faith.
Course Objective	Honors Algebra I is the in depth introduction of variables, constants, expressions and equations with emphasis on higher level understanding and application of abstract mathematical concepts. The student will receive instruction in and demonstrate ability in the areas of understanding order of operations, solving equations, simplifying expressions, using properties (field axioms), arithmetic operations with positive and negative numbers, polynomials, factoring, graphing (linear and quadratic equations), working with radicals, and simplification of rational expressions.
Textbook	Prentice Hall Algebra: Tools for a Changing World
Other Resources	<ul style="list-style-type: none"> • Student textbook • Infinite Algebra I software (tests and practice worksheets) • TI-30 or TI-34 calculator • Manipulative materials (rulers, colored pencils, graph paper)
Time Allotment	55 minutes per day, 6 of 7 days per cycle
Course Content	<ul style="list-style-type: none"> • Brief review of Pre-Algebra concepts: operations, fractions, decimals, properties, number sets • Using the order of operations with complex expressions. • Identifying real number sets and their content (natural, whole, integers, rational, irrational, real). • Demonstrate the ability to translate words into algebraic symbols. • Understand and use proportions, percentages, rate, principal and interest. • Manipulate equations or formulas in order to isolate variables or change the format of an equation. • Solve systems of linear equations using graphing, substitution, or elimination methods. • Graph linear, absolute value, and quadratic equations and inequalities. • Find the slope and y-intercept of a linear equation. • Solve linear, absolute value, and quadratic equations and inequalities. • Find the vertex and axis of symmetry of a quadratic function. • Understand exponents, radicals, and their properties. • Simplify rational expressions.
Evaluation Methods	<ul style="list-style-type: none"> • Homework assignments • Tests • Quizzes • Semester Exams

Oklahoma Christian School
Course Description

Course: Algebra II

Grade Level: 11

Teacher: Laura Eudey

Philosophy Statement	Christian Philosophy of Mathematics - Evidence of the infinite, immutable, and creative God can be seen in every aspect of mathematics. God's precision and order ("But let all things be done properly and in an orderly manner." I Corinthians 14:40) are seen as a student is enabled to identify a problem, asses the various methods of solving the problem, and deduce the most efficient method of solving the problem. Godly diligence ("Be diligent to present yourself approved to God as a workman who does not need to be ashamed..." II Timothy 2:15) is required to learn and then employ the skills necessary to solve a problem. Faith ("...the assurance of things hoped for, the conviction of things not seen." Hebrews 11:1) is essential to solve a problem. It is not always possible nor is it necessary, to see the end before one begins. With encouragement and confidence, students will show mastery of mathematical concepts and the ability to solve problems with order, diligence and faith.
Course Objective	Algebra II is a course that expands on the topics of Algebra I and provides further development of the concept of a function. The student will receive instruction and demonstrate ability in areas of understanding quadratic and linear functions, equations and inequalities, conic sections, applying properties of exponents with and polynomial and rational functions, logarithmic and exponential functions, and sequences and series.
Textbook	Prentice Hall Advanced Algebra: Tools for a Changing World
Other Resources	<ul style="list-style-type: none"> • Student textbook • Infinite Algebra II software (tests and practice worksheets) • TI-83 or TI-84 graphing calculator • Manipulative materials (rulers, colored pencils, graph paper)
Time Allotment	55 minutes per day, 6 of 7 days per cycle
Course Content	<ul style="list-style-type: none"> • Review of Algebra I concepts: solving and manipulating equations, absolute value, number sets, writing algebraic expressions. • Permutations • Linear Relationships and Functions • Matrices • Systems of Linear Equations • Quadratic Functions • Polynomial Equations and Functions • Exponential and Logarithmic Functions • Rational Functions • Sequences and Series
Evaluation Methods	<ul style="list-style-type: none"> • Homework assignments • Tests • Quizzes • Semester Exams

Oklahoma Christian School
Course Description

Course: Algebra II Honors

Grade Level: 10

Teacher: Paul Blakeman

Philosophy Statement	In mathematics, the student will see the magnificent order and truth that God has created. This course will reinforce mathematical concepts and build confidence in students preparing them to be successful, yet understanding the importance of an individual's developmental readiness. At the same time, this course will push students to take the foundational mathematical knowledge they have previously acquired and apply it to more complex concepts that will be useful in everyday life and prepare them for the rigors of high school mathematics.
Course Objective	Algebra II is a course that expands on the topics of Algebra I and provides further development of the concept of a function. The student will receive instruction and demonstrate ability in areas of understanding quadratic and linear functions, equations and inequalities, conic sections, applying properties of exponents with and polynomial and rational functions, logarithmic and exponential functions, and sequences and series.
Textbook	Prentice Hall Advanced Algebra: Tools for a Changing World
Other Resources	<ul style="list-style-type: none">• Student textbook• Infinite Algebra II software (tests and practice worksheets)• TI-83 or TI-84 graphing calculator• Manipulative materials (rulers, colored pencils, graph paper)
Time Allotment	55 minutes per day, 6 of 7 days per cycle
Course Content	<ul style="list-style-type: none">• Review of Algebra I concepts: solving and manipulating equations, absolute value, number sets, writing algebraic expressions.• Permutations• Linear Relationships and Functions• Matrices• Systems of Linear Equations• Quadratic Functions• Polynomial Equations and Functions• Exponential and Logarithmic Functions• Rational Functions• Sequences and Series
Evaluation Methods	<ul style="list-style-type: none">• Homework assignments• Tests• Quizzes• Semester Exams

Unit Scope & Sequence
Grade Level: 10

Course Name: Algebra II Honors

Teacher: Paul Blakeman

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
September Models, Functions and Permutations	<p><i>Students will:</i></p> <p><i>Define relations and functions</i> <i>Use function notation</i> <i>Understand and calculate composite functions</i> <i>Perform vertical and horizontal translations of basic graphs</i> <i>Use basic counting methods, permutations</i> <i>Review the real number sets</i> <i>Relate events to graphs</i> <i>Differentiate between relations and functions</i> <i>Write a function rule</i> <i>Understand and compute the three ways to view the same function: 1) A Table of Values, 2) Graph, 3) Function Rule</i> <i>List the standard function rule and graph for 1) Linear Functions, 2) Quadratic Functions, and 3) Absolute Value Functions</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Infinite Algebra II Software</i> <i>Lecture</i> <i>Notes</i> <i>Discussion</i> <i>Verbal examples</i> <i>Written examples</i> <i>Textbook</i> <i>Rulers</i> <i>Colored pens and pencils</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Random question and answer –</i> <i>Socratic Method</i> <i>Quizzes</i> <i>Tests</i> <i>Homework</i> <i>Pair and Share</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>12 days</i></p>
September Linear Relationships and Functions	<p><i>Write the slope-intercept form of a linear equation</i> <i>Write the slope-intercept equation of horizontal and vertical lines</i> <i>Identify the slope and the y-intercept in a linear equation</i> <i>Graph a linear equation using the slope-intercept form</i> <i>Translate the Slope-Intercept form of a linear equation into the Standard Form of a linear equation</i> <i>Compare and contrast the slopes of perpendicular and parallel lines.</i> <i>Compute the slope-intercept equation when given some or all of the following relating to the line: 1) slope, 2) y-intercept, 3) coordinate pairs, or 4) a parallel or perpendicular line.</i> <i>Find the x-intercepts of a line when given the linear equation.</i> <i>Recognize direct variations</i></p>	<p><i>Same</i></p>	<p><i>Same</i></p>	<p><i>12 days</i></p>

Unit Scope & Sequence

Course Name: Algebra II Honors

Grade Level: 10

Teacher: Paul Blakeman

<p>October Absolute Value Functions</p>	<p><i>Model and solve one-step absolute value equations</i> <i>Model and solve multi-step absolute value equations</i> <i>Model and solve one-step inequalities</i> <i>Model and solve multi-step inequalities</i> <i>Model and solve compound inequalities</i></p>	<p><i>Same</i></p>	<p><i>Same</i></p>	<p><i>8 days</i></p>
<p>October Solving Systems of Equations</p>	<p><i>Solve systems of linear equations by graphing</i> <i>Solve systems of linear equations by substitution</i> <i>Solve systems of linear equations by elimination</i> <i>Solve systems of linear inequalities by graphing</i> <i>Model and solve systems of equations word problems</i></p>	<p><i>Same</i></p>	<p><i>Same</i></p>	<p><i>10 days</i></p>
<p>November Matrices</p>	<p><i>Organize data in a matrix format</i> <i>Add and subtract matrices</i> <i>Multiply a matrix by a scalar</i> <i>Multiply two matrices</i> <i>Write the identity for a matrix and understand it's relationship with the inverse of a matrix</i> <i>Calculate the inverse of a matrix</i> <i>Solve matrix equations without the inverse</i> <i>Solve matrix equations where the inverse is required</i> <i>Solve systems of two equations using Cramer's rule</i> <i>Solve systems of three equations using Cramer's rule</i></p>	<p><i>Same</i></p>	<p><i>Same</i></p>	<p><i>13 days</i></p>
<p>December Quadratic Equations and Functions</p>	<p><i>Write by memory the standard form of the quadratic equation and the vertex form of the quadratic equation</i> <i>Identify the a, b, and c values within standard form quadratic equations</i> <i>Use the a, b, and c value to calculate the vertex and axis of symmetry for a parabola</i> <i>Graph parabolas (in either form) by using a Table of Values centered around the vertex.</i> <i>Graph quadratic inequalities and shade appropriately</i> <i>Translate quadratic form to vertex form and vice versa</i></p>	<p><i>Same</i></p>	<p><i>Same</i></p>	<p><i>15 days</i></p>

Unit Scope & Sequence
Grade Level: 10

Course Name: Algebra II Honors

Teacher: Paul Blakeman

December Quadratic Equations and Functions (continued)	<i>Recognize and simplify imaginary and complex numbers</i> <i>Perform operations with imaginary and complex numbers</i> <i>Solve quadratic functions using the Zero Products Property</i> <i>Solve quadratics using the quadratic formula</i> <i>Solve quadratics by completing the square</i>	<i>Same</i>	<i>Same</i>	<i>Same</i>
January Factoring Review	<i>Factor polynomial expressions using the following methods:</i> <i>Finding the Greatest Common Factor</i> <i>Finding the Difference of Two Squares</i> <i>Factoring trinomial expression</i> <i>Factoring the Sum and Difference of Cubes</i> <i>Factoring by Grouping</i>	<i>Same</i>	<i>Same</i>	<i>12 days</i>
January Rational Expression	<i>Explore Inverse Variation</i> <i>Graph and Understand Inverse Variation</i> <i>Understand and Use Rational Functions and Their Graphs</i> <i>Use Rational Expressions</i> <i>Be able to Add and Subtract Rational Expressions</i> <i>Solve Rational Equations</i> <i>Understand and Use Probability of Multiple Events</i>	<i>Same</i>	<i>Same</i>	<i>10 days</i>
February Properties of Exponents	<i>Use the Products Property of Exponents</i> <i>Use the Quotient Property of Exponents</i> <i>Use the exponent properties relating to zero and negative exponents</i> <i>Use the Powers Property of Exponents</i> <i>Graph exponential functions on a graphing calculator(internet)</i>	<i>Same</i>	<i>Same</i>	<i>12 days</i>
February Radical Expressions	<i>Factor and simplify radical terms</i> <i>Add and subtract radical terms and expressions</i> <i>Multiply and divide radical terms and expressions</i>	<i>Same</i>	<i>Same</i>	<i>8 days</i>
March Factoring	<i>Factor by various methods:</i> <i>Finding the Greatest Common Factor</i> <i>Factoring Trinomials</i> <i>Factoring a Difference of Squares</i> <i>Factoring a Sum or Difference of Cubes</i>	<i>Same</i>	<i>Same</i>	<i>12 days</i>

Unit Scope & Sequence
Grade Level: 10

Course Name: Algebra II Honors

Teacher: Paul Blakeman

<p>March Finding the X-Intercepts of a Quadratic</p>	<p><i>Solve quadratic equations using various methods: Factoring and Zero Products Property Calculate using the Quadratic Formula</i></p>	<p><i>Same</i></p>	<p><i>Same</i></p>	<p><i>10 days</i></p>
<p>April Polynomials and Rational Expressions</p>	<p><i>Add and Subtract polynomial expressions Multiply and Divide polynomial expressions Add and subtract rational expressions Multiply and divide rational expressions Graph rational functions on a graphing calculator (internet) Use the Pythagorean theorem to solve word problems involving right triangles</i></p>	<p><i>Same</i></p>	<p><i>Same</i></p>	<p><i>12 days</i></p>
<p>April Exponential and Logarithmic Functions</p>	<p><i>Review Exponential Models Use and Understand Exponential Functions Study and Use Logarithmic Functions as Inverses Learn Properties of Logarithms Use and Understand Exponential and Logarithmic Equations Use and Understand Natural Logarithms</i></p>	<p><i>Same</i></p>	<p><i>Same</i></p>	<p><i>14 days</i></p>
<p>May Quadratic Relationships</p>	<p><i>Review and Study Conic Sections Use, Graph, and Understand Parabolas Use, Graph, and Understand Circles Use, Graph, and Understand Ellipses Use, Graph, and Understand Hyperbolas Be able to Translate Conic Sections</i></p>	<p><i>Same</i></p>	<p><i>Same</i></p>	<p><i>12 days</i></p>
<p>May Sequences and Series</p>	<p><i>Review and Understand Mathematical Patterns Use and Understand Arithmetic Sequences Use and Understand Geometric Sequences Use and Understand Arithmetic Series Use and Understand Geometric Series Explore and Understand Area Under a Curve</i></p>	<p><i>Same</i></p>	<p><i>Same</i></p>	<p><i>8 days</i></p>

**Oklahoma Christian School
Course Description**

Course: Geometry

Grade Level: 10th

Teacher: Paul Blakeman

Philosophy Statement	In mathematics, the student will see the magnificent order and truth that God has created. This course will reinforce mathematical concepts and build confidence in students preparing them to be successful, yet understanding the importance of an individual's developmental readiness. At the same time, this course will push students to take the foundational mathematical knowledge they have previously acquired and apply it to more complex concepts that will be useful in everyday life and prepare them for the rigors of high school mathematics.
Course Objective	The student will receive instruction and demonstrate abilities and understanding of one, two and three-dimensional objects and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric objects include the study of: (1) points, lines, angles and planes; (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedra and other solids. An understanding of proof and logic is developed. Use of graphing calculators and computer drawing programs is encouraged.
Textbook	McDougal Littell Geometry ©2004
Other Resources	Student textbook, Smart Board, manipulative materials, protractor/compass, and calculators
Time Allotment	55 minutes per day, 6 of 7 days per cycle
Course Content	(1) Visual/math patterns, (2) One/two/three dimensional figures, (3) Length, distance & coordinate systems, (4) Angle types & measurements, (5) Perimeter, circumference, & area, (6) Conditional statement forms uses, (7) Perpendicular, parallel, & skew lines, (8) Inductive/deductive reasoning, (9) Basic algebra properties (10) Types of proofs (2 column/paragraph/flow), (11) Parallel lines, transversals, & angles, (12) Lines, triangles, measurements, & graphing, (13) Congruent triangles, proving & using perpendicular & angle bisectors, medians, (14) Triangle inequalities & indirect proofs, (15) Polygons/parts/types/areas, (16) Quadrilaterals, parallelograms, rhombuses, rectangles, squares, kites, & trapezoids, (17) Ratios and proportions, (18) Similar polygons/triangles/proportions, (19) Pythagorean theorem & converse, (20) 45-45-90/30-60-90 triangles, (21) Trig ratios – sine, cosine, tangent, & vectors, (22) Parts & groups of circles, (23) Tangents/arcs/chords, (24) Inscribed, circumscribed polygons, (25) Circle equations, (26) Angles of polygons, (27) Areas, perimeters of polygons & circles, (28) Geometric probability, (29) Types, parts, & properties of solids, (30) Surface area/volumes of solids, (31) Similar solids and proportions
Evaluation Methods	<ul style="list-style-type: none"> • Class participation • Homework assignments • Quizzes and tests (both oral and written)

Course Name: Geometry (August - September)

Unit Scope & Sequence
Grade Level: 10th

Teacher: Paul Blakeman

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Geometry Basics	<p>Students will:</p> <ul style="list-style-type: none"> • Learn and use patterns and inductive reasoning • Define and use points, lines, and planes • Name segments and determine their measures • Name angles and determine their measures • Learn to bisect segments and angles • Finding angles with intersecting lines • Determine and use angle pair relationships • Introduction to using perimeter, circumference, and area 	<p>Methods and Materials used:</p> <ul style="list-style-type: none"> • Lecture • Smart Board • Textbook • Discussion 	<p>Methods to determine mastery</p> <ul style="list-style-type: none"> • Homework • Quiz • Test 	<p>Time allowed for this unit of study</p> <p>10 Days</p>
Geometry Proofs	<ul style="list-style-type: none"> • Learn and use conditional statements • Learn and use biconditional statements • Understand and use deductive reasoning • Use deductive reasoning with properties from algebra • Understand and prove statements about segments • Understand and prove statements about angles 	<ul style="list-style-type: none"> • Lecture • Smart Board • Textbook • Discussion 	<ul style="list-style-type: none"> • Homework • Quiz • Test 	<p>14 Days</p>
Perpendicular And Parallel Lines	<ul style="list-style-type: none"> • Learn and use lines and angles • Understand, use, and prove perpendicular lines • Understand, use, and prove parallel lines and transversals • Understand and use properties of parallel lines • Understand and use parallel lines in a coordinate plane • Understand and use perpendicular lines in a coordinate plane 	<ul style="list-style-type: none"> • Lecture • Smart Board • Textbook • Discussion 	<ul style="list-style-type: none"> • Homework • Quiz • Test 	<p>12 Days</p>

Unit Scope & Sequence
Grade Level: 10th

Course Name: Geometry (October - December)

Teacher: Paul Blakeman

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Congruent Triangles	Students will: <ul style="list-style-type: none"> • Learn and use triangles and angles in triangles • Define and use congruence and triangles • Prove triangles are congruent using SSS and SAS • Prove triangles are congruent using ASA and AAS • Use congruent triangles • Define and use isosceles, equilateral, and right triangles • Understand and use triangles in a coordinate plane 	Methods and Materials used: <ul style="list-style-type: none"> • Lecture • Smart Board • Textbook • Discussion 	Methods to determine mastery <ul style="list-style-type: none"> • Homework • Quiz • Test 	Time allowed for this unit of study 20 Days
Triangle Properties	<ul style="list-style-type: none"> • Learn and use perpendiculars and bisectors • Learn and use bisectors of a triangle • Understand and use medians and altitudes of a triangle • Understand and use the midsegment theorem • Understand and prove inequalities in one triangle • Understand and use indirect proof and inequalities in two triangles 	<ul style="list-style-type: none"> • Lecture • Smart Board • Textbook • Discussion 	<ul style="list-style-type: none"> • Homework • Quiz • Test 	14 Days
Quadrilaterals	<ul style="list-style-type: none"> • Define and use polygons • Understand and use the properties of parallelograms • Be able to prove quadrilaterals are parallelograms • Define and use rhombuses, rectangles, and squares • Define and use trapezoids and kites • Understand and use areas of triangles and quadrilaterals 	<ul style="list-style-type: none"> • Lecture • Smart Board • Textbook • Discussion 	<ul style="list-style-type: none"> • Homework • Quiz • Test 	16 Days

Course Name: Geometry (January – February)

Unit Scope & Sequence
Grade Level: 10th

Teacher: Paul Blakeman

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Similarity	Students will: <ul style="list-style-type: none"> • Learn and use ratios and proportions • Understand and problem solve with proportions • Understand and use proportions in similar polygons • Understand and use proportions in similar triangles • Be able to prove triangles are similar • Define and use dilations 	Methods and Materials used: <ul style="list-style-type: none"> • Lecture • Smart Board • Textbook • Discussion 	Methods to determine mastery <ul style="list-style-type: none"> • Homework • Quiz • Test 	Time allowed for this unit of study 18 Days
Right Triangles and Trigonometry	<ul style="list-style-type: none"> • Learn and use similar right triangles • Review and master the Pythagorean Theorem • Learn and use the converse of the Pythagorean Theorem • Understand and use special right triangles • Understand and use trigonometric ratios • Understand and solve right triangles • Understand and use vectors 	<ul style="list-style-type: none"> • Lecture • Smart Board • Textbook • Discussion 	<ul style="list-style-type: none"> • Homework • Quiz • Test 	16 Days
Circles, Arcs, Chords, and Tangents	<ul style="list-style-type: none"> • Learn and use parts of circles • Understand and use tangents to circles • Understand and use arcs and chords • Understand and use properties of angles in circles • Understand and use various segments in circles • Understand, use, and write equations of circles 	<ul style="list-style-type: none"> • Lecture • Smart Board • Textbook • Discussion 	<ul style="list-style-type: none"> • Homework • Quiz • Test 	14 Days

Unit Scope & Sequence
Grade Level: 10th

Course Name: Geometry (March – May)

Teacher: Paul Blakeman

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Area of Polygons and Circles	Students will: <ul style="list-style-type: none"> • Learn and use angle measures in polygons • Learn and use area in regular polygons • Calculate and use perimeters and areas of similar figures • Calculate and use circumference, area, and arc lengths • Calculate and use perimeters and areas regular figures • Understand and use geometric and experimental probability 	Methods and Materials used: <ul style="list-style-type: none"> • Lecture • Smart Board • Textbook • Discussion 	Methods to determine mastery <ul style="list-style-type: none"> • Homework • Quiz • Test 	Time allowed for this unit of study 18 Days
Surface Area And Volume	<ul style="list-style-type: none"> • Learn and use solids • Calculate and use surface area of prisms and cylinders • Calculate and use surface area of pyramids and cones • Calculate and use volume of prisms and cylinders • Calculate and use volume of pyramids and cones • Calculate and use surface area and volume of spheres • Understand and use relationships of similar solids 	<ul style="list-style-type: none"> • Lecture • Smart Board • Textbook • Discussion 	<ul style="list-style-type: none"> • Homework • Quiz • Test 	16 Days
Transformations	<ul style="list-style-type: none"> • Learn and use motion in a plane • Understand and use rigid motion in a plane • Understand and use reflections in a plane • Understand and use double reflections • Understand and use rotations, translations, and vectors • Understand and use multiple transformations • Understand and use glide reflections and compositions • Understand and develop frieze patterns 	<ul style="list-style-type: none"> • Lecture • Smart Board • Textbook • Discussion 	<ul style="list-style-type: none"> • Homework • Quiz • Test 	18 Days

Oklahoma Christian School
Course Description

Course: Geometry Honors

Grade Level: 9th

Teacher: Paul Blakeman

Philosophy Statement	In mathematics, the student will see the magnificent order and truth that God has created. This course will reinforce mathematical concepts and build confidence in students preparing them to be successful, yet understanding the importance of an individual's developmental readiness. At the same time, this course will push students to take the foundational mathematical knowledge they have previously acquired and apply it to more complex concepts that will be useful in everyday life and prepare them for the rigors of high school mathematics.
Course Objective	The student will receive instruction and demonstrate abilities and understanding of one, two and three-dimensional objects and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric objects include the study of: (1) points, lines, angles and planes; (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedra and other solids. An understanding of proof and logic is developed. Use of graphing calculators and computer drawing programs is encouraged. Areas are covered at a deeper, more cognitive level than in non-honors.
Textbook	McDougal Littell Geometry ©2004
Other Resources	Student textbook, Smart Board, manipulative materials, protractor/compass, and calculators
Time Allotment	55 minutes per day, 6 of 7 days per cycle
Course Content	(1) Visual/math patterns, (2) One/two/three dimensional figures, (3) Length, distance & coordinate systems, (4) Angle types & measurements, (5) Perimeter, circumference, & area, (6) Conditional statement forms uses, (7) Perpendicular, parallel, & skew lines, (8) Inductive/deductive reasoning, (9) Basic algebra properties (10) Types of proofs (2 column/paragraph/flow), (11) Parallel lines, transversals, & angles, (12) Lines, triangles, measurements, & graphing, (13) Congruent triangles, proving & using perpendicular & angle bisectors, medians, (14) Triangle inequalities & indirect proofs, (15) Polygons/parts/types/areas, (16) Quadrilaterals, parallelograms, rhombuses, rectangles, squares, kites, & trapezoids, (17) Ratios and proportions, (18) Similar polygons/triangles/proportions, (19) Pythagorean theorem & converse, (20) 45-45-90/30-60-90 triangles, (21) Trig ratios – sine, cosine, tangent, & vectors, (22) Parts & groups of circles, (23) Tangents/arcs/chords, (24) Inscribed, circumscribed polygons, (25) Circle equations, (26) Angles of polygons, (27) Areas, perimeters of polygons & circles, (28) Geometric probability, (29) Types, parts, & properties of solids, (30) Surface area/volumes of solids, (31) Similar solids and proportions
Evaluation Methods	<ul style="list-style-type: none"> • Class participation • Homework assignments • Quizzes and tests (both oral and written)

Course Name: Geometry Honors (August - September)

Unit Scope & Sequence
Grade Level: 9th

Teacher: Paul Blakeman

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Geometry Basics	<p>Students will:</p> <ul style="list-style-type: none"> • Learn and use patterns and inductive reasoning • Define and use points, lines, and planes • Name segments and determine their measures • Name angles and determine their measures • Learn to bisect segments and angles • Finding angles with intersecting lines • Determine and use angle pair relationships • Introduction to using perimeter, circumference, and area 	<p>Methods and Materials used:</p> <ul style="list-style-type: none"> • Lecture • Smart Board • Textbook • Discussion 	<p>Methods to determine mastery</p> <ul style="list-style-type: none"> • Homework • Quiz • Test 	<p>Time allowed for this unit of study</p> <p>10 Days</p>
Geometry Proofs	<ul style="list-style-type: none"> • Learn and use conditional statements • Learn and use biconditional statements • Understand and use deductive reasoning • Use deductive reasoning with properties from algebra • Understand and prove statements about segments • Understand and prove statements about angles 	<ul style="list-style-type: none"> • Lecture • Smart Board • Textbook • Discussion 	<ul style="list-style-type: none"> • Homework • Quiz • Test 	<p>14 Days</p>
Perpendicular And Parallel Lines	<ul style="list-style-type: none"> • Learn and use lines and angles • Understand, use, and prove perpendicular lines • Understand, use, and prove parallel lines and transversals • Understand and use properties of parallel lines • Understand and use parallel lines in a coordinate plane • Understand and use perpendicular lines in a coordinate plane 	<ul style="list-style-type: none"> • Lecture • Smart Board • Textbook • Discussion 	<ul style="list-style-type: none"> • Homework • Quiz • Test 	<p>12 Days</p>

Unit Scope & Sequence

Course Name: **Geometry Honors (October - December)**

Grade Level: **9th**

Teacher: **Paul Blakeman**

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Congruent Triangles	<p>Students will:</p> <ul style="list-style-type: none"> • Learn and use triangles and angles in triangles • Define and use congruence and triangles • Prove triangles are congruent using SSS and SAS • Prove triangles are congruent using ASA and AAS • Use congruent triangles • Define and use isosceles, equilateral, and right triangles • Understand and use triangles in a coordinate plane 	<p>Methods and Materials used:</p> <ul style="list-style-type: none"> • Lecture • Smart Board • Textbook • Discussion 	<p>Methods to determine mastery</p> <ul style="list-style-type: none"> • Homework • Quiz • Test 	<p>Time allowed for this unit of study</p> <p align="center">20 Days</p>
Triangle Properties	<ul style="list-style-type: none"> • Learn and use perpendiculars and bisectors • Learn and use bisectors of a triangle • Understand and use medians and altitudes of a triangle • Understand and use the midsegment theorem • Understand and prove inequalities in one triangle • Understand and use indirect proof and inequalities in two triangles 	<ul style="list-style-type: none"> • Lecture • Smart Board • Textbook • Discussion 	<ul style="list-style-type: none"> • Homework • Quiz • Test 	<p align="center">14 Days</p>
Quadrilaterals	<ul style="list-style-type: none"> • Define and use polygons • Understand and use the properties of parallelograms • Be able to prove quadrilaterals are parallelograms • Define and use rhombuses, rectangles, and squares • Define and use trapezoids and kites • Understand and use areas of triangles and quadrilaterals 	<ul style="list-style-type: none"> • Lecture • Smart Board • Textbook • Discussion 	<ul style="list-style-type: none"> • Homework • Quiz • Test 	<p align="center">16 Days</p>

Course Name: Geometry Honors (January – February)

Unit Scope & Sequence
Grade Level: 9th

Teacher: Paul Blakeman

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Similarity	Students will: <ul style="list-style-type: none"> • Learn and use ratios and proportions • Understand and problem solve with proportions • Understand and use proportions in similar polygons • Understand and use proportions in similar triangles • Be able to prove triangles are similar • Define and use dilations 	Methods and Materials used: <ul style="list-style-type: none"> • Lecture • Smart Board • Textbook • Discussion 	Methods to determine mastery <ul style="list-style-type: none"> • Homework • Quiz • Test 	Time allowed for this unit of study 18 Days
Right Triangles and Trigonometry	<ul style="list-style-type: none"> • Learn and use similar right triangles • Review and master the Pythagorean Theorem • Learn and use the converse of the Pythagorean Theorem • Understand and use special right triangles • Understand and use trigonometric ratios • Understand and solve right triangles • Understand and use vectors 	<ul style="list-style-type: none"> • Lecture • Smart Board • Textbook • Discussion 	<ul style="list-style-type: none"> • Homework • Quiz • Test 	16 Days
Circles, Arcs, Chords, and Tangents	<ul style="list-style-type: none"> • Learn and use parts of circles • Understand and use tangents to circles • Understand and use arcs and chords • Understand and use properties of angles in circles • Understand and use various segments in circles • Understand, use, and write equations of circles 	<ul style="list-style-type: none"> • Lecture • Smart Board • Textbook • Discussion 	<ul style="list-style-type: none"> • Homework • Quiz • Test 	14 Days

Course Name: Geometry Honors (March – May)

Unit Scope & Sequence
Grade Level: 9th

Teacher: Paul Blakeman

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Area of Polygons and Circles	Students will: <ul style="list-style-type: none"> • Learn and use angle measures in polygons • Learn and use area in regular polygons • Calculate and use perimeters and areas of similar figures • Calculate and use circumference, area, and arc lengths • Calculate and use perimeters and areas regular figures • Understand and use geometric and experimental probability 	Methods and Materials used: <ul style="list-style-type: none"> • Lecture • Smart Board • Textbook • Discussion 	Methods to determine mastery <ul style="list-style-type: none"> • Homework • Quiz • Test 	Time allowed for this unit of study 18 Days
Surface Area And Volume	<ul style="list-style-type: none"> • Learn and use solids • Calculate and use surface area of prisms and cylinders • Calculate and use surface area of pyramids and cones • Calculate and use volume of prisms and cylinders • Calculate and use volume of pyramids and cones • Calculate and use surface area and volume of spheres • Understand and use relationships of similar solids 	<ul style="list-style-type: none"> • Lecture • Smart Board • Textbook • Discussion 	<ul style="list-style-type: none"> • Homework • Quiz • Test 	16 Days
Transformations	<ul style="list-style-type: none"> • Learn and use motion in a plane • Understand and use rigid motion in a plane • Understand and use reflections in a plane • Understand and use double reflections • Understand and use rotations, translations, and vectors • Understand and use multiple transformations • Understand and use glide reflections and compositions • Understand and develop frieze patterns 	<ul style="list-style-type: none"> • Lecture • Smart Board • Textbook • Discussion 	<ul style="list-style-type: none"> • Homework • Quiz • Test 	18 Days

Unit Scope & Sequence

Course Name: Precalculus--Honors

Grade Level: 11/12

Teacher: Hartwig

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>Review Algebra</i> <i>Aug./Sept.</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Identify number systems and Cartesian coordinate system “vocabulary” • Find unknown values using the Midpoint Formula and Distance Formula. • Demonstrate knowledge of three different algebraic forms of a line and ascertain when it is mathematically appropriate to use each form. • Employ factoring and quadratic formula to solve quadratic equations. Use the discriminant to determine the nature of the solution(s) of a quadratic equation. • Evaluate and simplify expressions with integral and rational exponents. • Demonstrate the ability to simplify radical expressions and solve radical equations. • Use synthetic division to evaluate polynomial expressions and to find factors of polynomial expressions or solve polynomial equations. • Examine special non-linear function graphs including piece-wise graphs, step functions, greatest integer functions and absolute value functions. Recognize the equations of such graphs, sketch the graphs and accurately graph them on a graphing utility • Translate equations of circles from standard form to general form and vice versa. Use given information (center/radius/point on the circle) to find the equation of a circle. 	<p><i>Methods and Materials used:</i></p> <p>Direct instruction Examples and explanations on the Smart Board Question and answer Drill and Practice Cooperative Learning Use of calculators to reinforce understanding Textbook Worksheets</p>	<p><i>Methods to determine mastery</i></p> <p>Answer questions Completed homework Quiz Exam</p>	<p><i>Time allowed for this unit of study</i></p> <p>18 days</p>

<p><i>Functions- General Review</i></p> <p><i>September</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Determine domain and range of various functions and report these in set builder notation as well as interval notation. • Review function notation, composition of functions, inverse functions, horizontal and vertical line tests for functions and one-to-one functions. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Direct instruction • Examples and explanations on the Smart Board • Question and answer • Drill and Practice • Cooperative Learning • Use of calculators to reinforce understanding • Textbook 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Answer questions • Completed homework • Exam 	<p><i>Time allowed for this unit of study</i></p> <p>8 days</p>
<p><i>Polynomial Functions</i></p> <p><i>October</i></p>	<ul style="list-style-type: none"> • Analyze the equation of a parabola and determine graph, vertex, intercepts, axis of symmetry, and minimum or maximum value of the parabola. • State the degree of a polynomial function and the multiplicity of the zeros. • Calculate all possible rational roots of a polynomial function. • Use Descartes' Rule of Signs to determine the number of positive, negative and imaginary roots of a function. • Find all roots of a polynomial using rational root theorem, Descartes' Rule of Signs, and a graphing utility to aid in the process. • Write a polynomial function when given the zeros of the function. 	<ul style="list-style-type: none"> • Direct instruction • Examples and explanations on the Smart Board • Question and answer • Drill and Practice • Cooperative Learning • Use of calculators to reinforce understanding • Worksheets • Textbook 	<ul style="list-style-type: none"> • Answer questions • Completed homework • Quiz • Exam 	<p>15 days</p>

<p><i>Logarithms</i></p> <p><i>November.</i></p>	<p>Students will:</p> <ul style="list-style-type: none"> • Review function notation, composition of functions, inverse functions, horizontal and vertical line tests for functions and one-to-one functions. • Convert expressions to logarithmic form from exponential form and vice versa. • Use the laws of logarithms to simplify expressions and solve equations. • Interpret word problems including exponential growth and decay or compound interest using logarithms to solve. 	<p>Methods and Materials used:</p> <p>Direct instruction Examples and explanations on the Smart Board Question and answer Drill and Practice Cooperative Learning Use of calculators to reinforce understanding Textbook Worksheets</p>	<p>Methods to determine mastery</p> <p>Answer questions Completed homework Quiz Exam</p>	<p>Time allowed for this unit of study</p> <p>15 days</p>
<p><i>Trigonometric Functions</i></p> <p><i>Dec./Jan.</i></p>	<ul style="list-style-type: none"> • Explore angle measure in terms of radians and the unit circle • Convert from radians to degrees and degrees to radians. • Use knowledge of radian measure and formulas to solve workday problems involving arc length, radius and central angles. • Define six trigonometric functions (circular functions) on the unit circle. • Evaluate trig functions in the $\pi/6$, $\pi/3$, $\pi/4$, and quadrantal “families” without using a calculator. • Determine the value of other trigonometric functions using a calculator. • Graph the sine and cosine functions with and without a graphing utility. • Name the amplitude, period, phase shift, vertical shift, and flip of a sine or cosine graph given its equation. • Graph the tangent, cotangent, secant, and cosecant functions, carefully noting all asymptotes. • Evaluate inverse trigonometric functions. 	<p>Direct instruction Examples and explanations on the Smart Board Question and answer Drill and Practice Cooperative Learning Use of calculators to reinforce understanding Textbook Worksheets</p>	<p>Answer questions Completed homework Quiz Exam</p>	<p>12 days</p>

	<i>Students will:</i>	<i>Methods and Materials used:</i>	<i>Methods to determine mastery</i>	<i>Time allowed for this unit of study</i>
<p><i>Analytic Trigonometry</i></p> <p><i>Feb./Mar.</i></p>	<ul style="list-style-type: none"> Convert expressions into a form using only sines and cosines and simplify using fundamental trigonometric identities. Verify identities using a two-column method. Find exact values of sums and differences of two angle given one trig function of each angle. Calculate exact values of trigonometric functions using half-angle and double-angle identities. Write general solutions for trigonometric equations. Solve trigonometric functions over certain intervals (radians and degrees). 	<p>Direct instruction</p> <p>Examples and explanations on the Smart Board</p> <p>Question and answer</p> <p>Drill and Practice</p> <p>Cooperative Learning</p> <p>Use of calculators to reinforce understanding</p> <p>Textbook</p> <p>Worksheets</p>	<p>Answer questions</p> <p>Completed homework</p> <p>Quiz</p> <p>Exam</p>	<p>14 days</p>
<p><i>Applications of Trigonometric Functions</i></p> <p><i>March</i></p>	<ul style="list-style-type: none"> Compare circular functions to right triangle trigonometry and use this knowledge to deduce unknown values. Calculate six trigonometric ratios for a right triangle when two sides of the triangle are given. Find acute angle measure in a right triangle using a calculator when necessary. Illustrate angle of depression and angle of elevation problems with right triangles and solve for unknown information using right triangle trigonometry. Apply the Law of Cosines to solve for indicated parts of a triangle or for unknowns in a word problem. Utilize Heron's formula to find area of triangles given the length of three sides of the triangles. Determine the number of triangles possible with the given information (ambiguous case). Use Law of Sines to solve triangles. Employ knowledge of Law of Sines and Law of Cosines to solve navigation and survey problems. 	<p>Direct instruction</p> <p>Examples and explanations on the Smart Board</p> <p>Question and answer</p> <p>Drill and Practice</p> <p>Cooperative Learning</p> <p>Use of calculators to reinforce understanding</p> <p>Textbook</p> <p>Worksheets</p>	<p>Answer questions</p> <p>Completed homework</p> <p>Quiz</p> <p>Exam</p>	<p>10 days</p>

	<i>Students will:</i>	<i>Methods and Materials used:</i>	<i>Methods to determine mastery</i>	<i>Time allowed for this unit of study</i>
<i>Polar Coordinates</i> <i>April</i>	<ul style="list-style-type: none"> • Translate complex numbers in rectangular form to trigonometric form and vice versa. • Evaluate products and quotients of complex numbers in trigonometric form. • Put to use DeMoivre's Theorem to find the nth power of a complex number in trigonometric form. • Convert from polar to rectangular coordinates and vice versa. • Determine the polar graph given an equation (rose, limaçon, lemniscate, cardioid, and Spiral of Archimedes) and verify conclusions using a graphing utility. 	Direct instruction Examples and explanations on the Smart Board Question and answer Drill and Practice Cooperative Learning Use of calculators to reinforce understanding Textbook Worksheets	Answer questions Completed homework Quiz Exam	6 days
<i>Analytic Geometry</i> <i>April</i>	<ul style="list-style-type: none"> • Demonstrate an understanding of the development of circles, ellipses, hyperbolas and parabolas from the cones in space cut by planes. • Review the equation of a circle and be able to find center and radius. This will include a review of midpoint formula, distance formula and completing the square. • Simplify the equation of an ellipse and summarize all pertinent information that can be determined from the equation including the location of the center, vertices, foci, the length of the major axis and the minor axis. Be able to sketch a graph of an ellipse given the equation. • Simplify the equation of a hyperbola and summarize all pertinent information that can be determined from the equation including the location of the center, vertices, and foci, and calculate the length of the transverse and conjugate axes. Be able to sketch a graph of the hyperbola given the equation. 	Direct instruction Use of Conic section manipulatives (wooden) Examples and explanations on the Smart Board Question and answer Drill and Practice Cooperative Learning Use of calculators to reinforce understanding Textbook Worksheets	Answer questions Completed homework Quiz Exam	7 days

	<i>Students will:</i>	<i>Methods and Materials used:</i>	<i>Methods to determine mastery</i>	<i>Time allowed for this unit of study</i>
<p><i>Matrix Algebra</i></p> <p><i>May</i></p>	<ul style="list-style-type: none"> • Solve systems of two linear equations using graphing, substitution and elimination. • Classify systems of linear equations. • Algebraically solve systems of 3 equations with 3 variables. • Evaluate matrix expressions given certain matrices. (This would include addition, subtraction, scalar multiplication, and multiplication.) • Solve a system of equations using row-equivalent matrix procedure. • Find the inverse of a 2x2 matrix and use a graphing utility to find the inverse of a 3x3 matrix. • Evaluate 2x2 and 3x3 determinants. • Use Cramer's Rule to solve a system of equations. • Employ a graphing utility to perform basic operations with matrices and determinants. • Demonstrate the ability to use a graphing utility to solve a system of equations using matrix operations. 	<p>Direct instruction Examples and explanations on the Smart Board Question and answer Drill and Practice Cooperative Learning Use of calculators to reinforce understanding Textbook Worksheets</p>	<p>Answer questions Completed homework Quiz Exam</p>	<p>8 days</p>
<p><i>Sequences and Series</i></p> <p><i>May</i></p>	<ul style="list-style-type: none"> • Find specified terms and common difference of an arithmetic sequence given sufficient information. • Calculate the sum of arithmetic and geometric series using formulas and sigma notation. • Find specified terms and common ratios of a geometric sequence given sufficient information. • Use a formula to find the sum of an infinite geometric series when possible. 	<p>Direct instruction Examples and explanations on the Smart Board Question and answer Drill and Practice Cooperative Learning Use of calculators to reinforce understanding Textbook Worksheets</p>	<p>Answer questions Completed homework Quiz Exam</p>	<p>6 days</p>

	<i>Students will:</i>	<i>Methods and Materials used:</i>	<i>Methods to determine mastery</i>	<i>Time allowed for this unit of study</i>
<p><i>Binomial Theorem, Counting and Probability</i></p> <p><i>As time allows!</i></p>	<ul style="list-style-type: none"> • Expand and simplify binomials using the binomial theorem. • Find the r^{th} term of a binomial expansion without completing the expansion. • Be familiar with the terminology and symbols in set theory (including but not limited to sets, subsets, intersection, union, and complements). • Employ Venn Diagrams when solving word problems. • Make use of the fundamental counting principle, tree diagrams, permutations, and combinations to solve word problems. • Determine probability and odds of certain events. 	<p>Direct instruction Examples and explanations on the Smart Board Question and answer Drill and Practice Cooperative Learning Use of calculators to reinforce understanding Textbook Worksheets</p>	<p>Answer questions Completed homework Quiz Exam</p>	

Unit Scope & Sequence

Course Name: Calculus

Grade Level: 12

Teacher: Hartwig

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>Prerequisites for Calculus</i></p> <p><i>Aug./Sept.</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Define increments when referring to a particle moving in a plane from one point to another. • Review slope of a line ($\Delta y \div \Delta x$). This includes horizontal, vertical, parallel and perpendicular lines. • Demonstrate knowledge of three different algebraic forms of a line and ascertain when it is mathematically appropriate to use each form. • Identify the domain and range of functions using algebraic means. • Interpret function characteristics when using a graphing utility to graph a function. Some of these characteristics would include stating the domain and range, determining symmetry, and deciding if the function is odd, even, or neither. • Examine special non-linear function graphs including piece-wise graphs, step functions, greatest integer functions and absolute value functions. Recognize the equations of such graphs, sketch the graphs and accurately graph them on a graphing utility. • Use knowledge of exponential functions to algebraically solve growth and decay problems as well as problems about compound interest (including compounding continuously). • Review Logarithmic functions including properties of logarithms and Change-of-Base formula. • Translate angle measures from degrees to radians and vice versa. • Demonstrate ability to use trigonometric functions and inverse trigonometric functions. • Solve for arc length, angle measure, or circle radius when a central angle of a circle subtends an arc. 	<p><i>Methods and Materials used:</i></p> <p>Direct instruction Examples and explanations on the Smart Board Question and answer Drill and Practice Cooperative Learning Use of calculators to reinforce understanding Textbook Worksheets</p>	<p><i>Methods to determine mastery</i></p> <p>Answer questions Completed homework Quiz Exam</p>	<p><i>Time allowed for this unit of study</i></p> <p>16 days</p>

<p><i>Limits and Continuity</i></p> <p><i>September/October</i></p>	<p>Students will:</p> <ul style="list-style-type: none"> • Calculate Average Speed and Instantaneous Speed. • Demonstrate the ability to use the difference quotient. • Explore graphs of functions to recognize one-sided and two-sided limits, right- and left-hand limits. • Determine limits of a function using substitution, algebra followed by substitution, and graphing. • Recognize the effect of vertical asymptotes on limits. • Hypothesize the value of a function as its limit approaches $\pm \infty$. Show the hypothesis is true using a graphing utility. • Explore the concept of continuity as it relates to functions. • Identify three types of discontinuity (jump, infinite, oscillating). • Calculate the slope of a curve at a point and find the equation of a line tangent to a curve at a specific point. • Find the equation of a normal line to a curve at a specific point. 	<p>Methods and Materials used:</p> <p>Direct instruction Examples and explanations on the Smart Board Question and answer Drill and Practice Cooperative Learning Use of calculators to reinforce understanding Textbook Worksheets from <i>Brief Calculus</i></p>	<p>Methods to determine mastery</p> <p>Answer questions Completed homework Quizzes Exam</p>	<p>Time allowed for this unit of study</p> <p>24 days</p>
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<p><i>Derivatives</i></p> <p><i>Nov.-Feb.</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Investigate the derivative as a function derived by considering the limit at each point of the domain of the function. • Employ the rules for derivatives including the constant function, power rule, constant multiple rule, sum-difference rule, product rule, quotient rule and power rule for negative integer powers of x. • Calculate first derivatives, second derivatives and higher order derivatives. • Revisit instantaneous rate of change and instantaneous velocity using derivatives rather than the difference quotient. • Find acceleration of a moving particle using the second derivative. • Write derivatives of trig equations. • Determine equations of lines tangent to curves defined using trigonometric functions using the derivatives of trigonometric functions. • Use chain rule, repeated use of chain rule, outside-inside rule, and power chain rule to find derivatives of “complicated” functions. • Perform implicit differentiation to find the derivative of functions not able to be solved for a single variable. • Demonstrate the ability to use derivatives of inverse trigonometric functions, derivatives of exponential functions, and derivatives of logarithmic functions. 	<p><i>Methods and Materials used:</i></p> <p>Direct instruction Examples and explanations on the Smart Board Question and answer Drill and Practice Cooperative Learning Use of calculators to reinforce understanding Worksheets Textbook</p>	<p><i>Methods to determine mastery</i></p> <p>Answer questions Completed homework Quizzes Exam</p>	<p><i>Time allowed for this unit of study</i></p> <p>38 days</p>
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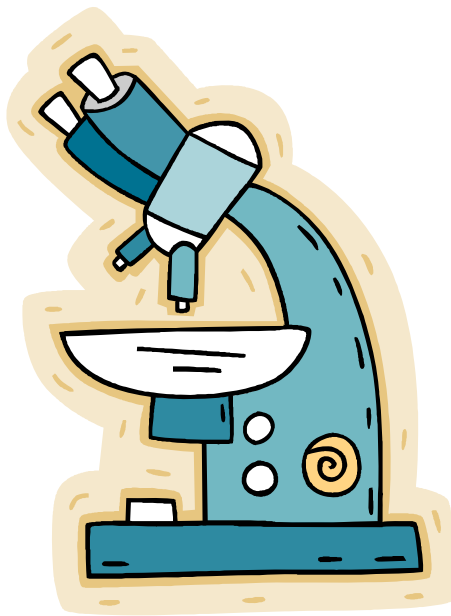
	<i>Students will:</i>	<i>Methods and Materials used:</i>	<i>Methods to determine mastery</i>	<i>Time allowed for this unit of study</i>
<p><i>Derivatives and Graphs of Functions</i></p> <p><i>Feb./March</i></p>	<ul style="list-style-type: none"> • Interpret graphs of functions to find extreme values of the functions (absolute/global extremes and local extremes). • Analytically confirm the location of global and local extreme values using derivatives, limits, and critical points. • Use analytic methods to find the intervals on which a function is increasing, decreasing, concave up, concave down, as well as locating inflection points. 	<p>Direct instruction</p> <p>Examples and explanations on the Smart Board</p> <p>Question and answer</p> <p>Drill and Practice</p> <p>Cooperative Learning</p> <p>Use of calculators to reinforce understanding</p> <p>Textbook</p> <p>Worksheet</p>	<p>Answer questions</p> <p>Completed homework</p> <p>Exam</p>	<p>12 days</p>
<p><i>Definite Integrals</i></p> <p><i>March/April</i></p>	<ul style="list-style-type: none"> • Estimate the area under a curve using the Rectangular Approximation Method (RAM). • Demonstrate the ability to program a graphing calculator with the RAM program and use this to find L-RAM, M-RAM, and R-RAM of given functions on given intervals. • Evaluate definite integrals of constant functions. • Use the graph of an integrand and areas to evaluate definite integrals. • Compare the algebraic and geometric interpretations of definite integrals and use Rules for Definite Integrals to find values of the given integrals. • Explore the connection between integral and differential calculus and define antiderivative. • Find integral values using the Fundamental Theorem of Calculus (Integral Evaluation Theorem). • Program graphing calculators with the Trapezoidal Rule and Simpson's Rule. • Compare areas found by three methods (RAM, Trap, Simp). Areas are found using analytical methods and calculator programs. 	<p>Direct instruction</p> <p>Examples and explanations on the Smart Board</p> <p>Question and answer</p> <p>Drill and Practice</p> <p>Cooperative Learning</p> <p>Use of calculators to reinforce understanding and solve problems</p> <p>Textbook</p> <p>Worksheets</p>	<p>Answer questions</p> <p>Completed homework</p> <p>Quiz</p> <p>Exam</p>	<p>16 days</p>

<p><i>Indefinite Integrals</i></p> <p><i>April/May</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Find antiderivatives for a given function and confirm those answers by differentiation. • Recognize integral formulas and perform integration problems using these formulas. • Solve initial value problems. • Demonstrate the use of the power rule in integral form, trigonometric integrands, and substitution in definite and indefinite integrals. • Investigate and use the property of integration by parts. 	<p><i>Methods and Materials used:</i></p> <p>Direct instruction Examples and explanations on the Smart Board Question and answer Drill and Practice Cooperative Learning Use of calculators to reinforce understanding Textbook Worksheets from <i>Brief Calculus</i></p>	<p><i>Methods to determine mastery</i></p> <p>Answer questions Completed homework Quiz Exam</p>	<p><i>Time allowed for this unit of study</i></p> <p>12 days</p>
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Science

Pre-Kindergarten – Grade Twelve

Science instruction is an important component of the overall curriculum at Oklahoma Christian School. It is important that we examine closely God's monologue on creation and providence. These are the truths God wanted people to know in ancient times, and through the study of the sciences, we find they are even more relevant for our own times.



"The belief in God and Creation formed the bedrock on which science rose."

Stanley L. Jaki, Scientist

Science Overview

Science is an integral part of the overall curriculum at Oklahoma Christian School. Early elementary students are exposed to the general sciences through inquiry and hands-on activities. Through the vertical alignment process, students beginning in second grade focus primarily on one component of science each year. As students move through the grade levels, they have had significant exposure to life science, earth science, and physical science.

Science Components

Science includes the following components:

- Life Science
 - * Including health units
 - Earth Science
 - Physical Science
 - Research and Inquiry
-

Science Courses by Grade Level

- PreK - Teacher Created Units (focus on health and scientific exploration)
- Kind. - Teacher Created Units (focus on health and scientific exploration)
- 1st Grade - Teacher Created Units (focus on health and scientific exploration)
- 2nd Grade - Teacher Created Units (focus on health and physical science)
- 3rd Grade - Teacher Created Units (focus on health and earth science)
- 4th Grade - Teacher Created Units (focus on health and life science)
- 5th Grade - General Science
- 6th Grade - Life Science
- 7th Grade - Physical Science

8th Grade - Earth Science

9th Grade - Life Science/Biology

10th Grade - Choice of:

Physical Science
Chemistry in the Community
Chemistry I

11th and 12th Grade – Choice of:

Chemistry in the Community
Chemistry I
Chemistry II
Environmental Science
Anatomy
Physics

Textbooks in Current Adoption

PreK – Teacher Created Units

Kind. - Teacher Created Units

1st Grade – Teacher Created Units

2nd Grade – Teacher Created Units

3rd Grade – Teacher Created Units

4th Grade – Bob Jones Press – *Science 4*

5th Grade – Bob Jones Press – *Science 5*

6th Grade – Glencoe

Life's Structure and Function
From Bacteria to Plants
Animal Diversity
Ecology

7th Grade – Glencoe

Physical Science
The Air Around You
The Nature of Matter
Motion, Forces, and Energy

8th Grade – Glencoe – *Earth Science*

9th Grade – Glencoe – *Dynamics of Life*

10th Grade – (Science offerings are dependent upon the students' track)

Cambridge – *Foundations of Physical Science*

or

Prentice Hall – *World of Chemistry*

WH Freeman – *Chemistry in the Community*

11th and 12th Grade – (Science offerings are dependent upon students' track)

WH Freeman – *Chemistry in the Community*

Prentice Hall – *World of Chemistry*

Prentice Hall – *Chemistry II*

Glencoe – *Essentials of Human Anatomy and Physiology*

Cambridge – *Foundations of Physics*

Glencoe – *Environmental Science*

Biblical Integration in Science

All instruction is based on the absolutes of God's Word

Science at Oklahoma Christian School is taught from a distinctive Christian worldview. Theistic scientists understand the universe was designed to follow dependable and rational laws. Elementary children are exposed to science only through a Christian worldview. However, as students progress through the sciences, students are exposed to theories contradictory to our Christian faith. Through logical reasoning, students align scientific principals with the truth of God's Word. Only the biblical worldview provides the key presuppositions required for modern science and its methods. Therefore, western science was founded upon Judeo-Christian principles.

“Living within the concept that the world was created by a reasonable God, scientists could move with confidence, expecting to be able to find out about the world by observation and experimentation. This was their epistemological base – the philosophical foundation with which they were sure they could know...Without this foundation, Western modern science would not have been born.”

Francis Schaeffer

Biblical Truths Relating to Science

- God reveals His existence and character through creation. (Romans 1:20; Hebrews 3:3-4)
- God actively continues to sustain all things through time. (Colossians 1:16-17; Hebrews 1:3)
- The creation of God is orderly, purposeful, and intelligible. (Psalm 119:90-90; Ecclesiastes 1:4-7; Isaiah 45:18)
- The First Commission to mankind was to rule over all the earth. (Genesis 1:26-28)
- God has established laws beyond which creation may not pass. (Genesis 1:21-25; 8:22; Jeremiah 5:22)
- Although creation functions in predictable ways, God at times intervenes in an unpredictable fashion. (Exodus 14:21-22; Matthew 8:23-27)

Unit Scope & Sequence

Course Name Science

Grade Level 2nd

Teacher Easterly, Parsons, Smith

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Health	<p><i>Students will:</i></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Gain understanding of proper daily hygiene</i> • <i>Understanding the importance of proper nutrition</i> • <i>Develop and understanding of how the body converts food for energy</i> • <i>Discover how to promote safety in daily life</i> 	<ul style="list-style-type: none"> • Enrichment Worksheets • Smartboard • Internet resources • Interactive Smartboard • Instructional videos 	<p>Class participation Cooperative learning groups Verbal assessments Observation</p>	<p>Time allowed for this unit of study 30 minutes x 2 days a week</p>
Physical Science	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Recognize states and changes of matter</i> • <i>Discover how simples machines are used in daily life</i> • <i>Develop an understanding of the properties of magnets</i> 	<ul style="list-style-type: none"> • Enrichment Worksheets • Smartboard • Internet resources • Interactive Smartboard • Instructional videos • Science projects 	<p>Class participation Cooperative learning groups Verbal assessments Observation</p>	<p>Time allowed for this unit of study 30 minutes x 4 days a week</p>

Course DescriptionCourse: Science Grade Level: 3

Philosophy Statement	<p>God's word shows us, the believer, that we live in an orderly world created by Him. He has instructed us to subdue the earth, harnessing its resources, consuming its bounty, and protecting it as wise stewards. The more we learn and understand about our world, the more we can see God's magnificent plan for our lives.</p> <p>Man has developed theories, laws, and descriptions of the ways God's world functions. Science teachers explain these concepts to students and are thus instrumental in a student's exploration of the world. Science teachers help students carefully and objectively study God's world and to evaluate all scientific theories and knowledge in light of the Bible. Biblical principals and the truth about creation are foundational to every student's knowledge of the field of science.</p>
Course Objective	The student will gain understanding of various aspects of Earth Science. To include: layers of the earth, types of rock/rock cycle, soil and erosion, earthquakes and volcanoes, water cycle, weather, planets and solar system.
Textbook	None used
Other Resources	<p>Evan Moor, and Steck-Vaughn books Practice and enrichment worksheets Manipulative materials Internet resources/Interactive Smartboard activities Science experiments Instructional videos</p>
Time Allotment	20 minutes per day, 4 days per week
Course Content	<ul style="list-style-type: none"> ❖ Understand and identify the three basic layers of the earth. ❖ Discover and learn the types of rocks and the rock cycle. ❖ Learn about the soil and the effects of erosion. ❖ Gain understanding of the effects of volcanoes and earthquakes. ❖ Visualize and learn about the water cycle and types of clouds. ❖ Gain understanding of the components of weather and how it affects our world. ❖ Visualize and gain knowledge of our Solar System with emphasis on the planets.
Step Six Evaluation Methods	<ul style="list-style-type: none"> ❖ Class participation ❖ Projects ❖ Teacher evaluation of hands on learning

Unit Scope & Sequence
Grade Level 3

Course Name: Science

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Earth's Layers</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Identify and understand the three main layers of the earth.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>curriculum</i> ❖ <i>Smartboard</i> ❖ <i>Internet resources</i> ❖ <i>Evan Moor and Steck-Vaughn books</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Observation</i> ❖ <i>Projects of creating the earth with layers.</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Two weeks</i></p>

Unit Scope & Sequence
Grade Level 3

Course Name: Science

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Rocks	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Gain understanding of the types of rocks: Sedimentary, Igneous, and Metamorphic.</i> ❖ <i>Identify and classify a rock collection.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>curriculum</i> ❖ <i>Smartboard</i> ❖ <i>Internet resources</i> ❖ <i>Rock Collections</i> ❖ <i>Evan Moor and Steck-Vaughn books</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Observation</i> ❖ <i>Various projects</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>One week</i></p>

Unit Scope & Sequence
Grade Level 3

Course Name: Science

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Solar System	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Gain an overall understanding of what makes up the Solar System.</i> ❖ <i>Study the attributes of each planet, the sun, moon, constellations, comets, asteroids, galaxies.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>curriculum</i> ❖ <i>Smartboard</i> ❖ <i>Internet resources</i> ❖ <i>Planet Presentation</i> ❖ <i>Evan Moor and Steck-Vaughn books</i> ❖ <i>Indescribable video by Louie Giglio</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Observation</i> ❖ <i>Various projects</i> 	<p><i>Time allowed for this unit of study</i></p> <p>Four weeks</p>

Unit Scope & Sequence
Grade Level 3

Course Name: Science

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Water Cycle and Weather	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Gain an overall understanding of the water cycle.</i> ❖ <i>Understand the components of weather: air, heat, and water.</i> ❖ <i>Learn about various types of precipitation, thunderstorms, floods, hurricanes, tornadoes, and blizzards.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>curriculum</i> ❖ <i>Smartboard</i> ❖ <i>Internet resources</i> ❖ <i>Evan Moor and Steck-Vaughn books</i> ❖ <i>Instructional video</i> ❖ <i>Field Trip- News Station</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Observation</i> ❖ <i>Various projects</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Two weeks</i></p>

Course Name: Science

Unit Scope & Sequence
Grade Level 3

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Earthquakes and Volcanoes	<i>Students will:</i> <ul style="list-style-type: none">❖ <i>Gain understanding of the cause of an earthquake.</i>❖ <i>Relate the effects of the damage of earthquakes to changes of the land.</i>❖ <i>Understand what causes a volcano and the effects.</i>	<i>Methods and Materials used:</i> <ul style="list-style-type: none">❖ <i>Evan Moor, Steck-Vaughn curriculum</i>❖ <i>Smartboard</i>❖ <i>Internet resources</i>❖ <i>Experiments</i>	<i>Methods to determine mastery</i> <ul style="list-style-type: none">❖ <i>Lesson assessments</i>❖ <i>Observation</i>❖ <i>Various projects</i>	<i>Time allowed for this unit of study</i> <i>One week</i>

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Oklahoma Christian School
Course Description

Course: Science Grade Level: 4th Teacher: fourth grade team

Philosophy Statement	<p>God's word shows us, the believer, that we live in an orderly world created by Him. He has instructed us to subdue the earth, harnessing its resources, consuming its bounty, and protecting it as wise stewards. The more we learn and understand about our world, the more we can see God's magnificent plan for our lives.</p> <p>Man has developed theories, laws, and descriptions of the ways God's world functions. Science teachers explain these concepts to students and are thus instrumental in a student's exploration of the world. Science teachers help students carefully and objectively study God's world and to evaluate all scientific theories and knowledge in light of the Bible. Biblical principals and the truth about creation are foundational to every student's knowledge of the field of science.</p>
Course Objective	<ul style="list-style-type: none"> -develop a knowledge of God's creation -promote scientific literacy -understand scientific method and processes -demonstrate integration of science into everyday life -effect a positive attitude toward science through active participation and relevant discussions -promote disciplined and orderly approaches to problem solving
Textbook	Bob Jones Science 4 (3 rd edition)
Other Resources	<ul style="list-style-type: none"> -BJU student text and activity manual -BJU teacher toolkit CD -BJU teacher's edition -teacher generated tests -resources for experiments and hands-on activities
Time Allotment	<p>Alternating schedule with social studies, approximately 1 semester total time</p> <p>40 minutes per day, 5 days a week</p>
Course Content	<ul style="list-style-type: none"> - Living Things - Insects and Spiders - Plants - Forces and Machines - Electricity and Magnetism - Moon - Earth's Resources - Digestion - Bones and Muscles
Step Six Evaluation Methods	<ul style="list-style-type: none"> - Projects and Labs - Activity Manual - Quizzes and Tests - Classroom discussion

Unit Scope & Sequence

Course Name Science

Grade Level 4

Teacher 4th Grade Team

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 1 Life and God's Creation</p> <p>Ch. 1 Living Things</p> <p>Ch. 2 Insects and Spiders</p>	<p><i>Students will:</i></p> <p><i>-recognize interrelationship of science concepts</i> <i>-identify parts of an ecosystem and basic needs of living things</i> <i>-recognize basic needs are met through resources</i> <i>-recognize God provides food for plants and animals in different ways</i> <i>-describe how plants get food</i> <i>-identify characteristics animals use to get food and types of shelters they use</i> <i>-explain how working together benefits some animals</i> <i>-use a scientific method</i> <i>-define and identify terms in each chapter</i> <i>-observe how camouflage works</i> <i>-record and interpret data</i> <i>-recognize each living thing has an effect on it's environment</i> <i>-apply knowledge to everyday situations</i></p> <p><i>-recognize that arthropods are invertebrates</i> <i>-define arthropods</i> <i>-identify insect parts</i> <i>-recognize God has provided survival parts for each insect</i> <i>-identify six ways insects protect themselves</i> <i>-differentiate insects that have chewing vs. sucking mouthparts</i> <i>-make a model of an insect</i> <i>-organize and display an insect collection</i> <i>-define incomplete and complete metamorphosis</i> <i>-describe how insects live and work together in groups</i> <i>-compare different types of ants and their jobs</i> <i>-compare insects and spiders</i> <i>-describe how spiders get food</i> <i>-apply knowledge to everyday situations</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>BJU Press text</i> <i>BJU Press student book and Activity Manual</i> <i>Technology</i> <i>Teacher resource materials for labs</i> <i>Media center materials</i> <i>Field Trip to Wildlife Expo</i> <i>OSU Extension Horticulturists</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Teacher generated testing materials</i> <i>Discussion</i> <i>Student work text</i> <i>Student projects</i> <i>Lab work</i> <i>Games</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>27 days</i></p>

Ch. 3 Plants	<ul style="list-style-type: none"> <i>-identify and describe parts of a flower</i> <i>-explain when pollination occurs</i> <i>-name three ways plants are pollinated</i> <i>-recognize a fruit is the seed part of a plant</i> <i>-name four ways seeds are dispersed</i> <i>-identify parts of seed</i> <i>-record and display information about seeds</i> <i>-infer conditions for beans to germinate</i> <i>-experiment to test hypothesis</i> <i>-identify conditions seeds need to germinate</i> <i>-describe plant life cycle</i> <i>-name ways plants reproduce without seeds</i> <i>-describe plant classification</i> <i>-differentiate spores, seeds, and conifers</i> <i>-classify leaves</i> 			
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Unit Scope & Sequence

Course Name Science

Grade Level 4

Teacher 4th Grade Team

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 2 Energy in Use</p> <p>Ch. 4 Forces and Machines</p> <p>Ch. 5 Electricity and Magnetism</p> <p>Ch. 3 Plants</p>	<p><i>Students will:</i></p> <p><i>-define force</i> <i>-identify gravity and friction as forces</i> <i>-describe relationship btwn work force and distance</i> <i>-identify, explain, and experiment how simple machines work</i> <i>-use wheels, axles and gears to relate distance and force</i> <i>-identify location of load and effort when using a simple machine</i> <i>-identify inclined plane, screws, and wedges and give examples of each</i> <i>-compare results using a changing variable</i></p> <p><i>-explain and identify charges, static electricity and force</i> <i>-differentiate between current and static electricity, contrasting conductors, insulators and resistors</i> <i>-experiment with conductors and insulators</i> <i>-define magnetism and identify materials that are magnetic</i> <i>-measure the power of different magnets</i> <i>-explain uses of electromagnets</i> <i>-explain how magnetism and electricity are related</i> <i>-describe how a generator works</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>BJU Press text</i> <i>BJU Press student book and Activity Manual</i> <i>Technology</i> <i>Websites listed on 4th grade share folder</i> <i>Teacher resource materials for labs</i> <i>Media center materials</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Teacher generated testing materials</i> <i>Discussion</i> <i>Student work text</i> <i>Student projects</i> <i>Lab work</i> <i>Games</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>27 days</i></p>

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Unit Scope & Sequence

Course Name Science

Grade Level 4

Teacher 4th Grade Team

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 3 Chapter 7 The Moon</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> -define satellite -compare and contrast moon and earth -calculate moon measurements from earth measurements -define and identify terms in chapter -describe movements of the moon -differentiate revolution and rotation -identify moon phases in order -identify relationships of sun, moon, and earth -distinguish between solar and lunar eclipse -differentiate between faith and science 	<p><i>Methods and Materials used:</i></p> <p><i>BJU Press text</i> <i>BJU Press student book and Activity Manual</i> <i>Technology</i> <i>Websites listed on 4th grade share folder</i> <i>Teacher resource materials for labs</i> <i>Media center materials</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Teacher generated testing materials</i> <i>Discussion</i> <i>Student work text</i> <i>Student projects</i> <i>Lab work</i> <i>Games</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>27 days</i></p>

Unit Scope & Sequence

Course Name Science

Grade Level 4

Teacher 4th Grade Team

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 5 The Body at Work</p> <p>Ch. 11 – Digestion</p> <p>Ch. 12 Bones and Muscles</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> -define terms in chapter -name the parts of the digestive system -describe the jobs of the saliva, teeth, and tongue -design and conduct an experiment regarding smell and taste -define and describe all parts of the digestive system -describe nutrients needed by body -recognize importance of the food pyramid -record what is eaten and categorize in appropriate food pyramid groups <ul style="list-style-type: none"> -list several bones and identify purposes -understand bone structure -name minerals important for healthy bones -identify four types of joints -identify location and function of cartilage and ligaments -demonstrate with activity how bones in foot and hand work -define muscle and explain movements -differentiate between voluntary and involuntary muscles -observe how bones and muscles work together by making a model -differentiate between strain and a sprain -apply knowledge to everyday situations 	<p><i>Methods and Materials used:</i></p> <p><i>BJU Press text</i> <i>BJU Press student book and Activity Manual</i> <i>Technology</i> <i>Websites listed on 4th grade share folder</i> <i>Teacher resource materials for labs</i> <i>Media center materials</i> <i>Puzzles</i> <i>Games'</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Teacher generated testing materials</i> <i>Discussion</i> <i>Student work text</i> <i>Student projects</i> <i>Lab work</i> <i>Games</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>27 days</i></p>

**Oklahoma Christian School
Course Description**

Course: Math Grade Level: 5th Teacher: Ryburn

Philosophy Statement	<p>God’s word shows us, the believer, that we live in an orderly world created by Him. He has instructed us to subdue the earth, harnessing its resources, consuming its bounty, and protecting it as wise stewards. The more we learn and understand about our world, the more we can see God’s magnificent plan for our lives.</p> <p>Man has developed theories, laws, and descriptions of the ways God’s world functions. Science teachers explain these concepts to students and are thus instrumental in a student’s exploration of the world. Science teachers help students carefully and objectively study God’s world and to evaluate all scientific theories and knowledge in light of the Bible. Biblical principals and the truth about creation are foundational to every student’s knowledge of the field of science.</p>
Course Objective	<p>The students will receive instructions in and demonstrate the ability to perform basic mathematical functions and problem-solving in the areas of addition, subtraction, multiplication, and division of whole numbers, decimals, and fractions.</p>
Textbook	<p><i>Harcourt Math Oklahoma Edition</i></p>
Other Resources	<ul style="list-style-type: none"> • Student Textbook • Practice and enrichment worksheets • Manipulative materials • Smart board
Time Allotment	<p>1 hr. 20 min per day, two to three times per week depending on when A and B day fall in a certain week.</p>
Course Content	<ul style="list-style-type: none"> • Addition and subtraction of whole numbers with up to six digits. Problem-solving using addition and subtraction. • Multiplication of whole numbers up to five digits by whole number multipliers of up to two digits. Problem-solving using multiplication. • Division of whole numbers by a one or two- digit divisor to get a quotient with three or more digits. Problem-solving using division. • Addition and subtraction of decimals through the thousandths. • Multiplication and division of decimals. Problem-solving using decimasls. • Addition and subtraction of fractions and mixed numbers with the same and different denominators. Problem-solving using addition, and subtraction of fractions. • Multiplication and division of fractions, mixed numbers and whole numbers. Problem-solving using multiplication, and division of fractions and mixed numbers. • Solving problems involving the use of graphs.
Evaluation Methods	<ul style="list-style-type: none"> • Class participation • Homework assignments • Tests

**Oklahoma Christian School
Course Description**

Course: Math Grade Level: 5th Teacher: Ryburn

Philosophy Statement	<i>Department Chair/Principal will provide; proceed to Step One</i>
Step One Course Objective (see example)	The students will explore and experience a variety of areas within the field of science including life, physical, and earth science through the use of reading, discussion, demonstration, and participation in group and individual projects.
Step Two Textbook	<i>Science 5 (Bob Jones University)</i>
Step Three Other Resources	<ul style="list-style-type: none"> • Student Textbook • Practice and enrichment worksheets • Manipulative materials • Smart board
Step Four Time Allotment (Minutes per week) (Days per cycle)	1 hr. 20 min per day, two to three times per week depending on when A and B day fall in a certain week.
Step Five Course Content	Earth Science Unit: Minerals and Rocks Earth Science Unit: Fossils Physical Science Unit: Matter Physical Science Unit: Energy and Heat Earth Science Unit: Weather Life Science Unit: Biomes Life Science Unit: Interactions in an Ecosystem Life Science Unit: Changes in an Ecosystem Physical Science Unit: Sound Physical Science Unit: Light Life Science Unit: Respiratory System
Step Six Evaluation Methods	<ul style="list-style-type: none"> • Class participation • Homework assignments • Tests • Projects

Unit Scope & Sequence

Course Name Science Grade Level 5th Teacher Ryburn

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Minerals and Rocks	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Identify and locate the layers of the earth</i> • <i>Describe features of the core, mantle and crust</i> • <i>Explain how weathering and erosion affect sediment</i> • <i>Define humus</i> • <i>Define mineral</i> • <i>Identify crystal structure, luster, hardness, color, and cleavage as characteristics of minerals</i> • <i>Differentiate between characteristics of precious and semiprecious stones</i> • <i>List some common uses of minerals</i> • <i>Project: Research a mineral found in foods and beverages and Display foods or beverages that contain the mineral</i> • <i>Define rock</i> • <i>Identify three types of rock and explain how each is formed</i> • <i>List examples of igneous rock, sedimentary rock, and metamorphic rock</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>smart board</i> • <i>discussion</i> • <i>textbook</i> • <i>workbook</i> • <i>demonstration materials</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>discussion questions</i> • <i>smart board interaction</i> • <i>Mineral project</i> • <i>Test</i> • <i>worksheet</i> • <i>other in class observations</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>3 weeks (approx.)</i></p>

Unit Scope & Sequence

Course Name Science Grade Level 5th Teacher Ryburn

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Fossils	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Define fossil • Compare and describe some types of fossils that form in sediment: petrified fossil, mold, cast, trace fossil • Identify other materials in which fossils are sometimes preserved • Recognize that the two main beliefs about the origin of the earth are Creation and evolution • Define paleontology • Describe how fossils are excavated and reconstructed • Explain why rock layers do not indicate the age of a buried fossil • Describe how paleontologists use carbon dating to guess the age of fossils • Exploration Fossil Dig: Model the procedures a paleontologist uses while excavating and complete a site map 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • smart board • discussion • textbook • workbook • Exploration materials for fossil dig 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • discussion questions • smart board interaction • Test • worksheet • other in class observations • fossil dig 	<p><i>Time allowed for this unit of study</i></p> <p>2 weeks (approx.)</p>

Unit Scope & Sequence

Course Name Science Grade Level 5th Teacher Ryburn

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Weather	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Describe the atmosphere • Define air pressure • Recognize that gravity pulls the atmosphere toward the earth • Name an instrument that measures air pressure • Identify and describe the layers of the atmosphere • Define front and describe three types • Explain how temperature affects wind • Define precipitation • Differentiate among rain, sleet, snow, and hail • Define humidity • Identify and describe three basic shapes of clouds • Describe characteristics of thunderstorms, tornadoes, and hurricanes • Differentiate between a weather watch and a weather warning • Describe the job of a meteorologist • Read and interpret basic symbols on a weather map 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • smart board • discussion • textbook • workbook • demonstration materials 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • discussion questions • smart board interaction • Test • worksheet • other in class observations 	<p><i>Time allowed for this unit of study</i></p> <p>3 weeks (approx.)</p>

Unit Scope & Sequence

Course Name Science Grade Level 5th Teacher Ryburn

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Matter	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Define matter • Explain how to find the volume of a solid and of a liquid • Recognize that volume, mass and weight are ways that matter can be measured • Explain how density is related to mass and volume • Identify and describe the three states of matter • List examples of solids, liquids, or gases • Define physical change • Recognize that a change of state is a physical change • Differentiate among melting, freezing, vaporization, and condensation • Identify atoms as small particles of matter • Differentiate between elements and compounds • Contrast chemical changes and physical changes • Define mixture • Explain the difference between a mixture and a compound • Give some examples of mixtures • Identify some ways that substances in a mixture can be separated using physical properties • Identify a solution as a type of mixture • Identify the parts of a solution • Define concentration • Explain ways to increase the rate of dissolving • Predict how surface area will affect the rate of dissolving 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • smart board • discussion • textbook • workbook • demonstration materials 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • discussion questions • smart board interaction • Test • worksheet • other in class observations 	<p><i>Time allowed for this unit of study</i></p> <p>3 weeks (approx.)</p>

Unit Scope & Sequence

Course Name Science Grade Level 5th Teacher Ryburn

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Energy and Heat	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Define energy</i> • <i>Differentiate between potential energy and kinetic energy</i> • <i>Recognize that energy is often classified as either potential or kinetic</i> • <i>Recognize that the amount of thermal energy depends on the temperature and mass of a substance</i> • <i>Differentiate between thermal energy and temperature</i> • <i>Recognize that increasing or decreasing thermal energy can cause matter to change to a different state</i> • <i>Explain what happens during thermal expansion</i> • <i>Define calorie</i> • <i>Recognize that substances differ in their ability to store thermal energy</i> • <i>Define heat</i> • <i>Recognize that heat always flows from a warmer substance to a cooler substance</i> • <i>Identify and describe three ways that heat occurs</i> • <i>Differentiate between conductors and insulators</i> • <i>Identify some common fuels</i> • <i>Distinguish between renewable and nonrenewable resources</i> • <i>Name some ways fuel is used</i> • <i>Give examples of unwanted heat</i> • <i>Explain why controlling heat is necessary</i> • <i>Explain how scientists controlled heat for the reentry of space capsules</i> • <i>Name two types of insulation used on space shuttles</i> • <i>Name some ways that thermal energy is part of our everyday lives</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>smart board</i> • <i>discussion</i> • <i>textbook</i> • <i>workbook</i> • <i>demonstration materials</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>discussion questions</i> • <i>smart board interaction</i> • <i>Test</i> • <i>worksheet</i> • <i>other in class observations</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>3 weeks (approx.)</i></p>

Unit Scope & Sequence

Course Name Science Grade Level 5th Teacher Ryburn

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Sound	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Define sound • Identify a compression of a sound wave • Define wavelength • Differentiate between frequency and speed of sound waves • Define pitch • Identify the frequency range of human hearing • Define volume • Explain how the volume of a sound is related to the intensity of its sound waves • Define and describe timbre • Differentiate between sound and noise • Recognize that a sound fades as its energy is used up • List examples of how echoes are used in nature and technology 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • smart board • discussion • textbook • workbook 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • discussion questions • smart board interaction • Test • worksheet • other in class observations 	<p><i>Time allowed for this unit of study</i></p> <p>3 weeks (approx.)</p>

Unit Scope & Sequence

Course Name Science Grade Level 5th Teacher Ryburn

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Light	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Define light • Explain how light waves are different from other waves • Identify the four properties of waves: wavelength, amplitude, frequency, and speed • Differentiate between refraction and reflection • Recognize that the color of an object depends on which wavelengths of light are being reflected • Identify the primary colors of light • Explain the relationship between the primary colors of art and the primary colors of light • Explain how light reflects off smooth and rough surfaces • Identify and describe three kinds of mirrors • Identify telescopes, cameras, and lasers as some technologies that use light • Name some uses of lasers • Identify the types of waves found in the electromagnetic spectrum • Name some uses for each type of electromagnetic wave 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • smart board • discussion • textbook • workbook • demonstration materials 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • discussion questions • smart board interaction • Light project • worksheet • other in class observations 	<p><i>Time allowed for this unit of study</i></p> <p>3 weeks (approx.)</p>

Unit Scope & Sequence

Course Name Science Grade Level 5th Teacher Ryburn

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Biomes	<p>Students will:</p> <ul style="list-style-type: none"> • Differentiate between a biome and the biosphere • Identify climate as a major influence on land biomes • Describe basic characteristics of the tundra • Explain how having a double coat of hair helps musk oxen keep warm • List some ways that plants keep warm on the tundra • Describe the climate of the coniferous forest • Identify basic characteristics of the coniferous forest • Identify basic characteristics of the deciduous forest • Differentiate between conifers and deciduous trees • Name two ways that animals in the deciduous forest survive the changing seasons • Compare and contrast prairies and savannas • Explain how some savanna grasses and trees survive the dry season • Identify characteristics that all deserts have in common • Describe some ways that desert animals and plants are able to live in extreme temperatures and dryness • Describe the climate of a tropical rainforest • Identify the layers of the rainforest • Explain how the roots of rainforest trees help support them • Recognize that biomes are only a general way to classify sections of the biosphere • Recognize that a mountain consists of several biomes • Name the two categories of aquatic biomes • Identify the largest marine biome • Explain why coral reefs are called “the rainforests of the sea” • Recognize that biomes do have specific boundaries • Define wetland • Recognize that man has the God-given responsibility to be a good steward of the earth 	<p>Methods and Materials used:</p> <ul style="list-style-type: none"> • smart board • discussion • textbook • workbook • large paper for mind mapping biome information 	<p>Methods to determine mastery</p> <ul style="list-style-type: none"> • discussion questions • smart board interaction • Test • worksheet • other in class observations • Activity: Mind mapping all the biomes and facts about them on a large paper 	<p>Time allowed for this unit of study</p> <p>3 weeks (approx.)</p>

Unit Scope & Sequence

Course Name Science Grade Level 5th Teacher Ryburn

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Interactions in an Ecosystem	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Identify tow parts of an ecosystem • Explain the relationships between individuals, communities, and populations • Identify predators and prey in a food chain • Differentiate between a food chain and a food web • Describe the transfer of energy from one organism to another • Explain how competition affects population size • Identify the basic needs of plants and animals • Explain two ways that plants get food • Explain two ways that animals protect themselves • Give three reasons why animals migrate • Describe the characteristics of hibernation • Define symbiosis • Give examples of the different kinds of symbiosis • Differentiate between instincts and learned behavior 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • smart board • discussion • textbook • workbook • Food Chain game/activity materials 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • discussion questions • smart board interaction • Test • worksheet • other in class observations • Food Chain game/activity 	<p><i>Time allowed for this unit of study</i></p> <p>3 weeks (approx.)</p>

Course Name Science Grade Level 5th

Teacher Ryburn

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Changes in an Ecosystem	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Recognize that the earth has many cycles</i> • <i>Identify the seasonal changes that may occur in an ecosystem</i> • <i>Explain the carbon cycle</i> • <i>Differentiate between photosynthesis and respiration</i> • <i>Name two ways that nitrogen is changed into usable compounds</i> • <i>Describe the nitrogen cycle</i> • <i>Identify the parts of the water cycle</i> • <i>Identify and infer some ways that cycles work together in an ecosystem</i> • <i>Recognize that decomposers are a part of many cycles</i> • <i>Identify water as a variable that affects decomposition</i> • <i>Analyze the affect of water on the rate of decomposition</i> • <i>Identify three natural stresses on an ecosystem</i> • <i>Explain how fires and floods can be beneficial to an ecosystem</i> • <i>Identify some effects of drought</i> • <i>Describe the process of succession</i> • <i>Recognize that sometimes what seems to man like a disaster is actually God’s way of maintaining the earth</i> • <i>Identify some man-made stresses</i> • <i>List some ways of the differing opinions about using natural resources</i> • <i>Define native species and invasive species</i> • <i>Differentiate between and extinct species and an endangered species</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>smart board</i> • <i>discussion</i> • <i>textbook</i> • <i>workbook</i> • <i>Materials for Activity: decomposers at work</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>discussion questions</i> • <i>smart board interaction</i> • <i>Test</i> • <i>worksheet</i> • <i>other in class observations</i> • <i>Activity: Decomposers at work</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>3 weeks (approx.)</i></p>

Course Name Science Grade Level 5th

Teacher Ryburn

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Respiratory System	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Recognize the interrelationship of science concepts</i> • <i>Recognize that man’s designs mimic God’s designs</i> • <i>Identify the respiratory system as the breathing system</i> • <i>Differentiate between involuntary breathing and voluntary breathing</i> • <i>Identify the muscles that help with breathing</i> • <i>Describe the movement of the body and air when inhaling and exhaling</i> • <i>Explain how mucus and cilia help keep the respiratory system clean</i> • <i>List the parts of the respiratory system from the nose and mouth the larynx</i> • <i>Describe the function of the epiglottis</i> • <i>Explain how the vocal cords produce sound</i> • <i>Identify and describe the trachea, bronchi, and lungs</i> • <i>Describe the function of the lungs</i> • <i>Identify and describe the parts of the lings</i> • <i>Explain cause of snoring, hiccupping, coughing, and sneezing</i> • <i>Identify some diseases that make it difficult to breathe properly</i> • <i>Describe what happens during an asthma attack</i> • <i>Recognize that allergies are not contagious</i> • <i>Name some reasons why smoking is harmful to your health</i> • <i>Explain why it is hard to quit smoking</i> • <i>Identify some of the dangers of smoking</i> • <i>Identify some reasons why people smoke</i> • <i>List some biblical reasons for not smoking</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>smart board</i> • <i>discussion</i> • <i>textbook</i> • <i>workbook</i> • <i>Materials for the respiratory representation activity</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>discussion questions</i> • <i>smart board interaction</i> • <i>Test</i> • <i>worksheet</i> • <i>other in class observations</i> • <i>Activity: Creating a representation of the respiratory system</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>3 weeks (approx.)</i></p>

Unit Scope & Sequence

Course Name Science

Grade Level 6th grade

Teacher Stacy Cato

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 1 Life's Structure and Function</p>	<p><i>Ch. 1 Exploring and Classifying Life</i> *Apply scientific methods to problem solving *Distinguish between living and nonliving things *Identify what living things need to survive *Explain how similarities are used to classify organisms *Explain the system of binomial nomenclature *Demonstrate how to use a dichotomous key</p> <p><i>Ch. 2 Cells</i> *Identify names and functions of each part of a cell. *Explain how important a nucleus is in a cell. *Explain how virus makes copies of itself *Identify the benefits of vaccines *Investigate some uses of viruses</p> <p><i>Ch. 3 Cell Processes</i> *Describe the function of a selectively permeable membrane *Explain how the processes of diffusion and osmosis move molecules in living cells *Explain how active and passive transport differ</p> <p><i>Ch. 4 Cell Reproduction</i> *Explain why mitosis is important *Examine the steps of mitosis *Identify the parts of a DNA molecule and its structure</p> <p><i>Ch. 5 Heredity</i> *Explain how traits are inherited *Use a Punnett Square to predict the results of crosses *Compare and contrast the difference between an individual's genotype and phenotype *Describe two genetic disorders and how they are inherited *Explain how sex-linked traits are passed to offspring</p>	<p><i>Methods and Materials used:</i></p> <p>Discussion Notes Tests Quizzes Virtual Lab Lab assignments Partner work Projects Homework Video (www.howstuffworks.com) Internet curriculum (www.sciencespot.com)</p>	<p><i>Methods to determine mastery</i> Daily work Quizzes Tests Genetic Smiley facet Genetic Rotation groups Jello Cell project DNA model</p>	<p><i>Time allowed for this unit of study</i> Ch. 1: 12 days Ch. 2: 8 days Ch.3: 3 days Ch. 4: 4 days Ch.5: 6 days</p>

Unit Scope & Sequence

Course Name Science

Grade Level 6th grade

Teacher Stacy Cato

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>From Bacteria to Plants</p>	<p><i>Students will:</i></p> <p>Ch. 1 Bacteria <i>*Identify the characteristics of bacterial cells</i> <i>*Identify some ways bacteria are helpful</i> <i>*Explain how some bacteria can cause human disease</i></p> <p>Ch. 2 Protists and Fungi <i>*Describe the characteristics shared by all protists</i> <i>*Compare and contrast three groups of protists</i> <i>*List the examples of the three protist groups.</i> <i>*Identify the characteristics shared by all fungi</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Discussion</i> <i>Notes</i> <i>Tests</i> <i>Quizzes</i> <i>Virtual Lab</i> <i>Lab assignments</i> <i>Partner work</i> <i>Projects</i> <i>Homework</i> <i>Video</i> <i>(www.howstuffworks.com)</i> <i>Internet curriculum</i> <i>(www.sciencespot.com)</i></p>	<p><i>Methods to determine mastery</i> <i>Daily work</i> <i>Quizzes</i> <i>Tests</i></p>	<p><i>Time allowed for this unit of study</i> <i>Ch. 1: 4 days</i> <i>Ch. 2: 6 days</i></p>

Unit Scope & Sequence

Course Name Science

Grade Level 6th grade

Teacher Stacy Cato

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 3: Animal Diversity</p>	<p><i>Students will:</i></p> <p>Ch. 1 Introduction to Animals <i>*Identify the characteristics common to most animals</i> <i>*Determine how animals meet their needs.</i> <i>*Distinguish between invertebrates and vertebrates</i> <i>*Describe the characteristics of sponges and cnidarians</i> <i>*Determine the importance of coral reefs</i> <i>*List the characteristics of flatworms and roundworms</i> <i>*Distinguish between free-living and parasitic organisms</i> <i>*Identify disease-causing flatworms and roundworms</i></p> <p>Ch. 2 Mollusks, Worms, Arthropods, and Echinoderms <i>*Determine the characteristics that are used to classify arthropods</i> <i>*Explain how the structure of the exoskeleton relates to its function</i> <i>*Distinguish between complete and incomplete metamorphosis</i></p> <p>Ch. 3 Fish, Amphibians, and Reptiles <i>*Identify characteristics shared by vertebrates</i> <i>*Differentiate between ectotherms and endotherms</i> <i>*List the characteristics of the three classes of fish</i> <i>*Describe the adaptations amphibian have for living in water</i> <i>And living on land.</i> <i>*Explain how amphibians reproduce and develop</i> <i>*List the characteristics of reptiles</i></p> <p>Ch. 4 Birds and Mammals <i>*Identify the characteristics of birds</i> <i>*Identify the characteristics of mammals</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Discussion</i> <i>Notes</i> <i>Tests</i> <i>Quizzes</i> <i>Virtual Lab</i> <i>Lab assignments</i> <i>Partner work</i> <i>Projects</i> <i>Homework</i> <i>Video</i> <i>(www.howstuffworks.com)</i> <i>Internet curriculum</i> <i>(www.sciencespot.com)</i></p>	<p><i>Methods to determine mastery</i> <i>Daily work</i> <i>Quizzes</i> <i>Tests</i> <i>Arthropod Project</i> <i>Animal Folder</i></p>	<p><i>Time allowed for this unit of study</i> <i>Ch. 1: 8 days</i> <i>Ch. 2: 4 days</i> <i>Ch.3: 6 Days</i> <i>Ch. 4: 6 Days</i></p>

Unit Scope & Sequence

Course Name Science

Grade Level 6th grade

Teacher Stacy Cato

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 4: Human body Systems (We did not order this book)</p>	<p><i>Students will:</i></p> <p>Ch. 1: Structure and Movement <i>*Identify five functions of the skeletal system</i> <i>*Compare and contrast movable and immovable joints</i> <i>*Label the main bones of the skeletal system</i> <i>*Identify the major function of the muscular system</i> <i>*Compare and contrast the three types of muscles</i></p> <p>Ch. 2 Nutrients and Digestion <i>*Identify the organs of the digestive system</i></p> <p>Ch. 3 Circulation <i>*Compare and contrast arteries, veins, and capillaries</i> <i>*Explain how blood moves through the heart</i> <i>*Identify the parts and function of the blood</i> <i>*Explain why blood types are checked before transfusion</i> <i>*Give examples of diseases of blood</i> <i>*Describe the functions of the lymphatic system</i></p> <p>Ch. 5 Control and Coordination <i>*Compare the central and peripheral nervous system</i> <i>*Explain how drugs affect the body</i> <i>*List the sensory receptors in each sense organ</i> <i>*Explain why healthy senses are needed</i></p> <p>Ch. 7 Immunity and Disease <i>*Describe the natural defenses your body has against disease.</i> <i>*Explain the difference between an antigen and an antibody</i> <i>*Compare and contrast passive and active immunity</i> <i>*Explain how chemicals in the environment can be harmful to humans.</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Discussion</i> <i>Notes</i> <i>Tests</i> <i>Quizzes</i> <i>Virtual Lab</i> <i>Lab assignments</i> <i>Partner work</i> <i>Projects</i> <i>Homework</i> <i>Video</i> <i>(www.howstuffworks.com)</i> <i>Internet curriculum</i> <i>(www.sciencespot.com)</i></p>	<p><i>Methods to determine mastery</i> <i>Daily work</i> <i>Quizzes</i> <i>Tests</i> <i>Arthropod Project</i> <i>Animal Folder</i> <i>Dissection Lab</i></p>	<p><i>Time allowed for this unit of study</i> <i>Ch. 1: 8 days</i> <i>Ch. 2: 2 days</i> <i>Ch.3: 4 days</i> <i>Ch. 5: 6 days</i> <i>Ch. 6: 4 days</i> <i>Ch. 7: 3 days</i></p>

**Oklahoma Christian School
Course Description**

Course: Science

Level: 7th Grade

Teacher: Jodi Wardinsky

Philosophy Statement	<p>God’s word shows us, the believer, that we live in an orderly world created by Him. He has instructed us to subdue the earth, harnessing its resources, consuming its bounty, and protecting it as wise stewards. The more we learn and understand about our world, the more we can see God’s magnificent plan for our lives.</p> <p>Man has developed theories, laws, and descriptions of the ways God’s world functions. Science teachers explain these concepts to students and are thus instrumental in a student’s exploration of the world. Science teachers help students carefully and objectively study God’s world and to evaluate all scientific theories and knowledge in light of the Bible. Biblical principals and the truth about creation are foundational to every student’s knowledge of the field of science.</p>
Course Objective	<p>The students will explore and experience an introduction to physics, chemistry and the changing state of the atmosphere through labs, experiments, research, discussion, group and individual projects, observation and reading.</p>
Textbooks	<p>Glencoe Science: <u>The Air Around You</u>, <u>Motion, Forces and Energy</u>, <u>The Nature of Matter</u>, <u>Chemistry and Waves</u>, <u>Sound and Light</u></p>
Other Resources	<p>www.middleschoolscience.com www.sciencespot.net www.unitedstreaming.com Smart Technologies Bill Nye Videos CPO Science Labs (Atom Building Game, Periodic Table Tiles, Electric Circuits)</p>
Time Allotment	<p>55 minutes per day, 5 days per week</p>
Course Content	<p>Weather: Atmosphere, Weather, Climate, Air Pollution, Conservation and Recycling Physics: Motion and Momentum, Forces and Newton’s Laws, Forces and Fluids, Work and Simple Machines, Energy and Energy Resources, Electricity and Magnetism Chemistry: Atoms, Elements, Compounds and Mixtures, States of Matter, Properties and Changes of Matter, The Periodic Table, Atomic Structure and Chemical Bonds, Chemical Reactions, Substances, Mixtures and Solubility Waves, Sound and Light: Waves, Sounds, Light , Mirrors and Lenses Metric: Metric Units, Tools of Measurement, Metric Conversions Procedures: Scientific Method and Lab Safety</p>
Evaluation Methods	<ul style="list-style-type: none"> • Written Exams: Students will draw diagrams or pictures, write essays, solve problems, complete true/false, matching and multiple choice questions. • Projects, Science Experiments and Lab Reports • Self and Group Evaluation • Posters, drawings, charts, graphs, diagrams • Class Participation • Homework • Oral PowerPoint Presentations

Unit Scope & Sequence

Course Name: Science

Grade Level: 7th

Teacher: Jodi Wardinsky

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Atmosphere	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Identify the gases in Earth’s atmosphere • Describe the structure of Earth’s atmosphere • Explain what causes air pressure • Describe what happens to the energy Earth receives from the sun. • Compare and contrast radiation, conduction and convection • Explain the water cycle and its effect on the weather patterns and climate • Explain why different latitudes on Earth receive different amounts of solar energy. • Describe the Coriolis effect • Explain how land and water surfaces affect the overlying air. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <u>The Air Around You</u> Textbook • Discussion • Earth’s Atmospheric Layers foldable study guide (pg. 7) • Smartboard Notes • Bill Nye: Atmosphere • Water Cycle Diagrams • Visual examples of conduction, convection and radiation 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Section Self Checks • Test • Ticket out of class • Quiz • Science Trivia 	<p><i>Time allowed for this unit of study</i></p> <p>10 days</p>
Weather	<ul style="list-style-type: none"> • Discuss how weather forms • Discuss how clouds are formed and diagram how they are classified • Describe how rain, snow, sleet, and hail develop • Describe how weather is associated with fronts and high- and low-pressure areas • Explain how tornadoes develop from thunderstorms • Discuss dangers of severe weather and precautions to take • Explain how data is collected for weather maps and forecasts • Identify the symbols used in a weather station model 	<ul style="list-style-type: none"> • <u>The Air Around You</u> Textbook • Discussion • Bill Nye: Storms • Brain Pop: Weather • Raging Planet Videos: Hurricanes, Tornados, Tsunamis • Cloud Lab/Diagram • Show Weather Instruments and how to use and read • Smartboard Weather Notes/ Glencoe PowerPoint • Guest Speaker: Hurricane Katrina • YouTube Tornado Videos • Practice Reading Weather Maps 	<ul style="list-style-type: none"> • Section Self Checks • Test • Ticket out of class • Quiz • Science Trivia 	<p>10 days</p>

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Air Pollution	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Identify sources of air pollution • Describe the effects of pollution on air quality and the ozone layer • Explain how air pollution affects human health and earth's organisms • List ways that air pollution can damage buildings and structures • Identify things you can do to reduce air pollution 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <u>The Air Around You</u> Textbook • Discussion • Effects and solutions air pollution internet lab • Smartboard Notes and Vocabulary • Reading and Self Check • Venn Diagram pg. 119 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Section Self Checks • Test/Quiz • Ticket out of class • Science Trivia 	<p><i>Time allowed for this unit of study</i></p> <p>7 days</p>
Metric Mania, Measurement Scientific Method	<ul style="list-style-type: none"> • Explain the history and differences between English and metric system • Identify and compare metric units • List standard units for length, weight and volume and their abbreviations • Convert metric units to English units and vice versa • Convert metric units to other metric units • Write steps of scientific method • Measure units of length, volume and mass • Recite pneumatic device to help remember how to convert metric 	<ul style="list-style-type: none"> • www.sciencespot.net • www.middlechoolscience.com • Metric Mania Powerpoints, Worksheets, Notes and Labs • Scientific Method Bikini Bottom and which gum makes the biggest bubble lab • KHDUDCM King Henry Does (my good lad) Drink Chocolate Milk pneumatic device or King Henry's Dirty Underwear Do Collect Mold 	<ul style="list-style-type: none"> • Metric Test (includes having to measure and convert metric units) • Quiz • Science Trivia • Students design own experiment using scientific method 	<p>10 days</p>

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Motion and Momentum	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Define distance, speed, and velocity • Graph motion • Define acceleration • Predict what effect acceleration will have on motion • Explain the relationship between mass and inertia • Define momentum • Predict motion using the law of conservation of momentum 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <u>Motion, Forces and Energy</u> Textbook and Worksheets • Discussion • Smartboard Notes and Vocabulary • Reading and Self Check • Glencoe Powerpoint • Bill Nye: Motion • Brain Pops: Acceleration • Graph Motion • Bubble Gum Physics Lab • Speed Lab • Chapter Review and Review Game • Math Practice: Speed, Distance, Time & Accel. 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Section Self Checks • Test/Quiz • Ticket out of class • Science Trivia 	<p><i>Time allowed for this unit of study</i></p> <p>12 days</p>
Forces and Newton's Laws	<ul style="list-style-type: none"> • Distinguish between balanced and net forces • Describe and Demonstrate Newton's First, Second and Third Laws of Motion • Explain how friction affects motion • Explain why the direction of force is important • Identify the relationship between forces that objects exert on each other • Identify differences between sliding, rolling and static friction 	<ul style="list-style-type: none"> • <u>Motion, Forces and Energy</u> Textbook and Worksheets • Discussion • Smartboard Notes and Vocabulary • Reading and Self Check • Glencoe Powerpoint • Foldable pg. 35 • Brain Pop: Newton's 3 Laws of Motion • Students split into groups and demonstrate 3 laws of motion to class • Balloon Races • Video Clips: Newton's Laws 	<ul style="list-style-type: none"> • Section Self Checks • Test • Ticket out of class • Newton's Laws Quiz • Science Trivia • Demonstration of Newton's Laws • Mind Jogger Video Quiz 	<p>10 days</p>

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Forces and Fluids</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Define and Calculate Pressure • Model how pressure varies in a fluid • Explain how pressure in a fluid produces buoyant force • Define density • Explain floating and sinking using Archimedes' principle • Explain how forces are transmitted through fluids • Describe how hydraulic system increases force • Describe Bernoulli's principle • Identify four forces of flight • Define and calculate displacement 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <u>Motion, Forces and Energy</u> Textbook • Discussion • Smartboard Notes and Vocabulary • Reading and Self Check • Glencoe Powerpoint • Venn Diagram pg. 65 • Table pg. 91 • Guest Speaker on Flight: Mindy Wilson (pilot) • Will it float virtual lab • Bill Nye: Buoyancy • Buoyancy of Coke vs. Diet Coke Demo • Gas and Pressure Demonstrations • Practice reading displacement 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Section Self Checks/Chapter Reviews • Test/Quiz • Ticket out of class • Science Trivia • Oral Questions • Mind Jogger Video Quiz 	<p><i>Time allowed for this unit of study</i></p> <p>10 days</p>
<p>Work and Simple Machines</p>	<ul style="list-style-type: none"> • Recognize when work is done • Calculate how much work is done • Explain the relationship between work and power and identify units for each • Explain how a machine makes work easier • Explain how friction reduces efficiency • List and distinguish between six simple machines and describe what they are used for • Describe a compound machine • Define projectile motion • Distinguish between 3 classes of levers • Design a Rube Goldberg Machine • Construct a ping pong ball launcher and apply your knowledge of forces and motion to make it effectively shoot ping pong balls into targets 	<ul style="list-style-type: none"> • <u>Motion, Forces and Energy</u> Textbook • Discussion • Smartboard Notes and Vocabulary • Reading and Self Check • Glencoe Powerpoint • Work and Power Math Practice pg. 100-101 • Ping Pong Ball Launcher Project and Competition • Visual examples of Simple Machines • Work Virtual Lab • Rube Goldberg History and Drawings 	<ul style="list-style-type: none"> • Section Self Checks • Test • Ticket out of class • Simple Machines Quiz • Science Trivia • Ping Pong Ball Launcher Project • Rube Goldberg Drawing 	<p>10 days</p>

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Energy and Energy Resources	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Explain what energy is • Distinguish between kinetic and potential energy • Identify various forms of energy • Apply the law of conservation of energy to energy transformations • Identify how energy changes form • Describe how electric power plants produce energy • Explain what renewable, nonrenewable and alternative resources are • Describe the advantages of using various energy resources • List ways we can conserve our natural resources 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <u>Motion, Forces and Energy</u> Textbook and Worksheets • Discussion • Smartboard Notes and Vocabulary • Reading and Self Check • Glencoe Powerpoint • Energy Transfers Through A System Smartboard Activity • 101 Ways to Conserve Energy • Analyze power bill 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Section Self Checks/Chapter Reviews • Test/Quiz • Ticket out of class • Science Trivia • Oral Questions 	<p><i>Time allowed for this unit of study</i></p> <p>7 days</p>
Electricity and Magnetism	<ul style="list-style-type: none"> • Discuss how electric charges are transferred as static electricity and electric discharge • Explain the purpose of lightning rods • Discuss how electric currents are created • Identify two forms of electric current • Explain the difference between an open circuit and a closed circuit, and between series circuits and parallel circuits • Build open, closed, series and parallel circuits • Classify basic groups of substances according to their ability to conduct electricity • Identify conductors, insulators and semiconductors and identify practical uses for each • Identify the basic units used to express electrical energy • Describe current and voltage • Calculate electric power and electrical energy • Identify basic rules for safety around electricity • Discuss the formation of magnetic fields and understand that the Earth is a giant magnet • Identify several magnetic materials • Explain that opposite charges attract and like charges repel 	<ul style="list-style-type: none"> • Smartboard Notes and Vocabulary • Glencoe Powerpoint: Electricity and Magnetism with Study Guide • CPO Science Labs: Electric Circuits (A-1, A-2, A-3) • Magnetism Demonstration • Bill Nye: Electricity • Brain Pop: Electricity, Magnetism with quiz 	<ul style="list-style-type: none"> • Section Self Checks • Test • Ticket out of class • Electricity Quiz • Science Trivia • Lab Reports • Mind Jogger Video Quiz 	<p>12 days</p>

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Atoms, Elements, Compounds and Mixtures And Periodic Table</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Explain how scientist discovered subatomic particles • Describe and draw the structure of the nuclear atom with protons, neutrons and electrons • Identify the charges of protons, neutrons and electrons • Describe the relationship between elements and the periodic table • Explain the meaning of atomic mass and atomic number • Identify what makes an isotope • Contrast metals, metalloids and nonmetals • Identify the characteristics of a compound • Compare and contrast different types of mixtures • Identify common symbols on the periodic table • Explain how the periodic table is organized 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <u>The Nature of Matter</u> Textbook and Worksheets • Smartboard Notes and Vocabulary • Reading and Self Check • Glencoe Powerpoint • CPO Science Labs: Atom Building Game/Periodic Table Tiles • Mixture and Compound Lab • Periodic Table Puns • Daily Starters • Adopt An Element Project • Atoms, Elements, Compounds Trivia • Bill Nye: Atoms 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Section Self Checks/Chapter Reviews • Test/Quiz • Ticket out of class • Science Trivia • Oral Questions • Lab Reports • Mind Jogger Video Quiz • Review Games • Adopt An Element Project 	<p><i>Time allowed for this unit of study</i></p> <p>15 days</p>
<p>States of Matter</p>	<ul style="list-style-type: none"> • Recognize that matter is made of tiny particles in constant motion • Relate and draw the three states of matter to the arrangement of particles within them • Describe how matter changes state and give examples • List four states of matter and tell example of each • Define Viscosity 	<ul style="list-style-type: none"> • <u>The Nature of Matter</u> Textbook and Worksheets • Smartboard Matter Notes and Vocabulary • Draw States of Matter • States of Matter Demonstration and Lab 	<ul style="list-style-type: none"> • Section Self Checks • Test • Ticket out of class 	<p>5 days</p>
<p>Physical and Chemical Properties</p>	<ul style="list-style-type: none"> • Identify chemical and physical properties of matter • Classify objects based on physical or chemical properties • Compare physical and chemical changes • Identify Examples of physical and chemical changes 	<ul style="list-style-type: none"> • <u>The Nature of Matter</u> Textbook and Worksheets • Smartboard Chemical or Physical? Notes and Activity • Physical/Chemical Changes Lab 	<ul style="list-style-type: none"> • Science Trivia • Lab Reports • Video Mind Jogger Quiz • Review Games 	<p>5 days</p>

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Chemistry	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Identify how electrons are arranged in an atom • Compare how the arrangement of electrons in an atom is related to its place on the periodic table • Compare and contrast covalent and ionic bonds • Identify common chemical compounds • Distinguish between compounds and molecules • Draw an electron dot diagram • Determine whether or not a chemical reaction is taking place • Identify how chemical reactions can be sped up or slowed down • Describe different types of solutions • Describe the terms solubility, saturated, concentration, solute, solvent • Distinguish between homogenous and heterogeneous mixtures • Compare acids and bases and their properties • Test whether a substance is an acid or a base and determine pH values 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <u>Chemistry</u> textbook and worksheets • Electron Dot Diagrams • Bonding Lab • Acids / Bases Lab • Glencoe Powepoint • Smartboard Notes and Activities • Solubility Demonstration • Homogenous and heterogeneous mixture samples • Brain Pop 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Section Self Checks/Chapter Reviews • Test/Quiz • Ticket out of class • Science Trivia • Oral Questions • Lab Reports • Mind Jogger Video Quiz • Review Games 	<p><i>Time allowed for this unit of study</i></p> <p>15 days</p>
Waves, Sound and Light	<ul style="list-style-type: none"> • Explain the relationship among waves, energy and matter. • Describe the difference between transverse and compressional waves • Describe the relationship between frequency and wavelength of a wave • Identify parts of a wave • Explain why waves travel at different speeds • Explain how waves can reflect from some surfaces • Describe how waves can bend around a barrier and how they can change direction • Identify characteristics of sound waves • Explain how sound travels • Describe the Doppler effect • Describe difference between music and noise • Describe how different instruments produce music 	<ul style="list-style-type: none"> • <u>Waves Sound and Light</u> Textbook and Worksheets • Musical Guest • Waves Demonstration and Lab • Glencoe Powerpoints • Smartboard Notes and Activities • Mirrors and Light Lab • Virtual Lab: What is an electromagnetic spectrum? • Sound Lab • Illusions from Bill Nye 	<ul style="list-style-type: none"> • Section Self Checks/Chapter Reviews • Test/Quiz • Ticket out of class • Science Trivia • Oral Questions • Lab Reports • Mind Jogger Video Quiz • Review Games 	<p>15 days</p>

Waves, Sound and Light Continued	<ul style="list-style-type: none"> • Explain how you hear and the difference between sounds • Identify uses for different kinds of electromagnetic waves • Understand use of radio waves, telephone and GPS technology • Explain how light interacts with materials • Determine why objects have color • Explain how light is reflected and determine how mirrors form an image • Explain how concave and convex lenses form images • Describe how lenses work and use different lenses such as microscope and camera lenses • Understand how light and pictures can play tricks on your eyes 	<ul style="list-style-type: none"> • Bill Nye: Light and Color • Brain Pop • Optical Illusions online 		

**Oklahoma Christian School
Course Description**

Course: Earth Science Grade Level: 8th Teacher: Maria Lux

Philosophy Statement	<p>God’s word shows us, the believer, that we live in an orderly world created by Him. He has instructed us to subdue the earth, harnessing its resources, consuming its bounty, and protecting it as wise stewards. The more we learn and understand about our world, the more we can see God’s magnificent plan for our lives.</p> <p>Man has developed theories, laws, and descriptions of the ways God’s world functions. Science teachers explain these concepts to students and are thus instrumental in a student’s exploration of the world. Science teachers help students carefully and objectively study God’s world and to evaluate all scientific theories and knowledge in light of the Bible. Biblical principals and the truth about creation are foundational to every student’s knowledge of the field of science.</p>
Course Objective	<ul style="list-style-type: none"> • To study the earth and universe God created. To understand the processes occurring there today. To gain an appreciation for the vastness of space, the power exerted in earth movements.
Textbook	<ul style="list-style-type: none"> • Earth Science, by Glenco Publishing (middle school edition)
Other Resources	<ul style="list-style-type: none"> • Oklahoma Energy Resources Board • Current Events • Classroom video collection • Oklahoma Geological Society • Glenco powerpoint material
Time Allotment	<ul style="list-style-type: none"> • 3 hrs. and 45 min.
Course Content	<ul style="list-style-type: none"> • Sun-Earth-Moon System • The Ocean Motion • Oceanography • Plate Tectonics • Earthquakes • Volcanoes • Matter • Minerals • Rocks • Mineral Resources • Views of Earth • Erosional Forces • Water Erosion and Deposition • Weathering and Soil • Exploring Space • The Solar System • Stars and Galaxies • Sun-Earth-Moon System
Evaluation Methods	<ul style="list-style-type: none"> • Homework • Quizzes • Tests • Projects • Experiments/Labs

Unit Scope & Sequence

Course Name Earth Science

Grade Level 8th

Teacher Maria Lux

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Oceanography</p> <p>Currents</p> <p>Tides</p> <p>Topography</p> <p>Lithology</p> <p>Plate Tectonics</p> <p>Earthquakes</p>	<p><i>Students will:</i></p> <p><i>Identify the origin of the earth's waters.</i></p> <p><i>Explain how dissolved salts and other substances get into seawater.</i></p> <p><i>Describe the composition of seawater.</i></p> <p><i>Explain how winds and the Coriolis effect influence surface currents.</i></p> <p><i>Discuss the temperatures of coastal waters.</i></p> <p><i>Describe density currents.</i></p> <p><i>Describe wave formation.</i></p> <p><i>Distinguish between the movement of water particles in a wave and the movement of the wave.</i></p> <p><i>Explain how ocean tides form.</i></p> <p><i>Differentiate between a continental shelf and a continental slope.</i></p> <p><i>Describe a mid-ocean ridge, an abyssal plain, and an ocean trench.</i></p> <p><i>Identify the mineral resource found on the continental shelf and in the deep ocean.</i></p> <p><i>Describe photosynthesis and chemosynthesis in the oceans.</i></p> <p><i>List the key characteristics of plankton, nekton, and benthos.</i></p> <p><i>Compare and contrast ocean margin habitats.</i></p> <p><i>List five types of ocean pollution.</i></p> <p><i>Explain how ocean pollution affects the entire world.</i></p> <p><i>Describe how ocean pollution can be controlled.</i></p> <p><i>Describe the hypothesis of continental drift.</i></p> <p><i>Identify evidence supporting continental drift.</i></p> <p><i>Explain seafloor spreading.</i></p> <p><i>Compare and contrast different types of plate boundaries.</i></p> <p><i>Explain how heat inside Earth causes plate tectonics.</i></p> <p><i>Recognize features caused by plate tectonics.</i></p> <p><i>Design and build a poster showing plate tectonics.</i></p> <p><i>Explain how earthquakes result from buildup of energy in</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Earth Science, by Glenco</i></p> <p><i>Science dept. films.</i></p> <p><i>Earth Science lab equipment.</i></p> <p><i>Science rock/mineral and soil collection.</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Homework</i></p> <p><i>Projects</i></p> <p><i>Labs</i></p> <p><i>Quizzes</i></p> <p><i>Tests</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>Every second I can have! There is never enough time!!!</i></p>

<p>Volcanoes</p>	<p><i>rocks.</i> <i>Describe how compression, tension, and shear forces make rocks move along faults.</i> <i>Distinguish among normal, reverse, and strike-slip faults.</i> <i>Explain how earthquake energy travels in seismic waves.</i> <i>Distinguish among primary, secondary, and surface waves.</i> <i>Describe the structure of Earth's interior.</i> <i>Explain where most earthquakes occur.</i> <i>Describe how scientists measure earthquakes.</i> <i>Describe how volcanoes form.</i> <i>Identify the relationship between volcanoes and Earth's moving plates.</i></p>			
<p>Chemistry</p>	<p><i>Describe intrusive igneous rock features and how they form.</i> <i>Explain how a volcanic neck and a caldera form.</i> <i>Identify the states of matter.</i> <i>Describe the internal structure of an atom.</i> <i>Compare isotopes of an element.</i> <i>Describe ways atoms combine to form compounds.</i></p>			
<p>Minerals</p>	<p><i>List differences between compounds and mixtures.</i> <i>Describe characteristics that all minerals share.</i> <i>Explain how minerals form.</i> <i>Describe physical properties used to identify minerals.</i> <i>Identify minerals using physical properties such as hardness and streak.</i></p>			
<p>Rocks</p>	<p><i>Describe characteristics of gems that make them more valuable than other minerals.</i> <i>Identify useful elements that are contained in minerals.</i> <i>Distinguish between a rock and a mineral.</i> <i>Describe the rock cycle and some changes that a rock could undergo.</i> <i>Recognize magma and lava as the materials that cool to form igneous rocks.</i> <i>Contrast the formation of intrusive and extrusive igneous rocks.</i> <i>Contrast granitic and basaltic igneous rocks.</i> <i>Describe the conditions in Earth that cause metamorphic rocks to form.</i> <i>Classify metamorphic rocks as foliated or nonfoliated.</i> <i>Explain how sedimentary rocks form from sediments.</i></p>			

<p>Fossil Fuels</p>	<p><i>Classify sedimentary rocks as detrital, chemical, or organic in origin.</i></p> <p><i>Discuss world views concerning the age of the earth.</i></p> <p><i>Discuss Noah's flood and how it formed fossils.</i></p> <p><i>Discuss types of fossil formation.</i></p> <p><i>Assemble a rock and mineral collection.</i></p> <p><i>Discuss fossil fuels and their formation.</i></p>			
<p>Mt. Building</p>	<p><i>Discuss differences between plains and plateaus.</i></p> <p><i>Describe folded, upwarped, fault-blocked, and volcanic mts.</i></p> <p><i>Analyze information from topographic maps.</i></p> <p><i>Construct topo map.</i></p>			
<p>Weathering</p>	<p><i>Explain how mechanical weathering and chemical weathering differ.</i></p> <p><i>Describe how weathering changes the earth's surface.</i></p> <p><i>Explain how soil forms.</i></p> <p><i>Describe factors that affect the development of soil.</i></p> <p><i>Do soil horizon lab and include a lab report.</i></p> <p><i>Explain the difference between erosion and deposition.</i></p> <p><i>Compare and contrast slumps, creep, rockfalls, rock slides, and mudflows.</i></p>			
<p>Glaciers</p>	<p><i>Explain how glaciers move</i></p> <p><i>Describe evidence of glacial erosion and deposition.</i></p> <p><i>Explain how wind causes deflation and abrasion.</i></p> <p><i>Identify the causes of runoff.</i></p>			
<p>Stream Dev.</p>	<p><i>Identify the different stages of stream development.</i></p> <p><i>Map the tributaries of the Mississippi River.</i></p> <p><i>Explain how alluvial fans and deltas form.</i></p>			
<p>Groundwater</p>	<p><i>Recognize the importance of groundwater.</i></p> <p><i>Describe the effect that soil and rock permeability have on groundwater movement.</i></p> <p><i>Discuss how geysers and hot springs form.</i></p> <p><i>Discuss cave formation.</i></p> <p><i>Discuss sand formation.</i></p>			
<p>Astronomy</p>	<p><i>Compare heliocentric theory with geocentric theory.</i></p> <p><i>Differentiate between rotation and revolution.</i></p> <p><i>Discuss significant astronomers.</i></p> <p><i>Discover how to locate objects in space.</i></p>			
<p>Constellations</p>	<p><i>Explain why some constellations are visible only during certain seasons.</i></p>			

<p>Sun</p>	<p><i>Describe how stars are classified.</i> <i>Describe how stars evolve.</i> <i>Describe the Sun's position in the Milky Way Galaxy.</i> <i>Explain that the same natural laws that apply to our solar system also apply in other galaxies.</i> <i>Explain that the Sun is the closest star to the earth.</i> <i>Describe the structure of the sun.</i> <i>Describe sunspots, prominences, and solar flares.</i></p>			
<p>Planets</p>	<p><i>Introduce the electromagnetic spectrum.</i> <i>Discuss characteristics of planets.</i> <i>List the inner planets in order from the Sun.</i> <i>Describe each inner planet.</i> <i>List the outer planets in order from the Sun.</i> <i>Describe each outer planet.</i> <i>Present a presentation on a planet.</i> <i>Discuss what causes the seasons to change.</i></p>			
<p>Moon</p>	<p><i>Interview an individual who saw Apollo 11 land on the moon.</i> <i>Discuss characteristics of the moon's surface.</i> <i>Identify the phases of the Moon and their cause.</i></p>			
<p>Nasa</p>	<p><i>and lunar eclipses occur.</i> <i>Describe the history of NASA</i> <i>List NASA's contributions</i></p>			

**Oklahoma Christian School
Course Description**

Course: Biology

Grade Level: Freshmen

Teacher: Amber Laird

Philosophy Statement	<p>God's word shows us, the believer, that we live in an orderly world created by Him. He has instructed us to subdue the earth, harnessing its resources, consuming its bounty, and protecting it as wise stewards. The more we learn and understand about our world, the more we can see God's magnificent plan for our lives.</p> <p>Man has developed theories, laws, and descriptions of the ways God's world functions. Science teachers explain these concepts to students and are thus instrumental in a student's exploration of the world. Science teachers help students carefully and objectively study God's world and to evaluate all scientific theories and knowledge in light of the Bible. Biblical principals and the truth about creation are foundational to every student's knowledge of the field of science.</p>
Course Objective	<p>This course covers the essential biological concepts and applications common to all living organisms. The nature of science, science processes and inquiry will be continually incorporated. Such processes include observation, measurement, classification, proper scientific experimentation, interpretation and communication of experimental results, and biological modeling. The biological concepts covered will include the cell as the fundamental unit of life; the molecular basis of heredity, that DNA determines the characteristics of organisms; biological diversity, which is developed through a gradual process over many generations; the interdependence of organisms, which is interrelationships and interactions between and among organisms in an environment; matter, energy and organization in living systems, which shows that all living systems require a continuous input of energy to maintain their chemical and physical organizations; and the behavior of organisms, which are responses to internal changes and to external stimuli. These course objectives are derived from the Oklahoma PASS Content Standards for high school, Biology I.</p>
Textbook	<p>Biggs, Hagins, Kapicka, Lundgren, Rillero, Tallman, Zike. <i>Biology: The Dynamics of Life</i>. McGraw Hill: Glencoe Science. New York: 2005.</p>
Other Resources	<p>Glencoe teacher resources, supplemental lesson plans from online, guest speakers, and additional text: Campbell, Reece, and Simon. <i>Essential Biology with Physiology</i>. Pearson Education Inc: San Francisco, 2004.</p>
Time Allotment	<p>Approximately 50 minutes a day 250 minutes per week/four hours and 10 minutes per week 300 minutes per cycle/five hours per cycle Six days per seven day cycle</p>
Course Content	<p>[The following content is specific to the second semester] The student will learn...</p> <ul style="list-style-type: none"> • The basic concepts of genetics and how a cell forms gametes. • The structure and function of DNA and how mutations affect this fundamental molecule. • How traits are inherited • How the inheritance of genes can be altered to benefit human life. • To compare and contrast Creation, Intelligent Design and Biological evolution. • Structure, reproduction, and importance of viruses and bacteria. • The taxonomy, characteristics, and importance of protists and fungi. • How plants are adapted to life on land and how they are classified.

	<ul style="list-style-type: none">• The characteristics and importance of plants.• The structure and function of plant cells, tissues, and organs and how plants respond to their environment.• The life cycles of different kinds of plants and the structure of a flower.• The characteristics and development of animals.• The taxonomy, characteristics, and importance of simple invertebrates, mollusks and segmented worms, arthropods, echinoderms and invertebrate chordates, fishes and amphibians, reptiles and birds, and last but not least mammals.• The difference between innate and learned behavior.
Evaluation Methods	Exams, Quizzes, Labs, Class Participation, Oral Questioning, Presentations, Modeling

Unit Scope & Sequence
Grade Level Freshmen

Course Name Biology

Teacher Amber Laird

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
August Unit 1: Laboratory Safety, The Nature of Science and Intro to Biology	<i>Students will:</i> <ul style="list-style-type: none"> • Summarize the characteristics of living things. • Explain why biology is important to the Nature of Science and how it fits into the realms of the scientific community. • List basic laboratory safety rules, procedures and equipment. • Recognize and be able to operate standard laboratory equipment including the compound light microscope. • Use the basic tenants of the scientific method and following correct protocol when conducting investigations and solving problems. 	<i>Methods and Materials used:</i> Lecture, notes, modeling, laboratory investigations, vocabulary, demonstrations, textbook, reading content, smart board, guided practice, discussion	<i>Methods to determine mastery</i> Tests, quizzes, homework, lab reports/participation, modeling, and oral question and answer, presentations, projects	<i>Time allowed for this unit of study</i> 2 weeks

Unit Scope & Sequence
Grade Level Freshmen

Course Name Biology

Teacher Amber Laird

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
September Unit 2: Ecology	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Distinguish between the biotic and abiotic factors in the environment. • Compare the different levels of biological organization and living relationships important in ecology. • Explain the difference between a niche and a habitat. • Compare how organisms satisfy their nutritional needs. • Trace the path of energy and matter in an ecosystem • Analyze how matter is cycles in the abiotic and biotic parts of the biosphere. • Identify some common limiting factors. • Explain how limiting factors and ranges of tolerance affect distribution of organisms. • Sequence the stages of ecological succession. • Describe the conditions under which primary and secondary succession takes place. • Compare and contrast the photic and aphotic zones of marine biomes. • Identify the major limiting factors affecting distribution of terrestrial biomes. • Distinguish among biomes. • Compare and contrast exponential and linear population growth. • Relate the reproductive patterns of different populations of organisms to models of population growth. • Predict effects of environmental factors on population growth. • Identify how the birthrate and death rate affect the rate at which a population changes. • Compare the age structure of rapidly growing, slow-growing, and no-growth communities. • Explain the relationship between a population and the environment. 	<p><i>Methods and Materials used:</i></p> <p>Lecture, notes, modeling, laboratory investigations, vocabulary, demonstrations, textbook, reading content, smart board, guided practice, discussion</p>	<p><i>Methods to determine mastery</i></p> <p>Tests, quizzes, homework, lab reports/participation, modeling, and oral question and answer, presentations, projects</p>	<p><i>Time allowed for this unit of study</i></p> <p>4 weeks</p>

	<ul style="list-style-type: none">• Explain biodiversity and its importance.• Relate various threats to the loss of biodiversity.• Describe strategies used in conservation biology.• Relate success in protecting an endangered species to the methods used to protect it.			
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Unit Scope & Sequence
Grade Level Freshmen

Course Name Biology

Teacher Amber Laird

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
October Unit 3: The Life of a Cell	<i>Students will:</i> <ul style="list-style-type: none">•	<i>Methods and Materials used:</i> Lecture, notes, modeling, laboratory investigations, vocabulary, demonstrations, textbook, reading content, smart board, guided practice, discussion	<i>Methods to determine mastery</i> Tests, quizzes, homework, lab reports/participation, modeling, and oral question and answer, presentations, projects	<i>Time allowed for this unit of study</i> 4 weeks

Unit Scope & Sequence
Grade Level Freshmen

Course Name Biology

Teacher Amber Laird

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>December/January Unit 4: Genetics</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Relate Mendel’s two laws to the results he obtained in his experiments with garden peas. • Predict the possible offspring of a genetic cross by using a Punnett square. • Analyze the structure of DNA. • Determine how the structure of DNA enables it to reproduce itself accurately. • Relate the concept of the gene to the sequence of nucleotides in DNA. • Sequence the steps involved in protein synthesis. • Categorize the different kinds of mutations that can occur in DNA. • Compare the effects of different kinds of mutations on cells and organisms. • Interpret a pedigree. • Identify human genetic disorders caused by inherited recessive alleles. • Predict how a human trait can be determined by a simple dominant allele. • Distinguish between alleles for incomplete dominance and codominance. • Explain the patterns of multiple allelic and polygenic inheritance. • Analyze the pattern of sex-linked inheritance. • Summarize how internal and external 	<p><i>Methods and Materials used:</i></p> <p>Lecture, notes, modeling, laboratory investigations, vocabulary, demonstrations, textbook, reading content, smart board, guided practice, discussion</p>	<p><i>Methods to determine mastery</i></p> <p>Tests, quizzes, homework, lab reports/participation, modeling, and oral question and answer, presentations, projects</p>	<p><i>Time allowed for this unit of study</i></p> <p>4 weeks</p>

	<p>environments affect gene expression.</p> <ul style="list-style-type: none">• Identify codominance, multiple allelic, sex-linked and polygenic patterns of inheritance in humans.• Distinguish among conditions that result from extra autosomal or sex chromosomes.			
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Unit Scope & Sequence

Course Name Biology

Grade Level Freshmen

Teacher Amber Laird

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>December/January Unit 5: Change Through Time</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Compare and contrast Creation, Intelligent Design and Biological evolution. • Describe methods of geological dating. • Be familiar with leading researchers in the origin of life. • Relate different ideas to data versus inference. • Summarize Darwin’s theory of evolution. • Explain how the structural and physiological adaptations of organisms relate to natural selection. • Explain the role of natural selection in convergent and divergent evolution. • Evaluate the history, purpose, and methods of taxonomy. • Explain the meaning of a scientific name. • Describe the organization of taxa in a biological classification system. • Compare the six kingdoms of organisms. 	<p><i>Methods and Materials used:</i></p> <p>Lecture, notes, modeling, laboratory investigations, vocabulary, demonstrations, textbook, reading content, smart board, guided practice, discussion, guest speakers</p>	<p><i>Methods to determine mastery</i></p> <p>Tests, quizzes, homework, lab reports/participation, modeling, and oral question and answer, presentations, projects, debate</p>	<p><i>Time allowed for this unit of study</i></p> <p>2 weeks</p>

Unit Scope & Sequence

Course Name Biology

Grade Level Freshmen

Teacher Amber Laird

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>January Unit 6: Viruses, Bacteria, Protists, and Fungi</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ● Identify the different kinds of viruses and their structures. ● Compare and contrast the replication cycles of viruses. ● Compare the types of prokaryotes. ● Explain the characteristics and adaptations of bacteria ● Evaluate the economic importance of bacteria. ● Identify the characteristics of the Kingdom Protista. ● Compare and contrast the four groups of protozoans. ● Compare and contrast the variety of plantlike protists. ● Explain the process of alternation of generations in algae. ● Contrast the cellular differences and life cycles of the two types of slime molds. ● Discuss the economic importance of the downy mildews and water molds. ● Explain the basic characteristics of the fungi kingdom. ● Explain the role of fungi as decomposers and how this role affects the flow of both energy and nutrients through food chains. ● Identify the four major phyla of fungi. ● Distinguish among the ways spores are produced 	<p><i>Methods and Materials used:</i></p> <p>Lecture, notes, modeling, laboratory investigations, vocabulary, demonstrations, textbook, reading content, smart board, guided practice, discussion</p>	<p><i>Methods to determine mastery</i></p> <p>Tests, quizzes, homework, lab reports/participation, modeling, and oral question and answer, presentations, projects</p>	<p><i>Time allowed for this unit of study</i></p> <p>3 weeks</p>

	<p>in zygomycotes, ascomycotes, and basidiomycotes.</p> <ul style="list-style-type: none">• Summarize the ecological roles of lichens and mycorrhizae.			
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Unit Scope & Sequence

Course Name Biology

Grade Level Freshmen

Teacher Amber Laird

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>February Unit 7: Plants</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Compare and contrast characteristics of algae and plants. • Identify and evaluate structural adaptations of plants to their land environments. • Describe the alternation of generation in land plants. • Describe the phylogenic relationships among divisions of plants. • Identify the twelve plant kingdom divisions. • Identify the structure of nonvascular plants. • Compare and contrast characteristics of the different groups of nonvascular plants. • Evaluate the significance of plant vascular tissue to life on land. • Identify and analyze the characteristics of the non-seed vascular plant divisions. • Identify and analyze the characteristics of seed plants. • Analyze the advantages of seed and fruit production. • Identify the major types of plants cells. • Distinguish among the functions of the different types of plant tissues. • Identify and compare the structures of roots, stems, and leaves. • Describe and compare the functions of roots, stems, and leaves. 	<p><i>Methods and Materials used:</i></p> <p>Lecture, notes, modeling, laboratory investigations, vocabulary, demonstrations, textbook, reading content, smart board, guided practice, discussion</p>	<p><i>Methods to determine mastery</i></p> <p>Tests, quizzes, homework, lab reports/participation, modeling, and oral question and answer, presentations, projects</p>	<p><i>Time allowed for this unit of study</i></p> <p>4 weeks</p>

	<ul style="list-style-type: none">• Identify the major types of plant hormones.• Identify and analyze the different types of plant responses.• Review the steps of alternation of generations.• Survey and identify methods of reproduction and the life cycles of mosses, ferns, and conifers.• Identify the organs of a flower.• Examine how photoperiodism influences flowering.• Survey and indemnify the methods of reproduction, growth, and development in flowering plants.• Outline the processes in which cells differentiate during the formation of seeds and fruits and during seed germination.			
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Unit Scope & Sequence
Grade Level Freshmen

Course Name Biology

Teacher Amber Laird

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
February Unit 8: Invertebrates	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Identify the characteristics of animals. • Identify the cell differentiation in the development of a typical animal. • Sequence the development of a typical animal. • Compare and contrast radial and bilateral symmetry with asymmetry. • Trace the phylogeny of animal body plans. • Distinguish among the body plans of acoelomate, pseudocoelomate, and coelomate animals. • Relate the sessile life of sponges to their food-gathering adaptations. • Describe the reproductive adaptations of sponges. • Analyze the relationships among the classes of cnidarians. • Sequence the states in the life cycle of a cnidarian. • Evaluate the adaptations of cnidarians for obtaining food. • Distinguish between the structural adaptations of parasitic flatworms and free-living planarians. • Explain how parasitic flatworms are adapted to their way of life. • Compare and contrast the structural adaptation of roundworms and flatworms. • Identify the characteristics of four roundworm parasites. 	<p><i>Methods and Materials used:</i></p> <p>Lecture, notes, modeling, laboratory investigations, vocabulary, demonstrations, textbook, reading content, smart board, guided practice, discussion, dissection, video</p>	<p><i>Methods to determine mastery</i></p> <p>Tests, quizzes, homework, lab reports/participation, modeling, and oral question and answer, presentations, projects, dissection</p>	<p><i>Time allowed for this unit of study</i></p> <p>4 weeks</p>

	<ul style="list-style-type: none">• Identify the characteristics of mollusks.• Compare the adaptations of gastropod, bivalve, and cephalopod mollusks in their biomes.• Describe the characteristics of segmented worms and their importance to the survival of these organisms.• Compare and contrast the classes of segmented worms.• Relate the structural and behavioral adaptations of arthropods to their ability to live in different habitats.• Analyze the adaptations that make arthropods an evolutionarily successful phylum.• Compare and contrast the similarities and differences among the major groups of arthropods.• Explain the adaptations of insects that contribute to their success.• Compare the similarities and differences among the classes of echinoderms.• Interpret the evidence biologists have for determining that echinoderms are close relative of chordates.• Summarize the characteristics of chordates.• Explain how invertebrate chordates are related to vertebrates.• Distinguish between sea squirts and lancelets.			
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Unit Scope & Sequence
Grade Level Freshmen

Course Name Biology

Teacher Amber Laird

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>March Unit 9: Vertebrates</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Relate the structural adaptations of fishes to their environments. • Compare and contrast the characteristics of the different groups of fishes. • Interpret the phylogeny of fishes. • Relate the demands of a terrestrial environment to the adaptations of amphibians. • Relate the evolution of the three-chambered heart to the amphibian lifestyle. • Explain how reptile adaptations make them suited to life on land. • Compare the characteristics of different groups of reptiles. • Explain how bird adaptations make them suited to life on land. • Relate bird adaptations to their ability to fly. • Interpret the phylogeny of birds. • Distinguish mammalian characteristics. • Explain how the characteristics of mammals enable them to adapt to most habitats on Earth. • Distinguish among the three groups of living mammals. • Compare reproduction in egg-laying, pouched, and placental mammals. • Distinguish among the types of innate and learned behaviors 	<p><i>Methods and Materials used:</i></p> <p>Lecture, notes, modeling, laboratory investigations, vocabulary, demonstrations, textbook, reading content, smart board, guided practice, discussion, dissection, video</p>	<p><i>Methods to determine mastery</i></p> <p>Tests, quizzes, homework, lab reports/participation, modeling, and oral question and answer, presentations, projects, dissection</p>	<p><i>Time allowed for this unit of study</i></p> <p>4 weeks</p>

	<ul style="list-style-type: none">• Demonstrate, by example, the adaptive value of innate behavior and the types of learned behavior.			
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Oklahoma Christian School
Course Description

Course: Chemistry I Grade Level: 10th and 11th Teacher: McDonald

Philosophy Statement	<p>God's word shows us, the believer, that we live in an orderly world created by Him. He has instructed us to subdue the earth, harnessing its resources, consuming its bounty, and protecting it as wise stewards. The more we learn and understand about our world, the more we can see God's magnificent plan for our lives.</p> <p>Man has developed theories, laws, and descriptions of the ways God's world functions. Science teachers explain these concepts to students and are thus instrumental in a student's exploration of the world. Science teachers help students carefully and objectively study God's world and to evaluate all scientific theories and knowledge in light of the Bible. Biblical principals and the truth about creation are foundational to every student's knowledge of the field of science.</p>
Course Objective	The students will receive instruction in and demonstrate the ability to recognize and perform problem-solving in the areas matter, elements/atoms/molecules/ions, nomenclature, measurements and calculations, chemical composition and formulas, chemical reactions in aqueous solutions, chemical quantities and energy.
Textbook	<i>World of Chemistry</i> (Zumdahl, Zumdahl, and Decoste)
Other Resources	<ol style="list-style-type: none"> 1. Student Textbook 2. Practice and enrichment worksheets 3. Laboratory materials 4. Calculators 5. Smart board
Time Allotment	45 minutes per day, 5 days per week
Step Five Course Content	<ul style="list-style-type: none"> • Problem-solving involving elements, molecules and compounds • Physical and chemical properties and changes • Elements, atomic theory, and the structure of the atom • Problem solving involving formulas of compounds, isotopes and ions • Naming of binary compounds, compounds containing polyatomic ions, acids and how to write chemical formulas from their names • Scientific notation, units, significant figures and density • Problem solving involving percent mass and empirical/molecular formulas • Problem solving involving balancing chemical equations • Precipitate, acid/base, and oxidation/reduction reactions • Problem solving involving mass calculations, mole-mole relationships, limiting reactants and percent yield • Problem solving involving temperature and heat, exothermic and endothermic reactions, and thermodynamics • Problem solving involving Enthalpy, Hess's Law and Entropy
Evaluation Methods	<ol style="list-style-type: none"> 1. Class participation 2. Homework assignments 3. Laboratory reports 4. Quizzes 5. Tests

Unit Scope & Sequence

Course Name Chemistry I

Grade Level 10th & 11th

Teacher McDonald

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Foundation of Chemistry & Matter</p>	<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. <i>Understand the importance of learning chemistry</i> 2. <i>Perform and demonstrate the scientific method in action</i> 3. <i>Analyze the different ways of learning chemistry</i> 4. <i>Compare and contrast atoms, elements, molecules and compounds</i> 5. <i>Identify the different states of matter</i> 6. <i>Compare and contrast physical and chemical changes/properties</i> 7. <i>Recognize mixtures and pure substances</i> 8. <i>Design an experiment that shows a separation of mixtures</i> 	<p><i>Methods and Materials used:</i></p> <ol style="list-style-type: none"> 1. <i>Discussion</i> 2. <i>Guided Practice</i> 3. <i>Small Group Problem Solving</i> 4. <i>Textbook</i> 5. <i>Laboratory Experiments</i> 6. <i>Demonstration</i> 7. <i>Smart Board</i> 	<p><i>Methods to determine mastery</i></p> <ol style="list-style-type: none"> 1. <i>Laboratory Reports</i> 2. <i>Completed Homework</i> 3. <i>Quizzes</i> 4. <i>Ticket out of class</i> 5. <i>Test</i> 	<p><i>Time allowed for this unit of study</i></p> <ol style="list-style-type: none"> 1. <i>20 days</i>

Unit Scope & Sequence

Course Name Chemistry I

Grade Level 10th & 11th

Teacher McDonald

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Elements, Atoms, and Ions</p>	<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. <i>Recognize and classify the chemical elements</i> 2. <i>Use and recognize the symbols for the elements</i> 3. <i>Understand and recognize Dalton's Atomic Theory</i> 4. <i>Identify formulas of compounds</i> 5. <i>Predict and compute formulas of compounds</i> 6. <i>Understand and recognize the structure of the atom</i> 7. <i>Classify the different theories based on the atom</i> 8. <i>Classify isotopes based on subatomic particles</i> 9. <i>Understand and utilize the periodic table</i> 10. <i>Classify the natural states of the elements</i> 11. <i>Compare and contrast ions from their parent atoms</i> 12. <i>Understand and recognize compounds that contain ions</i> 	<p><i>Methods and Materials used:</i></p> <ol style="list-style-type: none"> 1. <i>Discussion</i> 2. <i>Guided Practice</i> 3. <i>Small group problem solving</i> 4. <i>Textbook</i> 5. <i>Laboratory Experiments</i> 6. <i>Demonstration</i> 7. <i>Smart Board</i> 	<p><i>Methods to determine mastery</i></p> <ol style="list-style-type: none"> 1. <i>Laboratory Reports</i> 2. <i>Completed Homework</i> 3. <i>Quizzes</i> 4. <i>Ticket out of class</i> 5. <i>Test</i> 	<p><i>Time allowed for this unit of study</i></p> <ol style="list-style-type: none"> 1. <i>20 days</i>

Unit Scope & Sequence

Course Name Chemistry IGrade Level 10th & 11thTeacher McDonald

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Nomenclature	<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. <i>Show and understand what a binary compound is</i> 2. <i>Name compounds containing a metal and a nonmetal</i> 3. <i>Classify compounds containing a metal and nonmetal into two groups</i> 4. <i>Name binary compounds that contain only nonmetals</i> 5. <i>Compare and contrast all three types of binary compounds</i> 6. <i>Recognize and memorize common polyatomic ions</i> 7. <i>Name compounds that contain polyatomic ions</i> 8. <i>Recognize and memorize common acids</i> 9. <i>Distinguish and name acids</i> 10. <i>Compute chemical formulas from names</i> 	<p><i>Methods and Materials used:</i></p> <ol style="list-style-type: none"> 1. <i>Discussion</i> 2. <i>Guided Practice</i> 3. <i>Small group problem solving</i> 4. <i>Textbook</i> 5. <i>Laboratory Experiments</i> 6. <i>Scavenger hunt</i> 7. <i>Application to common food items</i> 8. <i>Demonstration</i> 9. <i>Smart Board</i> 	<p><i>Methods to determine mastery</i></p> <ol style="list-style-type: none"> 1. <i>Laboratory Reports</i> 2. <i>Completed Homework</i> 3. <i>Quizzes</i> 4. <i>Ticket out of class</i> 5. <i>Test</i> 	<p><i>Time allowed for this unit of study</i></p> <ol style="list-style-type: none"> 1. <i>25 days</i>

Unit Scope & Sequence

Course Name Chemistry I

Grade Level 10th & 11th

Teacher McDonald

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Measurements and Calculations</p>	<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. <i>Understand and recognize scientific notation</i> 2. <i>Compute scientific notation from standard number format and vice versa</i> 3. <i>Classify and identify the different types of units</i> 4. <i>Compare and contrast length, volume and mass</i> 5. <i>Understand and compute uncertainty in measurements</i> 6. <i>Identify significant figures</i> 7. <i>Understand and state problem solving and dimensional analysis (conversions)</i> 8. <i>Compute and construct conversion problems</i> 9. <i>Compute temperature conversions</i> 10. <i>Identify and compute density</i> 	<p><i>Methods and Materials used:</i></p> <ol style="list-style-type: none"> 1. <i>Discussion</i> 2. <i>Guided Practice</i> 3. <i>Small group problem solving</i> 4. <i>Textbook</i> 5. <i>Laboratory Experiments</i> 6. <i>Demonstration</i> 7. <i>Smart Board</i> 	<p><i>Methods to determine mastery</i></p> <ol style="list-style-type: none"> 1. <i>Laboratory Reports</i> 2. <i>Completed Homework</i> 3. <i>Quizzes</i> 4. <i>Ticket out of class</i> 5. <i>Test</i> 	<p><i>Time allowed for this unit of study</i></p> <ol style="list-style-type: none"> 1. <i>20 days</i>

Unit Scope & Sequence

Course Name Chemistry I

Grade Level 10th & 11th

Teacher McDonald

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chemical Composition</p>	<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. <i>Compare and contrast A.m.u's and grams in relation to the periodic table</i> 2. <i>Compute the method of counting by weighing</i> 3. <i>Compute number of atoms by weighing</i> 4. <i>Summarize and use the "Mole"</i> 5. <i>Compute conversions between grams, moles and atoms/molecules</i> 6. <i>Understand and compute molar mass</i> 7. <i>Compute the percent composition of compounds</i> 8. <i>Compare and contrast empirical and molecule formulas</i> 9. <i>Calculate empirical formulas</i> 10. <i>Calculate molecular formulas</i> 	<p><i>Methods and Materials used:</i></p> <ol style="list-style-type: none"> 1. <i>Discussion</i> 2. <i>Guided Practice</i> 3. <i>Small group problem solving</i> 4. <i>Textbook</i> 5. <i>Laboratory Experiments</i> 6. <i>Demonstration</i> 7. <i>Smart Board</i> 	<p><i>Methods to determine mastery</i></p> <ol style="list-style-type: none"> 1. <i>Laboratory Reports</i> 2. <i>Completed Homework</i> 3. <i>Quizzes</i> 4. <i>Ticket out of class</i> 5. <i>Test</i> 	<p><i>Time allowed for this unit of study</i></p> <ol style="list-style-type: none"> 1. <i>20 days</i>

Unit Scope & Sequence

Course Name Chemistry I

Grade Level 10th & 11th

Teacher McDonald

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chemical Reactions and Reactions in Aqueous Solutions</p>	<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. <i>Identify and explain signs of a chemical reaction</i> 2. <i>Recognize and understand chemical equations</i> 3. <i>Calculate the balancing of chemical equations</i> 4. <i>Predict occurrence of chemical reactions</i> 5. <i>Identify reactions in which a solid forms</i> 6. <i>Recognize and summarize reactions in aqueous solutions</i> 7. <i>Identify and compute acid and base reactions</i> 8. <i>Identify and recognize reactions between metals and nonmetals</i> 9. <i>Compute oxidation-reduction equations</i> 10. <i>Identify and recognize ways to classify reactions</i> 	<p><i>Methods and Materials used:</i></p> <ol style="list-style-type: none"> 1. <i>Discussion</i> 2. <i>Guided Practice</i> 3. <i>Small group problem solving</i> 4. <i>Textbook</i> 5. <i>Laboratory Experiments</i> 6. <i>Demonstration</i> 7. <i>Smart Board</i> 	<p><i>Methods to determine mastery</i></p> <ol style="list-style-type: none"> 1. <i>Laboratory Reports</i> 2. <i>Completed Homework</i> 3. <i>Quizzes</i> 4. <i>Ticket out of class</i> 5. <i>Test</i> 	<p><i>Time allowed for this unit of study</i></p> <ol style="list-style-type: none"> 1. <i>25 days</i>

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Unit Scope & Sequence

Course Name Chemistry I

Grade Level 10th & 11th

Teacher McDonald

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chemical Quantities</p>	<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. <i>Recognize and classify information given by chemical equations</i> 2. <i>Understand mole-mole relationships</i> 3. <i>Compute mass calculations</i> 4. <i>Compute mass calculations using scientific notation</i> 5. <i>Understand mass calculations when comparing two reactions</i> 6. <i>Understand the concept of limiting reactants</i> 7. <i>Compute limiting reactant problems</i> 8. <i>Compare and contrast actual yield, theoretical yield and percent yield</i> 	<p><i>Methods and Materials used:</i></p> <ol style="list-style-type: none"> 1. <i>Discussion</i> 2. <i>Guided Practice</i> 3. <i>Small group problem solving</i> 4. <i>Textbook</i> 5. <i>Laboratory Experiments</i> 6. <i>Demonstration</i> 7. <i>Outside Learning</i> 8. <i>Smart Board</i> 	<p><i>Methods to determine mastery</i></p> <ol style="list-style-type: none"> 1. <i>Laboratory Reports</i> 2. <i>Completed Homework</i> 3. <i>Quizzes</i> 4. <i>Ticket out of class</i> 5. <i>Test</i> 	<p><i>Time allowed for this unit of study</i></p> <ol style="list-style-type: none"> 1. <i>20 days</i>

Unit Scope & Sequence

Course Name Chemistry I

Grade Level 10th & 11th

Teacher McDonald

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Energy</p>	<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. <i>Understand the nature of energy</i> 2. <i>Compare and contrast temperature and heat</i> 3. <i>Compare and contrast exothermic and endothermic reactions</i> 4. <i>Understand and analyze the first two laws of thermodynamics</i> 5. <i>Calculate and measure energy changes</i> 6. <i>Understand enthalpy of reactions</i> 7. <i>Compute enthalpy problems</i> 8. <i>Understand and compute problems containing Hess's Law</i> 9. <i>Compare and contrast quality versus quantity of energy</i> 10. <i>Understand and apply the concept of entropy</i> 	<p><i>Methods and Materials used:</i></p> <ol style="list-style-type: none"> 1. <i>Discussion</i> 2. <i>Guided Practice</i> 3. <i>Small group problem solving</i> 4. <i>Textbook</i> 5. <i>Laboratory Experiments</i> 6. <i>Demonstration</i> 7. <i>Outside Learning</i> 8. <i>Smart Board</i> 	<p><i>Methods to determine mastery</i></p> <ol style="list-style-type: none"> 1. <i>Laboratory Reports</i> 2. <i>Completed Homework</i> 3. <i>Quizzes</i> 4. <i>Ticket out of class</i> 5. <i>Test</i> 	<p><i>Time allowed for this unit of study</i></p> <ol style="list-style-type: none"> 1. <i>20 days</i>

Oklahoma Christian School
Course Description

Course: Chemistry II Grade Level: 11th and 12th Teacher: McDonald

Philosophy Statement	<p>God's word shows us, the believer, that we live in an orderly world created by Him. He has instructed us to subdue the earth, harnessing its resources, consuming its bounty, and protecting it as wise stewards. The more we learn and understand about our world, the more we can see God's magnificent plan for our lives.</p> <p>Man has developed theories, laws, and descriptions of the ways God's world functions. Science teachers explain these concepts to students and are thus instrumental in a student's exploration of the world. Science teachers help students carefully and objectively study God's world and to evaluate all scientific theories and knowledge in light of the Bible. Biblical principals and the truth about creation are foundational to every student's knowledge of the field of science.</p>
Course Objective	The students will receive instruction in and demonstrate the ability to recognize and perform problem-solving in the areas of atomic theory, chemical bonding, gases, liquids and solids, solutions, acids and bases, equilibrium, oxidation-reduction reactions, electrochemistry, radioactivity, organic chemistry and biochemistry.
Textbook	<i>World of Chemistry</i> (Zumdahl, Zumdahl, and DeCoste)
Other Resources	<ol style="list-style-type: none"> 1. Student Textbook 2. Practice and enrichment worksheets 3. Laboratory materials 4. Calculators 5. Smart board
Time Allotment	45 minutes per day, 5 days per week
Course Content	<ul style="list-style-type: none"> • Problem solving involving energy and light • Rutherford's atom, Bohr model and wave mechanical model of the atom • Problem solving involving electron configurations and atomic properties • Problem solving involving electronegativity, bond polarity and dipole moments • Problem solving involving Lewis structures and molecular structures • Problem solving involving pressure, ideal gas law, Dalton's law of partial pressures and gas stoichiometry • Intramolecular and intermolecular forces, vapor pressure and types of solids • Problem solving involving energy requirements for phase changes • Solubility, mass percent, molarity, dilution, neutralization reactions and normality • Problem solving involving acids and bases, pH, titrations and buffers • Equilibrium, equilibrium constant, reaction rates and Le Chatelier's principle • Oxidation-reduction reactions, electrochemistry, radioactive decay and half-life • Introduction to organic chemistry and biochemistry
Evaluation Methods	<ol style="list-style-type: none"> 1. Class participation 2. Homework assignments 3. Laboratory reports 4. Quizzes 5. Tests

Unit Scope & Sequence

Course Name Chemistry II

Grade Level 11th & 12th

Teacher McDonald

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Modern Atomic Theory</p>	<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. <i>Understand and identify Rutherford's Atom</i> 2. <i>Interpret the relationship between energy and light</i> 3. <i>Understand when emission of energy by atoms occurs</i> 4. <i>Recognize and classify emission spectrums</i> 5. <i>Understand and identify the energy levels of hydrogen</i> 6. <i>Understand the Bohr Model of the atom</i> 7. <i>Understand the Wave Mechanical Model of the atom</i> 8. <i>List and Identify the hydrogen orbitals</i> 9. <i>List and explain the electron configurations of the first eighteen elements</i> 10. Classify types of orbitals based on the periodic table 11. Compare and contrast atomic properties based on location on periodic table 	<p><i>Methods and Materials used:</i></p> <ol style="list-style-type: none"> 1. <i>Discussion</i> 2. <i>Guided Practice</i> 3. <i>Small group problem solving</i> 4. <i>Textbook</i> 5. <i>Laboratory Experiments</i> 6. <i>Demonstration</i> 7. <i>Smart Board</i> 	<p><i>Methods to determine mastery</i></p> <ol style="list-style-type: none"> 1. <i>Laboratory Reports</i> 2. <i>Completed Homework</i> 3. <i>Quizzes</i> 4. <i>Ticket out of class</i> 5. <i>Test</i> 	<p><i>Time allowed for this unit of study</i></p> <ol style="list-style-type: none"> 1. <i>20 days</i>

Unit Scope & Sequence

Course Name Chemistry II

Grade Level 11th & 12th

Teacher McDonald

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chemical Bonding</p>	<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. <i>List and explain the different types of chemical bonds</i> 2. <i>Identify and interpret the importance of electronegativity</i> 3. <i>Analyze how electronegativity relates to bond polarity and dipole moments</i> 4. <i>Compare stable electron configurations with charges on ions</i> 5. <i>Identify ionic bonding and structures of ionic compounds</i> 6. <i>Compute and identify elements and compounds based on Lewis structures (and vice versa)</i> 7. <i>Compute and identify compounds with multiple bonds</i> 8. <i>Classify the different types of molecular structures</i> 9. <i>Classify molecular structures based on the VSEPR Model</i> 10. <i>Classify molecular structures with double bonds</i> 	<p><i>Methods and Materials used:</i></p> <ol style="list-style-type: none"> 1. <i>Discussion</i> 2. <i>Guided Practice</i> 3. <i>Small group problem solving</i> 4. <i>Textbook</i> 5. <i>Laboratory Experiments</i> 6. <i>Demonstration</i> 7. <i>Smart Board</i> 	<p><i>Methods to determine mastery</i></p> <ol style="list-style-type: none"> 1. <i>Laboratory Reports</i> 2. <i>Completed Homework</i> 3. <i>Quizzes</i> 4. <i>Ticket out of class</i> 5. <i>Test</i> 	<p><i>Time allowed for this unit of study</i></p> <ol style="list-style-type: none"> 1. <i>20 days</i>

Unit Scope & Sequence

Course Name Chemistry II

Grade Level 11th & 12th

Teacher McDonald

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Gases	<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. <i>Identify and utilize the different forms of pressure and its units</i> 2. <i>Calculate problems using Boyle's Law</i> 3. <i>Calculate problems using Charles's Law</i> 4. <i>Calculate problems using Avogadro's Law</i> 5. <i>Analyze and integrate Boyle's, Charles's and Avogadro's Law</i> 6. <i>Understand and utilize the ideal gas law</i> 7. <i>Understand and compute problems concerning Dalton's Law of Partial Pressures</i> 8. <i>Compare and contrast Laws and Models/Theories</i> 9. <i>Understand the kinetic molecular theory of gases and its implications</i> 10. <i>Compare and contrast ideal and real gases</i> 11. <i>Calculate problems using gas stoichiometry</i> 	<p><i>Methods and Materials used:</i></p> <ol style="list-style-type: none"> 1. <i>Discussion</i> 2. <i>Guided Practice</i> 3. <i>Small group problem solving</i> 4. <i>Textbook</i> 5. <i>Laboratory Experiments</i> 6. <i>Demonstration</i> 7. <i>Outside Learning</i> 8. <i>Smart Board</i> 	<p><i>Methods to determine mastery</i></p> <ol style="list-style-type: none"> 1. <i>Laboratory Reports</i> 2. <i>Completed Homework</i> 3. <i>Quizzes</i> 4. <i>Ticket out of class</i> 5. <i>Test</i> 	<p><i>Time allowed for this unit of study</i></p> <ol style="list-style-type: none"> 1. <i>20 days</i>

Unit Scope & Sequence

Course Name Chemistry IIGrade Level 11th & 12thTeacher McDonald

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Liquids and Solids	<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. <i>Compare and contrast intramolecular and intermolecular forces</i> 2. <i>Identify the different types of intermolecular forces</i> 3. <i>Recognize the importance of water and its phase changes</i> 4. <i>Calculate energy requirements for changes of state</i> 5. <i>Compare evaporation and vapor pressure</i> 6. <i>Analyze boiling point in relation to vapor pressure</i> 7. <i>Identify the types of solids</i> 8. <i>Understand the bonding involved in each type of solid</i> 	<p><i>Methods and Materials used:</i></p> <ol style="list-style-type: none"> 1. <i>Discussion</i> 2. <i>Guided Practice</i> 3. <i>Small group problem solving</i> 4. <i>Textbook</i> 5. <i>Laboratory Experiments</i> 6. <i>Demonstration</i> 7. <i>Outside Learning</i> 8. <i>Smart Board</i> 	<p><i>Methods to determine mastery</i></p> <ol style="list-style-type: none"> 1. <i>Laboratory Reports</i> 2. <i>Completed Homework</i> 3. <i>Quizzes</i> 4. <i>Ticket out of class</i> 5. <i>Test</i> 	<p><i>Time allowed for this unit of study</i></p> <ol style="list-style-type: none"> 1. <i>18 days</i>

Unit Scope & Sequence

Course Name Chemistry II

Grade Level 11th & 12th

Teacher McDonald

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Solutions</p>	<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. <i>Compare and contrast the types of solubility in aqueous solutions</i> 2. <i>Understand the different types of solution composition</i> 3. <i>Identify the factors affecting the rate of dissolution</i> 4. <i>Calculate mass percent</i> 5. <i>Understand and calculate molarity</i> 6. <i>Demonstrate the process of dilution</i> 7. <i>Use stoichiometry for solution reactions</i> 8. <i>Identify neutralization reactions</i> 9. <i>Understand and calculate normality</i> 10. <i>Understand boiling and freezing point in relation to solutions</i> 	<p><i>Methods and Materials used:</i></p> <ol style="list-style-type: none"> 1. <i>Discussion</i> 2. <i>Guided Practice</i> 3. <i>Small group problem solving</i> 4. <i>Textbook</i> 5. <i>Laboratory Experiments</i> 6. <i>Demonstration</i> 7. <i>Outside Learning</i> 8. <i>Smart Board</i> 	<p><i>Methods to determine mastery</i></p> <ol style="list-style-type: none"> 1. <i>Laboratory Reports</i> 2. <i>Completed Homework</i> 3. <i>Quizzes</i> 4. <i>Ticket out of class</i> 5. <i>Test</i> 	<p><i>Time allowed for this unit of study</i></p> <ol style="list-style-type: none"> 1. <i>20 days</i>

Unit Scope & Sequence

Course Name Chemistry II

Grade Level 11th & 12th

Teacher McDonald

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Acids and Bases</p>	<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. <i>Compare and contrast acids and bases</i> 2. <i>Determine acid strength</i> 3. <i>Distinguish when water acts as an acid or base</i> 4. <i>Understand and utilize the pH scale</i> 5. <i>Measure pH</i> 6. <i>Calculate the pH of strong acid solutions</i> 7. <i>Understand acid-base titrations</i> 8. <i>Perform acid-base titrations</i> 9. <i>Identify buffered solutions</i> 10. <i>Design a buffered solution</i> 	<p><i>Methods and Materials used:</i></p> <ol style="list-style-type: none"> 1. <i>Discussion</i> 2. <i>Guided Practice</i> 3. <i>Small group problem solving</i> 4. <i>Textbook</i> 5. <i>Laboratory Experiments</i> 6. <i>Demonstration</i> 7. <i>Outside Learning</i> 8. <i>Smart Board</i> 	<p><i>Methods to determine mastery</i></p> <ol style="list-style-type: none"> 1. <i>Laboratory Reports</i> 2. <i>Completed Homework</i> 3. <i>Quizzes</i> 4. <i>Ticket out of class</i> 5. <i>Test</i> 	<p><i>Time allowed for this unit of study</i></p> <ol style="list-style-type: none"> 1. <i>20 days</i>

Unit Scope & Sequence

Course Name Chemistry II

Grade Level 11th & 12th

Teacher McDonald

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Equilibrium</p>	<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. <i>Explain how chemical reactions occur</i> 2. <i>Recognize conditions that affect reaction rates</i> 3. <i>Identify heterogeneous reactions</i> 4. <i>Explain the equilibrium condition</i> 5. <i>Identify and measure chemical equilibrium</i> 6. <i>Understand the equilibrium constant</i> 7. <i>Understand heterogeneous equilibria</i> 8. <i>Understand and utilize le Chatelier's Principle</i> 9. <i>Compute problems involving the equilibrium constant</i> 10. <i>Understand solubility equilibria</i> 	<p><i>Methods and Materials used:</i></p> <ol style="list-style-type: none"> 1. <i>Discussion</i> 2. <i>Guided Practice</i> 3. <i>Small group problem solving</i> 4. <i>Textbook</i> 5. <i>Laboratory Experiments</i> 6. <i>Demonstration</i> 7. <i>Outside Learning</i> 8. <i>Smart Board</i> 	<p><i>Methods to determine mastery</i></p> <ol style="list-style-type: none"> 1. <i>Laboratory Reports</i> 2. <i>Completed Homework</i> 3. <i>Quizzes</i> 4. <i>Ticket out of class</i> 5. <i>Test</i> 	<p><i>Time allowed for this unit of study</i></p> <ol style="list-style-type: none"> 1. <i>20 days</i>

Unit Scope & Sequence

Course Name Chemistry II

Grade Level 11th & 12th

Teacher McDonald

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Oxidation-Reduction Reactions, Electrochemistry and Radioactivity</p>	<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. <i>Identify oxidation-reduction reactions</i> 2. <i>Compute oxidation states</i> 3. <i>Understand oxidation-reduction reactions between nonmetals</i> 4. <i>Balance oxidation-reduction reactions by the half-reaction method</i> 5. <i>Understand what electrochemistry is</i> 6. <i>Understand how batteries and corrosion applies to electrochemistry</i> 7. <i>Compute electrolysis reaction problems</i> 8. <i>Understand radioactive decay and the concept of half-life</i> 9. <i>Compute problems concerning radioactive decay and half-life</i> 10. <i>Compare and contrast nuclear energy, fission and fusion</i> 11. <i>Recognize the effect of radiation</i> 	<p><i>Methods and Materials used:</i></p> <ol style="list-style-type: none"> 1. <i>Discussion</i> 2. <i>Guided Practice</i> 3. <i>Small group problem solving</i> 4. <i>Textbook</i> 5. <i>Laboratory Experiments</i> 6. <i>Demonstration</i> 7. <i>Outside Learning</i> 8. <i>Smart Board</i> 	<p><i>Methods to determine mastery</i></p> <ol style="list-style-type: none"> 1. <i>Laboratory Reports</i> 2. <i>Completed Homework</i> 3. <i>Quizzes</i> 4. <i>Ticket out of class</i> 5. <i>Test</i> 	<p><i>Time allowed for this unit of study</i></p> <ol style="list-style-type: none"> 1. <i>25 days</i>

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Unit Scope & Sequence

Course Name Chemistry II

Grade Level 11th & 12th

Teacher McDonald

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Organic Chemistry and Biochemistry</p>	<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. <i>Identify carbon bonding, alkanes, alkenes and alkynes</i> 2. <i>Predict structural formulas and isomerism</i> 3. <i>Identify reactions involving alkanes</i> 4. <i>Recognize aromatic hydrocarbons</i> 5. <i>Classify functional groups</i> 6. <i>Understand alcohols and its reactions</i> 7. <i>Identify aldehydes, ketones, carboxylic acids and esters</i> 8. <i>Recognize proteins</i> 9. <i>Understand the four types of structures of proteins</i> 10. <i>Identify the functions of proteins</i> 11. <i>Identify and explain the importance of enzymes</i> 12. <i>Compare and contrast carbohydrates, nucleic acids and lipids</i> 	<p><i>Methods and Materials used:</i></p> <ol style="list-style-type: none"> 1. <i>Discussion</i> 2. <i>Guided Practice</i> 3. <i>Small group problem solving</i> 4. <i>Textbook</i> 5. <i>Laboratory Experiments</i> 6. <i>Demonstration</i> 7. <i>Outside Learning</i> 8. <i>Smart Board</i> 	<p><i>Methods to determine mastery</i></p> <ol style="list-style-type: none"> 1. <i>Laboratory Reports</i> 2. <i>Completed Homework</i> 3. <i>Quizzes</i> 4. <i>Ticket out of class</i> 5. <i>Test</i> 	<p><i>Time allowed for this unit of study</i></p> <ol style="list-style-type: none"> 1. <i>15-30 days</i>

Oklahoma Christian School
Course Description

Course: Physics

Grade Level: Seniors

Teacher: Amber Laird

Philosophy Statement	<p>God’s word shows us, the believer, that we live in an orderly world created by Him. He has instructed us to subdue the earth, harnessing its resources, consuming its bounty, and protecting it as wise stewards. The more we learn and understand about our world, the more we can see God’s magnificent plan for our lives.</p> <p>Man has developed theories, laws, and descriptions of the ways God’s world functions. Science teachers explain these concepts to students and are thus instrumental in a student’s exploration of the world. Science teachers help students carefully and objectively study God’s world and to evaluate all scientific theories and knowledge in light of the Bible. Biblical principals and the truth about creation are foundational to every student’s knowledge of the field of science.</p>
Course Objective	<p>This course covers the essential physics concepts and applications common to the universe. The nature of science, science processes and inquiry will be continually incorporated. Such processes include observation, measurement, classification, proper scientific experimentation, interpretation and communication of experimental results, and biological modeling. The physics concepts covered will include motion and forces, the motion of an object can be described by its position, direction of motion, and speed, a change in motion occurs when a net force is applied; conservation and energy, and that the total energy of the universe is constant; interactions of energy and matter, that potential, kinetic and field energy all interact with matter and is transferred during these interactions. These course objectives are derived from the Oklahoma PASS Content Standards for high school, Physics.</p>
Textbook	<p>Hsu, Tom. <i>Foundations of Physics</i>. CPO Science: Peabody, Massachusetts, 2004.</p>
Other Resources	<p>Additional CPO Science teacher resources and investigations Online labs/simulations/videos</p>
Time Allotment (Minutes per week) (Days per cycle)	<p>Approximately 50 minutes a day 250 minutes per week/four hours and 10 minutes per week 300 minutes per cycle/five hours per cycle Six days per seven day cycle</p>
Course Content	<ul style="list-style-type: none"> • Introduction to Physics • Measurement and Units • Models and Motion • Accelerated Motion in a Straight Line • Force and Motion • Forces and Equilibrium • Motion and Force • Motion in circles • Torque and Rotation • Work and Energy • Energy Flow and Power • Momentum • Harmonic Motion • Waves • Sound

	<ul style="list-style-type: none">• Light and Color• Optics• Wave Properties of Light• Electricity• Circuits and Power• Charges and Forces• Magnetism• Electricity and Magnetism• Electronics
Evaluation Methods	Exams, Quizzes, Labs, Class Participation, Oral Questioning, Presentations, Modeling

Oklahoma Christian School
Course Description

Course: Environmental Science

Grade Level: 12th

Teacher: Maria Lux

Philosophy Statement	<p>God’s word shows us, the believer, that we live in an orderly world created by Him. He has instructed us to subdue the earth, harnessing its resources, consuming its bounty, and protecting it as wise stewards. The more we learn and understand about our world, the more we can see God’s magnificent plan for our lives.</p> <p>Man has developed theories, laws, and descriptions of the ways God’s world functions. Science teachers explain these concepts to students and are thus instrumental in a student’s exploration of the world. Science teachers help students carefully and objectively study God’s world and to evaluate all scientific theories and knowledge in light of the Bible. Biblical principals and the truth about creation are foundational to every student’s knowledge of the field of science.</p>
Course Objective	<ul style="list-style-type: none"> • To study the interrelationships of biology, ecology, chemistry, physics, and earth science with philosophy, economics, social behavior, psychology, and religion. To see man as God’s stewards of the earth.
Textbook	<p>Environmental Science, A Study of Interrelationships, by Glenco Publishing</p>
Other Resources	<ul style="list-style-type: none"> • Oklahoma Energy Resources Board • Current Events • Classroom video collection • Guest Speakers
Time Allotment	<ul style="list-style-type: none"> • 3 hrs. and 45 min.
Course Content	<p>Environmental Interrelationships Environmental Ethics Risk and Cost: Elements of Decision Making Energy, Matter, and the Environment Interactions: Environments and Organisms Kinds of Ecosystems and Communities Population Principles Human population Issues Energy and Civilization: Patterns of Consumption Energy Sources Nuclear Energy: Benefits and Risks Biodiversity Issues Water Management Air Quality Solid Waste Management Land Use</p>
Evaluation Methods	<ul style="list-style-type: none"> • Homework • Papers • Tests • Projects • Experiments/Labs • Field Studies

Unit Scope & Sequence

Course Name Environmental ScienceGrade Level 12

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Social Context</p> <p>Environmental Ethics</p> <p>Risk and Cost Of Environmental Decisions</p> <p>Matter, Energy, and the Environment</p> <p>Interactions: Environments and Organisms</p> <p>Kinds of Ecosystems</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Understand why environmental problems are complex.</i> • <i>The problems include social, ethical, political, and economic issues.</i> • <i>Understand solutions are not often easy to achieve.</i> • <i>Understand all organisms have an impact on their environment.</i> • <i>Views of nature</i> • <i>Environmental ethics.</i> • <i>Environmental attitudes.</i> • <i>Naturalist philosophers.</i> • <i>Environmental justice.</i> • <i>Global environmental ethics.</i> • <i>Characterizing risk</i> • <i>Economics and the environment</i> • <i>Using economics to help the environment</i> • <i>Sustainable development</i> • <i>Economics, the environment, and developing nations.</i> • <i>Scientific thinking.</i> • <i>Structure of matter.</i> • <i>Kinds of energy.</i> • <i>Energy flow in the environment.</i> • <i>Biofuels</i> • <i>Natural selection and evolution</i> • <i>Kinds of organism interactions.</i> • <i>Community and ecosystem interaction.</i> • <i>Succession.</i> • <i>Biomes</i> • <i>Terrestrial climax communities</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Environmental Science: A Study of Interrelationships by Glenco</i> • <i>Field Studies</i> • <i>Labs</i> • <i>Films</i> • <i>OERB</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>Tests</i> • <i>Quizzes</i> • <i>Lab Reports</i> • <i>Analysis Papers</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Every second I can get!</i></p>

and Communities				
Population	<ul style="list-style-type: none"> • <i>Aquatic climax communities</i> • <i>Population characteristics</i> • <i>Population growth curve</i> • <i>Carrying capacity</i> • <i>Invading species</i> • <i>Reproductive strategies</i> 			
Human Population	<ul style="list-style-type: none"> • <i>Human population growth</i> • <i>World population</i> • <i>Factors that influence</i> • <i>Standard of living</i> • <i>Poverty</i> 			
Energy	<ul style="list-style-type: none"> • <i>Environmental degradation</i> • <i>History of energy consumption</i> • <i>How energy is used</i> • <i>Electrical energy</i> • <i>Energy trends</i> • <i>Energy sources</i> • <i>Resources and reserves</i> • <i>Fossil fuel formation</i> • <i>Renewable energy</i> • <i>Solar energy</i> • <i>Wind energy</i> • <i>Geothermal energy</i> 			
Nuclear Energy	<ul style="list-style-type: none"> • <i>Hydrogen energy</i> • <i>History of nuclear energy</i> • <i>Nuclear fuel cycle</i> • <i>Nuclear power concerns</i> • <i>Politics of nuclear power</i> 			
Biodiversity Issues	<ul style="list-style-type: none"> • <i>Biodiversity loss and extinction</i> • <i>Describing biodiversity</i> • <i>Value of biodiversity</i> • <i>Threats to biodiversity</i> • <i>Endangered species</i> 			
Water Management	<ul style="list-style-type: none"> • <i>Water issue</i> • <i>Hydrologic cycle</i> • <i>Human influences on the hydrologic cycle</i> • <i>Kinds of water use</i> 			

	<ul style="list-style-type: none">• <i>Kinds and sources of water pollution</i>• <i>Water use planning</i>• <i>Water analysis</i>			
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SCOPE AND SEQUENCE WORKSHEET

I = Introduce D = Develop M = Master R = Reinforce

SCIENCE: Life Science

(Includes HS Biology and Anatomy/Physiology)

Objectives	PK	K	1	2	3	4	5	6	Bio.	Ant
ORIGIN OF LIFE:										
Creation	I	D	D	D	D	D	D	D	M	M
Theories									IM	M
Bioethics									IM	M
PLANTS:										
Seasonal changes to plants	I	D	M	R	R	R	R	R	R	R
Structures and functions of each part	I	D	D	D	D	D	D	D	M	R
Components for growth: air, light, water, soil	I	D	D	D	D	D	D	M	R	R
Benefits to humans, animals, and the environment	I	D	D	D	D	D	M	R	R	R
Characteristics/Classifying	I	D	D	D	D	D	M	R	R	R
Pollination/Fertilization		I	D	D	D	D	M	R	R	R
Methods of seed dispersal				I	D	D	M	R	R	R
Structure and function of a flower					I	D	M	R	R	R
Process of photosynthesis					I	D	M	R	R	R
Taxonomy classification	I	D	D	D	D	D	D	D	M	R
Monera								I	M	R
Protists								I	M	R
Fungi								I	M	R
ANIMALS:										
Growth and change of animals/Life cycle	I	D	D	D	D	D	D	D	M	R
Functions of parts of the body	I	D	D	D	D	D	D	D	M	R
Habitats of different animals	I	D	D	D	D	D	D	M	R	R
Benefits and uses of animals	I	D	D	D	D	D	D	M	R	R
Interaction of animals and the environment	I	D	D	D	D	D	D	M	R	R
Animal reproduction - Live birth vs. laying of eggs		I	D	D	D	D	D	M	R	R
Body systems of animals								I	M	R

SCOPE AND SEQUENCE WORKSHEET

I = Introduce D = Develop M = Master R = Reinforce

SCIENCE: Earth Science

(Including HS Environmental Science)

Objectives	PK	K	1	2	3	4	5	6	8	Env.
GENERAL PHYSICAL SCIENCE										
Weight, mass, density					I	D	D	D	M	R
Laws of thermodynamics								I	D	M
Properties of water	I	I	I	I	I	D	D	M	R	R
Centrifugal force								I	D	M
Foucault pendulum								I	D	M
LITHOSPHERE										
Layers of the earth					I	D	D	D	M	R
Radiocarbon dating								I	D	M
Minerals					I	D	D	D	M	R
Rocks - igneous, sedimentary, metamorphic					I	D	D	D	M	R
Fossils					I	D	D	D	M	R
Mountain types and formation							I	D	M	R
Faults, earthquakes					I	D	D	D	M	R
Volcanoes - formation/identifying types							I	D	M	R
Groundwater							I	D	M	R
Geothermal energy								I	D	M
Weathering/soil							I	D	M	R
Mass wasting and erosion							I	D	M	R
Landslides						I	D	D	M	E
Stream deposits								I	D	M
HYDROSPHERE	PK	K	1	2	3	4	5	6	8	Env
Streams			I	D	D	D	D	D	M	R
Oceans			I	D	D	D	D	D	M	R
Marine mineralogy and deposition								I	D	M
Tides, currents, waves						I	D	D	M	R

Social Studies

Pre-Kindergarten – Grade Twelve

It is important that we teach students to be image-bearers of God, capable of engaging in the First Commission, and acting in harmony with God in history. We believe God is sovereign and active in history, working out His eternal plan, raising up some men and nations and casting down others, being faithful to His word and covenant. OCS teaches that history is “His story.” When we hear what God has done in the past, we will, once more, realize that He is not merely the Lord of the Church or of the individual, but the God of the whole earth.



“The most influential factor in understanding a nation's history is its faith. What is the prevailing belief about God, man, truth, and duty? All men are theologians. They may not be heretical theologians, but they are theologians nonetheless. Everyone has a view of God and man, of truth and duty. Nations have predominant theologies which determine their economics, politics, commerce, ethics, traditions, and laws.”

Steve Wilkins

Social Studies Overview

Social Studies is taught PreK through 12th grade at Oklahoma Christian School. We believe that by, not only understanding our history, but understanding the global world in which we live, we can better impact the world nations for Jesus Christ.

The Bible teaches us that history is linear. It has a beginning, it's going toward a goal and it will come to an end planned by God. Because history is linear, it means that God has a plan for His Church.¹

¹ - Ridenour, Fritz – *So What's the Difference?* (Ventura, CA, Regal Books), 9

Social Studies Components

Social Studies include the following components:

- Geography
- History
- Economics
- Government
- World Cultures

Social Studies Courses by Grade Level

- PreK - Teacher Created Units (focusing on communities, occupations, and cultures around the world)
- Kind. - Teacher Created Units (focusing on communities, occupations, and cultures around the world)
- 1st Grade - Teacher Created Units (focusing on US geography, major US landmarks, and leaders important in US history)
- 2nd Grade - Teacher Created Units (focusing on Oklahoma history, pioneer life, and the Westward Expansion)
- 3rd Grade - Teacher Created Units (focusing on the geography, animal life, culture, and economics of the seven continents)
- 4th Grade - Teacher Created Units (focusing on US history through the Civil War, concentration on Colonial Times)

- 5th Grade - US History (focusing on post Civil War and the Industrial Revolution)
- 6th Grade - World History (focusing on ancient civilization, Middle Ages,)
- 7th Grade - World Geography
- 8th Grade - US History (focusing on the establishment of America)
- 9th Grade - Semester of Civics / Semester of Oklahoma History
- 10th Grade - World History
- 11th Grade – US History
- 12th Grade – Government and Economics
Elective – Worldview

Textbooks in Current Adoption

- PreK – Teacher Created Units
- Kind. - Teacher Created Units
- 1st Grade – Teacher Created Units
- 2nd Grade – Teacher Created Units
Imagine It – Open Court
- 3rd Grade – Teacher Created Units
Imagine It – Open Court
- 4th Grade – Teacher Created Units
Image It – Open Court
- 5th Grade – Bob Jones Press – *Heritage 5* (American History)
- 6th Grade – Bob Jones Press – *Heritage 6* (World History)
- 7th Grade – Bob Jones Press – *World Geography*
- 8th Grade – Bob Jones Press – *The American Republic*
- 9th Grade – Holt Reinhart – *American Civics*
- 10th Grade – Holt Reinhart – *World History: The Human Journey*
- 11th Grade - Houghton Mifflin – *History of the US – Volume 2*
- 12th Grade - Prentice Hall – *Government by the People*
Southwest Publishing – *Economics*

Biblical Integration in Social Studies

All instruction is based on the absolutes of God's Word

God, the Creator, has ordained moral ground rules for human relationships, conduct, and public justice. These unchanging absolutes are found in the Scriptures, and are based in God's pure nature and purposes. Moral order is upheld through God's ordained institutions of family, church and civil government. Through the social studies department, students learn about the godly heritage of the United States. They also learn about how the United States relates to other cultures and the importance of sharing the Gospel with other countries. God is sovereign and active in history, working out His eternal plan.

"The most influential factor in understanding a nation's history is its faith. What is the prevailing belief about God, man, truth, and duty? All men are theologians. They may be heretical theologians, but they are theologians nonetheless. Everyone has a view of God and man, of truth and duty. Nations, therefore, have predominant theologies which determine their economics, politics, commerce, ethics, traditions, and laws."
Steve Wilkins

Biblical Truths Relating to Social Studies

- The sinfulness of mankind will not thwart God's overall direction of history. (Obadiah 3, 4, 8; Malachi 1:4; Acts 5:39)
- God is active in history, intervening in it as He chooses. (Job 12:23; Proverbs 8:15-16; Zechariah 14; Acts 17:26 – 28)
- Christian doctrine and belief are based on historical events, including the incarnation, death and resurrection of Christ (John 1:1-14; 1 Corinthians 15:17), and the creation of all things in the beginning. (Genesis 1)
- Mankind, as an image-bearer of God, is capable of engaging in the First Commission, and acting in harmony with God in history. (Genesis 1:28; Matthew 5:16; Matthew 28: 18-20; Ephesians 2:10)
- Mankind, as a sinner, can affect history by disobeying God, thus bringing tragedy upon people and the rest of creation. (Genesis 3; Deuteronomy 28)

Oklahoma Christian School
Course Description

Course: Social Studies Grade Level: 2nd Teacher: Easterly, Parsons and Smith

Philosophy Statement	History is the story of God and His creation of man; the story of God’s purpose, plan and redemption of mankind. History is viewed and taught through these themes and their impact on geography, economics, government, citizenship, culture and technology. We look at the impact of events and individuals through time, in order to understand the connectedness of the past’s influence on the present, and how that continues to shape the future of the world.
Course Objective	The students will gain understanding of various aspects of Social Studies to include: mapping, bartering, supply and demand, Oklahoma History, and Native Americans.
Textbook	None Used
Other Resources	<ul style="list-style-type: none"> • Instructional Fair worksheets • Edupress Incorporated • Library books • Instructional videos • Interactive Smartboard • Internet Resources • Guest Speakers • Field Trips
Time Allotment (Minutes per week) (Days per cycle)	30 minutes per day, 2 days per week.
Course Content	<p>Geography</p> <ul style="list-style-type: none"> • Identify cardinal directions • Recognize and locate the seven continents • Read a map key • Identify a compass rose • Recognize and locate the three major oceans <p>History</p> <ul style="list-style-type: none"> • Identify names and cultures of Native Americans • Discover how Christianity was introduced to native Americans • Oklahoma history as related to the Land Run <p>Economics</p> <ul style="list-style-type: none"> • Identify needs and wants • Gain an understanding of bartering • Understand supply and demand
Evaluation Methods	<ul style="list-style-type: none"> • Class participation • Enrichment worksheets • Oklahoma Land Run • Cooperative learning groups • Verbal assessment

Unit Scope & Sequence

Course Name Social Studies

Grade Level 2nd

Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Geography</p>	<p><i>Students will:</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify cardinal direction • Recognize and locate the seven continents • Read a map key Identify a compass rose Recognize and locate the three major oceans 	<p><i>Methods and Materials used:</i></p> <p>Enrichment Worksheets Smartboard Internet resources Interactive Smartboard Instructional videos</p>	<p><i>Methods to determine mastery</i></p> <p>Class participation</p> <p>Cooperative learning groups</p> <p>Verbal assessments</p> <p>Observation</p>	<p><i>Time allowed for this unit of study</i></p> <p>30 minutes x 2 days a week</p>
History	<ul style="list-style-type: none"> • Identify names and cultures of Native Americans • Discover how Christianity was introduced to Native Americans • Oklahoma history as related to the Land Run 	<p>Maps Globe Playground Map</p>		
Economics	<ul style="list-style-type: none"> • Identify needs and wants • Gain an understanding of bartering Understand supply and demand 	<p>Enrichment Worksheets Smartboard Internet resources Interactive Smartboard Instructional videos</p>		

Oklahoma Christian School
Course Description

Course: Social Studies Grade Level: 3

Philosophy Statement	History is the story of God and His creation of man; the story of God's purpose, plan and redemption of mankind. History is viewed and taught through these themes and their impact on geography, economics, government, citizenship, culture and technology. We look at the impact of events and individuals through time, in order to understand the connectedness of the past's influence on the present, and how that continues to shape the future of the world.
Course Objective	The student will gain understanding of basic mapping skills, the continents, and the cultures of these continents.
Textbook	None used
Other Resources	Evan Moor and Frank Schaffer books Practice and enrichment worksheets Manipulative materials Internet resources/Interactive Smartboard activities Field Trips Instructional videos
Time Allotment	20 minutes per day, 4 days per week
Course Content	Students will: <ul style="list-style-type: none">❖ Understand compass rose and directions.❖ Have a sense of their place in the world as related to the equator, the hemispheres, the continents, and the oceans.❖ Take a broad look at different types of government and currencies.❖ Understand natural resources of other countries.❖ Take an in-depth look at each continent.
Evaluation Methods	<ul style="list-style-type: none">❖ Class participation❖ Projects❖ Teacher evaluation of hands on learning

Unit Scope & Sequence

Course Name: Social Studies

Grade Level 3

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Africa	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Understand the geographical location of this continent.</i> ❖ <i>Study the culture of the people who inhabit this continent.</i> ❖ <i>Study the countries that make up this continent.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>curriculum</i> ❖ <i>Smartboard</i> ❖ <i>Internet resources</i> ❖ <i>Evan Moor and Frank Schaffer books</i> ❖ <i>Families of the World DVDs</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Observation</i> ❖ <i>Various projects</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Three weeks</i></p>

Unit Scope & Sequence

Course Name: Social Studies

Grade Level 3

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Asia	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Understand the geographical location of this continent.</i> ❖ <i>Study the culture of the people who inhabit this continent.</i> ❖ <i>Study the countries that make up this continent.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>curriculum</i> ❖ <i>Smartboard</i> ❖ <i>Internet resources</i> ❖ <i>Evan Moor and Frank Schaffer books</i> ❖ <i>Families of the World DVDs</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Observation</i> ❖ <i>Various projects</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Three weeks</i></p>

Unit Scope & Sequence

Course Name: Social Studies

Grade Level 3

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Australia	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ❖ <i>Understand the geographical location of this continent.</i> ❖ <i>Study the culture of the people who inhabit this continent.</i> ❖ <i>Study the countries that make up this continent.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ❖ <i>curriculum</i> ❖ <i>Smartboard</i> ❖ <i>Internet resources</i> ❖ <i>Evan Moor and Frank Schaffer books</i> ❖ <i>Families of the World DVDs</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ❖ <i>Lesson assessments</i> ❖ <i>Observation</i> ❖ <i>Various projects</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Three weeks</i></p>

Oklahoma Christian School
Course Description

Course: Social Studies Grade Level: 4th Teacher: fourth grade team

Philosophy Statement	Social Studies is the study of man's relationships, communities, civilizations, geography, and history as designed and carried out by God according to His perfect plan.
Course Objective	<ul style="list-style-type: none"> -Develop an appreciation of their heritage and how other cultures affected our nation. -Develop an understanding of time and space in relation to history. -Develop general map skills. -Identify states and capitals. -Recognize important United States historical documents. -Recognize important United States figures in early American history. -Understand events from the formation of our nation through westward expansion -Our students need to learn about relationships, community, geography, and history in order to become responsible Christian citizens. -Understand basic elements of United States government.
Textbook	No textbook
Other Resources	<ul style="list-style-type: none"> -ABeka Teacher Guide for 4th Grade American History -Colonial Williamsburg Website and resources -Electronic Field Trips (Oklahoma Foundation for Excellence Grant funding) -Technology and websites -Teacher workbooks specific to unit studies -Media Center resources -Historical interpreters -Personal collection of materials -Field trips -Young American Series -<u>Blood on the River</u> -<u>Annie Henry</u> -Colonial Days Hands-On Activities
Time Allotment	Alternating schedule with science, approximately 1 semester total time 40 minutes per day, 5 days a week
Course Content	<ul style="list-style-type: none"> - Explorers - Maps/Continents and Oceans - Jamestown - Plymouth/Mayflower Compact - Colonization of America - Events that lead to the Revolutionary War - Revolutionary War - Formation of Government (Including major documents) - Louisiana Purchase/Lewis and Clark - Westward Expansion - States and Capitals
Step Six Evaluation Methods	<ul style="list-style-type: none"> - Quizzes and Tests - Classroom discussion - Classroom participation - Hands-on activities - Projects - Oral assessments

Unit Scope & Sequence

Course Name Social Studies

Grade Level 4

Teacher 4th Grade Team

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 1 Explorers and General Map Skills</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <i>-identify major explorers to the Americas and the areas of their discovery</i> <i>-research, use notecards, and complete a group presentation about an explorer</i> <i>-complete an explorer notebook</i> <i>-locate major ocean and continents</i> <i>-identify longitude and latitude and apply how to use them on a map</i> 	<p><i>Methods and Materials used:</i></p> <p><i>ABeka Teacher guide for 4th grade</i></p> <p><i>Colonial Williamsburg website/resources</i></p> <p><i>Electronic Field Trip</i></p> <p><i>Technology and websites</i></p> <p><i>Teacher workbooks specific to unit studies</i></p> <p><i>Websites listed on 4th grade share folder</i></p> <p><i>Historical interpreters</i></p> <p><i>Personal collection of materials</i></p> <p><i>Field trips</i></p> <p><i>Young American Series</i></p> <p><i><u>Blood on the River</u></i></p> <p><i><u>Annie Henry</u></i></p> <p><i>Colonial Days Hands-On Activities</i></p> <p><i>Media center materials</i></p> <p><i>Maps</i></p> <p><i>atlases</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Teacher generated quizzes and testing materials</i></p> <p><i>Discussion</i></p> <p><i>Student projects</i></p> <p><i>Puzzles</i></p> <p><i>Classroom participation</i></p> <p><i>Hands-on activities</i></p> <p><i>Oral assessments</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>1 week</i></p>

Unit Scope & Sequence

Course Name Social Studies

Grade Level 4

Teacher 4th Grade Team

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 2 Colonization of the America: Jamestown, Plymouth, Mayflower Compact</p>	<p><i>Students will:</i> -gain understanding of Jamestown through the text of <u><i>Blood on the River</i></u> -locating places on map -compare and contrast Jamestown and Plymouth settlements -recognize how character traits affect history -recognize vocabulary words and meanings -understand reasons for colonization in various locations -understanding the importance of the Mayflower Compact -gain appreciation of hardships suffered for future benefit -identify thirteen colonies, regions, and their unique characteristics -</p>	<p><i>Methods and Materials used:</i> ABeka Teacher guide for 4th grade Colonial Williamsburg website/resources Electronic Field Trip Technology and websites Teacher workbooks specific to unit studies Websites listed on 4th grade share folder Historical interpreters Personal collection of materials Field trips Young American Series <u><i>Blood on the River</i></u> <u><i>Annie Henry</i></u> Colonial Days Hands-On Activities Media center materials Maps atlases</p>	<p><i>Methods to determine mastery</i></p> <p><i>Teacher generated quizzes and testing materials</i> Discussion Student projects Puzzles Classroom participation Hands-on activities Oral assessments</p>	<p><i>Time allowed for this unit of study</i></p> <p>2 weeks</p>

Unit Scope & Sequence

Course Name Social Studies

Grade Level 4

Teacher 4th Grade Team

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 3 Pre-Revolutionary War</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> -identify reasons for French-Indian War -understand taxation without representation from England -recognize the Boston Massacre -understand the purpose of the Boston Tea Party -completed Colonial notebook -be introduced to purpose of the Continental Congress and it's purpose -identify important historical figures during this time period -explore events that lead to the Declaration of Independence -experience colonial living through hands-on experiences -learn common trades and practices of colonial times -experience a colonial home -relate Young American Series novels to colonial life -journal thoughts regarding colonial life -summarize major themes of colonial era -relating <u>Annie Henry</u> to colonial life -host Colonial Day of Thanks 	<p><i>Methods and Materials used:</i></p> <p><i>ABeka Teacher guide for 4th grade</i></p> <p><i>Colonial Williamsburg website/resources</i></p> <p><i>Electronic Field Trip</i></p> <p><i>Technology and websites</i></p> <p><i>Teacher workbooks specific to unit studies</i></p> <p><i>Websites listed on 4th grade share folder</i></p> <p><i>Historical interpreters</i></p> <p><i>Personal collection of materials</i></p> <p><i>Field trips</i></p> <p><i>Young American Series</i></p> <p><i><u>Blood on the River</u></i></p> <p><i><u>Annie Henry</u></i></p> <p><i>Colonial Days Hands-On Activities</i></p> <p><i>Media center materials</i></p> <p><i>Maps</i></p> <p><i>atlases</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Teacher generated quizzes and testing materials</i></p> <p><i>Discussion</i></p> <p><i>Student projects</i></p> <p><i>Puzzles</i></p> <p><i>Classroom participation</i></p> <p><i>Hands-on activities</i></p> <p><i>Oral assessments</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>1 week</i></p>

Unit Scope & Sequence

Course Name Social Studies

Grade Level 4

Teacher 4th Grade Team

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Unit 4 Revolutionary War and Formation of Government	<i>Students will:</i> -understand major events of the Revolutionary War and the impact it had on our country -understand the end of the war and what the Treaty of Paris meant -examine and discuss the Articles of Confederation and the Constitution -examine the Bill of Rights and their purpose -identify and compare the three branches of government -	<i>Methods and Materials used:</i> ABeka Teacher guide for 4 th grade Colonial Williamsburg website/resources Electronic Field Trip Technology and websites Teacher workbooks specific to unit studies Websites listed on 4 th grade share folder Historical interpreters Personal collection of materials Field trips Young American Series <u>Blood on the River</u> <u>Annie Henry</u> Colonial Days Hands-On Activities Media center materials Maps atlases	<i>Methods to determine mastery</i> Teacher generated quizzes and testing materials Discussion Student projects Puzzles Classroom participation Hands-on activities Oral assessments	<i>Time allowed for this unit of study</i> 1 week

Unit Scope & Sequence

Course Name Social Studies

Grade Level 4

Teacher 4th Grade Team

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 5 The Expansion of America: Louisiana Purchase, Lewis and Clark, Westward Expansion, States and Capitals</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> -recognize major acquisitions of land relating to the expansion of the United States of America -identify important facts about the Louisiana Purchase -examine the Lewis and Clark expedition -understand reasons for the War of 1812 -recognize that slavery was an important part of early American history -compare slave conditions to current living -identify main points of the incident at the Alamo -complete Westward Expansion folder -understand the value of the Pony Express for our nation -identify importance of Oregon Trail -appreciate pioneer living -create a model of a Conestoga wagon -compare and contrast 19th century school house with modern schools -recognize character traits of people surviving during this era in history -locate and label 50 states and capitals 	<p><i>Methods and Materials used:</i></p> <p><i>ABeka Teacher guide for 4th grade</i></p> <p><i>Colonial Williamsburg website/resources</i></p> <p><i>Electronic Field Trip</i></p> <p><i>Technology and websites</i></p> <p><i>Teacher workbooks specific to unit studies</i></p> <p><i>Websites listed on 4th grade share folder</i></p> <p><i>Historical interpreters</i></p> <p><i>Personal collection of materials</i></p> <p><i>Field trips</i></p> <p><i>Young American Series</i></p> <p><i><u>Blood on the River</u></i></p> <p><i><u>Annie Henry</u></i></p> <p><i>Colonial Days Hands-On Activities</i></p> <p><i>Media center materials</i></p> <p><i>Maps</i></p> <p><i>atlases</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Teacher generated quizzes and testing materials</i></p> <p><i>Discussion</i></p> <p><i>Student projects</i></p> <p><i>Puzzles</i></p> <p><i>Classroom participation</i></p> <p><i>Hands-on activities</i></p> <p><i>Oral assessments</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>1 week</i></p>

Oklahoma Christian School
Course Description

Course: Social Studies

Grade Level: 5th Teacher: J. Lynch

Philosophy Statement	History is the story of God and His creation of man; the story of God’s purpose, plan and redemption of mankind. History is viewed and taught through these themes and their impact on geography, economics, government, citizenship, culture and technology. We look at the impact of events and individuals through time, in order to understand the connectedness of the past’s influence on the present, and how that continues to shape the future of the world.
Course Objective	The objective of 5 th grade <i>United States History: Civil War to Present</i> , is to see God’s hand move across the settling of lands, in the midst of battles, and fighting for the rights of all human beings. An appreciation of God’s love, grace, mercy, and benevolence will be interwoven on a continual basis striving for a balanced approach to social studies instruction that emphasizes Christian philosophy, character and attitudes, while teaching history concepts & geography skills. Students will learn of our responsibility as God’s stewards of our government and our lands. God’s love of all people is expressed in our embracing those of other nationalities who become American citizens and for whom we have fought to defend from the tyrannies of evil. Through the story of American history, the student will develop methods of investigating facts and expanding critical thinking skills. These skills will provide the ability to discern connections among events in their own times creating a foundation for responsible Christian citizens.
Textbook	Harcourt Social Studies <i>The United States: Civil War to Present</i>
Other Resources	Textbook CD-ROM Student Edition of textbook Homework and Practice Workpages Atlas Computer lab
Time Allotment	Alternating days of 80 minute classes (1 week = 3 days @ 80 minutes, 2 week = 2 days @ 80 minutes)
Course Content	<ul style="list-style-type: none"> • Map & globe skills – elevation map; latitude & longitude • Land use and settlement • People and the environment • People and regions • The Civil War & Reconstruction • New Frontiers – the move westward • Railroads • Immigration • Industrial revolution • Growth of cities • Spanish American War • America becomes world leader; growth and change • Reforms of the late 800’s and early 1900’s • WWI • Women’s Rights, Civil Rights • Prohibition

	<ul style="list-style-type: none"> • Roaring 20's – boom time • The Great Depression • WWII • Technology in America in 2nd half of 20th century • Conflicts in America in 2nd half of 20th century • The Space Race • The Berlin Wall • The Korean War Years • Martin Luther King & Civil Rights • Assassinations of Pres. Kennedy, M.L. King, & R. Kennedy • Vietnam War • Presidencies of the 60's & 70's • Asian Immigration • The United States today – culture, economy & democratic form of government
Evaluation Methods	<ul style="list-style-type: none"> • Class participation • Homework assignments • Projects • Quizzes and Tests

Unit Scope & Sequence

Course Name Social Studies: The U.S.: Civil War to Present Grade Level 5

Teacher J. Lynch

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit I U.S. Geography & the Civil War</p> <p>Chapter 1</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Understand how to preview text to identify main ideas. • Ask and answer questions to guide reading. • Describe and locate on a map the landform regions of the U.S. • Understand how the landform regions differ from one another • Learn how to use an elevation map • Collect, analyze, and interpret information from elevation maps • Identify and locate the major bodies of water on Earth • Examine the different kinds of bodies of water in the United States • Explain how William Bartram recorded information about the vegetation of the Southeast. • Identify how the features of the landforms affect the ways people settle the land • Describe the variety of settlements, such as cities and towns, in the United States • Identify how people and the environment affect each other • Understand how people adapt to the land and how people modify the land to meet their needs • Understand and explain the kinds of criteria that are used to divide areas into various regions • Identify the five regions of the United States • Understand how to use latitude and longitude to determine exact locations on Earth • Learn to collect, analyze, and interpret information from maps 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Textbook • Homework & practice book • Atlas • U.S. Map of latitude & longitude 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Smartboard demonstration • Homework • Mystery locations • Classroom latitude & longitude web • Assessment 	<p><i>Time allowed for this unit of study</i></p> <p>14 days</p>

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Unit Scope & Sequence

Course Name Social Studies: The U.S.: Civil War to Present Grade Level 5

Teacher J. Lynch

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit I U.S. Geography & the Civil War</p> <p>Chapter 2</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Understand how to make an outline • Learn to organize main ideas and details • Examine regional differences between the North and South • Describe legislative acts that tried to resolve the issue of slavery • Learn to resolve conflict by applying a problem-solving process • Understand how to use critical-thinking skills to analyze problems and implement solutions • Analyze how the Dred Scott decision affected the nation • Explain the Underground Railroad and the work of major abolitionists • Identify the work women did in the antislavery movement and their work for equalrights • Explain how Sojourner Truth showed she believed in fairness and equality • Examine Abraham Lincoln’s political career and the presidential election of 1860 • Identify reasons why some Southern states seceded from the Union and formed the Confederacy • Describe events leading to the attach on Fort Sumter, which in turn led to the Civil War 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Textbook • Homework & practice book • Venn diagrams • Archive photographs in Power Point Presentation • Maps 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Assessment • Outlines • Webs • Projects • Debates 	<p><i>Time allowed for this unit of study</i></p> <p>14 days</p>

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Unit Scope & Sequence

Course Name Social Studies: The U.S.: Civil War to Present Grade Level 5

Teacher J. Lynch

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit I U.S. Geography & the Civil War</p> <p>Chapter 3</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Organize information in a chart • Write responses to new information • Explain the strategies and early battles of war • Discuss the Emancipation Proclamation and its effects • Identify groups on both sides who contributed to the Civil War efforts • Explain how Robert E. Lee showed responsibility to his state and to the men he led in battle. • Identify the differences between primary and secondary sources in historical and modern contexts. • Identify the events that enabled the Union to win the war. • Discuss the Gettysburg Address • Analyze Lee’s surrender • Explain how Ulysses S. Grant showed his patriotism • Understand the significance of the Battle of Gettysburg • Learn about the soldiers who fought in the battle • Identify plans for Reconstruction after the Civil War • Analyze the reactions of both Southerners and Northerners to the Reconstruction efforts • Identify the work of the Freedmen’s Bureau • Examine the system of sharecropping • Analyze the changes that took place when Reconstruction ended 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Textbook • Homework & practice book • Venn diagrams • Archive photographs in Power Point Presentation • Maps 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Assessment • Sequencing • Mind Maps • Projects 	<p><i>Time allowed for this unit of study</i></p> <p>14 days</p>

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Unit Scope & Sequence

Course Name Social Studies: The U.S.: Civil War to Present Grade Level 5

Teacher J. Lynch

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit I U.S. Geography & the Civil War</p> <p>Chapter 2</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Understand how to make an outline • Learn to organize main ideas and details • Examine regional differences between the North and South • Describe legislative acts that tried to resolve the issue of slavery • Learn to resolve conflict by applying a problem-solving process • Understand how to use critical-thinking skills to analyze problems and implement solutions • Analyze how the Dred Scott decision affected the nation • Explain the Underground Railroad and the work of major abolitionists • Identify the work women did in the antislavery movement and their work for equalrights • Explain how Sojourner Truth showed she believed in fairness and equality • Examine Abraham Lincoln’s political career and the presidential election of 1860 • Identify reasons why some Southern states seceded from the Union and formed the Confederacy • Describe events leading to the attach on Fort Sumter, which in turn led to the Civil War 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Textbook • Homework & practice book • Venn diagrams • Archive photographs in Power Point Presentation • Maps 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Assessment • Outlines • Webs • Projects • Debates 	<p><i>Time allowed for this unit of study</i></p> <p>14 days</p>

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Unit Scope & Sequence

Course Name Social Studies: The U.S.: Civil War to Present Grade Level 5

Teacher J. Lynch

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit II Growth & Industries</p> <p>Chapter 4</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Understand the relationship between causes & effects. • Identify causes and effects of historical events. • Use timelines to determine sequence of events • Understand the importance of inventions and the growth of transportation in the U.S. in the late 1800s and early 1900s. • Read narrative nonfiction to understand how inventors worked to develop air travel • Scan text for clues to contents • Use an anticipation guide to organize clues & generate predictions • Identify reasons that people moved west after the Civil War • Examine effects of Westward movement on Native Americans • Examine the life of Chief Joseph and his efforts to lead and protect his people • Analyze and interpret a cultural map • Identify and compare reservation lands in different American regions • Examine the challenges facing homestead settlers on the Great Plains • Explore the growth of cattle trails and the importance of cowboys to ranching • Explain how the United States gained Alaska and Hawaii • Identify valuable resources in Alaska and Hawaii 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Textbook • Homework & practice book • Atlas • U.S. & world maps • Timelines • Computer lab 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Skill Sheets • Projects • Research • Assessment 	<p><i>Time allowed for this unit of study</i></p> <p>10 days</p>

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Unit Scope & Sequence

Course Name Social Studies: The U.S.: Civil War to Present Grade Level 5

Teacher J. Lynch

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit II Growth & Industries</p> <p>Chapter 5</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • study photographs, charts, and maps for information about text • Use titles, captions, and labels to expand understanding of visuals • Examine the expansion of a national railroad system in the late 1800s • Explore the physical and human challenges of building the Transcontinental Railroad • Examine the life of Yee Fung Cheung and the work he did as an herbalist • Examine artifacts that reflect the new opportunities and technological advances of the Transcontinental Railroad. • Trace the way that new industries developed in the late 1800s • Identify ways that new industries and inventions changed life in the United States in the late 1800s. • Identify how immigration changed the population of the United States • Describe challenges that immigrants faced • Trace reasons for prejudice against immigrants and the rise of laws against immigration • Interpret bar, line, and circle graphs • Recognize the information best conveyed by each type of graph • Analyze how the growth of cities led to problems and to attempts at reform • Trace the growth of unions in response to industry’s work demands • Describe the impact of reform efforts on life for poor 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • timelines • discussion • textbook • CD-ROM • homework & practice workpages • Atlas • computer lab 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • skill sheets • reports • assessment 	<p><i>Time allowed for this unit of study</i></p> <p>14 days</p>

	city workers			
	<ul style="list-style-type: none">• Make connections between reform efforts of the past and those of the present.			

Unit Scope & Sequence

Course Name Social Studies: The U.S.: Civil War to Present Grade Level 5

Teacher J. Lynch

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit III Becoming a Modern Nation</p> <p>Chapter 6</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Ask questions about a text • Find answers to questions • Explain the causes of the Spanish-American War and why the United States fought it • Identify the effects of the Spanish-American War • Describe the building of the Panama Canal • Identify factual sources of information • Distinguish between factual sources and fictional ones • Explain how new inventions and manufacturing methods changed daily life • Identify causes and effects of the growth of cities • Describe the reforms of the late 1800s and early 1900s • Describe some of the limits of these reforms • Examine the life of Ida Be. Wells • Understand how Wells tried to improve the lives of African-Americans • Interpret historical events from different perspectives • Analyze primary sources 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Textbook • Homework & practice book • Study guides • Archive photographs in Power Point Presentation • Maps 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Assessment • Sequencing • Projects 	<p><i>Time allowed for this unit of study</i></p> <p>10 days</p>

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Unit Scope & Sequence

Course Name Social Studies: The U.S.: Civil War to Present Grade Level 5

Teacher J. Lynch

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit III Becoming a Modern Nation</p> <p>Chapter 7</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Identify main ideas • Find connections between ideas • Identify the causes of WWI • Explain why the United States entered the war • Describe how the United States provided troops for war • Identify causes of historical events • Identify effects of historical events • Describe the effects of new types of warfare • Discuss how WWI affected life in the United States • Examine the life of Alvin C. York and how he served his country during WWI • Examine artifacts to understand historical events • Analyze primary sources 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Textbook • Homework & practice book • Study guides • Archive photographs in Power Point Presentation • Music • Maps 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Assessment • Sequencing • Projects • Maps • Vocabulary 	<p><i>Time allowed for this unit of study</i></p> <p>10 days</p>

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Unit Scope & Sequence

Course Name Social Studies: The U.S.: Civil War to Present Grade Level 5

Teacher J. Lynch

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit III Becoming a Modern Nation</p> <p>Chapter 8 - The Roaring Twenties</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Categorize information • Understand information that you need • Explain why the United States economy changed in the 1920s • Describe the cultural effects of transportation advances • Recognize the impact of extreme natural events on human history • Analyze and interpret a population map • Explain population density • Explain how farms and cities changed in the 1920s • Describe how the Red Scare affected immigrants • Explain what Prohibition was and why it failed 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Textbook • Homework & practice book • Study guides • Archive photographs in Power Point Presentation • Music • Maps • You-tube • Museum websites 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Assessment • Sequencing • Projects • Maps • Vocabulary 	<p><i>Time allowed for this unit of study</i></p> <p>8 days</p>

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Unit Scope & Sequence

Course Name Social Studies: The U.S.: Civil War to Present Grade Level 5

Teacher J. Lynch

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit IV The Great Depression & WWII</p> <p>Chapter 9 - The Great Depression & the New Deal</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Understand how to use a dictionary to learn new words • Record meanings and origins of new words in a chart • Discuss the weakened economy and loss of businesses and jobs • Explain the stock market crash • Examine the effects the Great Depression had on people's lives • Analyze the effects the dust storms in the Great Plains had on farmers and the economy • Explain how Dorothea Lange encouraged people to care for those who suffered in the Great Depression • Interpret parallel time lines to understand the sequence of historical events • Organize information in time lines • Identify President Roosevelt's New Deal program • Analyze the effects the New Deal had on the nation 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Textbook • Homework & practice book • Study guides • Archive photographs in Power Point Presentation • Music • Maps • You-tube • Museum websites • Technology lab 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Assessment • Sequencing • Projects • Maps • Vocabulary 	<p><i>Time allowed for this unit of study</i></p> <p>8 days</p>

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Unit Scope & Sequence

Course Name Social Studies: The U.S.: Civil War to Present Grade Level 5

Teacher J. Lynch

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit IV The Great Depression & WWII</p> <p>Chapter 9 - The Great Depression & the New Deal</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Understand how to use a dictionary to learn new words • Record meanings and origins of new words in a chart • Discuss the weakened economy and loss of businesses and jobs • Explain the stock market crash • Examine the effects the Great Depression had on people's lives • Analyze the effects the dust storms in the Great Plains had on farmers and the economy • Explain how Dorothea Lange encouraged people to care for those who suffered in the Great Depression • Interpret parallel time lines to understand the sequence of historical events • Organize information in time lines • Identify President Roosevelt's New Deal program • Analyze the effects the New Deal had on the nation 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Textbook • Homework & practice book • Study guides • Archive photographs in Power Point Presentation • Music • Maps • You-tube • Museum websites • Technology lab 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Assessment • Sequencing • Projects • Maps • Vocabulary 	<p><i>Time allowed for this unit of study</i></p> <p>8 days</p>

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Unit Scope & Sequence

Course Name Social Studies: The United States: Civil War to Present Grade Level 5 Teacher J. Lynch

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit IV The Great Depression & WWII</p> <p>Chapter 11 - The Allies Win the War</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Analyze how words are related • Organize related words in a word web • Identify actions in North Africa and Europe to defeat Axis powers • Discuss V-E Day • Examine the Holocaust • Explain how Dwight D. Eisenhower’s trustworthiness helped people • Identify how Europe changed from 1937 to 1945 • Collect, analyze, and interpret information on historical maps • Identify the strategies and significant battles in the war on the Pacific Front • Analyze the use of the atom bomb and the surrender of Japan • Examine the changes in life in the United States after World War II • Identify the economic boom and the baby boom after World WW II • Explain how Hector P. Garcia worked for civil rights • Understand the significance of World War II • Learn about the people who contributed to WWII. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Textbook • Homework & practice book • Study guides • Archive photographs in Power Point Presentation • Music • Maps • You-tube • Museum websites • Technology lab • Field trip to OK Museum of History 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Assessment • Sequencing • Projects • Maps • Vocabulary 	<p><i>Time allowed for this unit of study</i></p> <p>14 days</p>

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Unit Scope & Sequence

Course Name Social Studies: The United States: Civil War to Present Grade Level 5 eacher J. Lynch

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 5 The Later Twentieth Century</p> <p>Chapter 10 - The Years After the War</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Identify facts and main ideas • Take accurate notes • Describe how global power changed after WWII • Explain how the US tried to fight communism • Explain why the Berlin Wall became a symbol of the Cold War • Examine the life of Eleanor Roosevelt and the work she did to help others • Describe President Truman’s Fair Deal. • Identify the causes of the Korean War • Identify the major effects of the Korean War • Describe the United States economy in the 1950s • Identify advances for civil rights in the 1950s • Explain how the Cold War affected life in the US • Distinguish between facts and opinions • Write facts and opinions about life in the US in the 1950s 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Textbook • Homework & practice book • Study guides • Archive photographs in Power Point Presentation • Music • Maps • You-tube • Museum websites • Technology lab • DVD <i>Across the Waves</i> • Video clip of bombing of Pearl Harbor 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Assessment • Sequencing • Projects • Maps • Vocabulary 	<p><i>Time allowed for this unit of study</i></p> <p>14 days</p>

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Unit Scope & Sequence

Course Name Social Studies: The United States: Civil War to Present Grade Level 5 Teacher J. Lynch

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit V The Later Twentieth Century</p> <p>Chapter 12 - The Years After the War</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Describe how global power changed after WWII • Explain how the United States tried to fight communism • Explain why the Berlin Wall became a symbol of the Cold War • Explain how Dwight D. Eisenhower’s trustworthiness helped people • Explain President Truman’s Fair Deal • Identify the causes of the Korean War • Identify the major effects of the Korean War • Describe the United States economy in the 1950s • Identify advances for civil rights in the 1950s • Explain how the Cold War affected life in the United States 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Textbook • Homework & practice book • Study guides • Outside resources • Music • Maps • You-tube • Museum websites • Technology lab 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Assessment • Sequencing • Projects • Maps • Vocabulary 	<p><i>Time allowed for this unit of study</i></p> <p>9 days</p>

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Unit Scope & Sequence

Course Name Social Studies: The United States: Civil War to Present Grade Level 5 Teacher J. Lynch

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit V The Later Twentieth Century</p> <p>Chapter 13 - Decades of Change</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Explain how New Frontier programs improved lives. • Explain how exploration of space progressed in the 1960s • Explain the significance of the Cuban Missile Crisis • Explain the importance of the Apollo program • Compare & analyze maps with different scales • Understand why maps need to have different scales • Examine the technological innovations that make space exploration possible • Describe the major achievements of the Civil Rights movement • Identify the leaders and goals of different movements for equal rights • Understand that the United States constitution lists the rights that Americans have • Examine ways that people can use their constitutional rights to reform laws and work for change • Describe President Johnson’s reforms • Identify the causes and effects of the Vietnam War • Explain why Richard Nixon resigned from office • Describe how the United States economy fared in the 1970s • Describe the achievements and troubles of Jimmy Carter’s presidency 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Textbook • Homework & practice book • Study guides • Outside resources • Music • Maps • You-tube • Museum websites • Technology lab • Plays 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Assessment • Sequencing • Projects • Maps • Vocabulary 	<p><i>Time allowed for this unit of study</i></p> <p>14 days</p>

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Unit Scope & Sequence

Course Name Social Studies: The United States: Civil War to Present Grade Level 5 Teacher J. Lynch

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit V The Later Twentieth Century</p> <p>Chapter 14 - Into Modern Times</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Describe President Reagan’s economic policies • Explain how the Cold War ended • Describe the importance of the space shuttle program • Describe the United States economy in the 1990s • Identify the causes of the Persian Gulf War • Describe issues that threatened world peace after the Cold War • Describe how the disputed presidential election of 2000 was resolved • Describe how terrorism has affected the United States • Describe the effects of natural disasters on the U.S. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Textbook • Homework & practice book • Study guides • Outside resources • Music • Maps • You-tube • Museum websites • Technology lab 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Assessment • Sequencing • Projects • Maps • Vocabulary 	<p><i>Time allowed for this unit of study</i></p> <p>8 days</p>

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Unit Scope & Sequence

Course Name Social Studies: The United States: Civil War to Present Grade Level 5 Teacher J. Lynch

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 6 The United States Today Chapter 16</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Trace the history and purpose of the United States Constitution • Define the overall structure, roles, and responsibilities of each branch of our national government • Identify and understand the checks and balances created by the United States • Describe how power is shared by the three branches of the federal government and between federal and state governments • Identify the key rights that the Bill of Rights guarantees • Explain the responsibilities of active citizenship and the ideals on which the United States government rests • Describe how symbols of the United States invite national unity 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Discussion • Textbook • Homework & practice book • Study guides • Outside resources • Music • Maps • You-tube • Museum websites • Technology lab • Videos • Games 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Assessment • Sequencing • Projects • Maps • Vocabulary 	<p><i>Time allowed for this unit of study</i></p> <p>8 days</p>

**Oklahoma Christian School
Course Description**

Course: Social Studies Ancient Civilizations Grade Level: Sixth Teacher: Earl Ritter

Philosophy Statement	History is the story of God and His creation of man; the story of God’s purpose, plan and redemption of mankind. History is viewed and taught through these themes and their impact on geography, economics, government, citizenship, culture and technology. We look at the impact of events and individuals through time, in order to understand the connectedness of the past’s influence on the present, and how that continues to shape the future of the world.
Step One Course Objective (see example)	The students will explore ancient historic mankind and his development socially through his growth from civilizations such as Babylon to formal governmental empires such as Greece and Rome. This will be done through the use of reading formats, discussion, visuals available in a number of technological formats such as films, DVD’s, the internet, all the while developing their skills in the formal process of learning such as note taking, developing an approach to essay questions, etc.
Step Two Textbook	Harcourt Social Studies – Ancient Civilizations (Harcourt)
Step Three Other Resources	<p>Student Textbook</p> <p>Support Materials:</p> <ul style="list-style-type: none"> (a) Reading Support and Intervention (b) Homework and Practice Book (c) Assessment Program <p>Internet Support</p> <p>http://www.harcourtschool.com/ss1</p> <p>Outside Support Materials</p> <p><u>NKJV Chronological Study Bible</u> (Thomas Nelson Pub.) “Explore God’s Word in Historical Order”</p> <p><u>The Reese Chronological Bible</u> (Bethany House Pub.)</p>
Step Four Time Allotment (Minutes per week) (Days per cycle)	80 minute periods – every other day
Step Five Course Content	<p>Unit 1 – The World’s Early People</p> <ul style="list-style-type: none"> A. Early Hominids B. Early Modern Humans C. Hunter and Gatherer Societies D. Early Farmers and City Dwellers <p>Unit 2 – Civilizations of the Fertile Crescent region</p> <ul style="list-style-type: none"> A. Mesopotamia <ul style="list-style-type: none"> 1. Sumerian city-states 2. First Empires – Assyria and Babylon B. Egyptian Civilization <ul style="list-style-type: none"> 1. Old Kingdom 2. Middle Kingdom 3. New Kingdom

	<p>Unit 3 – The Ancient Hebrews</p> <ul style="list-style-type: none"> A. The origins of the Hebrew people B. The Diaspora C. The Maccabees <p>Unit 4 – The Ancient Greeks</p> <ul style="list-style-type: none"> A. The Early Greeks B. Greek City-States C. Athens and Sparta <p>The Golden Age</p> <ul style="list-style-type: none"> A. The Rise of Athens to Alexander the Great <p>Unit 5 – The Development of Rome</p> <ul style="list-style-type: none"> A. The Early Romans B. The Roman Empire C. The rise of Christianity and Rome
<p>Step Six Evaluation Methods</p>	<p>Class Participation/Discussion; Homework Assignments, Quizzes and Tests</p> <p>Individual Projects – written or visual</p>

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Early Humankind</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Understand the relationship between civilization and a city-state • Identify areas of the world where early farming communities appeared and how the domestication of plants and animals sustained growing populations. • Explain how man adapted to the environment and identify technological advances developed by early societies. • Find examples of how writing, art, architecture, mathematics and science have evolved in society over time. • Describe the role of government in population movements of early populations. • Identify major trade routes and assess the economic and cultural significance of these points of connection between populations. • Discuss how empires used conquest and forced labor to expand and develop. • Explain the importance and levels of social classes. • Explain how religion influenced government, culture, technological development, the conduct and people’s understanding of the natural world. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Textbook • Internet • Smartboard • Note taking • Study Guides • Worksheets • Maps • Videos • Chronological Study Bible • Posters • Outside reading materials, • Other textbooks 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Tests • Quizzes • Homework • Outlines • In-class Discussions 	<p><i>Time allowed for this unit of study</i></p> <p>12 hours</p>

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
	<p data-bbox="296 204 449 228"><i>Students will:</i></p> <p data-bbox="296 293 978 375">Describe early physical and cultural development of mankind from the Paleolithic Era to the revolution of agriculture, with emphasis on:</p> <ul data-bbox="296 410 978 683" style="list-style-type: none"> <li data-bbox="296 410 888 435">• the impact of geography on hunter-gatherer societies; <li data-bbox="296 456 783 480">• characteristics of hunter-gatherer societies; <li data-bbox="296 501 625 526">• tool making and use of fire. <li data-bbox="296 547 978 602">• technological and social advancements that gave rise to stable communities. <li data-bbox="296 623 898 678">• how archeological and anthropological discoveries are changing our understanding of early peoples. 	<p data-bbox="1014 204 1339 228"><i>Methods and Materials used:</i></p>	<p data-bbox="1371 204 1707 228"><i>Methods to determine mastery</i></p>	<p data-bbox="1736 204 1940 259"><i>Time allowed for this unit of study</i></p>

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>I. Mesopotamia, Egypt, and Kush</p> <p>A. Mesopotamia</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • locate the major river systems where the earliest civilizations developed. • describe the physical settings that supported permanent settlements and early civilizations. • explain the relationship among city-states. • understand the religious beliefs of people in city-states. • explain how the Mesopotamians were able to achieve all that they did. • described the development of Sumerian writing. • describe the role of government and religion in Sumerian daily life. • discuss the role of trade in Sumerian city-state. • describe the social order and roles of the Sumerian people. • describe how the first empires developed. • explain the significance of the Code of Hammurabi. • describe the accomplishments of the first empires. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Textbook • Internet • Smartboard • Note taking • Study Guides • Worksheets • Maps • Videos • Chronological Study Bible • Posters • Outside reading materials, • Other textbooks 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Tests • Quizzes • Homework • Outlines • In-class Discussions 	<p><i>Time allowed for this unit of study</i></p> <p>20 hours</p>

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>B. Egypt</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • describe the location and geography of the Nile River. • explain how geography affected the political, economic, and religious structure of early Egypt. • explain ancient Egypt's political structure. • describe the earliest uses of writing. • describe the early architecture of Egypt. • describe the major achievements of the Middle Kingdom. • describe the formation of Egyptian trade in the eastern Mediterranean region and along the Nile Valley. • explain the changes in government and religion in the New Kingdom. • describe Egypt's social structure at this time. • state the importance of Queen Hatshepsut and Ramses the Great. • identify and discuss Egyptian art and architecture during this period. 	<p><i>Methods and Materials used:</i></p> <p>Same as above</p>	<p><i>Methods to determine mastery</i></p> <p>Same as above</p>	<p><i>Time allowed for this unit of study</i></p> <p>16 hours</p>

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
II. The Ancient Hebrews	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • explain the significance of Abraham and Moses to Jewish history. • describe, identify, and explain the Exodus and its importance. • explain the importance of the Ten Commandments to the Jews as well as Christian society. • explain the effects of Saul, David, and Solomon on Jewish history. • describe the daily life of Israel and the effect of the Tanakh on their way of life. • explain and locate the regions of the divided kingdom. • describe the effects of the Assyrian invasion on Israel and Judah and on Israelite culture in general. • describe the ramifications of the Babylonian captivity on Jewish culture and religious life. • describe the effect of the teachings of Jeremiah during the Jewish diaspora, the changes in leadership, and worship. • the effects of Ezra and the restoration of Judah. • students will be able to describe the affects of the death of Alexander the Great on Jewish society and its relationship to the Maccabean revolt. • describe the effects of the destruction of Jerusalem, the temple there, in A.D. 70 by the Romans. 	<p><i>Methods and Materials used:</i></p> <p style="text-align: center;">Same as above</p>	<p><i>Methods to determine mastery</i></p> <p style="text-align: center;">Same as above</p>	<p><i>Time allowed for this unit of study</i></p> <p style="text-align: center;">20 hours</p>

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
III. The Ancient Greeks	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • students will describe the geography of Greece. • analyze how the ancient Greeks adapted to the land and sea. • discuss the importance of trade to the Greek culture. • describe the achievements of the Minoans and Mycenaean's. • explain the importance of Homer. • describe the relationship of Greek mythology to every day life in Greece. • explain the relationship of Greece's geography and the development of Greek city-states. • trace the development of early forms of Greek government (democracy) and citizenship. • describe the daily life of Sparta and Athens. • explain the organization of the Persian Empire. • analyze the roles of Athens and Sparta in the wars with Persia. • identify the differences between a direct democracy and a representative democracy. • identify the role of the Greeks in the arts and sciences. • identify the event leading to the Peloponnesian wars. • draw a distinction between Sparta and Athens at this time. • describe how the government of Athens was affected by the war. • describe what led to the rise of Alexander the Great. • explain how this led to the spread of Greek culture. 	<p><i>Methods and Materials used:</i></p> <p style="text-align: center;">Same as above</p> <p>D'aulare's <u>Book of Greek Myths</u></p>	<p><i>Methods to determine mastery</i></p> <p style="text-align: center;">Same as above</p>	<p><i>Time allowed for this unit of study</i></p> <p style="text-align: center;">16 hours</p>

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
IV. The Development of Rome	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • explain how Rome was founded. • explain the various circumstances that led to the rise of the Roman Republic. • describe the various aspects of Roman government. • explain the reasons for Roman expansion through war. • state the problems of the Roman Republic. • discuss how Julius Caesar influenced the Republic. • identify the geographic and political reasons for the expansion of the empire. • discuss Augustus' influence on the transition from republic to empire. • explain Augustus' role in strengthening the empire. • describe the growth of the Roman economy by trade. • describe Roman daily life both rurally and in the cities. • explain how the lives of the poor and rich differed. • describe Roman religious beliefs and practices. • explain how conflicts with the Romans affected the Jewish people. • tell about the life and teachings of Jesus Christ. • describe the origins and spread of Christianity. • discuss Paul's contribution to Christianity. • explain the spread of Christianity throughout the empire. • describe the rise and influence of Constantine. 	<p><i>Methods and Materials used:</i></p> <p style="text-align: center;">Same as above</p>	<p><i>Methods to determine mastery</i></p> <p style="text-align: center;">Same as above</p>	<p><i>Time allowed for this unit of study</i></p> <p style="text-align: center;">16 hours</p>

Unit Scope & Sequence

Course Name Social Studies Ancient Civilizations

Grade Level Sixth

Teacher Earl Ritter

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Early Humankind</p>	<p><i>Students will:</i></p> <p>Understand the relationship between civilization and a city-state</p> <p>Identify areas of the world where early farming communities appeared and how the domestication of plants and animals sustained growing populations.</p> <p>Explain how man adapted to the environment and identify technological advances developed by early societies.</p> <p>Find examples of how writing, art, architecture, mathematics and science have evolved in society over time.</p> <p>Describe the role of government in population movements of early populations.</p> <p>Identify major trade routes and assess the economic and cultural significance of these points of connection between populations.</p> <p>Discuss how empires used conquest and forced labor to expand and develop.</p> <p>Explain the importance and levels of social classes.</p> <p>Explain how religion influenced government, culture, technological development, the conduct and people's understanding of the natural world.</p>	<p><i>Methods and Materials used:</i></p>	<p><i>Methods to determine mastery</i></p>	<p><i>Time allowed for this unit of study</i></p>

	<p>Describe early physical and cultural development of mankind from the Paleolithic Era to the revolution of agriculture, with emphasis on:</p> <ul style="list-style-type: none">the impact of geography on hunter-gatherer societies;characteristics of hunter-gatherer societies; tool making and use of fire.technological and social advancements that gave rise to stable communities.how archeological and anthropological discoveries are changing our understanding of early peoples.			
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Oklahoma Christian School
Course Description

Course: Geography Grade Level: 7th Teacher: McQueen

Philosophy Statement	History is the story of God and His creation of man; the story of God's purpose, plan and redemption of mankind. History is viewed and taught through these themes and their impact on geography, economics, government, citizenship, culture and technology. We look at the impact of events and individuals through time, in order to understand the connectedness of the past's influence on the present, and how that continues to shape the future of the world.
Course Objective	The students will explore and understand a variety of elements in Geography, including the world in spatial terms, places and regions, physical systems, human systems, environment and society and the uses of Geography.
Textbook	The World and Its People (Glencoe)
Other Resources	<ul style="list-style-type: none">• Textbook• Research Materials• Student Works (CD Rom) Audio, Workbooks & Worksheets• Maps• Internet
Time Allotment	55 minutes per day, 5 days a week
Course Content	<ul style="list-style-type: none">• Geography Handbook• The World• The United States and Canada• Latin America• Europe• Russia and the Eurasian Republics• North Africa and Southwest Asia• Africa South of the Sahara• Asia• Australia, Oceania, and Antarctica
Evaluation Methods	<ul style="list-style-type: none">• Class Participation• Homework Assignments• Individual Projects• Tests and Quizzes

Unit Scope & Sequence

Course Name: Geography

Grade Level: 7th

Teacher: McQueen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>Geography Handbook</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Understand the themes and elements associated with the study of geography</i> • <i>Understand the purpose and uses of globes and map projections</i> • <i>Describe how to use maps, graphs, and charts</i> • <i>Identify the most commonly used geographic terms</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Textbook</i> • <i>Discussion</i> • <i>Charts</i> • <i>Graphs</i> • <i>Maps</i> • <i>Transparencies</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>Critical Thinking Skills Activity</i> • <i>Map and Graph Skills Activity</i> • <i>Geography Handbook Test</i> 	<p><i>Time allowed for this unit of study</i></p> <p>4 days</p>

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Unit Scope & Sequence

Course Name: Geography

Grade Level: 7th

Teacher: McQueen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>Chapter 1</i></p> <p><i>Looking at the Earth</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Discuss how geographers look at the world and what tools they use.</i> • <i>Explain how the earth moves in space and why the seasons change</i> • <i>Describe the structure of the earth's interior</i> • <i>Identify different landforms</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Textbook</i> • <i>Daily lecture and discussion notes</i> • <i>Guided reading activity guide</i> • <i>Power point presentation</i> • <i>Globe</i> • <i>Transparency</i> • <i>Foldable</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>Map and graph skills activity</i> • <i>Performance activity-Eye in the Sky</i> • <i>Quizzes</i> • <i>Chapter Test</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>10 days</i></p>

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Unit Scope & Sequence

Course Name: Geography

Grade Level: 7th

Teacher: McQueen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>Chapter 2</i></p> <p><i>Water, Climate, and Vegetation</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Describe how the water of the earth moves in a cycle</i> • <i>Outline the factors that influence climate</i> • <i>Identify each major climate zone</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Foldables</i> • <i>Bellringer activity</i> • <i>Smartboard</i> • <i>Discussion</i> • <i>Hurricane charts</i> • <i>Hurricane reports</i> • <i>Guided reading activities</i> • <i>Transparency</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Section quizzes</i></p> <p><i>Review activity</i></p> <p><i>Chapter test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>12 days</i></p>

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Unit Scope & Sequence

Course Name: Geography

Grade Level: 7th

Teacher: McQueen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>Chapter 3</i></p> <p><i>The World's People</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Explain what makes up a people's culture</i> • <i>Discuss issues related to human population and its growth</i> • <i>Identify what resources are and explain why countries trade with one another</i> • <i>Describe how technology has changed the world</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Foldables</i> • <i>Daily lecture and discussion notes</i> • <i>Guided reading activities</i> • <i>Power point presentation</i> • <i>Bellringer activity</i> • <i>Vocabulary puzzlemaker</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>Critical thinking skills activity</i> • <i>Quizzes</i> • <i>Chapter test</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>10 days</i></p>

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Unit Scope & Sequence

Course Name: Geography

Grade Level: 7th

Teacher: McQueen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>Chapter 5</i></p> <p><i>Canada</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Describe the landscapes and climates of Canada</i> • <i>Explain Canada's economic resources, activities, and challenges.</i> • <i>Discuss the history and government of Canada</i> • <i>Compare the Canadian peoples and their cultures</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Textbook</i> • <i>Foldable</i> • <i>Daily lecture and discussion notes</i> • <i>Guided reading activities</i> • <i>Power point presentation</i> • <i>Bellringer activities</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>Quizzes</i> • <i>Critical thinking skills activity</i> • <i>Chapter test</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>8 days</i></p>

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Unit Scope & Sequence

Course Name: Geography

Grade Level: 7th

Teacher: McQueen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>Chapter 6</i></p> <p><i>Mexico</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Identify the location of Mexico and describe its physical features and climate</i> • <i>Describe the economy of Mexico</i> • <i>Outline the history and government of Mexico</i> • <i>Describe the Mexican people and the challenges they face today</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Textbook</i> • <i>Foldables</i> • <i>Daily lecture and discussion notes</i> • <i>Guided reading activities</i> • <i>Maps</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>Critical thinking skills activity</i> • <i>Quizzes</i> • <i>Chapter test</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>11 days</i></p>

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Unit Scope & Sequence

Course Name: Geography

Grade Level: 7th

Teacher: McQueen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>Chapter 7</i></p> <p><i>Central America and the Caribbean Islands</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Describe the physical and cultural geography of Central America.</i> • <i>Compare the major physical and cultural features of the Caribbean Islands.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Textbook</i> • <i>Foldables(study organizer)</i> • <i>Daily lecture and discussion notes</i> • <i>Guided reading activities</i> • <i>maps</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Section assessments</i></p> <p><i>Chapter assessment questions</i></p> <p><i>Chapter test</i></p> <p><i>Quizzes</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>10 days</i></p>

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Unit Scope & Sequence

Course Name: Geography

Grade Level: 7th

Teacher: McQueen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>Chapter 8</i></p> <p><i>Brazil and It's Neighbors</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Describe the major physical, economic, and cultural features of Brazil.</i> • <i>Compare and contrast the physical, economic, and cultural characteristics of Brazil's neighbors.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Textbook</i> • <i>Daily lecture and discussion notes</i> • <i>foldables</i> • <i>maps</i> • <i>power point</i> • <i>guided reading activities</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>Quizzes</i> • <i>Chapter test</i> • <i>Map and graph skills activity</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>10 days</i></p>

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Unit Scope & Sequence

Course Name: Geography

Grade Level: 7th

Teacher: McQueen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chapter 9</p> <p>The Andean Countries</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Describe the landforms and climates of the Andean countries. • Explain how the people of the Andean countries earn a living. • Discuss the culture of the Andean countries. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Textbook • Daily lecture and discussion notes • Guided reading activities • Power point • Maps 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Quizzes • Chapter test 	<p><i>Time allowed for this unit of study</i></p> <p>10 days</p>

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Unit Scope & Sequence

Course Name: Geography

Grade Level: 7th

Teacher: McQueen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>Chapter 10</i></p> <p><i>Europe— Early History</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Describe the governments and culture of ancient Greece and Rome.</i> • <i>Explain the importance of religion in European history.</i> • <i>Outline events that defined the beginnings of the Modern Age.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Textbook</i> • <i>Daily lecture and discussion notes</i> • <i>Guided reading activities</i> • <i>Maps</i> • <i>Bell ringer activities</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Critical thinking skills activity</i></p> <p><i>Quizzes</i></p> <p><i>Chapter test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>9 days</i></p>

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Unit Scope & Sequence

Course Name: Geography

Grade Level: 7th

Teacher: McQueen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>Chapter 11</i></p> <p><i>Europe— Modern History</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Discuss the Industrial Revolution and the social changes it created.</i> • <i>Explain how industrialization led to greater rivalry among nations.</i> • <i>Discuss the events that contributed to the Cold War.</i> • <i>Explain the breakup of the Soviet Union and its after-effects on Europe.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Textbook</i> • <i>Maps</i> • <i>Guided Reading Activity</i> • <i>Bell ringer activity</i> • <i>Discussion and Lecture Notes</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Quizzes</i></p> <p><i>Chapter Test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>9 days</i></p>

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Unit Scope & Sequence

Course Name: Geography

Grade Level: 7th

Teacher: McQueen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chapter 12 Western Europe</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Describe the government and economy of the United Kingdom and its relationship with Ireland • Compare the economies and cultures of France and Benelux countries • Discuss the economies of Germany, Switzerland, and Austria. • Explain how physical geography affects life in the Nordic nations • Describe the cultural contributions of southern Europe 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Textbook • Maps • Guided Reading Activity • Bell ringer activity • Power point presentation • Discussion and lecture notes 	<p><i>Methods to determine mastery</i></p> <p>Quizzes Map and Graph Skills Activity Chapter Test</p>	<p><i>Time allowed for this unit of study</i></p> <p>11 days</p>

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Unit Scope & Sequence

Course Name: Geography

Grade Level: 7th

Teacher: McQueen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>Chapter 13</i></p> <p><i>The New Eastern Europe</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>discuss the land, economies, and cultures of Poland and the Baltic Republics.</i> • <i>compare the economies and cultures of Hungary, the Czech Republic and Slovakia.</i> • <i>identify similarities and differences among the Balkan countries.</i> • <i>describe the economies and people of Ukraine, Belarus, and Moldova.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Textbook</i> • <i>Guided Reading Activities</i> • <i>Maps</i> • <i>Power Point</i> • <i>Discussion and lecture notes</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>Assessment questions at the end of each section</i> • <i>Quizzes</i> • <i>Chapter test</i> 	<p><i>Time allowed for this unit of study</i></p> <p>9 days</p>

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Unit Scope & Sequence

Course Name: Geography

Grade Level: 7th

Teacher: McQueen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>Chapter 14</i></p> <p><i>Russia's Landscape and History</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>identify the location and the landforms of Russia.</i> • <i>compare Russia under the czars and communists.</i> • <i>explain why the Soviet Union collapsed.</i> 	<p><i>Methods and Materials used:</i></p> <p><i>Textbook</i></p> <p><i>Guided Reading</i></p> <p><i>Activities</i></p> <p><i>Discussion and lecture notes</i></p> <p><i>maps</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Section quizzes</i></p> <p><i>Chapter test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>9 days</i></p>

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Unit Scope & Sequence

Course Name: Geography

Grade Level: 7th

Teacher: McQueen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>Chapter 15</i></p> <p><i>The New Russia and Independent Republics</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>describe the economy of Russia.</i> • <i>discuss the cultural aspects of Russia.</i> • <i>explain how Russia's newly independent neighbors have recently changed.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Textbook</i> • <i>Guided Reading Activities</i> • <i>Daily discussion and lecture notes</i> • <i>Maps</i> • <i>transparencies</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>Section quizzes</i> • <i>Performance Assessment Activity</i> • <i>Chapter Test</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>10 days</i></p>

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Unit Scope & Sequence

Course Name: Geography

Grade Level: 7th

Teacher: McQueen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>Chapter 16</i></p> <p><i>Birthplace of Civilization</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Explain how farming, writing, and government developed in Mesopotamia.</i> • <i>Examine the artifacts of ancient Egypt.</i> • <i>Explain the basic beliefs of Judaism, Christianity, and Islam.</i> • <i>Discuss how past civilizations have contributed to our own culture.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Textbook</i> • <i>Guided Reading Activities</i> • <i>Maps</i> • <i>Transparencies</i> • <i>Daily discussion and lecture notes</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>Section quizzes</i> • <i>Assessment questions at the end of the chapter</i> • <i>Chapter test</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>10 days</i></p>

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Unit Scope & Sequence

Course Name: Geography

Grade Level: 7th

Teacher: McQueen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>Chapter 17</i></p> <p><i>North Africa Today</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Explain the importance of the Nile River to Egypt's people.</i> • <i>Describe the cultural achievements of Egypt.</i> • <i>Compare the economies of Libya and Maghreb.</i> • <i>Examine ways of life in North Africa.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Textbook</i> • <i>Guided Reading Activities</i> • <i>Maps</i> • <i>Daily discussion and lecture notes</i> • <i>Power point</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Section quizzes</i></p> <p><i>Chapter test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>9 days</i></p>

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Unit Scope & Sequence

Course Name: Geography

Grade Level: 7th

Teacher: McQueen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>Chapter 18</i></p> <p><i>Southwest Asia</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Identify the most heavily populated regions of Southwest Asia.</i> • <i>Describe how religion has affected the development of Southwest Asia.</i> • <i>Evaluate the influence of oil on the lives of people on the Arabian Peninsula.</i> • <i>Compare the economies and cultures of the countries in this region.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Textbook</i> • <i>Guided reading activities</i> • <i>Maps</i> • <i>Daily discussion and lecture notes.</i> • <i>Maps</i> • <i>Foldables</i> • <i>Power point</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Section quizzes</i> <i>Chapter test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>11 days</i></p>

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Unit Scope & Sequence

Course Name: Geography

Grade Level: 7th

Teacher: McQueen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chapter 19 West Africa</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Identify the physical features and climates of the countries of West Africa.</i> • <i>Explain how West Africa's economies relate to the natural resources in the region.</i> • <i>Compare the different peoples that live in West Africa.</i> • <i>Explain the impact of historical influences on West Africa.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Textbook</i> • <i>Maps</i> • <i>Guided reading activities</i> • <i>Daily discussion and lecture notes</i> • <i>Foldables</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>Section quizzes</i> • <i>Assessment questions</i> • <i>Chapter test</i> 	<p><i>Time allowed for this unit of study</i></p> <p>11 days</p>

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Unit Scope & Sequence

Course Name: Geography

Grade Level: 7th

Teacher: McQueen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>Chapter 20</i></p> <p><i>Central and East Africa</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Compare the geography and cultures of the countries of Central Africa.</i> • <i>Describe the geography and economy of Kenya and Tanzania.</i> • <i>Describe the geography, history, and people of Uganda, Rwanda, and Burundi.</i> • <i>Explain the similarities and differences among the countries of the Horn of Africa.</i> 	<p><i>Methods and Materials used:</i></p> <p><i>Textbook</i></p> <p><i>Foldables</i></p> <p><i>Guided reading activities</i></p> <p><i>Power point presentation</i></p> <p><i>Maps</i></p> <p><i>Daily discussion and lecture notes</i></p>	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>Section quizzes</i> • <i>Section question</i> • <i>Chapter test</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>10 days</i></p>

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Unit Scope & Sequence

Course Name: Geography

Grade Level: 7th

Teacher: McQueen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>Chapter 21</i></p> <p><i>Southern Africa-A Varied Region</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Describe the geography, history, economy, and people of the Republic of South Africa.</i> • <i>Summarize the physical features, people, and histories of the inland countries of southern Africa.</i> • <i>Compare the geography, economies, and cultures of the coastal and island countries of southern Africa.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Textbook</i> • <i>Guided reading activities</i> • <i>Maps</i> • <i>Daily discussion and lecture notes</i> • <i>foldables</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>Section assessments</i> • <i>Section quizzes</i> • <i>Chapter test</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>9 days</i></p>

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Unit Scope & Sequence

Course Name: Geography

Grade Level: 7th

Teacher: McQueen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chapter 22</p> <p>South Asia</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Describe the land, economy, and people of India. • Compare the land, economies and cultures of India's neighboring countries. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Textbook • Daily discussion and lecture notes • Maps • Guided reading activities • foldables 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • Section quizzes • Assessment questions over chapter • Chapter test 	<p><i>Time allowed for this unit of study</i></p> <p>8 days</p>

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Unit Scope & Sequence

Course Name: Geography

Grade Level: 7th

Teacher: McQueen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>Chapter 23</i></p> <p><i>China and It's Neighbors</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Discuss the landforms and climates of China.</i> • <i>Contrast the economy of China in the past to the economy today.</i> • <i>Explain the influence of China's past on the people today.</i> • <i>Describe the geography and people of Taiwan and Mongolia.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Textbook</i> • <i>Guided reading activities</i> • <i>Daily discussion and lecture notes</i> • <i>Maps</i> • <i>Foldables</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Section quizzes</i></p> <p><i>Chapter assessment and activities</i></p> <p><i>Chapter test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>9 days</i></p>

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Unit Scope & Sequence

Course Name: Geography

Grade Level: 7th

Teacher: McQueen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>Chapter 24</i></p> <p><i>Japan and the Koreas</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Explain the significance of the location of Japan and the two Koreas</i> • <i>Describe the economy and culture of Japan</i> • <i>Compare the economies and governments of North and South Korea</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Textbook</i> • <i>Maps</i> • <i>Guided reading activities</i> • <i>Daily lecture and discussion notes</i> • <i>Power point presentation</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Section quizzes</i></p> <p><i>Chapter test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>9 days</i></p>

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Unit Scope & Sequence

Course Name: Geography

Grade Level: 7th

Teacher: McQueen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Chapter 25</p> <p>Southeast Asia</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Describe the land, resources, economies, and cultures of the mainland countries of Southeast Asia. • Compare the landforms, people, and economies of the island countries of Southeast Asia. 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • Textbook • Maps • Transparencies • Daily lecture and discussion notes • Guided reading activities • Foldables 	<p><i>Methods to determine mastery</i></p> <p>Section quizzes</p> <p>Assessment question activity</p> <p>Chapter test</p>	<p><i>Time allowed for this unit of study</i></p> <p>9 days</p>

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Unit Scope & Sequence

Course Name: Geography

Grade Level: 7th

Teacher: McQueen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>Chapter 26</i></p> <p><i>Australia and New Zealand</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Discuss the geography and economy of Australia</i> • <i>Describe the people and culture of Australia</i> • <i>Explain how the geography of New Zealand affects its people and its relations with other countries</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Textbook</i> • <i>Daily lecture and discussion notes</i> • <i>Guided reading activities</i> • <i>Maps</i> • <i>Power point presentation</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Section quizzes</i></p> <p><i>Chapter test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>10 days</i></p>

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Unit Scope & Sequence

Course Name: Geography

Grade Level: 7th

Teacher: McQueen

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>Chapter 27</i></p> <p><i>Oceania and Antarctica</i></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Identify the regions of Oceania</i> • <i>Describe the economies and peoples of Oceania</i> • <i>Discuss the scientific importance of Antarctica</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Textbook</i> • <i>Guided reading activities</i> • <i>Daily lecture and discussion notes</i> • <i>Foldables</i> • <i>Maps</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Section quizzes</i></p> <p><i>Chapter test</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>9 days</i></p>

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Oklahoma Christian School
Course Description

Course: U.S. History Grade Level: 8 Teacher: Dement, T

Philosophy Statement	History is the story of God and His creation of man; the story of God’s purpose, plan and redemption of mankind. History is viewed and taught through these themes and their impact on geography, economics, government, citizenship, culture and technology. We look at the impact of events and individuals through time, in order to understand the connectedness of the past’s influence on the present, and how that continues to shape the future of the world.
Course Objective	<p>The focus of the course in American History is early civilization through the Civil War and Reconstruction era (pre-1492-1877).</p> <p>The student will summarize and understand how civilization began and continued in the Americas. They will examine the causes and effects of early European settlers. The student will describe and analyze the major causes, key events, and important personalities of the American Revolution. He or she will examine in greater depth the factors, events, documents, significant individuals, and political ideas that led to the formation of the United States of America. These will be pursued through a chronological study of the early national period, westward expansion, and the Civil War and Reconstruction eras. Citizenship skills will focus upon the development and understanding of constitutional government in the United States.</p>
Textbook	The American Republic to 1877 (Glencoe)
Other Resources	Original Historical Documents Johnny Tremain Biographies (written and video)
Time Allotment	55 minute class periods 4-5 days per week depending on the drop day cycle.
Course Content	<p>The First People (pre-history to 1492) Exploring the Americas (1400-1625) Colonization: Establishment and Growth (1587-1770) Establishing Independence (1763-1776) The Declaration of Independence The American Revolution (1776-1783) Establishing the Union (1777-1790) Establishing the Presidency (1789-1800) The Jefferson Era (1800-1816) Economic Growth and Westward Expansion (1790-1825) The Jackson Era (1824-1845) Manifest Destiny (1818-1853) North and South (1820-1860) Social Reformation (1820-1860) Leading to Civil War (1820-1861) The Civil War (1861-1865) Reconstruction (1865-1896)</p>
Evaluation Methods	Class Participation Homework assignments

	Tests and Quizzes
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	Designing and building group and individual projects
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Unit Scope & Sequence

Course Name U.S. History

Grade Level 8

Teacher Dement, T.

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>The First Americans Prehistory-1492</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Understand how the first people arrived in the Americas</i> • <i>Cite the discovery that changed the lives of the early Native Americans</i> • <i>Describe why powerful empires arose in the Americas</i> • <i>Investigate how the people of each empire adapted to their environment</i> • <i>Explore what early people lived North America</i> • <i>Examine how different Native American groups adapted to their environments</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Discussion</i> • <i>Textbook</i> • <i>Archeological Evidence</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>Worksheets</i> • <i>Bookwork</i> • <i>Test</i> 	<p><i>Time allowed for this unit of study</i></p> <p>7 days</p>

Unit Scope & Sequence

Course Name U.S. History

Grade Level 8

Teacher Dement, T.

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Exploring the Americas 1400-1625</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Examine how technology made long sea voyages possible</i> • <i>Explore the factors that allowed great civilizations in Africa to flourish</i> • <i>Explain Portugal's leadership role in exploration</i> • <i>Understand Columbus's plan for sailing to Asia</i> • <i>Evaluate the decline of the Aztec and Inca Empires in the Americas</i> • <i>Explore how Spain governed its empire in the Americas</i> • <i>Explain how the Protestant Reformation affected North America</i> • <i>Evaluate why the activities of early traders encouraged exploration</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Discussion</i> • <i>Maps, Charts, Diagrams</i> • <i>Textbook</i> • <i>Internet</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>Bookwork</i> • <i>Worksheets</i> • <i>Test</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>7 days</i></p>

Unit Scope & Sequence

Course Name U.S. History

Grade Level 8

Teacher Dement, T.

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Colonial America 1587-1770</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Identify the crop that saved the people of Jamestown</i> • <i>Explain how the colonists received political rights</i> • <i>Explain why the Pilgrims and the Puritans came to America</i> • <i>Describe how the New England colonies began</i> • <i>Explain why the Middle Colonies had the most diverse populations in colonial America</i> • <i>Identify America's first town planner</i> • <i>Understand why the Southern Colonies were established</i> • <i>Compare and contrast France's colony in North America with the English colonies</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Discussion</i> • <i>Maps, Charts, Diagrams</i> • <i>Textbook</i> • <i>Internet</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>Bookwork</i> • <i>Worksheets</i> • <i>Test</i> • <i>Model</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>10 days</i></p>

Unit Scope & Sequence

Course Name U.S. History

Grade Level 8

Teacher Dement, T.

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Colonial Growth 1607-1770</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Define the triangular trade and explain how it affected American society</i> • <i>Understand how the regions in the colonies differed from one another</i> • <i>Understand why the use of enslaved workers increased</i> • <i>Understand why the Navigation Acts angered the colonists</i> • <i>Identify who had a right to vote in colonial legislature</i> • <i>Explain how wars in Europe spread to the American colonies</i> • <i>Understand the purpose of the Albany Plan of Union</i> • <i>Explain how British fortunes improved after William Pitt took over the direction of the war</i> • <i>Describe how Chief Pontiac united his people to fight for their land</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Discussion</i> • <i>Maps, Charts, Diagrams</i> • <i>Textbook</i> • <i>Internet</i> • <i>Video</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>Bookwork</i> • <i>Worksheets</i> • <i>Test</i> • <i>Writing</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>10 days</i></p>

Unit Scope & Sequence

Course Name U.S. History

Grade Level 8

Teacher Dement, T.

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Road to Independence 1763-1776</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Describe why the British had problems in North America after the French and Indian War</i> • <i>Explain how the colonists responded to unpopular British laws</i> • <i>Identify the causes of the Boston Massacre</i> • <i>Explain how Britain tried to maintain its control over the colonies</i> • <i>Identify the events that took place at the First Continental Congress</i> • <i>Describe the early skirmishes of the American Revolution</i> • <i>Understand what happened at the Second Continental Congress</i> • <i>Explore why the Declaration of Independence was drafted</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Discussion</i> • <i>Maps, Charts, Diagrams</i> • <i>Textbook</i> • <i>Internet</i> • <i>Johnny Tremain</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>Bookwork</i> • <i>Worksheets</i> • <i>Test</i> • <i>Quiz</i> • <i>Writing</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>12 days</i></p>

Unit Scope & Sequence

Course Name U.S. History

Grade Level 8

Teacher Dement, T.

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>American Revolution 1776-1783</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Understand why some Americans supported the British</i> • <i>Explain how the Battle of Saratoga marked a turning point in the war</i> • <i>Understand why other nations helped the Patriots</i> • <i>Describe how Washington's troops survived the winter at Valley Forge</i> • <i>Recognize the challenges Americans faced at home as a result of the war</i> • <i>Explain how the war involved Native Americans</i> • <i>Describe how a new kind of fighting developed in the South</i> • <i>Describe how George Washington changed his military strategy</i> • <i>Explain how the Americans won the Revolutionary War despite their disadvantages</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Discussion</i> • <i>Maps, Charts, Diagrams</i> • <i>Textbook</i> • <i>Internet</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>Bookwork</i> • <i>Worksheets</i> • <i>Test</i> • 	<p><i>Time allowed for this unit of study</i></p> <p><i>12 days</i></p>

Unit Scope & Sequence

Course Name U.S. History

Grade Level 8

Teacher Dement, T.

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Establishing the Union 1777-1790</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Examine how the weaknesses of the Articles led to instability</i> • <i>Explain how the Confederation Congress dealt with the western lands</i> • <i>Describe how the Constitutional Convention broke the deadlock over the form the new government would take</i> • <i>Understand how the delegates answered the question of representation</i> • <i>Understand the roots of the Constitution</i> • <i>Explain how the Constitution limits the power of government</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Discussion</i> • <i>Maps, Charts, Diagrams</i> • <i>Textbook</i> • <i>Internet</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>Bookwork</i> • <i>Worksheets</i> • <i>Test</i> 	<p><i>Time allowed for this unit of study</i></p> <p>7 days</p>

Unit Scope & Sequence

Course Name U.S. History

Grade Level 8

Teacher Dement, T.

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>United States Constitution</p>	<p><i>Students will:</i></p> <p><i>Recognize why the Constitution is the nation's most important document</i></p> <p><i>Understand the goals of the Constitution</i></p> <p><i>Explain the principles that form the basis of the Constitution</i></p> <p><i>Understand the goals of the three branches of the government</i></p> <p><i>Interpret the powers of the three branches of the government</i></p> <p><i>Explain where the rights of citizens come from</i></p> <p><i>Summarize the rights and responsibilities of United States citizens</i></p>	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Discussion</i> • <i>Textbook</i> • <i>Internet</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>Bookwork</i> • <i>Worksheets</i> • <i>Test</i> • <i>Preamble recitation</i> • <i>Bill of Rights quiz</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>5 days</i></p>

Unit Scope & Sequence

Course Name U.S. History

Grade Level 8

Teacher Dement, T.

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>A New Nation 1789-1800</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Describe what actions were taken to launch the new government</i> • <i>Explain how Hamilton proposed to strengthen the economy</i> • <i>Understand how the federal government asserted its power in the West</i> • <i>Examine how the United States tried to stay out of European conflicts</i> • <i>Describe how political parties got started and what positions they supported</i> • <i>Explain how John Adams and Thomas Jefferson became candidates of opposing parties in the election of 1796</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Discussion</i> • <i>Maps, Charts, Diagrams</i> • <i>Textbook</i> • <i>Internet</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>Bookwork</i> • <i>Worksheets</i> • <i>Test</i> 	<p><i>Time allowed for this unit of study</i></p> <p>5 days</p>

Unit Scope & Sequence

Course Name U.S. History

Grade Level 8

Teacher Dement, T.

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>The Jefferson Era 1800-1816</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Discuss how the election of 1800 was resolved</i> • <i>Explain how the Supreme Court was strengthened</i> • <i>Discuss how the United States expanded in the early 1800s</i> • <i>Review expeditions of explorers such as Lewis and Clark, Pike, etc.</i> • <i>Explain why Tecumseh built a Native American confederacy</i> • <i>Discuss why the War Hawks wanted to go to war</i> • <i>Describe how the British seized and set fire to Washington, D.C.</i> • <i>Explain why Andrew Jackson fought a battle after the War of 1812 was over</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Discussion</i> • <i>Maps, Charts, Diagrams</i> • <i>Textbook</i> • <i>Internet</i> • <i>Lewis and Clark and the Corps of Discovery video</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>Bookwork</i> • <i>Worksheets</i> • <i>Quiz</i> • <i>Test</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>10 days</i></p>

Unit Scope & Sequence

Course Name U.S. History

Grade Level 8

Teacher Dement, T.

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Growth and Expansion 1790-1825</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Describe how the Industrial Revolution began in the United States</i> • <i>Describe how the United States changed as it became more economically independent</i> • <i>Explain how transportation improved in the early 1800s</i> • <i>Understand how Western settlements affected the nation's economy and politics</i> • <i>Describe why sectional differences grew in the 1820s</i> • <i>Identify the effect the Monroe Doctrine had on foreign policy</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Discussion</i> • <i>Maps, Charts, Diagrams</i> • <i>Textbook</i> • <i>Internet</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>Bookwork</i> • <i>Worksheets</i> • <i>Group project</i> • <i>Test</i> 	<p><i>Time allowed for this unit of study</i></p> <p>6 days</p>

Unit Scope & Sequence

Course Name U.S. History

Grade Level 8

Teacher Dement, T.

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>The Jackson Era 1824-1845</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Explain why the nation’s sixth president was chosen by the House of Representatives</i> • <i>Identify the changes President Jackson brought to the American political system</i> • <i>Understand how Native Americans were forced off their lands in the Southeast</i> • <i>Explain how President defied the Supreme Court</i> • <i>Examine the reasons why Jackson wanted to destroy the Bank of the United States</i> • <i>Understand why the Whigs came to power in 1840</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Discussion</i> • <i>Maps, Charts, Diagrams</i> • <i>Textbook</i> • <i>Internet</i> • <i>“Old Hickory” video clip</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>Bookwork</i> • <i>Worksheets</i> • <i>Test</i> 	<p><i>Time allowed for this unit of study</i></p> <p>6 days</p>

Unit Scope & Sequence

Course Name U.S. History

Grade Level 8

Teacher Dement, T.

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Manifest Destiny 1818-1853</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Explain why large numbers of settlers headed for the Oregon country</i> • <i>Understand how the idea of Manifest Destiny contributed to the nation's growth</i> • <i>Understand why problems arose between the Mexican government and the American settlers in Texas</i> • <i>Describe how Texas achieved independence from Mexico and later became a state</i> • <i>Explain why Americans began to settle in the Southwest</i> • <i>Describe how the United States acquired New Mexico and California</i> • <i>Understand how the hopes of getting rich quick drew thousands of people to California</i> • <i>Describe how the search for religious freedom led to the settlement of Utah</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Discussion</i> • <i>Maps, Charts, Diagrams</i> • <i>Textbook</i> • <i>Internet</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>Bookwork</i> • <i>Worksheets</i> • <i>Group Project</i> • <i>Test</i> 	<p><i>Time allowed for this unit of study</i></p> <p>6 days</p>

Unit Scope & Sequence

Course Name U.S. History

Grade Level 8

Teacher Dement, T.

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>North and South 1820-1860</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Understand how advances in technology shaped the economy of the North</i> • <i>Explain how new kinds of transportation and communication spurred economic growth</i> • <i>Summarize how working conditions in industries changed</i> • <i>Compare and contrast how immigration affected American economic, political and cultural life</i> • <i>Explore how settlement expanded in the South</i> • <i>Determine why the economy of the South relied on agriculture</i> • <i>Describe what life was like on Southern plantations</i> • <i>Understand how enslaved workers maintained strong family and cultural ties</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Discussion</i> • <i>Maps, Charts, Diagrams</i> • <i>Textbook</i> • <i>Internet</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>Bookwork</i> • <i>Worksheets</i> • <i>Writing</i> • <i>Test</i> 	<p><i>Time allowed for this unit of study</i></p> <p>6 days</p>

Unit Scope & Sequence

Course Name U.S. History

Grade Level 8

Teacher Dement, T.

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>The Age of Reform 1820-1860</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Understand how religious and philosophical ideas inspired various reform movements</i> • <i>Explain why educational reformers thought all citizens should attend school</i> • <i>Describe the ways some Americans worked to eliminate slavery</i> • <i>Explore the reasons why many Americans feared the end of slavery</i> • <i>Examine how the antislavery and women's rights movements were related</i> • <i>Evaluate what progress women made toward equality during the 1800s</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Discussion</i> • <i>Maps, Charts, Diagrams</i> • <i>Textbook</i> • <i>Internet</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>Bookwork</i> • <i>Worksheets</i> • <i>Test</i> 	<p><i>Time allowed for this unit of study</i></p> <p>5 days</p>

Unit Scope & Sequence

Course Name U.S. History

Grade Level 8

Teacher Dement, T.

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Road to Civil War 1820-1861</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Describe how the debate over slavery was related to the admission of new states</i> • <i>Understand what the Compromise of 1850 accomplished</i> • <i>Explain how the Fugitive Slave Act and the Kansas-Nebraska Act further divided the North and South</i> • <i>Describe how popular sovereignty led to violence</i> • <i>Understand why the Republican Party was formed</i> • <i>Describe how the Dred Scott decision, the Lincoln-Douglas debates, and John Brown's raid affected Americans</i> • <i>Explain how the 1860 election led to the breakup of the Union</i> • <i>Understand why secession led to the Civil War</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Discussion</i> • <i>Maps, Charts, Diagrams</i> • <i>Textbook</i> • <i>Internet</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>Bookwork</i> • <i>Worksheets</i> • <i>Mock Trial</i> • <i>Test</i> 	<p><i>Time allowed for this unit of study</i></p> <p>6 days</p>

Unit Scope & Sequence

Course Name U.S. History

Grade Level 8

Teacher Dement, T.

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>The Civil War 1861-1865</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Explain why the border states played an important part in the war</i> • <i>Compare Northern and Southern populations, industries, resources and war aims</i> • <i>Identify Northern and Southern successes and failures in the early years of the war</i> • <i>Explain how the North's naval blockade hurt the South</i> • <i>Describe why Lincoln issued the Emancipation Proclamation</i> • <i>Understand the role that African Americans played in the Civil War</i> • <i>Describe what life was like for soldiers in the Civil War</i> • <i>Identify the role that women played in the war</i> • <i>Compare how the war affected the economies of the North and South</i> • <i>Identify the battles that turned the tide of the war in 1863</i> • <i>Cite the events that led to the South's surrender in 1865</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Discussion</i> • <i>Maps, Charts, Diagrams</i> • <i>Textbook</i> • <i>Internet</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>Bookwork</i> • <i>Worksheets</i> • <i>Test</i> 	<p><i>Time allowed for this unit of study</i></p> <p>8 days</p>

Unit Scope & Sequence

Course Name U.S. History

Grade Level 8

Teacher Dement, T.

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Reconstruction and Its Aftermath 1865-1896</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Compare Lincoln’s plan for Reconstruction and the plan of the Radical Republicans</i> • <i>Explain Andrew Johnson’s proposal for handling Reconstruction</i> • <i>Identify what some Southerners did to deprive freed people of their rights, and explain how Congress responded</i> • <i>Cite the main feature of Radical Reconstruction</i> • <i>Identify what groups participated in the South’s Reconstruction</i> • <i>Explain how Southern life changed during Reconstruction</i> • <i>Cite the changes that occurred in the South during the last years of Reconstruction</i> • <i>Describe how African Americans were denied their rights</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Discussion</i> • <i>Maps, Charts, Diagrams</i> • <i>Textbook</i> • <i>Internet</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>Bookwork</i> • <i>Worksheets</i> • <i>Test</i> 	<p><i>Time allowed for this unit of study</i></p> <p>6 days</p>

Unit Scope & Sequence

Course Name Oklahoma History (August)

Grade Level 9

Teacher **Johnny Henderson**

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>The Geography of Oklahoma</p>	<p><i>Define related terms.</i> <i>Describe how geography influenced the way the land was settled.</i> <i>Understand that the shape of the land affected transportation routes.</i> <i>Explain how geology and geography have produced the wealth of the state.</i></p>	<p><i>Discussion</i> <i>Lecture</i> <i>Textbook</i> <i>Guided practice</i> <i>Group work</i> <i>Internet</i></p>	<p><i>Oral questions</i> <i>Term lists</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>4 days</i></p>
<p>Native Americans of the Plains</p>	<p><i>Define related terms</i> <i>List and discuss the prehistoric cultures of Oklahoma.</i> <i>Describe some of the tribes in Oklahoma when the Europeans arrived.</i> <i>Understand the importance of the buffalo for their food, clothing, and shelter.</i></p>	<p><i>Discussion</i> <i>Lecture</i> <i>Txtbook</i> <i>Guided practice</i> <i>Group work</i> <i>Internet</i></p>	<p><i>Oral questions</i> <i>Term lists</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>5 days</i></p>

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Unit Scope & Sequence

Course Name Oklahoma History (September)

Grade Level 9

Teacher **Johnny Henderson**

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>The Hand of Europe</p>	<p><i>Define related terms.</i> <i>Discuss the competition for a new trade route to the orient.</i> <i>Describe the arrival of the Spaniards.</i> <i>Review the French traders and trappers.</i> <i>List some of the foods, animals, and tools that were exchanged between the Europeans and the Native Americans.</i> <i>Discuss the affect diseases had on the tribes.</i></p>	<p><i>Discussion</i> <i>Lecture</i> <i>Textbook</i> <i>Guided practice</i> <i>Group work</i> <i>Internet</i></p>	<p><i>Oral questins</i> <i>Term lists</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>4 days</i></p>
<p>A Clash of Cultures</p>	<p><i>Define related terms.</i> <i>Discuss the competition to control trade in America among Britain, France, and Spain.</i> <i>Describe the effect that the Louisiana Purchase had on the tribes.</i> <i>Review the migration of tribes to the Great Plains.</i> <i>List and discuss the Five Tribes.</i></p>	<p><i>Discussion</i> <i>Lectures</i> <i>Textbook</i> <i>Guided practice</i> <i>Group work</i> <i>Internet</i></p>	<p><i>Oral question</i> <i>Term lists</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>5 days</i></p>
<p>Trails of Tears</p>	<p><i>Define related terms.</i> <i>Discuss the government effort to move the tribes west into Indian Territory.</i> <i>Describe the removal treaties.</i> <i>List forts built in Indian Territory.</i> <i>Review some of the early treaties with the tribes.</i> <i>Discuss the removals.</i></p>	<p><i>Discussion</i> <i>Lectures</i> <i>Textbook</i> <i>Guided practice</i> <i>Group work</i> <i>Internet</i></p>	<p><i>Oral questions</i> <i>Term lists</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>5 days</i></p>
<p>Life in Indian Territory</p>	<p><i>Define related terms.</i> <i>Describe conditions in Indian Territory when the tribes resettled there.</i> <i>Discuss some of the problems such as border disputes and fighting with nomadic tribes such as the Osage.</i> <i>Describe the new governments of the Five Tribes.</i> <i>Name some of the missionary groups and their contributions in education.</i></p>	<p><i>Discussion</i> <i>Lectures</i> <i>Textbook</i> <i>Guided practice</i> <i>Group work</i> <i>Internet</i></p>	<p><i>Oral questions</i> <i>Term lists</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>5 days</i></p>

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Unit Scope & Sequence

Course Name Oklahoma History (October)

Grade Level 9

Teacher **Johnny Henderson**

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Westward Ho	<p><i>Define related terms.</i> <i>Discuss the settling of the west in the 1830s and 1840s and the idea of manifest destiny.</i> <i>Review methods of travel to the west, including roads, rivers, and the stagecoach.</i> <i>Describe the environment that early settlers faced.</i> <i>Discuss the effort of the Five Tribes to build a new life in the west.</i></p>	<p><i>Discussion</i> <i>Lecture</i> <i>Textbook</i> <i>Guided practice</i> <i>Group work</i> <i>Internet</i></p>	<p><i>Oral questions</i> <i>Term list</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>4 days</i></p>
The White Man's War	<p><i>Define related terms.</i> <i>Discuss the issue of slavery and the antislavery movement.</i> <i>Review the election of 1860 and its effects.</i> <i>Describe the Five Tribes involvement in the Civil War and how the tribes were split in their loyalties.</i> <i>Review key battles such as Pea Ridge and Honey Springs.</i> <i>Discuss the aftermath of the war and its effect on the tribes.</i></p>	<p><i>Discussion</i> <i>Lecture</i> <i>Textbook</i> <i>Guided practice</i> <i>Group work</i> <i>Internet</i></p>	<p><i>Oral questions</i> <i>Term list</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>5 days</i></p>
The Other Indian Territory	<p><i>Define related terms.</i> <i>Discuss travel and trade in Indian Territory after the Civil War, including the Pacific Railway Act and the Santa Fe Trail.</i> <i>Describe the military campaigns against the tribes.</i> <i>Review cattle trails that passed through Indian Territory and the move toward leasing land for cattle grazing.</i></p>	<p><i>Discussion</i> <i>Lecture</i> <i>Textbook</i> <i>Guided practice</i> <i>Group work</i> <i>Internet</i></p>	<p><i>Oral questions</i> <i>Term list</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>5 days</i></p>
Rebuilding Indian Territory	<p><i>Define related terms.</i> <i>Discuss the growth of towns and industry in Indian Territory in the late 1800s.</i> <i>Review efforts at law enforcement including the district court at Fort Smith.</i> <i>Describe the Dawes Severalty Act and tribal allotments.</i></p>	<p><i>Discussion</i> <i>Lecture</i> <i>Textbook</i> <i>Guided practice</i> <i>Group work</i> <i>Internet</i></p>	<p><i>Oral questions</i> <i>Term list</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>5 days</i></p>

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Unit Scope & Sequence

Course Name Oklahoma History (November)

Grade Level 9

Teacher **Johnny Henderson**

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Boomers, Sooners, and Oklahoma Territory	<p><i>Define related terms.</i> <i>Discuss the Boomer Movement and its leaders.</i> <i>Describe the opening of the Unassigned Lands to white settlement and the land runs or lotteries.</i> <i>Review the Organic Act and the creation of Oklahoma Territory.</i> <i>Discuss segregation and hopes for an all-black state.</i></p>	<p><i>Discussion</i> <i>Lecture</i> <i>Textbook</i> <i>Guided practice</i> <i>Group work</i> <i>Internet</i></p>	<p><i>Oral questions</i> <i>Term list</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>5 days</i></p>
From Territories to Statehood	<p><i>Define related terms.</i> <i>Discuss railroads, agriculture, and mineral wealth in Oklahoma in the early 1900s.</i> <i>Describe the Sequoyah Convention and the effort toward an separate Indian state.</i> <i>Review the Oklahoma constitutional convention and statehood.</i> <i>Discuss the Progressive Movement and its effect on the state constitution.</i></p>	<p><i>Discussion</i> <i>Lecture</i> <i>Textbook</i> <i>Guided practice</i> <i>Group work</i> <i>Internet</i></p>	<p><i>Oral questions</i> <i>Term list</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>5 days</i></p>
Oklahoma at the Turn of the Century	<p><i>Define related terms.</i> <i>Discuss the growth of the oil industry.</i> <i>Describe the growth of Socialism and its influence.</i> <i>Review the involvement of Oklahomans in WWI.</i></p>	<p><i>Discussion</i> <i>Lecture</i> <i>Textbook</i> <i>Guided practice</i> <i>Group work</i> <i>Internet</i></p>	<p><i>Oral questions</i> <i>Term list</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>4 days</i></p>
Grwth and Change in Oklahoma	<p><i>Discuss the economic unrest that followed WWI in the coal and oil industries.</i> <i>Describe popular entertainment in the 1920s.</i> <i>Review the Tulsa Race Riot in 1921.</i> <i>Explain the impeachment of John C. Walton.</i></p>	<p><i>Discussion</i> <i>Lecture</i> <i>Textbook</i> <i>Guided practice</i> <i>Group work</i> <i>Internet</i></p>	<p><i>Oral questions</i> <i>Term list</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>4 days</i></p>

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Unit Scope & Sequence

Course Name Oklahoma History (December)

Grade Level 9

Teacher **Johnny Henderson**

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
The Great Depression and WWII	<p><i>Define related terms.</i> <i>Describe the effects of the Great Depression in Oklahoma and some of the New Deal programs.</i> <i>Discuss the Dust Bowl and its effect on farmers.</i> <i>Review the popular culture during the depression including music, radio, movies, and crime.</i> <i>Describe the involvement of Oklahomans in WWII.</i></p>	<p><i>Discussion</i> <i>Lecture</i> <i>Textbook</i> <i>Guided practice</i> <i>Group work</i> <i>Internet</i></p>	<p><i>Oral questions</i> <i>Term list</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>5 days</i></p>
Oklahoma Faces the Modern World	<p><i>Define related terms.</i> <i>Discuss the involvement of Oklahomans in the Korean War and Vietnam War as part of the Cold War.</i> <i>Describe the failure of the Penn Square Bank.</i> <i>Review the Oklahoma City Bombing in 1995.</i></p>	<p><i>Discussion</i> <i>Lecture</i> <i>Textbook</i> <i>Guided practice</i> <i>Group work</i> <i>Internet</i></p>	<p><i>Oral questions</i> <i>Term list</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>4 days</i></p>
Influential Oklahomans	<p><i>Define related terms.</i> <i>Identify thirty well-known Oklahomans and the contributions they have made in the state of Oklahoma.</i></p>	<p><i>Discussion</i> <i>Lecture</i> <i>Textbook</i> <i>Guided practice</i> <i>Group work</i> <i>Internet</i></p>	<p><i>Oral questions</i> <i>Term list</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>3 days</i></p>

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Oklahoma Christian School
Course Description

Course: World History Grade Level: Soph. Teacher: Click

Philosophy Statement	History is the story of God and His creation of man; the story of God's purpose, plan, and redemption of mankind. History is viewed and taught through these themes and their impact on geography, economics, government, citizenship, culture, and technology. We look at the impact of events and individuals through time, in order to understand the connectedness of the past's influence, on the present, and how that continues to shape the future of the world.
Step One Course Objective (see example)	To educate the student, in the whole of WORLD history, through the use of oral and written traditions; this course covers the expanse of time, from the conception of the WORLD until mid-1900's ad. We'll study the growth of civilizations, including the transitions of power and the age of exploration and expansion; the revolutionary advances that changed the patterns of living for the people; and finally the impact these beginnings have on the WORLD in the twentieth (and twenty first) century.
Step Two Textbook	Holt World History: The Human Journey, 2003 Edition
Step Three Other Resources	Online Study Aid: go.hrw.com Additional programming disc
Step Four Time Allotment (Minutes per week) (Days per cycle)	3 hours and 45 minutes
Step Five Course Content	The emergence of civilizations- Middle East, India, Egypt, China The growth of civilizations- Greek city-states, the Roman world, Africa and the Americas The world in transition- the Byzantine Empire, Islamic World, and East Asia The middle ages- the Rise of the Middle Ages and the High Middle Ages The age of exploration and expansion-the Renaissance and Reformation, Exploration and Expansion, Asia in Transition From absolutism to revolution- Enlightenment and Revolution in England and America, the French Revolution Industrialization and nationalism- Life in the Age of the Industrial Revolution, Nationalism in Europe, and the Age of Imperialism World War in the Twentieth Century- WWI, the Great Depression and the Rise of Totalitarianism, Nationalist Movements, and WWII
Step Six Evaluation Methods	Projects In-Class quiz/Participation Classroom Discussion and Lecture Take home Assignments Tests

Unit Scope & Sequence

Course Name _____ Grade Level _____ Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 1 The Beginnings of Civilization</p>	<p><i>Students will study:</i></p> <p>Emergence of Civilizations: <i>The beginnings of human development</i> The study of prehistoric people The foundations of civilizations <i>The growth of earliest civilizations</i> Ancient kingdoms of the Nile Egyptian life and culture Sumerian civilization Empires of the Fertile Crescent The Phoenicians and the Lydians The origins of Judaism <i>The development of Indus Valley culture</i> Indus River valley civilizations Indo-Aryan migrants Hinduism and Buddhism Ancient Indian life and culture <i>The rise of Chinese civilization</i> Geographic and cultural differences The Shang Dynasty The Zhou, Qin, and Han Philosophies of Ancient China Chinese life and culture</p>	<p><i>Methods and Materials used:</i></p> <p>Class powerpoints Class notes Section reviews Trivia days</p>	<p><i>Methods to determine mastery</i></p> <p>Class Discussions Ch. Quizzes TESTs</p>	<p><i>Time allowed for this unit of study</i></p> <p>4 weeks</p>

Unit Scope & Sequence

Course Name _____ Grade Level _____ Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 2 The Growth of Civilizations</p>	<p><i>Students will study:</i></p> <p><i>The development and spread of Greek culture</i> Early greeks and the rise of city-states Greek government and society Sparta and Athens Daily life in Athens The expansion of Greece</p> <p><i>The rise and decline of the Roman Empire</i> Greek art of the golden age Philosophers and writers of the golden age Alexander the Great The spread of Hellenistic culture</p> <p><i>The rise of Christianity</i> Founding of the Roman republic Rome expands its borders The birth of the Roman empire Roman society and culture The rise of Christianity The fall of the Western Empire</p> <p><i>The development of kingdoms and empires in Africa and Americas</i> Africa's early history The kingdoms of Kush and Aksum Trading states of Africa The earliest Americans Cultures of North America Mesoamerica and Andean South America</p>	<p><i>Methods and Materials used:</i></p> <p>Class powerpoints Class notes Section reviews Trivia days</p>	<p><i>Methods to determine mastery</i></p> <p>Class Discussions Ch. Quizzes TESTs</p>	<p><i>Time allowed for this unit of study</i></p> <p>5 weeks</p>

Unit Scope & Sequence

Course Name _____ Grade Level _____ Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 3 The World in Transition</p>	<p><i>Students will study:</i></p> <p><i>The rise of the Byzantine Empire</i> The Byzantine empire The rise of Russia Russia and the Mongols</p> <p><i>The development of Islamic religion and culture</i> The rise of Islam The spread of Islam Islamic civilization</p> <p><i>The development of Asian Civilizations</i> China under the Sui, Tang, and Sung dynasties The Mongol empire Japan, Korea, and Southeast Asia</p> <p><i>The cultural conflict of the Crusades</i> The rise of the Franks Feudalism and the Manorial system The Church The struggle for power in England and France The clash over Germany and Italy The crusades The revival of trade Life and culture in the Middle Ages Wars and the growth of nations Challenges to Church power</p>	<p><i>Methods and Materials used:</i></p> <p>Class powerpoints Class notes Section reviews Trivia days</p>	<p><i>Methods to determine mastery</i></p> <p>Class Discussions Ch. Quizzes TESTs</p>	<p><i>Time allowed for this unit of study</i></p> <p>5 weeks</p>

Unit Scope & Sequence

Course Name _____ Grade Level _____ Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 4 The Age of Exploration and Expansion</p>	<p><i>Students will study:</i></p> <p><i>The significance of the Renaissance and the Reformation</i></p> <ul style="list-style-type: none"> The Italian Renaissance The Northern Renaissance The Protestant Reformation The Catholic Reformation Culture and Daily life <p><i>The impact of European exploration, expansion, and colonization</i></p> <ul style="list-style-type: none"> The Scientific revolution The Foundations of European exploration Voyages of Portugal and Spain The Spanish and Dutch Empires <p><i>The effects of the West on China and Japan</i></p> <ul style="list-style-type: none"> The Ming and Qing dynasties China and Europeans The Tokugawa Shoguns in Japan <p><i>The growth of Islamic empires</i></p> <ul style="list-style-type: none"> The Ottoman Empire The Safavid Empire The Mughal Empire in India 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> Class powerpoints Class notes Section reviews Trivia days 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> Class Discussions Ch. Quizzes TESTs 	<p><i>Time allowed for this unit of study</i></p> <p>5 weeks</p>

Unit Scope & Sequence

Course Name _____ Grade Level _____ Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 5 The Absolutism to Revolution</p>	<p><i>Students will study:</i></p> <p><i>The age of Absolutism occurs in France, Russia, and Central Europe</i></p> <p>France in the age of Absolutism Russia in the age of Absolutism Central Europe in the age of Absolutism The English Monarchy <i>The English Revolution challenges the monarchy</i> Civil war and Revolution Constitutional Monarchy in England English Colonial expansion <i>The age of Enlightenment and the American Revolution usher in new ideas about government</i> The Enlightenment The American Revolution <i>The French Revolution fails, leading to the rise of Napoleon</i> The roots of Revolution The French Revolution The French Republic The Napoleonic Era A Return to peace</p>	<p><i>Methods and Materials used:</i></p> <p>Class powerpoints Class notes Section reviews Trivia days</p>	<p><i>Methods to determine mastery</i></p> <p>Class Discussions Ch. Quizzes TESTs</p>	<p><i>Time allowed for this unit of study</i></p> <p>4 weeks</p>

Unit Scope & Sequence

Course Name _____ Grade Level _____ Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 6 Industrialization and Nationalism (1600-1928)</p>	<p><i>Students will study:</i></p> <p><i>The Industrial Revolution</i> Origins of the Industrial Revolution The Factory System New Methods and Business Organizations Living and Working Conditions Socialism</p> <p><i>Life in the Industrial Age</i> Advances in Technology and communication Advances in Science and Medicine Social Sciences in the Industrial Age Society and Culture in the Industrial Age Literature, Music, and Arts in the Industrial Age</p> <p><i>The Age of Reform</i> Liberal Reforms in Great Britain Expansion and Reform in the United States Revolution and Reform in France Latin Americans win Independence</p> <p><i>Nationalism in Europe</i> The Unification of Italy The Unification of Germany Opposition to Bismark Reform and Revolution in Russia Unrest in Austria-Hungary</p> <p><i>The Age of Imperialism</i> The Roots of Western Imperialism European Claims in North Africa European Claims in Sub-Saharan Africa Expansion in Asia Imperialism in Latin America</p>	<p><i>Methods and Materials used:</i></p> <p>Class powerpoints Class notes Section reviews Trivia days</p>	<p><i>Methods to determine mastery</i></p> <p>Class Discussions Ch. Quizzes TESTs</p>	<p><i>Time allowed for this unit of study</i></p> <p>2 weeks * there was not enough time in the semester to get through all these sections. I covered the Industrial Revol. in detail and gave an overview of the last 4 in attempts to get to WWI and WWII, while ensuring the students understood how we got there.</p>

Unit Scope & Sequence

Course Name _____ Grade Level _____ Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 7 World War in the Twentieth Century (1880-1945)</p>	<p><i>Students will study:</i></p> <p><i>World War I and the Russian Revolution</i> Setting the Stage for War World War I: A New Kind of War The Russian Revolution The Terms of Peace Creating a “New Europe” <i>The Great Depression and the Rise of Totalitarianism</i> The Postwar Era Postwar Prosperity Crumbles Political Tensions after World War I Fascist Dictatorships in Italy and Germany Dictatorship in the Soviet Union <i>Nationalist Movements around the World</i> The British Empire in the Postwar Europe Turkey, Persia, and Africa Unrest in China Imperialism in Japan Latin America between the Wars <i>World War II</i> Threats to Peace Hitler’s Aggressions Axis Game The Soviet Union and the United States The Holocaust The End of the War</p>	<p><i>Methods and Materials used:</i></p> <p>Class powerpoints Class notes Section reviews Trivia days</p>	<p><i>Methods to determine mastery</i></p> <p>Class Discussions Ch. Quizzes TESTs</p>	<p><i>Time allowed for this unit of study</i></p> <p>4 weeks</p>

Unit Scope & Sequence

Course Name _____ Grade Level _____ Teacher _____

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Unit 8 The World Since 1945 (1945-Present)	<p><i>Students will study:</i></p> <p><i>Europe and North America in the Postwar Years</i> Aftermath of the War in Europe Origins of the Cold War Reconstruction, Reform, and Reaction in Europe The United States and Canada</p> <p><i>Asia Since 1945</i> South Asia After Empire Communist China and Its Influence The Japanese Miracle Independence Struggles in Southeast Asia Asian Paths to Prosperity</p> <p><i>Africa and the Middle East</i> African Independence after World War II Africa Since Independence Nationalism in the Middle East and North Africa War, Revolution, and Oil in the Middle East and North Africa</p> <p><i>Latin America Since 1945</i> Facing New Challenges Mexico and Central America Nations of the Caribbean South America</p> <p><i>The Superpowers in the Modern Era</i> The Industrial Powers of North America Europe The Fall of Communism A Day that Changes the World</p> <p><i>The Modern World</i> The Arts and Literature Science and Technology Human Rights and the Spread of Democratic Ideals</p>	<p><i>Methods and Materials used:</i></p> <p>Class powerpoints Class notes Section reviews Trivia days</p>	<p><i>Methods to determine mastery</i></p> <p>Class Discussions Ch. Quizzes TESTs</p>	<p><i>Time allowed for this unit of study</i></p> <p>4 weeks</p>

Oklahoma Christian School
Course Description

Course: ___US History___ Grade Level: _11_____ Teacher: __Trent Toler_____

Philosophy Statement	History is the story of God and His creation of man; the story of God's purpose, plan, and redemption of mankind. History is viewed and taught through these themes and their impact on geography, economics, government, citizenship, culture, and technology. We look at the impact of events and individuals through time, in order to understand the connectedness of the past's influence, on the present, and how that continues to shape the future of the world.
Course Objective	Students will describe and analyze the causes, events, and effects of the Civil War and Reconstruction era; examine the impact of immigration and the Westward Movement on American society; and the changing role of the United States in world affairs at the turn of the twentieth century. He or she will also describe the social, cultural, and economic events between the World Wars; investigate and analyze the Great Depression, and the causes, events and effects of World War II; and assess the foreign and domestic policies of the United States since World War II. The student will continue to strengthen, expand, and put to use the full range of process and research skills in social studies
Textbook	History of The United States Volume 2 Civil War to the Present Houghton Mifflin Company Copyright 1995
Other Resources	Student Textbooks Course notes Videos Primary Sources Reviewing the facts questions
Time Allotment	4 hours and 30 minutes per week Six 55 minute periods in a seven day cycle
Course Content	Civil War Reconstruction Settlement of the West The Great Plains and American Indians Urbanization of America Gilded Age Populist and Progressive Movements Big Stick Policy Imperialism Spanish-American War World War I Roaring 20s Great Depression World War II Cold War Korean War Truman Doctrine Containment
Evaluation Methods	Class and Homework Assignments Tests/Quizzes Group Work



Unit Scope & Sequence

Course Name US History Post 1865

Grade Level 11th

Teacher Toler

	<i>Students will:</i>	<i>Methods and Materials used:</i>	<i>Methods to determine mastery</i>	<i>Time allowed for this unit of study</i>
The Civil War Era	<p><i>Identify events of the 1850s that deepened divisions between the North and the South</i></p> <p><i>Explain how the election of Abraham Lincoln led to the outbreak of the Civil War</i></p> <p><i>Describe the preparations and strategies of the North and South at the outbreak of the Civil War</i></p> <p><i>Describe the successes of each side during the first two years of the Civil War</i></p> <p><i>Describe the events that led to the surrender of the Confederacy</i></p>	<p><i>Lecture</i></p> <p><i>Video</i></p> <p><i>Discussion</i></p> <p><i>Notes</i></p> <p><i>Textbook</i></p>	<p><i>Oral questions</i></p> <p><i>Notes</i></p> <p><i>Test</i></p> <p><i>Chapter questions</i></p> <p><i>Primary Sources</i></p> <p><i>Quiz</i></p> <p><i>Civil War paper</i></p>	7 days
Reconstruction Era	<p>Relate the basic provisions and postwar impact of the 13th, 14th, and 15th amendments</p> <p>Evaluate the impact of Reconstruction policies on the South</p> <p>Describe the congressional response to President Johnson's plans for reconstructing the South</p> <p>Explain the reasons for ending reconstruction in the South</p>	<p>Lecture</p> <p>Video</p> <p>Discussion</p> <p>Notes</p> <p>Textbook</p>	<p>Oral questions</p> <p>Notes</p> <p>Test</p> <p>Chapter Questions</p> <p>Primary Sources</p> <p>Quiz</p>	7 Days
Emergence of Industrial America	<p>Explain how industrial expansion changed the American way of life in the late 1800s</p> <p>Describe the inventions that transformed the American economy from an agricultural to an industrial one</p> <p>Identify the ways in which American businesses grew and developed into giant corporations</p> <p>Describe the changes in the relationship between government and business in the late 1800s</p>	<p>Lecture</p> <p>Video</p> <p>Discussion</p> <p>Notes</p> <p>Textbook</p>	<p>Oral questions</p> <p>Notes</p> <p>Test</p> <p>Chapter Questions</p> <p>Primary Sources</p> <p>Quiz</p> <p>Invention Project</p>	4 Days

<p>New Frontiers, New Resources</p>	<p>Describe the response of American Indians to the settlement of the Great Plains Compare and contrast the attitudes toward Native American groups as exhibited by federal Indian policy and actions of the United States Army and settlers</p>	<p>Lecture Video Discussion Notes Textbook</p>	<p>Oral questions Notes Test Chapter Questions Primary Sources</p>	<p>4 Days</p>
<p>Urban American Society</p>	<p>Explain urban America society and how cities grew Assess the impact of industrialization, and immigration on the economy Examine the impact of Social Darwinism on the United States in the late 1800s</p>	<p>Lecture Video Discussion Notes Textbook</p>	<p>Oral questions Notes Test Chapter Questions Primary Sources Inner/Outer Circle Quiz</p>	<p>6 Days</p>
<p>Society and Politics in the Gilded Age</p>	<p>Explain the impact of Social Darwinism on the United States in the late 1800s. Describe the ways the very wealthy spent their money in the Gilded Age Describe the living and working conditions of the urban poor Evaluate the efforts made to improve the lives of the urban poor Identify examples of political corruption during the Gilded Age</p>	<p>Lecture Video Discussion Notes Textbook</p>	<p>Oral questions Notes Test Chapter Questions Primary Sources Quiz Notes Test</p>	<p>5 Days</p>
<p>Rising Protests</p>	<p>Describe the development of early labor unions Identify the causes and outcomes of the major strikes of the late 1800s Describe the problems farmers faced in the last half of the 19th century and the ways in which they sought to improve their situation</p>	<p>Lecture Video Discussion Notes Textbook</p>	<p>Oral Questions Primary Sources Chapter Questions Quiz Notes Test</p>	<p>5 days</p>

<p>The Progressive Movement</p>	<p>Distinguish between populism and progressivism Evaluate the rise of the Progressive Movement in relation to political changes at the national and state levels (workers' compensation, the direct primary, initiative, referendum, and recall) Identify the amendments passed between 1913 and 1920 and how they advanced progressive reforms</p>	<p>Lecture Video Discussion Notes Textbook</p>	<p>Oral Questions Primary Sources Chapter Questions Quiz Notes Test</p>	<p>3 days</p>
<p>The Progressive Presidents</p>	<p>Describe Theodore Roosevelt's rise to the presidency and his accomplishments as President Contrast Taft's successes and failures as President with Theodore Roosevelt's presidency Describe how the Taft-Roosevelt split affected the 1912 election List reforms achieved by Wilson Describe the situation of African-Americans under the progressive presidents</p>	<p>Lecture Video Discussion Notes Textbook</p>	<p>Oral Questions Primary Sources Chapter Questions Quiz Notes Test</p>	<p>2 days</p>
<p>Becoming a World Power Spanish-American War</p>	<p>Explain the arguments for and against American expansion in the late 1800s Explain the significance of the Spanish American War Explain the debate over the acquisition of overseas territory and its outcome Identify the goals of imperialism, explaining its impact on developed and developing nations Identify the role of the Spanish-American War in the development of the United States as a world power</p>	<p>Lecture Video Discussion Notes Textbook</p>	<p>Oral Questions Primary Sources Chapter Questions Quiz Notes Test</p>	<p>5 days</p>
<p>Expanding in Latin America</p>	<p>Evaluate the role of the United States foreign policy and presidential leadership in the construction of the Panama Canal</p>	<p>Lecture Video Discussion</p>	<p>Oral Questions Primary Sources</p>	

World War I	Analyze the impact of US involvement in Central America	Notes Textbook	Chapter Questions Quiz Notes Test	1 day
	Analyze the causes and effects of the United States involvement in World War I Examine the rationale for the failure of the US to join the League of Nations and the nation's return to isolationism Describe the social tensions that arose in the US after World War I	Lecture Video Discussion Notes Textbook	Oral Questions Primary Sources Chapter Questions Quiz Notes Test	6 days
The Roaring 20s	Describe the social tensions that arose in the US after WWI Examine how the policies of Harding and Coolidge encouraged business expansion and prosperity Evaluate literature, music, dance, and forms of entertainment	Lecture Video Discussion Notes Textbook	Oral Questions Primary Sources Chapter Questions Inner/Outer Circle Quiz Notes Test	7 days
The Great Depression	Describe the 1929 stock market crash Identify the causes of the Depression Evaluate the impact of the Great Depression, the Dust Bowl, and the New Deal economic policies on business and agriculture and on the American people	Lecture Video Discussion Notes Textbook	Oral Questions Primary Sources Chapter Questions Quiz Notes Test	5 days
The New Deal	Assess the impact of the expanded role of government in the economy in the 1930s	Lecture Video Discussion Notes Textbook	Oral Questions Primary Sources Chapter Questions Quiz Notes Test	4 days
		Lecture Video Discussion Notes Textbook	Oral Questions Primary Sources Chapter Questions Quiz	3 days
The Rise of Dictators	Relate the rise of totalitarian regimes in the Soviet Union, Germany, Italy, Spain, and Japan to the rise of communism, Nazism, and fascism in the 1930s and 1940s, and the response of the United States	Lecture Video Discussion Notes Textbook	Oral Questions Primary Sources Chapter Questions Quiz	3 days

<p>World War II</p>	<p>Describe how WWII began and how the United States entered the war Detail major battles, military turning points, and key strategic decisions in both European and Pacific theatres Discuss the decision to develop and use the atomic bomb Describe the political and social effects of WWII</p>	<p>Lecture Video Discussion Notes Textbook</p>	<p>Notes Test Oral Questions Primary Sources Chapter Questions Quiz Notes Test</p>	<p>8 days</p>
<p>The Truman Years</p>	<p>Describe the United States' adjustments to a peacetime economy and society Determine the postwar events that led to the development of the cold war Explain how the fear of communism created a climate of suspicion that affected American society in the post war period Identify the causes of the Korean War</p>	<p>Lecture Video Discussion Notes Textbook</p>	<p>Oral Questions Primary Sources Chapter Questions Quiz Notes Test</p>	<p>4 days</p>
<p>The Eisenhower Years</p>	<p>Identify reasons for Eisenhower's popular appeal Describe the resolution of the Korean War Explain how fear of communism affected American society during the 1950s Discuss the effectiveness of American foreign policy during the 1950s Identify events and movements in the 1950s that challenged American society</p>	<p>Lecture Video Discussion Notes Textbook</p>	<p>Oral Questions Primary Sources Chapter Questions Quiz Notes Test</p>	<p>5 days</p>
<p>Kennedy, The Thousand Years, and LBJ, The Civil Rights Movement</p>	<p>Describe how anti-communism influenced Kennedy's foreign policy Determine the obstacles to the adoption of President Kennedy's domestic policies Explain the significance of <i>Brown v. Board of Education</i> in the history of the civil rights movement</p>			

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Oklahoma Christian School
Course Description

Course: Economics

Grade Level: 12

Teacher: Johnny Henderson

Philosophy Statement	History is the story of God and His creation of man; the story of God's purpose, plan and redemption of mankind. History is viewed and taught through these themes and their impact on geography, economics, government, citizenship, culture and technology. We look at the impact of events and individuals through time, in order to understand the connectedness of the past's influence on the present, and how that continues to shape the future of the world.
Course Objective	Students will demonstrate a basic understanding of economic decision making, microeconomics, and macroeconomics
Textbook	Economics: The Science of Cost, Benefit, and Choice (third edition) Southwestern Publishing
Other Resources	Student textbooks Course notes Practice worksheets Current events (www.izzit.org/events/print)
Time Allotment	4 hours and 30 minutes per week. (six 55 minute periods in a seven day cycle)
Course Content	The three basic economic questions and how they are answered in a market and a social economy. The five-step decision-making model. Economic decisions in the private sector and how competition improves efficiency. Major functions of the public sector. Demand schedules and demand curves. Market supply curves. Factors of production. Demand and supply equilibrium. Three kinds of business organizations in the U.S. economy. Gross national product. Unemployment. Inflation. The functions of money and the Federal Reserve System.
Evaluation Methods	Class assignments. Homework assignments. Group work. Tests.

Unit Scope & Sequence

Course Name Economics (January)

Grade Level 12

Teacher Johnny Henderson

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>The Economic Way of Thinking</p>	<p><i>Define economic terms.</i> <i>Discuss the study of economics.</i> <i>Explain scarcity.</i> <i>Understand opportunity costs and benefits.</i> <i>List three basic economic choices made by all societies.</i> <i>Explain why economic theory is important.</i></p>	<p><i>Discussion</i> <i>Class notes</i> <i>Textbook</i> <i>Guided practice</i> <i>Group work</i> <i>Internet</i></p>	<p><i>Oral questions</i> <i>Notes</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>6 days</i></p>
<p>Making Personal Decisions</p>	<p><i>Define related terms.</i> <i>Explain how the three economic questions are answered in a market economy.</i> <i>Discuss the role of self-interest.</i> <i>Describe the effects of social choice.</i> <i>Explain and apply the five-step decision-making model.</i></p>	<p><i>Discussion</i> <i>Class notes</i> <i>Textbook</i> <i>Guided practice</i> <i>Group work</i> <i>Internet</i></p>	<p><i>Oral questions</i> <i>Notes</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>6 days</i></p>

Unit Scope & Sequence

Course Name Economics (February-March)

Grade Level 12

Teacher **Johnny Henderson**

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Making Social Decisions	<p><i>Define related terms.</i> <i>Explain how the three basic economic questions are answered in a social economy.</i> <i>Discuss personal incentives under social choice.</i> <i>Explain when social choice is preferable to individual choice.</i> <i>Apply the five-step decision-making model to making social decisions.</i></p>	<p><i>Discussion</i> <i>Class notes</i> <i>Textbook</i> <i>Guided practice</i> <i>Group work</i> <i>Internet</i></p>	<p><i>Oral questions</i> <i>Notes</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>6 days</i></p>
Private Sector Decisions	<p><i>Define related terms.</i> <i>Explain how economic decisions are made in the private sector.</i> <i>Discuss differences between the private sector and the public sector.</i> <i>Discuss how markets benefit consumers and producers.</i> <i>Discuss the role of profits in the private sector.</i> <i>List three major pitfalls of the market system in the private sector.</i></p>	<p><i>Discussion</i> <i>Class notes</i> <i>Textbook</i> <i>Guided practice</i> <i>Group work</i> <i>Internet</i></p>	<p><i>Oral questions</i> <i>Notes</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>6 days</i></p>
Public Sector Decisions	<p><i>Define related terms.</i> <i>List five major functions of the public sector.</i> <i>Name the primary concern of the public sector.</i> <i>Describe three problems with the public sector.</i></p>	<p><i>Discussion</i> <i>Class notes</i> <i>Textbook</i> <i>Guided practice</i> <i>Group work</i> <i>Internet</i></p>	<p><i>Oral questions</i> <i>Notes</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>6 days</i></p>

Unit Scope & Sequence

Course Name Economics (March)

Grade Level 12

Teacher **Johnny Henderson**

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Demand: Achieving Consumer Satisfaction</p>	<p><i>Define terms related to demand. Construct a demand schedule and a demand curve. Distinguish between a change in quantity demanded and a change in demand. Describe how the determinants of demand affect demand. Explain sensitivity of demand Calculate elasticity of demand. Calculate total revenue for a demand schedule.</i></p>	<p><i>Discussion Class notes Textbook Guided practice Internet</i></p>	<p><i>Oral questions Notes Tests Worksheets</i></p>	<p><i>7 days</i></p>
<p>Supply: Producing Goods and Services</p>	<p><i>Define terms related to supply. Describe four factors of production. Calculate average product and marginal product. Describe three kinds of returns to scale. Explain the difference between a change in quantity supplied and a change in supply. Calculate price elasticity of supply. Describe three kinds of price elasticity of supply. Explain how costs and diminishing marginal productivity affect the level of production.</i></p>	<p><i>Discussion Class notes Textbook Guided practice Internet</i></p>	<p><i>Oral questions Notes Tests Worksheets</i></p>	<p><i>6 days</i></p>
<p>Demand, Supply, and Prices</p>	<p><i>Define terms related to the balance of supply and demand. Explain the effects of a shortage or a surplus. Describe the effects of a change in demand. Describe the effects of a change in supply. List the effects of a price floor and a price ceiling.</i></p>	<p><i>Discussion Class notes Textbook Guided practice Internet</i></p>	<p><i>Oral question Notes Tests Worksheets</i></p>	<p><i>6 days</i></p>

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Unit Scope & Sequence

Course Name Economics (April)

Grade Level 12

Teacher Johnny Henderson

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Business Firms in the Economy</p>	<p><i>Define terms related to the forms of business organization.</i> <i>Identify advantages and disadvantages of the three kinds of business organization.</i> <i>Understand how the three kinds of business organizations obtain financing.</i> <i>Explain the importance of the three kinds of business organizations in the U.S. economy.</i> <i>List three kinds of mergers and tell how they are viewed by government.</i> <i>Describe the test of the market.</i></p>	<p><i>Discussion</i> <i>Class notes</i> <i>Textbook</i> <i>Guided practice</i> <i>Group work</i> <i>Internet</i></p>	<p><i>Oral questions</i> <i>Notes</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>6 days</i></p>
<p>Measuring Economic Activity</p>	<p><i>Define terms related to macroeconomics and GNP.</i> <i>List problems when using GNP as a measure of economic well-being.</i> <i>Analyze production possibilities curves.</i> <i>Describe the makeup of GNP.</i> <i>Discuss the uses of income.</i> <i>Explain a circular flow diagram of the economy.</i> <i>Analyze macroeconomic equilibrium.</i></p>	<p><i>Discussion</i> <i>Class notes</i> <i>Textbook</i> <i>Guided practice</i> <i>Internet</i></p>	<p><i>Oral questions</i> <i>Notes</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>7 days</i></p>
<p>Unemployment</p>	<p><i>Define terms related to unemployment.</i> <i>Analyze the economic, social, and personal costs of unemployment.</i> <i>Identify ways the government can help soften the effects of unemployment.</i> <i>Explain how the unemployment rate is determined.</i> <i>Describe four kinds of unemployment.</i></p>	<p><i>Discussion</i> <i>Class notes</i> <i>Textbook</i> <i>Guided practice</i> <i>Group work</i> <i>Internet</i></p>	<p><i>Oral questions</i> <i>Notes</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>6 days</i></p>

Unit Scope & Sequence

Course Name Economics (April)

Grade Level 12

Teacher Johnny Henderson

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Business Firms in the Economy</p>	<p><i>Define terms related to the forms of business organization.</i> <i>Identify advantages and disadvantages of the three kinds of business organization.</i> <i>Understand how the three kinds of business organizations obtain financing.</i> <i>Explain the importance of the three kinds of business organizations in the U.S. economy.</i> <i>List three kinds of mergers and tell how they are viewed by government.</i> <i>Describe the test of the market.</i></p>	<p><i>Discussion</i> <i>Class notes</i> <i>Textbook</i> <i>Guided practice</i> <i>Group work</i> <i>Internet</i></p>	<p><i>Oral questions</i> <i>Notes</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>6 days</i></p>
<p>Measuring Economic Activity</p>	<p><i>Define terms related to macroeconomics and GNP.</i> <i>List problems when using GNP as a measure of economic well-being.</i> <i>Analyze production possibilities curves.</i> <i>Describe the makeup of GNP.</i> <i>Discuss the uses of income.</i> <i>Explain a circular flow diagram of the economy.</i> <i>Analyze macroeconomic equilibrium.</i></p>	<p><i>Discussion</i> <i>Class notes</i> <i>Textbook</i> <i>Guided practice</i> <i>Internet</i></p>	<p><i>Oral questions</i> <i>Notes</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>7 days</i></p>
<p>Unemployment</p>	<p><i>Define terms related to unemployment.</i> <i>Analyze the economic, social, and personal costs of unemployment.</i> <i>Identify ways the government can help soften the effects of unemployment.</i> <i>Explain how the unemployment rate is determined.</i> <i>Describe four kinds of unemployment.</i></p>	<p><i>Discussion</i> <i>Class notes</i> <i>Textbook</i> <i>Guided practice</i> <i>Group work</i> <i>Internet</i></p>	<p><i>Oral questions</i> <i>Notes</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>6 days</i></p>

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Unit Scope & Sequence

Course Name U. S. Government (August)

Grade Level 12

Teacher **Johnny Henderson**

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>The U.S. Constitution</p>	<p><i>Define terms in the constitution.</i> <i>Explain separation of powers and the system of checks and balances.</i> <i>Describe the structure of the constitution.</i> <i>Identify and explain the three branches of government.</i> <i>Understand the roles of congress, the president, and the supreme court.</i> <i>List some of the powers and limitation of powers for the state governments and the federal government.</i> <i>Describe the amendment process for the constitution.</i> <i>Identify some of the personal liberties guaranteed in the constitution.</i></p>	<p><i>Discussion</i> <i>Class notes</i> <i>Textbook</i> <i>Guided practice</i> <i>Group work</i> <i>Internet</i></p>	<p><i>Oral questions</i> <i>Notes</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>6 days</i></p>

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Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>American Federalism</p>	<p><i>Define related terms.</i> <i>Describe the constitutional structure of american federalism.</i> <i>Identify constitutional provisions that have helped the national government to increase its powers and fuctions.</i> <i>Explain the role of federal courts in the debate between the centralists and decentralists.</i> <i>Describe regulatory federalism in connection with federal grants and mandates.</i> <i>Understand the politics of federalism and the growth of big government.</i></p>	<p><i>Discussion</i> <i>Class notes</i> <i>Textbook</i> <i>Guided practice</i> <i>Group work</i> <i>Internet</i></p>	<p><i>Oral questions</i> <i>Notes</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>6 days</i></p>
<p>Interest Groups</p>	<p><i>Define related terms.</i> <i>Identify interest groups from the past and present.</i> <i>Name several types of interest groups.</i> <i>List characteristics and power of interest groups.</i> <i>Explain the influence of lobbyists.</i> <i>Describe political action committees.</i> <i>Discuss regulation of interest groups.</i></p>	<p><i>Discussion</i> <i>Class notes</i> <i>Textbook</i> <i>Guided practice</i> <i>Group work</i> <i>Internet</i></p>	<p><i>Oral questions</i> <i>Notes</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>6 days</i></p>
<p>Political Parties</p>	<p><i>Define related terms</i> <i>Review the history of political parties in the U.S..</i> <i>Explain party functions.</i> <i>Discuss the nomination of candidates.</i> <i>Describe american parties today.</i> <i>Explain efforts to reform the party system.</i></p>	<p><i>Discussion</i> <i>Class notes</i> <i>Textbook</i> <i>Guided practice</i> <i>Group work</i> <i>Internet</i></p>	<p><i>Oral questions</i> <i>Notes</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>6 days</i></p>

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Unit Scope & Sequence

Course Name Government (October-November)

Grade Level 12

Teacher **Johnny Henderson**

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Public Opinion Participation and Voting	<p><i>Define related terms.</i> <i>Understand how we get our political opinions and values.</i> <i>Explain how we participate in government.</i> <i>Identify factors that determine who votes.</i> <i>Discuss how political parties affect how we vote.</i> <i>Explain the importance of issues in our voting.</i></p>	<p><i>Discussion</i> <i>Class notes</i> <i>Textbook</i> <i>Guided practice</i> <i>Group work</i> <i>Internet</i></p>	<p><i>Oral questions</i> <i>Notes</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>7 days</i></p>
Campaigns and Elections	<p><i>Define related terms.</i> <i>Identify some election rules.</i> <i>Discuss running for office in congress and the advantages held by incumbents.</i> <i>Explain three stages in running for president: nomination, the convention, and the general election.</i> <i>Describe the importance of money in American elections.</i> <i>Identify some efforts to improve or reform elections.</i></p>	<p><i>Discussion</i> <i>Class notes</i> <i>Textbook</i> <i>Guided practice</i> <i>Group work</i> <i>Internet</i></p>	<p><i>Oral questions</i> <i>Notes</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>6 days</i></p>
Congress: The People's Branch	<p><i>Define related terms.</i> <i>Describe congressional elections and factors that determine their outcome.</i> <i>Explain the structure and powers of congress.</i> <i>Understand the job of a legislator.</i> <i>Discuss the committee system in congress and the law-making process.</i> <i>Identify some criticisms of congress.</i></p>	<p><i>Discussion</i> <i>Class notes</i> <i>Textbook</i> <i>Guided practice</i> <i>Group work</i> <i>Internet</i></p>	<p><i>Oral questions</i> <i>Notes</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>7 days</i></p>

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Unit Scope & Sequence

Course Name Government (November-December)

Grade Level 12

Teacher **Johnny Henderson**

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>The Presidency The Leadership Branch</p>	<p><i>Define related terms.</i> <i>Understand the concept of shared powers intended by the framers of the constitution.</i> <i>Describe what Americans look for in a president.</i> <i>Explain some of the jobs of the president: crisis manager, morale builder, agenda setter, legislative builder, party leader, and administrator.</i> <i>Discuss the role of the vice-president.</i> <i>Identify mechanisms that help to keep the president accountable.</i> <i>Explain how the greatness of a president is judged.</i></p>	<p><i>Discussion</i> <i>Class notes</i> <i>Textbook</i> <i>Guided practice</i> <i>Group work</i> <i>Internet</i></p>	<p><i>Oral questions</i> <i>Notes</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>7 days</i></p>
<p>The Judiciary: The Balancing Branch</p>	<p><i>Define related terms.</i> <i>Discuss the scope of judicial power.</i> <i>Explain the role of the courts.</i> <i>Review the concept of prosecution and defense.</i> <i>Discuss the politics of judicial selection and the role of judicial philosophy.</i> <i>Understand how the supreme court operates.</i> <i>Discuss judicial power in a constitutional democracy.</i></p>	<p><i>Discussion</i> <i>Class notes</i> <i>Textbook</i> <i>Guided practice</i> <i>Group work</i> <i>Internet</i> <i>Movie: Gideon’s Trumpet</i></p>	<p><i>Oral questions</i> <i>Notes</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>8 days</i></p>

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Unit Scope & Sequence

Course Name Government (December)

Grade Level 12

Teacher **Johnny Henderson**

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>First Amendment Freedoms</p>	<p><i>Define related terms.</i> <i>Identify rights in the original constitution.</i> <i>Discuss the Bill of Rights and the states.</i> <i>Explain freedom of religion and its two clauses: the establishment clause and the free exercise clause.</i> <i>Understand the importance of free speech to free people.</i> <i>Identify constitutional tests for free speech.</i> <i>Discuss nonprotected and protected speech.</i> <i>Explain freedom of the press.</i> <i>Review freedom of assembly.</i></p>	<p><i>Discussion</i> <i>Class notes</i> <i>Textbook</i> <i>Guided practice</i> <i>Group work</i> <i>Internet</i></p>	<p><i>Oral questions</i> <i>Notes</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>6 days</i></p>
<p>Local Government and Metropolitcs</p>	<p><i>Define related terms.</i> <i>Discuss the nature of state and local relations.</i> <i>Identify types of city government today.</i> <i>Review the role of the mayor.</i> <i>Explain some of the influences on local policy-making.</i></p>	<p><i>Discussion</i> <i>Class notes</i> <i>Textbook</i> <i>Guided practice</i> <i>Internet</i></p>	<p><i>Oral questions</i> <i>Notes</i> <i>Tests</i> <i>Worksheets</i></p>	<p><i>5 days</i></p>

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SCOPE AND SEQUENCE WORKSHEET

I = Introduce D = Develop M = Master R = Reinforce

SOCIAL STUDIES: Geography

(Including 7th grade World Geography- yearly focus)

(Including 3rd grade yearly focus on study of continents)


Objectives	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
History of Geography									IM	R	R	R	R	R
Map and globe skills	I	D	D	D	D	D	D	D	M	R	R	R	R	R
map symbols			I	D	D	D	D	D	M	R	R	R	R	R
latitude and longitude					I	D	D	D	M	R	R	R	R	R
using road maps							I	D	M	R	R	R	R	R
tracing routes						I	D	D	M	R	R	R	R	R
identifying different types of maps					I	D	D	D	M	R	R	R	R	R
distortion									IM	R	R	R	R	R
Naming of continents/identifying location				I	M	R	R	R	R	R	R	R	R	R
Naming of oceans/identifying location				I	M	R	R	R	R	R	R	R	R	R
Understanding major landforms				I	D	D	D	D	M	R	R	R	R	R
Location of Oklahoma within a United States map		I	D	D	D	M	R	R	R	R	R	R	R	R
Location of Oklahoma City within an Oklahoma map				I	D	M	R	R	R	R	R	R	R	R
Location of 50 states on a United States Map						IM	R	R	R	R	R	R	R	R
Location of major cities within the United States						I	D	D	M	R	R	R	R	R
Location of major world rivers								I	M	R	R	R	R	R
Location of major rivers of the United States						I	D	D	M	R	R	R	R	R
Identifying mountain ranges of the United States						I	D	D	M	R	R	R	R	R
Understanding and identifying major regions of the US						ID	M	R	R	R	R	R	R	R
Northwest, South, Mid-West, West														
Identify major world regions, flags, capital, distinctive features														
Western Europe					I	D	D	D	M	R	R	R	R	R
Eastern Europe					I	D	D	D	M	R	R	R	R	R
Asia					I	D	D	D	M	R	R	R	R	R
Middle East					I	D	D	D	M	R	R	R	R	R
Central and South America					I	D	D	D	M	R	R	R	R	R
Africa					I	D	D	D	M	R	R	R	R	R

Great Inventors

			I	D	D	D	D	M	R
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**Oklahoma Christian School
Course Description**

Course: ART Grade Level Kindy Teacher: Cynthia Martel

Philosophy Statement	<i>God is the first artist and creation is His artwork. Visual arts are a way for students to express what they see, feel and imagine in His creation. Art is also a legacy of visual images from around the world, past and present. The study of art and the exercise of art skills are a foundation for students to develop a life long interest in art. "All things were made through Him; and without Him nothing was made that was made. John 1:3</i>
Course Objective	The students will receive instruction in and demonstrate the ability to perform basic art functions and problem-solving in the areas of line, shape, texture, form, space, color and value. The students will also use various materials and mediums.
Textbook	
Other Resources	<div style="text-align: right;"></div> Arts & Activities magazine. Internet sites. K-6 Elementary Art Lessons - The Art Kids.url Library picture books.
Time Allotment	30 minutes per week
Course Content	Picture books for story line and inspiration. Demonstration. Art classroom skills. Finished project.
Step Six Evaluation Methods	

Unit Scope & Sequence

Course Name ART

Grade Level KINDY

Teacher Cynthia Martel


Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>INTRO TO ART</p>	<p><i>Students will:</i></p> <p><i>Observe picture books and use story lines for inspiration.</i></p> <p><i>Use shapes to create collages.</i></p> <p><i>Work on cutting and gluing skills.</i></p> <p><i>Use lines to create textures.</i></p> <p><i>Learn to use tempera paint and take care of brushes.</i></p> <p><i>Learn how to create a resist.</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Picture books</i></p> <p><i>White paper</i></p> <p><i>Colored paper</i></p> <p><i>Tempera paint</i></p> <p><i>Watercolor</i></p> <p><i>Crayons</i></p> <p><i>Markers</i></p> <p><i>Scissors</i></p> <p><i>Glue</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Finished projects</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>9 weeks</i></p>

Unit Scope & Sequence

Course Name ART

Grade Level Kindy

Teacher Mrs. Martel


Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>FALL & CHRISTMAS</p>	<p><i>Students will:</i></p> <p><i>Use picture books and use story lines for inspiration.</i></p> <p><i>Create a rainbow fish with a grid.</i></p> <p><i>Draw a horse using shapes and crayon resist.</i> </p> <p><i>Use hands to create a turkey.</i></p> <p><i>Draw Pilgrims and a turkey.</i></p> <p><i>Paint a poinsettia.</i></p> <p><i>Create a collage wrapped tree.</i></p> <p><i>Design 5 mittens.</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Watercolor & brushes.</i></p> <p><i>Crayons.</i></p> <p><i>Construction paper scraps.</i></p> <p><i>Tempera paint.</i></p> <p><i>Wrapping paper samples.</i></p> <p><i>Glitter and google eyes.</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Questions and answers.</i></p> <p><i>Finished projects.</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>9 weeks</i></p>

Unit Scope & Sequence

Course Name ART

Grade Level KINDY

Teacher Cynthia Martel


Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>WINTER</p>	<p><i>Students will:</i></p> <p><i>Observe picture books and use story lines for inspiration.</i></p> <p><i>Create a cookie monster with shapes and texture.</i></p> <p><i>Paint a radial snowflake with watercolor.</i></p> <p><i>Design a dancing bear dressed for a party.</i></p> <p><i>Draw Clifford with a valentine day theme</i></p> <p><i>Draw Lady Liberty and paint her with green glitter paint.</i></p> <p><i>Draw a cat lying on a rug.</i></p> <p><i>Draw the Cat in the Hat using shapes.</i></p> <p><i>Design a pocket and a Dr. Seuss Wocket.</i></p> 	<p><i>Methods and Materials used:</i></p> <p><i>Picture books</i></p> <p><i>White paper</i></p> <p><i>Colored paper</i></p> <p><i>Tempera paint</i></p> <p><i>Watercolor</i></p> <p><i>Crayons</i></p> <p><i>Markers</i></p> <p><i>Scissors</i></p> <p><i>Glue</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Finished projects</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>9 weeks</i></p>

Unit Scope & Sequence

Course Name ART

Grade Level KINDY

Teacher Cynthia Martel

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>SPRING</p>	<p><i>Students will:</i></p> <p><i>Observe picture books and use story lines for inspiration.</i></p> <p><i>Draw them selves dressed for a rainy day.</i></p> <p><i>Draw a duck and duckling in the pond.</i></p> <p><i>Create a jar and add finger print bugs.</i></p> <p><i>Draw a frog on a lily pad and paint in green value from light to dark.</i></p> <p><i>Create a giraffe with water color.</i></p> <p><i>Draw a school bus using shapes.</i></p> <p><i>Draw them selves getting ready for summer.</i></p> <div align="center" data-bbox="951 678 999 727">  </div>	<p><i>Methods and Materials used:</i></p> <p><i>Picture books</i></p> <p><i>White paper</i></p> <p><i>Colored paper</i></p> <p><i>Tempera paint</i></p> <p><i>Watercolor</i></p> <p><i>Crayons</i></p> <p><i>Markers</i></p> <p><i>Scissors</i></p> <p><i>Glue</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Finished projects</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>9 weeks</i></p>

Unit Scope & Sequence

Course Name ART

Grade Level First Grade

Teacher Cynthia Martel

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Line	<p><i>Students will:</i></p> <p><i>Be introduced to American artist Jackson Pollock and his use of lines.</i></p> <p><i>Describe and produce different lines.</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Pollock art prints</i></p> <p><i>Doodle lines</i></p> <p><i>Rhythm lines</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Questions and answers</i></p> <p><i>Finished project</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>2 weeks</i></p>

Unit Scope & Sequence

Course Name ART

Grade Level First Grade

Teacher Cynthia Martel

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Shape</p>	<p><i>Students will:</i></p> <p><i>Be introduced to French artist Henri Matisse and his use of shapes.</i></p> <p><i>Describe and produce different shapes</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Matisse art prints</i></p> <p><i>Circle Animals</i></p> <p><i>Ark with shapes</i></p> <p><i>Shape collage</i></p> <p><i>Matisse flower with patterns</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Questions and answers</i></p> <p><i>Finished project</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>5 weeks</i></p>

Unit Scope & Sequence

Course Name ART

Grade Level First Grade

Teacher Cynthia Martel

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Texture</p>	<p><i>Students will:</i></p> <p><i>Be introduced to Netherlands artist Vincent van Gogh and his use of textures.</i></p> <p><i>Describe and produce different textures.</i></p> <p><i>Use patterns and rubbings in a texture resist.</i></p> <p><i>Use texture lines and shapes in the style of van Gogh.</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Van Gogh art prints</i></p> <p><i>Texture quilt Resist</i></p> <p><i>Starry Night collage</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Questions and answers</i></p> <p><i>Finished project</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>4 weeks</i></p>

Unit Scope & Sequence

Course Name ART

Grade Level First Grade

Teacher Cynthia Martel

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Form</p>	<p><i>Students will:</i></p> <p><i>Be introduced to the artist Claes Oldenburg.</i></p> <p><i>Create a sculpture pinch pot out of clay.</i></p> <p><i>Create a giant texture burger in the style of Oldenburg.</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Oldenburg art prints</i></p> <p><i>Pumpkin pinch pot.</i></p> <p><i>Giant collage burger.</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Questions and answers</i></p> <p><i>Finished project</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>3 weeks</i></p>

Unit Scope & Sequence

Course Name ART

Grade Level First Grade

Teacher Cynthia Martel

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Space</p>	<p><i>Students will:</i></p> <p><i>Be introduced to the Mexican artist Diego Rivera.</i></p> <p><i>Create a winter tree with in picture space.</i></p> <p><i>Create a winter scene using torn paper.</i></p> <p><i>Create a penguin by tracing your foot.</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Rivera art prints.</i></p> <p><i>Crayons for texture.</i></p> <p><i>White paint for snow.</i></p> <p><i>Splatter white paint with bellows.</i></p> <p><i>Scraps of colored paper.</i></p> <p><i>Markers.</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Questions and answers</i></p> <p><i>Finished project</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>3-4 weeks</i></p>

Unit Scope & Sequence

Course Name ART

Grade Level First Grade

Teacher Cynthia Martel

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Winter</p>	<p><i>Students will:</i></p> <p><i>Create art projects with a winter theme.</i></p> <p><i>Simulate a stain glass angel.</i></p> <p><i>Create a chalk snowman.</i></p> <p><i>Design 4 mitten profile faces.</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Black crayon outline with watercolor shapes.</i></p> <p><i>Black crayon outline with chalk.</i></p> <p><i>Trace hand for mitten and add profile features.</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Questions and answers</i></p> <p><i>Finished project</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>3 weeks</i></p>

Unit Scope & Sequence

Course Name Art Grade Level First Grade Teacher Mrs. Martel

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Color</p>	<p><i>Students will:</i> <i>Be introduced to the Spanish artist Pablo Picasso.</i> <i>Design a watercolor flower arrangement in the style of Picassot.</i> <i>Trace all or part of their hands to create undersea creature in a color crayon resist.</i> <i>Create a portrait using correct colors, facial features and placement.</i></p>	<p><i>Methods and Materials used:</i> <i>Watercolors.</i> <i>Colored construction paper.</i> <i>Crayons to create a resist with sprayed watercolor.</i> <i>Crayons.</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Questions and answers.</i> <i>Finished project</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>3-4 weeks</i></p>

Unit Scope & Sequence

Course Name Art Grade Level First Grade

Teacher Mrs. Martel

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Value</p>	<p><i>Students will:</i></p> <p><i>Be introduced to the female American artist Georgia O'Keeffe.</i></p> <p><i>Learn to draw birds using lines, shape and values.</i></p> <p><i>Design a turtle using mixed media and value watercolor.</i></p> <p><i>Create a large, super sundae.</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Paper and colored pencils.</i></p> <p><i>Construction paper scraps of various colors.</i></p> <p><i>Marker and tempera paint.</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Questions and answers.</i></p> <p><i>Finished project.</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>4-5 weeks</i></p>

Oklahoma Christian School
Course Description

Course ART Grade Level: Second Grade Teacher Cynthia Martel

Philosophy Statement	<i>God is the first artist and creation is His artwork. Visual arts are a way for students to express what they see, feel and imagine in His creation. Art is also a legacy of visual images from around the world, past and present. The study of art and the exercise of art skills are a foundation for students to develop a life long interest in art. "All things were made through Him; and without Him nothing was made that was made. John 1:3</i>
Course Objective	The students will receive instruction and demonstrate the ability to perform basic art functions and problem-solving in the areas of line, shape, texture, form, space, color and value. The students will also use various materials and mediums. The students will study eight modern artists from around the world and be familiar with the artists work and style.
Textbook	
Other Resources	Arts & Activities magazine. Adventures in Art teachers addition. Meet the Masterpieces. Month by Month Masterpieces. Exploring Art Masterpieces with Young Learners. Art Internet sites.
Time Allotment	40 minutes per week.
Course Content	Elements of Art. Line: a dot that moves. A line can vary in length, width, direction, curvature and color. Shape: an enclosed space. Shapes have 2-dimensions, length and width. Texture: perceived by touch and sight. Surface quality, both simulated and actual. Form: a 3-dimensional object. A form has height, width and depth. Space: creating depth in an enclosed space. Positive and negative space. Color: or Hue, the common name of a color in the spectrum. Warm & cool colors. Value: refers to the darkness or lightness of a surface.
Evaluation Methods	Introduction and demonstration. Classroom art skills. Finished project. Class participation and critique.

Unit Scope & Sequence

Course Name ART

Grade Level Second Grade

Teacher Cynthia Martel

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Line</p>	<p><i>Students will:</i></p> <p><i>Be introduced to American artist Jackson Pollock and his use of lines.</i></p> <p><i>Describe and produce different lines.</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Pollock art prints</i></p> <p><i>Explore lines</i></p> <p><i>Stitching lines.</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Questions and answers</i></p> <p><i>Finished project</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>2 weeks</i></p>

Unit Scope & Sequence

Course Name ART

Grade Level Second Grade

Teacher Cynthia Martel

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Shape</p>	<p><i>Students will:</i></p> <p><i>Be introduced to French artist Henri Matisse and his use of shapes.</i></p> <p><i>Describe and produce different shapes.</i></p> <p><i>Create a man made Boot and God made feather shapes.</i></p> <p><i>Use a hidden scissor shape to create a real creature.</i></p> <p><i>Use stenciling to create positive negative shapes.</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Matisse art prints</i></p> <p><i>Sharpies</i></p> <p><i>Watercolor</i></p> <p><i>Scissors</i></p> <p><i>Sponge brushes</i></p> <p><i>Paper stencils</i></p> <p><i>Tempera paint</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Questions and answers</i></p> <p><i>Finished project</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>4 weeks</i></p>

Unit Scope & Sequence

Course Name ART

Grade Level Second Grade

Teacher Cynthia Martel

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Texture</p>	<p><i>Students will:</i></p> <p><i>Be introduced to Netherlands artist Vincent van Gogh and his use of textures.</i></p> <p><i>Describe and produce different textures.</i></p> <p><i>Use texture lines and shapes in the style of van Gogh.</i></p> <p><i>Create a scarecrow with textures.</i></p> <p><i>Create a chalk sunflower drawing in the style of van Gogh.</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Van Gogh art prints</i></p> <p><i>Crayons</i></p> <p><i>Watercolors</i></p> <p><i>Markers</i></p> <p><i>Chalk pastels</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Questions and answers</i></p> <p><i>Finished project</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>4 weeks</i></p>

Unit Scope & Sequence

Course Name ART

Grade Level Second Grade

Teacher Cynthia Martel

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Form</p>	<p><i>Students will:</i></p> <p><i>Be introduced to the artist Claes Oldenburg.</i></p> <p><i>Create food sculptures out of air drying clay.</i></p> <p><i>Use shading to create a simulated form in a snow dream.</i></p> <p><i>Use shading to create a simulated form in snowman action.</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Oldenburg art prints</i></p> <p><i>Air drying clay</i></p> <p><i>Acrylic paint for clay</i></p> <p><i>Colored pencils</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Questions and answers</i></p> <p><i>Finished project</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>4 weeks</i></p>

Unit Scope & Sequence

Course Name ART

Grade Level Second Grade

Teacher Cynthia Martel

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Space</p>	<p><i>Students will:</i></p> <p><i>Be introduced to the Mexican artist Diego Rivera.</i></p> <p><i>Create a collage snow town.</i></p> <p><i>Draw them selves in the bath tub using foreground, middle ground and background.</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Rivera art prints.</i></p> <p><i>Scraps of colored paper.</i></p> <p><i>Colored construction paper.</i></p> <p><i>Markers, crayons, colored pencils.</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Questions and answers</i></p> <p><i>Finished project</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>4 weeks</i></p>

Unit Scope & Sequence

Course Name Art Grade Level Second Grade Teacher Mrs. Martel

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Color</p>	<p><i>Students will:</i> <i>Be introduced to the Spanish artist Pablo Picasso.</i> <i>Understand that color can be used for emotion.</i> <i>Use warm and cool colors in a large sundae.</i> <i>Create a real and abstract bear in the style of Picasso.</i></p>	<p><i>Methods and Materials used:</i> <i>Sharpies</i> <i>Markers.</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Questions and answers.</i> <i>Finished project</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>4 weeks</i></p>

Unit Scope & Sequence

Course Name Art Grade Level Second Grade Teacher Mrs. Martel

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Value</p>	<p><i>Students will:</i></p> <p><i>Be introduced to the female American artist Georgia O'Keeffe.</i></p> <p><i>Design the sea with tissue paper value.</i></p> <p><i>Abstract flower in style of O'Keeffe.</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Tissue paper and glue wash.</i></p> <p><i>Construction paper</i></p> <p><i>Markers</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Questions and answers.</i></p> <p><i>Finished project.</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>4 weeks</i></p>

Unit Scope & Sequence

Course Name ART

Grade Level Second Grade

Teacher Mrs. Martel

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Impressionism</p>	<p><i>Students will:</i></p> <p><i>Be introduced to French artist Claude Monet and the Impressionist Movement.</i></p> <p><i>Create impressionist flower with watercolors.</i></p> <p><i>Design a jar to store something they like.</i></p> <p><i>Draw a birdhouse and birds.</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Watercolors.</i></p> <p><i>Markers and crayons.</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Questions and answers.</i></p> <p><i>Finished project.</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>4 weeks.</i></p>

Oklahoma Christian School
Course Description

Course ART Grade Level: Third Grade Teacher Cynthia Martel

Philosophy Statement	God is the first artist and creation is His artwork. Visual arts are a way for students to express what they see, feel and imagine in His creation. Art is also a legacy of visual images from around the world, past and present. The study of art and the exercise of art skills are a foundation for students to develop a life long interest in art. "All things were made through Him; and without Him nothing was made that was made. John 1:3
Course Objective	The students will receive instruction and demonstrate the ability to perform basic art functions and problem-solving in the areas of line, shape, texture, form, space, color and value. They will also be introduced to Principles of Design: rhythm, balance, unity, contrast, movement, pattern, and emphasis. The students will also use various materials and mediums. The students will study eight modern artists from around the world and be familiar with the artists work and style.
Textbook	
Other Resources	Arts & Activities magazine. Adventures in Art teachers addition. Meet the Masterpieces. Month by Month Masterpieces. Exploring Art Masterpieces with Young Learners. Art Internet sites.
Time Allotment	40 minutes per week
Course Content	<p>Elements of Art.</p> <p>Line: a dot that moves. A line can vary in length, width, direction, curvature and color.</p> <p>Shape: an enclosed space. Shapes have 2-dimensions, length and width.</p> <p>Texture: perceived by touch and sight. Surface quality, both simulated and actual.</p> <p>Form: a 3-dimensional object. A form has height, width and depth.</p> <p>Space: creating depth in an enclosed space. Positive and negative space.</p> <p>Color: or Hue, the common name of a color in the spectrum. Warm & cool colors.</p> <p>Value: refers to the darkness or lightness of a surface.</p> <p>Principles of Design</p> <p>Rhythm: the repetition of visual movement of the elements.</p> <p>Balance: the distribution of visual weight in a work of art. symmetrical / asymmetrical</p> <p>Unity: all elements look as though they belong together.</p> <p>Contrast. Differences in elements. Create visual excitement.</p> <p>Movement: direct viewers through art work to focal areas.</p> <p>Pattern: art elements in a planned or random repetition.</p> <p>Emphasis: create dominance and focus in art.</p>
Evaluation Methods	<p>Introduction and demonstration.</p> <p>Classroom art skills.</p> <p>Finished project.</p> <p>Class participation and critique.</p>

Unit Scope & Sequence

Course Name ART

Grade Level Third Grade

Teacher Cynthia Martel


Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Line</p>	<p><i>Students will:</i></p> <p><i>Be introduced to American artist Jackson Pollock and his use of lines.</i></p> <p><i>Describe and produce different lines.</i></p> <p><i>Use lines in rhythm.</i></p> <p><i>Create lines of color.</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Pollock art prints</i></p> <p><i>Sharpies</i></p> <p><i>Markers</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Questions and answers</i></p> <p><i>Finished project</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>2 weeks</i></p>

Unit Scope & Sequence

Course Name ART

Grade Level Third Grade

Teacher Cynthia Martel


Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Shape</p>	<p><i>Students will:</i></p> <p><i>Be introduced to French artist Henri Matisse and his use of shapes.</i></p> <p><i>Describe and produce different shapes.</i></p> <p><i>Create a kaleidoscope painting with shapes.</i></p> <p><i>Design a mixed media Goldfish composition.</i></p> 	<p><i>Methods and Materials used:</i></p> <p><i>Matisse art prints</i></p> <p><i>Sharpies</i></p> <p><i>Watercolor</i></p> <p><i>Scissors</i></p> <p><i>Tempera paint</i></p> <p><i>Crayons</i></p> <p><i>Wallpaper</i></p> <p><i>Tissue paper</i></p> <p><i>Colored construction paper.</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Questions and answers</i></p> <p><i>Finished project</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>4 weeks</i></p>

Unit Scope & Sequence

Course Name ART

Grade Level Third Grade

Teacher Cynthia Martel

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Texture</p>	<p><i>Students will:</i></p> <p><i>Be introduced to Netherlands artist Vincent van Gogh and his use of textures.</i></p> <p><i>Describe and produce different textures.</i></p> <p><i>Use texture lines to create a large hen.</i></p> <p><i>Use chalk to create a harvest of fruit.</i></p> <div align="center" data-bbox="768 566 821 615">  </div>	<p><i>Methods and Materials used:</i></p> <p><i>Van Gogh art prints</i></p> <p><i>Sharpies</i></p> <p><i>Chalk pastels</i></p> <p><i>Harvest display</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Questions and answers</i></p> <p><i>Finished project</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>4 weeks</i></p>

Unit Scope & Sequence

Course Name ART

Grade Level Third Grade

Teacher Cynthia Martel

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Form</p>	<p><i>Students will:</i></p> <p><i>Be introduced to the artist Claes Oldenburg.</i></p> <p><i>Create a relief form salad using various materials.</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Oldenburg art prints</i></p> <p><i>Paper plates</i></p> <p><i>Various green tissue</i></p> <p><i>Construction paper</i></p> <p><i>Various scraps and forms</i></p> <p><i>Tempera paint and glitter</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Questions and answers</i></p> <p><i>Finished project</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>4 weeks</i></p>

Unit Scope & Sequence

Course Name ART

Grade Level Third Grade

Teacher Cynthia Martel

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Space</p>	<p><i>Students will:</i></p> <p><i>Be introduced to the Mexican artist Diego Rivera.</i></p> <p><i>Design a main street to create space using foreground, middle ground and background.</i></p> <p><i>Use mixed media to create space in a painting of birches, using foreground, middle ground and background.</i></p> <div data-bbox="711 566 762 617" data-label="Image"> </div>	<p><i>Methods and Materials used:</i></p> <p><i>Rivera art prints.</i></p> <p><i>Crayons</i></p> <p><i>Blue paper</i></p> <p><i>White paper</i></p> <p><i>Sharpies</i></p> <p><i>Watercolor</i></p> <p><i>Tempera paint</i></p> <p><i>Q-tips</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Questions and answers</i></p> <p><i>Finished project</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>4 weeks</i></p>

Unit Scope & Sequence


Course Name Art Grade Level Third Grade Teacher Mrs. Martel

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Color</p>	<p><i>Students will:</i> <i>Be introduced to the Spanish artist Pablo Picasso.</i> <i>Understand that color can be used for emotion.</i> <i>Use warm and cool colors in a Picasso abstract face..</i></p>	<p><i>Methods and Materials used:</i> <i>Sharpies</i> <i>Markers.</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Questions and answers.</i> <i>Finished project</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>4 weeks</i></p>

Unit Scope & Sequence

Course Name Art Grade Level Third Grade

Teacher Mrs. Martel


Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Value</p>	<p><i>Students will:</i></p> <p><i>Be introduced to the female American artist Georgia O’Keeffe.</i></p> <p><i>Create blob flowers with different values of paint.</i></p> <p><i>Create value in a color wheel.</i></p> <p><i>Blending oil pastels to create an undersea cool, blue, glide.</i></p> <div align="center" data-bbox="772 526 821 574">  </div>	<p><i>Methods and Materials used:</i></p> <p><i>Prints and posters of artwork by Georgia O’Keeffe.</i></p> <p><i>Watercolors</i></p> <p><i>Sharpies</i></p> <p><i>Oil pastels</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Questions and answers.</i></p> <p><i>Finished project.</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>4 weeks</i></p>

Unit Scope & Sequence

Course Name ART

Grade Level Third Grade

Teacher Mrs. Martel

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Impressionism</p>	<p><i>Students will:</i></p> <p><i>Be introduced to French artist Claude Monet and the Impressionist Movement.</i></p> <p><i>Use tempera paint to create a bridge impression.</i></p> <p><i>Design a light house.</i></p> <div data-bbox="743 516 793 565" style="text-align: center;">  </div>	<p><i>Methods and Materials used:</i></p> <p><i>Tempera paint</i></p> <p><i>Markers</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Questions and answers.</i></p> <p><i>Finished project.</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>4 weeks.</i></p>

Oklahoma Christian School
Course Description

Course ART Grade Level: Fifth Grade Teacher Cynthia Martel

Philosophy Statement	<i>God is the first artist and creation is His artwork. Visual arts are a way for students to express what they see, feel and imagine in His creation. Art is also a legacy of visual images from around the world, past and present. The study of art and the exercise of art skills are a foundation for students to develop a life long interest in art. "All things were made through Him; and without Him nothing was made that was made. John 1:3</i>
Course Objective	The students will receive instruction and demonstrate the ability to perform basic art functions and problem-solving in the areas of line, shape, texture, form, space, color and value. They will also be introduced to Principles of Design: rhythm, balance, unity, contrast, movement, pattern, and emphasis. The students will also use various materials and mediums. The students will study eight modern artists from around the world and be familiar with the artists work and style.
Textbook	
Other Resources	Arts & Activities magazine. Adventures in Art teachers addition. Meet the Masterpieces. Month by Month Masterpieces. Exploring Art Masterpieces with Young Learners. Art Internet sites.
Time Allotment	40 minutes per week
Course Content	<p>Elements of Art.</p> <p>Line: a dot that moves. A line can vary in length, width, direction, curvature and color.</p> <p>Shape: an enclosed space. Shapes have 2-dimensions, length and width.</p> <p>Texture: perceived by touch and sight. Surface quality, both simulated and actual.</p> <p>Form: a 3-dimensional object. A form has height, width and depth.</p> <p>Space: creating depth in an enclosed space. Positive and negative space.</p> <p>Color: or Hue, the common name of a color in the spectrum. Warm & cool colors.</p> <p>Value: refers to the darkness or lightness of a surface.</p> <p>Principles of Design</p> <p>Rhythm: the repetition of visual movement of the elements.</p> <p>Balance: the distribution of visual weight in a work of art. symmetrical / asymmetrical</p> <p>Unity: all elements look as though they belong together.</p> <p>Contrast. Differences in elements. Create visual excitement.</p> <p>Movement: direct viewers through art work to focal areas.</p> <p>Pattern: art elements in a planned or random repetition.</p> <p>Emphasis: create dominance and focus in art.</p>
Evaluation Methods	<p>Introduction and demonstration.</p> <p>Classroom art skills.</p> <p>Finished project.</p> <p>Class participation and critique.</p>

Unit Scope & Sequence

Course Name ART

Grade Level Fourth Grade

Teacher Cynthia Martel

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Line</p>	<p><i>Students will:</i></p> <p><i>Be introduced to artist Piet Mondrian and his use of lines.</i></p> <p><i>Create a composition out of thick lines in the style of Mondrian.</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Mondrian art prints</i></p> <p><i>Tempera paint</i></p> <p><i>Rulers</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Questions and answers</i></p> <p><i>Finished project</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>2 weeks</i></p>

Unit Scope & Sequence

Course Name ART

Grade Level Fourth Grade

Teacher Cynthia Martel

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Shape</p>	<p><i>Students will:</i></p> <p><i>Be introduced to American artist Andy Warhol and his use of shapes.</i></p> <p><i>Describe and produce different shapes.</i></p> <p><i>Design a new Campbell's soup can.</i></p> <p><i>Draw a large contour tennis shoe.</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Warhole art prints</i></p> <p><i>Sharpies</i></p> <p><i>Markers</i></p> <p><i>Pencil</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Questions and answers</i></p> <p><i>Finished project</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>4 weeks</i></p>

Unit Scope & Sequence

Course Name ART

Grade Level Fourth Grade

Teacher Cynthia Martel

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Form</p>	<p><i>Students will:</i></p> <p><i>Be introduced to artist Christo and his art of covering forms. Use an old tennis shoe and turn it into something new.</i></p> <p><i>Be introduced to the Russian artist Louise Nevelson and her art forms.</i></p> <p><i>Use an old shoe box and create an environment for their new shoe form.</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Christo art prints</i></p> <p><i>Old tennis shoe</i></p> <p><i>Acrylic paints</i></p> <p><i>Various scraps & supplies</i></p> <p><i>Hot glue gun</i></p> <p><i>Old shoe box</i></p> <p><i>Construction paper</i></p> <p><i>Glue</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Questions and answers</i></p> <p><i>Finished project</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>4 weeks</i></p>

Unit Scope & Sequence

Course Name ART

Grade Level FourthGrade

Teacher Cynthia Martel

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Abstract</p>	<p><i>Students will:</i></p> <p><i>Be introduced to the Russian artist Marc Chagall and his abstract art.</i></p> <p><i>Create real abstract containers out of construction paper.</i></p> <p><i>Design a composition in the style of Chagall to represent a dream.</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Marc Chagall art prints</i></p> <p><i>Construction paper</i></p> <p><i>Markers</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Questions and answers</i></p> <p><i>Finished project</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>4 weeks</i></p>

Unit Scope & Sequence

Course Name ART

Grade Level FourthGrade

Teacher Cynthia Martel


Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Color</p>	<p><i>Students will:</i></p> <p><i>Be introduced to the artist Sonia Delaunay and her work in color.</i></p> <p><i>Create a color wheel with tempera paint.</i></p> <p><i>Design a composition of circle colors in the square.</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Sonia Delaunay art prints</i></p> <p><i>Construction paper</i></p> <p><i>Markers</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Questions and answers</i></p> <p><i>Finished project</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>4 weeks</i></p>

Unit Scope & Sequence

Course Name ART

Grade Level FourthGrade

Teacher Cynthia Martel

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Perspective</p>	<p><i>Students will:</i></p> <p><i>Be introduced to collage artist Romare Bearden..</i></p> <p><i>Draw a 1 point perspective bedroom using a ruler.</i></p> <p><i>Create a collage with in the bedroom using magazines.</i></p> <div data-bbox="873 591 921 639" style="text-align: center;">  </div>	<p><i>Methods and Materials used:</i></p> <p><i>Romare Bearden art prints</i></p> <p><i>Ruler</i></p> <p><i>Markers</i></p> <p><i>Magazines</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Questions and answers</i></p> <p><i>Finished project</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>4 weeks</i></p>

Unit Scope & Sequence

Course Name ART

Grade Level First Grade

Teacher Mrs. Martel

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Impressionism</p>	<p><i>Students will:</i></p> <p><i>Be introduced to French artist Claude Monet and the Impressionist Movement.</i></p> <p><i>Create impressionist flower arrangement.</i></p> <p><i>Draw from a worm's eye view of a spring day.</i></p>	<p><i>Methods and Materials used:</i></p> <p><i>Mixed media.</i></p> <p><i>Tempera paint.</i></p> <p><i>Oil pastels.</i></p> <p><i>Chalk pastels.</i></p> <p><i>Paper & markets.</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Questions and answers.</i></p> <p><i>Finished project.</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>4-5 weeks.</i></p>

Oklahoma Christian School
Course Description

Course: Art I Grade Level: 9-12 Teacher: Mrs. Moore

Philosophy Statement	God is the first artist and creation is His artwork. Visual arts are a way for students to express what they see, feel and imagine in His creation. Art is also a legacy of visual images from around the world, past and present. The study of art and the exercise of art skills are a foundation for students to develop a life long interest in art. "All things were made through Him; and without Him nothing was made that was made. John 1:3
Course Objective	This course is designed to integrate components of art production, criticism, history, and aesthetics. Assignments are based on elements and principles of art. The curriculum gives the student an opportunity to experience a wide-range of media including drawing, painting, printmaking, design, sculpture and ceramics. Students are encouraged to look at works of art in terms of their personal experience and to be able to describe, analyze, interpret, and judge works of art.
Textbook	"Art Talk" fourth edition by Rosalind Ragans, Ph. D. Published by Glencoe (McGraw Hill)
Other Resources	Art materials and supplies of many different mediums Media center research Computer/internet examples and presentations Handouts Live demos Videos Visual, verbal and written expectations of each projects
Time Allotment	55 minutes per day, 5 days per week (less chapel/assembly days)
Course Content	<ol style="list-style-type: none"> 1. Identify and apply the elements of art and the principles of design. 2. Describe exhibitions of art and differentiate between art criticism and art reviews. 3. Recognize the development of art from a historical and cultural perspective. 4. Create original works of art by observation, memory and imagination. 5. Use a variety of art medium. 6. Appreciate art as a vehicle of human expression. 7. Recognize God as the master creator.
Evaluation Methods	40% Projects/behavior/participation 30% Sketchbook 30% Book Work Semester Tests

Unit Scope & Sequence

Course Name: Art I

Grade Level: 9-12

Teacher: Mrs. Moore

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 1 – The World of Art</p> <p>Unit 2 – The Elements of Art</p> <p>Unit 3 – The Principles of Art</p> <p>Unit 4 – Art Through the Ages</p>	<p><i>Students will :</i> Identify, discover, construct, recognize, design, create, and show...</p> <p>Art in Your World Art Criticism and Aesthetic Judgment The Media and Processes of Art</p> <p>Line Shape, Form and Space Color Texture</p> <p>Rhythm, Pattern and Movement Balance Proportion Variety, Emphasis, Harmony and Unity</p> <p>Art Traditions from Around the World Western Traditions in Art Careers in Art</p>	<p><i>Methods and Materials used:</i></p> <ol style="list-style-type: none"> 1. Textbook 2. Art materials and supplies of many different mediums 3. Media center research 4. Computer/internet examples and presentations 5. Handouts 6. Live demos 7. Videos 8. Visual, verbal and written expectations of each projects 	<p><i>Methods to determine mastery:</i></p> <p>Completion of projects, study guides, tests...</p>	<p><i>Time allowed for this unit of study:</i></p> <p>Unit 1-2 First semester</p> <p>Unit 3-4 Second semester</p>

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Oklahoma Christian School
Course Description

Course: Art II Grade Level: 9-12 Teacher: Mrs. Moore

Philosophy Statement	God is the first artist and creation is His artwork. Visual arts are a way for students to express what they see, feel and imagine in His creation. Art is also a legacy of visual images from around the world, past and present. The study of art and the exercise of art skills are a foundation for students to develop a life long interest in art. "All things were made through Him; and without Him nothing was made that was made. John 1:3
Course Objective	Art II is for the serious and accomplished art student with proven abilities. Student must have taken Art I as a prerequisite and completed Art I with a minimum GPA of 96.5%. As with AP classes, instructor approval is needed for Art II qualification. Assignments are based on elements and principles of art. The curriculum gives the student an opportunity to experience a wide-range of media including drawing, painting, printmaking, design, sculpture and ceramics. Students are encouraged to look at works of art in terms of their personal experience and to be able to describe, analyze, interpret, and judge works of art.
Textbook	
Other Resources	Art materials and supplies of many different mediums Media center research Computer/internet examples and presentations Handouts Live demos Videos Visual, verbal and written expectations of each projects
Time Allotment	55 minutes per day, 5 days per week (less chapel/assembly days)
Course Content	<ol style="list-style-type: none"> 1. Identify and apply the elements of art and the principles of design. 2. Describe exhibitions of art and differentiate between art criticism and art reviews. 3. Recognize the development of art from a historical and cultural perspective. 4. Create original works of art by observation, memory and imagination. 5. Use a variety of art medium. 6. Appreciate art as a vehicle of human expression. 7. Recognize God as the master creator.
Evaluation Methods	<p>60% Projects/behavior/participation 40% Sketchbook</p> <p>Semester Portfolio</p>

Unit Scope & Sequence

Course Name: Art II

Grade Level: 9-12

Teacher: Mrs. Moore

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Unit 1 & 2</p>	<p><i>Students will :</i> Identify, discover, construct, recognize, design, create, and show...</p> <p>Art Criticism and Aesthetic Judgment</p> <p>The Media and Processes of Art</p> <p>Line, Shape, Form and Space, Color and Texture</p> <p>Rhythm, Pattern and Movement, Balance, Proportion, Variety, Emphasis, Harmony and Unity</p> <p>Careers in Art</p>	<p><i>Methods and Materials used:</i></p> <ol style="list-style-type: none"> 1. Art materials and supplies of many different mediums 2. Media center research 3. Computer/internet examples and presentations 4. Handouts 5. Live demos 6. Videos 7. Visual, verbal and written expectations of each projects 	<p><i>Methods to determine mastery:</i></p> <p>Completion of projects, portfolio...</p>	<p><i>Time allowed for this unit of study:</i></p> <p>Unit 1 First semester</p> <p>Unit 2 Second semester</p>

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Unit Scope & Sequence

Course Name Beginning Band Grade Level 6th Teacher Michael Brown

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
	<p><i>Students will:</i></p> <p>Choose an instrument to play based on certain criteria (fullness of lips, features of teeth, theory testing results, availability of section.</p> <p>Understand how to assemble instrument correctly and produce characteristic sound.</p> <p>Memorize correct finger and slide positions for Concert F down to Concert B Flat</p> <p>Play on their horns –whole, half, quarter and eighth notes.</p> <p>Begin to identify the different levels of dynamics.</p> <p>Learn a counting system (One & Two & Three &...)</p> <p>Understand Time Signatures –4/4 (Common Time) 3/4.</p> <p>Play songs using Concert Bb Key Signature.</p> <p>Subdivide quarter notes into eighth notes.</p> <p>Recognize tied notes in music.</p> <p>Understand how many counts dotted notes receive.</p> <p>Demonstrate knowledge of accents</p> <p>Learn Ab, Bb, and E</p> <p>Recognize 1st & 2nd endings.</p> <p>Perform at Christmas Band Concert</p>	<p><i>Methods and Materials used:</i></p> <p>Essential Elements 2000 Book One</p> <p>Music handed out from Library</p>	<p><i>Methods to determine mastery</i></p> <p>Smartmusic</p> <p>In-class assessments</p>	<p><i>Time allowed for this unit of study</i></p> <p>1st Semester</p>

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
	<p><i>Students will:</i></p> <p>Recognize slurs and define how they affect musical notation</p> <p>Perform Concert A, D, C</p> <p>Recognize multiple measures of rest</p> <p>Recognize 2/4 Time Signature</p> <p>Understand the Natural Sign and Accidentals and what they do to notes.</p> <p>Begin playing and subdividing dotted eighth notes</p> <p>Sight-read music for Spring performances</p> <p>Memorize Concert Bb Scale</p> <p>Perform Concert Eb, F and Ab Scale</p> <p>Use enharmonic names of notes (Gb/F# and Db/C#)</p> <p>Recognize D.C. al Fine and D.S. al Fine</p> <p>Perform at Spring Concert</p> <p>Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement</p>	<p><i>Methods and Materials used:</i></p> <p>Essential Elements 2000 Book One</p> <p>Music handed out from Library</p>	<p><i>Methods to determine mastery</i></p> <p>Smartmusic</p> <p>In Class Assessment</p> <p>Attend District MS Contest to</p>	<p><i>Time allowed for this unit of study</i></p> <p>2nd Semester</p>

Oklahoma Christian School
Course Description

Course: Competitive Acting

Grade Level: 11th-12th

Teacher: Cain

Philosophy Statement	The Philosophy of the Fine Arts department is determined by the conviction that God is the creator of order and beauty throughout the universe. Artists, musicians, dramatists and others whose focus lies in Fine Arts are aware and appreciative not only of His divine creativity, but also of the use of structure, design, and balance in everything. Every student should be encouraged to develop and express his ideas for God through the abilities God has given to all, whether it be to praise, to share, to teach, or to display emotion.
Course Objective	The students will receive instruction in and demonstrate the ability to perform in competition and in a believable manner through the use of Hagen's concept, identity, substitution, emotional memory, sense memory, the five senses, thinking as the character, improvisation, personal reality, object exercises, and work within specific scenes with specific characterization.
Textbook	<i>Respect for Acting</i> : Uta Hagen with Haskel Frankel
Other Resources	<ul style="list-style-type: none"> • Benedetti: The Actor At Work • Theatrical scenes supplied from various scripts • Personally purchased scripts • Internet • Auditorium • Personally found props • Journaling
Time Allotment	55 minutes/day 6 days/cycle 12 cycles/semester
Course Content	<p>-Perform using the concept of presentational acting rather than representational acting.</p> <p>-Find identity with each character using personalization, and personal experience.</p> <p>-Discover a moment in their scene that needs substitution and finding that moment in life that they can accurately substitute the emotions for.</p> <p>-Discover a moment in one of their scenes that they cannot achieve realistic emotions for that corresponds to a moment in life. Take an object from that real experience and use it as a trigger object.</p> <p>-Practice different physiological responses and use the necessary ones within their scene.</p> <p>-Utilize the dual consciousness method for thinking as the character and being present in that very moment.</p> <p>-Expand their ability to improvise.</p> <p>-Use the object exercises of three entrances, immediacy, the fourth wall, endowment, talking to yourself, outdoors, conditioning forces, history, and character action.</p> <p>- Compete in at least two qualifying tournaments.</p> <p>-Compete in at least two events.</p> <p>-Observe others doing theatre and offer critical analysis of their observation.</p>
Evaluation Methods	<ul style="list-style-type: none"> • Home work assignments • Quizzes • Performances • Competition • Observation • Play Analysis

Oklahoma Christian School
Course Description

Course: Introduction to Theatre

Grade Level: 9th

Teacher: Cain

Philosophy Statement	The Philosophy of the Fine Arts department is determined by the conviction that God is the creator of order and beauty throughout the universe. Artists, musicians, dramatists and others whose focus lies in Fine Arts are aware and appreciative not only of His divine creativity, but also of the use of structure, design, and balance in everything. Every student should be encouraged to develop and express his ideas for God through the abilities God has given to all, whether it be to praise, to share, to teach, or to display emotion.
Course Objective	The students will receive instruction in and demonstrate the ability to perform basic performance tasks and the art of making a play. Specifically they will be focusing on vocal variation, physical movement, development of a character, beats and tactics, the nine stage areas, storyline/plot, blocking, facial usage, film, props usage, the roles within technical theatre, and most importantly creativity.
Textbook	None
Other Resources	<ul style="list-style-type: none"> • Benedetti: The Actor At Work • Practice and Enrichment worksheets • Theatrical scenes supplied from various scripts • Dr. Seuss books/scripts • Internet • Auditorium
Time Allotment	55 minutes/day 6 days/cycle 12 cycles/semester
Course Content	<ul style="list-style-type: none"> -Vocal variation using either an accent, a differing intensity, or pitch. -Physical delivery through the use of properly placed gestures. -The development of a character differing from their own personality through the differences of voice, intentional facials, and bodily movement. -Perform using beats and tactics correctly and in a way visible to the audience. -Display understanding of the nine stage areas and write them out in their scripts as used for blocking. -Write a script for a video that displays an understanding and properly uses the elements of storyline. -Perform a scene that is dramatically believable with logical blocking, good use of props, and good use of beats and tactics. -Perform in a video that correctly displays knowledge of the differences between the types of frames. - Display understanding of all of the roles within the technical crew for a show. -Complete the jobs assigned to one position on the technical crew for the show. -In cooperation with their classmates fully develop a play based on a children's book, then perform that play including all theatrical elements for a live audience. -Observe a straight (non musical) production and analyze their performance based on what they know of about technical theatre as well as acting.
Evaluation Methods	<ul style="list-style-type: none"> • Home work assignments • Playwriting • Quizzes • Performances • Designing and building of a play • Play Anaylisis

Oklahoma Christian School
Course Description

Course: Speech

Grade Level: 9th

Teacher: Cain

Philosophy Statement	The Philosophy of the Fine Arts department is determined by the conviction that God is the creator of order and beauty throughout the universe. Artists, musicians, dramatists and others whose focus lies in Fine Arts are aware and appreciative not only of His divine creativity, but also of the use of structure, design, and balance in everything. Every student should be encouraged to develop and express his ideas for God through the abilities God has given to all, whether it be to praise, to share, to teach, or to display emotion.
Course Objective	The students will receive instruction in and demonstrate the ability to perform basic speech abilities and good communication in the areas of vocal delivery, physical delivery, speech writing & organization, group communication, group presentation, team work, discussion, persuasive speaking, research, debate, and defending the faith through communication.
Textbook	<i>Speech</i> (Glencoe: McCutcheon, Schaffer, & Wycoff)
Other Resources	<ul style="list-style-type: none"> • Teacher textbook • Practice and Enrichment worksheets • MLA formatted outlines (aligned with their Freshmen English class) • www.nflonline.org, www.hpol.org/index.html, www.americanrhetoric.com • Media Center
Time Allotment	55 minutes/day 6 days/cycle 12 cycles/semester
Course Content	<ul style="list-style-type: none"> -Vocal delivery in the areas of emphasis, pronunciation, volume, and rate. -Physical delivery through the elimination of distracting movement, correct hand placement and usage, and correct platform movement. -The organization of an instructional speech, so that the instruction is orderly, clear, and thorough. -Identifying & using the elements of a good speech including a thesis, a story, introduction, conclusion, quotations, support, chronological/climatic patterns, & rhetorical questions. -Participate in group discussions, projects, and presentations. -Persuade an audience to buy something, either a product, belief, or an idea. -Research both sides of a topic & present both sides in a convincing manner. -Research and defend a topic of faith that Christians are currently debating using the speaking skills as well as the bible and other research tools.
Evaluation Methods	<ul style="list-style-type: none"> • Class discussions • Home work assignments • Speech writing, topic outline writing, & complete sentence outline writing • Quizzes • Presentations • Designing and building of group presentation

Unit Scope & Sequence

Course Name **French I**

Grade Level **9-12**

Teacher A Kalmykov

Title of Unit	Unit Student Objectives				Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>August</i></p> <p>Ch. 1 of <i>Bien Dit</i></p>	<i>Students will:</i>				<p><i>Methods and Materials used:</i></p> <p>- <i>Notes for grammar</i></p> <p>- <i>Vocabulary</i></p> <p> * <i>association</i></p> <p> * <i>practice</i></p> <p> * <i>use in context</i></p> <p>- <i>Discussion of literature</i></p> <p>- <i>Review of grammar using games, exercises and conversation</i></p>	<p><i>Methods to determine mastery</i></p> <p>- <i>Written Homework</i></p> <p>- <i>Written tests</i></p> <p>- <i>Written quizzes</i></p> <p>- <i>Conversational grades</i></p> <p>- <i>Listening assignments</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>Cycle 1 of Semester I</i></p>
	Cycle 1	Day 1	Geoculture				
		Day 2	Greet someone and say goodbye; Ask how someone is; Ask someone's name				
		Day 3	Use numbers 0-30; Introduce someone; Ask how old someone is; Use subjects and verbs				
		Day 4	Use subject pronouns; Learn about francophone culture	Quiz: Vocabulaire 1			
		Day 5	Variations Littéraires - Pg 362-363				
		Day 6	Ask about things in a classroom; Give classroom commands; Ask the teacher something	Quiz: Grammaire 1			
	Cycle 2	Day 7	Give classroom commands; Ask the teacher something; Ask how words are spelled; Ask for someone's e-mail address; Use indefinite articles and plurals of nouns				
		Day 8	Use indefinite articles and plurals of nouns; Use the verb avoir and negation	Quiz: Vocabulaire 2			
		Day 9	Recap				
		Day 10	Develop listening, reading, and writing skills	Quiz: Grammaire 2			
		Day 11	Review				
		Day 12	Test I Sem I				

Unit Scope & Sequence

Course Name **French I**

Grade Level **9-12**

Teacher A Kalmykov

Title of Unit	Unit Student Objectives				Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>September</i></p> <p>Ch. 2 of <i>Bien Dit</i></p>	Students will:				<p>Methods and Materials used:</p> <p>- <i>Notes for grammar</i></p> <p>- <i>Vocabulary</i></p> <p>* <i>association</i></p> <p>* <i>practice</i></p> <p>* <i>use in context</i></p> <p>- <i>Discussion of literature</i></p> <p>- <i>Review of grammar using games, exercises and conversation</i></p>	<p>Methods to determine mastery</p> <p>- <i>Written Homework</i></p> <p>- <i>Written tests</i></p> <p>- <i>Written quizzes</i></p> <p>- <i>Conversational grades</i></p> <p>- <i>Listening assignments</i></p>	<p>Time allowed for this unit of study</p> <p><i>Cycle 2-4 of Semester I</i></p>
	Cycle 3	Day 1	Ask about likes and dislikes; Agree and disagree				
		Day 2	Use definite articles; Use -er verbs	Quiz: Vocabulaire 1			
		Day 3	Variations Littéraires - Pg 364-365				
		Day 4	Use -er verbs; Use irregular plurals; Learn about francophone culture	Quiz: Grammaire 1			
		Day 5	Ask how often you do an activity; Ask how well you do something	Quiz: Application 1			
		Day 6	Use contractions with á; Use conjunctions	Quiz: Vocabulaire 2			
	Cycle 4	Day 7	Recap				
		Day 8	Use conjunctions; Use Est-ce que; Develop listening and reading skills	Quiz: Grammaire 2			
		Day 9	Develop listening, reading, and writing skills; Review the chapter	Quiz: Application 2			
		Day 10	Recap				
		Day 11	Review				
		Day 12	Test II Sem I				

Unit Scope & Sequence

Course Name **French I**

Grade Level **9-12**

Teacher A Kalmykov

Title of Unit	Unit Student Objectives				Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>October</i></p> <p>Ch. 3 of <i>Bien Dit</i></p>	Students will:				<p>Methods and Materials used:</p> <p>- <i>Notes for grammar</i></p> <p>- <i>Vocabulary</i> * <i>association</i> * <i>practice</i> * <i>use in context</i></p> <p>- <i>Discussion of literature</i></p> <p>- <i>Review of grammar using games, exercises and conversation</i></p>	<p>Methods to determine mastery</p> <p>- <i>Written Homework</i></p> <p>- <i>Written tests</i></p> <p>- <i>Written quizzes</i></p> <p>- <i>Conversational grades</i></p> <p>- <i>Listening assignments</i></p>	<p>Time allowed for this unit of study</p> <p><i>Cycle 5-6 of Semester I</i></p>
	Cycle 5	Day 1	Geoculture				
		Day 2	Ask about people; Ask for an opinion				
		Day 3	Use the ver etre; Use adjective agreement	Quiz: Vocabulaire 1			
		Day 4	Variations Litteraires - Pg 366-367				
		Day 5	Use adjective agreement; Use more irregular adjectives; Learn about francophone culture	Quiz: Grammaire 1			
		Day 6	Identify family members; Ask about someone's family	Quiz: Application 1			
	Cycle 6	Day 7	Use possessive adjectives; Use contractions with de	Quiz: Vocabulaire 2			
		Day 8	Recap				
		Day 9	Use contractions with de; Use c'est versus Il/Elle est; Develop listening and reading skills	Quiz: Grammaire 2			
		Day 10	Develop listening, reading, and writing skills; Review the chapter	Quiz: Application 2			
		Day 11	Review				
		Day 12	Test III Sem I				

Unit Scope & Sequence

Course Name **French I**

Grade Level **9-12**

Teacher A Kalmykov

Title of Unit	Unit Student Objectives				Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>October/ November</i></p> <p>Ch. 4 of <i>Bien Dit</i></p>	Students will:				<p>Methods and Materials used:</p> <p>- <i>Notes for grammar</i></p> <p>- <i>Vocabulary</i></p> <p>* <i>association</i></p> <p>* <i>practice</i></p> <p>* <i>use in context</i></p> <p>- <i>Discussion of literature</i></p> <p>- <i>Review of grammar using games, exercises and conversation</i></p>	<p>Methods to determine mastery</p> <p>- <i>Written Homework</i></p> <p>- <i>Written tests</i></p> <p>- <i>Written quizzes</i></p> <p>- <i>Conversational grades</i></p> <p>- <i>Listening assignments</i></p>	<p>Time allowed for this unit of study</p> <p><i>Cycle 7-8 of Semester I</i></p>
	Cycle 7	Day 1	Ask about classes; Ask an opinion				
		Day 2	Use -re verbs; Use -ger and -cer verbs	Quiz: Vocabulaire 1			
		Day 3	Variationss Litteraires - Pg 368-369				
		Day 4	Use -ger and -cer verbs; Use le with days of the week; Learn about francophone culture	Quiz: Grammaire 1			
		Day 5	Ask others what they need and tell what you need; Inquire about and buy something	Quiz: Application 1			
		Day 6	Use the verbs preferer and acheter; Use adjectives as nouns	Quiz: Vocabulaire 2			
	Cycle 8	Day 7	Recap				
		Day 8	Use adjectives as nouns; Use agreement with numbers; Develop listening and reading skills	Quiz: Grammaire 2			
		Day 9	Develop listening, reading and writing skills; Review the chapter	Quiz: Application 2			
		Day 10	Recap				
		Day 11	Review				
		Day 12	Test IV Sem I				

Unit Scope & Sequence

Course Name **French I**

Grade Level **9-12**

Teacher A Kalmykov

Title of Unit	Unit Student Objectives				Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>November</i></p> <p>Ch. 5 of <i>Bien Dit</i></p>	Students will:				<p>Methods and Materials used:</p> <p>- <i>Notes for grammar</i></p> <p>- <i>Vocabulary</i></p> <p>* <i>association</i></p> <p>* <i>practice</i></p> <p>* <i>use in context</i></p> <p>- <i>Discussion of literature</i></p> <p>- <i>Review of grammar using games, exercises and conversation</i></p>	<p>Methods to determine mastery</p> <p>- <i>Written Homework</i></p> <p>- <i>Written tests</i></p> <p>- <i>Written quizzes</i></p> <p>- <i>Conversational grades</i></p> <p>- <i>Listening assignments</i></p>	<p>Time allowed for this unit of study</p> <p><i>Cycle 9-10 of Semester I</i></p>
	Cycle 9	Day 1	Geoculture				
		Day 2	Ask about interests; Ask when someone does an activity				
		Day 3	Use the verb faire; Use question words	Quiz: Vocabulaire 1			
		Day 4	Variations Litteraires - Pg 370-371				
		Day 5	use questions words; Use adverbs; Learn about francophone culture	Quiz: Grammaire 1			
		Day 6	Extend an invitation; Make plans	Quiz: Application 1			
	Cycle 10	Day 7	Use aller and the futur proche; Use venir and passe recent	Quiz: Vocabulaire 2			
		Day 8	Recap				
		Day 9	Use venir and the passe recent; Use idioms with avoir; Develop listening and reading skills	Quiz: Grammaire 2			
		Day 10	Develop listening, reading and writing skills; Review the chapter	Quiz: Application 2			
		Day 11	Review				
		Day 12	Test V Sem I				

Unit Scope & Sequence

Course Name **French I**

Grade Level **9-12**

Teacher A Kalmykov

Title of Unit	Unit Student Objectives				Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>December</i></p> <p>Ch. 6 of Bien Dit and Review for the Final</p>	Students will:				<p>Methods and Materials used:</p> <p>- Notes for grammar</p> <p>- Vocabulary * association * practice * use in context</p> <p>- Discussion of literature</p> <p>- Review of grammar using games, exercises and conversation</p>	<p>Methods to determine mastery</p> <p>- Written Homework</p> <p>- Written tests</p> <p>- Written quizzes</p> <p>- Conversational grades</p> <p>- Listening assignments</p>	<p>Time allowed for this unit of study</p> <p><i>Cycle 11-12 of Semester I</i></p>
	Cycle 11	Day 1	Offer food; Ask an opinion				
		Day 2	Use the partitive; Use -ir verbs	Quiz: Vocabulaire 1			
		Day 3	Variations Litteraires - Pg 372-373				
		Day 4	Use -ir verbs; Use the verb vouloir; Learn about francophone culture	Quiz: Grammaire 1			
		Day 5	Inquire about food ad order; Ask how much something is and pay the check	Quiz: Application 1			
		Day 6	Use the verb prendre; Use the imperative	Quiz: Vocabulaire 2			
	Cycle 12	Day 7	Recap				
		Day 8	Use the imperative; Use the verb boire; Develop listening and reading skills	Quiz: Grammaire 2			
		Day 9	Develop listening, reading and writing skills; Review the chapter	Quiz: Application 2			
		Day 10	Recap				
		Day 11	Review				
		Day 12	Test VI Sem II				

Unit Scope & Sequence

Course Name **French I**

Grade Level **9-12**

Teacher A Kalmykov

Title of Unit	Unit Student Objectives				Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>January</i></p> <p>Ch. 7 of Bien Dit</p>	Students will:				<p>Methods and Materials used:</p> <p>- <i>Notes for grammar</i></p> <p>- <i>Vocabulary</i> * <i>association</i> * <i>practice</i> * <i>use in context</i></p> <p>- <i>Discussion of literature</i></p> <p>- <i>Review of grammar using games, exercises and conversation</i></p>	<p>Methods to determine mastery</p> <p>- <i>Written Homework</i></p> <p>- <i>Written tests</i></p> <p>- <i>Written quizzes</i></p> <p>- <i>Conversational grades</i></p> <p>- <i>Listening assignments</i></p>	<p>Time allowed for this unit of study</p> <p>Cycle 1-2 of Semester II</p>
	Cycle 1	Day 1	Geoculture				
		Day 2	Offer help; Ask for opinions				
		Day 3	Use demonstrative adjectives; Use interrogative adjectives	Quiz: Vocabulaire 1			
		Day 4	Variations Litteraires - Pg 374-375				
		Day 5	Use interrogative adjectives; Use the verb mettre; Learn about francophone culture	Quiz: Grammaire 1			
		Day 6	Ask about prices; Make a decision	Quiz: Application 1			
	Cycle 2	Day 7	Use the passe compos of -er verbs; Use the passe compose of irregular verbs	Quiz: Vocabulaire 2			
		Day 8	Recap				
		Day 9	Use the passe compose of irregular verbs; Use adverbs with the passe compose; Develop listening and reading skills	Quiz: Grammaire 2			
		Day 10	Develop listening, reading and writing skills; Review the chapter	Quiz: Application 2			
		Day 11	Review				
		Day 12	Test I Sem II				

Unit Scope & Sequence

Course Name **French I**

Grade Level **9-12**

Teacher A Kalmykov

Title of Unit	Unit Student Objectives				Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>February</i></p> <p>Ch. 8 of <i>Bien Dit</i></p>	Students will:				<p>Methods and Materials used:</p> <p>- <i>Notes for grammar</i></p> <p>- <i>Vocabulary</i></p> <p>* <i>association</i></p> <p>* <i>practice</i></p> <p>* <i>use in context</i></p> <p>- <i>Discussion of literature</i></p> <p>- <i>Review of grammar using games, exercises and conversation</i></p>	<p>Methods to determine mastery</p> <p>- <i>Written Homework</i></p> <p>- <i>Written tests</i></p> <p>- <i>Written quizzes</i></p> <p>- <i>Conversational grades</i></p> <p>- <i>Listening assignments</i></p>	<p>Time allowed for this unit of study</p> <p><i>Cycle 3-4 of Semester II</i></p>
	Cycle 3	Day 1	Ask for permission; Tell how often you do things				
		Day 2	Use the verbs pouvoir and devoir; Use the passe compose of -ir and -re verbs	Quiz: Vocabulaire 1			
		Day 3	Variationss Litteraires - Pg 376-377				
		Day 4	Use the passe compose of -ir and -re verbs; Use negative expressions; Learn about francophone culture	Quiz: Grammaire 1			
		Day 5	Describe a house; Ask where something is	Quiz: Application 1			
		Day 6	Use the verbs dormir, sortir, and partir; use the passe compose with etre	Quiz: Vocabulaire 2			
	Cycle 4	Day 7	Recap				
		Day 8	Use the passe compose with etre; Use the verb nettoyer; Develop listening and reading skills	Quiz: Grammaire 2			
		Day 9	Develop listening, reading and writing skills; Review the chapter	Quiz: Application 2			
		Day 10	Recap				
		Day 11	Review				
		Day 12	Test II Sem II				

Unit Scope & Sequence

Course Name **French I**

Grade Level **9-12**

Teacher A Kalmykov

Title of Unit	Unit Student Objectives				Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>February / March</i></p> <p>Ch. 9 of Bien Dit</p>	Students will:				<p>Methods and Materials used:</p> <p>- Notes for grammar</p> <p>- Vocabulary * association * practice * use in context</p> <p>- Discussion of literature</p> <p>- Review of grammar using games, exercises and conversation</p>	<p>Methods to determine mastery</p> <p>- Written Homework</p> <p>- Written tests</p> <p>- Written quizzes</p> <p>- Conversational grades</p> <p>- Listening assignments</p>	<p>Time allowed for this unit of study</p> <p>Cycle 5-6 of Semester I I</p>
	Cycle 5	Day 1	Geoculture				
		Day 2	Plan your day; Ask for and give directions				
		Day 3	Use the verb voir; Use the verbs savoir and connaitre	Quiz: Vocabulaire 1			
		Day 4	Variations Litteraires - Pg 378-379				
		Day 5	Use the verbs savoir and connaitre; Use the imperative; Learn about francophone culture	Quiz: Grammaire 1			
		Day 6	Ask for information; Make and respond to a request	Quiz: Application 1			
	Cycle 6	Day 7	Use the present tense; Use inversion	Quiz: Vocabulaire 2			
		Day 8	Recap				
		Day 9	Use inversion; Use the partitive; Develop listening and reading skills	Quiz: Grammaire 2			
		Day 10	Develop listening, reading and writing skills; Review the chapter	Quiz: Application 2			
		Day 11	Review				
		Day 12	Test V Sem II				

Unit Scope & Sequence

Course Name **French I**

Grade Level **9-12**

Teacher A Kalmykov

Title of Unit	Unit Student Objectives				Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>March/April</i></p> <p>Ch. 10 of Bien Dit</p>	Students will:				<p>Methods and Materials used:</p> <p>- <i>Notes for grammar</i></p> <p>- <i>Vocabulary</i></p> <p> * <i>association</i></p> <p> * <i>practice</i></p> <p> * <i>use in context</i></p> <p>- <i>Discussion of literature</i></p> <p>- <i>Review of grammar using games, exercises and conversation</i></p>	<p>Methods to determine mastery</p> <p>- <i>Written Homework</i></p> <p>- <i>Written tests</i></p> <p>- <i>Written quizzes</i></p> <p>- <i>Conversational grades</i></p> <p>- <i>Listening assignments</i></p>	<p>Time allowed for this unit of study</p> <p><i>Cycle 7-8 of Semester I I</i></p>
	Cycle 7	Day 1	Give advice; Get information				
		Day 2	Use the verb appeler; use prepositions with countries and cities	Quiz: Vocabulaire 1			
		Day 3	Variations Litteraires - Pg 380-381				
		Day 4	Use prepositions with countries and cities; Use idioms with faire; Learn about francophone culture	Quiz: Grammaire 1			
		Day 5	Ask for information; Buy tickets and make a transaction	Quiz: Application 1			
		Day 6	Use the passe compose with avoir; Use the passe compose with etre	Quiz: Vocabulaire 2			
	Cycle 8	Day 7	Recap				
		Day 8	Use the passe compose with etre; Ue ordinal numbers; develop listening and reading skills	Quiz: Grammaire 2			
		Day 9	Develop listening, reading and writing skills; Review the chapter	Quiz: Application 2			
		Day 10	Recap				
		Day 11	Review				
		Day 12	Test VI Sem II				

Unit Scope & Sequence

Course Name **French I**

Grade Level **9-12**

Teacher A Kalmykov

Title of Unit	Unit Student Objectives			Unit Instructional Methods	Unit Assessments	Unit Time Frame																																				
<p><i>April/ May</i></p> <p>Review</p>	<p><i>Students will:</i></p> <table border="1" data-bbox="415 492 1096 906"> <tr> <td>Cycle 9</td> <td>Day 1</td> <td>Review for a comprehensive exam</td> </tr> <tr> <td></td> <td>Day 2</td> <td>Review for a comprehensive exam</td> </tr> <tr> <td></td> <td>Day 3</td> <td>Review for a comprehensive exam</td> </tr> <tr> <td></td> <td>Day 4</td> <td>Review for a comprehensive exam</td> </tr> <tr> <td></td> <td>Day 5</td> <td>Review for a comprehensive exam</td> </tr> <tr> <td></td> <td>Day 6</td> <td>Test III Sem II</td> </tr> <tr> <td>Cycle 10</td> <td>Day 7</td> <td>Review for French Concours</td> </tr> <tr> <td></td> <td>Day 8</td> <td>Review for French Concours</td> </tr> <tr> <td></td> <td>Day 9</td> <td>Review for French Concours</td> </tr> <tr> <td></td> <td>Day 10</td> <td>Review for French Concours</td> </tr> <tr> <td></td> <td>Day 11</td> <td>Review for French Concours</td> </tr> <tr> <td></td> <td>Day 12</td> <td>French Concours</td> </tr> </table>			Cycle 9	Day 1	Review for a comprehensive exam		Day 2	Review for a comprehensive exam		Day 3	Review for a comprehensive exam		Day 4	Review for a comprehensive exam		Day 5	Review for a comprehensive exam		Day 6	Test III Sem II	Cycle 10	Day 7	Review for French Concours		Day 8	Review for French Concours		Day 9	Review for French Concours		Day 10	Review for French Concours		Day 11	Review for French Concours		Day 12	French Concours	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> - <i>Notes for grammar</i> - <i>Vocabulary</i> * <i>association</i> * <i>practice</i> * <i>use in context</i> - <i>Discussion of literature</i> - <i>Review of grammar using games, exercises and conversation</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> - <i>Written Homework</i> - <i>Written tests</i> - <i>Written quizzes</i> - <i>Conversational grades</i> - <i>Listening assignments</i> 	<p><i>Time allowed for this unit of study</i></p> <p align="center"><i>Cycle 9-10 of Semester II</i></p>
Cycle 9	Day 1	Review for a comprehensive exam																																								
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Unit Scope & Sequence

Course Name **French I**

Grade Level **9-12**

Teacher A Kalmykov

Title of Unit	Unit Student Objectives			Unit Instructional Methods	Unit Assessments	Unit Time Frame																																				
<p><i>May</i></p> <p>Review for Final</p>	<p><i>Students will:</i></p> <table border="1" data-bbox="415 492 989 906"> <tr><td>Cycle 11</td><td>Day 1</td><td>Review for Final</td></tr> <tr><td></td><td>Day 2</td><td>Review for Final</td></tr> <tr><td></td><td>Day 3</td><td>Review for Final</td></tr> <tr><td></td><td>Day 4</td><td>Review for Final</td></tr> <tr><td></td><td>Day 5</td><td>Review for Final</td></tr> <tr><td></td><td>Day 6</td><td>Review for Final</td></tr> <tr><td>Cycle 12</td><td>Day 7</td><td>Review for Final</td></tr> <tr><td></td><td>Day 8</td><td>Review for Final</td></tr> <tr><td></td><td>Day 9</td><td>Review for Final</td></tr> <tr><td></td><td>Day 10</td><td>Review for Final</td></tr> <tr><td></td><td>Day 11</td><td>Review for Final</td></tr> <tr><td></td><td>Day 12</td><td>Final Test</td></tr> </table>			Cycle 11	Day 1	Review for Final		Day 2	Review for Final		Day 3	Review for Final		Day 4	Review for Final		Day 5	Review for Final		Day 6	Review for Final	Cycle 12	Day 7	Review for Final		Day 8	Review for Final		Day 9	Review for Final		Day 10	Review for Final		Day 11	Review for Final		Day 12	Final Test	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> - <i>Notes for grammar</i> - <i>Vocabulary</i> * <i>association</i> * <i>practice</i> * <i>use in context</i> - <i>Discussion of literature</i> - <i>Review of grammar using games, exercises and conversation</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> - <i>Written Homework</i> - <i>Written tests</i> - <i>Written quizzes</i> - <i>Conversational grades</i> - <i>Listening assignments</i> 	<p><i>Time allowed for this unit of study</i></p> <p align="center"><i>Cycle 11-12 of Semester II</i></p>
Cycle 11	Day 1	Review for Final																																								
	Day 2	Review for Final																																								
	Day 3	Review for Final																																								
	Day 4	Review for Final																																								
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	Day 9	Review for Final																																								
	Day 10	Review for Final																																								
	Day 11	Review for Final																																								
	Day 12	Final Test																																								

Unit Scope & Sequence

Course Name Spanish I

Grade Level **9-10**

Teacher A Kalmykov & K. Jordan

Title of Unit	Unit Student Objectives				Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>August</i></p> <p>Preliminary Ch. of Asi Es</p>	<i>Students will:</i>				<p><i>Methods and Materials used:</i></p> <p>- <i>Notes for grammar</i></p> <p>- <i>Vocabulary</i> * <i>association</i> * <i>practice</i> * <i>use in context</i></p> <p>- <i>Discussion of literature</i></p> <p>- <i>Review of grammar using games, exercises and conversation</i></p>	<p><i>Methods to determine mastery</i></p> <p>- <i>Written Homework</i></p> <p>- <i>Written tests</i></p> <p>- <i>Written quizzes</i></p> <p>- <i>Conversational grades</i></p> <p>- <i>Listening assignments</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>Cycle 1 of Semester I</i></p>
	Cycle 1	Day 1	Greetings, Introductions and Other Expressions	pág 4-5			
		Day 2	Days of the Week; Subject Pronouns; Verb ser	pág 13-14			
		Day 3	Countries and capitals; Interrogative words; Verb estar	pág 15-16			
		Day 4	Numbers; Expression Hay; Definite articles, indefinite articles and nouns	pág 18-20			
		Day 5	In the classroom; Nouns; Pluralization of Nouns; Brief Review	pág 18,21			
		Day 6	Test I Sem I				

Unit Scope & Sequence

Course Name Spanish I

Grade Level **9-10**

Teacher A Kalmykov & K. Jordan

Title of Unit	Unit Student Objectives			Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>September</i></p> <p>Ch. 1 and 2 of Asi Es</p>	Students will:			<p>Methods and Materials used:</p> <p>- Notes for grammar</p> <p>- Vocabulary * association * practice * use in context</p> <p>- Discussion of literature</p> <p>- Review of grammar using games, exercises and conversation</p>	<p>Methods to determine mastery</p> <p>- Written Homework</p> <p>- Written tests</p> <p>- Written quizzes</p> <p>- Conversational grades</p> <p>- Listening assignments</p>	<p>Time allowed for this unit of study</p> <p><i>Cycle 2-4 of Semester I</i></p>
	Cycle 2	Day 1	Nuevo Vocabulario - pág 43-44			
		Day 2	ar Action verbs; Present Indicative of -ar verbs			
		Day 3	Numbers 21-100; Time expressions; Telling time			
		Day 4	Antonyms; Verbs Hacer and Ir			
		Day 5	Review; Escuchemos			
		Day 6	Review; Leamos			
	Cycle 3	Day 1	Review; Escribamos			
		Day 2	Test II Sem I			
		Day 3	Nuevo Vocabulario - pág 67-68			
		Day 4	ar, -er and -ir Action verbs; Present Indicative of -er and -ir verbs			
		Day 5	Adjectives; Agreements of adjectives; Placement of adjectives			
		Day 6	In the classroom; Curriculum Content; More about ser, estar, and hay			
	Cycle 4	Day 1	Feelings; Contractions al and del			
		Day 2	Review; Escribamos			
		Day 3	Review; Escuchemos			
		Day 4	Review; Leamos			
		Day 5	Test III Sem I			
		Day 6	Nuevo Vocabulario - pág 93-94			

Unit Scope & Sequence

Course Name Spanish I

Grade Level **9-10**

Teacher A Kalmykov & K. Jordan

Title of Unit	Unit Student Objectives				Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>October</i></p> <p>Ch. 3 of Asi Es, Review through Ch. 3</p>	Students will:				<p>Methods and Materials used:</p> <p>- Notes for grammar</p> <p>- Vocabulary * association * practice * use in context</p> <p>- Discussion of literature</p> <p>- Review of grammar using games, exercises and conversation</p>	<p>Methods to determine mastery</p> <p>- Written Homework</p> <p>- Written tests</p> <p>- Written quizzes</p> <p>- Conversational grades</p> <p>- Listening assignments</p>	<p>Time allowed for this unit of study</p> <p><i>Cycle 5-6 of Semester I</i></p>
	Cycle 5	Day 1	Action verbs; Stem-changing verbs e>ie	pág 93,96			
		Day 2	Stem-changing verbs o>ue; Practice stem-changing	pág 99			
		Day 3	Workplace; Expressions with tener	pág 94,101			
		Day 4	Job-related vocab; Possessive adjectives	pág 94,104			
		Day 5	Professions; Indefinite and negative expressions	pág 93,106			
		Day 6	Review Ch.3				
	Cycle 6	Day 1	Review Ch.3				
		Day 2	Review Ch.2				
		Day 3	Review Ch.2				
		Day 4	Review Ch.1 and Preliminary				
		Day 5	Review Ch.1 and Preliminary				
		Day 6	Test IV Sem I				

Unit Scope & Sequence

Course Name Spanish I

Grade Level **9-10**

Teacher A Kalmykov & K. Jordan

Title of Unit	Unit Student Objectives				Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>October/ November</i></p> <p>Ch. 4 of Asi Es,</p>	Students will:				<p>Methods and Materials used:</p> <p>- Notes for grammar</p> <p>- Vocabulary * association * practice * use in context</p> <p>- Discussion of literature</p> <p>- Review of grammar using games, exercises and conversation</p>	<p>Methods to determine mastery</p> <p>- Written Homework</p> <p>- Written tests</p> <p>- Written quizzes</p> <p>- Conversational grades</p> <p>- Listening assignments</p>	<p>Time allowed for this unit of study</p> <p><i>Cycle 7-8 of Semester I</i></p>
	Cycle 7	Day 1	Nuevo Vocabulario - pág 135-137	pág 135-137			
		Day 2	Family members; More irregular verbs in present tense	pág 135,140			
		Day 3	Colors; Personal a	pág 136,143			
		Day 4	Places; Verbs saber and conocer	pág 137,145			
		Day 5	Events; Weather expressions; Seasons, months and days of the week	pág 137,146-148			
		Day 6	Numbers above 100; Ordinal numbers; Quiz	pág 137, 382, 151			
	Cycle 8	Day 1	Review Ch. Pre and 1				
		Day 2	Review Ch. 2 and 3				
		Day 3	Review; Escribamos	pág 158			
		Day 4	Review; Escuchemos	pág 154			
		Day 5	Review; Leamos	pág 156			
		Day 6	Test V Sem I				

Unit Scope & Sequence

Course Name Spanish I

Grade Level **9-10**

Teacher A Kalmykov & K. Jordan

Title of Unit	Unit Student Objectives				Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>November</i></p> <p>Ch. 5 of Asi Es,</p>	Students will:				<p>Methods and Materials used:</p> <p>- <i>Notes for grammar</i></p> <p>- <i>Vocabulary</i></p> <p>* <i>association</i></p> <p>* <i>practice</i></p> <p>* <i>use in context</i></p> <p>- <i>Discussion of literature</i></p> <p>- <i>Review of grammar using games, exercises and conversation</i></p>	<p>Methods to determine mastery</p> <p>- <i>Written Homework</i></p> <p>- <i>Written tests</i></p> <p>- <i>Written quizzes</i></p> <p>- <i>Conversational grades</i></p> <p>- <i>Listening assignments</i></p>	<p>Time allowed for this unit of study</p> <p><i>Cycle 9-10 of Semester I</i></p>
	Cycle 9	Day 1	Nuevo Vocabulario - pág 163-164	pág 163-164			
		Day 2	House; Parts of the house; Prepositional pronouns	pág 163,167			
		Day 3	Verbs for housework; Present progressive tense	pág 164, 170			
		Day 4	Furniture and accessories; Stem-changing verbs e>I	pág 163, 172			
		Day 5	Prepositions of place; Demonstrative adjectives and pronouns	pág 164,175			
		Day 6	Quiz; Direct Object Pronouns	pág 178			
	Cycle 10	Day 1	Review; Escribamos	pág 186			
		Day 2	Review Ch. 3 and 4				
		Day 3	Review Ch. Pre - 2				
		Day 4	Review; Leamos	pág 185			
		Day 5	Review; Escuchemos	pág 182			
		Day 6	Test VI Sem I				

Unit Scope & Sequence

Course Name Spanish I

Grade Level **9-10**

Teacher A Kalmykov & K. Jordan

Title of Unit	Unit Student Objectives				Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>December</i></p> <p>Ch. 6 of Asi Es, Review for Finals</p>	Students will:				<p>Methods and Materials used:</p> <p>- Notes for grammar</p> <p>- Vocabulary * association * practice * use in context</p> <p>- Discussion of literature</p> <p>- Review of grammar using games, exercises and conversation</p>	<p>Methods to determine mastery</p> <p>- Written Homework</p> <p>- Written tests</p> <p>- Written quizzes</p> <p>- Conversational grades</p> <p>- Listening assignments</p>	<p>Time allowed for this unit of study</p> <p>Cycle 11-12 of Semester I</p>
	Cycle 11	Day 1	Nuevo Vocabulario - pág 191-192	pág 191-192			
		Day 2	Hobbies; Indirect object pronouns	pág 191,195			
		Day 3	Direct and indirect object pronouns used together	pág 199			
		Day 4	Reactions; On the telephone; Preterite tense of regular	pág 191-192,202			
		Day 5	Computer science; Sections of the newspaper; Practice preterite conjugations	pág 192			
		Day 6	Quiz; Preterite of verbs ir, ser, hacer and dar	pág 205			
	Cycle 12	Day 1	Review Ch. 6				
		Day 2	Review; Escribamos	pág 211			
		Day 3	Review Ch. Pre - 3				
		Day 4	Review Ch. 4-5				
		Day 5	Review Ch. 6				
		Day 6	Test VII Sem I				

Unit Scope & Sequence

Course Name Spanish I

Grade Level **9-10**

Teacher A Kalmykov & K. Jordan

Title of Unit	Unit Student Objectives				Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>January</i></p> <p>Ch. 7 of Asi Es</p>	<i>Students will:</i>				<p>Methods and Materials used:</p> <p>- <i>Notes for grammar</i></p> <p>- <i>Vocabulary</i> * <i>association</i> * <i>practice</i> * <i>use in context</i></p> <p>- <i>Discussion of literature</i></p> <p>- <i>Review of grammar using games, exercises and conversation</i></p>	<p>Methods to determine mastery</p> <p>- <i>Written Homework</i></p> <p>- <i>Written tests</i></p> <p>- <i>Written quizzes</i></p> <p>- <i>Conversational grades</i></p> <p>- <i>Listening assignments</i></p>	<p>Time allowed for this unit of study</p> <p><i>Cycle 1-2 of Semester II</i></p>
	Cycle 1	Day 1	Nuevo Vocabulario - pág 235-236	pág 235-236			
		Day 2	Buen provecho; Gustar and similar verbs	pág 235,239			
		Day 3	Foods; Uses of por and para	pág 235,244			
		Day 4	Drinks; Preterite of more irregular verbs	pág 236,247			
		Day 5	In the restaurant; Preterite of stem-changing verbs	pág 236,249			
		Day 6	Quiz				
	Cycle 2	Day 1	Review; Escribamos	pág 255			
		Day 2	Review; Escuchemos	pág 252			
		Day 3	Review; Leamos	pág 254			
		Day 4	Review Ch. Pre - 3				
		Day 5	Review Ch. 4-6				
		Day 6	Test I Sem II				

Unit Scope & Sequence

Course Name Spanish I

Grade Level **9-10**

Teacher A Kalmykov & K. Jordan

Title of Unit	Unit Student Objectives				Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>February</i></p> <p>Ch. 8 of Asi Es</p>	<i>Students will:</i>				<p><i>Methods and Materials used:</i></p> <p>- <i>Notes for grammar</i></p> <p>- <i>Vocabulary</i> * <i>association</i> * <i>practice</i> * <i>use in context</i></p> <p>- <i>Discussion of literature</i></p> <p>- <i>Review of grammar using games, exercises and conversation</i></p>	<p><i>Methods to determine mastery</i></p> <p>- <i>Written Homework</i></p> <p>- <i>Written tests</i></p> <p>- <i>Written quizzes</i></p> <p>- <i>Conversational grades</i></p> <p>- <i>Listening assignments</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>Cycle 3-4 of Semester II</i></p>
	Cycle 3	Day 1	Nuevo Vocabulario - pág 259-260	pág 259-260			
		Day 2	In the supermarket; Imperfect tense	pág 259,262			
		Day 3	At the market; Imperfect tense	pág 259,262			
		Day 4	Uses of preterite and imperfect	pág 268			
		Day 5	Other foods; Se to express an indefinite subject	pág 260,272			
		Day 6	Quiz				
	Cycle 4	Day 1	Review; Escribamos	pág 278			
		Day 2	Review; Escuchemos	pág 275			
		Day 3	Review; Leamos	pág 277			
		Day 4	Review Ch. Pre - 4				
		Day 5	Review Ch. 5-7				
		Day 6	Test II Sem II				

Unit Scope & Sequence

Course Name Spanish I

Grade Level **9-10**

Teacher A Kalmykov & K. Jordan

Title of Unit	Unit Student Objectives				Unit Instructional Methods	Unit Assessments	Unit Time Frame	
<p><i>February / March</i></p> <p>Ch. 9 of Asi Es</p>	Students will:				<p>Methods and Materials used:</p> <p>- Notes for grammar</p> <p>- Vocabulary * association * practice * use in context</p> <p>- Discussion of literature</p> <p>- Review of grammar using games, exercises and conversation</p>	<p>Methods to determine mastery</p> <p>- Written Homework</p> <p>- Written tests</p> <p>- Written quizzes</p> <p>- Conversational grades</p> <p>- Listening assignments</p>	<p>Time allowed for this unit of study</p> <p>Cycle 5-6 of Semester I I</p>	
	Cycle 5	Day 1	Nuevo Vocabulario - pág 283-284	pág 283-284				
		Day 2	Expressions for trying on clothes; Reflexive verbs	pág 284,289				
		Day 3	Shopping; Reflexive verbs	pág 284,289				
		Day 4	Clothes and accessories; Formal commands w/ Ud. And Uds.	pág 283,295				
		Day 5	Fabrics and metals; Informal commands with tú	pág 284,297				
		Day 6	Quiz					
		Cycle 6	Day 1	Review; Escribamos				pág 304
			Day 2	Review; Escuchemos				pág 301
			Day 3	Review Ch. Pre - 4				
			Day 4	Review Ch. 5-7				
			Day 5	Review Ch. 8-9				
			Day 6	Test III Sem II				

Unit Scope & Sequence

Course Name Spanish I

Grade Level **9-10**

Teacher A Kalmykov & K. Jordan

Title of Unit	Unit Student Objectives				Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>March/April</i></p> <p>NSE and Review of Ch. 1-3</p>	Students will:				<p>Methods and Materials used:</p> <p>- Notes for grammar</p> <p>- Vocabulary * association * practice * use in context</p> <p>- Discussion of literature</p> <p>- Review of grammar using games, exercises and conversation</p>	<p>Methods to determine mastery</p> <p>- Written Homework</p> <p>- Written tests</p> <p>- Written quizzes</p> <p>- Conversational grades</p> <p>- Listening assignments</p>	<p>Time allowed for this unit of study</p> <p><i>Cycle 7-8 of Semester I I</i></p>
	Cycle 7	Day 1	Review for NSE				
		Day 2	Review for NSE				
		Day 3	Review for NSE				
		Day 4	Take NSE				
		Day 5	Review for NSE				
		Day 6	Take NSE				
	Cycle 8	Day 1	Review Ch. 1-3; Gaceta	Ser, Estar and Hay; Pr. Vocab; Gaceta			
		Day 2	Review Ch. 1-3; Gaceta	Numbers, Hacer and Ir; Pr. Vocab; Gaceta			
		Day 3	Review Ch. 1-3; Gaceta	Agreement of adj, al and del; Ch.1 Vocab; Gaceta			
		Day 4	Review Ch. 1-3; Gaceta	Stem-Changing Verbs; Ch.2 Vocab; Gaceta			
		Day 5	Review Ch. 1-3; Gaceta	Expr. W/tener, Ind. & neg. exp; Ch. 3 Vocab; Gaceta			
		Day 6	Test IV Sem II				

Unit Scope & Sequence

Course Name Spanish I

Grade Level **9-10**

Teacher A Kalmykov & K. Jordan

Title of Unit	Unit Student Objectives				Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>April/ May</i></p> <p>Review of Ch. 1-3 and Ch. 4-6</p>	Students will:				<p>Methods and Materials used:</p> <p>- <i>Notes for grammar</i></p> <p>- <i>Vocabulary</i> * <i>association</i> * <i>practice</i> * <i>use in context</i></p> <p>- <i>Discussion of literature</i></p> <p>- <i>Review of grammar using games, exercises and conversation</i></p>	<p>Methods to determine mastery</p> <p>- <i>Written Homework</i></p> <p>- <i>Written tests</i></p> <p>- <i>Written quizzes</i></p> <p>- <i>Conversational grades</i></p> <p>- <i>Listening assignments</i></p>	<p>Time allowed for this unit of study</p> <p><i>Cycle 9-10 of Semester II</i></p>
	Cy cle 9	Day 1	Review Ch. 4-6; Gaceta	Irregular and present tense verbs, personal a; Ch. 4 Vocab; Gaceta			
		Day 2	Review Ch. 4-6; Gaceta	Saber and conocer, prep pronouns; Ch. 4 Vocab; Gaceta			
		Day 3	Review Ch. 4-6; Gaceta	Present progressive, dem adj and pro; Ch. 5 Vocab; Gaceta			
		Day 4	Review Ch. 4-6; Gaceta	Direct and Indirect object Pronouns; Ch. 6 Vocab; Gaceta			
		Day 5	Review Ch. 4-6; Gaceta	Preterite tense of regular verbs, Preterite tense of ir, ser, dar and hacer; Ch. 6 Vocab; Gaceta			
		Day 6	Test V Sem II				
	Cy cle 10	Day 1	Review Ch. 7-9; Gaceta	Gustar and Similar Verbs, Preterite of more irregular verbs, Preterite of stem-changing verbs; Ch. 7 Vocab; Gaceta			
		Day 2	Review Ch. 7-9; Gaceta	Uses of por and para, imperfect tense; Ch. 7 Vocab; Gaceta			
		Day 3	Review Ch. 7-9; Gaceta	Uses of preterite and imperfect, se to express subject; Ch. 8 Vocab; Gaceta			
		Day 4	Review Ch. 7-9; Gaceta	Reflexive verbs; Ch. 9 Vocab; Gaceta			
		Day 5	Review Ch. 7-9; Gaceta	Formal and informal commands; Ch. 9 Vocab; Gaceta			
		Day 6	Test VI Sem II				

Unit Scope & Sequence

Course Name Spanish I

Grade Level **9-10**

Teacher A Kalmykov & K. Jordan

Title of Unit	Unit Student Objectives				Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>May</i></p> <p>Review for the Final</p>	<i>Students will:</i>				<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> - Notes for grammar - Vocabulary <ul style="list-style-type: none"> * association * practice * use in context - Discussion of literature - Review of grammar using games, exercises and conversation 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> - Written Homework - Written tests - Written quizzes - Conversational grades - Listening assignments 	<p><i>Time allowed for this unit of study</i></p> <p align="center"><i>Cycle 11-12 of Semester II</i></p>
	Cycle 11	Day 1	Review for Final				
		Day 2	Review for Final				
		Day 3	Review for Final				
		Day 4	Review for Final				
		Day 5	Review for Final				
		Day 6	Review for Final				
	Cycle 12	Day 1	Review for Final				
		Day 2	Review for Final				
		Day 3	Review for Final				
		Day 4	Review for Final				
		Day 5	Review for Final				
		Day 6	Test VII Sem II				

Unit Scope & Sequence

Course Name Spanish III

Grade Level 10-12

Teacher A Kalmykov

Title of Unit	Unit Student Objectives				Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>August/September</i></p> <p>Gabriel Garcia Marquez, Colombia y <u>Un día de estos</u></p>	Students will:				<p>Methods and Materials used:</p> <ul style="list-style-type: none"> - Reading Material * outloud * in groups * silently - Vocab from Reading - Discussion of literature - Review of grammar using games, exercises and conversation - Videos and articles of current events in Spanis. *practice listening - Writing assignments 	<p>Methods to determine mastery</p> <ul style="list-style-type: none"> - Writing assignments - Written tests - Written quizzes - Conversational grades 	<p>Time allowed for this unit of study</p> <p align="center">Cycle 1-2 of Semester I</p>
	Cycle 1	Day 1	Current Event and Discussion				
		Day 2	History/Intro to Piece				
		Day 3	Biography of Author				
		Day 4	Part 1 of Lit				
		Day 5	Part 2 of Lit				
		Day 6	Quiz				
	Cycle 2	Day 7	Part 3 of Lit				
		Day 8	Part 4 of Lit				
		Day 9	Discussion of Lit				
		Day 10	In class assignment				
		Day 11	Grammar and Review				
		Day 12	Test				

Unit Scope & Sequence

Course Name Spanish III

Grade Level 10-12

Teacher A Kalmykov

Title of Unit	Unit Student Objectives				Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>September</i></p> <p>Pablo Neruda, Poema 20 y Walking Around</p>	Students will:				<p>Methods and Materials used:</p> <ul style="list-style-type: none"> - Reading Material * outloud * in groups * silently - Vocab from Reading - Discussion of literature - Review of grammar using games, exercises and conversation - Videos and articles of current events in Spanis. *practice listening - Writing assignments 	<p>Methods to determine mastery</p> <ul style="list-style-type: none"> - Writing assignments - Written tests - Written quizzes - Conversational grades 	<p>Time allowed for this unit of study</p> <p align="center"><i>Cycle 3-4 of Semester I</i></p>
	Cycle 3	Day 1	Current Event and Discussion				
		Day 2	History/Intro to Piece				
		Day 3	Biography of Author				
		Day 4	Part 1 of Lit				
		Day 5	Part 2 of Lit				
		Day 6	Quiz				
	Cycle 4	Day 7	Part 3 of Lit				
		Day 8	Part 4 of Lit				
		Day 9	Discussion of Lit				
		Day 10	In class assignment				
		Day 11	Grammar and Review				
		Day 12	Test				

Unit Scope & Sequence

Course Name Spanish III

Grade Level 10-12

Teacher A Kalmykov

Title of Unit	Unit Student Objectives				Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>October</i></p> <p>La Historia Oficial, Grammar, and Review</p>	Students will:				<p>Methods and Materials used:</p> <ul style="list-style-type: none"> - Reading Material * outloud * in groups * silently - Vocab from Reading - Discussion of literature - Review of grammar using games, exercises and conversation - Videos and articles of current events in Spanis. *practice listening - Writing assignments 	<p>Methods to determine mastery</p> <ul style="list-style-type: none"> - Writing assignments - Written tests - Written quizzes - Conversational grades 	<p>Time allowed for this unit of study</p> <p align="center"><i>Cycle 5-6 of Semester I</i></p>
	Cycle 5	Day 1	Current Event and Discussion				
		Day 2	Grammar				
		Day 3	<i>La Historia Oficial</i>				
		Day 4	<i>La Historia Oficial</i>				
		Day 5	Discussion of Movie				
		Day 6	Quiz				
	Cycle 6	Day 7	Current Event and Discussion				
		Day 8	Grammar				
		Day 9	Writing Assignment				
		Day 10	Review				
		Day 11	Review				
		Day 12	Midterm Test				

Unit Scope & Sequence

Course Name Spanish III

Grade Level 10-12

Teacher A Kalmykov

Title of Unit	Unit Student Objectives				Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>October/ November</i></p> <p>A Roosevelt, Rubén Darío</p>	Students will:				<p>Methods and Materials used:</p> <ul style="list-style-type: none"> - Reading Material * outloud * in groups * silently - Vocab from Reading - Discussion of literature - Review of grammar using games, exercises and conversation - Videos and articles of current events in Spanis. *practice listening - Writing assignments 	<p>Methods to determine mastery</p> <ul style="list-style-type: none"> - Writing assignments - Written tests - Written quizzes - Conversational grades 	<p>Time allowed for this unit of study</p> <p align="center">Cycle 7-8 of Semester I</p>
	Cycle 7	Day 1	Current Event and Discussion				
		Day 2	History/Intro to Piece	Nicaragua			
		Day 3	Biography of Author	Rubén Darío			
		Day 4	Part 1 of Lit	A Roosevelt			
		Day 5	Part 2 of Lit	A Roosevelt			
		Day 6	Quiz				
	Cycle 8	Day 7	Part 3 of Lit	A Roosevelt			
		Day 8	Part 4 of Lit	A Roosevelt			
		Day 9	Discussion of Lit				
		Day 10	In class assignment				
		Day 11	Grammar and Review				
		Day 12	Test				

Unit Scope & Sequence

Course Name Spanish III

Grade Level 10-12

Teacher A Kalmykov

Title of Unit	Unit Student Objectives				Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>November</i></p> <p><i>Canción del pirata, José de Espronceda</i></p>	<i>Students will:</i>				<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> - <i>Reading Material</i> * <i>outloud</i> * <i>in groups</i> * <i>silently</i> - <i>Vocab from Reading</i> - <i>Discussion of literature</i> - <i>Review of grammar using games, exercises and conversation</i> - <i>Videos and articles of current events in Spanis.</i> * <i>practice listening</i> - <i>Writing assignments</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> - <i>Writing assignments</i> - <i>Written tests</i> - <i>Written quizzes</i> - <i>Conversational grades</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Cycle 9-10of Semester I</i></p>
	Cycle 9	Day 1	Current Event and Discussion				
		Day 2	History/Intro to Piece	España			
		Day 3	Biography of Author	José de Espronceda			
		Day 4	Part 1 of Lit	<i>Canción del pirata</i>			
		Day 5	Part 2 of Lit	<i>Canción del pirata</i>			
		Day 6	Quiz				
	Cycle 10	Day 7	Part 3 of Lit	<i>Canción del pirata</i>			
		Day 8	Part 4 of Lit	<i>Canción del pirata</i>			
		Day 9	Discussion of Lit				
		Day 10	In class assignment				
		Day 11	Grammar and Review				
		Day 12	Test				

Unit Scope & Sequence

Course Name Spanish III

Grade Level 10-12

Teacher A Kalmykov

Title of Unit	Unit Student Objectives				Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>December</i></p> <p>Mujeres al borde de un ataque de nervios, Review for Final</p>	Students will:				<p>Methods and Materials used:</p> <ul style="list-style-type: none"> - Reading Material * outloud * in groups * silently - Vocab from Reading - Discussion of literature - Review of grammar using games, exercises and conversation - Videos and articles of current events in Spanis. *practice listening - Writing assignments 	<p>Methods to determine mastery</p> <ul style="list-style-type: none"> - Writing assignments - Written tests - Written quizzes - Conversational grades 	<p>Time allowed for this unit of study</p> <p align="center"><i>Cycle 11-12 of Semester I</i></p>
	Cycle 11	Day 1	Current Event and Discussion				
		Day 2	Grammar				
	Day 3		<i>Mujeres al borde de un ataque de nervios</i>				
	Day 4		<i>Mujeres al borde de un ataque de nervios</i>				
	Day 5		Discussion of Movie				
	Day 6		Quiz				
	Cycle 12	Day 7	Grammar				
		Day 8	Writing Assignment				
		Day 9	Review				
		Day 10	Review				
		Day 11	Review				
		Day 12	Final Test				

Unit Scope & Sequence

Course Name Spanish III

Grade Level 10-12

Teacher A Kalmykov

Title of Unit	Unit Student Objectives				Unit Instructional Methods	Unit Assessments	Unit Time Frame																																																
<p><i>January</i></p> <p><i>A Cristo crucificado</i></p>	<p><i>Students will:</i></p> <table border="1" data-bbox="415 492 1266 914"> <tr> <td>Cycle 1</td> <td>Day 1</td> <td>Current Event and Discussion</td> <td></td> </tr> <tr> <td></td> <td>Day 2</td> <td>History/Intro to Piece</td> <td>España</td> </tr> <tr> <td></td> <td>Day 3</td> <td>Biography of Author</td> <td>Anónimo</td> </tr> <tr> <td></td> <td>Day 4</td> <td>Part 1 of Lit</td> <td><i>A Cristo crucificado</i></td> </tr> <tr> <td></td> <td>Day 5</td> <td>Part 2 of Lit</td> <td><i>A Cristo crucificado</i></td> </tr> <tr> <td></td> <td>Day 6</td> <td>Quiz</td> <td></td> </tr> <tr> <td>Cycle 2</td> <td>Day 7</td> <td>Part 3 of Lit</td> <td><i>A Cristo crucificado</i></td> </tr> <tr> <td></td> <td>Day 8</td> <td>Part 4 of Lit</td> <td><i>A Cristo crucificado</i></td> </tr> <tr> <td></td> <td>Day 9</td> <td>Discussion of Lit</td> <td></td> </tr> <tr> <td></td> <td>Day 10</td> <td>In class assignment</td> <td></td> </tr> <tr> <td></td> <td>Day 11</td> <td>Grammar and Review</td> <td></td> </tr> <tr> <td></td> <td>Day 12</td> <td>Test</td> <td></td> </tr> </table>				Cycle 1	Day 1	Current Event and Discussion			Day 2	History/Intro to Piece	España		Day 3	Biography of Author	Anónimo		Day 4	Part 1 of Lit	<i>A Cristo crucificado</i>		Day 5	Part 2 of Lit	<i>A Cristo crucificado</i>		Day 6	Quiz		Cycle 2	Day 7	Part 3 of Lit	<i>A Cristo crucificado</i>		Day 8	Part 4 of Lit	<i>A Cristo crucificado</i>		Day 9	Discussion of Lit			Day 10	In class assignment			Day 11	Grammar and Review			Day 12	Test		<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> - <i>Reading Material</i> * <i>outloud</i> * <i>in groups</i> * <i>silently</i> - <i>Vocab from Reading</i> - <i>Discussion of literature</i> - <i>Review of grammar using games, exercises and conversation</i> - <i>Videos and articles of current events in Spanis.</i> * <i>practice listening</i> - <i>Writing assignments</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> - <i>Writing assignments</i> - <i>Written tests</i> - <i>Written quizzes</i> - <i>Conversational grades</i> 	<p><i>Time allowed for this unit of study</i></p> <p align="center"><i>Cycle 1-2 of Semester III</i></p>
Cycle 1	Day 1	Current Event and Discussion																																																					
	Day 2	History/Intro to Piece	España																																																				
	Day 3	Biography of Author	Anónimo																																																				
	Day 4	Part 1 of Lit	<i>A Cristo crucificado</i>																																																				
	Day 5	Part 2 of Lit	<i>A Cristo crucificado</i>																																																				
	Day 6	Quiz																																																					
Cycle 2	Day 7	Part 3 of Lit	<i>A Cristo crucificado</i>																																																				
	Day 8	Part 4 of Lit	<i>A Cristo crucificado</i>																																																				
	Day 9	Discussion of Lit																																																					
	Day 10	In class assignment																																																					
	Day 11	Grammar and Review																																																					
	Day 12	Test																																																					

Unit Scope & Sequence

Course Name Spanish III

Grade Level 10-12

Teacher A Kalmykov

Title of Unit	Unit Student Objectives				Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>February</i></p> <p>Góngora y Sor Juana <i>Mientras por competir y Rosa divina...</i></p>	<i>Students will:</i>				<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> - <i>Reading Material</i> * <i>outloud</i> * <i>in groups</i> * <i>silently</i> - <i>Vocab from Reading</i> - <i>Discussion of literature</i> - <i>Review of grammar using games, exercises and conversation</i> - <i>Videos and articles of current events in Spanis.</i> * <i>practice listening</i> - <i>Writing assignments</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> - <i>Writing assignments</i> - <i>Written tests</i> - <i>Written quizzes</i> - <i>Conversational grades</i> 	<p><i>Time allowed for this unit of study</i></p> <p align="center"><i>Cycle 3-4 of Semester II</i></p>
	Cycle 3	Day 1	Current Event and Discussion				
		Day 2	History/Intro to Piece				
		Day 3	Biography of Author				
		Day 4	Part 1 of Lit				
		Day 5	Part 2 of Lit				
		Day 6	Quiz				
	Cycle 4	Day 7	Part 3 of Lit				
		Day 8	Part 4 of Lit				
		Day 9	Discussion of Lit				
		Day 10	In class assignment				
		Day 11	Grammar and Review				
		Day 12	Test				

Unit Scope & Sequence

Course Name Spanish III

Grade Level 10-12

Teacher A Kalmykov

Title of Unit	Unit Student Objectives				Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>February / March</i></p> <p>The Mission, Grammar, and Review</p>	Students will:				<p>Methods and Materials used:</p> <ul style="list-style-type: none"> - Reading Material <ul style="list-style-type: none"> * outloud * in groups * silently - Vocab from Reading - Discussion of literature - Review of grammar using games, exercises and conversation - Videos and articles of current events in Spanis. <ul style="list-style-type: none"> *practice listening - Writing assignments 	<p>Methods to determine mastery</p> <ul style="list-style-type: none"> - Writing assignments - Written tests - Written quizzes - Conversational grades 	<p>Time allowed for this unit of study</p> <p align="center">Cycle 5-6 of Semester II</p>
	Cycle 5	Day 1	Current Event and Discussion				
		Day 2	Grammar				
		Day 3	<i>The Mission</i>				
		Day 4	<i>The Mission</i>				
		Day 5	Discussion of Movie				
		Day 6	Quiz				
	Cycle 6	Day 7	Current Event and Discussion				
		Day 8	Grammar				
		Day 9	Writing Assignment				
		Day 10	Review				
		Day 11	Review				
		Day 12	Midterm Test				

Unit Scope & Sequence

Course Name Spanish III

Grade Level 10-12

Teacher A Kalmykov

Title of Unit	Unit Student Objectives				Unit Instructional Methods	Unit Assessments	Unit Time Frame																																																
<p><i>March/April</i></p> <p>NSE</p>	<p><i>Students will:</i></p> <table border="1" data-bbox="415 492 1266 906"> <tr> <td>Cycle 7</td> <td>Day 1</td> <td>Review for NSE</td> <td></td> </tr> <tr> <td></td> <td>Day 2</td> <td>Review for NSE</td> <td></td> </tr> <tr> <td></td> <td>Day 3</td> <td>Review for NSE</td> <td></td> </tr> <tr> <td></td> <td>Day 4</td> <td>Review for NSE</td> <td></td> </tr> <tr> <td></td> <td>Day 5</td> <td>Take NSE</td> <td></td> </tr> <tr> <td></td> <td>Day 6</td> <td>Take NSE</td> <td></td> </tr> <tr> <td>Cycle 8</td> <td>Day 7</td> <td>Current Event and Discussion</td> <td></td> </tr> <tr> <td></td> <td>Day 8</td> <td>Grammar</td> <td></td> </tr> <tr> <td></td> <td>Day 9</td> <td>Writing Assignment</td> <td></td> </tr> <tr> <td></td> <td>Day 10</td> <td>Current Event and Discussion</td> <td></td> </tr> <tr> <td></td> <td>Day 11</td> <td>Grammar</td> <td></td> </tr> <tr> <td></td> <td>Day 12</td> <td>In class assignment</td> <td></td> </tr> </table>				Cycle 7	Day 1	Review for NSE			Day 2	Review for NSE			Day 3	Review for NSE			Day 4	Review for NSE			Day 5	Take NSE			Day 6	Take NSE		Cycle 8	Day 7	Current Event and Discussion			Day 8	Grammar			Day 9	Writing Assignment			Day 10	Current Event and Discussion			Day 11	Grammar			Day 12	In class assignment		<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> - <i>Reading Material</i> * <i>outloud</i> * <i>in groups</i> * <i>silently</i> - <i>Vocab from Reading</i> - <i>Discussion of literature</i> - <i>Review of grammar using games, exercises and conversation</i> - <i>Videos and articles of current events in Spanis.</i> * <i>practice listening</i> - <i>Writing assignments</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> - <i>Writing assignments</i> - <i>Written tests</i> - <i>Written quizzes</i> - <i>Conversational grades</i> 	<p><i>Time allowed for this unit of study</i></p> <p align="center"><i>Cycle 7-8 of Semester II</i></p>
Cycle 7	Day 1	Review for NSE																																																					
	Day 2	Review for NSE																																																					
	Day 3	Review for NSE																																																					
	Day 4	Review for NSE																																																					
	Day 5	Take NSE																																																					
	Day 6	Take NSE																																																					
Cycle 8	Day 7	Current Event and Discussion																																																					
	Day 8	Grammar																																																					
	Day 9	Writing Assignment																																																					
	Day 10	Current Event and Discussion																																																					
	Day 11	Grammar																																																					
	Day 12	In class assignment																																																					

Unit Scope & Sequence

Course Name Spanish III

Grade Level 10-12

Teacher A Kalmykov

Title of Unit	Unit Student Objectives				Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>April/ May</i></p> <p>Don Quixote, Miguel de Cervantes, CLEP</p>	Students will:				<p>Methods and Materials used:</p> <ul style="list-style-type: none"> - Reading Material * outloud * in groups * silently - Vocab from Reading - Discussion of literature - Review of grammar using games, exercises and conversation - Videos and articles of current events in Spanis. *practice listening - Writing assignments 	<p>Methods to determine mastery</p> <ul style="list-style-type: none"> - Writing assignments - Written tests - Written quizzes - Conversational grades 	<p>Time allowed for this unit of study</p> <p align="center">Cycle 9-10of Semester II</p>
	Cycle 9	Day 1	Review for CLEP				
		Day 2	Review for CLEP				
		Day 3	Review for CLEP				
		Day 4	Review for CLEP				
		Day 5	Review for CLEP				
		Day 6	Take CLEP				
	Cycle 10	Day 7	Current Event and Discussion				
		Day 8	History/Intro to Piece	España			
		Day 9	Biography of Author	Miguel de Cervantes			
		Day 10	Part 1 of Lit	<i>Don Quixote</i>			
		Day 11	Part 2 of Lit	<i>Don Quixote</i>			
		Day 12	Quiz				

Unit Scope & Sequence

Course Name Spanish III

Grade Level 10-12

Teacher A Kalmykov


Title of Unit	Unit Student Objectives				Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p><i>May</i></p> <p><i>Don Quixote, Miguel de Cervantes</i> Review for Final</p>	<i>Students will:</i>				<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> - <i>Reading Material</i> * <i>outloud</i> * <i>in groups</i> * <i>silently</i> - <i>Vocab from Reading</i> - <i>Discussion of literature</i> - <i>Review of grammar using games, exercises and conversation</i> - <i>Videos and articles of current events in Spanis.</i> *<i>practice listening</i> - <i>Writing assignments</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> - <i>Writing assignments</i> - <i>Written tests</i> - <i>Written quizzes</i> - <i>Conversational grades</i> 	<p><i>Time allowed for this unit of study</i></p> <p align="center"><i>Cycle 11-12 of Semester II</i></p>
	Cycle 11	Day 1	<i>Don Quixote</i>				
		Day 2	<i>Don Quixote</i>				
		Day 3	Discussion of Lit & Movie				
		Day 4	Essay / Writing Assignmnet				
		Day 5	Grammar and Review				
		Day 6	Test				
	Cycle 12	Day 7	Review				
		Day 8	Review				
		Day 9	Review				
		Day 10	Review				
		Day 11	Review				
		Day 12	Final Test				

**Oklahoma Christian School
Course Description**

Course: Elementary Library

Grade Level: Pre K

Teacher: Bass

Philosophy Statement	The library and its programs provide an atmosphere that encourages curiosity, supports classroom curriculum, and fosters a love of reading. To this end, by utilizing librarian/teacher designed lessons, students interact with a variety of authors' and illustrators' works, explore the organization of the library materials, develop research skills to investigate a variety of topics and attend a number of special events which promote the importance of the library and its goals in the process of kingdom education.
Course Objective	The students will receive instruction in library, literature and research skills in order to develop the ability to use a library and its resources to facilitate becoming lifelong learners.
Textbook	N / A
Other Resources	OCS Elementary Library Media Center Collection Elementary Librarian
Time Allotment (Days per cycle)	30 minutes once a week 
Course Content	Interacting with a variety of authors' and illustrators' works Exploring the organization of the library Developing research skills Participating in library program special events
Evaluation Methods	Class Participation Use of library materials

Unit Scope & Sequence

Course Name Elementary Library

Grade Level Pre K

Teacher Bass

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Library Skills</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ <i>Identify the library.</i> ▪ <i>Identify the librarian.</i> ▪ <i>Locate the circulation desk.</i> ▪ <i>Follow procedures to check out materials.</i> ▪ <i>Demonstrate proper care of materials.</i> ▪ <i>Identify parts of a book. (cover, spine)</i> ▪ <i>Locate areas to select books.</i> ▪ <i>Develop book selection skills.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ▪ <i>Oral Reading</i> ▪ <i>Storytelling</i> ▪ <i>Discussion</i> ▪ <i>Demonstrations</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ▪ <i>Teacher observation</i> ▪ <i>Class participation</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Ongoing throughout the year</i></p>

Unit Scope & Sequence

Course Name Elementary Library

Grade Level Pre K

Teacher Bass

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Literature Appreciation Skills</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ <i>Use listening and viewing skills to hear a story.</i> ▪ <i>Respond to stories.</i> ▪ <i>Compare types of literature.</i> ▪ <i>Define “author” and “illustrator.”</i> ▪ <i>Observe award-winning books.(Caldecott)</i> ▪ <i>Participate in reading emphasis events.</i> ▪ <i>Set reading goals.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ▪ <i>Storytelling</i> ▪ <i>Oral reading</i> ▪ <i>Drawing</i> ▪ <i>Creative dramatics</i> ▪ <i>Author visits</i> ▪ <i>Book Fairs</i> ▪ <i>Reading Contests and Challenges</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ▪ <i>Teacher observation</i> ▪ <i>Class participation</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Ongoing throughout the year</i></p>

Unit Scope & Sequence

Course Name Elementary Library Grade Level Pre K Teacher Bass

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Research Skills</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ <i>Identify the library as a source for information.</i> ▪ <i>Use materials to get information.</i> ▪ <i>Distinguish between stories and facts.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ▪ <i>Books</i> ▪ <i>Magazines</i> ▪ <i>DVD/Videos</i> ▪ <i>Reading aloud</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ▪ <i>Teacher observation</i> ▪ <i>Class participation</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Ongoing throughout the year</i></p>

**Oklahoma Christian School
Course Description**

Course: Elementary Library

Grade Level: K

Teacher: Bass

Philosophy Statement	The library and its programs provide an atmosphere that encourages curiosity, supports classroom curriculum, and fosters a love of reading. To this end, by utilizing librarian/teacher designed lessons, students interact with a variety of authors' and illustrators' works, explore the organization of the library materials, develop research skills to investigate a variety of topics and attend a number of special events which promote the importance of the library and its goals in the process of kingdom education.
Course Objective	The students will receive instruction in library, literature and research skills in order to develop the ability to use a library and its resources to facilitate becoming lifelong learners.
Textbook	N / A
Other Resources	OCS Elementary Library Media Center Collection Elementary Librarian
	30 minutes once a week
Course Content	Interacting with a variety of authors' and illustrators' works Exploring the organization of the library Developing research skills Participating in library program special events
Evaluation Methods	Class Participation Use of Library Materials

Unit Scope & Sequence

Course Name Elementary Library

Grade Level K

Teacher Bass

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Library Skills</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ <i>Locate the library.</i> ▪ <i>Identify the librarian.</i> ▪ <i>Locate the circulation desk.</i> ▪ <i>Follow procedures to check out materials.</i> ▪ <i>Demonstrate proper care of materials.</i> ▪ <i>Identify parts of a book.(title, title page, barcode)</i> ▪ <i>Locate areas to select books.</i> ▪ <i>Investigate the “Easy Reader” section.</i> ▪ <i>Organize call numbers using the alphabet.</i> ▪ <i>Use book selection skills.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ▪ <i>Oral Reading</i> ▪ <i>Storytelling</i> ▪ <i>Discussion</i> ▪ <i>Demonstrations</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ▪ <i>Teacher observation</i> ▪ <i>Class participation</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Ongoing throughout the year</i></p>

Unit Scope & Sequence

Course Name Elementary Library

Grade Level K

Teacher Bass

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Literature Appreciation Skills</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ <i>Use listening and viewing skills to hear a story.</i> ▪ <i>Respond to stories using art or creative dramatics.</i> ▪ <i>Compare types of literature.(fiction, nonfiction, poetry)</i> ▪ <i>Review the terms “author” and “illustrator.”</i> ▪ <i>Compare the works of a given author or illustrator.</i> ▪ <i>Investigate award-winning books.(Caldecott)</i> ▪ <i>Participate in reading emphasis events.</i> ▪ <i>Set reading goals.</i> ▪ <i>Evaluate progress on reading goals.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ▪ <i>Storytelling</i> ▪ <i>Oral reading</i> ▪ <i>Creative dramatics</i> ▪ <i>Drawing</i> ▪ <i>Author visits</i> ▪ <i>Book Fairs</i> ▪ <i>Reading Contests and Challenges</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ▪ <i>Teacher observation</i> ▪ <i>Class participation</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Ongoing throughout the year</i></p>

Unit Scope & Sequence

Course Name Elementary Library Grade Level K Teacher Bass

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Research Skills	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ <i>Identify the library as a source for information.</i> ▪ <i>Use materials to get information.</i> ▪ <i>Distinguish between stories and facts.</i> ▪ <i>Examine nonfiction books.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ▪ <i>Books</i> ▪ <i>Magazines</i> ▪ <i>DVD/Videos</i> ▪ <i>Reading aloud</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ▪ <i>Teacher observation</i> ▪ <i>Class participation</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Ongoing throughout the year</i></p>

**Oklahoma Christian School
Course Description**

Course: Elementary Library

Grade Level: 1st

Teacher: Bass

Philosophy Statement	The library and its programs provide an atmosphere that encourages curiosity, supports classroom curriculum, and fosters a love of reading. To this end, by utilizing librarian/teacher designed lessons, students interact with a variety of authors' and illustrators' works, explore the organization of the library materials, develop research skills to investigate a variety of topics and attend a number of special events which promote the importance of the library and its goals in the process of kingdom education.
Course Objective	The students will receive instruction in library, literature and research skills in order to develop the ability to use a library and its resources to facilitate becoming lifelong learners.
Textbook	N / A
Other Resources	OCS Elementary Library Media Center Collection Elementary Librarian
Time Allotment	30 minutes once a week – first part of the year 40 minutes once a week – remainder of the year
Course Content	Interacting with a variety of authors' and illustrators' works Exploring the organization of the library Developing research skills Participating in library program special events
Evaluation Methods	Class Participation Use of library materials

Unit Scope & Sequence

Course Name Elementary Library

Grade Level 1st

Teacher Bass

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Library Skills</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ <i>Locate the library and identify the librarian.</i> ▪ <i>Locate the circulation desk and return cart.</i> ▪ <i>Follow procedures to circulate materials.</i> ▪ <i>Review proper care of materials.</i> ▪ <i>Identify parts of a book. (spine label, table of contents)</i> ▪ <i>Locate areas to select books.</i> ▪ <i>Utilize the “Easy Reader” section.</i> ▪ <i>Investigate the “Easy Fiction” section.</i> ▪ <i>Organize call numbers using the alphabet.</i> ▪ <i>Use location cues to find an author’s works.</i> ▪ <i>Sort fiction and nonfiction books.</i> ▪ <i>Refine book selection skills.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ▪ <i>Oral Reading</i> ▪ <i>Storytelling</i> ▪ <i>Discussion</i> ▪ <i>Demonstrations</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ▪ <i>Teacher observation</i> ▪ <i>Class participation</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Ongoing throughout the year</i></p>

Unit Scope & Sequence

Course Name Elementary Library

Grade Level 1st

Teacher Bass

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Literature Appreciation Skills</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ <i>Use listening and viewing skills to hear a story.</i> ▪ <i>Listen for details in a story.</i> ▪ <i>Respond to stories using art or creative dramatics.</i> ▪ <i>Classify types of literature.(fiction, nonfiction, poetry)</i> ▪ <i>Compare the works of several authors and illustrators.</i> ▪ <i>Identify award-winning books.(Caldecott)</i> ▪ <i>Participate in reading emphasis events.</i> ▪ <i>Set reading goals.</i> ▪ <i>Evaluate progress on reading goals.</i> ▪ <i>Tell about a favorite book.</i> ▪ <i>Share reading skills with Reader’s Theater.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ▪ <i>Storytelling</i> ▪ <i>Oral reading</i> ▪ <i>Creative dramatics</i> ▪ <i>Reader’s Theater</i> ▪ <i>Author visits</i> ▪ <i>Book Fairs</i> ▪ <i>Reading Contests and Challenges</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ▪ <i>Teacher observation</i> ▪ <i>Class participation</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Ongoing throughout the year</i></p>

Unit Scope & Sequence

Course Name Elementary Library Grade Level 1st Teacher Bass

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Research Skills</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ <i>Identify the library as a source for information.</i> ▪ <i>Use materials to get information.</i> ▪ <i>Distinguish between stories and facts.</i> ▪ <i>Examine nonfiction books.</i> ▪ <i>Sort groups of nonfiction books into topics.</i> ▪ <i>Observe teacher selected Internet websites as a source of information.</i> ▪ <i>Use library resources to complete a project.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ▪ <i>Books</i> ▪ <i>Magazines</i> ▪ <i>DVD/Video</i> ▪ <i>Reading aloud</i> ▪ <i>Smart Board</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ▪ <i>Teacher observation</i> ▪ <i>Class participation</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Ongoing throughout the year</i></p>

**Oklahoma Christian School
Course Description**

Course: Elementary Library

Grade Level: 2nd

Teacher: Bass

Philosophy Statement	The library and its programs provide an atmosphere that encourages curiosity, supports classroom curriculum, and fosters a love of reading. To this end, by utilizing librarian/teacher designed lessons, students interact with a variety of authors' and illustrators' works, explore the organization of the library materials, develop research skills to investigate a variety of topics and attend a number of special events which promote the importance of the library and its goals in the process of kingdom education.
Course Objective	The students will receive instruction in library, literature and research skills in order to develop the ability to use a library and its resources to facilitate becoming lifelong learners.
Textbook	N / A
Other Resources	OCS Elementary Library Media Center Collection Elementary Librarian
Time Allotment	40 minutes once a week
Course Content	Interacting with a variety of authors' and illustrators' works Exploring the organization of the library Developing research skills Participating in library program special events
Evaluation Methods	Class Participation Use of library materials

Unit Scope & Sequence

Course Name Elementary Library

Grade Level 2nd

Teacher Bass

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Library Skills</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ <i>Locate the library, circulation desk and return cart.</i> ▪ <i>Identify the librarian and volunteers.</i> ▪ <i>Follow procedures to circulate materials.</i> ▪ <i>Use the OPAC to check circulation status.</i> ▪ <i>Review proper care of materials.</i> ▪ <i>Identify parts of a book. (index, glossary)</i> ▪ <i>Locate fiction and nonfiction areas to select books.</i> ▪ <i>Utilize call numbers to locate a book.</i> ▪ <i>Explore the Dewey Decimal Classification system.</i> ▪ <i>Refine book selection skills to determine readability.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ▪ <i>Oral Reading</i> ▪ <i>Storytelling</i> ▪ <i>Discussion</i> ▪ <i>Demonstrations</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ▪ <i>Teacher observation</i> ▪ <i>Class participation</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Ongoing throughout the year</i></p>

Unit Scope & Sequence

Course Name Elementary Library

Grade Level 2nd

Teacher Bass

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Literature Appreciation Skills</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ <i>Use listening and viewing skills to hear a story.</i> ▪ <i>Listen for details in a story.</i> ▪ <i>Identify literary elements of a story. (characters, setting)</i> ▪ <i>Respond to stories using art or creative dramatics.</i> ▪ <i>Classify types of literature.(fiction, nonfiction, poetry, folktales, biography)</i> ▪ <i>Compare and contrast the works of several authors and illustrators.</i> ▪ <i>Identify award-winning books.(Caldecott, Newbery)</i> ▪ <i>Participate in reading emphasis events.</i> ▪ <i>Set reading goals.</i> ▪ <i>Evaluate progress on reading goals.</i> ▪ <i>Tell about a favorite book.</i> ▪ <i>Demonstrate reading skills with Reader’s Theater.</i> ▪ <i>Read examples of poetry.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ▪ <i>Storytelling</i> ▪ <i>Oral reading</i> ▪ <i>Silent reading</i> ▪ <i>Discussion</i> ▪ <i>Drawing</i> ▪ <i>Creative dramatics</i> ▪ <i>Reader’s Theater</i> ▪ <i>Author visits</i> ▪ <i>Book Fairs</i> ▪ <i>Reading Contests and Challenges</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ▪ <i>Teacher observation</i> ▪ <i>Class participation</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Ongoing throughout the year</i></p>

Unit Scope & Sequence

Course Name Elementary Library Grade Level 2nd Teacher Bass

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Research Skills	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ <i>Use the library as a resource for information.</i> ▪ <i>Distinguish between stories and facts.</i> ▪ <i>Explore the Dewey Decimal Classification system to locate nonfiction materials.</i> ▪ <i>Use reference materials. (dictionary, thesaurus)</i> ▪ <i>Observe teacher selected Internet websites as a source of information.</i> ▪ <i>Evaluate sources of information.</i> ▪ <i>Use library resources to complete a project.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ▪ <i>Books</i> ▪ <i>Magazines</i> ▪ <i>DVD/Videos</i> ▪ <i>Dictionaries</i> ▪ <i>Thesauri</i> ▪ <i>Reading aloud</i> ▪ <i>Smart Board</i> ▪ <i>Discussion</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ▪ <i>Teacher observation</i> ▪ <i>Class participation</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Ongoing throughout the year</i></p>

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**Oklahoma Christian School
Course Description**

Course: Elementary Library

Grade Level: 3rd

Teacher: Bass

Philosophy Statement	The library and its programs provide an atmosphere that encourages curiosity, supports classroom curriculum, and fosters a love of reading. To this end, by utilizing librarian/teacher designed lessons, students interact with a variety of authors' and illustrators' works, explore the organization of the library materials, develop research skills to investigate a variety of topics and attend a number of special events which promote the importance of the library and its goals in the process of kingdom education.
Course Objective	The students will receive instruction in library, literature and research skills in order to develop the ability to use a library and its resources to facilitate becoming lifelong learners.
Textbook	N / A
Other Resources	OCS Elementary Library Media Center Collection Elementary Librarian
Time Allotment	40 minutes once a week
Course Content	Interacting with a variety of authors' and illustrators' works Exploring the organization of the library Developing research skills Participating in library program special events
Evaluation Methods	Class Participation Use of library materials

Unit Scope & Sequence

Course Name Elementary Library Grade Level 3rd Teacher Bass

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Library Skills	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ <i>Locate the library, circulation desk and return cart.</i> ▪ <i>Cooperate with the librarian and volunteers.</i> ▪ <i>Follow procedures to circulate materials.</i> ▪ <i>Use the OPAC to check circulation status.</i> ▪ <i>Practice using the OPAC to look up materials.</i> ▪ <i>Recall the organization of the stacks.</i> ▪ <i>Utilize call numbers to locate a book.</i> ▪ <i>Continue to demonstrate proper care of materials.</i> ▪ <i>Identify parts of a book. (copyright, dedication page)</i> ▪ <i>Review the Dewey Decimal Classification system.</i> ▪ <i>Refine book selection skills to determine readability and interest.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ▪ <i>Oral Reading</i> ▪ <i>Storytelling</i> ▪ <i>Discussion</i> ▪ <i>Demonstrations</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ▪ <i>Teacher observation</i> ▪ <i>Class participation</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Ongoing throughout the year</i></p>

Unit Scope & Sequence

Course Name Elementary Library

Grade Level 3rd

Teacher Bass

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Literature Appreciation Skills</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ <i>Use listening and viewing skills to hear a story.</i> ▪ <i>Listen for details in a story.</i> ▪ <i>Identify literary elements of a story. (plot)</i> ▪ <i>Respond to stories using art or creative dramatics.</i> ▪ <i>Classify types of literature.(fiction, nonfiction, poetry, folktales, biography, tall tales, fables)</i> ▪ <i>Compare and contrast the works of several authors and illustrators.</i> ▪ <i>Explore fiction genres.(mystery, humorous, realistic)</i> ▪ <i>Review award-winning books.(Caldecott, Newbery, Sequoyah)</i> ▪ <i>Vote in the Sequoyah Book Award election.</i> ▪ <i>Participate in reading emphasis events.</i> ▪ <i>Set reading goals.</i> ▪ <i>Evaluate progress on reading goals.</i> ▪ <i>Present a booktalk.</i> ▪ <i>Increase reading skills with Reader’s Theater.</i> ▪ <i>Read aloud examples of poetry.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ▪ <i>Storytelling</i> ▪ <i>Oral reading</i> ▪ <i>Silent reading</i> ▪ <i>Discussion</i> ▪ <i>Drawing</i> ▪ <i>Creative dramatics</i> ▪ <i>Reader’s Theater</i> ▪ <i>Author visits</i> ▪ <i>Book Fairs</i> ▪ <i>Reading Contests and Challenges</i> ▪ <i>Poetry Slam</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ▪ <i>Teacher observation</i> ▪ <i>Class participation</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Ongoing throughout the year</i></p>

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Unit Scope & Sequence

Course Name Elementary Library Grade Level 3rd Teacher Bass

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Research Skills</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ <i>Use the library as a resource for information.</i> ▪ <i>Distinguish between stories and facts.</i> ▪ <i>Use the Dewey Decimal Classification system to locate nonfiction materials.</i> ▪ <i>Expand use of reference materials. (atlas, encyclopedias)</i> ▪ <i>Observe teacher selected Internet websites as a source of information.</i> ▪ <i>Evaluate sources of information.</i> ▪ <i>Discuss ethics involved in using information resources.</i> ▪ <i>Use library resources to complete a project.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ▪ <i>Nonfiction materials</i> ▪ <i>Magazines</i> ▪ <i>Dictionaries</i> ▪ <i>Thesauri</i> ▪ <i>Atlases</i> ▪ <i>Encyclopedias</i> ▪ <i>Reading aloud</i> ▪ <i>Smart Board</i> ▪ <i>Discussion</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ▪ <i>Teacher observation</i> ▪ <i>Class participation</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Ongoing throughout the year</i></p>

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**Oklahoma Christian School
Course Description**

Course: Elementary Library

Grade Level: 4th

Teacher: Bass

Philosophy Statement	The library and its programs provide an atmosphere that encourages curiosity, supports classroom curriculum, and fosters a love of reading. To this end, by utilizing librarian/teacher designed lessons, students interact with a variety of authors' and illustrators' works, explore the organization of the library materials, develop research skills to investigate a variety of topics and attend a number of special events which promote the importance of the library and its goals in the process of kingdom education.
Course Objective	The students will receive instruction in library, literature and research skills in order to develop the ability to use a library and its resources to facilitate becoming lifelong learners.
Textbook	N / A
Other Resources	OCS Elementary Library Media Center Collection Elementary Librarian
Time Allotment	40 minutes once a week
Course Content	Interacting with a variety of authors' and illustrators' works Exploring the organization of the library Developing research skills Participating in library program special events
Evaluation Methods	Class Participation Use of library materials

Unit Scope & Sequence

Course Name Elementary Library

Grade Level 4th

Teacher Bass

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Library Skills</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ <i>Locate the library, circulation desk and return cart.</i> ▪ <i>Cooperate with the librarian and volunteers.</i> ▪ <i>Follow procedures to circulate materials.</i> ▪ <i>Use the OPAC to check circulation status and to look up materials..</i> ▪ <i>Recall the organization of the stacks.</i> ▪ <i>Utilize call numbers to locate a book.</i> ▪ <i>Review the Dewey Decimal Classification system.</i> ▪ <i>Continue to demonstrate proper care of materials.</i> ▪ <i>Refine book selection skills to determine readability, suitability and interest.</i> ▪ <i>Review the parts of a book.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ▪ <i>Oral Reading</i> ▪ <i>Storytelling</i> ▪ <i>Discussion</i> ▪ <i>Demonstrations</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ▪ <i>Teacher observation</i> ▪ <i>Class participation</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Ongoing throughout the year</i></p>

Unit Scope & Sequence

Course Name Elementary Library

Grade Level 4th

Teacher Bass

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Literature Appreciation Skills</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ <i>Use listening and viewing skills to hear a story.</i> ▪ <i>Listen for details in a story.</i> ▪ <i>Identify literary elements of a story.(resolution)</i> ▪ <i>Respond to stories using art or creative dramatics.</i> ▪ <i>Classify types of literature.</i> ▪ <i>Compare and contrast the works of several authors and illustrators.</i> ▪ <i>Explore fiction genres.(historical, fantasy)</i> ▪ <i>Identify award-winning books.(Caldecott, Newbery, Sequoyah)</i> ▪ <i>Vote in the Sequoyah Book Award election.</i> ▪ <i>Participate in reading emphasis events.</i> ▪ <i>Set reading goals.</i> ▪ <i>Evaluate progress on reading goals.</i> ▪ <i>Present a booktalk.</i> ▪ <i>Expand reading skills with Reader's Theater.</i> ▪ <i>Read aloud examples of poetry.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ▪ <i>Storytelling</i> ▪ <i>Oral reading</i> ▪ <i>Silent reading</i> ▪ <i>Discussion</i> ▪ <i>Drawing</i> ▪ <i>Creative dramatics</i> ▪ <i>Reader's Theater</i> ▪ <i>Author visits</i> ▪ <i>Book Fairs</i> ▪ <i>Reading Contests and Challenges</i> ▪ <i>Poetry Slam</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ▪ <i>Teacher observation</i> ▪ <i>Class participation</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Ongoing throughout the year</i></p>

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Unit Scope & Sequence

Course Name Elementary Library

Grade Level 4th

Teacher Bass

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Research Skills</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ <i>Use the library as a resource for information.</i> ▪ <i>Utilize the Dewey Decimal Classification system to locate nonfiction materials.</i> ▪ <i>Refine use of reference materials. (almanacs)</i> ▪ <i>Observe teacher selected Internet websites as a source of information.</i> ▪ <i>Evaluate usefulness of information.</i> ▪ <i>Discuss ethics involved in using information resources.</i> ▪ <i>Use library resources to complete a project.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> ▪ <i>Nonfiction materials</i> ▪ <i>Magazines</i> ▪ <i>Dictionaries</i> ▪ <i>Thesauri</i> ▪ <i>Atlases</i> ▪ <i>Encyclopedias</i> ▪ <i>Almanacs</i> ▪ <i>Reading aloud</i> ▪ <i>Smart Board</i> ▪ <i>Discussion</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> ▪ <i>Teacher observation</i> ▪ <i>Class participation</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>Ongoing throughout the year</i></p>







Oklahoma Christian School

Course Description

Course: Physical Education

Grade Level: K – 6

Teacher:  Ebeth Clower and Ted Wild

Philosophy Statement	<i>The OCS Physical Education Mission Statement is to guide students along the path toward becoming physically educated.</i> 
Step One Course Objective (see example)	The program is designed to guide students along  the path toward becoming physically educated by providing opportunities for students to refine and apply the specific skills, stunts, and steps that they are learning in game-like drills and structured activities.
Step Two Textbook	NA
Step Three Other Resources	<p>Lee, Amelia M., Thomas, Jerry R., and Thomas, Katherine T. <i>Physical Education for Children, Daily Lesson Plans for Middle School; Second Edition</i>, 2000.</p> <p>Lee, Amelia M., Thomas, Jerry R., and Thomas, Katherine T. <i>Physical Education for Children, Daily Lesson Plans for Elementary School; Second Edition</i>, 2000.</p> <p>Tandalay Curriculum LLC </p> <p>Oklahoma Association for Health, Education, Rhythm and Dance.</p> <p>National Association of Sports and Physical Education</p> <p>Oklahoma State Department Priority Academic Success Skills</p>
Step Four Time Allotment (Minutes per week) (Days per cycle)	<p>Kindergarten attends PE two days a week  30 minutes each day.</p> <p>First grade through fourth grade attend PE three  days a week for 30 minutes each day.</p> <p>Fifth and Sixth attend PE five  days a week for 40 minutes each day.</p>
Step Five Course Content	<p>The course consists of six units:</p> <ol style="list-style-type: none"> 1. Organization 2. Fitness 3. Games and Sports 4. Rhythmic Activities 5. Gymnastics 6. Health
Step Six Evaluation Methods	<p>Teacher observation</p> <p>Written test (4th – 6th grade only)</p> <p>Tracking (Physical Fitness Testing)</p> <p>Demonstration</p> <p>Application of skills and knowledge during game-like activities.</p>



Oklahoma Christian School
Course Description

Course: Physical Education Grade Level: Seventh and Eighth Teacher: Elizabeth Clower and Ted Wild

Philosophy Statement	<i>The OCS Physical Education Mission Statement is to guide students along the path toward becoming physically educated.</i>
Step One Course Objective (see example)	The program is designed to guide students along the path toward becoming physically educated by providing opportunities for students to refine and apply the specific skills, stunts, and steps that they are learning in game-like drills and structured activities.
Step Two Textbook	NA
Step Three Other Resources	Lee, Amelia M., Thomas, Jerry R., and Thomas, Katherine T. <i>Physical Education for Children, Daily Lesson Plans for Elementary School; Second Edition</i> , 2000. Tandalay Curriculum LLC Oklahoma Association for Health, Education, Rhythm and Dance. National Association of Sports and Physical Education Oklahoma State Department Priority Academic Success Skills
Step Four Time Allotment (Minutes per week) (Days per cycle)	PE consists of 3 sessions. There is a fall, winter and spring session. PE is in six day cycles with every seventh day dropping. The students may choose a fall, winter or spring sport instead of the Physical Education class.
Step Five Course Content	Each session consists of six units: <ol style="list-style-type: none"> 1. Organization 2. Fitness 3. Games and Sports 4. Rhythmic Activities 5. Gymnastics 6. Health
Step Six Evaluation Methods	Teacher observation Discussion Demonstration Application of skills and knowledge during game-like activities.

**Oklahoma Christian School
Course Description**

Course: Technology

Grade Level: 1st

Teacher: Slotnick

Philosophy Statement	
Course Objective	The students will receive instruction in and demonstrate basic knowledge of computer parts, special keys on the keyboard, use of icons, starting and ending a program, properly typing text, use of mouse to draw pictures, use of educational software to improve classroom skills.
Textbook	Educational software, online websites, teacher-developed projects.
Other Resources	
Time Allotment	40 minutes, once a week.
Course Content	Organization and care of computers. Computer parts including monitor, mouse, keyboard, headphones, and CPU. Special keys on the keyboard including enter, space bar, shift, escape, backspace, caps lock, and arrow keys. Teacher-developed projects. Review classroom skills including math, science, reading, sorting, classifying, and calendar using educational software.
Evaluation Methods	Class participation Discussion Application of skills through completion of individual projects Teacher observation

Unit Scope & Sequence
Teacher: Slotnick

Course Name: Technology

Grade Level: 1st

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Drawing pictures using the mouse.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Learn to use the mouse to draw pictures.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Use Kid Pix drawing software.</i> • <i>Teacher will explain orally and demonstrate using the projector.</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>Teacher observation</i> • <i>Student mastery through repetition.</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>30 minutes initial instruction because of the large numbers of options in the Kid Pix program.</i></p> <p><i>Review many times throughout the year.</i></p>

Course Name: Technology

Grade Level: 1st

Unit Scope & Sequence

Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Improvement of Classroom Skills</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Improve skills learned in the classroom including but not limited to math, reading, spelling, and science.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Teacher will explain and demonstrate using the projector the program used.</i> • <i>Software includes:</i> <p><i>Kid Pix</i> <i>Art</i> <i>Math Rabbit</i> <i>Math Blaster</i> <i>Sammy's Science House</i> <i>Arthur's Thinking Games</i> <i>RR 1st Grade</i> <i>Treasure Mountain</i> <i>Treasure Cove</i></p> <ul style="list-style-type: none"> • <i>Websites include:</i> <p><i>Game Goo</i> <i>Starfall</i> <i>Count</i> <i>Harcourt Math</i> <i>Math Advantage</i> <i>That's a Fact</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Teacher observation</i> <i>Student mastery through repetition.</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>Initial instruction for each program is about 15 minutes. Programs are introduced throughout year as math and reading skills are learned.</i></p>

Course Name: Technology

Grade Level: 1st

Unit Scope & Sequence

Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Icons	<p><i>Students will:</i></p> <ul style="list-style-type: none">• <i>Understand the function of an icon.</i>• <i>Use an icon to start a program.</i>	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none">• <i>Instruction on function of a computer desktop.</i>	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none">• <i>Teacher observation</i>• <i>Student mastery through repetition.</i>	<p><i>Time allowed for this unit of study</i></p> <p><i>10 minutes first time information is presented. Reviewed as necessary.</i></p>

Course Name: Technology

Grade Level: 1st

Unit Scope & Sequence

Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Organization, tech lab procedures, and care of computers.	<i>Students will:</i> <ul style="list-style-type: none">• <i>Understand how to enter and leave the tech lab.</i>• <i>Understand proper use and care of computer equipment.</i>	<i>Methods and Materials used:</i> <ul style="list-style-type: none">• <i>Explanation of how to sit properly at the computer without disturbing</i>	<i>Methods to determine mastery</i>	<i>Time allowed for this unit of study</i>

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Course Name: Technology

Grade Level: 1st

Unit Scope & Sequence

Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Definition and Function of Computer Parts.	<i>Students will:</i> <ul style="list-style-type: none">• <i>Identify parts of the computer</i>• <i>Understand function of each part</i>	<i>Methods and Materials used:</i> <ul style="list-style-type: none">• <i>Teacher will identify each part and describe function.</i>	<i>Methods to determine mastery</i> <ul style="list-style-type: none">• <i>Oral quiz over information</i>• <i>Teacher observation</i>	<i>Time allowed for this unit of study</i> <i>Reviewed periodically throughout year.</i>

Course Name: Technology

Grade Level: 1st

Unit Scope & Sequence
Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Special Keys	<i>Students will:</i> <ul style="list-style-type: none">• <i>Learn the location and function of the special keys on the keyboard.</i>	<i>Methods and Materials used:</i> <ul style="list-style-type: none">• <i>Teacher will identify, explain, and demonstrate each key.</i>• <i>Teacher will hold up a separate keyboard in front of the class, so everyone can see.</i>	<i>Methods to determine mastery</i> <ul style="list-style-type: none">• <i>Teacher observation</i>• <i>Student mastery through repetition.</i>	<i>Time allowed for this unit of study</i> <i>Reviewed periodically throughout the year.</i>

Course Name: Technology

Grade Level: 1st

Unit Scope & Sequence

Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Typing and composing of text at the keyboard.	<i>Students will:</i> <ul style="list-style-type: none">• <i>Properly use shift key to capitalize letters.</i>• <i>Understand and use the enter key as necessary.</i>• <i>Understand spacing rules using the space bar when typing text.</i>• <i>Correct errors using the backspace key.</i>	<i>Methods and Materials used:</i> <ul style="list-style-type: none">• <i>Teacher oral explanation and demonstration and using the projector.</i>	<i>Methods to determine mastery</i> <ul style="list-style-type: none">• <i>Teacher observation</i>• <i>Student mastery through repetition.</i>	<i>Time allowed for this unit of study</i> <i>Initial instruction takes about 5 minutes. Review many times throughout the year.</i>

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Course Name: Technology

Grade Level: 2nd

Unit Scope & Sequence

Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Definition and Function of Computer Parts.	<i>Students will:</i> <ul style="list-style-type: none">• <i>Identify parts of the computer</i>• <i>Understand function of each part</i>	<i>Methods and Materials used:</i> <ul style="list-style-type: none">• <i>Teacher will identify each part and describe function.</i>	<i>Methods to determine mastery</i> <ul style="list-style-type: none">• <i>Teacher observation</i>• <i>Class Discussion</i>	<i>Time allowed for this unit of study</i> <i>10 minutes</i> <i>Reviewed periodically throughout year.</i>

Unit Scope & Sequence

Course Name: Technology

Grade Level: 2nd

Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Fractions</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Learn about 1/2, 1/4, and 1/8.</i> • <i>Create a pizza using the circle and line drawing tool.</i> • <i>Add “toppings” to the pizza using different drawing tools.</i> • <i>Choose and print on the color printer.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Kid Pix Drawing program</i> • <i>Teacher will go over the concept of fractions by drawing examples on the white board.</i> • <i>Teacher will demonstrate how to use the drawing tools in Kid Pix using the projector.</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Demonstration</i> <i>Discussion</i> <i>Teacher Observation</i> <i>Completion of project</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>One-40-minute class period</i></p>

Unit Scope & Sequence

Course Name: Technology

Grade Level: 2nd

Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Special Keys</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Learn the location and function of the special keys on the keyboard.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Teacher will identify, explain, and demonstrate each key.</i> • <i>Teacher will hold up a separate keyboard in front of the class so everyone can see.</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>Teacher observation</i> • <i>Student mastery through repetition.</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>10 minutes</i></p> <p><i>Reviewed periodically throughout year as needed.</i></p>

Unit Scope & Sequence

Course Name: Technology

Grade Level: 2nd

Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Summarizing of a book and composing a five-sentence paragraph at the keyboard.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Listen to story.</i> • <i>Understand the different aspects of the story.</i> • <i>Practice their word processing skills by typing a five-sentence paragraph about the story.</i> • <i>Choose Arial font, size 36 and indent the paragraph.</i> • <i>Correct their errors as necessary using the mouse backspace key.</i> • <i>Draw a picture to go along with the story or choose stamps provided within the software.</i> • <i>Print using the laser printer.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Kid Pix</i> • <i>Activity is completed two times – once at the beginning of the year and again around Thanksgiving.</i> • <i>Books – “Gladys the Purple Gorilla”, and “Turk and Runt.”</i> • <i>Teacher will read story.</i> • <i>Class discussion about the story immediately after the teacher finishes the book.</i> • <i>Teacher will demonstrate using the projector how to choose the proper font, size, and method for indenting a paragraph using the tab key.</i> • <i>Teacher will demonstrate how to choose a stamp set and make a stamp small, medium, or large.</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Demonstration</i> <i>Discussion</i> <i>Teacher observation</i> <i>Mastery will occur with student repetition.</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>2 – 40 minute class periods for each book with writing activity.</i></p>

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Unit Scope & Sequence

Course Name: **Technology**

Grade Level: **2nd Grade**

Teacher: **Slotnick**

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Use and care of CDs</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Learn and demonstrate the correct way of opening the CD tray of their computer.</i> • <i>Learn the demonstrate how to correctly hold a CD without scratching or leaving finger prints on the CD.</i> • <i>Demonstrate the correct method of inserting the CD into the CD tray making sure the CD is flat and seated.</i> • <i>Learn how to procedure for troubleshooting a problem if the CD does not work.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Teacher demonstration</i> • <i>Discussion</i> • <i>Students will then put their own CD into their computer.</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>Teacher observation</i> • <i>Oral questions to class.</i> • <i>Student mastery through repetition.</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>10 minutes</i></p> <p><i>Review as needed throughout the rest of the year.</i></p>

Unit Scope & Sequence

Course Name: Technology

Grade Level: 2nd

Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Westward Expansion</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Understand how Westward Expansion influenced our country.</i> • <i>Learn what is needed before embarking on a journey in a covered wagon.</i> • <i>Analyze a situation and make a decision for their wagon party with regards to safety and health.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Use Power Point slides to show maps of the United States during the Westward Expansion phase of our country.</i> • <i>Oregon Trail</i> • <i>Teacher will demonstrate the different aspects of the program including planning for a long trip in a covered wagon, supplies needed, occupations needed for a successful trip, problem solving, etc.</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>Teacher observation</i> • <i>Class Discussion</i> • <i>Repetition of problem solving for mastery.</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>3 – 40-minute class periods</i></p>

Unit Scope & Sequence

Course Name: Technology

Grade Level: 3rd

Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Newsletter</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Create a newsletter with three columns and a main title.</i> • <i>Compose three articles about themselves and their family.</i> • <i>Add pictures to go along with their articles.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Student Writing Center</i> • <i>The teacher will demonstrate using the projector how to choose a three-column newsletter with a header, review how to choose a font, size, and a picture as needed.</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Demonstration</i> <i>Discussion</i> <i>Student mastery through completion of project.</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>3 – 25 minute class periods</i></p>

Course Name: Technology

Grade Level: 3rd

Unit Scope & Sequence

Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Organization, tech lab procedures, care of computers and Cds	<i>Students will:</i> <ul style="list-style-type: none">• <i>Understand how to enter and leave the tech lab.</i>• <i>Understand proper use and care of computer equipment Cds.</i>	<i>Methods and Materials used:</i> <ul style="list-style-type: none">• <i>Explanation of how to sit properly at the computer without disturbing the wiring.</i>• <i>Explanation of how to take care of Cds without scratching or leaving fingerprint.</i>	<i>Methods to determine mastery</i> <i>Class discussion</i> <i>Teacher observation</i> <i>Student demonstration of how to correctly insert a Cd.</i>	<i>Time allowed for this unit of study</i> <i>15 minutes</i> <i>Reviewed periodically as necessary.</i>

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Course Name: Technology

Grade Level: 3rd

Unit Scope & Sequence

Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Power Point presentation about the planets</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none">• <i>Research planets using a website chosen by the teacher.</i>• <i>Write down two facts about each planet.</i>• <i>Choose a title and text/picture slides.</i>• <i>Add text and pictures to each slide.</i>• <i>Choose a background for each slide.</i>• <i>Show their power point presentation to the class using a projector.</i>	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none">• <i>The teacher will demonstrate using the projector how power point works, how to select a slide, add text and pictures, and choose a background.</i>• <i>The teacher will explain how to access a website in the 3rd grade favorites folder.</i> <p><i>Website is</i></p> <p><i>http://kids.nineplanets.org/</i></p>	<p><i>Methods to determine mastery</i></p> <p><i>Discussion</i> <i>Demonstration</i> <i>Internet</i> <i>Student mastery through completion of project.</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>4 – 25 minute class periods</i></p>

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Unit Scope & Sequence

Course Name: Technology

Grade Level: 3rd

Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Short Story in Kid Pix</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Create a children’s short story with a title page and a minimum of two story pages.</i> • <i>Use the many functions of a drawing program to creatively make a title and illustrations.</i> • <i>Write at least two sentences on each story page with related illustrations.</i> • <i>Print each page as it is completed.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Kid Pix drawing software</i> • <i>Teacher demonstration of many of the drawing functions using the projector.</i> • <i>Teacher will show an example of a finished project.</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Class Discussion</i> <i>Printout of each page</i> <i>Teacher observation</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>3- 25-minute time periods during three class sessions</i></p>

Unit Scope & Sequence

Course Name: Technology

Grade Level: 3rd

Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Thankfulness Slide</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Choose a slide that uses both text and pictures.</i> • <i>Type the title, "I am thankful for..."</i> • <i>Learn the function of a bullet.</i> • <i>Create a bullet list of things they are thankful for.</i> • <i>Choose their own font style and picture out of the shared folder on the server.</i> • <i>Print on the laser printer.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Power Point</i> • <i>Teacher will demonstrate using the project the different types of slide options.</i> • <i>Teacher will discuss how bullets are used.</i> • <i>Teacher will review how to choose a picture from the shared folder on the server.</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Demonstration</i> <i>Discussion</i> <i>Completion of project will help students master the concepts.</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>2 – 25 minute class periods</i></p>

Unit Scope & Sequence

Course Name: Technology

Grade Level: 3rd

Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>XP Operating System</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Understand how the operating system works on a computer.</i> • <i>Explore “My Computer.”</i> • <i>Understand the “folder” system in XP.</i> • <i>Create a personal folder within their class’s folder.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Teacher will explain the demonstrate using the projector the components of XP including My Computer, Local Disk C, and creating a new folder.</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Demonstration</i> <i>Discussion</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>20 minutes</i></p>

Unit Scope & Sequence

Course Name: Technology

Grade Level: 4th

Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Input/Output Devices</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Understand the different between an input and output device.</i> • <i>Be able to identify five input and five output devices used in the classroom.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Teacher will explain the different between an input and output device.</i> • <i>Class will brainstorm and look for different devices in the classroom.</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Class discussion</i> <i>Brainstorming</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>15 minutes</i></p>

Course Name: Technology

Grade Level: 4th

Unit Scope & Sequence

Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Microsoft Word	<i>Students will:</i> <ul style="list-style-type: none">• <i>Complete various projects in Microsoft Word.</i>• <i>Practice word processing skills.</i>• <i>Learn how to search for specific images.</i>• <i>Learn to copy and paste an image from the internet into a textbox.</i>• <i>Compose at the keyboard.</i>• <i>Type original writing from the classroom.</i>• <i>Make a bullet list.</i>• <i>Create a table.</i>	<i>Methods and Materials used:</i> <ul style="list-style-type: none">• <i>Projects include teacher-developed projects in the tech lab and those developed by the classroom teacher.</i>• <i>Teacher will review aspects of word-processing as needed.</i>• <i>Internet</i>	<i>Methods to determine mastery</i> <i>Demonstration</i> <i>Discussion</i> <i>Teacher observation</i> <i>Completion of projects shows mastery.</i>	<i>Time allowed for this unit of study</i> <i>Many times throughout the year.</i>

Unit Scope & Sequence

Course Name: Technology

Grade Level: 4th

Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Pizza Project with Paint</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Create a pizza in Paint with their own choice of topping.</i> • <i>Copy and paste the image from paint onto a word document.</i> • <i>Choose a font and compose a paragraph about their favorite pizza.</i> • <i>Print on the color printer.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Microsoft Paint</i> • <i>Microsoft Word</i> • <i>Teacher will demonstrate the functions of Paint, how to copy and paste the drawing to a word document.</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Demonstration</i> <i>Teacher observation</i> <i>Completion of project encourages mastery.</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>2 –40 minute class periods</i></p>

Course Name: Technology

Grade Level: 4th

Unit Scope & Sequence

Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
State Project in Power Point	<p><i>Students will:</i></p> <ul style="list-style-type: none">• <i>Use internet to answer questions, provided by the classroom teacher, about their state.</i>• <i>Create a power point presentation.</i>• <i>Learn how to save pictures from the internet to their personal folder.</i>• <i>Choose slides, fonts, and backgrounds.</i>• <i>Add pictures to a slide.</i>• <i>Present the slide show to the class.</i>	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none">• <i>Power Point</i>• <i>The teacher will demonstrate the basic functions of power point using the projector.</i>• <i>The teacher will save all presentations within a class onto one flash drive, so the students can show their work in the regular classroom.</i>• <i>Internet</i>	<p><i>Methods to determine mastery</i></p> <p><i>Demonstration</i> <i>Discussion</i></p> <p><i>Websites used:</i></p> <p>http://www.50states.com/</p> <p>http://www.infoplease.com/states.html</p>	<p><i>Time allowed for this unit of study</i></p> <p><i>3 – 40 minute class periods</i></p>

Course Name: Technology

Grade Level: 4th

Unit Scope & Sequence
Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Word Processing Basics	<i>Students will:</i> <ul style="list-style-type: none">• <i>Understand and be able to locate and use the buttons for alignment, font, size, bullets, “yellow” folder (open), bold, italics, underline, margins, and line spacing.</i>	<i>Methods and Materials used:</i> <ul style="list-style-type: none">• <i>Microsoft Word</i>• <i>Teacher will demonstrate for the class using the projector the functions of the software.</i>	<i>Methods to determine mastery</i> <i>Demonstration</i> <i>Discussion</i> <i>Teacher observation</i>	<i>Time allowed for this unit of study</i> <i>20 minutes</i>

Course Name: Technology

Grade Level: 4th

Unit Scope & Sequence

Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Digital Scrapbook Page	<p><i>Students will:</i></p> <ul style="list-style-type: none">• <i>Create a digital scrapbook page in Power Point.</i>• <i>Learn how to load pictures from a digital camera onto a computer.</i>• <i>Access a shared folder on the server and select a photo.</i>• <i>Add a photo, clipart, background color, and a callout to the slide.</i>• <i>Print on the color printer.</i>	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none">• <i>Power Point</i>• <i>Photos in a shared folder on the server.</i>• <i>Bookmarked website with free clipart.</i>• <i>The teacher will take pictures of the kids all around school.</i>• <i>The teacher will explain how to transfer pictures from a camera to a computer.</i>• <i>The teacher will demonstrate how to copy a picture from the server and put on a slide, copy and paste a clipart image from the internet to the slide, review how to put on a background color, and use a callout.</i>	<p><i>Methods to determine mastery</i></p> <p><i>Demonstration</i> <i>Discussion</i> <i>Teacher observation</i> <i>Mastery through completion of project.</i></p> <p><i>Website used:</i> http://classroomclipart.com/</p>	<p><i>Time allowed for this unit of study</i></p> <p><i>40 minutes</i></p>

Course Name: Technology

Grade Level: 4th

Unit Scope & Sequence

Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Menu Bar in Microsoft Word	<i>Students will:</i> <ul style="list-style-type: none">• <i>Explore the menu bar in Word as a class.</i>• <i>Complete a worksheet covering the nine menu bar buttons.</i>• <i>Understand where functions are located.</i>	<i>Methods and Materials used:</i> <ul style="list-style-type: none">• <i>Teacher-prepared worksheet</i>• <i>Microsoft Word</i>• <i>The teacher will explain the function of each button and the corresponding drop down menu</i>• <i>The teacher will use the projector to demonstrate.</i>	<i>Methods to determine mastery</i> <i>Demonstration</i> <i>Discussion</i> <i>Teacher observation</i> <i>Completion of worksheet will show student's understanding.</i>	<i>Time allowed for this unit of study</i> <i>2-40 minute class periods</i>

Course Name: Technology

Grade Level: 4th

Unit Scope & Sequence

Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
XP Operating System	<i>Students will:</i> <ul style="list-style-type: none">• <i>Understand how the operating system works on a computer.</i>• <i>Explore “My Computer.”</i>• <i>Understand the “folder” system in XP.</i>• <i>Create a personal folder within their class’s folder.</i>	<i>Methods and Materials used:</i> <ul style="list-style-type: none">• <i>Teacher will explain and demonstrate using the projector the components of XP, including: My Computer, Local Disk C, and creating a new folder.</i>	<i>Methods to determine mastery</i> <i>Demonstration</i> <i>Discussion</i>	<i>Time allowed for this unit of study</i> <i>20 minutes</i>

Oklahoma Christian School
Course Description

Course: Technology

Grade Level: 5th Grade

Teacher: Slotnick

Philosophy Statement	
Course Objective	Students will receive instruction in and demonstration of XP, keyboarding by touch, Microsoft Word, Power Point, Excel, internet research, and MLA setup.
Textbook	Microsoft Word, Power Point, and Excel
Other Resources	Teacher-developed projects Teacher-developed drill sheets Internet
Time Allotment	40 minutes, 4 times a week for 12 weeks
Course Content	Organization, Tech lab procedures Microsoft Operating System and Office programs Keyboarding by touch using orange speedskin covers Teacher-developed drill sheets for keyboarding Teacher-developed projects Word processing skills Understanding the different aspects of Power Point and Excel Internet research directed by the student in conjunction with a power point presentation
Evaluation Methods	Class participation Discussion Completion of drill sheets concluding with the ability to type by touch. Teacher observation Application of skills through completion of individual projects.

Course Name: Technology

Grade Level: 5th

Unit Scope & Sequence

Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Flash Drive	<i>Students will:</i> <ul style="list-style-type: none">• <i>Purchase a flash drive (optional).</i>• <i>Learn how to properly insert and remove from the computer without damaging the drive.</i>• <i>Learn how to save a document to the drive.</i>• <i>Learn how to find a document saved to their flash drive.</i>	<i>Methods and Materials used:</i> <ul style="list-style-type: none">• <i>Teacher will show examples of different brands of flash drives.</i>• <i>Teacher will demonstrate how to insert the drive into the USB port.</i>• <i>Teacher will demonstrate using the projector where to find the flash drive symbol in the service tray, and how to properly stop the drive.</i>	<i>Methods to determine mastery</i> <i>Mastery through repetition.</i> <i>Teacher observation.</i>	<i>Time allowed for this unit of study</i> <i>10 minute initial instruction</i> <i>5 minute review as necessary</i>

Course Name: Technology

Grade Level: 5th

Unit Scope & Sequence

Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Excel	<p><i>Students will:</i></p> <ul style="list-style-type: none">• <i>Learn how Excel is similar to Word and Power Point with regards to the menu bar, copy, paste, and cut functions, word art, adding pictures, etc.</i>• <i>Learn that text is aligned on the left and numbers on the right within a cell.</i>• <i>Learn the basic functions of Excel including but not limited to:</i>• <i>Alphabetizing a column</i>• <i>Auto Sum</i>• <i>Copying a sequence or number across a row.</i>• <i>How cells are named.</i>• <i>Adding and deleting a row or column.</i>• <i>Enlarge or reduce the size of a row or column.</i>• <i>Navigate around a spreadsheet.</i>• <i>Percentage formula.</i>• <i>Create a pie chart or bar graph with each project.</i>• <i>Print in landscape with gridlines.</i>	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none">• <i>Teacher will use the projector to demonstrate all the functions learned.</i>• <i>Microsoft Excel</i>• <i>Teacher-prepared instruction sheet.</i>• <i>Internet</i>	<p><i>Methods to determine mastery</i></p> <p><i>Demonstration</i> <i>Class Discussion</i> <i>Mastery through completion of projects.</i> <i>Print documents</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>Portions of class for three weeks.</i></p>

Course Name: Technology

Grade Level: 5th

Unit Scope & Sequence

Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Internet Research	<p><i>Students will:</i></p> <ul style="list-style-type: none">• <i>Research a topic of their choice within parameters provided by the teacher.</i>• <i>Searches are limited to academic topics including animals, history, or science.</i>• <i>Learn about “copy write” free images.</i>• <i>Learn how to save an image into their personal folder to be used later in a word, power point, or excel document.</i>• <i>Learn how to copy and paste both text and pictures directly on a document.</i>• <i>Learn how to tile both vertically and horizontally.</i>	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none">• <i>Teacher will demonstrate all skills using the project.</i>• <i>Internet</i>	<p><i>Methods to determine mastery</i></p> <p><i>Demonstration Class Discussion Mastery through repetition.</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>Several hours during the 12-week course.</i></p>

Course Name: Technology

Grade Level: 5th

Unit Scope & Sequence

Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Keyboarding	<p><i>Students will:</i></p> <ul style="list-style-type: none">• <i>Learn the proper typing position with regards to their body and fingers.</i>• <i>Practice keyboarding with orange speedskin covers.</i>• <i>Progress through drill sheets one at a time during the first four weeks of class.</i>	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none">• <i>Teacher-prepared drill sheets covering the alphabetic and punctuation keys.</i>• <i>Microsoft Word</i>	<p><i>Methods to determine mastery</i></p> <p><i>Progress through drill sheets without correcting errors. Repetitive practice provides mastery. Drill sheets must be typed in order because they build upon one another. Teacher observation.</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>20 minutes four times a week. One sheet is typed per class period.</i></p>

Course Name: Technology

Grade Level: 5th

Unit Scope & Sequence

Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Microsoft Word	<p><i>Students will:</i></p> <p><i>Complete projects including but not limited to:</i></p> <ul style="list-style-type: none">• <i>Tables</i>• <i>Reports</i>• <i>Newsletter</i>• <i>Cut and Paste Project</i>	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none">• <i>Teacher will demonstrate using the projector all the skills learned.</i>	<p><i>Methods to determine mastery</i></p> <p><i>Demonstration</i> <i>Teacher Observation</i> <i>Class Discussion</i> <i>Mastery through repetition.</i> <i>Print documents.</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>Many hours throughout the 12-week course.</i></p>

Course Name: Technology

Grade Level: 5th

Unit Scope & Sequence

Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
MLA Setup	<p><i>Students will:</i></p> <ul style="list-style-type: none">• <i>Learn the four components of the MLA setup as a method of labeling each document produced.</i>• <i>Learn how to set margins, line spacing, proper header, and add their own personal information.</i>	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none">• <i>Microsoft Word</i>• <i>Teacher-prepared instruction sheet.</i>• <i>Teacher will demonstrate each component using the projector.</i>	<p><i>Methods to determine mastery</i></p> <p><i>Mastery through repetition.</i> <i>Teacher observation.</i> <i>Class discussion</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>20 minutes on initial instruction.</i> <i>10 minutes to review on the second day.</i></p>

Unit Scope & Sequence

Course Name: Technology

Grade Level: 5th

Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Organization, grading system, tech lab procedures, care of computers</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Understand the proper way to care for equipment in the tech lab.</i> • <i>Understand the grading plan and what is expected in technology in middle school.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Class Discussion</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>Teacher observation</i> • <i>Question and Answer time</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>40 minutes</i></p>

Unit Scope & Sequence

Course Name: Technology

Grade Level: 5th

Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Power Point</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Create a power point presentation using information found during their internet research.</i> • <i>Learn the different power point functions including but not limited to:</i> • <i>Choosing a new slide</i> • <i>Adding a background – both a color and a picture</i> • <i>Choosing transitions and animation and knowing the difference between the two.</i> • <i>Using Word Art</i> • <i>Choosing bullets</i> • <i>Adding a picture onto a slide.</i> • <i>How to choose and change existing font styles and colors.</i> • <i>How to change the color of Word Art</i> • <i>Save presentation to their flash drive.</i> • <i>Show their project to the class using the projector and a handheld “clicker.”</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Teacher will show an example of a completed power point project.</i> • <i>Teacher will demonstrate using the projector all the functions of power point</i> • <i>Teacher-prepared instruction sheet on power point.</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Demonstration</i> <i>Class Discussion</i> <i>Mastery through repetition.</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>Portion of each class period for three weeks.</i></p>

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Word Processing Skills</p>	<p><i>Students will:</i></p> <p><i>Learn various word processing skills include but are not limited to:</i></p> <ul style="list-style-type: none"> • <i>Open and save a document</i> • <i>Menu bar</i> • <i>Margins</i> • <i>Line Spacing</i> • <i>Numbering</i> • <i>Bullets</i> • <i>Cut and Paste</i> • <i>Use of “right click” on mouse.</i> • <i>Save picture from the internet into their personal folder.</i> • <i>Create a table</i> • <i>Adjust vertical lines in a table and center.</i> • <i>Insert pictures into a document, power point, or spreadsheet.</i> • <i>Print on either the laser or color printer.</i> • <i>Access document from a shared folder on the server.</i> • <i>Two-column document</i> • <i>Proofreading</i> • <i>Word Art</i> • <i>Font selection</i> • <i>Change both font style and color</i> • <i>Text box</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Teacher will use the projector to demonstrate skills learned.</i> • <i>Microsoft Word</i> • <i>Power Point</i> • <i>Excel</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Mastery through repetition.</i> <i>Teacher observation</i> <i>Class Discussion</i> <i>Demonstration</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>New skills are learned throughout the 12-week class. All skills are reviewed as necessary.</i></p>

Unit Scope & Sequence

Course Name: **Technology**

Grade Level: **5th**

Teacher: **Slotnick**

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>XP Operating System</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Understand how the operating system works on a computer.</i> • <i>Explore “My Computer.”</i> • <i>Understand the folder system in XP.</i> • <i>Create a personal folder within the 5th Grade folder on the hard drive.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Teacher will explain, and demonstrate using the projector the components of XP, including: My Computer, Local Disk C., and creating a new folder.</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Demonstration Discussion Student folder created</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>20 minutes</i></p>

**Oklahoma Christian School
Course Description**

Course: Technology

Grade Level: 6th Grade

Teacher: Slotnick

Philosophy Statement	<i>Department Chair/Principal will provide; proceed to Step One</i>
Step One Course Objective (see example)	Students will receive instruction, review, and demonstration of XP, improvement of speed and accuracy in keyboarding, Microsoft Publisher, Word, Power Point, Excel, internet research, and MLA setup.
Step Two Textbook	Microsoft Office
Step Three Other Resources	Teacher-developed projects Typefaster program for keyboarding improvement Internet
Step Four Time Allotment (Minutes per week) (Days per cycle)	40 minutes, four times a week, for the semester
Step Five Course Content	Organization, Tech lab procedures Microsoft XP and Office programs Keyboarding by touch using orange speedskin covers Timed Writings Teacher-developed projects Typefaster (free download off the internet) Word processing skills Use of challenging formulas in Excel Internet research directed by the student that goes along with teacher-provided parameters.
Step Six Evaluation Methods	Class participation Discussion Teacher observation Application of skills through completion of individual projects. Increased speed and accuracy through timed writings and keyboarding practice.

Unit Scope & Sequence

Course Name: Technology

Grade Level: 6th

Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Excel	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Complete several projects.</i> • <i>Learn the formulas including: auto sum, average, percentage, and PMT.</i> • <i>Participate in an online project called Global Grocery</i> • <i>Gather prices from local grocery stores and share with the rest of the class.</i> • <i>Create a spreadsheet comparing the prices from the different stores.</i> • <i>Use the Global Grocery website to gather information about stores about the U.S.</i> • <i>Create a spreadsheet with a chart comparing Edmond with nine other cities around the country.</i> • <i>Count the number of M&Ms including total and the number of each color in three or four separate packages. (Enjoy eating as well.)</i> • <i>Create a spreadsheet and chart showing the differences.</i> • <i>Research five different makes and models of cars with prices, year, and mileage.</i> • <i>Create a spreadsheet calculating the monthly car payment with three different rates and lengths of a loan.</i> • <i>Learn to print in landscape orientation with gridlines.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Teacher will demonstrate all the different functions including formulas of Excel as necessary.</i> • <i>Microsoft Excel</i> • <i>Internet</i> • <i>Packages of M&Ms for each student</i> • <i>Parents take their child to the assigned grocery store.</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Demonstration</i> <i>Class Discussion</i> <i>Teacher observation</i> <i>Mastery through repetition</i> <i>Print out projects</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>Several weeks of 40-minute class periods</i></p>

Course Name: Technology

Grade Level: 6th

Unit Scope & Sequence

Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Internet Research	<p><i>Students will:</i></p> <ul style="list-style-type: none">• <i>Research a topic of their choice within the parameters provided by the teacher.</i>• <i>Searches are limited to academic topics including states, countries, cities, animals, science, and history.</i>• <i>Learn about “copy write” free images.</i>• <i>Learn how to save an image into their personal folder to be used later on a document, power point presentation, or spreadsheet.</i>• <i>Learn how to copy and paste both text and pictures directly onto an Office document.</i>	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none">• <i>Teacher will demonstrate all skills using the projector.</i>• <i>Internet</i>	<p><i>Methods to determine mastery</i></p> <p><i>Demonstration Class Discussion Mastery through repetition</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>Several hours during the semester.</i></p>

Course Name: Technology

Grade Level: 6th

Unit Scope & Sequence

Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Keyboarding	<i>Students will:</i> <ul style="list-style-type: none">• <i>Review proper typing position with regards to their body and finger.</i>• <i>Practice keyboarding skills using orange speedskin covers.</i>• <i>Progress through lessons.</i>	<i>Methods and Materials used:</i> <ul style="list-style-type: none">• <i>Typefaster – a downloadable program offer the internet</i>	<i>Methods to determine mastery</i> <i>Progress through lessons and repeat if all lessons are completed.</i> <i>Teacher observation</i>	<i>Time allowed for this unit of study</i> <i>30 minutes once a week</i>

Unit Scope & Sequence

Course Name: **Technology**

Grade Level: **6th**

Teacher: **Slotnick**

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Microsoft Word</p>	<p><i>Students will:</i></p> <p><i>Complete several projects in Word including but not limited to:</i></p> <ul style="list-style-type: none"> • <i>State report - MLA setup, word art title, two-column table, pictures, at least three paragraph with original writing composed at the keyboard.</i> • <i>Travel Brochure – Two-sided, tri-folded brochure in landscape orientation, research on a U.S. city, pictures, original articles, and lists of things to do, – purpose is to persuade people to visit the city.</i> • <i>Proofread and correct prepared documents.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Teacher will demonstrate and review all necessary functions of Word.</i> • <i>Microsoft Word</i> • <i>Internet</i> • <i>Teacher-prepared documents kept in a shared folder on the server.</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Demonstration</i> <i>Class Discussion</i> <i>Teacher observation</i> <i>Mastery through repetition</i> <i>Print documents</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>Several weeks of 40-minute class periods</i></p>

Unit Scope & Sequence

Course Name: Technology

Grade Level: 6th

Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Organization, grading system, tech lab procedures, care of computers</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Understand the proper way to care for the equipment in the tech lab.</i> • <i>Understanding the grading system, rules, and what is expected in technology in middle school.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Class Discussion</i> 	<p><i>Methods to determine mastery</i></p> <ul style="list-style-type: none"> • <i>Teacher observation</i> • <i>Question and answer time</i> 	<p><i>Time allowed for this unit of study</i></p> <p><i>40 minutes</i></p>

Course Name: Technology

Grade Level: 6th

Unit Scope & Sequence

Teacher: Slotnick

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
Power Point	<i>Students will:</i> <ul style="list-style-type: none">• <i>Choose a topic of interest to them within parameters provided by the teacher.</i>• <i>Write at least 20 questions about their topic.</i>• <i>Research answers to their questions using the internet.</i>• <i>Create a power point presentation showing information learned.</i>• <i>Choose one font style and background.</i>• <i>Choose transitions and animation.</i>• <i>Share information learned by presenting power point to the class.</i>	<i>Methods and Materials used:</i> <ul style="list-style-type: none">• <i>Microsoft Power Point</i>• <i>Internet</i>• <i>Questions written by students</i>• <i>Teacher will review functions of power point as necessary.</i>	<i>Methods to determine mastery</i> <i>Demonstration</i> <i>Class Discussion</i> <i>Teacher observation</i> <i>Mastery through repetition</i>	<i>Time allowed for this unit of study</i> <i>Portions of 10-12 40-minute class periods</i>

Unit Scope & Sequence

Course Name: **Technology**

Grade Level: **6th**

Teacher: **Slotnick**

Title of Unit	Unit Student Objectives	Unit Instructional Methods	Unit Assessments	Unit Time Frame
<p>Publisher</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Choose a topic and research on the internet.</i> • <i>Create a newsletter in Publisher.</i> • <i>Compose four articles using their research.</i> • <i>Decide what aspects of their topic they should include in their articles.</i> • <i>Write sentences using their own words.</i> • <i>Add two pictures.</i> • <i>Add borders.</i> • <i>Layout articles and pictures within the framework of an 8 ½ by 11 page.</i> 	<p><i>Methods and Materials used:</i></p> <ul style="list-style-type: none"> • <i>Teacher will demonstrate the different functions of Publisher including: textboxes, borders, adding a picture, word art, etc.</i> • <i>Microsoft Publisher</i> • <i>Internet</i> 	<p><i>Methods to determine mastery</i></p> <p><i>Demonstration</i> <i>Class Discussion</i> <i>Teacher Observation</i> <i>Mastery through repetition</i></p>	<p><i>Time allowed for this unit of study</i></p> <p><i>8-10 40- minute class periods</i></p>